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Designing a program of teacher professional development to support beginning reading acquisition in coastal Kenya

What should be considered when developing a literacy intervention that asks teachers to implement new instructional methods? How can this be achieved with minimal support within

existing policy? We argue that two broad sets of considerations must be made in designing such an intervention. First, the intervention must be effective by bridging the gap between current teacher practice and the scientific literature on effective instruction. This broad consideration is detailed with 10 design recommendations. Second, the intervention must be amenable to being scaled-up and mainstreamed as part of government policy. This involves being (i) simple and replicable; (ii) well received by teachers; and (iii) cost effective. The paper describes how these factors were considered in the design of a literacy intervention in government primary schools in coastal Kenya. It also includes reactions from teachers about the intervention and their change in knowledge.

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