



The Status of French Language Teaching and Learning across Ghana's Public Education System

Final Report

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Acronyms

BECE	Basic Education Certificate Examination
CoE	College of Education (formerly Teacher Training College of TTC)
CREF	Regional Centres for the Teaching and Learning of French
EMIS	Education Management Information System
ESR	Education Sector Review
GAFT	Ghana Association of French Teachers
GES	Ghana Education Services
GOG	Government of Ghana
ICT	Information and Communication Technology
JHS	Junior High School
KNUST	Kwame Nkrumah University of Science and Technology
MOE	Ministry of Education
NYEP	National Youth Employment Programme
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
REO	Regional Education Office
SHS	Senior High School
SMC	School Management Committee
TLM	Teaching and Learning Material
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education Winneba
UG	University of Ghana
WAEC	West Africa Examination Council
WASSCE	West Africa Senior Secondary Certificate Examination

Executive Summary

The Ministry of Education, with support from the French Embassy, has been promoting and supporting the French language teaching and learning in the public education system at basic, second cycle and tertiary levels of education since the 1980s. Emphasis has been placed on providing qualified teachers to teach at the various levels of education and in this regard three Colleges of Education (COEs) in Eastern, Ashanti and Northern regions were designated to specialize in providing qualified French teachers for basic and second cycle levels of education. The Ministry, with support from the French Embassy, also set up ten Regional Centres for the teaching and learning of French (CREF's) to provide in-service training to French teachers as well as providing French language resources for both teachers and students of French. The centres are responsible for monitoring and promoting the study of French. In order to provide the requisite quality of language teachers, the Embassy supports French students learning at higher education levels either abroad or within the country.

After many years of directing resources and effort to promote the study of French in Ghana, the Ministry of Education and the French Government deemed it imperative to review the state of French language teaching and learning in the country across the various levels of education. Such an assessment would enable them to strategically plan to improve it within the current context.

The study explored the scale and spread of French language teaching and identified the factors that promote or impede the teaching of French at the various levels of education. It assessed the overall effectiveness of the French language promotion policy in Ghana. The study employed a mix of qualitative and quantitative approaches. The study used secondary data from the Ministry of Education, enrolment data from Education Management Information System (EMIS) and West African Examination Council (WAEC) as well as quantitative data collected through questionnaires by the CREFs, and in-depth and focal group discussions with key stakeholders including French teachers, students and education directors at regional and district levels. The Northern and Ashanti regions were selected for field work along with the pilot study which was first conducted in the Greater Accra region.

Junior High School Level

There are very few Junior high schools outside of the major district town capitals and regional centres which offer French at the JHS level. It was difficult getting data on the exact number of schools offering French at Junior High School (JHS) level; there were a total of less than 501 JHS's across the three regions of study out of a total of over 7,656 public JHS's for the country; The WAEC (2009/10) data suggests that close to 70,000 pupils sat for the BECE exam in 2009/10 representing a 19% increase in the number of pupils sitting for French in the Basic Education Certificate Examination (BECE) for both public and private JHSs. Performance in

French has also improved for both girls and boys over the last three years, even though girls slightly outperformed their boy counterparts. Greater Accra, Ashanti and Volta regions respectively have the highest number of pupils sitting for the French BECE while the Upper West, Upper East and Northern regions have the lowest number of pupils sitting for the French BECE. However, Upper West, Greater Accra and Ashanti regions are consistently the best-performing regions in the French BECE.

Evidence from the field work shows there is a shortage of French teachers at JHS level. This has a direct bearing on the quality of teaching and learning of French at the Junior and Senior High School (SHS) level. Also, the majority of trained French teachers are deployed in regional or district capitals with very few of them being deployed or accepting postings to rural areas. For instance in the Northern Region, out of a total of 174 French teachers only 28% (48) of them were trained (as opposed to voluntary or non-professional) teachers, of which over 50% were deployed in Tamale, the regional capital. The result is that French teachers have high pupil teacher ratio's at particularly the JHS level and this, couple with inadequate teaching and learning materials, affects the quality of French taught to JHS pupils in most schools, especially rural ones. The diversion of French teachers to subjects other than French by district education authorities, who do not see the study of French as a priority in their districts, also vitiates the teaching of French at JHS level.

Key motivations for becoming French teachers at JHS include the ambition of ultimately moving to tertiary levels and opting for courses which will allow teachers to transition into other careers, e.g. becoming diplomats or journalists. The few French teachers wishing to continue teaching French had mostly been mentored by a teacher when they themselves were in JHS and SHS levels and encouraged to become French teachers.

The number of French teachers available to the districts urgently needs to increase to ensure that more teaching and learning materials, particularly textbooks are available at JHS level. Teachers from neighbouring countries like Togo and Benin should be brought into supplement the French teaching force in Ghana.

Senior High School Level

The number of public senior high schools offering French increased substantially between 2007 (259) and 2008 (283) and then fell slightly between 2008 and 2009 to 281 schools. Using the 2007/08 EMIS data, the number of SHSs offering French represents about 57% of total public SHSs in the country (MOE 2008). There is a corresponding increase in the number of French students pursuing French at public senior high schools in the last three years. Between 2007/08 and 2009/10 the number of students pursuing French in public senior high schools increased from 36,827 students to 71,768 students, a 51% increase. However, even though about 50% of SHSs offer French, **only 9%** of students at public SHSs take French as a subject option based on

2009/10 SHS enrolment (MOE 2009). The Volta, Ashanti and Eastern regions have the highest number of SHSs offering French while the three northern regions followed by Brong-Ahafo region have the lowest number of SHSs offering French.

The total number of students who sat for French in the West African Senior Secondary Certificate Examination (WASSCE) increased from 7880 students in 2007 to 9810 in 2009 representing a 24% increase but the increment arose mainly between 2008 and 2009. However, while there are slightly more female than male students pursuing French, only about 38% of students sitting for the WASSCE were males. This shows that many male students drop French before the final examination. Ashanti, Eastern, Volta and Greater Accra regions have the largest number of students and three northern regions and Brong-Ahafo region have the fewest number of students sitting for French in WASSCE. About 60% on average are able to pass (obtained grade A1-C6) for the last three years with the females slightly outperforming the male students.

French teaching at SHS level uses limited oral and “communicative” methods due to the lack of French language laboratories sufficiently equipped to teach oral French. Only the well-endowed schools have some level of French language-learning equipment. There was also a notable lack of adequate teaching and learning materials (TLMs) for French as well as a shortage of French teachers.

The study emphasized the need for more teaching learning and materials and equipment as well as more contact hours in the timetable to study French. Most importantly the French teaching force should be boosted to provide sufficient teachers for all SHS's. In this regard more French teachers could be brought in from neighbouring countries to teach French, particularly as Ghana is surrounded by three Francophone countries: Burkina Faso, Côte d'Ivoire and Togo. Students should be given the opportunity to travel to Togo or Benin for language learning and French clubs could set up in communities to promote the language. Teachers and students also recommended that French be taught at JHS level to prepare students for studying French at SHS level and to make French compulsory only at SHS level.

College of Education (Teacher Training College) Level

There are three colleges of education (formerly teacher training colleges) (Mount Mary, Wesley and Bagabaga College of Education) which specialized in training French teachers for the Ghana Education System. However, French teachers trainees make up between 20-30% of the student population of these training colleges. All three colleges of education complained of not achieving their full capacity and were disappointed by their inability to attract enough students for French teacher training. The low patronage is partly due to trainee teachers' fear that they may fail their college examinations. Students complained of too few contact hours in French with only about 6 hours of French a week. This coupled with the weak foundation at the SHS level, forces college tutors to provide extra tuition in order to cover the basic instructional and

curriculum needs of students. Consequently students perceive the French option as too taxing and many teacher trainees are deterred from opting for French.

Most of the training colleges were participating in the Study Abroad Programme and were able to take Year 1 or 2 French students to the *Village du Benin* in Togo for 6 weeks each year. The Study Abroad Programme is supported by the Government of Ghana and the French Embassy. The programme gives teacher training students the opportunity to practice French everyday which gradually increases their levels of fluency and improves their confidence in speaking French. Most of the French tutors at the COEs have Bachelors and Masters degrees. There were *no* female French tutors teaching in the three training colleges. French tutors at the colleges of education are often supported by the French Embassy to pursue higher degrees in French; however some do not return to teach at the COEs after obtaining their qualifications.

There is inadequate teaching and learning materials available at most training colleges; even at Mount Mary's College which used to have one of the best equipped audio-visual language laboratories for French,² the laboratory was in a state of disrepair and no longer provides audio-visual materials, tape recordings and CDs for the French students. Some of the other colleges used textbooks, tapes and CDs with students (Wesley College) but resources were limited at Bagabaga. Most of the French books were also outmoded.

There was a clear consensus that more training colleges specializing in French language training are needed - at least one per region to decentralize and widen the opportunities for trainees to opt for French. There should be a level of specialization for French students such that the French teacher trainees gain some exemption from the 10 subjects trainee teachers typically have to study. For the time being the contact hours for French should be increased from 6 to 10 hours per week. This could be done by reintroducing evening classes. It was also recommended that the colleges be provided with well-equipped language laboratories with cassettes, CDs, Internet, etc. to enhance French teaching and learning of but the colleges have to maintain such facilities more responsibly. Cost sharing agreements should be explored if future funding is to be provided for language laboratories.

Tertiary Level

The study assessed access to French at tertiary institutions including the polytechnics and five public universities in Ghana. The findings from the five public universities revealed that there are about 2,056 students taking French in the various French Departments for Bachelor, Masters and PhD degrees. About 1,969 (96%) of students pursuing French at the university level are Bachelor degree students. The University of Ghana has the largest number of French students (about 45%) studying at the French Department of the University. However, there are a

² There were originally two well equipped language laboratories with 48 language booths and a satellite dish capable of capturing model classes in France for the use of students in Ghana.

large number of students (2,667) outside the French Department studying French and out of these 1,432 students about 54% are from the University for Development Studies (UDS), Wa Campus. In total about 4,723 students both in and outside the French departments of tertiary institutions are studying French.

Findings from the polytechnic interviews suggest that French is taught as a subject for the select few polytechnic graduates, such as those taking home economic graduates. Ironically, despite the high levels of qualifications of French teachers at polytechnic level, they were teaching at a very basic level of French since most polytechnic students were taking French for the first time.

Another interesting finding related to access to tertiary French education for French teachers at senior high school and colleges of education was that after the teachers obtained their Bachelor and Master degrees in French they hardly return to the classroom to teach. These teachers were usually supported to study French at tertiary either by distance learning or full-time on paid study leave. This is in line with the general trend of teachers attaining higher tertiary education with paid study leave but deciding not to go back to the teaching field after completion.

Conclusion and Recommendations

The patronage of the French Language in Ghana has improved as indicated by the growing numbers of students pursuing French at the various levels of education. However, there are several challenges that limit the efforts of Ghana Government and the French Embassy are making to successfully promote French and creating a more multilingual Ghana. To improve upon the current status of French in the country, the number of French teachers needs to increase to meet the demand for French teachers at JHS and SHS levels. More trainees should be sponsored to study French at the colleges of education and expand the number of COEs specializing in French teacher training across the country. The teaching learning and materials and methods used in schools and tertiary institutions, as well in teacher training, needs to improve. Finally, innovative approaches to teaching French using immersion, Internet, and radio should be pursued, to make French more appealing to students. Finally a large scale campaign to recruit French people who have completed their Baccalaureate should be designed to attract and enhance the teaching of French across all the 570 Senior High Schools in Ghana. This program should involved the design of two levels of French are offered at the SHS level over the coming five years in order to make the French accessible to all SHS students.

1.0 Introduction

The Government of Ghana (GOG), with support from the French Embassy, has been promoting and supporting French language teaching through Ghana's public education system particularly at the second cycle and tertiary levels of education since the early 1980s. Over the last two years, the Ministry of Education (MOE), with French Embassy support, has placed particular emphasis on supporting the Colleges of Education (CoE) in three regions of the country: Eastern, Ashanti and Northern regions, where a fund to support the training of tutors and lecturers at the teacher training level was set up to develop the quality of French language teaching at the tertiary level.

The Ministry of Education and the French Government wish to obtain a clear indication of how French is being taught across tertiary, second cycle and basic levels of education in Ghana in order to inform policy and strategically plan for the way forward. In June, 2010 the French Embassy, at the request of the Ministry of Education, commissioned a study on the current status of French language teaching in Ghana. The main purpose of the study is to assess the current status of French language teaching at tertiary, second cycle and basic levels of education in order to support and make recommendations towards improving French language promotion in the sector. The study was designed to assist the Ministry of Education and the French Government determine the most effective ways of supporting French language policy and programming, and identify some of the challenges and successes over the last few years.

1.1 Policy Framework for French Language Teaching in Ghana

In April 2004, the MOE announced the launch of new education reforms following the report of the President's Committee on Review of Education Reforms in Ghana (October 2002). Part of these reforms focused on the revisions in the curriculum and syllabus at all levels of pre-tertiary education. One key area prominent to this policy initiative was language and literacy at the lower primary level. The 2002 President's Committee report recommended that French be introduced at the primary school level as an optional subject, and that extension into all schools should be based on the availability of teachers. The report also emphasized the need to introduce French into all Colleges of Education to equip newly trained teachers to teach French in basic schools.

The White Paper on Report of the Education Reform Review Committee (Oct 2004) clearly stated the Government of Ghana's intention to ensure that French became a compulsory subject at the Senior High School (SHS) level and that efforts be made to ensure that the Junior High School (JHS) curriculum prepares students to meet this benchmark.

The White Paper on the Education Reform Review Committee's findings also stated that:

- “It’s also well established that an early and routine acquaintance with second, third and fourth language confers on children great advantages in their life-long proficiency in those languages... the facts of geography impose on Ghana a necessity to promote among wide segments of the commercial and financial sector’s workforce a proficiency in the French language; Being an English-speaking country is also a source of considerable competitive advantage in international economic and political relations which Ghana needs to build upon. Therefore, government has in the past encouraged a policy of early introduction to English and French, ... in a balanced way with the primary use of mother tongues in KG and Primary school and then with increasing intensity in high school (GOG, 2004: P. 29)³.
- “It is the decision of government that apart from assuring primary tongue proficiency in English by the end of Primary school, the study of French to working standard --- will also become *compulsory* in second cycle education and the Junior High School curriculum should accordingly work up to that policy (GOG, 2004: P. 30).” This meant that JHS should offer French and lay the foundation for students to be able to participate in French as a compulsory subject at SHS level.

The White Paper also mentions that the GOG was committed to building teachers’ capacity to teach French particularly at teacher training college level; “special attention will be given to several subjects including French... at TTC level” (GOG, 2004: P. 30-31).⁴ The 2002 President’s Committee report emphasized the need to recruit French teachers from neighbouring countries through exchange programmes, use of retired professors and other qualified teachers to assist in the teaching of French to solve the shortage of French teachers.

Despite the prominence of French language teaching and learning in key policy documents, much less emphasis has been placed in the strategic and operational documents of the MOE/Ghana Education Service (GES). For instance, the Education Strategic Plan (ESP) prioritizes Ghana’s educational needs and sets targets for achievement in the next 10 years. French teaching and learning has not been well captured in this key Government policy document. The most recent Education Strategic Plan (2010-2020) has not mentioned strategies for promoting French language and learning in Ghana. The Educational column which captures the policy objectives on languages does not mention French (MOE, 2009b:p.25). This is a total deviation from the previous ESP (2003-2015), which under the Quality Education section had policy objectives (QE8), targets and strategies for the development and improvement of the study of French in basic, SHS and CoE levels of education (MOE, 2003; p.26).

An analytical assessment of the Education Sector Performance Reports for the last three years shows that little attention has been given to tracking progress on the teaching and learning of

³ GOG White Paper on the Report of the Education Reform Review/Anamoah Mensah, October 2004 p. 29

⁴ Teacher training colleges (TTCs) have since been redesignated Colleges of Education (COEs).

French in Ghanaian public schools. The only mention of French is in the 2007 Education Sector Performance Report which reported that “11 French tutors trained and equipped with updated knowledge and skills to improve their performance in the TTCs and improve positively on the performance of COEs French students” (MOESS, 2007; p.7). French Embassy support to the Ghanaian education sector has been acknowledged. In 2008, the French Embassy provided US \$703,393.93, representing about 0.9% of total donor support, and in 2009, US \$461,292.80, approximately 0.5% of total donor support, to the education sector (MOESS 2008; p.122 & MOE, 2009a; p.73).

1.2 Study Methodology

The study involved a mixed method approach employing both qualitative and quantitative data collection methods, and sampling techniques. The study included three main components:

Component 1: Secondary data analysis using existing data available from the MOE Education Management Information System (EMIS) and West African Examination Council (WAEC) relating to the numbers of schools and teachers currently offering French language as a subject in their schools. The data was available from EMIS to some extent, although further analysis was required to isolate French-teaching-data within the school census data, particularly at SHS level. From this national database we were able to identify the number of JHSs and SHSs that currently send candidates to WAEC to sit the examinations in French.

Component 2: Field work was carried out in three regions of the country (Northern and Ashanti along with Greater Accra as the pilot region); fieldwork involved a mapping exercise to assist the research team select the districts best suited for a rapid assessment of the status of the French language. The section on sampling below presents the criteria for the selection of districts.

Component 3: The research team undertook a mapping exercise/or questionnaire of the spread of French teachers through information provided by the CREF or Regional Education Office (REO) to capture data which was not available from the EMIS or WAEC (e.g. number of JHSs teaching French); this mapping exercise provided essential data on the number of French teachers and number of schools offering French at SHS and JHS levels in the region.

Some of the main study research questions included:

- What is the scale and spread of French language teaching and participation in the subject across JHS, second cycle and tertiary levels of education?
- What are the factors which promote or impede the teaching of French across basic, second cycle and tertiary levels of education given the issue of teacher deployment, rural/urban, etc contexts of education etc?
 - What has motivated people to opt to become French teachers in Ghana?

- What has also motivated students to take French courses at senior high school and tertiary levels?
- How effective have French language policies been in promoting and implementing French teaching across different levels of education?
 - How can these be improved?
 - What influence have the CREFs had on the teaching and promotion of French within the education institutions?
 - What actions or policies could help to sustain and enhance the promotion of the French language in Ghana's education system?

1.3 Scope and Sampling for the Study

The Northern and Ashanti region were selected for field work based on their history of working with CREFs and promoting French language in Ghana. Both regions have institutions at all three levels of education which have a history of supporting CREFs, French teaching at teacher training college level and provided two different contexts for exploring the key research questions posed in the study.

District Selection was mainly useful to attain a representative view of French language teaching at district level and was based on the following criteria:

- Urban and rural nature of the districts was taken into consideration in final selection;
- Proximity of the district to the CREF: One district was selected within the CREF's catchment area and the other outside the catchment area but still relatively close to the regional capital;
- Deployment of French language teachers to the district; District selection was also based on consultation with the regional education office to determine the number of French teachers deployed across all the districts in the region and to select a district that would receive an average number of teachers of French at SHS and JHS levels;
- Proximity to the regional capital was a factor due to the teams' time constraints.

School selection/institutional selection was based on proximity so the research team could investigate the school within the day. The team randomly selected the schools based on a full listing of all the JHSs and SHSs offering French and having a French teacher on site at the time of the study. Site selection was based on consultations with the District Education Office to

ensure that at least one or more French language teachers was available at the school. Priority was given to schools which had been teaching French over the last two years and schools with a history of offering French for over five years; this enabled the research team to compare differences in the teaching of French over a period of time, which may have affected or supported the teaching of French. Institutions visited and key people interviewed in the study included the following:

Table 1: List of institutions visited and interviews

	Northern Region	Ashanti Region
Regional Interviews	Team 1: Regional Education Office for district mapping of French teacher deployment; Team 2: District Education Office Interviews with District Education Director and staff relating to French language	Regional Education Office for mapping exercise of the region District Education Office Interviews with District Education Director and staff relating to French language
Tertiary Level	Bagabaga Training College Tamale Polytechnic	Kwame Nkrumah University of Science and Technology University of Ghana (pilot)
Second Cycle	2 SHSs (team 1, Tamale District 1)	2 SHS (team 2, District 2)
Basic Level	2 JHSs (team 1, Tamale District 1)	2 JHSs (team 2, District 2)

The study covered 2 Regional Directorates of Education, 3 COEs teaching French, 3 District Education Directorates, 3 CREFs, 8 SHSs, 2 Universities, 2 Polytechnics, and 8 JHSs across the country. The pilot phase of the study included visits to 1 JHS and 1 SHS in the Greater Accra region. The research team held 7 in-depth interviews with key stakeholders at the national level including the Deputy Minister of Education, Director of Basic Education Division, Director of Curriculum Research and Development Division, Director of Teacher Education and the Director of Senior Secondary Division, the Director of the French Secretariat of the MOE/GES. The National CREF Director and the Francozone Director were also interviewed.

The study team received the following responses on CREF data and questionnaires:

Table 2: Responses from the CREF questionnaires

	Number of Districts submitting CREF questionnaire	Total Districts	%
Greater Accra	8 districts (information for JHS level)	10	80%

	6 districts (information for SHS level)		
Ashanti Region	11	28	39%
Northern Region	18 (at JHS level) 8 (at SHS level)	20	90%

1.4 Methods, Instrumentation and Piloting

The two research teams were deployed in each region and used mainly open and closed interview methods to collect the data across each institution. Data collection methods included:

- Semi-structured interviews with key GES personnel at regional and district levels, heads of institutions and French teachers
- Focused interviews with students taking French language courses
- Observation checklists at the CREFs

The instrumentation was developed to ensure the most efficient approach to data collection and at the same time cover all the areas outlined in the terms of reference. The following table outlines the key methods and instrumentation used for the study:

Table 3: Research methods and instruments

Level of inquiry	Research Methods and Instruments
Regional Education Directorates	Interview with mapping exercise for the region focused on French teacher deployment and status of schools with French Mapping instrument outlining number of schools across all districts in the region with French language across all the levels
District Director of Education	Interview schedule containing both open and closed questions
Director of CREF	Focal Group Interview with the key CREF personnel Observation Checklist at the CREF
Tertiary level (University, College of Education, Polytechnic)	Interview schedule for the Principal or overall Director of the Educational Institution Interview schedule for the Director of the French language departments at the University, COEs and Polytechnics Focal group Interview schedule for the French language students at the institutions

Level of inquiry	Research Methods and Instruments
Senior High School	Interview schedule/checklist for the head teacher of the school Interview schedule for the French language teachers at the Senior High School Focal group interview schedule for the French language students at the SHS
Junior High School	Interview schedule/checklist for the head teacher of the school Interview schedule for the French language teachers at the Junior High School Focal group interview schedule for the French language students at the JHS

AfC developed a field guide containing all the instruments and each team member was trained in its usage. A training day was provided by the research team leader for all four teams operating in each of the designated regions (Greater Accra, Ashanti and Northern regions). The pilot study applying the instruments and methodology took place at the end of June in the Greater Accra area and included field visits to: 1 CREF, 1 university, 1 SHS, 1 JHS and at the regional education office. The instruments were subsequently refined and submitted to the French Embassy and MOE/GES for final approval.

Study Limitations

The study was not be fully representative of the entire country since only three regions (including the pilot) and 5 districts were included in the study. Future studies should contain a larger sample and the instrumentation developed for this study could be used for the purpose. This study also provides an opportunity to continue building a French database of the teachers and schools over the coming years. The study does not directly explore issues of French language development within the private sector due to limitations of time and resources. A comparison between the public and private sector will likely yield important lessons for policy development in future.

2.0 National Level Findings on French Language

National level interviews with the Deputy Minister of Education, Directors of the Teacher Education Division, Curriculum Research and Development Division and Basic Education and Secondary Education Division revealed the following findings. All interviews confirmed that there had been limited promotion of the teaching of French across the country and that very few students were opting for French, particularly at the teacher training college level. This was validated by data obtained from each of the Colleges of Education. MOE Divisional Directors suggested that one of the main reasons for the lack of interest in French teaching has stemmed from the challenges faced by SHS leavers who do not obtain a firm grounding in French at JHS level. Other reasons for lack of French teachers and French language learning at all levels related to: limited numbers opting for French at teacher training level, and a shortage of books and teaching/learning materials at all levels to encourage the strong uptake of French among students.

The Deputy Minister of Education explained the importance of this study to the Government of Ghana. He stated that the Government of Ghana takes the teaching and learning of French very seriously due to Ghana's position economically and politically in the sub-region⁵. He suggested that French should be promoted as a national agenda item in order to encourage social cohesion among neighbouring countries. He also explained that the MOE/GES has failed to promote the French language over the years and that there is a need for a strategic approach to improving French going forwards. The Deputy Minister emphasized that there are only about 350-400 French teachers trained and graduating from the three training colleges of education which teach French each year, and that newly-trained French teachers must be considered a high priority and given incentives to teach. Exchange programmes for French speaking teachers from Togo, Benin and Burkina Faso need to be organized. More books should be provided to improve the study of French and the use of ICT should be made a priority.

An interview with the Director of the Teacher Education Division, Mr. Victor Mante, revealed that the main factors militating against French teaching and learning across Ghana's public education system included: the lack of and maintenance of language labs. He pointed out the Mt Mary lab, which was formerly well-equipped, had not been maintained and was currently dysfunctional. The lack of books at JHS and SHS was also a key constraint to quality French education. He pointed out that the French Government had drastically reduced the funding for CREFs over the last 4 years and that in 2009, only 80,000 Ghana cedis were given to support the 10 CREFs across the country along with the national CREF office, which was woefully inadequate. Another key constraint was the instability of teachers at the basic and SHS levels,

⁵ Ghana became an associate member of the International Organization of Francophone Affairs (OIF) in Sept 2006. Ghana also plays a key role as a peace keeper in West Africa and promotes regional integration as a strong member of the ECOWAS.

since most of the teachers trained at Mt Mary training college leave teaching service after 2-3 years in search of “greener pastures.” Finally the posting of French teachers was concentrated at the regional centres and regional capitals. Many of Mr. Mante’s observations were validated during the field work and national analytical assessment using the WAEC and EMIS data (see Chapters 3-6). The Director of the Teacher Education Division explained that Ghanaians’ interest in French is strongest in the border areas, where the importance of French is appreciated. Field work confirmed that this was true and that several teachers, both professional and non-professional, were being employed by communities to teach their children French in the public system at JHS level. Private schools in these areas were likewise offering French at the primary and JHS levels (e.g. Bumkpurugu Yunyoo).

The Director of the Teacher Education Division recommended that French be made a core subject for all students at both JHS and SHS levels. He saw an immediate need to increase CREF funding so that more in-service courses could be organized for teachers.

Interviews with the Director of Basic Education, Mr Stephen Edu, revealed that the key issues in relation to the promotion and teaching of French in Ghana were: availability of teachers; teacher quality; and access to teaching and learning materials including textbooks and supplementary readers. Mr Edu reiterated the problems of deploying teachers to rural areas, , and the non-implementation of the policy to make French compulsory at the JHS and SHS levels due to the non-availability of French teachers.

He recommended that before a compulsory-French policy could be fully implemented, an environment conducive to promoting French must first be established. Suggestions included developing and providing adequate supplementary readers, forming French clubs to promote French speaking; introducing French competitions among students and providing incentives to motivate and re-train French teachers; training non-professional or voluntary French teachers and re-examining the approach to teaching to make it more participatory and interesting for students.

Interviews with the Director of Second Cycle Education revealed that there is a serious lack of support for French teaching in the country with the Ghana Association of French Teachers (GAFT) having a low visibility. She identified the lack of French teachers at SHS level as the main reason the policy has not been implemented. The Director of Second Cycle Education’s key recommendations include the need to: make French a core subject at JHS and SHS levels; provide more French textbooks and supplementary readers. She also emphasized the need for French language centres to be established in a cluster of schools and for basic French language practice CDs to be made available.

Interviews with the Director of Curriculum Research and Development Division (CRDD) revealed that the Ghana Association of French Teachers was not active in the area of in-service training of French teachers and that although French clubs were active in the past, they have

become less so. The CRDD Director spoke of the shortfall of teachers at JSS level resulting in a very small number of JHSs offering French.

The Director recommended more in-service training courses for French teachers, more advocacy programmes for learning French and a public awareness drive to highlight the importance of French and the opportunity for students, particularly at SHS level, to take French along with other subject combinations such as law, economics, political science and general science. She also recommended that the French Government support the study of French through more exchange programmes, and expand the study abroad programme which has been a key motivational factor for French teachers in the past. She advocated increased emphasis on the production of French books and teaching and learning materials (TLMs) in conjunction with French Government and CREF support to provide in-service training programmes on a large scale.

Interviews with Mr. Gminguole, Director of the French Secretariat of MOE's referred to the establishment and history of the CREFs across Ghana. The CREFs started in 1992 and continued until 2006 when Ghana joined the International Organisation of *Francophonie* as an associate member. At this time the senior policymakers including the Minister and key MOE directors saw the need to create an office for the teaching and learning of French, which would advise the MOE on French language policy and ensure the promotion of French in Ghana. Mr Gminguole referred to recent work with the Curriculum Research and Development Division on the development of French language teaching syllabuses for both JHS and SHS levels and they are in the process of revising the syllabus for the Colleges of Education with better-defined learning outcomes. Mr Gminguole stated that the key limitation to French teacher training in Ghana has been the quota system for the Colleges of Education which limits the number of French teachers that can be trained each year.

Overall, national level interviews revealed that stakeholders believed that fewer students are taking French at JHS and SHS levels due to the shortage of teachers, lack of books and the fact that French is not a core subject at either level (despite the policy). Interviews also revealed that district-level sponsorship for teacher trainees neither identifies nor encourages French teachers and that the Ghana Association of French Teachers has not been very active in the last few years. Another key factor was the reduction in the number of in-service training courses offered for French teachers over the last five years due to the limited CREF funding, which has affected teachers' performance, particularly at the basic level of education.

National level stakeholders put forth several recommendations in order to improve the scale of French language teaching across Ghana's public education system. There was consensus among those interviewed that this should start with stronger resourcing to assist French at the JHS and SHS levels, which would mean requesting support from neighbouring countries to teach French at basic level and providing more incentives for French teachers in remote rural areas. Another

recommendation which cut across all national level interviews was the need to offer French as a compulsory subject alongside ICT and other local languages in schools where there is a French teacher available. Stakeholders recommended radio programmes and language laboratories at the basic school level along with more resources for the production of French language textbooks for both teacher and students.

3.0 Access, Quality and Management of French at the JHS level

The following section presents findings from analysis of the West African Examination Council and Education Management Information Service data on the number of students sitting for French language Basic Education Certificate Examination (BECE) across the country. It also presents the qualitative findings from field work across the two study and pilot regions.

3.1 Access and Participation in French at JHS level

Data related to the number of junior high schools in the country offering French was very difficult to obtain. The National School Census conducted by the Ministry of Education does not currently include an option for schools to indicate that they are teaching French at the JHS level. The EMIS data could only provide the number of senior high schools offering French and there was no national data available on the number of JHSs teaching French.⁶ No disaggregated data was available from WAEC in terms of the number of private and public schools offering French at district level for JHS or SHS.

The only data available for the number of JHSs in a given district offering French was collected through the completed and returned CREF questionnaires sent out to the three study regions (Ashanti, Eastern and Northern regions). Annexes 3, 4, 5 present the main data relating to the numbers of JHSs in each of the three study regions based on the compilation of CREF survey data. This data set was limited since not all the districts returned their questionnaires and data was not always reliable as JHS teachers were fairly mobile, and if a school lost its French teacher over the course of a year that was difficult to detect from the data provided. Table 4 presents the main findings of the number of JHSs per region.⁷

Table 4: Number of JHSs and SHSs by region (2009/2010)

Region	Number of JHSs teaching French	Number of SHSs teaching French	Total numbers of Districts providing data set;
Greater Accra	228	38	80%
Ashanti Region	226	29	39%
Northern Region	47	14	90%

⁶ The CREF data provided to the team was able to capture the number of JHSs teaching French in the districts which submitted their forms in Ashanti, Northern and Greater Accra regions, but this data was not always fully reliable.

⁷ There are a total of 7,656 public and 2,557 private JHSs in Ghana making a total of 10,213 JHSs across the country.

The findings reveal that the regional capitals often had 50% of the total number of JHS and SHSs teaching French in the region. For instance, Kumasi Metro had a total of 102 JHSs out of a total of 226 French schools in the region. The average number of JHSs for districts in Ashanti region was about 10. Another dynamic was the effect of location. For instance the highest number of JHSs in the Northern Region was in Bukpurugu Yunyoo which had a total of 26, nearly half of all the JHSs in the region (47). This district border is very close to Togo.

In the Northern Region there were very few JHSs outside the Tamale Metro offering French and only 7 out of 20 districts in the Northern Region have schools offering French at JHS level. Findings suggest that in the north on average most districts outside of the regional capital have 1 to 3 JHSs offering French. Also, many of the districts that offer French at JHS level did not have SHSs offering French (e.g. Savelugu). Table 5 below presents the data for the Northern Region and reveals the different numbers of JHSs and SHSs offering French district by district.

Table 5: Number of JHSs and SHSs across the Northern Region between 2007/08 and 2009/10

Name of District	JHSs 2007/08	JHSs 2008/09	JHSs 2009/10	SHSs 2007/08	SHSs 2008/09	SHSs 2009/10
Tamale Metro			9	5	5	5
Savelugu Nanton	3	4				
Tolon-Kumbungu	1	1	0			
West Mamprusi						
East Mamprusi				1	1	1
Yendi Municipal	--	--	1*			1
Gusheigu						
Chereponi				1	1	1
Zabzugu-Tatale						
Nanumba-North						
East Gonja						
West Gonja				2	2	2
Bole						1
Sawla Tuna Kalba						1
Bunkpurugu Yunyoo				2	2	2
Karaga						
Nanumba south						
Central Gonja						
Saboba						
Kpandai	N/A	3	15*	N/A	N/A	1
Total	3	5		12	12	12

*Includes private schools

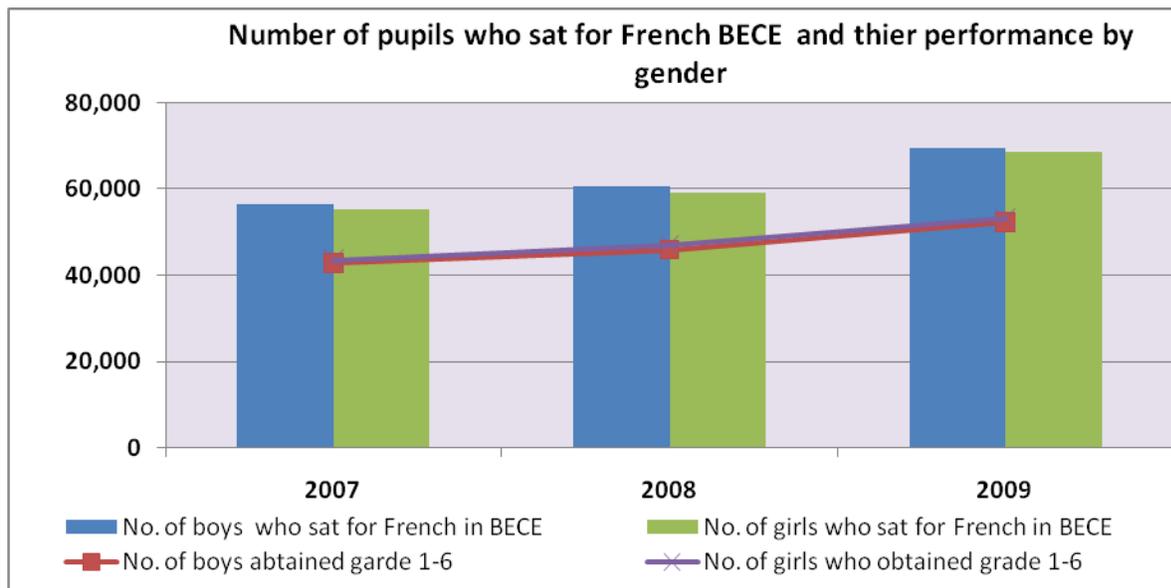
In the Northern Region at least 9 districts did not offer French as a subject at any of their JHS and SHS schools, corroborating the CREF data submissions. French teaching in most of the rural districts outside the regional capital was subject to sudden teacher transfers, teachers going on Study leave and teacher pregnancy. French learning and teaching at JHS level was

characterized by the instability of French teachers since these events could mean that pupils might not have a French teacher for one or two years while waiting for a replacement. In some schools French might stop all together.

Number of students sitting for French at JHS level

The national data sets for French from WAEC suggest that there has been a gradual increase in the number of pupils sitting for French in the Basic Education Certificate Examination (BECE). The number of pupils from both public and private junior high schools that sit for French in BECE grew by about 19% over the 2007 to 2009 period (see Figure 1 below). The number of pupils who obtained grade 1-6⁸(pass mark) also increased for both boys and girls over the last three years. However, even though slightly more boys than girls sat for the French exam, the number of girls who passed is slightly higher than for boys.

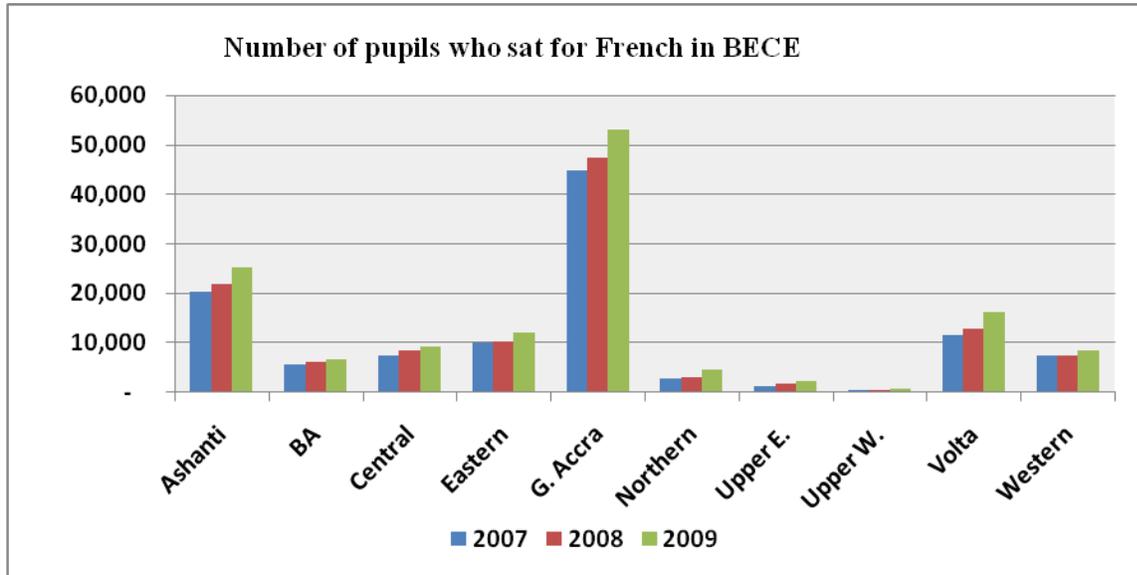
Figure 1: Number and performance of pupils who sat for French at the BECE (2007 to 2009)



Regional comparisons relating to numbers of pupils sitting the BECE demonstrate that Greater Accra, Ashanti and Volta regions respectively have the highest number of pupils sitting for French at the BECE level while the Upper West, Upper East and Northern regions have the lowest number of pupils sitting for French at the BECE. However, in all regions the number has increased over the period between 2007 and 2009. The regional variations relate to the availability of French teachers and the deployment patterns in these same regions. This will be further discussed in the next section of the report under teacher availability. The Volta regions have the highest number of pupils sitting the BECE outside Greater Accra and also border with Togo (see Figure 2 below).

⁸ Grades 1-6 means above a D or an E.

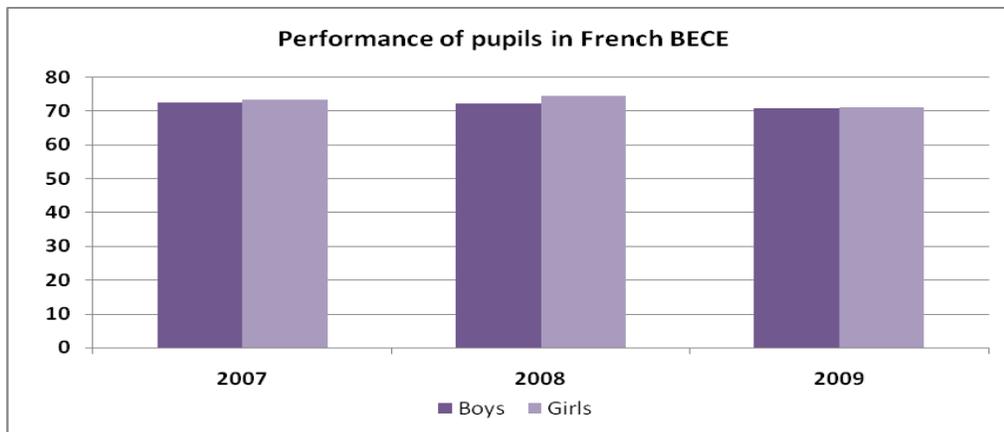
Figure 2: Number of pupils who sat for French in BECE (2007 to 2009)



3.2 Performance of JHS Students Sitting for French by Gender and Region

The percentage of girls and boys who obtained grade 1-6 in the BECE in French reveals very little improvement in performance between girls and boys over the 2007 and 2009 period. In percentage terms, girls continuously performed better than boys even though the gap is minimal except in 2009 when they were at par.

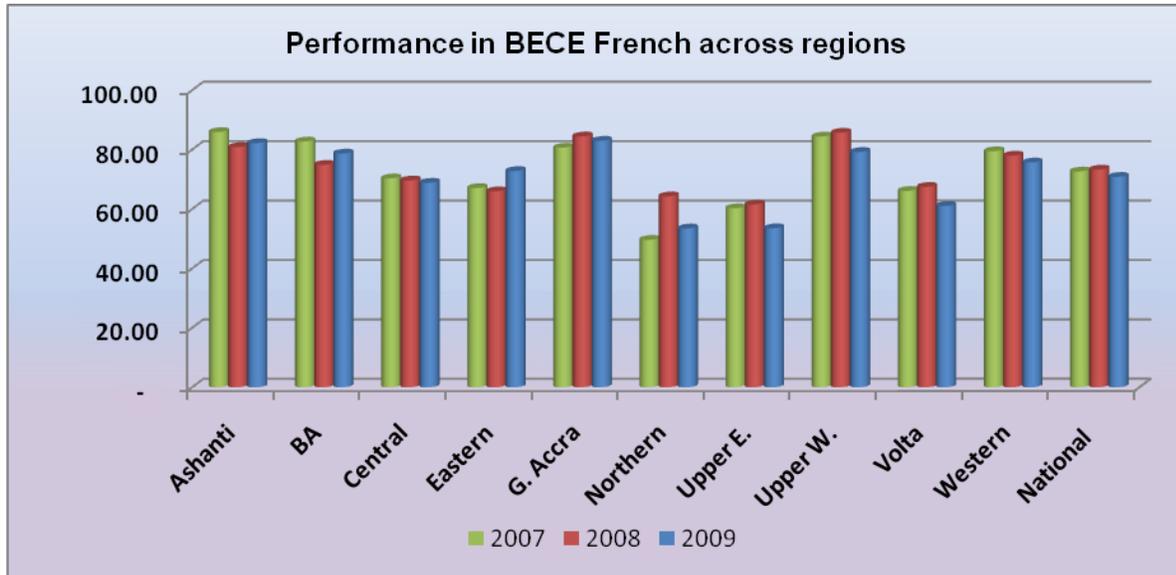
Figure 3: Performance of Pupils in French at BECE (2007 to 2009)



The Upper West, Ashanti and Greater Accra regions are the best performing regions in relation to French BECE results over the three year period. The Northern and Upper East regions have

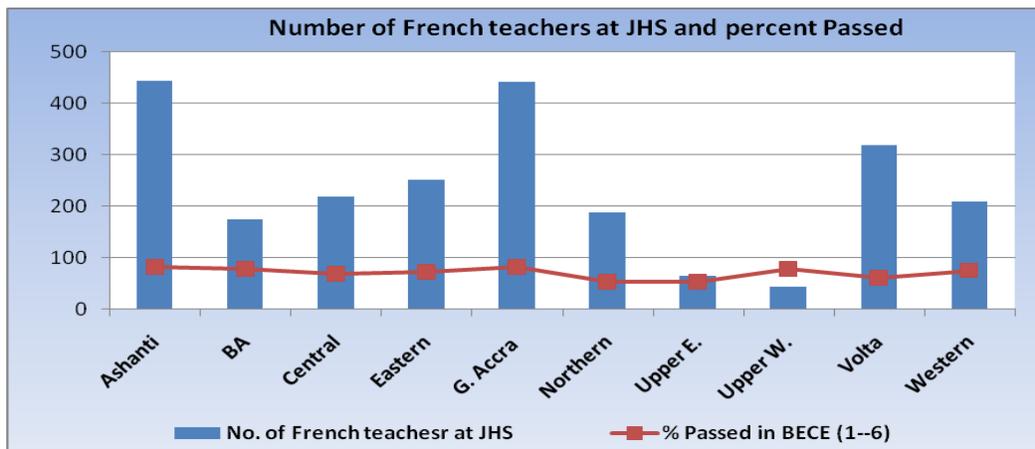
the poorest performance among all the regions. The Greater Accra, Eastern and Northern regions recorded some improvement over the period with all other regions having varied performance (see Figure 4 below).

Figure 4: Performance of JHS students in BECE exam in French across the regions (2007 to 2009)



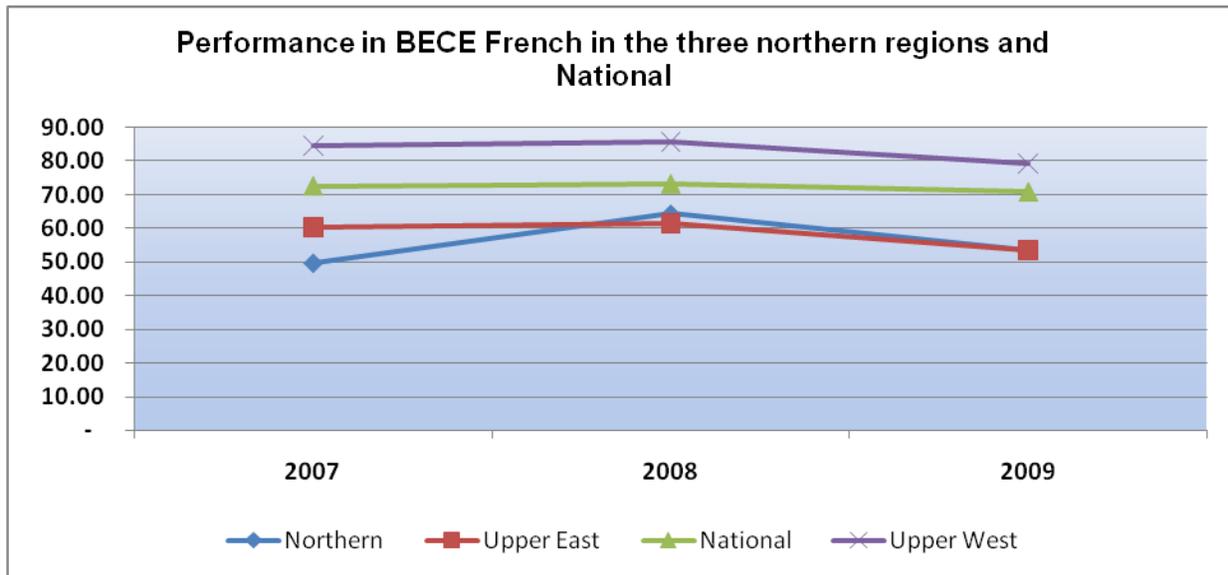
The Ashanti, Greater Accra and Volta regions had the highest number of French teachers at JHS in 2008. There is no clear relationship between the number of of French teachers in a region and pupils’ performance in the BECE as indicated by Figure 5 below. For instance Upper West region has the lowest number of French teachers but has the best performance in BECE French among all the regions.

Figure 5: Number of French Teachers at JHS and Student % pass at BECE (2008/09)



Analysis of the WAEC data from the three northern regions: Northern, Upper East and Upper West compared to the national average revealed that the Northern and Upper East regions' performance fell below the national average but Upper West region was well above the national average (see Figure 6 below).

Figure 6: Performance in BECE French across three Northern Regions (2007 to 2009)



(Source: WAEC, 2010)

3.3 Quality of Teaching and Learning of French at JHS levels

Some of the factors which relate to the quality of teaching and learning of French include: the availability, and qualification/training of French teachers, the availability of teaching and learning materials (e.g. textbooks, posters, supplementary readers etc), the methods of instructional practice and the time allocated for teaching French. The data gathered across the three study regions reveals that there are very few French teachers at JHS level compared to other subject areas. Across the three study regions there were relatively few numbers of French teachers compared to the wider teaching force. Responses from the CREF questionnaires revealed that Greater Accra had a total of 215 French teachers⁹ of which almost all were professionally trained French teachers with a strong gender balance within the French teaching force.

Ashanti Region had 11 out of 28 districts responding to the CREF questionnaire. This region's data revealed a total of 119 French teachers at JSS teaching across the 11 districts, Approximately 76 % of these French teachers were trained, with only 24% French teachers in the

⁹ Note that Accra Metro and Dagme East did not submit their CREF forms

region untrained (in the districts which submitted data). The majority of the French teachers in the Ashanti region were women (59 teachers) but were mainly deployed in schools around Kumasi Metro (e.g. Ejisu Juaben, Ahafo Ano South etc). The Northern Region had a total of 174 French teachers in 18 of the 20 districts who submitted their data in the region; over 72% of these French teachers were untrained and only 14% were women. (See Table 6 below).

Table 6: Number of JHS French teachers (professional and non-professional), 2009/10

Name of the Region	Total Number of JHS French Teachers in the Region	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-professional French Teachers(having less than teaching training certificate)	
		Male	Female	Male	Female
Northern Region	174	34	14	115	11
Ashanti Region	119 ¹⁰	40	51	10	8
Greater Accra	215	109	106	0	0

(Source: CREF survey from offices and District Education Offices within the Regions 2010). Please note that some districts did not submit their data forms/number of teachers.

A more in-depth view of the deployment of French teachers regions examined in the study suggests that the vast majority of trained French teachers remain in the regional or district capitals, with very few professionally trained teachers deployed or accepting postings in the rural districts outside the regional capitals. For instance, in the Northern Region where data was most available from the districts and the CREF office, the following patterns emerged at JHS level. Out of a total of 174 French teachers in the northern region only 28% (48) of these were professionally trained teachers of which over 50% remained in the regional capital Tamale. The large number of (72%) non-professional teachers were a mix of community supported, School Management Committee (SMC) paid and voluntary teachers, many of whom have a Togolese background. Half the female teachers (14%) were teaching in JHSs in the Tamale. See Table 7 below for details.

¹⁰ The total number of French teachers in Ashanti of 119 was not broken down properly into professional and non-professional teachers therefore the disaggregated numbers do not correspond with the total for the region.

Table 7: Number of French teachers at JHS (by district, gender and qualification) - Northern Region, 2009/10

NORTHERN REGION (JHS 2009/2010)					
Names of Districts in Northern region	Total Number of JHS French Teachers	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-professional French Teachers(having less than teaching training certificate)	
District	Teachers	Male	Female	Male	Female
1. Tamale Metro	57	18	8	27	4
2. Tolon-Kumbungu	1	1	0	0	0
3. Savelugu-Nanton	2	1	1	0	0
4. West Mamprusi	1	1	0	0	0
5. East Mamprusi	8	3	1	4	0
6. Yendi	6	0	0	5	1
7. Gushiegu	N/A	N/A	N/A	N/A	N/A
8. Chereponi	10	0	0	9	1
9. Saboba	10	0	0	8	2
10. Zabzugu-Tatale	12	0	1	11	0
11. Nanumba-North	14	1	0	11	2
12. East Gonja	7	0	0	7	0
13. West Gonja	2	1	1	0	0
14. Bole	1	1	0	0	0
15. Sawla-Tuna Kalba	0	0	0	0	0
16. Bunkpurugu-Yunyoo	21	3	1	16	1
17. Karaga	N/A	N/A	N/A	N/A	N/A
18. Nanumba-South	7	3	0	4	0
19. Central Gonja	1	0	1	0	0
20. Kpandai	14	1	0	13	0
Total	174	34	14	115	11

(Data Sources: Regional CREF Office, Northern Region 2010 and some submissions from Districts e.g. Bole).

Note: N/A means that no data was available since the district did not submit their form; Districts which do not have any teachers were marked as 0.)

Environment for Teaching French

JHS French teachers across the three regions were asked to comment on the environment for teaching French. There was no unanimous agreement on the conduciveness of the environment for teaching French at JHS level; half the teachers interviewed believed it was conducive for teaching French while the other half felt otherwise. Those who thought the environment was not conducive complained of the lack of proper teaching and learning materials. Other reasons given for a poor teaching and learning environment related to: high enrolment levels of students and lack of French teachers. The researchers observed that there were insufficient French teachers in JHSs outside urban areas in Northern and Ashanti regions; resulting in the high pupil-teacher ratios (1 French teacher to a school population of between 200-400 pupils).

Methodology used in French teaching at JHS

Many of teachers interviewed in the Ashanti and Northern regions indicated that they use translation methods (moving from English to French) in teaching French at JHS level. Teachers in the rural areas were particularly constrained in using this method because most of their pupils

do not understand English and therefore the French teachers were compelled to use the local language in order to teach French. French teachers interviewed complained of students not being able to understand them in class and they being unable to teach in French alone, having to first translate from English or local language into French. On probing further, teachers admitted that many of their children also did not have a strong grasp of English therefore they had to use the local language in their classroom lessons. French teachers also used the rote method where pupils repeat what their teachers have spoken and memorize words. Teachers also mentioned that they focused on grammar and not much communication was carried out in the classroom. Interviews with training college tutors suggest that this was due to the lack of language facilities at the COE level where there is very little listening and oral practice in French.

CREF interviews suggest that the in-service training at the CREF exposed teachers to the use of more participatory approaches to teaching French (e.g. small group methods and the introduction of songs and drama in their lessons) but this study was unable to assess whether these were being applied at the classroom level. Interviews with children revealed limited usage of songs and stories in the teaching of French; more audiovisual materials such as radio, TV etc were needed to make lessons more interesting. Interviews with JHS pupils also suggested that sometimes teachers were harsh on their learners and that this dissuaded pupils from opting for French.

Access to French Textbooks

Interviews with French teachers and observation at the classroom level suggested there were very few French materials or audio visual equipment available. Teachers in the Ashanti districts spoke of bringing in their own cassette recorders on some occasions or allowing the children to watch a French video. Less endowed schools and more rural schools did not mention the use of any teaching and learning materials apart from the textbooks.

The researchers only observed very few classroom lesson plans for French and no use of the JSS syllabus to guide teachers of French. Teachers and students interviewed disclosed that they do not have access to the prescribed French language textbooks for 3 to 4 years; the French language textbooks pupils' ratio was between 1:3 and 1:4.

Integration of French into the Timetable

Observation of most of the classrooms suggested that about 2 to 3 hours were devoted to the study of French per week on the timetable. Given that most of the schools have at most one French teacher, these French teachers were often overworked. Interviews with the students at JHS levels confirmed that their teachers often did not teach them during the whole allocated period. Another finding from the study suggests that some of the French teachers were teaching in the private schools while at the same time working in the public school system.

Compulsory or Elective

The practice of making French compulsory or optional, varied across the regions and localities in the country. For instance in the urban areas which had a more stable deployment pattern of French teachers (e.g. Kumasi and Tamale Metros) more JHSs had French as a compulsory subject, while more rural areas of Ashanti and Northern regions were more flexible.

Although French is compulsory at JHS level, most districts and head teachers were challenged to implement the policy due to lack of teachers who would prepare children to write the BECE. The majority of JHSs in the Northern Region offering French needed at least a few years with a French teacher before being able to prepare their children to sit the BECE. High teacher mobility in the rural areas, particularly in northern regions, means that most trained teachers stay in the teaching field for about 2-3 years and leave for higher education. JHSs with stable French teachers that had been at the school for 3-4 years were experienced in writing French but others opted not to write the BECE particularly if their teachers were “volunteer teachers under the National Youth Employment Programme (NYEP)”.

Table 8: A few experiences of Teaching and Learning French in the JHSs visited

	<i>Experiences in teaching and learning French at JHS</i>	Total population
La Wireless JHS, Greater Accra	<p>Ms Oye handled all 133 pupils in different classes and the class size differed from class to class. In JHS 1 the pupil teacher ratio (PTR) was 1:26, in JHS 2 it was 1:24 and JHS 3 it was 1:16. The textbooks used were “<i>Voila</i>” and the methodology according to the teacher was a mixture of the direct and traditional. According to the teacher the method was effective since most of her pupils passed French at the BECE level in 2008/09.</p> <p>There were no TLMs in the school but Ms Oye improvised by using real objects to facilitate her teaching. According to the teacher, it was interesting to teach French at the JHS 1 level but pupils’ interest in the subject decreased from JHS 2 onwards due to the focus on passing the exams. Ms Oye explained that after JHS 1 she was obliged to make her lessons exam-oriented to ensure that the pupils passed the BECE otherwise she would be blamed for not doing her work well. Although she spoke French to them very few students could speak French and she did not focus on using oral French activities in her methods nor in her assessment of the pupils.</p>	133 students
St Louis Demonstration JHS, Kumasi	<p>The head teacher of the school, Mr. Otoo had a diploma in French education from the University of Education Winneba (UEW) in 1994. There were two French teachers in the school. French was a</p>	867 total school

	<i>Experiences in teaching and learning French at JHS</i>	Total population
	<p>compulsory subject at the JHS for all 867 pupils. The teachers were overwhelmed with work with six streams of students. The textbooks used in the school were: <i>Bonjour Les Amis</i> and <i>Voilà Nouveau</i> but there were no TLMs. The teachers managed to improvise using real objects, flash cards, pictures and flannel graph cut-outs to facilitate the delivery of their lessons.</p> <p>Both the “<i>méthode directe</i>” and “<i>L’approche communicative</i>” were used and supplemented with other strategies such as role play, French songs and poems were used to encourage the pupils to participate fully in lessons. The teachers also encourage the students to speak French and promote the study of French in the classroom by listing the benefits of French. The main challenges for the teachers included poor pronunciation of the words and language interference from the mother tongue. In spite of these challenges the BECE results were very strong with no failures in French and about 50 of the 250 students who sat for the BECE in 2008/09 got about 1-5 in French.</p>	population
New Amakom M/A JHS	<p>The methodology used in the JHS was mainly <i>L’approche communicative</i> to reinforce the pupils’ oral skills. French was a compulsory subject among the students in the school. According to the teachers, the pupils were interested in the French, but according to pupils they would not opt for French if they had a choice. They also recognized that French could assist them get a job in the foreign service, communicate with others from neighbouring countries and find a good job.</p> <p>Focal group discussions with the pupils revealed that they found the BECE papers difficult and were only able to answer a few of the questions well.</p>	396 pupils

3.4 Motivation, Management and Opportunities for French

Teachers’ Motivation for Taking French as a subject at CoE level

Interviews with teachers across the three training colleges suggest that the main reasons for opting for French include the motive of ultimately moving to tertiary levels and opting for courses which will allow them to become a diplomat or journalist. This echoed the interviews with students at SHS who were also taking French in order to enter the international legal profession, journalism or the diplomatic service. Very few teachers interviewed across the

Northern and Ashanti regions were French teachers because they wanted to teach French to children. A few teachers interviewed expressed their desire to remain French teachers because they had been mentored by a teacher when they were in JHS and SHS levels and encouraged to become French teachers.

Deployment of French teachers at JHS level

Interviews with the Regional and District Directors of Education revealed major challenges in both the deployment and posting of teachers. Interviews with the Regional Directorates revealed that only 170 French teachers emerge each year from the three training colleges and about 10 of these are posted to each region. Interviews with the District Directors of Education revealed that the sponsorship system of sending teachers from the districts and sponsoring them to CoE's meant that teachers who attend training college and then come back to serve at the JHS; only if the teacher opted for French at the training college level would the district know whether that teacher was coming back to the District to service as a French teacher. Some districts did not have access to a pool of French teachers at the JHS levels. Data from MOE/GES EMIS suggest that very few French teachers each year graduate from the COE. In total there are only about 828 teacher trainees of French as of 2009/10.

Table 9: Enrolment rates of teacher trainees of French across the Colleges of Education which offer French

	Mount Mary COE	Wesley COE	Bagabaga COE	Total
Year 1	132	120	37	289
Year 2	126	112	25	263
Year 3	140	116	28	284
Total	390	348	90	828

Reasons for schools providing French as a subject area

JHS school head teachers were often asked as to how French became a subject at their school. Answers in the Ashanti and Northern Region are as follows:

- There was a head teacher who was very keen on the French language
- There was a keen District Education Director who promoted French in the district

District Directors of Education seemed to support the teaching of French but were constrained by the types of teachers being posted to their district, often only a very few having trained as French teachers. For instance, in West Mamprussie out of a total of 29 teacher trainees ready for posting in the district only 1 or 2 in any one year would be French teachers. At the SHS the constraints were the same with districts being dependent on the study leave graduates from the University of Education Winneba or the University of Cape Coast (UCC) coming back as “French teachers”

from the university after four years of study leave with pay. These long periods of absence from the district and classrooms were not supported by commensurate dedication to stay on for more than a few years.

Demand in public versus private schools

Several of the private schools in remote northern areas were attracting French teachers to their schools and offered French since it was seen as an incentive to parents for opting for private education. All five of the private JHSs in Nalerigu town were offering French and using some of the public school teachers to teach it. An interesting case was the one private school with over 700 students which used the volunteer teacher at the SHS to assist with teaching and this school obtained the highest JHS BECE results in 2009/2010.

Regionally, private schools, equipped with more books and better motivated teachers, were recognized as providing higher quality French classes to their students, and producing better examination results compared to the public schools.

3.5 Key Constraints and Challenges at JHS level

The vast majority of JHS French teachers and head teachers interviewed spoke of the limited availability of teaching and learning materials such as textbooks to effectively teach French and to motivate pupils to learn French. Most teachers spoke of not having any audio-visual materials to make French learning interesting and reports from the teachers and CREF directors/staff suggested that the French teachers in remote areas were not able to practice speaking French on a regular basis. Another major constraint to the teaching and learning of French at the JHS level was the lack of French teachers and those posted to the JHS were often not long-term (e.g. planning for study leave or NYEP volunteers, etc). Observation and interviews with French teachers at JHS schools suggested they were stressed due to the high pupil teacher ratios, with examples of French teachers handling more than 500 students in one school (e.g. Damango JHS etc).

Few trained teachers per district

Probably the single most important challenge facing the promotion and development of French language in Ghana is the limited number of French teachers particularly at the basic level (JHS). The shortage of French teachers – both trained and untrained - has curtailed the implementation of the national policy to promote French in Ghana. The shortfall is not only due to few numbers in the training colleges with less than 170-290 French teachers graduating from the three teacher training colleges each year but also to the resistance among district education offices to support, encourage and promote volunteer French teachers from neighbouring countries to assist JHSs French teachers. The positive aspect is that private schools and the CREF itself are including the

“untrained” volunteer teachers in their workshops and in-service training thereby supporting a more realistic avenue for developing French within the JHS level of education.

Large class sizes: One of the greatest challenges found in French teaching of is the large class size that French teachers have to contend with; this is a cause of stress since many French teachers teach about 12 hours a week. For instance, in Naa Bongu JHS in East Mamprusi district, the French teacher was in charge of over 400 students and two streams were operating at the school. She reported having on average 100 students at any one time to teach and this limited her ability to provide effective teaching in French.

Lack of Learning Materials/Books: Almost all the schools complained of lack of teaching and learning materials (TLMs). The District Director of Education reported in the study districts in the north that they had not received French books since 2005/06. In the Naa Bongu school the students complained of the large class sizes and the fact that there were very few books available in French. Once the students “shared out all the books the other students did not get any access to the French books”. Several of the JHS students interviewed reported that they had no access to any books for JHS 2 since they were last in line.

All schools at JHS and SHS across the three regions reported not having access to supplementary readers or literature in French, lack of library facilities and no audio-visual materials. This was of particular concern at the teacher training college level. At Mt Mary and Bagabaga COE had no operational language laboratories and their satellite dish had broken down. Unfortunately none of the school heads and teachers at the JHS level were using their capitation grants to support the purchase of teaching and learning materials in French which could be one approach to improving the learning environments for French teaching.

Limited methodology: All District Directors of Education reported that they had observed their French teachers using “chalk and talk” methods of teaching or lecture style of teaching French in the classrooms. French teachers’ confirmed that the vast majority of the class was spent lecturing students, particularly if the class size was large. Teachers of large class sizes spoke of how they could hardly give out exercises for the children to do since they were unable to mark all the notebooks.

Interviews with the teachers and students made it became apparent from the teachers’ perspective that they were having difficulty attracting students to the French language, particularly since the majority of students were wanting to concentrate on the four core subjects and did not see the importance of taking French.

From the child’s perspective, JHS 3 students reported that they were attracted to the school because of the French but found it tedious to study French due to the large class sizes, lack of books and lack of understanding in class. Teachers in the same schools reported that they often had to break the language down into English before translating what they were about to teach the

students into French. Across the study districts several teachers reported that they would spend time teaching the students in English and then teaching them the same lesson in French so the students would understand. Most teachers in the rural areas recognized that some of the students did not have a strong grasp of English which made their work even harder and that sometimes they would have to teach in local language and then English.

Lack of innovation and “take up” in the teaching of French: The study revealed that there was very limited innovation in French teaching although the CREF was introducing more creative ways for teachers to explore French language instruction through song, poetry and drama. There appeared to be limited take up of these methodological approaches at the classroom level. Teachers interviewed admitted that they had not introduced many of these communicative approaches to learning in order to attract the students to French.

Teachers and heads reported that the French teachers, although given some in-service training, were often not provided with enough support and training compared to other specializations (e.g. Math and Science Inset). The study also revealed that there was hardly any support for on-site supervision since the regional coordinator of the CREF was only given financial support to visit 15 to 20 “external” schools located outside of Tamale per year and the rest of his/her supervision was focused in Tamale.

Another major constraint in order to ensure that the teaching of French was supported and supervised was revealed in interviews with the head of JHSs and SHSs. Very few head teachers were able to supervise the teaching of French since the lesson notes were all in the French language. This also deterred the circuit supervisors from the district education office from regularly monitoring French teachers across the system. The teachers themselves had recognized this as a constraint and had begun to write their lesson notes in English with some French but there was no person at the district office able to supervise this process. There was clearly a weak linkage between French teachers, their oversight and support between the District office and the schools in the district.

3.6 Key Strategies and Recommendations

The main recommendations from JHS head teachers was to increase the numbers of French teachers available to the districts and ensure that more teaching learning materials particularly textbooks were available at the JHS level. Probably the most important strategic policy recommendation from this study is to negotiate with neighbouring countries in order to secure more French teachers at the JHS and SHS level over the next five years.¹¹ Other recommendations include the following:

¹¹ This was also recommended by the Presidential Education Review Committee in 2004.

- A large scale programme could be set up to help significantly augment the numbers of French teachers at the JHS level if young graduates from the “*Baccalaureate*¹²” levels of Togo could be recruited to come as French teachers. There should be a minimum of service of 2 to 3 years in order to stabilize the movement of teachers at this level and ensure that at least one cycle of JHS students are able to sit their examinations.

The main strategies for improving French instructional practice at the JHS level and within the classroom were to increase the provision of teaching and learning materials including providing more posters, more supplementary French readers, textbooks, audiovisual equipment in the classroom and possibly trying to enhance the teaching and learning of French through the radio.

Most teachers suggested that there should be competitive awards to JHS French teachers in order to improve their language skills in the neighbouring French countries. They also suggested that more language centres should be created on a school cluster level or in collaboration with the libraries in some of the districts in order for children to access audio equipment using French cassettes and CDs.

In order to improve the supervision of French teachers and enhance their professional development, Directors of Education at the district and regional levels recommended stronger linkages be made between the CREF and the district directorates in order to identify French teachers serving in the schools and facilitate replacements when there is a vacancy. District Directors also recommended that there be French graduates in each of the district education offices to serve as a French district support officer and provide on-site supervision along with mentoring. Head teachers and directors of Education also recommended that the French teacher’s lesson notes be written in English in order for there to be effective supervision of the quality of teaching and learning in the classroom.

¹² This is Ghana’s A’ level equivalent.

4.0 The Teaching and Learning of French at Senior High School Level

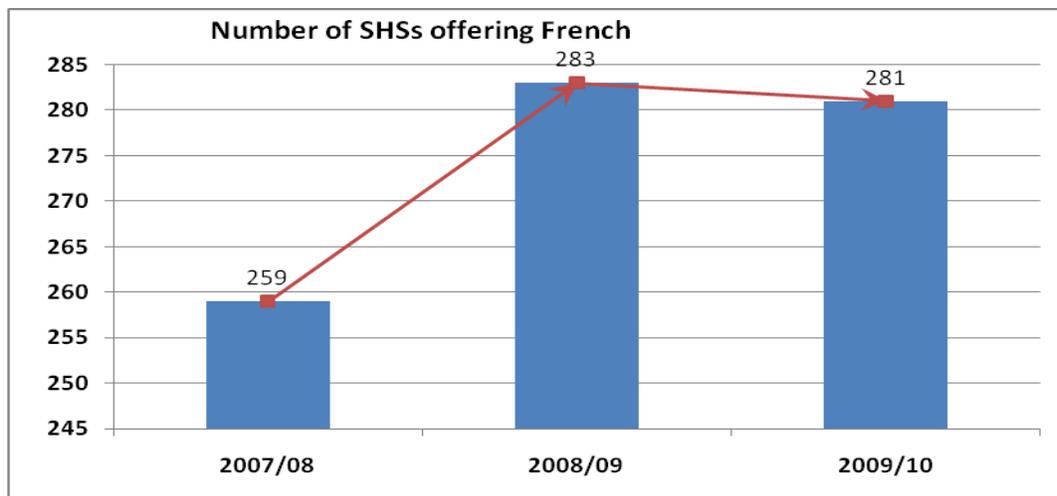
The next section reviews the key findings at senior high school level. The chapter begins by presenting the findings on access to, and senior high school students' performance in, French based on WAEC and EMIS data. The section then explores issues relating to the quality of French language teaching in Ghana, the motivational and management aspects of work, before presenting the key challenges and recommendations.

4.0 The Teaching and Learning of French at Senior High School Level

4.1 Access to French and Participation at SHS level

The number of public senior high schools offering French increased dramatically between 2007 and 2008 and then fell slightly between 2008 and 2009 as indicated by the arrow in graph below. The number of Senior High Schools (SHS) offering French increased from 259 schools to 283 schools between 2007 and 2008 but reduced slightly to 281 schools in 2009. Using the 2007/08 data, the number of SHSs offering French represent about **57%** of total public SHSs in the country (MOE 2008).¹³

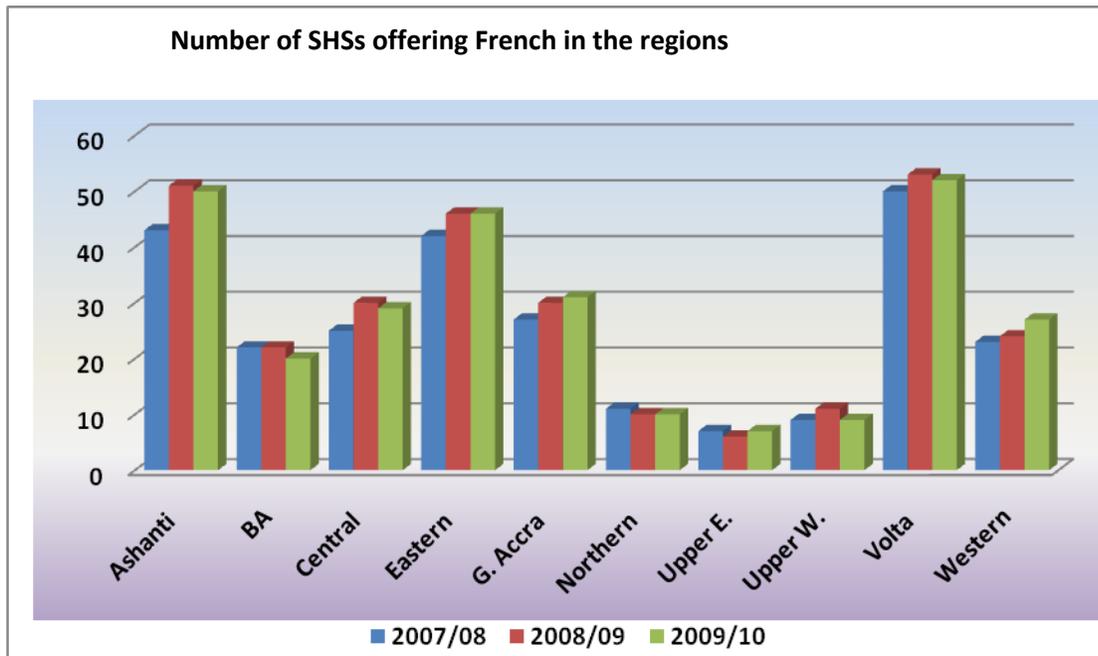
Figure 7: Number of SHSs offering French (2007/08 to 2009/10)



The Volta Region which borders Togo, has the largest number of Senior High Schools offering French followed by Ashanti and Eastern regions. The Eastern Region contains one of the colleges of education which focuses on the teaching of French (e.g. Mt Mary COE). The three northern regions followed by Brong-Ahafo region have the lowest number of Senior High Schools offering French at the SHS level.

¹³ There are a total of about 493 public and 207 private Senior High Schools in the country.

Figure 8: Number of SHSs offering French across the regions (2007/08 to 2009/10)



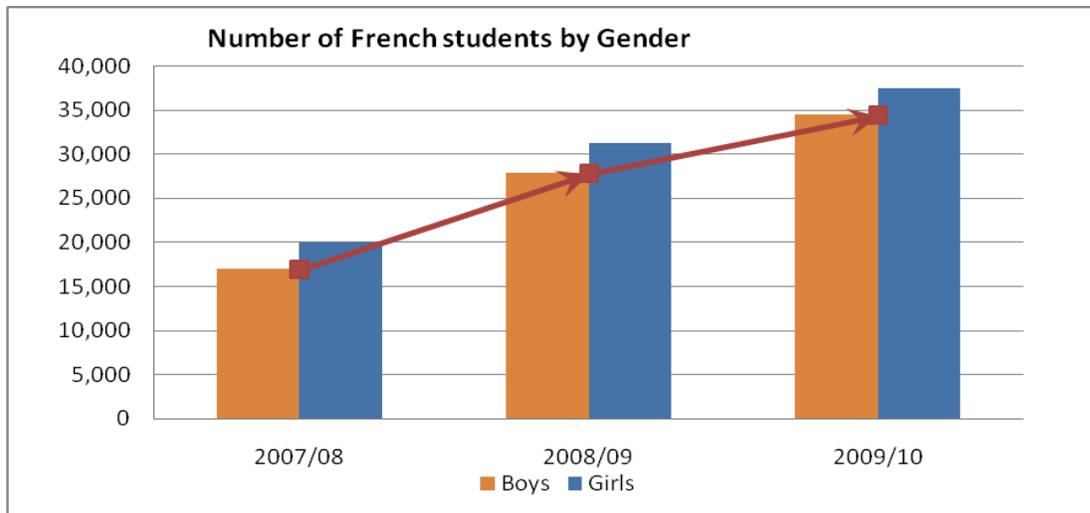
The findings from the study also suggest that in the Ashanti region, some schools deliberately neglect to recruit or request for French teachers or even turn away French teachers. Some SHSs were discouraged by poor grades in French achieved by other schools in the SHS exams (WASSCE) and “*would not like to have their image tarnished*” and were therefore turning away French teachers.

Another challenge at SHS level is number of students taking French at the SHS level. For instance, in the Tamale SHS only 162 out of 1,600 students take French despite there being 3 French teachers.

4.2 The Number of Students taking French at the SHS level

The number of French students at public SHSs increased consistently over the 2007/08 and 2009/10 periods from 36,827 students to 71,768 students, representing about a 51% increase. Using 2007/08 enrolment data (MOE), even though about 50% of SHSs offer French, only **9%** of students at public SHSs take French as a subject option at SHS level. More female than male French students at SHS level opt to take French, and this has persisted over the three year period. French is offered as a subject option within the General Arts programme at SHS level.

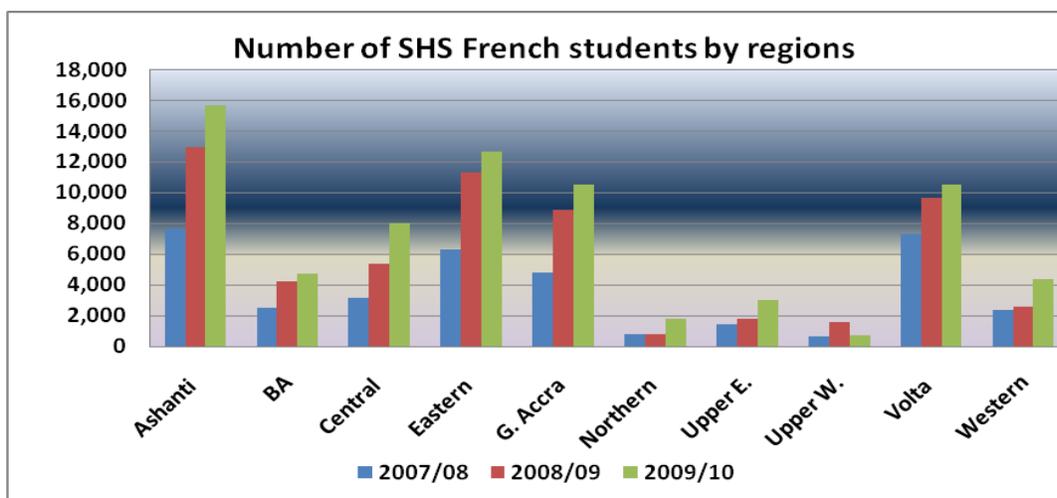
Figure 9: Number of SHS students taking French by gender (2007/08 to 2009/10)



(Source: WAEC, 2010/EMIS, 2010)

The Ashanti Region has the highest number of SHS French students followed by Eastern, Volta and Greater Accra regions respectively (see Figure 10 below). The three northern regions and Brong-Ahafo Region have the least number of students taking French at SHS level. There has been a consistent increase in the number of SHS French students in most of regions over the three year period.

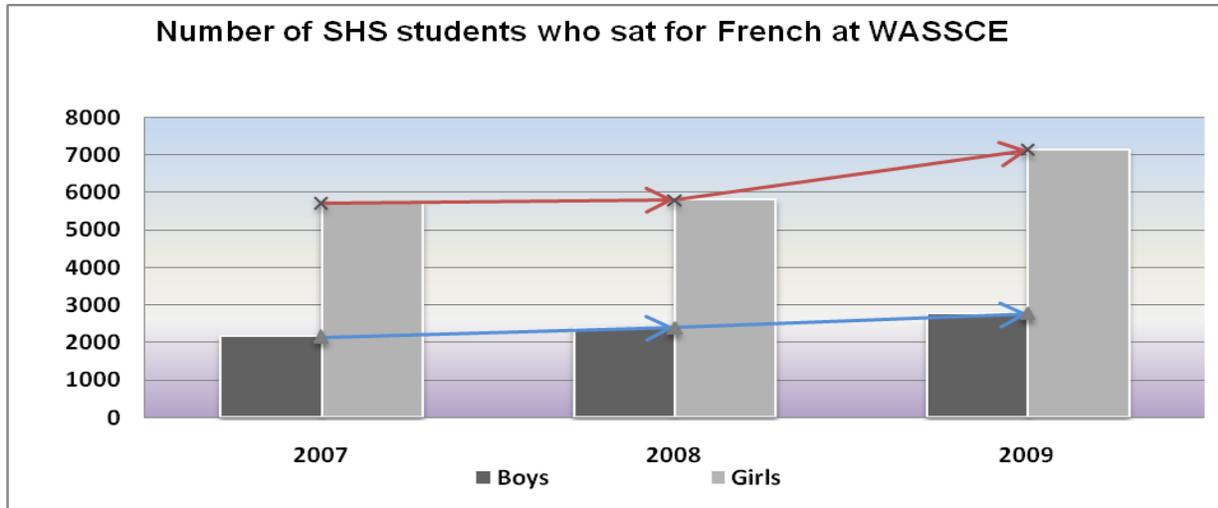
Figure 10: Number of SHS Students Taking French by Region



Based on the WAEC, 2010 data, the number of students who sat for the WASSCE French exam has not increased very much over the three years. In 2009, only 7,000 students sat for the WASSCE French exam out of the total number of SHS students. The number of female SHS students sitting for the French exam increased between 2008 and 2009. The number of male

students sitting for French in WASSCE remained the same over the period as shown by the arrow in the figure below.

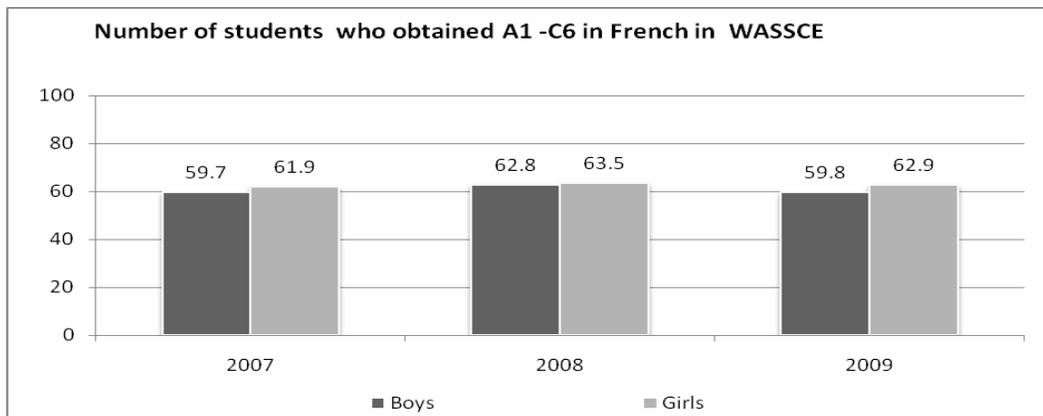
Figure 11: Number of SHS Students who sat for French at the WASSCE (2007-2009)



4.3 Performance of French Students at SHS level

With regard to performance, there is a slight difference between male and female French students. From a national perspective female students slightly outperformed male students in the WASSCE French. There have not been any significant changes in the level of performance over the last three years. Performance has been about 60% on average for the last three years.

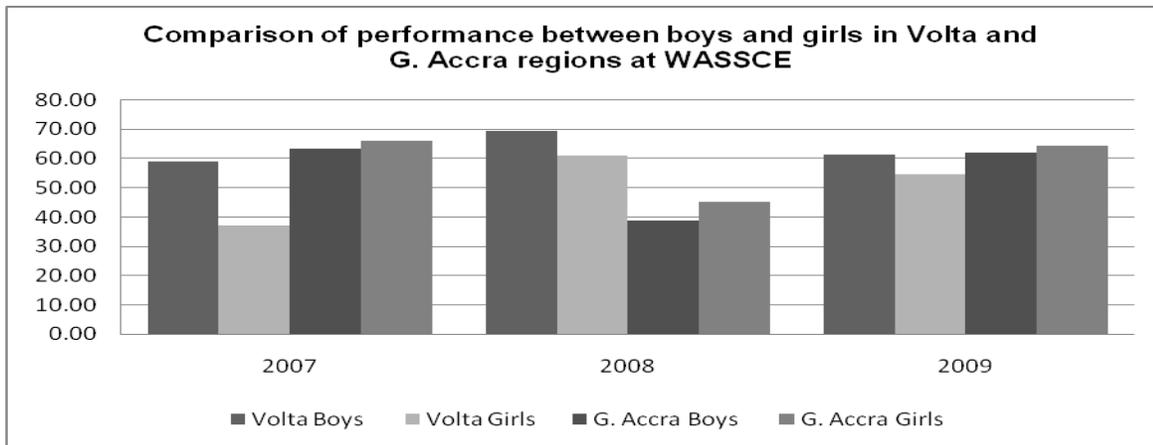
Figure 12: Number of Students who obtained A1 to C6 Scores in French at WASSCE



Even though at the national level there are no differences in performance between male and female students, in some regions there are significant gender-related differences. For instance, in the figure below, data from the Greater Accra Region revealed that female French students at SHS consistently performed better than their male counterparts, but in the Volta Region, between

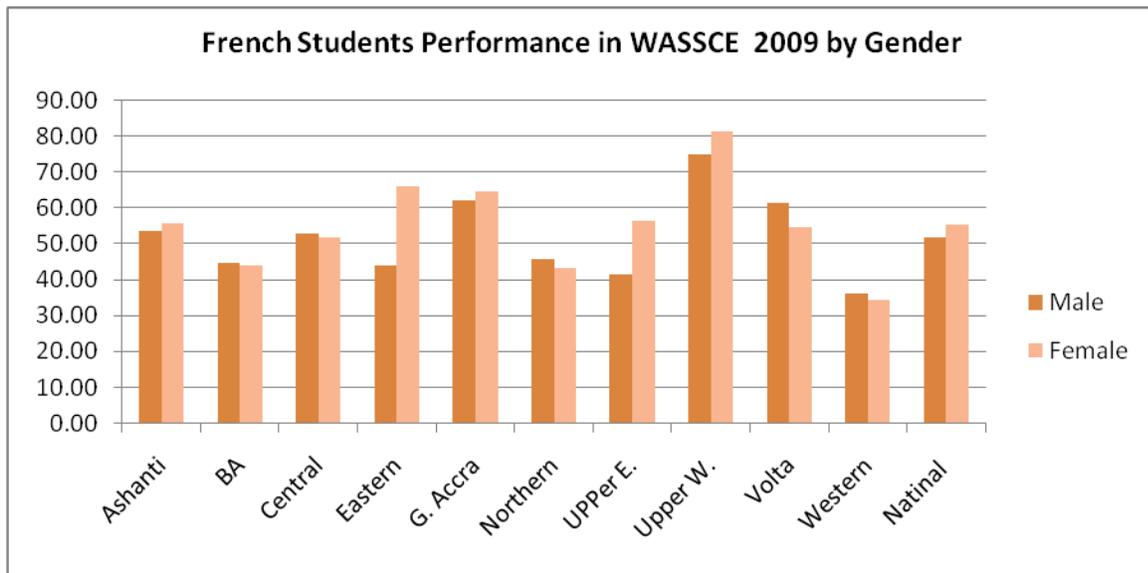
2007 and 2009. male French students at SHS level persistently outperformed the female French SHS students.

Figure 13: Comparison of Performance between Boys and Girls in the Volta and Greater Accra Regions at WASSCE.



Performance data from the 2009 WASSCE reveals that half of the regions (Greater Accra, Eastern and Upper West) have more female students outperforming males and the other half (Brong-Ahafo, Central, Northern, Volta and Western regions) have male students outperforming female students. Overall (all regions) female French students perform better than male French students during the WASSCE in 2009 (see Figure 14 below).

Figure 14: SHS Student Performance in WASSCE (2009) by Gender



(Source: WAEC, 2010)

Table 10 shows the number of schools offering French and number of French teachers at SHS across the country. Volta Region has the highest number of schools offering French and the highest number of French teachers followed by the Ashanti Region. However, apart from the three northern regions, all the other regions have on average less than 2 teachers per school. Upper East has the highest number of French teachers (4.7) per school followed by Northern Region (2.30) and Upper West Region (2.11).

Table 10: Numbers of SHSs offering French, number of French Teachers and WASSCE Performance Data for Senior High Schools across all the regions of Ghana (2009/10)

	No. of SHS offering French	No. of SHS French Teachers (2009/10)	No. of SHS French students	French Teachers Per School	Students to Teachers Ratio for French	No. of Students obtaining A1-C6 in WASSCE
Ashanti	50	55	15,634	1.10	284.25	55.48
Brong-Ahafo	20	24	4,712	1.20	196.33	44.01
Central	29	44	8,016	1.52	182.18	51.79
Eastern	46	46	12,633	1.00	274.63	66.01
Greater Accra	31	53	10,477	1.71	197.68	64.43
Northern	10	23	1,790	2.30	77.83	43.27
Upper East	7	33	2,988	4.71	90.55	56.33
Upper West	9	19	694	2.11	36.53	81.25
Volta	52	76	10,470	1.46	137.76	54.53
Western	27	30	4,354	1.11	145.13	34.35
Total	281	403	71,768	1.43	178.08	55.15

4.4 French teachers at SHS Level

Data on the number of French teachers at SHS level across the regions focused on in this study (Greater Accra, Ashanti and Northern Region) reveals that the majority of professionally-trained French teachers are working in SHSs in regional capitals (particularly Kumasi and Accra and its para urban towns) and district capitals. For instance, the highest numbers of French teachers are in Tamale town, Tema and Kumasi Metro although Accra Metro did not submit its data.

Table 11: Number of French teachers at SHS across the three Study Regions (professional and non-professional by gender 2009/10)

Name of Region	Total Number of SHS French Teachers in the Region	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-professional French Teachers (holding less than teaching training certificate)	
		Male	Female	Male	Female
	Teachers				
Northern Region	18	13	0	5	0
Ashanti Region	154 ¹⁴	20	6	0	0
Greater Accra	34 ¹⁵	24	10	0	0

(Source: CREF survey data, 2010 and District Education Offices within the Regions 2010). Note that some districts did not submit their data forms/number of teachers.

Another finding from the study reveals that the majority of professional teachers are working in SHSs in urban centres, and more rural towns and districts receive very few, if any, professionally-trained French teachers (see Annexes 6 and 7 for the Ashanti and Greater Accra regional trends relating to French teachers). The data suggests that there are very few untrained French teachers operating at SHS levels compared to findings at JHS level.

Another key finding is that very few female French teachers (professional and non professionally trained) are teaching French at SHS level, particularly in Ashanti and Northern regions). An example of these trends is best illustrated in the Northern Region where CREF data was the most complete and provides a profile of the rural-urban inequity relating to the deployment of French teachers and their professional qualifications from a gender perspective across the region (see Table 12 below).

Table 12: Number of French teachers at SHS (by district, gender and qualification) Northern Region, 2009/10

NORTHERN REGION (SHS 2009/2010)					
Names of Districts in Northern region	Total Number of SHS French Teachers	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-professional French Teachers (having less than teaching training certificate)	
		Male	Female	Male	Female
Districts	Teachers				
1. Tamale Metro	9	9	0	0	0
2. Tolon-Kumbungu	n/a	n/a	n/a	n/a	n/a
3. Savelugu- Nanton	n/a	n/a	n/a	n/a	n/a
4. West Mamprusi	n/a	n/a	n/a	n/a	n/a
5. East Mamprusi	2	1	0	1	0
6. Yendi Municipal	n/a	n/a	n/a	n/a	n/a

¹⁴ The total number of French teachers in Kumasi Metro of was not broken down properly into professional and non professional teachers therefore the disaggregated numbers do not correspond with the total for the region.

¹⁵ Greater Accra Metro, Ga East and Ga West and Dangme East did not submit their completed CREF form.

NORTHERN REGION (SHS 2009/2010)					
Names of Districts in Northern region	Total Number of SHS French Teachers	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-professional French Teachers (having less than teaching training certificate)	
7. Gushiegu	n/a	n/a	n/a	n/a	n/a
8. Chereponi	1	0	0	1	0
9. Saboba	n/a	n/a	n/a	n/a	n/a
10. Zabzugu- Tatale	1	n/a	0	1	0
11. Nanumba- North	n/a	n/a	n/a	n/a	n/a
12. East Gonja	n/a	n/a	n/a	n/a	n/a
13. West Gonja	2	1	0	1	0
14. Bole	1	1	0	0	0
15. Sawla- Tuna Kalba	1	1	0	0	0
16. Bunkpurugu- Yunyoo	1	0	0	1	0
17. Karaga	n/a	n/a	n/a	n/a	n/a
18. Nanumba – South	n/a	n/a	n/a	n/a	n/a
19. Central Gonja	n/a	n/a	n/a	n/a	n/a
20. Kpandai	n/a	n/a	n/a	n/a	n/a
Total	18	13	0	5	0

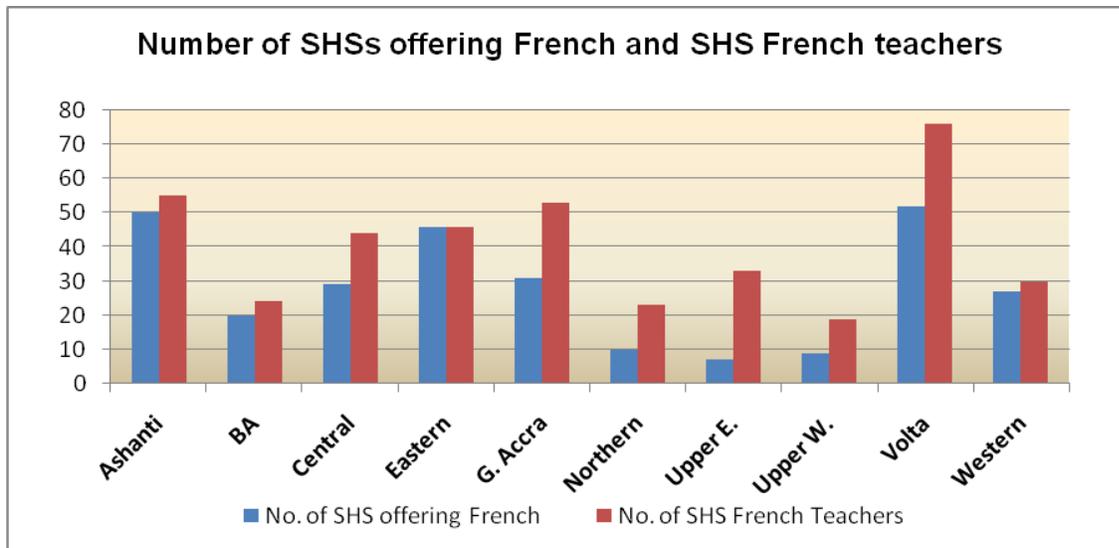
Note - 0 means survey instruments were received but no teachers are available; N/A means data was not received for these particular districts.

Out of the data sets received the following findings emerged. In the Northern Region there was a total of 18 French teachers at SHS level for the 8 districts that submitted their data, of which 13 are male professionally trained French teachers and five are male non-professionally trained, most of whom work in Tamale Metro (northern regional capital). Out of the 18 SHS French teachers for the northern region, 9 are professional teachers working in SHSs in the regional capital Tamale. There are no professional female French teachers in the region and only five non-professional female teachers of French at SHS level operating in schools across the northern region. This trend reflects also the problem of the lack of female teachers working at SHS level in general. See table above for details.

Teacher-Pupil Ratios

The ratio of students to French teachers is very high, meaning that class sizes for French are very large. Nationally the average teacher pupil ratio of is about 1 French teacher to 178 French students (1:178) but there are wide variations ranging from about 1:36.5 in Upper West Region to 1:284 in Ashanti Region (see below). The three northern regions; Upper West (1: 36.53), Northern (77.83) and Upper East (90.55), and Volta Region (1:137.76) have the highest teacher-student ratios, while Ashanti has a (1:284) ratio, Eastern (1:274.), and Greater Accra (1:197.) regions have the lowest teacher students ratios.

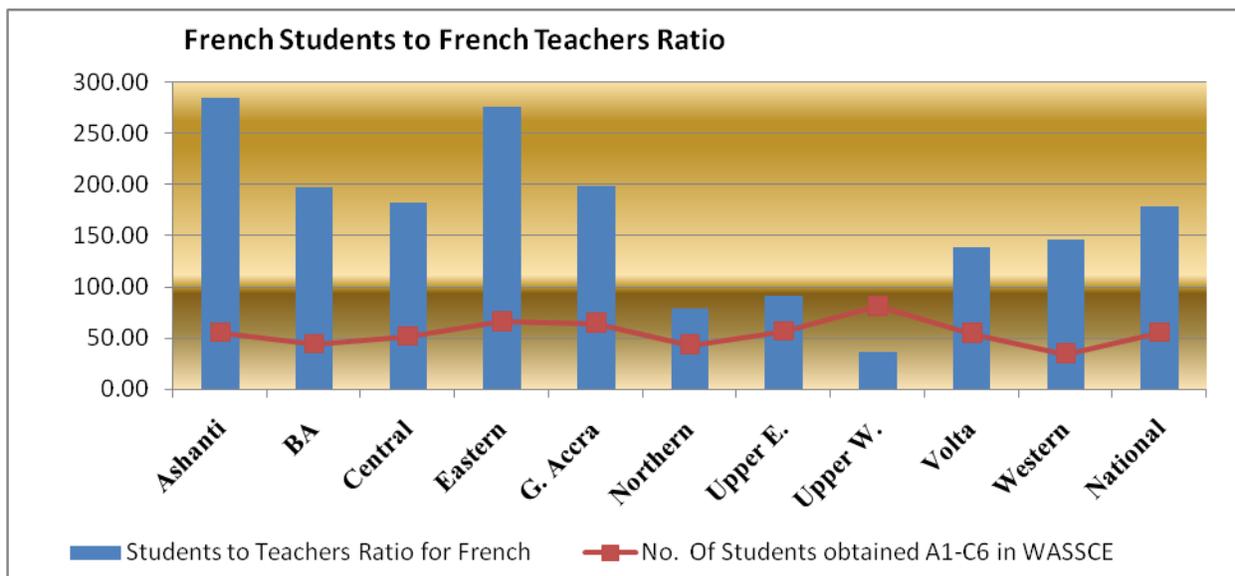
Figure 15: Number of SHSs offering French compared to the number of French teachers



(Source: EMIS data, 2010)

A comparison of the French teacher-student ratio shows no general correlation between the French teacher to students ratio and performance in French in WASSCE, except in the Upper West Region. For instance Ashanti, Eastern and Greater Accra regions with the lowest teacher-students ratio performed better than Northern, Western and Volta regions with the highest teacher to students ratio.

Figure 16: SHS Students taking French compared to Number of French Teachers (2009/10)



(EMIS data, 2009/10)

4.5 Quality of Teaching and Learning of French at SHS level

Findings from the visits to SHSs across the Northern and Ashanti regions revealed that:

- French is often taught only to those who opt for it in the General Arts stream and the students who specialize in literature. This means that there may be large numbers of other students at SHS taking business, and other courses (agriculture, science etc) but are unable to take French as an option since it does not fit into their study schedule and this is the school's policy (e.g. Nalerigu SHS).
- Some SHS schools make French compulsory for all their students from SHS 1 and SHS 2 and then optional for students at the SHS 3 (Kumasi Armed Forces Senior High School has over 1000 children and all the children compulsorily study French for the first two years and thereafter choose between music or French).

Since only one of the seven streams of SHS students was taking French, SHS teachers only had a total of 73 out of 1,430 students in Nalerigu SHS taking French. SHS teachers at this level had lot of non-teaching related time since they only had to teach 8 periods of 40 minutes per week in French. Consequently French teachers were not fully engaged for most of the week although they were able to also assist in teaching English. These spare periods meant they could engage in other activities (e.g. teaching in private schools in the area).

Integration of French in the Timetable

Out of the 8 SHSs studied in the two study regions, only 2 SHSs had 100% of their students studying French, while another 2 had about 70% of their students taking French. The other 4 SHSs had between 20-30% of their student populations studying French. Those that had actively requested that all students pursue French were the more elite boarding schools. In these institutions, there was a notion that French was a factor in social mobility, assisting children to access more opportunities, and parents were very much supportive of the policy. Focal group discussions with the 10 groups of SHS students revealed that the majority of students would have opted for French if they had a choice (8 out of 10 focal groups).

Methodology used in the teaching of French at JHS

All the French teachers interviewed across the 8 SHSs spoke of how they used “communicative method”, drama, simulation, dictation and demonstrations. Lecture styles and discussion methods were also used to teach French. Most of the teachers also said they believed that the methods being used were effective since many of their students did well during the WAEC exam.

Seven of the 10 focal groups with SHS students reported that they liked the methodology used by teachers in the classrooms due the following reasons:

- “Because the teachers make the lessons interesting by interpreting the language in English”
- “Teachers don’t cane the students therefore they feel free in class”
- “Teachers make the lessons interesting when they use the TV and explanations”
- “Teacher teaches to our understanding and uses the translation method where necessary”
- “The teacher uses gestures and actions and songs; they are friendly and sociable and they use a child-centred approach... for the students to understand”

The focal group discussions all revealed that the majority of SHS teachers were translating the French into English in order to ensure that pupils understood the lesson. This was not the method described by the teachers who said that they used the “communicative methods”.

The majority (6 out of 10) focal group interviews with students said that the WAEC exam format was “somewhat good”. SHS students spoke of the difficulty some students have in understanding the vocabulary used for the passages which test comprehension. Most SHS French students spoke of how difficult they found it to read the French and understand the WASSCE questions.

Teaching and Learning Materials for French at SHS level

The main textbooks used at the SHS level were *Arc en Ciel* and *Chaque Chose à Son Temps*. SHS students also mentioned that they use the television as a teaching aide to support French oral language acquisition. Teachers’ responses suggest that a large number of schools use equipment to support French language teaching although very few students reported that their teachers had access to such equipment.

Findings from across the 8 SHSs visited suggest that the better-endowed schools, which are often Government subsidised “boarding schools” based in the regional capitals, are able to provide a wider range of teaching and learning materials to enhance French teaching in schools (e.g. TV sets, DVDs, decoder and satellite). For instance 1 school in the study stood out as having an exception number of these teaching aids (e.g. Kumasi Armed Forces SHS). This school had internet access, a satellite and a range of DVDs and CDs which they used to improve oral expression and language development.

The other more rural-based SHSs had limited teaching and learning materials, books and even textbooks to ensure that SHS French students could properly study and prepare to sit for the WASSCE. For instance Nalerigu SHS had very limited numbers of French books and dictionaries and many of the students complained of not having access to the basic textbook to prepare for the WASSCE. provided by the French teachers/in collaboration with the school

heads could have made much more effort to facilitate students' access to French textbooks in these remote area SHSs.

Enhancing the support for French teachers at SHS

When asked “how do you promote the teaching and learning of French in the classroom”, French teachers at SHS responded that they use a variety of activity-based methods (e.g. drama, role play etc) and using storytelling; the teachers also enhance French teaching and learning by supporting students during after-school periods, encouraging students by informing them of future prospects if they learn French and providing role models (e.g. Kofi Annan, Chambas etc). The teachers also tell students interested in pursuing a teaching degree that they get an added advantage in access to the COE level if they specialize in French. Some of the teachers also mentioned that they buy textbooks for French students since the students find it difficult to purchase these textbooks themselves.

The majority of teachers were happy with the performance of students at the WASSCE since more than 50% of their students were able to pass in French. Six out of the 7 schools which responded mentioned that their students had done well.

4.6 Motivation, and Management of French Teachers at the SHS levels

The majority of French teachers interviewed in the study regions were between ages 30 and 50. Only one of the 7 teachers interviewed was female and the rest were male. The majority of the SHS teachers had a Bachelor of Arts degree in French or education and 1 teacher had a 3 year post-secondary education. Most of the SHSs had enrolment figures between 300-800 students with only about 30% of student population of taking French across the 8 SHSs visited. Most of the SHS had at least 2 SHS teachers teaching French with often the second teacher untrained.

Teachers' motivation for Taking French as a subject at the University level

Interviews with French teachers at SHS level revealed that the majority of French teachers have a keen interest in teaching French, particularly when they work with students who want to excel in French. Teachers spoke of their passion for French which made it interesting to teach; they also recognized the importance of teaching French in relation to how students could improve their life and job opportunities if they could master the language.

Interviews with teachers across the 3 training colleges suggested that the main reasons for opting for French include the motive of ultimately moving on to tertiary levels and opting for courses which will allow them to become a diplomat or journalist. This echoed the interviews with SHS students who also were taking French in order to enter the international legal profession, journalism or the diplomatic service. . Only a few teachers interviewed expressed their desire to

remain French teachers because they had been mentored by a French teacher when they were in the JHS and SHS levels and encouraged to become French teacher.

Those from or close to the border towns had the contextual impact of knowing that French was important in order for Ghana to “move forward” and integrate with its neighbours. Interviews with French teachers revealed that they also had a deep love for the French language and wanted others to be able to speak it. *“When I teach the student and they pass their exams then I have the zeal to continue with it. The constant in-service training that we do has also motivated me to continue and the chance to travel to outside countries gave me the high moral support to continue to teach the language.”*

The Demand and Reasons for Students taking French at SHS

Focal group discussions with the French students at SHS 2 level spoke of their interest in French stemming from having lived near the Togo border and the need for French to facilitate business opportunities. SHS 2 Students in focal group discussion also mentioned their interest in French due to their need to communicate, for employment and other opportunities such as sponsorship to study abroad. Many students spoke of the teachers’ encouragement to learn an additional language and the desire to gain admission to French institutions.

The French Language Study found that there was a growing demand for French particularly at the JHS level in areas of the country near border towns, where young people had exposure to French and that adults also had economic incentives for learning . Children spoke about their interest in French during focal group discussions and classroom interactions. Discussions with French classes at SHS level which had between 30-40 students studying French in an SHS with over 1,400 students, spoke of the following reasons for taking French as their elective in the general arts (literature stream):

- I want to be a journalist and know that I need French
- I want to be an international lawyer
- I want to be a bilingual secretary
- I want to be an ambassador or work in the foreign service
- I want to fit into the global village

Other reasons mentioned by SHS 2 and SHS 3 students for learning French apart from their professional ambitions related to the fact that they recognized a need to be able to communicate with people in the neighbouring countries and to facilitate the conduct of trade and industry.

Several of the students at SHS level opting for French as an elective subject were from border towns where they had been exposed to the benefits of learning French, others had also had the opportunity to learn French during their JHS experience and a few were “native French speakers/Togolese themselves”. Only a small proportion of those opting for French at SHS level had taken French at JHS level. At Nalerigu SHS 73 students out of the total 1,451 students were opting for French. The majority of these students were in the General Arts literature programme.

4.7 Key Constraints and Challenges at SHS level

French teachers at SHS level spoke of how the subject combinations take students away from studying French up to the SHS 3 level. They explained that the science students are unable to pursue French due to the timetable constraints, leaving the “weaker ones’ to study French”.

Annex 9 presents a table outlining the potential subject combinations at the SHS level; French is not available to general science students. French also has to compete with other subjects in the Business Accounting section and Vocational sections. In the General Arts section, French also competes with Ghanaian languages. In no section is French considered as a core subject. As a consequence, the number of students taking French is very low in the SHS schools visited.

Secondly, teachers complained that the switch back to a 3 year SHS cycle will further reduce the choice of French as a subject due to the fact that most students and teachers agree that three years is too short for them to prepare their students to sit the French WASSCE exams (especially with students who reach SHS with no prior experience in the language). Most of the teachers expected French to become optional in SHS 1 as a consequence, with even fewer numbers of children opting for it. Ten focal group discussions with SHS 2 students across 8 SHSs and in-depth interviews with French teachers at these same schools suggested the following main reasons militating against the teaching and learning of French.

Table 13: Factors militating against the teaching and learning of French

Factors militating against the teaching and learning of French	Numbers of Teachers mentioning this as a major factor (7)	Number of focal group discussions mentioning this as a factor (10 in total)
The absence of textbooks, audio visual and other equipment		All 10 focal groups
No oral French is taught in class; no spoken French is encouraged in class	7	3
Lack of language labs	2	0

Factors militating against the teaching and learning of French	Numbers of Teachers mentioning this as a major factor (7)	Number of focal group discussions mentioning this as a factor (10 in total)
Lack of a library with French books	2	4
Lack of French teachers	0	3
No French spoken on campus	0	2
Poor teaching methods; “initial training did not equip me”	2	4
Large class size/numbers of students in class	2	3
French teachers and other subject teachers discourage us from learning French	0	2
Not enough hours of French per week... the number of periods have been reduced	2	2
No exchange programmes, and French clubs etc	4	3
Subject groupings do not allow students to study French	3	0
Limited French foundation at JHS	3	0

There was growing awareness among SHS teachers and students that not enough French was being taught orally using a “communicative method”, and although some teachers said they were using this method, this was not confirmed by students in the focal group discussions.

Blockage to French Teaching

Interviews with various stakeholders at both the JHS teachers and training college levels reveal concern among most professional teachers and administrators about whether they should allow Togolese or expatriate teachers from neighbouring countries to obtain employment in the Ghana Education Service since this will take up the places of other Ghanaian teachers. There were several cases of Togolese teachers waiting for years before being supported on the GES payroll as a pupil teacher. Most of the Togolese expatriate teachers were serving as part of the National Youth Employment Programme (NYEP).

Interviews with a large group of private and public sector JHS teachers across the Northern Region reveal that the vast majority of teachers in the private schools are Togolese nationals and even some of the teachers in the public schools are Togolese but paid by the PTA/SMCs as volunteer teachers often earn less than 30 Ghana cedis per month. Some of these teachers have

worked in the public school system for over 4 years and have not been allowed to become “pupil teachers”; Interviews with district education officials reveal that when expatriates from neighbouring countries present their credentials, the Ghana Education Service is unable to decide whether their certificates are valid and what pay scale should apply.

Overall it was clear that if students were not exposed to French at the JHS level it was unlikely that they would opt for French at SHS level. The study found very few students opting for French at SHS level mainly due to the fact that they had not taken French at JHS level and feared failure in French. Another reason for not taking French was that most of the subjects at SHS did not allow them to take French at SHS due to the timetable issue (e.g. science and home economics, business).

4.8 Key Strategies and Recommendations

The main recommendations from SHS level of investigation based on interviews with French teachers and SHS students was that oral methods need to be used more in teaching French in the classroom. More teaching and learning materials and equipment were also recommended, along with a longer period in the timetable set aside to study French. Most of the students interviewed recommended that French clubs should be set up in all the communities, and that there should be library books available in French and more exchange programmes between French countries and Ghana. SHS students also recommended that more French teachers be recruited, that teachers be brought from the neighbouring countries to teach French and that SHS French teachers should be better trained. French should be taught at the JHS level to prepare students for studying French at JHS level. Recommendations also included that there be more competitions to test oral competencies in French.

French teachers at the SHS level also recommended that: more textbooks be provided, that French teachers at SHS level be given the opportunities to travel to Togo or Benin to further their education; some teachers recommended that French should be made compulsory at SHS level.

Most importantly, the study found that there needs to be greater flexibility to enable students who pursue science and other subject specializations to take French. All teachers agreed that the GES prescribed textbooks should be made available for all French students. Teachers also suggested that more personnel be trained to help the CREF coordinator supervise the teaching and learning of French at SHS level after each in-service training. Teachers suggested that the CREF in-service training be sustained.

French resource centres should also be established in all district capitals. Teachers also suggested that students be given the chance to engage in exchange programmes to understand the value of learning French.

5.0 Regional Centres for the Teaching and Learning of French (CREF)

5.1 Role and Support by the CREF

The *Centre Regional pour L'enseignement du Français* (CREFs) was established at regional levels in 1992 and has been providing support for in-service training sessions, teaching learning materials and other provisions across the country to teachers of French at both the JHS and SHS levels. The study team visited three regional CREFs over the study period in Accra, Kumasi and Tamale. They also interacted with CREF directors and assistants during each of the field visits and were able to interview 20 JHS French teachers at the Tamale CREF who were undertaking a short in-service training course at the time.

The CREF provides a free in-service training programme for teachers in second cycle institutions in the region under its jurisdiction. Training workshops are organized twice a year to cater to teachers from JHS and SHS levels. The CREF does not work with institutions at the Tertiary level even though they rely on tutors from the Colleges of Education and some Universities to act as resource persons for the training programmes. The CREF is also responsible for monitoring the work of JHS and to a lesser extent SHS teachers in their regions. This task is crucial since in most cases the District Education Offices along with the Regional Education Office do not have a French Language Officer in place to monitor schools. The Kumasi and Tamale CREFs are mandated to visit at least 20 schools per year.

Interviews with French teachers at the JHS level particularly revealed that the CREFs in-service programme is a great support to the teachers at the JHS and SHS levels and has helped them improve on their instructional practice and participatory methods in teaching French. Interviews across the three CREFs in Ghana and interviews with teachers in the regions indicate that the CREFs have been able to open their in-service training programme to a wide range of “trained and non-professional teachers engaged in teaching French in the region. A very positive initiative has been that the CREF in-service training programmes support all French teachers across the Northern Region despite the French teacher’s type of school or background. For instance CREF in-service training reaches both “private school, public schools”, trained and untrained teachers in the region. This approach has enabled the public sector to become more aware of the importance place on French by private sector schools and has stimulated a degree of competition in some cases. The interaction between trained and non-trained French teachers has also improved their professionalism and promoted sharing.

5.2 Access and Participation of Teachers at the CREF

The number of training sessions organized by the CREFs in the Ashanti and Northern Region ranged between 1-5 per year from 2007/08 to 2009/10; interviews with the CREF suggest that the main expense relating to these training sessions was the transport and feeding of teachers while at the venue. Interviews also reveal that they train the JHS teachers separately from SHS teachers.

Table 14. Number of Training sessions: Accra region, Ashanti region, Northern Region, 2007, 2008, 2009, 2010. – Last five years.

Region	Greater Accra Region			Ashanti Region			Northern Region			Total
Year	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	
Number of Training Sessions	n/a	n/a	n/a	4	5	3	1	2	2	17

Greater Accra data not available to data collectors: N/A

On average at least 100 teachers attend a CREF in service training sessions (See below). For instance, the Ashanti Region CREF had a maximum of 3 training sessions during the 2009/10 academic year with a total participation of 450 teachers. The Northern Region had a total of 170 French teachers attending CREF trainings during 2009/10 representing about 90% of the teachers in the region. Unfortunately none of the CREFs were keeping up to date data on the numbers of French teachers in their region and were significantly limited in providing basic data on the number of schools offering French at JHS and SHS levels.

Table 15. Number of teachers attending the training sessions in 2007, 2008, 2009, 2010 – Greater Accra, Ashanti and Northern regions

Region	Greater Accra Region			Ashanti Region			Northern Region			Total
Year	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	
Number of Teachers (participants)	455			390	421	450	104	156	170	2,146
Percentage(%) of teachers who participated	70%-90%	70%-90%	90%-100%	70%-90%	70%-90%	70%-90%	70%-90%	90%-100%	90%-100%	70% - 95%

Greater Accra data not given by years.

In Kumasi about 450 teachers benefit from the CREF programme every year. The number of CREF trainings varied depending on the funding available from the French Embassy or the Ghana Educational Trust Fund in a particular year.

Teachers spoke of how they benefited from the training sessions since they upgrade their knowledge and skills in French teaching. For example they have learned the application of new

teaching methodologies such as the “*Méthode communicative*” or communicative approach.¹⁶ The CREF directors have also learned to improve their teaching through the use of “*documents authentiques*”¹⁷, French songs, role plays and storytelling as well as the use of the internet for research.

An encouraging finding from the study was that even the community volunteer teachers who are active in many of the public schools in remote rural areas were allowed to participate in the CREF training programmes across the Northern Region. This exposure of untrained volunteer community teachers has improved their teaching instructional skills and has enhanced their confidence in the classrooms. Focal group discussion with 25 JHS teachers from the private and public JHSs across the Northern Region attending a CREF training programme in early October, 2010 revealed that these teachers valued the in-service training since it improved their methods in the classroom, exposed them to new teaching techniques, helped teachers prepare lesson notes and most importantly introduces them to other French teachers in their community and region. According to the CREF directors of Northern and Ashanti regions, the CREF training sessions have also stimulated competition between schools teaching French at the regional level, particularly between the private and public schools.

Table 16. Number of teachers and students who visited the centres – across Greater Accra, Ashanti and Northern regions, 2007, 2008, 2009 and 2010.

Region	Greater Accra Region			Ashanti Region			Northern Region			Total
	Year	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	
Number of teachers who visited CREFs	150	180	100	400	510	620	45	48	56	2,109
Number of students who visited CREFs	350	400	120	70	110	80	86	125	95	1,436

Note: For the Greater Accra Region, it was indicated that not all visits were recorded.

Unfortunately there were no records of the number of visits made by teachers to the CREF centres. Interviews with CREF directors suggest that there are a few services provided to teachers and students who visit the centres such as access to some French books and teaching resource manuals but internet connectivity has not been available over the last year. The internet facilities in CREFs were installed and supported by the French Embassy but has not been sustained by the MOE/GES.

¹⁶ Some key senior officials mentioned that the CREF’s across the country have not fully mastered the communicative approach in order to properly train other French teachers.

¹⁷ Use of real life materials for teaching such as newsletters and newspapers in French.

5.3 Quality and Services provided by the CREF centres

The Regional CREFs were the only institutions with a significant level of language equipment and facilities to support the teaching and learning of French in a given region. The CREF had more materials and equipment when comparing to the teacher training institutions. The failure to maintain basic language laboratory equipment meant that at least two of the three COEs were not able to provide ICT support to their teacher trainees. For instance the Accra CREF was fully equipped with 50 computers, large LCD televisions with internet connectivity and a large fairly well-stocked library of French teaching and learning materials. The CREFs in Kumasi and Tamale had a modest set of equipment such as desktop computers, printers, photocopiers, television, and a resource library for teachers in the region to use. All the CREFs visited had magazines, cassettes and DVD or CD Roms with audio-visual documents and films, internet access, telephone and other materials such as posters. These amenities enabled the CREF to offer teachers access to some resource materials during in-service training programme. The CREFs provided the schools with pedagogy materials and handouts in the form of photocopies or books they could borrow for a two-week period.

The study revealed that very few of the rural based schools beyond a 5 km radius visited the CREF, apart from when they were invited on the usual in-service training programmes. Interviews with teachers in Tamale and Kumasi suggest that teachers based in the capital accessed the CREF on a regular basis.

Five of the 6 schools which responded to questions concerning the effectiveness of the CREF mentioned that they were located between 10-50 kms from the nearest CREF and only 3 out of 4 SHS students had ever used or visited the CREF. The majority of SHS teachers (5) found the CREF facilities to be very useful. Five out of the 7 SHS teachers interviewed had attended CREF in-service training workshops within the last two years. SHS Teachers said they visit the CREF on average once per year. All the French teachers interviewed across the 8 SHSs confirmed that they derived great benefit from the CREF in-service training courses since they met other colleagues and were able to update their methods in teaching French. Below are some of the responses from teachers on the way that the CREF training enhanced their teaching instruction:

- “It improved our teaching of French and if there are any changes in the language we are informed.”
- We improve on our lesson planning and teaching methods”
- The in-service training exposes me to the way to teach and makes the teaching of French much more interesting”

- In the last in-service training we learned to use the method to teach language and how to access the internet facilities. It also helps us to practice new methods we were exposed to”
- We learn about class activities, how to prepare for exam questions and we learn how to teach oral French”

5.4 Motivation, management and supervision

The CREF services are mainly implemented by a Regional CREF Director who is supported by a part time resource person and one or two National Service personnel. The CREF Director is often a Masters degree holder who has been trained outside the country. Most of the CREFs’ activities are supported through the French Embassy whether for training or supporting their work (E.g. monitoring the JHSs etc). For example, the CREF organizes competitions for students at various levels of education and provides prizes to motivate French students and teachers participating in competitions. The Embassy has also been responsible for the purchase of books and equipment, including IT equipment, for the CREF. More recently, the Ghana Educational Trust Fund was used to support some aspects of the in-service training work offered by CREFs.

Interviews with regional and district education directors suggest there is a significant problem in the monitoring and supervision of French teachers at JHS and SHS levels. District directors interviewed were not fully aware of the CREF’s role in the supervision of teachers at SHS and JHS levels and were concerned that their own circuit supervisors are unable to monitor French teaching since most lesson notes are produced in the French language.¹⁸ The study revealed a very poor relationship between the CREF at the regional level and the regional and district education offices. This was apparent during interviews related to the posting and deployment of French teachers. The CREF directors were not able to produce a systematic listing of French teachers posted to the districts on a yearly basis and were not able to track newly-posted French teachers in order to invite them to CREF training programmes. Invitations to the CREF training were through word-of-mouth, with experienced CREF teachers publicizing the forthcoming training and via letters to the schools. This approach limits the number of teachers participating from rural areas.

CREF directors also have limited capacity to supervise French teachers across the regions; northern and Kumasi CREF directors suggested that they are mandated to visit at least 20 schools that teach French in the region per year. Both said that the funds available and lack of transport greatly hindered their ability to effectively monitor French teachers in the region on a regular basis. This was coupled with the lack of CREF personnel to ensure continuity in the

¹⁸ Recently French teachers were told to translate their lesson notes into English in order for both the head teacher and the District Education Officers to be able to properly supervise, suggesting that up to this time the lesson notes have been in French.

services when the CREF director is on a monitoring mission. Another constraint was the inability of one officer to visit the large number of JHS and SHS schools in rural areas which may need support.

5.5 Key challenges for CREFs

The study revealed that French teachers are not fully integrated in the normal basic and second cycle supervision and inspection protocol of the GES/MOE. The CREF is also not fully integrated into the deployment and posting process of French teachers and therefore does not fully supervise the French teachers in the region.

Unfortunately, the limited number of on-site visits to the teachers in the district has limited the impact of some of the CREF training. The weak linkages between the District Education Offices and CREF also suggest that more supervision is needed to strengthen the relationships in order for circuit supervisors to support French teaching and learning within their areas of supervision.

Despite their relatively privileged conditions of work and service, the CREF Directors mentioned several constraints to their work:

- Lack of adequate funds to train sufficient teachers at JHS and SHS levels.
- Lack of adequate funds or means of transport to travel around for monitoring purposes.
- Insufficient personnel to support the CREF when the CREF officers are monitoring the schools.
- Difficulties of recognition by the GES whose staff are reluctant to support the work of the CREF financially.
- Maintenance problems with faulty equipment which is not repaired either by the French Embassy or the GES.
- Heavy telephone and internet bills which deplete the CREF's limited resources.
- Absence of a French officer at the District Office to help with monitoring of the schools.
- Lack of resources to organize competitions and provide motivation for teachers in the rural areas in order to promote French teaching and learning.

5.6 Key Recommendations

CREF directors and teachers made several recommendations in order to enhance the work of the CREF and improve their services to JHS and SHS schools.

- A database of teachers benefiting from CREF trainings should be kept by the CREF in the future to track impact and progress with outreach to all the French teachers.
- Strengthen the relationship and protocols between the regional and District Education Offices and the CREF in order to improve supervision and in-service training of French teachers.
- A clear line of communication is needed to inform CREFs when new French teachers are deployed in the region.
- CREFs should be supported to develop a programme to promote and train expatriate volunteer French teachers in Ghana from neighbouring countries on a large scale.
- A full database of all the French teachers and JHS and SHS schools teaching French in a region should be kept and updated by the CREF in collaboration with the Regional Education Offices.

6.0 Findings related to the Training of French Teachers in Ghana

This chapter reviews the findings related to the training of French teachers in Ghana, their access and participation at the Colleges of Education, the quality of their training and the motivation of tutors for teaching French at this level. The chapter ends by reviewing some of the challenges and opportunities for improving the training of French teachers in Ghana.

Access to French and Participation at the Teacher Training College Levels

The research team visited all the three Colleges of Education (Mt Mary, Wesley and Bagabaga College of Education) with French Departments which specialize in the preparation of French teachers for Ghana's Basic Education System. The principals and at least two French tutors in each of the Colleges of Education were interviewed along with second year students pursuing French.

6.1 Enrolment and Entry at Colleges of Education for Potential French Teachers

There are only between 263 to 289 newly-trained French teachers available for posting across the 7,868 JHSs in the country over the next three years; this is based on the number of French students in Years 1 to 3 of the three teacher training colleges and the number of JHSs as of 2009/10 (MOE, 2009). Very few teacher trainees are enrolled in French in the Bagabaga College of Education, in the north compared to the other two training colleges. However, all three colleges of education said they are not achieving their full capacity¹⁹ and expressed disappointment about the inability to attract enough French teacher trainees.

Across all three Colleges of Education, French teachers trainees made up a small proportion of the overall population of trainees. For instance, Mount Mary had a full teacher trainee population of 900 with only 390 trainees pursuing French²⁰; Wesley College of Education in Kumasi had a full student intake of 987 with only 348 pursuing French. Out of the 180 population of teacher trainees at the Bagabaga College of Education only 40-50 students were taking French in years 1 and 2. In general only 1/3 of the potential student intake at the three focal colleges of education for French had teacher trainees pursuing French as a specialization for their teaching profession. They had potential to take 500 French students based on their classroom and dormitory facilities but due to GES imposed quota they have restricted this to about 340 students.

¹⁹ The Mount Mary training college is underutilized with only about 92 students admitted for French and at least 16 classrooms available. Therefore the college has opened its door to students to pursue other subject areas. Wesley College had 300 students currently studying French whereas they had space to admit 500 but due to the quota system the number of trainees continues to be cut down each year.

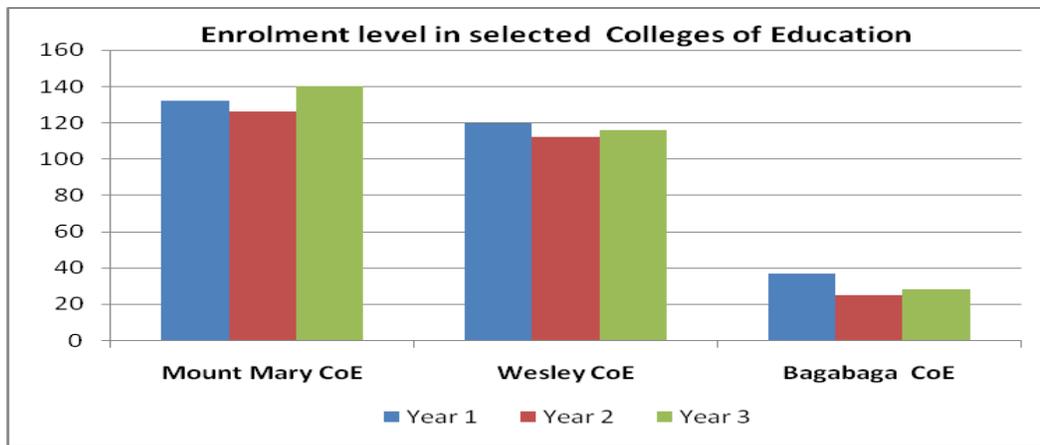
²⁰ Wesley College student breakdown was 300 students in Year 1 and 340 in Year 2 and 347 in Year 3.

Table 17: Number of French Teachers across key colleges of education offering French

	Mount Mary COE	Wesley COE	Bagabaga COE	Total
Year 1	132	120	37	289
Year 2	126	112	25	263
Year 3	140	116	28	284
Total	390	348	90	828

Enrolment figures at the three main colleges of education for French reveal that there have not been any major increases in enrolment over the last three years (2007 to 2009).

Figure 17: French Teacher Trainee Enrolment levels across selected Colleges of Education



Gender disaggregated data across the training colleges also reveals that in the north (Bagabaga), only a few women opt for French, but women make up a higher proportion of those taking French in south - Mt Mary and Wesley Colleges (see Annex 2 for details of gender disaggregated breakdown of teachers by College of Education).

The figure below shows the number of French teachers expected to graduate from Bagabaga COE based on current enrolment levels and those that have already graduated in previous years. There is a clear gender variance in the enrolment pattern. There are consistently more male students than female students except in 2008 and 2011. Also, from 2011 there is a projected increase in the level of enrolment for French, suggesting that more students are being enrolled for French in the Bagabaga College of Education.

Table 18: Bagabaga CoE: actual and expected French Teacher graduates (2004 to 2013)

Year	Male	Female	Total
2004	14	10	24
2005	14	2	16
2006	26	10	36
2007	10	9	19
2008	10	12	22
2009	29	5	34
2010	18	9	27
2011	13	13	26
2012	23	14	37
2013	24	17	41
Total	181	101	282

The Bagabaga College of Education had very few female teachers pursuing French but there were also fewer women at in general in that institution. Principals seem aware of the need to assist female candidates by making their entrance to the CoE as easy as possible and more emphasis is being placed on assisting females to enter (e.g. lower entry scores etc). Wesley and Mount Mary Colleges had larger numbers of women pursuing French. See Annex 3 for gender enrolment breakdown across all the training colleges.

Entry requirement for candidates opting for French at Colleges of Education Level

Entry conditions for admission to study French at the colleges of education level required that senior high school leavers should have at least an aggregate of 24 or better and at least a D in French. Colleges of education were also opting to use an internal examination which would test the candidate's proficiency in Maths and English (e.g. Bagabaga College of Education, Northern Region). For Wesley College, the candidates should have an aggregate score between 6 and 24 in six of their best subject areas; in the case of teacher candidates for French, science was not counted. If the candidate is opting for French sometimes special consideration is made due to the high demand for French teachers.

Subject Combinations

French teacher trainees at the college of education level could study between 10 to 12 subjects in a given year. The subject combinations for French teacher trainees often included French with: Education, English, Math, Religious and Moral Education, HIV/AIDS, Social Studies, Vocational and Technical Skills and one Ghanaian Language.

Some of the subject combinations included French with the study of other local languages; French with literature, English and Religious and Moral Education and/or French with vocational skills. There are about 10 courses for the level 100 (Year 1) and 10 courses for the level 200 (Year 2) students. At level 300 (Year 3) which is the practical “year out” some colleges run study classes for teacher trainees on Saturdays such as: Educational theory, school management, guidance and counselling, teaching practice and action research.

All the colleges of education offered French as an optional subject. Interviews with college of education principals revealed that very few students opt for French due to the fear that they may fail and that it is an added pressure for them to pass their teacher training college examinations. Another problem is that many of the teachers in other streams are unable to access French due to the timetable and restrictions of their own specializations.

Adequacy of the Training

About 75% of SHS teachers interviewed felt that the initial training from the colleges of education had equipped them for the teaching of French at SHS level. These teachers explained that the teacher college training had taught them the methods, broadened their knowledge and given them the opportunity to study abroad. The 25% of those interviewed did not feel that college of education training had equipped them well enough since they had to further their education to ensure that they were able to cope with the teaching of French at SHS level.

Training College Outputs and Deployment

Another finding was that there were very few trained French teachers and even fewer female trained French teachers in the northern region. Interviews with the Regional Education Offices reveal that Ghana has over 33,000 vacancies for trained teachers across the country. The 38 training colleges only produce 7,000 teachers yearly and only 170 are focused on the teaching of French (MOE 2010). A total of 27 newly-trained graduate teachers were produced from the Bagabaga College of Education in 2009 and 37 graduates are expected in 2012/13.

There are two processes for posting newly trained teachers; regional directorate and district posting. At JHS level, Regional Directorates of Education collect the vacancies within each district but the SHSs send their vacancies directly to the Regional Education Offices. District posting is based on the contractual agreements between the teachers and the district assemblies which sponsor them to the training college level. Interviews with District Directors of Education suggest that these two tendencies drive the deployment of teachers particularly at the JHS level but the system is fraught with several challenges:

- If French teachers are posted to a particular district they may not end up teaching French if the school head or district education office is not interested in French and unable to ensure that the teacher is used for this purpose;

- Teachers themselves often switch to teaching only English when they are not confident in their own teaching abilities in the French language;

Findings from the northern regional field work also suggest that it is very difficult to introduce French language teaching particularly in districts and schools where French has never been taught. The shortage of teachers makes it difficult for a school and district to request for a French teacher when the school has never had a French teacher before. Schools with an interest in beginning to teach French must make a request to the District Director of Education and make the case in order to receive a French teacher. The districts are allocated teachers on the basis that they have an existing vacancy but in most cases the schools do not have any experience of having a French teacher. Given the shortage of teachers in northern Ghana in general, requesting for French teachers was not seen as a major priority for most JHS's.

Continuity of French Teachers and Teaching of French

The shortage of trained French teachers in a given district (rural or urban north) also meant that on occasion, pupils who had been taught French for two years might not be able to write the French BECE due to the transfer of a teacher etc. This occurred in several of the schools selected for the study in the northern region. For instance, one teacher in Savelugu and another in East Mamprusi district were transferred or went on study leave leaving their JHS pupils who they had trained in French to study on their own for one year before writing their BECE. Consultations with the District Director of Education suggested that there were no trained French teachers to fill these vacancies and a school might not have a French teacher for a few years. The continuity of French teaching remains the major challenge for rural districts in Ghana where reliance on the deployment of teachers depends on how many teachers return from study leave for the SHS level and how many teachers have been bonded and sponsored by the district assembly to serve at JHS level.

6.2 Quality of teaching and learning at College of Education level

Number of tutors and their qualifications

The number of tutors available to teach French varied among the three training colleges with 5 French tutors at Mt Mary, 4 French tutors at Wesley College in Kumasi and only 2 French tutors at the Bagabaga College of Education in Tamale. Most of the tutors had a Bachelor of Arts degree and two had completed their Masters with support from the French Embassy (1 out of 5 tutors at Mt Mary had an MPhil and 1 out of 4 had an MPhil at Wesley College). The only tutor who had an MPhil in Bagabaga College of Education had recently left his job and joined the polytechnic in Bagabaga. There were *no* female French tutors teaching across the three training colleges. The majority of these French tutors were between 45 and 50 years of age.

There were 5 to 6 hours allocated to French teaching for teacher trainees specialized in French. Principals of the training colleges recognized that this was insufficient and in the past had supported evening classes or Saturday classes to supplement the limited number of hours in the timetable. Interviews with the students suggest that these supplementary hours were no longer taking place and that they only had 6 hours per week to study French. This meant that the tutors were teaching on average 6-10 hours per week depending on the number of French students at training college level.

Methodology used in the institution to train students of French

Interviews with French tutors across the three training colleges revealed that two methods were being used in the classroom to teach French: “*L’approche Communicative*” and “*La Méthode Directe*”. The communicative approach involved the students demonstrating to the tutors what they had learned; some tutors mentioned the lecture style approach that they used; and others spoke of the language immersion approach which they experienced through their excursions to Togo.

According to the French tutors at Wesley College about 70% of the students admitted for French did not have the requisite language level and had to be coached and upgraded to a reasonable level before the commencement of the French language course at college of education. According to the authorities at the college “even when the students score ‘B’ in the WASSCE, they were still not well prepared for the French course and had to be groomed to the level needed to begin the course.

Teaching Learning Materials, Equipment and Class Size

Interviews with the teacher training college tutors also revealed a scarcity of teaching learning materials, even at Mt Mary’s college which used to be reputed for having one of the best equipped audio-visual language labs for French.²¹ On visiting Mt Mary it was evident that the lab is in a state of disrepair and has lost its capacity to provide audio-visual materials, tape recorders and CDs for the French students. Some of the other colleges of education mentioned that they used textbooks, tapes and CDs with the students (Wesley College) but Bagabaga had very limited teaching and learning materials for French.

The Student to book ratio was 2:1 for Wesley College for the “Tempo 1 and 2” books, *Bescherelle* French books and French dictionaries. Wesley College’s main challenges related to the lack of audio aids and equipment with only 1 tape recorder out of 4 in working condition. DVDs were the personal property of the tutors and there was no internet connectivity. There were hardly any French books in the library and no journals in French.

²¹ There were originally two well equipped language laboratories with forty eight language booths and a satellite dish capable of capturing model classes in France for the use of students in Ghana. At the end of the year students went to France for two months.

There was no functioning language laboratory at Wesley, Bagabaga or Mount Mary Colleges to train students. The Mount Mary equipment had all broken down and the satellite dish was dysfunctional. Most of the French books were outmoded and there were no current materials.

Average class size at the training colleges ranged between 25 -40 French students at level 100 and level 200. A total of about 348 students were being taught French by 4 tutors at Wesley College but at least 140 of these students were Year 3 teacher trainees placed in schools in the district. In the Northern Region there were about 90 students with about 40 students on teaching practice during the 2009/10 year with a total of two French tutors. In Mt Mary Training College there were a total of 390 students 140 of which were in Year 3 (out year) on teaching practice and they had a total of 5 tutors. The average student teacher ratios were 1:40 (Bagabaga Training College) or 1:45 (Wesley College), 1:26 (Mount Mary College).

Student Assessments

The University of Cape Coast is in charge of external examinations for the training colleges and for the conduct of oral and written assessments of French students. Wesley College used an oral assessment approach where cassettes are played for students' comprehension and then they are asked questions. All the colleges of education used mainly written assessments which included essays and the testing of grammar. Below is a summary of approaches for the method of student assessment.

Table 18: Instruments used for Student Assessment

College of Education	Oral	Written	Other
Wesley College of Education	Passages are given to students to prepare overnight for a reading test There are also listening Comprehension and Conversation Tests	Essay questions Grammar Literature	Continuous assessment
Mount Mary College of Education	Oral comprehension, questions and answers	Lesson plan Essay questions, grammar, comprehension etc.	Continuous assessment
Bagabaga College of Education	Not much oral examination	Written exams	Continuous assessment

Performance of Teacher Trainees

According to Bagabaga and Mt Mary tutors, students were performing well in French in both internal and external examinations with a large percentage of their French students passing examinations. Wesley College tutors complained of their students not doing well (less than 10% pass well) due to problems of French language comprehension.

6.3 Motivation, Management and Opportunities for French Teaching

Motivation for Teaching French at College of Education Level

Findings from the field work suggested a variety of reasons for becoming a French tutor at teacher training level including the love of teaching, interest in French as a subject and the will to share knowledge with others. Some of the tutors interviewed were also motivated by a mentor or another teacher who encouraged them to become a French teacher. Several of the French teachers encountered in East Mamprusi district were from Bunkpurigu, a border town, where they had enjoyed a very positive experience with a French teacher at the JHS level. At least three trained teachers serving in remote rural JHS schools in the district had been inspired by this same teacher and encouraged by their “French masters at JHS and SHS to pursue French.”

Promotion of French and characteristics of French teachers in the regions

Several head teachers and French teachers had been counselling their students at SHS level about the opportunities available to them as potential teachers at training college level if they opted to teach French. These same head teachers also encouraged young people to pursue teaching but very few students interviewed at the SHS level were opting for the teaching profession.

The principal of Bagabaga College of Education explained that often teachers saw French as a difficult subject and they were not well prepared in SHS to take French at college of education level; teacher trainees found it too difficult to study French along with the other course work required by the regular teacher training programme. Principals of training colleges explained that when new teacher trainees were taken on as French candidates they sometimes attempted not to teach French after completing training college. Even on the 1 year out teacher practical, the training colleges made special attempts to ensure that all the French teachers were actually being placed as French teachers with other French teachers in the schools, but sometimes they could not find such placements. Mt Mary were unable to place about 30% of their trainees in schools where there were French teachers.

Another finding from the field work revealed that several of the French teachers serving in public schools in the district were volunteer teachers either supported through the National Service Scheme or through the National Youth Employment Programme (NYEP) and/or their Parent Teacher Association was making direct payments to them on a termly or monthly basis.

Interviews with several of the remote rural teachers being trained at the CREF at public and private JHS level revealed that volunteer teachers were often paid between 30-60 Ghana cedis per month or term and were Togolese nationals. Many started serving as volunteers in the public school system and when the opportunity came they would switch to the private schools because the pay was more regular than being dependent on the PTA or School Management Committee's support.

It was rare to see community volunteer French teachers being taken onto the Government payroll as "pupil teachers" at the district level, particularly if they were from Togo. Only 1 teacher out of the 12 French teachers interviewed at JHS and SHS levels in East Mamprusi district was receiving Government pay as a "pupil teacher" and this person had been serving as a volunteer for 4 years at SHS level.

Selection of Tutors at Training College Level

Selection processes for French tutors involve both an application and interview process at the three training colleges included in the study. Some of the candidates take a written test and others are also required to provide references. At Mt Mary the process for hiring a tutor involved an application, written examination and then an interview.

Promotion scale

"There is nothing like a special promotion for French Teachers"

There was no difference in promotion scales between the French tutors and regular tutors in the training colleges but a few incentives were motivating the French tutors including the access to higher education and the opportunities to possibly study abroad through the MPhil programme offered in collaboration with the French Embassy. Unfortunately one of the unintended outcomes of this higher education incentive is that college of education tutors become more marketable to universities and polytechnics and some have moved to these institutions for higher pay and better conditions of service. This has become a source of concern for principals at the training college level who bemoaned the fact that there were no special motivational packages for French tutors apart from the trips to Togo to accompany their students on excursions. Some of the colleges were trying to provide incentives to all their tutors such as accommodation and lunches etc.

Study Abroad Programme

Most of the training colleges were participating in the Study Abroad Programme and were able to take the Year 1 or 2 College of Education French students to the *Village du Benin* in Togo for 6 weeks each year. The Study Abroad Programme is supported by the Government of Ghana and the French Embassy. The programme course contents involved an oral test administered on

the first day with students grouped according to their French competency levels. Students were engaged in other practical programmes to immerse themselves in French. The programme aimed at “reinforcing” oral language skills through using small group discussions, songs and drama.

According to interviews with both College of Education tutors and students that had participated in the programme, the 6 weeks in Togo often improved students’ confidence in speaking French and the workshops also gave them the opportunity to practice French everyday, which gradually pushed them on to higher levels of fluency. The tutors also revealed that the 6 week programme also had a positive impact on the students’ work back at the college and the examinations given during the Study Abroad Programme formed part of the continuous assessment process. Its benefits included improving students’ reading and comprehension; some even started dreaming in French. Students proposed an extension of the programme from 6 to 8 weeks. Most of the tutors and students interviewed mentioned that Study Abroad was of great benefit in enhancing their oral skills, language and vocabulary, exposure to drama and the importance of learning French in the sub region.

The only issue with the programme was timing. Sometimes the Togolese students were no longer on campus during the visit and there was little interaction between the Ghanaian teacher trainees and the French-speaking people, limiting their immersion experience.

6.4 Key Constraints and Challenges

Key constraints and challenges at the teacher training college level appear to relate to attracting young trainees to opt for French. There seems to be a major barrier and fear that French is difficult and already weak students entering the training college, anticipate that this will lower their chances of passing the college of education examinations. Despite the promotion of French among SHS graduates, particularly females in the north, very few candidates are opting for French.

Other challenges cited by the College of Education principals included trainees’ weak knowledge of the French language and limited teacher-student contact hours available to teach all the subjects on the College of Education curriculum along with French. Interviewees across the three training colleges underlined the inadequacy of the contact hours in French with only about 6 hours devoted to French on the weekly timetable including: methodology (2 hours), language (2hours) and literature (2 hours). Interviews also considered the heavy course load for French students along with the regular teacher training course load of 10 subjects too taxing and therefore a deterrent.

The weak foundation from the SHS level forces college tutors to provide extra tuition to cover the basics particularly in the area of grammar.

Tutors are unable to cover all the course work and simultaneously consolidate the trainees own French knowledge.

The potential loss of French tutors to higher levels of education beyond the colleges of education once they obtain their Masters degrees in French. The incentives for French tutor-training at college of education level are laudable but should be reinforced by a bonding scheme to ensure that tutors are retained for a few years after completing their Master's degrees (2-3 year bond).

Finally the most devastating finding was the poor state of the French language learning laboratories generally, and in particular at Mt Mary. Poor supervision and monitoring has rendered the equipment unusable and substantial investment will be required to replace and rectify the situation.

6.5 Key Strategies and Recommendations

Probably the most important strategic recommendation made by principals and tutors at the college level was a clear consensus that more training colleges specializing in French language training were required in the country. They recommended at least one per region to decentralize and widen the opportunities for trainees to opt for French.

Principals and tutors of colleges of education also recommended a level of specialization for French such that the French teacher trainees enjoy some exemption from the 10 subjects at the College of Education level. Other recommendations included the need to:

- Increase contact hours for French study from 6 hours per week to at least 10 hours. This could be done through reintroducing evening classes.
- Provide equipment for teaching and language laboratories, cassettes and CD-roms in order to enhance French teaching and learning at teacher training level.
- Make Internet facilities available at all the colleges along with multi-media centres.
- Increase the number of weeks in Togo from 6 to 8 weeks; during the study abroad programme,
- Placed French students in schools where French is taught and follow-up with close supervision.
- Divided the “out” programme for French teachers into two parts, with the first part in the *Village du Benin* in Togo and the second part teaching French in Ghana.

Tutors also recommended that French be made compulsory at the basic level of education to provide students with sufficient French background to transition and opt for French at higher

levels of education. Introduce other approaches to upgrade French tutors at training college level to keep them abreast of new methods, particularly since they are used by the CREF as facilitators. Finally, until the Colleges of Education move toward full tertiary status, retention of tutors should be carefully monitored and special measures put in place to retain them, particularly if they are supported in acquiring their Masters degrees.

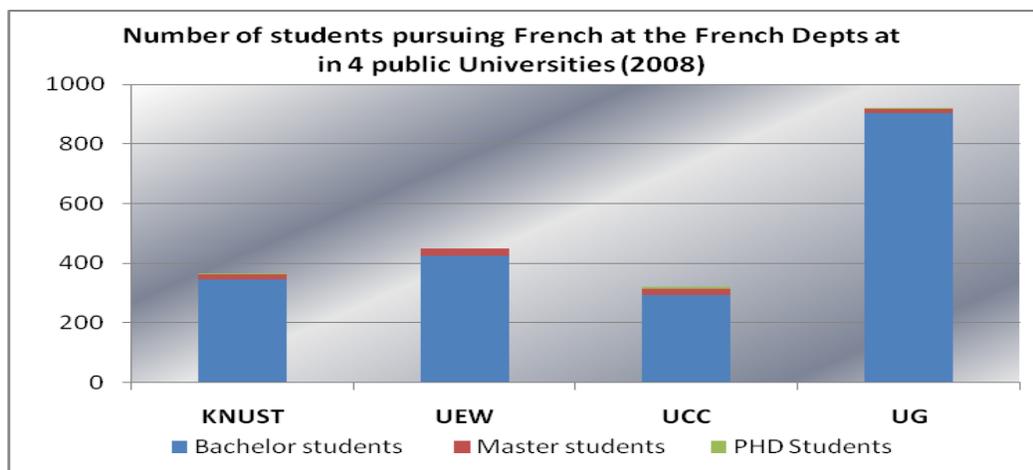
7.0 The Teaching and Learning of French at the Polytechnic and University Level

This section outlines the main findings relating to French teaching and learning at the polytechnic and university levels of education. The section is based on survey data collected from the CREF questionnaires along with in-depth interviews conducted at the two of Ghana's public universities and three polytechnics across the country. Interviews were held with the heads of French Departments and lecturers at the institutions; focal group discussions were also held with the second and third year students who were pursuing French at the university and polytechnic levels.

7.1 Access to French at Tertiary Level and Students' Participation

The graph below presents the distribution of students taking French in the French Departments of 4 main public universities in Ghana. The figures show that the University of Ghana has the largest number of French students (about 45%) studying in its French Department. In total, across the various French Departments of the 4 public universities, there are approximately 2,056 students specializing in French studies. Approx. 1,969 (about 96%) are Bachelor of Arts students and less than 75 are pursuing higher degrees (e.g. MPhil in French language etc) across the four universities which offer French (see also Annex 12 for details).

Figure 19: Number of Students pursuing French at the 4 Public Universities

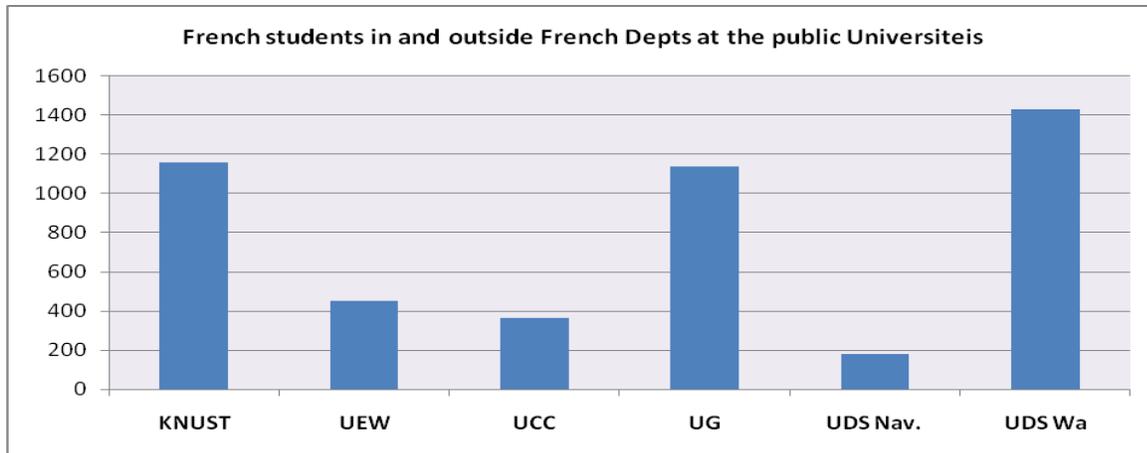


(EMIS, 2010)

Next to the University of Ghana's (UG) French Department, the largest numbers of French students are at the University of Development Studies Wa Campus (UDS), and Kwame Nkrumah University of Science and Technology (KNUST). However, a large number of students (2,667) who are not in the French Department studying French, and out of these 1,432

students (about 54%) are from UDS,. A combination of French students within and outside the French departments and gives a total French student population of 4,723 students.

Figure 20: Students pursuing French in and outside French Departments at Public Universities



According to the Director of French Language Studies, the total number of French students pursuing undergraduate studies at the University of Ghana in 2009/10 was 841. There are about 19 students pursuing MPhil studies and there are no PhD students. At KNUST there are 411 students pursuing French at undergraduate level. In addition, there are about 1,420 students from 10 university departments for commercial, business and communication purposes. To facilitate this large number of learners outside the French department at KNUST, the students divided into ten groups. There are also about 12 students pursuing an MPhil and 1 pursuing a PhD at KNUST as of 2009/2010 (see Annexes 12 and 13).

The student population pursuing French at the Kumasi Polytechnic were from the department of entrepreneurship and finance and numbered 974 students all of whom take French as part of their course for 2 hours a week. French is taught in the second semester of Level 200 and the first semester for Level 300 students. Students complained that this is insufficient to give them a sound grasp of language for their professional needs. The course outline mainly covers skills and themes such as communication for professional situations. Findings from Northern Tamale Polytechnic interviews suggest that French is taught as an elective subject for the select few the polytechnic graduates in the Home Economics Department.

Entrance Requirements

Entrance requirements for students at the University of Ghana, Legon include the following: students must have taken French at SHS level with A1 or B2 grades; in rare cases B3 grades are considered when there are not enough candidates. If the applicants come from neighbouring

counties they are admitted to Level 200 if they possess a “*baccalauréat*”²². Applicants to KNUST must have credits in 3 core subjects: English, maths and integrated science, plus credits in 3 elective subjects including French (at grade A1 to B3) and any 2 from other elective areas. Students taking French at the polytechnic as an elective subject did not need any previous exposure to French and were often being taught at a very basic level.

Some subject combinations at the University of Ghana included the following: French and sociology; French and philosophy; French and political science; French and information sciences; French and other languages; French and theatre arts; French and economics; French and geography. At KNUST the subject combinations included French and History; French and Geography; French and Religious Studies; French and Economics or Sociology.

7.2 Quality of teaching and learning

The departments of French studies at both the University of Ghana and KNUST all have high calibre academic staff. The UG has 15 full-time staff members in its of French Department. KNUST has 13 staff including 10 full-time and 3 part-time members of the French Faculty. The following table summarizes the qualifications of both universities’ academic staff. Each of the universities has only one female lecturer teaching French.

Table 19: Qualifications of French Lecturers at KNUST and the University of Ghana (Dept of Modern Languages)

	KNUST	University of Ghana
Master of Arts	4	----
MPhil Degree	2 staff	8 staff
PhD	4 Staff	7 staff

Teachers at the university levels at both KNUST and UG have to possess very high academic qualifications and must have a first degree including research and possess an MPhil or PhD.²³ Applicants must carry out the usual filing of documentation and conduct a teaching demonstration at department level and undergo an interview with the faculty.

Teaching staff at the polytechnic needed a minimum of an MPhil qualification. There were two staff at Tamale Polytechnic and 2 French staff at the Kumasi Polytechnic both with MPhil degrees. Ironically, despite the high levels of qualifications of French teachers at polytechnic level, they were teaching at a very basic level since most of the student populations at the polytechnic were taking French for the first time.

²² Equivalent to an A’ Level Certificate.

²³ Applicants are also encouraged to pursue a PhD within three years after they are given the appointment.

Teacher-student ratios

The teacher student ratio was very difficult to calculate since there are several students pursuing elective French at the university and polytechnic levels. The teacher-student ratios varied across the two universities from about 1:100 for Level 100 to 1:200 at the UG and 1:32 for KNUST.

Teaching and learning materials and facilities

There are no language dedicated teaching and learning facilities at the Kumasi Polytechnic. The head of department mentioned the availability of some French books in the general library but this was not confirmed by the students who rely mainly on teacher-generated handouts which they have to buy. The French Department shares lecture halls with other subjects.

Lecturers at both the polytechnic and university level spoke of many of the materials which were available at the university itself and through the support of the *Alliance Française*. At the University of Ghana, some learning materials are available including one language laboratory for over 150 students but there were limitations due to a lack of internet connectivity. KNUST possesses a library and multi-media room with computers and internet connectivity..

Methodologies used to teach students at tertiary level

Interviews with French lecturers at university level suggest three main methods of teaching French including mainly lecturing to students. Some of the lecturers also spoke of using a translation methodology including conceptual literacy and professional translation. Lecturers at the University of Ghana also stated that they used listening comprehension and dictation; oral expression and conversation and written expression and grammar.

At the Masters level at the University of Ghana, students are trained to build on their experience to date Hands-on training, putting into practice what had been learnt. e.g. translation jobs undertaken for companies. Looking at them in class together, criticizing and finalizing them. This exercise spans over a period of fifteen months. At the end of the period, students are sent on practical training (i.e. internship) both inside and outside the country. Institutions where students are sent for the internship programme include: The Armed Forces, Diplomatic Corps, U.N. Agencies, ECOWAS, UNICEF etc.

After the internship, the students return and report on their practical training experiences. The totality of the students's experience is compiled in a book and forms a learning resource for those who come after them.

According to the KNUST lecturers the main methods used in the teaching of students at the undergraduate level including *l'approche communicative*, *l'approche actionelle* and the *l'approche traditionnelle* (communicative, and traditional approaches). Most of the lecturers

interviewed felt that a combination of the approaches was best due to the poor French based built among students at the SHS level.

Assessment approaches

The majority of lecturers were using a variety of assessment instruments including short essays, quizzes, testing of written and oral work as a basis for continuous assessment. Lecturers at the University of Ghana also mentioned that the assessment process also included the production of texts, class participation and group work. Assessment approaches at KNUST included an oral course evaluation after Year 1 and 30% were assessed on continuous assessment.

7.3 Motivation Management and Efficiency

Interviews across the two universities also suggested that there was a high level of interest in pursuing French as a core subject and as an elective subject across other disciplines. Even though the study of French is a compulsory element for Kumasi Polytechnic business students, the students showed a high level of interest and motivation for learning. Interviews with students revealed that they consider French to be crucial for their future profession, for travelling, setting up businesses in the ECOWAS zone and in adapting to the emerging global markets. The polytechnic head of department was also very supportive of the need for French to be integrated in all studies. Unfortunately the polytechnic French studies do not offer a study abroad programme for entrepreneurship and business students.

Study Abroad Programme

Two major avenues are available for French teachers to be exposed to French abroad. At teacher training level, French teachers being trained at Bagabaga COE, Tamale spend 6 weeks in Togo at the *Village du Benin* at the end of their second year. Interviews with the French tutors from the college revealed that this exposure had been limited. Depending of the timing of the visit, teachers from Ghana did not always encounter students from Togo, in which case interaction with French speakers was minimised and they simply conversed with their own compatriots. Teachers said that the exposure to French in the neighbouring countries was excellent and wanted to continue some sort of interaction in order to improve their communication skills in French.

At the University level there was a study abroad programme which consisted of French students going abroad to neighbouring countries for a period of 3 to 6 months. In 2009/10 there were 79 students from the University of Ghana pursuing the study abroad programme in Cotonou's *Centre Beninois des Langues Etrangères*. Three students are at the University of Abidjan, and a few have gone to university in France. KNUST has also sent students to the centre in Cotonou. At polytechnic level there was no study abroad programme offered to students. Lecturers interviewed revealed that the study abroad programme for their undergraduate students taking

French was a “must” since it has a very positive impact on their performance. The study abroad programmes included exposure to oral and written work, grammar translation and project work and the usage of ICT. Student interviews at both universities confirmed that the study abroad programme had improved their French language ability and speaking more fluently and confidently was a great source of motivation to them.

Lecturers at the university and polytechnic level spoke of their interest in teaching French and recognition of the lack of young lecturers as the main reasons for pursuing French teaching. Others spoke of how some teachers had mentored them to pursue French teaching as a profession. Lecturers also spoke of having received a good foundation in French and being attracted to the language at SHS level. Most of the lecturers interviewed expressed a passion for language teaching.

7.4 Key Constraints and Challenges

Higher Education Incentives for Teachers of French

One of the key findings from the study was that the support provided to teachers to learn French particularly at the university and tertiary levels had negative and unexpected outcomes. For instance, tutors at colleges of education who taught French and CREF directors and their assistants were given the opportunity to pursue a Masters in French using distance learning. Experiences of Some training colleges found that once their tutors had received their Masters they did not remain at the training college level but pursued teaching opportunities at the polytechnic. Thus retention of French teachers once they complete their Masters programmes is an issue for COEs.

The same challenges arose at the secondary level when teachers completed their university degrees. District Directors of Education spoke of how difficult it was to retain teachers at SHS level although they were given 4 years’ study leave with pay to pursue higher degrees at university level and on completion were expected to teach at SHS level for at least this amount of time. The reality of the situation was that often after a year or two they also found themselves moving to COE or polytechnic level or into the private sector.

According to those interviewed at university level, another key challenge was inadequate staff to meet the large number of students, but the research team could not fully assess this. According to some lecturers the student population was too high and that the quality of teaching was lowered since lecturers could not meet the demand for French. This was particularly the case when students from other departments wanted to learn French. There were also major challenges in relation to access to teaching and learning materials, books, and outmoded methods being used. Some of the lecturers thought that the calibre of teachers from the colleges of education was also a problem. The lack of equipment to cater for the large number of students restricted

teaching methods to lecture style and was a major issue. Most students complained of the lack of teaching and learning materials, particularly books and no access to language laboratories.

7.5 Key Strategies and Recommendations

Findings across the universities and polytechnics suggest a major need for more usage of ICT in order to maximize on lecturers at university level and ensure better efficiency and effectiveness in their teaching methodologies. Other recommendations from the study suggest:

- The need for considerably more training of university and polytechnic lecturers in participatory teaching methods in order to promote effective French teaching. More in-service training of lecturers is needed.
- More support for setting up ICT and integrating ICT in the teaching instructional methods. Lecturers should be trained to enhance their delivery style with the use of simple ICT methods.
- More language labs should be supported with internet connectivity; multi-media centres should be separated from libraries.
- Libraries at tertiary level should be better stocked with French books, CDs and language materials.
- Continued support for the Study Abroad Programmes for students and lecturers of the polytechnic and universities to neighbouring countries.
- Polytechnics should explore introducing more students to the study of French across different subject areas.
- Practical job experience should be promoted across many of the French departments and also integrated as part of polytechnic course work to demonstrate to students the potential for using French in the workplace.

8.0 Conclusions and Recommendations

Evidence from the Ministry of Education points to the fragile state of performance across many of the education levels including the JHS²⁴. The constraints facing the teaching and learning of French reflects the greater challenges of the education system including the shortage of teachers, lack of teaching and learning materials, inadequate supervision and the general inefficiencies in the education system (MOE, 2009). The development and spread of French language in the system demand that more systemic approach is adopted to address issues of French teacher training, rural and urban disparities in access to quality French especially at the JHS and SHS level, limitations due to subjects combination at SHS and overload of subjects for teacher trainees at the Colleges of Education; other challenges include teacher deployment and management at the district education levels to ensuring a large enough pool of French teachers for service in rural JHS and SHS schools outside district and regional capitals.

The study revealed that there is growing interest and participation of students particularly at JHS and SHS levels when the French language is offered but serious constraints to in generating interest particularly among teacher trainees at the Colleges of Education. Increasingly people include parents and students recognize the opportunities created with sufficient knowledge in French. Most students, teachers, and other stakeholders interviewed recognized the critical importance of the French language given Ghana's proximity to neighboring French countries. Career ambitions and the importance of the French language in global affairs and within the region (ECOWAS) make the language attractive to students at all levels. However while there is growing demand for the French language, the supply and quality of French include access, quality of French and learning, teacher availability and deployment are limiting the higher participation levels of students in taking French as a subject in the public education system.

Access to French at JHS levels is mainly constraints by non availability of teachers; there are no adequate teacher at JHS and most teachers at the JHS are deployed in the urban areas (regional and district capitals). There are some French teachers from neighboring countries serving as pupil teachers augmenting the numbers of Ghanaian trained French teachers²⁵ but there is no clear and effective policy on the hiring of neighboring country teachers to facilitate their support to the public education system. Overall there were very few French teachers being produced by the Colleges of Education in a system; as one regional director of education intimated there are only about 170 French teachers per year to service over 10,000 JHS schools couple with the general high attrition rate especially among French teachers pursuing higher education degrees and the large vacancy levels (30,000) for teachers across the general public education system²⁶.

²⁴ In 2009, out of the 395,647 JHS students who took the BECE only 200,642 qualified representing a pass rate of barely 50%. Another 60% of JHS students lack of the basic literacy skills and many JHS's scored zero on the BECE.

²⁵ Less than 280 French teachers per year graduate from the three Colleges of Education

²⁶ The numbers of French vacancies could not be identified.

The result is that many schools do not have consistent French teaching and learning throughout the three years of their JHS experience and therefore the student are not adequately prepared to write the BECE. The private schools place emphasis on French offering French at the upper primary pupils and sometimes paying public school French teachers at the SHS and JHS to support their schools.

At the SHS level, subject combination or options restrict many students from accessing French. Science students for instance are precluded from taking French as a subject. The availability of teachers, adequate teaching and learning materials also militate against the effective access to French at the SHS level. Most SHS schools especially those that are not in the urban areas have limited facilities for effective teaching and learning of French; they have neither language laboratories nor computer to aid in the learning of oral French. Most of the teachers were using their own personal equipment such as computers and TVs to assist students explore audio visual material for learning French. There was limited numbers of textbooks, French dictionaries and simple supplementary French readers to prepare students to write the WASSCE. Again this reflects a wider challenge confronting the educational system where regular subjects are taught with limited TLMs and text books.

Another key finding of study is the lack of interest and fear among teacher trainee in specializing in French at the three Colleges of Education designated for the training of French teachers. All three Colleges of Education complained of having capacity to support larger numbers of French teachers but were operating at less than one third their capacity to support French teachers; very few teacher trainees at CoE's were opting to study French for a wide range of reasons including: the lack of confident to pursuing French due to their weak background in French at the SHS and JHS levels, overloaded CoE curriculum with 12 subjects areas and limited time for studying French (less than 6 hours per week). Other reasons were based on the additional workload that specializing in French brings to trainees and its potential impact on their performance and ability to pass the CoE external examination.

There is high level of interest in pursuing French as a core and elective subject at the tertiary level. In some polytechnics such as the Kumasi polytechnic the study of French is a compulsory subject for business studies and according to tutor, students show a lot of interest in the subject. Students revealed that they consider it to be crucial skills in their future profession for travelling, setting up businesses in the ECOWAS region and global market.

Like the other levels of education, there are inadequate lectures to meet the large number of students wanting to pursue French at the Tertiary level. According to the lectures in the two Universities studied, there was too large a student population wanting to learn French to facilitate quality of teaching which was compromised due to limited numbers of Lecturers to meet the demand for French. This was particularly the case when students wanted to learn French across other departments. There were also major challenges in relation to access to TLMs and books,

and outmoded methods being used to lecture students instead of maximizing on the usage of ICT and audio visual equipment to facilitate effective language acquisition.

8.1 Overall Strategic Recommendations

As the Deputy Minister points out in the interviews at the beginning of the study, the promotion and teaching of French in the current education environment will be a great challenge if strategic decisions are not taken. This study points to the some of the strategic recommendations that need consideration by key policy makers in the education sector:

- Developing a large scale program to recruit French teachers from neighboring countries to serve at the SHS levels in Ghana; approximately 400-500 French teachers per year would be needed in order to provide at least one French teacher per school; a minimum of *Baccalauréat* would be needed by the potential teachers from Togo, Benin, Burkina along with a two week in-service training course to orient the teachers to the most up to date methods of teaching French in participatory approach (e.g. communicative etc); these teachers would need to be willing to serve at the SHS levels for a period of two to three years. Increase the numbers of schools offering French at the SHS levels and ensure that all SHS students are given opportunities to learn French across the country through strict deployment of these neighboring country French teachers.
- SHS should be a compulsory subject at the **SHS level** with two competency levels being offered; Level 1 should be offered to all students at the SHS who have never been able to learn French at the JHS level and level 2 should be offered to SHS students who have previously studied French at the JHS level. The two streams of French will allow Ghana to acquire French teachers at two different competency levels one for service at the basic education system (SHS level 1) and level 2 for students who want to pursue degrees at the university level and then potentially teach at the SHS level.
- The MOE should ensure that the teaching quota for Ghanaian teachers taking French at the three training colleges is lifted and structural problems for the entry of teachers into specializing in French are resolved. Increase the number of CoE's offering French increase to 10 across the country (one per region) and ensure that at least 700 teachers are trained each year...70 per training college in each of these regions to serve in the basic education system.
- Ensure that there is at least one teacher training college in each region able to support intakes of French and provide incentives for teacher trainees opting for French including a reduction in the number of subjects and increasing the contact hours for French at CoE's.

- Ensure that French Radio programs are developed for JHS and SHS students across the country and that French materials are integrated into the main newspapers in the country. The use of Radio could be complemented with a private-public partnership to develop and promote the use of mobile telephone technology to deliver Teaching and Learning materials especially to teachers in the remote areas. This project could be developed using human resources from the Francozone and the University of Ghana.

Other key recommendations across all stakeholders interviewed touched on issues related to improving the promotion of French language among the general population, increasing the number of teachers opting to teach French, increasing the demand for French at JHS and SHS levels, improving the teaching and learning of French at the classroom levels.

Improving the access to teaching and learning French at JHS and SHS levels

Key recommendations from the study included:

- Increase the number of trained teachers who are able to teach French at the district level;
- Improve the availability of equipment and teaching and learning materials at the school level particularly access to basic French textbooks and supplementary readers;
- Introduce innovative approaches to the teaching of French using immersion and audio by radio

There is a tremendous need to broaden the base of JHS teachers at the basic level to ensure that a consistency of French teaching can be achieved at the JHS level. This would require that government focus on the following:

- Strategically focusing on districts particularly bordering the regions of Burkina and Togo and Cote D'Ivoire to ensure that all JHS's in these districts have adequate French teachers (either pupil teachers or trained teachers)
- Explore the option of integrating the Togolese and other expatriate French teachers currently serving as "volunteer Teachers" at the JHS and SHS as potential Pupil teachers in areas where there are no French Teachers
- Focus on increasing the numbers of French language teachers particularly at the lower primary levels;
- Encouraging a broader public reach of French using Radio learning programs
- Providing literature and books in French for JHS and SHS students by supporting Libraries at the District and SHS levels particularly focused on French

Most urgent is to improve the demand for French across the country by promoting the teaching of French through other mass media approaches which could include more usage of radio and print media targeted particularly at children at the JHS level.

A systematic approach to teaching French at the JHS level would benefit from holding a radio program across Ghana on GBC and other networks which would allow children to tune into this on a regular basis and listen to the lessons. A television series promoting the learning of simple French could also be beneficial.

Improving the Supply of Teachers of French across Ghana

In order to improve the **supply of French Teachers** there needs to be a concerted effort to ensure that more SHS graduates are available to enter the teacher training colleges and opt for French as their main area specialization. This will require that a broader base of French students are available at the SHS level in order to opt for French which will require that French is mainstreamed or offered beyond the few elective subject areas which it now is focused in:

- French should be offered at SHS to business, science, home economics and agriculture students, as well as the General Arts students who are following the literature streams/courses...
- The Ministry of Education and WAEC should consider as a matter of urgency allowing students in the other major subject streams to offer French as core compulsory subject at the SHS level.
- The Ministry of education should also explore the possibility of taking more French teachers on as “Pupil” or as National Service Volunteer teachers particularly youth who have who have been able to complete their French courses at SHS;
- Togolese and other nationals from Neighboring French countries should be offered a special option to act as National Youth Employment Volunteers if they are able to provide relevant documentation confirming a good pass in their *baccalauréat*.
- The ministry should also attempt to ensure that Distance Education Programs are offered in the French language as a specialization in order to avoid JHS French teachers attrition to other subject areas they enter study leave at the tertiary levels;
- Provide language laboratories to all CoE’s across the regions and reduce the number of courses French teachers need to take at the CoE levels.

Promoting the better management and **quality of instructional practice** of French Teachers across Training colleges and during in-service with the CREF;

- Much stronger relationships need to be forged between the CREF and the Regional and District Education offices in order to ensure a systematic information flow on the posting and availability of French teachers is updated and understood on a regular basis.

- A data bank of teachers who are benefiting from CREF trainings etc should be kept by the CREF in the future to track impact and progress in reaching out to all the teachers of French.
- CREFs should continue to be supported to train particularly their JHS and SHS teachers in the regions and districts, priorities should be keep to training the untrained and “trained professional teachers from the public system and where possible the private schools should also participate;
- Improve access to simple audio visual training in using more communicative participatory approaches to French instruction to promote the usage of oral French language skills among learners.

The demand for the teaching of French is high in both urban and rural Ghana. The demand is particularly high in areas with easy access to the bordering countries where French is the language of communication. The study revealed that high demand for French is also generated where teachers of French have introduced children to French and they have had a positive experience in their early years in the JHS. These positive experiences can have lasting impact on youth that eventually work towards becoming teachers of French; a broader more strategic approach to the teaching of French and the exposure of the Ghanaian population is needed in Ghana today.

Annexures

Annex 1: French Study Field Work Plan

	Team 1 (Ashanti, KMA,)	Team 2 (Ashanti, New Juaben)	Team 3 (Tamale)	Team 4 (West Mamprussie)
Day 1 (Friday)	Travel to Kumasi	Travel to Kumasi	Travel from Tamale to Kumasi	Travel from Tamale to Kumasi
Day 2 (Saturday)	Orientation for all data collectors (4) and data collectors using field guide ;		Team leader travels on to Tamale;	
Day 3 (Sunday)			Orientation for all data collectors (4) and data collectors using field guide ;	
Day 4 (Monday)	Interviews with Regional Education Office (team 1 and 2)		Interviews with Regional Education Office	
	Interview with CREF and Observation check List	Interview with CREF and Observation check List	Interview with CREF and Observation check List	Interview with CREF and Observation check List
	Interview at the Teacher Training College	Interview at the Poly technique	Interview at the Teacher Training College	Interview at the Polytechnic
Day 5 (Tuesday)	Interview at the District Education Directorate (District 1)	Interview at the District Education Directorate (District 2)	Interview at the District Education Directorate (District 3)	Interview at the District Education Directorate (District 4)
	Interview with Head teachers at the SHS (school 1)	Interview with Head teachers at the SHS (school 2)	Interview with Head teachers at the SHS (school 3)	Interview with Head teachers at the SHS (school 4)
	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher
	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)
Day 6 (Wed) Supervisor	Interview with Head teachers at the JHS (school 1)	Interview with Head teachers at the JHS (school 2)	Interview with Head teachers at the JHS (school 3)	Interview with Head teachers at the JHS (school 4)
	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher
	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)

	Interviews with Heads and Teachers at the University level		Interviews with the Principals and Teachers at the Polytechnic	
Day 7 (Thurs)	Interview with Head teachers at the SHS (school 5: Army Forces SHS)	Interview with Head teachers at the SHS (school 6: Juaben SHS)	Interview with Head teachers at the SHS (school 7)	Interview with Head teachers at the SHS (school 8)
	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher
	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)	Interview with Students taking French (SHS 3)
Day 8 (Friday)	Interview with Head teachers at the JHS (school 5)	Interview with Head teachers at the JHS (school 6)	Interview with Head teachers at the JHS (school 7)	Interview with Head teachers at the JHS (school 8)
	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher	Interview with the French teacher
	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)	Interview with Students taking French (JHS 3)
Day 9 (Saturday)	Wrapping up field notes Debriefing regional level		Debriefing with each team in the regions	

Annex 2: Teacher Trainees Pursuing French across Colleges of Education (2009/10)

1. Wesley College of Education (2009/2010) Numbers of Students pursuing French

Levels	Male	Female	Total
Level 100	43	77	120
Level 200	46	66	112
Level 300	46	77	123
Total	135	220	355

2. Mount Mary College of Education Enrolment Figures (2009/10) Numbers of Students pursuing French

Levels	Male	Female	Total
Level 100	60	70	130
Level 200	43	83	126
Level 300	48	92	140
Total	151	245	396

3. Bagabaga College of Educations: actual and expected French Teacher graduates (2004 to 2013)

Year	Male	Female	Total
2004	14	10	24
2005	14	2	16
2006	26	10	36
2007	10	9	19
2008	10	12	22
2009	29	5	34
2010	18	9	27
2011	13	13	26
2012	23	14	37
2013	24	17	41
Total	181	101	282

Annex 3: Number of JHS and SHS's in the Greater Accra District offering French, 2009/10

No	Greater Accra Districts	Number of JHSs	Number of SHS	Total of JHS and SHS
1.	Ga West	24	2	26
2.	Ga East Municipality	65	2	67
3.	Ga South	17	3	20
4.	Ledzokuku	24	2	26
5.	Tema Metro	59	6	65
6.	Accra Metro	N/A	(17)	N/A
7.	Ashiaman	16	1	17
8.	Adenta	9	0	9
9.	Dangme East	N/A	2	N/A
10.	Dangme West	14	3	14
Total		226	38	

Note:

N/A means that information was not received from the CREF or the district education offices;

17 schools recorded as the number of SHS offering French in Accra Metro but no information available on the number of teachers of French and total no of SHS.

Annex 4: Number of JHSs and SHSs offering French in the Districts of Ashanti Region, 2009/10

No	Ashanti region; Districts	Number of JHS School s	Number of SHS Schools	Total
1.	Kumasi Metro	102	18	Public 203
2.	Ejisu- Juaben	20	2	
3.	Kwabre	N/A	N/A	
4.	Atwima	N/A	N/A	
5.	Bosomtwe A. Kwanwoma	N/A	N/A	
6.	Afigya Sekyere	N/A	N/A	
7.	Sekyere West	N/A	N/A	
8.	Amansie East	N/A	N/A	
9.	Offinso district	2	0	
10.	Sekyere East	12	0	
11.	Asante Akim North	7	0	
12.	Asante Akim South	7	0	
13.	Ahafo Anor South	25	1	
14.	Ahafo Anor North	N/A	N/A	
15.	Amansie West	N/A	N/A	
16.	Adansi East	N/A	N/A	
17.	Adansi West	N/A	N/A	
18.	Ejura Sekyeredumasi	2	0	
19.	Amansie Central	N/A	N/A	
20.	Adansi South	5	1	
21.	Sekyere South	12	0	
22.	Atwima Mponua	N/A	N/A	
23.	Sekyere Afram Plains	10	1	
24.	Offinso North	N/A	N/A	
25.	Bosome Freho	N/A	N/A	
26.	Atwima Nwabiagya/kwabre	15	4	
27.	Afigya Kwabre	N/A	N/A	
28.	Obuasi Municipal	7	2	
Total	28 DISTRICTS	226	29	

Note; 0 means that the district submitted their survey forms but did not have any French teachers at post in the district at these levels of schooling.

N/A means that the district did provide information concerning the numbers of French teachers.

Annex 5: Number of JHSs and SHSs offering French in the districts of the Northern Region 2009/10

No	Districts in Northern region	Number of JHS	Number of SHS
1.	Tamale Metro	10	5
2.	Tolon-Kumbungu	0	0
3.	Savelugu- Nanton	0	0
4.	West Mamprusi	4	2
5.	East Mamprusi	4	1
6.	Yendi Municipal	0	0
7.	Gushiegu	0	0
8.	Chereponi	0	1
9.	Zabzugu-Tatali	0	0
10.	Nanumba -North	3	0
11	East Gonja	0	2
12	West Gonja	0	0
13	Bole	0	1
14	Sawla- Tuna-Kalba	0	1
15	Bunkpurugu- Yunyoo	26	1
16	Karaga	0	0
17	Nanumba -South	0	0
18	Central Gonja	0	0
19	Saboba	0	0
20	Kpandai	0	0
Total		47	14

Note; 0 means that the district submitted their survey forms but did not have any French teachers at post in the district at these levels of schooling. N/A means that the district did provide information concerning the numbers of French teachers.

**Annex 6: Number of French teachers at JHS and SHS by district, gender and qualification
(Greater Accra Region, 2009/10)**

GREATER ACCRA REGION (JHS 2009/2010)

Districts in Greater Accra region	Total Number of JHS French Teachers	Number of Professional French Teachers(with teacher training certificate/qualification or degree)		Number of Non-Professional French Teachers(having less than teaching training certificate)	
		Male	Female	Male	Female
1. Dangme West	11	6	5	0	0
2. Ga South	15	9	6	0	0
3. Ga West	24	15	9	0	0
4. Adenta	10	8	2	0	0
5. Ashiaman	15	11	4	0	0
6. Tema	64	29	35	0	0
7. Ledzokuku - krowor	24	11	13	0	0
8. Dangme East	n/a	n/a	n/a	n/a	n/a
9. Ga East	52	20	32	0	0
10. Accra Metro	n/a	n/a	n/a	n/a	n/a
Total	215	109	106	0	0

GREATER ACCRA REGION (SHS 2009/2010)

Name of Districts in Greater Accra region	Total Number of SHS French Teachers	Number of Professional French Teachers(with teacher training certificate/qualification or degree)		Number of Non-Professional French Teachers(having less than teaching training certificate)	
		Male	Female	Male	Female
1. Dangme West	6	5	1	0	0
2. Ga South	7	4	3	0	0
3. Ga West	n/a	n/a	n/a	0	0
4. Adenta	0	0	0	0	0
5. Ashiaman	2	1	1	0	0
6. Tema	12	8	4	0	0
7. Ledzokuku - krowor	7	6	1	0	0
8. Dangme East	N/A	N/a	N/a	0	0
9. Ga East	N/a	N/a	N/a	0	0
10. Accra Metro	N/a	N/a	N/a	0	0
Total	34	24	10	0	0

Annex 7: Number of French teachers at JHS and SHS (by district, gender and qualification) in Ashanti region

ASHANTI REGION (JHS) 2009/2010					
Name of District	Total Number of JHS French Teachers	Number of Professional French Teachers(with teacher training certificate/qualification or degree)		Number of Non-Professional French Teachers(having less than teaching training certificate)	
		Male	Female	Male	Female
1.Kumasi Metro	N/A	N/A	N/A	N/A	N/A
2. Ejisu- Juaben	20	9	11	0	0
3. Kwabre	N/A	N/A	N/A	N/A	N/A
4. Atwima	N/A	N/A	N/A	N/A	N/A
5. Bosomtwe A. Kwanwoma	N/A	N/A	N/A	N/A	N/A
6.Afigya Sekyere	N/A	N/A	N/A	N/A	N/A
7. Sekyere West	N/A	N/A	N/A	N/A	N/A
8. Amansie East	N/A	N/A	N/A	N/A	N/A
9.Offinso District	N/A	N/A	N/A	N/A	N/A
10. Sekyere East	N/A	N/A	N/A	N/A	N/A
11.Asante Akim North	10	2	8	0	0
12. Asante Akim South	7	4	0	3 ²⁷	0
13. Ahafo Anor South	26	10	15	1	0
14.Ahafo Anor North	N/A	N/A	N/A	N/A	N/A
15. Amansie West	N/A	N/A	N/A	N/A	N/A
16. Adansi East	N/A	N/A	N/A	N/A	N/A
17. Adansi West	N/A	N/A	N/A	N/A	N/A
18. Ejura Sekyedumasi	3	0	3	1	1X
19. Amansie Central	N/A	N/A	N/A	N/A	N/A
20. Adansi South	12	6	6	0	0
21.Sekyere South	6	2	4	0	0
22. Atwima Mponua	N/A	N/A	/A	N/A	N/A
23. Sekyere Afram Plains	12	0	0	5	7
24.Offinso South	3	2	0	1	0
25. Bosome Freho	N/A	N/A	N/A	N/A	N/A
26.Atwima Nwabiagya	15 ²⁸	N/A	N/A	N/A	N/A
27. Afigya Kwabre	N/A	N/A	N/A	N/A	N/A
28. Obuasi Municipal	9	5	4	0	0
TOTAL	123	40	51	10	8

(District Submissions of Survey forms, 2010; Ashanti Regional CREF office did not submit a comprehensive CREF form to validate the data set).

²⁷ Asante Akim South reported that they had a total of 4 teachers of which 4 were professionals and 3 were non professionals.

²⁸ Atwima Nwabiagya did not break down the professional and non professionals and simply stated the total numbers of French teachers.

Annex 8: Number of French teachers at SHS (by district, gender and qualification) Ashanti Region.

ASHANTI REGION (SHS) 2009/2010					
Name of Districts in Ashanti region	Total Number of SHS French Teachers	Number of Professional French Teachers (with teacher training certificate/qualification or degree)		Number of Non-Professional French Teachers (having less than teaching training certificate)	
Districts	Teachers	Male	Female	Male	Female
1. Kumasi Metro	128	n/a	n/a	n/a	n/a
2. Ejisu- Juaben	7	5	2	0	0
3. Kwabre	n/a	n/a	n/a	n/a	n/a
4. Atwima	n/a	n/a	n/a	n/a	n/a
5. Bosomtwe A. Kwanwoma	n/a	n/a	n/a	n/a	n/a
6. Afigya Sekyere	n/a	n/a	n/a	n/a	n/a
7. Sekyere West	n/a	n/a	n/a	n/a	n/a
8. Amansie East	n/a	n/a	n/a	n/a	n/a
9. Offinso district (north)	0	0	0	0	0
10. Sekyere East	0	0	0	0	0
11. Asante Akim North	0	0	0	0	0
12. Asante Akim South	0	0	0	0	0
13. Ahafo Anor South	1	1	0	0	0
14. Ahafo Anor North	n/a	n/a	n/a	n/a	n/a
15. Amansie West	n/a	n/a	n/a	n/a	n/a
16. Adansi East	n/a	n/a	n/a	n/a	n/a
17. Adansi West	n/a	n/a	n/a	n/a	n/a
18. Ejura Sekyedumasi	n/a	n/a	n/a	n/a	n/a
19. Amansie Central	n/a	n/a	n/a	n/a	n/a
20. Adansi South	2	2	0	0	0
21. Sekyere South	0	0	0	0	0
22. Atwima Mponua	n/a	n/a	n/a	n/a	n/a
23. Sekyere Afram Plains	3	3	0	0	0
24. Offinso South	0	0	0	0	0
25. Bosome Freho	n/a	n/a	n/a	n/a	n/a
26. Atwima Nwabiagya	13	9	4	0	0
27. Afigya Kwabre	n/a	n/a	n/a	n/a	n/a
28. Obuasi Municipal	0	0	0	0	0
TOTAL	154	20	6	0	0

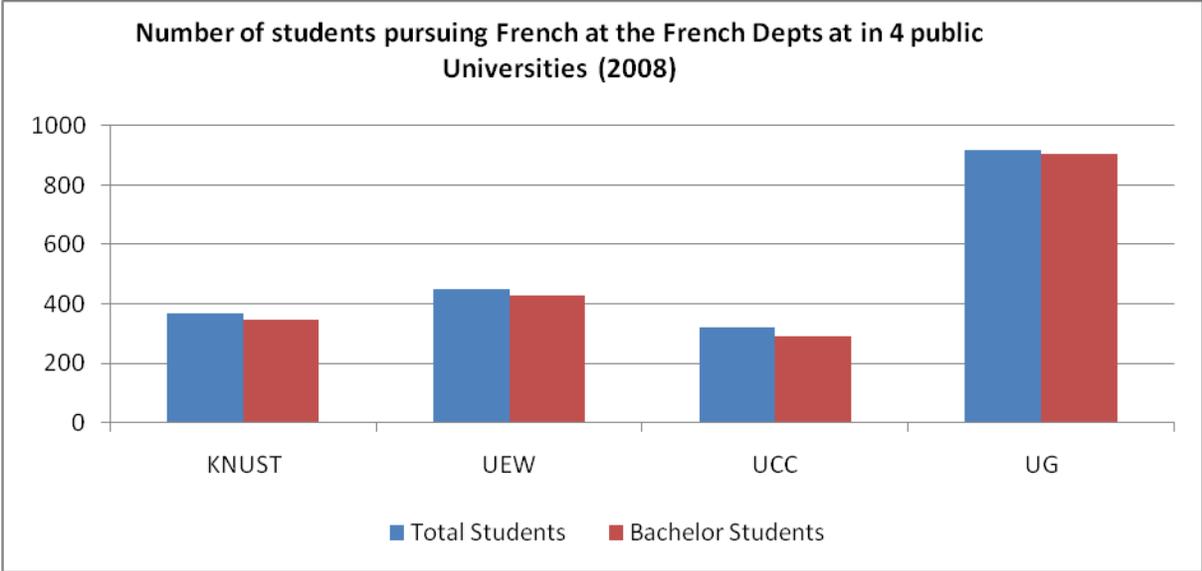
Note; Data for Kumasi Metro did not disaggregate on a gender basis but gave a total number of teachers as 128 teachers.

Note; 0 means that the district submitted their survey forms but did not have any French teachers at post in the district at these levels of schooling. N/A means that the district did provide information concerning the numbers of French teachers.

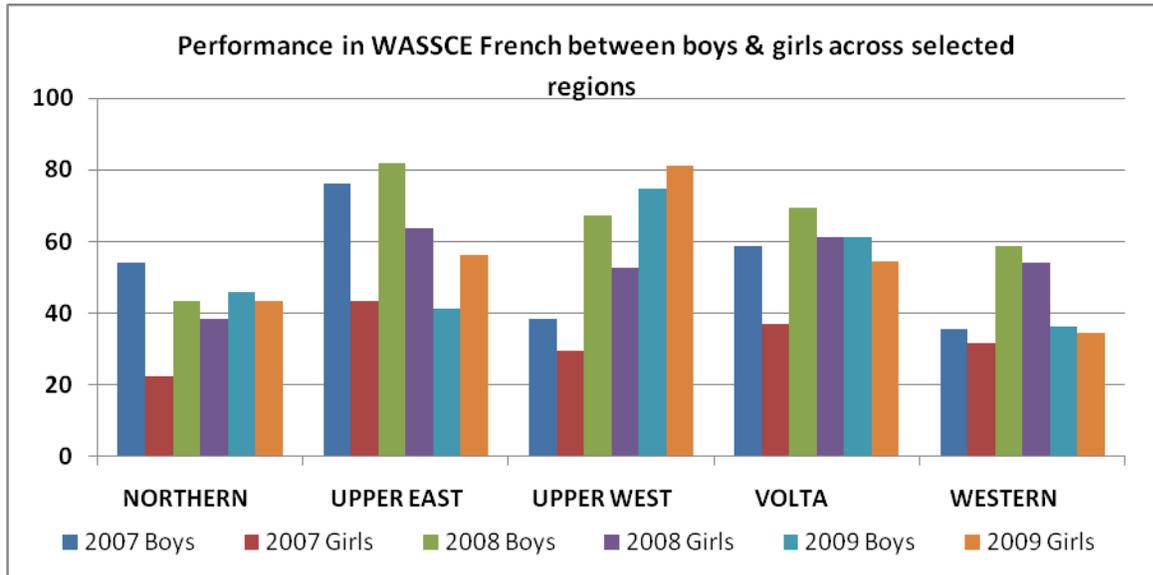
Annex 9: Polytechnic Options and Subject Combinations which enable French

Business Accounting (any 4 of the following)	General Arts	General Science	Vocational
Accounting Business Management Financial Accounting Principles of Costing Accounting Economics French Mathematics (Elective) Typewriting	<u>Option 1</u> Economics Geography Government Mathematics (Elective) General Knowledge in Art <u>Option 2</u> French Literature-in-English Christians Religious Studies	<u>Option 1</u> Mathematics (Elective) Chemistry Physics Biology <u>Option 2</u> Mathematics (Elective) Chemistry Physics Geography	<u>Option 1</u> Food and Nutrition Management in Living <u>Option 2</u> Clothing and Textile Management in Living <u>And any two (2) of the following</u> General Knowledge in Arts French Chemistry Mathematics (Electric) Biology Economics Physics Academics

Annex 10: Number of Students Pursuing French in French Departments in the 4 Public Universities



Annex 11: Number of Boys and Girls Pursuing French across selected regions from 2007 to 2009



Annex 12: Number of students in the French Depts. in the 4 main Universities (2008)

Year	KNUST	UEW	UCC	UG	Total
Bachelor 1	79	124	80	246	529
Bachelor 2	116	82	91	257	546
Bachelor 3	65	123	84	215	487
Bachelor 4	86	97	37	187	407
Bachelor	346	426	292	905	1969
Master 1	8	9	3	6	26
Master 2	5	7	7	5	24
Master Supp.	3	9	13		25
Master	16	25	23	11	75
Doctorate 1	2		2		4
Doctorate 2			4		4
Doctorate 3	2			1	3
Doctorate 4+			1		1
Doctorate	4		7	1	12
G. Total	366	451	322	917	2056

Annex 13: Number of Students of French outside the French Dept/section in the 5 public Universities

Year	KNUST	UEW	UCC	UG	UDS Nav.	UDS Wa	Total
Bachelor 1	555		12	221	76	1265	2129
Bachelor 2	236		12		40	106	394
Bachelor 3					35	25	60
Bachelor 4			18		30	36	84
Total	791		42	221	181	1432	2667

Annex 14: Subjects taken by Student Studying French as a Major at KNUST

1st year (1st & 2nd Semester)

Multiplied by two

- 3 French Courses
- 2/3 in their second subject
- English, Social statistics and introduction to computers

2nd year (1st & 2nd Semester)

Multiplied by two

- 4 Subjects in French
- 3 other courses
- Literature in English

3rd year

- First semester: 7 courses done in Benin
- Second semester: 7 courses done in Benin

4th year

- First semester: 6 courses in French including dissertation
- Second semester: 6 courses in French