

National Literacy Acceleration Program (NALAP)

Implementation Study

Prepared by:

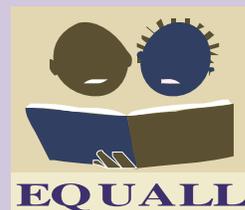
Ash Hartwell, Education Advisor

Education Development Center

Education Quality for All Project (EQUALL)

August, 2010

Accra, Ghana



ACKNOWLEDGMENTS

The National Literacy Acceleration Program (NALAP) Implementation Study contributes to the **Policy Research and Dialogue** component of NALAP's overall program. The Study was designed and carried as part of the terms of reference for the Education Quality for All Project's (EQUALL) technical support to the Ministry of Education/Ghana Education Service (GES), supported through USAID/Ghana.

EQUALL prepared a Scope of Work and solicited proposals to implement the field work for the Study in December, 2009. After a critical review of submitted proposals, Associates for Change (AfC) was selected and charged with the following responsibilities: i) contribute to the design of instruments, ii) train and supervise Field Data Collectors, iii) carry out school selection at the district level, iv) assure the quality and completeness of all data (both quantitative and qualitative), and v) provide EQUALL with the documented data sets and a first stage analysis. AfC, under the direction of its Director, Leslie Casely-Hayford, carried out these tasks in consultation with EQUALL, and provided training and supervision for thirty-three field staff. Key AfC researchers involved in the NALAP implementation study included: Rolland Akabzaa, Dela Dovie, Cyprian Ekor, Leonard Nubuasa, Matilda Hetthey, Thomas Quansah, Benedicta Sackey, and Esther Samuel. AfC, with EQUALL and participants from the GES, including the Chair of the NALAP Task Force, conducted a one day forum on June 11, 2010 to present and discuss the Regional team reports, and the emerging findings from the Study.

Mrs. Sarah Agyeman-Duah, as Chair of the NALAP Task Force, and Director of CRDD, communicated with the thirteen Districts that were involved in the Study, and requested their cooperation and support. Each of the Districts, in addition to the hospitality, interviews and information they provided, released a staff member for training and the field work, so that every district team included one AfC staff member, and one officer from the District Education Office. We are very grateful to the thirteen GES staff who participated and supported the field research for this study (see Annex 2 for all AfC & GES field staff).

Within EQUALL, Kay Leherr, the Team Leader, provided oversight and guidance to the study, ensuring that it built on the 2009 NALAP Baseline Assessment and other studies that have contributed to NALAP. Chris Dowuona-Hammond, as the EQUALL Literacy Support Initiative Coordinator, provided invaluable guidance and participated in all stages of the Study, including the design workshop, two field staff training workshops, and the field work. Johnson Boakye, EQUALL's Monitoring and Evaluation Coordinator, assisted by providing the EMIS school data sets to draw the sample for the thirteen districts in the study, participated in the training of the field staff, and also provided the data sets and summary findings from the EQUALL Annual Evaluation Survey that included information related to NALAP implementation. Carolyn Adger, an EQUALL technical advisor and program manager from the Center for Applied Linguistics, provided invaluable assistance at all stages of the study including the preparation of instruments and the initial design workshop with AfC, an in-depth study (with Chris Dowuona-Hammond) of NALAP implementation in ten classrooms, and assisted with insightful reviews of the findings and drafts of the report.

This study was made possible through the support provided by USAID to MoE/GES through the EQUALL Project, Cooperative Agreement Number 641-A-00-04-00237.

CONTENTS

Acknowledgements
Contents
Executive Summary

Section 1: Background.....1
 The Development of NALAP
 NALAP Design

Section 2: Purpose & Design of the Study.....5
 Research Questions
 Research Design
 Data Collection, Processing
 Data Analysis and Review
 Concurrent Studies

Section 3: Study Findings.....14
 Characteristics of the Schools and Classes
 Materials
 Training and Professional Support
 Implementation
 Community Response

Section 4: Conclusions and Recommendations.....44
 Summary of Findings
 Implications
 Recommendations

References.....49

- Annexes
1. Regions, Districts and Schools in Sample – Phase 2
 2. Field Team Members
 3. Teacher & Classroom Observation & NCOI

Tables & Figures

TABLE 2.1 SAMPLING ORGANIZATION AND TOOLS

TABLE 2.2 SAMPLING FRAME

TABLE 2.3 STUDY INSTRUMENTS

TABLE 2.4 TYPES & QUANTITIES OF MATERIALS SPECIFIED BY GRADE

TABLE 3.1 REPLACEMENT SCHOOLS FOR PHASE 2

TABLE 3.2 SAMPLE PHASE 2: REGIONS, DISTRICTS, SCHOOLS & LANGUAGE AREAS

TABLE 3.3 SCHOOL & CLASSROOM CONDITIONS

TABLE 3.4 CLASS SIZE BASED ON CLASS REGISTER AND OBSERVATIONS

TABLE 3.5 SCHOOL RECEIPT OF NALAP MATERIALS

TABLE 3.6 PUPIL MATERIALS – AVERAGE QUANTITIES RECEIVED BY CLASS

TABLE 3.7 NO.OF SCHOOLS WHERE PUPILS DO NOT SPEAK

THE SAME LANGUAGE AS NALAP MATERIALS

TABLE 3.8 TEACHER RESPONSE TO NALAP MATERIALS

TABLE 3.9 TEACHERS REPORTING PUPIL DIFFICULTY WITH NALAP BY CLASS

TABLE 3.10 DISTRICTS WITH HIGHEST % OF TEACHERS NOT READING L1

TABLE 3.11 CRITERIA FOR ASSESSING SCHOOL IMPLEMENTATION

TABLE 3.12 SCHOOLS BY IMPLEMENTATION STAGE – June 2010

TABLE 3.13 SCHOOL TYPE BY IMPLEMENTATION STAGE

TABLE 3.14 RANKING OF TEACHER PRACTICE BY COMPONENT

TABLE 3.15 IMPROVED PRACTICES FROM BASELINE STUDY

TABLE 3.16 FACTORS CONTRIBUTING TO QUALITY TEACHING PRACTICES

TABLE 3.17 RELATIONSHIP BETWEEN TEACHER STATUS & LESSON PLANNING

Figure 3.1 RELATIONSHIP BETWEEN CLASS TIME AND UNITS TAUGHT

EXECUTIVE SUMMARY

Purpose of the Implementation Study

The Ministry of Education and the Ghana Education Service, with USAID's assistance, established a task force in June 2006 to develop the National Literacy Acceleration Program (NALAP). Using a bilingual Ghanaian and English languages approach, with technical support from the Education Quality for All (EQUALL) Project, NALAP aims to improve pupils' ability to read and write in the early grades (KG to P3). The national implementation of the program began during the 2009/2010 school year and includes the production and dissemination of teacher guides and instructional materials; training for national and district education staff, and workshops for all primary head teachers and lower grade teachers; and a public awareness and publicity campaign. This study was designed to investigate the effectiveness of NALAP's introduction to the schools.

NALAP is based on the premise that pupils learn to read and write best when they do so in a language that they understand and speak. In NALAP, pupils learn how to read and write in a Ghanaian language, with English introduced gradually, and initially only orally. By P2 pupils also start to learn to read and write in English, and by P3 pupils should be able to read with fluency and understanding in both a Ghanaian language and English. The program is designed to improve Ghana's currently very low rates of pupil literacy and numeracy. There are many conditions that contribute to this, but a major factor is that *pupils are attempting to learn to read in a language (English) which they do not understand well or speak with fluency*. Children are cognitively crippled in school by their inability to access and use text as a tool of understanding. Schooling without literacy becomes more a matter of memorization than comprehension. The large proportion of Ghana's children and youth who cannot comprehend well, and learn from, text is a major constraint on the quality of upper primary, secondary, vocational and tertiary education, as well as on Ghana's overall social and economic development.

NALAP has two features which make it stand out in the contentious history of early grade language policy and practice in Ghana and other African countries. First, it explicitly addresses the relationship between the use of the pupils' first language (L1) and English in acquiring reading and writing skills. A large proportion of Ghanaians believe that the purpose of schooling is to learn to read and write in English since that provides access to further education and ultimately to remunerative work and status in the formal economy. Thus the use of local languages in primary school has always been contentious. NALAP, by linking the capacity to read and write in English to a foundation of literacy in a language pupils' understand and speak, overcomes the conflict between L1 education and English education.

Second, the NALAP methodology and materials, built on research about how pupils learn to read and the inclusion of Ghanaian culture and life, begins by drawing on pupils' existing experience, knowledge and interests. This, potentially, makes classroom learning engaging and interesting, since the pupils can actively participate. NALAP is intended to be far more than simply a new set of materials and a short orientation for teachers. It involves the transformation of the teachers' and pupils' classroom experience building core cognitive skills of interpretation, evaluation, problem-solving and creativity.

This study seeks to assess the status of NALAP implementation on three key components:

1. **The design, distribution and use of instructional materials and teachers' guides** for five grades: KG1, KG2, P1, P2 and P3 in 11 Ghanaian languages.¹
2. **Teacher training** for both in-service, to orient district officers, head teachers and teachers to the new approach and use of the materials, and pre-service for tutors and teachers in training at teacher training colleges;
3. **A Public Advocacy Campaign** – involving the wide use of media for public awareness and education on the bilingual approach to literacy and the NALAP program.

Design of the Study

This NALAP Implementation Study forms a part of a sequence of studies and evaluations that contribute to the fourth component of NALAP: Research and Policy Dialogue. Earlier studies and national forums based on those findings have included a national survey of teachers' capacity to speak, read, write and teach in L1; a national survey of community and stakeholders' views of language policies and practices in education; and the NALAP Baseline Assessment, which assessed teachers' classroom practice and pupils' levels of literacy in L1.

The purpose of this NALAP Implementation Study is primarily to investigate the effectiveness of NALAP's introduction strategies in order to understand what is working, what gaps exist, and what strategies might be best employed to address the gaps, both in the short and long term. . The study focuses on the distribution, utilization, level of difficulty, and relevance of the materials; the timing, thoroughness, applicability, and coverage of the training for both education managers and teachers; the degree of implementation observed within the schools and classrooms, including a timetable change to a 90-minute Language and Literacy period; and the coverage and impact of the public advocacy campaign. The study does not attempt to measure the impacts of NALAP on learner performance, as the implementation period has been far too brief to expect to see any measurable improvements in literacy rates.

The design for the study had two aspects. First, it was necessary to establish the overall status of NALAP implementation in districts, schools and classrooms in terms of the required inputs: have the appropriate materials in appropriate quantities arrived at the districts, schools and classrooms? Have the district Master Trainers, and the head teachers and teachers been trained and provided guidance and support? Have the schools reorganized their timetable to include the new Language and Literacy period? Are teachers using the Teacher Guides and NALAP materials? What is the level of awareness and response to the program from parents and communities? This was the focus of **Phase 1**, a rapid one

¹ The materials include 30 Conversational Posters used for KG1, KG2 and P1; 30 Big Books – very large books of pictures and text to introduce pupils to meaningful stories for KG and P1; Pupils Books for P1, P2 and P3 (one for each pupil); Supplementary Readers for P2 and P3 (one book to two pupils);all in L1. There are Teacher Guides for each grade (KG-P3) providing teachers detailed steps for introducing pupil activities leading to literacy, using the instructional materials and including active methods such as group work, role plays and games.

week survey conducted in March, near the end of the 2nd term. Secondly, the study investigated the initial response to the program and its impact on classroom practices: the utilization of the instructional materials and Teacher Guide; the changes in teacher-pupil interaction; and the challenges schools and teachers faced. This was **Phase 2** of the study, carried out in May-June over a two week period after the start of the 3rd term.

A purposeful sample of 60 schools in 13 districts within 6 regions was selected for the study. Within each school up to 4 teachers (KG, P1, P2 and P3) were to be interviewed and their Language and Literacy class observed. The sample includes schools from 10 language groups, and schools from one district (Sissala East) where communities do not predominantly use any of the eleven official MoE languages. The sample of regions, districts, schools and classes selected for this study, although not statistically large, was broadly representative, including all geographical and linguistic areas where NALAP is being implemented.

A set of instruments that combined both quantitative (fixed responses) and qualitative (open ended responses) items was developed and field tested for the study:

STUDY INSTRUMENTS BY PHASE

Level	PHASE 1	PHASE 2
District	DEO Questionnaire	DEO Interview District Books Store Check List
School/Community	Headteacher Interview Community Focus Groups & Interviews	Headteacher Interview Headteacher Implementation Check List
Teacher/Class	Class Teacher Interview Classroom Implementation Check	Class Teacher Interview & Classroom Observation Instrument NALAP Class Observation Instrument (NCOI)

In addition to the main study design described above there were three concurrent studies that contributed to the overall findings of this report. There was i) a Rapid Assessment Study of NALAP implementation with unannounced visits to 13 districts and 32 schools, in part to check on the representativeness of the findings from the main study; ii) the inclusion of a NALAP School Implementation Check List within the Annual EQUALL evaluation study reaching 125 schools in 31 districts; and iii) an in-depth observation study of 10 classrooms to examine the dynamics of teachers attempting to use the new NALAP pedagogy and materials. Each of these studies strengthened the validity of and contributed insights to the findings on NALAP implementation.

Findings

The study findings include i) an analysis of the materials' distribution, usage and the responses of educators and teachers to them; ii) a review of NALAP training and its effects; iii) an analysis of the implementation of the program in the schools, and in particular the ways in which it is beginning to

influence teacher effectiveness; and iv) the awareness and response of community members and parents to the NALAP program. Key findings included:

1. The late delivery of NALAP Teacher Guides and instructional materials delayed and compromised full implementation of the program during the 2009/2010 school year. Some materials began to arrive in districts and schools early in the 2nd term, but there were a number of shipments, which caused a staggered and uneven delivery to the schools and, within the schools, to teachers. Although approximately 70,000 head teachers and teachers for grades K1 to P3 received a one week orientation workshop in December and February, for the most part schools and teachers did not have all the materials until May, the start of the 3rd term. This had a number of unfortunate consequences. First, many teachers interviewed spoke of this timing gap in receiving the teacher guides long after the training workshop as a significant impediment to building their confidence to implement NALAP in the classroom. Second, by June 2010, only one-third of the schools had implemented the GES directive to change their timetables and introduce the new subject, Language and Literacy, as a 90 minute period combining L1 and English. Some head teachers said they will wait until the 2010/11 school year to do this. Without the framework provided by the 90 minute Language and Literacy period, teachers cannot follow the guidance for the timing of activities in L1 and English provided in the Teacher Guide. This is reflected by the fact that regardless of when they were observed during Phase 2, half of all classes were only on Unit 1 and a very high proportion of these (71%) were on the first lesson of the first Unit.

A third consequence of the late start is that it compounded the challenges for classes P2 and P3, where pupils do not have the advantage of the NALAP program in earlier grades. The activities and materials for P2 and P3 are designed to build on knowledge and skills acquired earlier. For this start-up year in particular these students face tasks and text materials in L1 for which they are not prepared. Teachers were not trained or supported to manage this challenge, particularly given the gap in time between their orientation and startup.

2. There are a large number of untrained and transient teachers in the system, particularly in rural and disadvantaged regions, and they have found it particularly difficult to cope with this innovative program. A large proportion of untrained teachers from the National Youth Employment program (NYEP) left the schools between the 2nd and 3rd terms, and they had not been replaced at the time of this study. Secondly, absenteeism, estimated at 15% for the schools in this study (when schools and teachers were informed about the study team visits) is a concern. These conditions are very uneven across the country. In town centers, particularly in the Western, Central, Ashanti, Eastern and Volta regions, there is no shortage of trained, experienced and disciplined teachers. But in the rural areas, particularly in the Northern and Upper West Regions, 60% of the teachers were absent (some officially). Of those teachers in the Northern Region who were present in the schools, 64% were untrained.

Since many of the untrained and NYEP teachers had received the NALAP orientation training, the schools that lost these teachers were ill equipped to implement the program when they left. Those without that training tended not to use the Teacher Guide. As might be expected, teachers' training and experience (teacher status) is one of the key factors contributing to observed effective teaching practices.

3. The issue of the school's choice of Ghanaian language for NALAP materials, as well as the challenge of teachers who are not fluent in the L1 they are attempting to teach, is a challenge for up to 20% of the schools in this study. There are a number of facets to the language problem:
 - a. There are schools, particularly concentrated in northern Ghana, where pupils and teachers do not know or speak one of the 11 official languages. If NALAP is to go forward in these areas, teachers need help in making use of the L1 materials or working with the GES to devise other methods of teaching L1 literacy and oral English in the earlier grades.
 - b. There are cases where the schools selected, or mistakenly received, materials in a language which the majority of the pupils in the school do not understand or speak. This problem was observed in schools on the periphery of Accra, and also in linguistic communities in upper Volta, along the southern coast and selected northern areas. NALAP is based on the principle that learning to read starts with a language that the pupil understands and speaks. This is not an ideological issue, but a very practical educational matter. The selection of an appropriate language can be easily determined by observing the language pupils use on the playground.
 - c. There are some districts where a significant proportion of teachers are not fluent or literate in the Ghanaian language selected for the school. This was found in Tamale Metro, in East Dangme (by the Rapid Assessment), and to a lesser extent in Nzema East. There are a number of strategies that some districts and schools have taken to address this challenge, including redeployment, community volunteers and peer support.
4. The NALAP Implementation Study and the in-depth classroom observations by Adger and Dowuona-Hammond illuminate the major shift in teachers' concepts and practices that NALAP demands. Teachers who are attempting to use the materials and follow the Teacher Guides are challenged to abruptly reorient their instructional practices. It is evident from the findings on the factors contributing to the Quality Teaching Practice Index that teachers' language competence (in English and L1), their use of the NALAP Teachers Guide, and their training and experience all contribute to more effective teaching practices. This is reflected, in a very limited and preliminary way, by the evidence of improved practices on arranging learners, use of TLMs, thinking skills and learner interactions, in comparison with the NALAP Baseline Assessment. Classroom observations noted the reorganization of classrooms so that pupils can interact with one another, and the introduction of activities such as read-alouds, group work, role plays and pupils' creative interpretation of pictures and text. However, no more than 15% to 20% of the teachers are using the full instructions in the Teacher Guide to carry out the active pupil learning

activities. These activities are not simply a means of having children enjoy the learning process, they are indispensable for establishing the oral, reading and writing practice leading to full proficiency in literacy. While the great majority of teachers observed are using the NALAP materials, for the most part they use them in traditional ways, focusing on pupil repetition of single words, and memorization of text.

5. A clear finding from the Study is the strong positive response to the program from educators, trained teachers and community members. Although there were a small minority of voices from communities that argued for English Only in primary schools, the great majority welcomed a bi-lingual early grade literacy program that begins with the language that pupils understand and speak. Education officials at the district level, particularly those who were well trained and experienced, head teachers and teachers noted the numerous problems and challenges they face in getting started, but were strongly in favor of the program. Dissenting voices focused on problems of language: where teachers did not understand, speak or read the language they were to teach; and the cases where the NALAP materials the school received were not in the same language as the language spoken by the majority of pupils.

The positive response to NALAP reflects two key program strategies embodied within the public social marketing campaign and in the training of educators (the National Resource Team and District Master Trainers), Head teachers and teachers: i) NALAP honors and promotes both Ghanaian Languages AND English, whereby the L1 literacy is used as a foundation and bridge to English literacy; and, ii) it provides effective methodology in attractive and detailed Teacher Guides, along with the materials needed to support the method. Senior, experienced local leaders and educators recognize and appreciate these two features of the program.

Implications and Recommendations

NALAP is at a 'tipping point.' It has had a very slow start up during the 2009/2010 school year, with approximately half of the teachers in all grades from KG to P3 still at Unit 1 two weeks into the 3rd term, and with only one-third of the schools initiating a new timetable for the Language and Literacy period that is necessary for teachers to follow the guidance of the Teacher Guide. If further training, public marketing, monitoring and evaluation does not take place, especially over the next year, the program will likely wither and fade away. At this point, whatever is done should, ideally, be a collective effort, – based on the evidence from this implementation study - of MOE/GES, district education offices, teacher training colleges and development partners including civil society. While the systems for providing training, monitoring, and social marketing can build on the activities that took place in 2009/2010, a vital longer term agenda for the program is the further development, revision, publication and replacement of instructional materials, and a program to provide systematic professional support and training to teachers (pre service and inservice).

Key actions that would push the program past the 'tipping point' so that it is likely to be sustained include:

Immediate Priorities

- 1) An inventory of districts and schools on the supply of materials and language choices of schools so as to rectify misallocations and shortages for 2010/2011.
- 2) Address the issue of peoples and languages not currently served by the 11 official languages. This is a policy issue that is now preventing the implementation of the program in the northern Regions. While the way forward is complex and requires a long term process, it is vital to clarify and initiate that process now.
- 3) A second round of orientation and training of the National Resource Team, the District Master Trainers and the teachers in KG to P3, to initiate the school year of 2010/2011, that will be based on the fact that virtually all materials are now in the schools. The training would address the high attrition rate in 2010 of early grade teachers and the need to train their replacements, as well as the need to support teachers who have already begun using NALAP. The agenda for this training should draw from the findings of this study, particularly issues of teachers' concepts of literacy and methods, the use of the Teacher Guide, and, for selected areas, help with L1 reading.
- 4) A reactivation of the public education/social marketing campaign to coincide with the startup of the new academic year so that the public would be made aware of, understand and support the full implementation of NALAP.
- 5) Further guidance from the GES to Districts and schools on the timetable for the 90 minute Language and Literacy period, to be fully implemented in 2010/2011 school year;
- 6) A second implementation assessment study, taking place by November 2010 to guide further development of the program.

Longer Term Priorities

- 7) Develop further inservice and preservice training for NALAP implementation within ongoing programs and by service providers of GES/MOE.
- 8) Increase visibility and financial support by the MOE through the Education Strategic Plan to NALAP implementation divisions including CRDD, TED and Basic Education Division to ensure NALAP is fully supported in the coming few years.
- 9) Initiate a program for the modification and further development of instructional materials (with a major replenishment taking place by 2013). Since the materials can be expected to deteriorate at a rate of about 25% per year, it is essential the preparation of replacements begin now.
- 10) An ongoing M&E activity and further research as the program develops to assess the impact over time of NALAP on early grade literacy;
- 11) A longer term approach to improving language and literacy learning in upper primary grades, largely in English. But this should NOT be the focus of attention until the early grade literacy program is further supported and sustainable.
- 12) An even greater strategic and programmatic issue is to revisit, based on NALAP's experience, the use of L1 and L2 as the medium of instruction for KG to P3 across the subject areas.

The final recommendation is that MoE/GES, along with key development partners, should review these findings and recommendations, and arrive at a collective way forward so as to ensure that this key program initiative to address Ghana's early grade literacy crisis is fully supported and sustained.

Teaching a child to read is a school's most basic mission. Reading is the new human right for without it the right to education is meaningless.

Section 1: Background

The central purpose of Ghana's National Literacy Acceleration Program (NALAP) is to contribute to an increase in the literacy rate for early grade primary school pupils. National assessments indicate that the great majority of primary pupils cannot read with understanding in their first language or in English. The June 2009 Baseline Assessment for NALAP found that only 18% of third grade pupils could read text in their school's Ghanaian language (Leherr, 2009), and at grade six the National Education Assessment of 2007 found that 26% of pupils had minimum competency in English (NEA, 2007). The phenomenon of very low rates of literacy and learning has been relatively neglected during the past decade, with Ghana's rapid expansion of primary schooling to meet its constitutional mandate, and the international Education for All target of having all school-age children enrolled in basic education.² The consequence is that children experience and leave school crippled by their inability to access and use text as a tool of understanding, and schooling becomes more a matter of memorization than comprehension. It is a major constraint to Ghana's social and economic development that a large proportion of its children and youth are unable to comprehend and to learn from text, or to write with fluency (Hanushek and Wossman, 2007).

There are many causal factors for the weak performance of pupils in Ghana's primary schools. These include, among others, issues of teacher training, quality and motivation, relative lack of appropriate instructional materials, weak infrastructure, and the very low time on task (Heyneman, 2009). It is these inputs that have been a major focus for improving educational quality in the Education Strategic Plans. However, it is also increasingly recognized that a major factor in early-grade low literacy rates is that **pupils are attempting to learn to read in a language which they do not understand well or speak with fluency**. Whatever the stated policy about the medium of instruction in early grades,³ the vast majority of written materials available have been English language texts with very limited access to text in Ghanaian language (Awedoba, 2001). Thus, by tradition, if not policy, learning to read in Ghanaian schools has meant learning to read in English. Since pupils are not able to connect their own thoughts,

² The relative neglect of assessments and policies on early grade literacy is evident in the Ministry of Education's current Education Strategic Plan (2010-20), where no indicators or targets for literacy in either Ghanaian Language or English are provided except for primary school graduates.

³ Since Independence the policy on the medium of instruction for early grades has changed a number of times, including 'English only' as recently as 2002-2004, but for the most part the policy has been to use mother tongue until P4 (Owu-Ewei, 2005). In a series of studies carried out in 2000, CRIPEQ at University of Cape Coast found that there were only English text materials in the schools (IEQ, 2000, Awedoba, 2001).

experience and language to text, classroom practice becomes, by necessity, a matter of rote learning and memorization with the teacher at the center of all communication. Primary schooling is characterized by a lack of pupil engagement, except through choral and individual repetition, and a lack of higher cognitive activities: problem-solving, meaningful discourse and creativity. No wonder sports, where pupils engage in all these activities, are so popular at schools!

1.1 THE DEVELOPMENT OF NALAP

Research in Africa, and specifically in Ghana, confirms our intuitive understanding that children who are taught to read and write first in a language that they already understand and speak are much more likely to become literate in that language as well as English.⁴

The Ministry of Education and Ghana Education Service have been cognizant of this research and its implications. The Ministry's first Education Strategic Plan, 2003- 2015 set the following targets:

- Literacy and numeracy in a Ghanaian language by 30% of Primary 3 pupils by 2007
- Literacy and numeracy in Ghanaian Language by 50% of Primary 6 pupils by 2010
- Literacy and numeracy in English by 30% of Primary 3 pupils by 2007
- Literacy and numeracy in English by 50% of Primary 6 pupils by 2010

The Ghana Education Service, with support from USAID initiated a pilot project in 2004, drawing on the experience and framework of the South African bilingual early grade language program *Break Through to Literacy* and *Bridge to English* (BTL/BTE). The pilot was able to demonstrate the efficacy of using a bilingual approach to early grade literacy (Lipson and Wixon, 2004). In June 2006, using this experience and research as a base, the Ghana Education Service established a National Literacy Task Force, now chaired by the Director of the Curriculum, Research and Development Division, that worked with USAID and the Education Quality for All (EQUALL) Project to develop the National Literacy Acceleration Program (NALAP).

Using a bilingual (Ghanaian language and English) methodology, NALAP is implementing the policy to promote teaching pupils in Kindergarten through Primary grade three to read and write in their local language—one of 11 selected Ghanaian languages— while introducing them to spoken English, and by grade two, to written English. The approach is a transitional one—using local language literacy as a bridge to English literacy. The program also serves to encourage and celebrate the use of local languages as a valuable aspect of Ghanaian culture.

NALAP has two features which make it stand out in the contentious history of early grade language policy and practice in Ghana and other African countries. First, it explicitly addresses the relationship

⁴ The literature and research supporting this assertion is substantial. The following studies are representative, and include research in Africa and Ghana: Cummins, 1986; Fafunwa, 1989; Andoh-Kumi, 1992; Edwards, 1997; Ouanem, 2003; Dutcher, 2004; Lipson and Wixon, 2004; World Bank, 2005; Brock-Utne, 2005, 2010; Casely-Hayford, 2007; EQUALL, 2008.

between the use of the pupils' first language (L1)⁵ and English in acquiring reading and writing skills. A large proportion of Ghanaians believe that the purpose of schooling is to learn to read and write in English since that provides access to further education and ultimately to remunerative work and status in the formal economy. Thus the use of local languages in primary school has always been contentious. Many schools today still reflect this disposition with their 'SPEAK ENGLISH' signs over classroom doorways. NALAP, by linking the capacity to read and write in English to a foundation of literacy in a language pupils understand and speak, overcomes the dichotomy between L1 and English.

Secondly, the NALAP methodology and materials, built on research about how pupils learn to read and the inclusion of Ghanaian culture and life, begins by drawing on their existing experience, knowledge and interests. This, potentially, makes classroom learning engaging and interesting, since the pupils can actively participate and identify with what is being taught. NALAP is intended to be far more than simply a new set of materials and a short orientation for teachers. It involves the transformation of the teachers' and pupils' classroom experience building core cognitive skills of interpretation, evaluation, problem-solving and creativity along with self identity and confidence.

1.2 NALAP DESIGN

There are four components of NALAP's overall design:

- 1) **The design and production of instructional materials and teachers' guides** for five grades: KG1, KG2, P1, P2 and P3 in 11 Ghanaian languages. The materials include 30 Conversational Posters used for KG1, KG2 and P1; 30 Big Books – very large books of pictures and text to introduce pupils to meaningful stories for KG and P1; Pupils Books for P1, P2 and P3 (one for each pupil); Supplementary Readers for P2 and P3 (one book to two pupils); all in L1. There are Teacher Guides for each grade (KG-P3), written in English with L1 translations of what teachers should say to pupils, which provide detailed guidance for daily lessons, and for weekly units, with detailed steps for introducing pupil activities leading to literacy, using the instructional materials and including active methods such as group work, role plays and games.
- 2) **Teacher training** is both in-service, to orient district officers, head teachers and teachers to the new approach and use of the materials, and pre-service for tutors and teachers in training at Colleges of Education,⁶
- 3) **A Public Advocacy Campaign** – involving the wide use of media for public awareness and education on a bilingual approach to literacy and the NALAP program;
- 4) **Policy Research & Dialogue** involving a series of national surveys, with workshops and forums on policy implementation. A key policy decision was the introduction of a new Language and Literacy period of 90 minutes for KG to P3 that includes learning activities in both L1 and L2 as specified in the Teacher Guide.⁷

⁵ L1 is used to indicate the pupils' first spoken language, sometimes referred to as the 'mother tongue'. Since children from multi-lingual homes and communities often speak two or more languages when they come to school, the NALAP program has adopted the phrase 'the Language of the Playground' to indicate the appropriate language for a school to use in introducing NALAP. That is the meaning of the term 'L1' in this report.

⁶ Colleges of Education are scheduled to introduce modified courses that include NALAP concepts, approaches and materials in the 2010/2011 academic year.

⁷ GES' decision to introduce the new Language and Literacy period was based on a review of research indicating the time necessary for pupils to acquire reading fluency, and evidence from the BTL/BTE pilot project. The use of

Following a two year design and development phase, Ghana's National Literacy Acceleration Program was introduced in primary schools nationwide during the school year 2009/2010. GES issued instructions to districts and schools to combine the English and Ghana Language periods into the single new 90 minute Language and Literacy Period as soon as they had the new materials and were able to begin NALAP in their schools. The first tranche of NALAP materials, for KG and P1, was sent to Districts in December 2009 and the final set of materials reached the Districts by March 2010. It was expected that schools would receive all of the materials by March, towards the end of the 2nd term, but as this study will show, in many cases deliveries to schools are ongoing.

A concentrated and multi-level training program was designed to support the introduction of NALAP, which is new in a number of ways: in teaching children to read in a Ghanaian language using Ghanaian language texts; in teaching them to comprehend text, not just remember it; in teaching alphabetic and decoding skills; in teaching English via a communicative approach; in supplying adequate and comprehensive teacher and learner materials; and in using pupil-centered learning strategies. The training program, which is intended to reach both pre-service and in-service teachers, was designed to focus on introducing the bilingual approach to literacy, the NALAP materials, the components of reading and writing addressed in NALAP, teaching ESL, and the most frequently used instructional strategies. The training program was delivered to teachers through District Teams, themselves trained by a National NALAP Resource Team. The first training, a one week orientation workshop for head teachers, KG, and P1 teachers, took place in November and December 2009. The 2nd round of orientation workshops, for P2 and P3 teachers, took place from in February 2010.

The NALAP training program was coupled with a public advocacy campaign designed to increase and sustain public awareness and support for NALAP and for local language literacy instruction. The campaign included radio and TV broadcasts, print media and posters in Ghanaian languages and English for national coverage. The public advocacy campaign was launched in November 2009 alongside the overall launch of NALAP at an event where high level representatives of the MOE and GES endorsed the program and urged all education professionals, parents, and other stakeholders to ensure its success. The timing of this launch also coincided with the initiation of the in-service teacher training phase of the national NALAP training program. The public advocacy campaign continued until April 2010.

the 90 minute period progresses from 80 minutes for L1 and 10 min for English in KG to 45 min on both L1 and English by P3.

SECTION 2: Purpose & Design of the Study

This study forms a part of a sequence of studies and evaluations that contribute to the fourth component of NALAP: Research and Policy Dialogue. Earlier studies and national forums based on those findings have included a national survey of teachers' capacity to speak, read, write and teach in L1 (Seidu, 2008); a national survey of community and stakeholders' views of language policies and practices in education (The Manoff Group, 2008); and the NALAP Baseline Assessment (Leherr, 2009), which assessed teachers' classroom practice and pupils' levels of literacy in L1.

The purpose of this NALAP Implementation Study is primarily to investigate the effectiveness of NALAP's introduction strategies. The study focuses on the distribution, utilization, level of difficulty, and relevance of the materials; the timing, thoroughness, applicability, and coverage of the training for both education managers and teachers; the degree of implementation observed within the schools and classrooms; and the coverage and impact of the public advocacy campaign. The study builds on previous NALAP research efforts, including the study on teacher capacity to teach in Ghanaian languages; the formative social marketing research report; and the NALAP Baseline Assessment. It will potentially feed into future studies of NALAP's impact on district, teacher and learner performance. The study does not attempt to measure the impacts of NALAP on learner performance, as the implementation period is far too brief to expect to see any measurable improvements in literacy rates. In general, this study is intended to take a critical look at NALAP design, development, and initial implementation in order to understand what is working, what gaps exist, and what strategies might be best employed to address the gaps, both in the short and long term.

2.1 RESEARCH QUESTIONS

Research questions for the NALAP implementation study fall into four categories addressing materials, training, implementation, and advocacy.

QUESTIONS FOR NALAP IMPLEMENTATION STUDY

MATERIALS

- Were materials supplied to the schools in time, in the appropriate language, and in adequate quantities?
- Are the materials being regularly and appropriately used by teachers? By pupils?
- How have teachers and pupils reacted to the materials in terms of relevance, difficulty level, and ease of use?

TRAINING

- What are education managers' perceptions of the NALAP training that they both received and delivered?
- Were teachers provided with the prescribed five days of NALAP in-service training?
- What types of professional support for NALAP have teachers received following the training?
- What are teachers' perceptions of the training and/or supplemental professional support activities in terms of length, content, and applicability in the classroom?

IMPLEMENTATION

- Have schools implemented the combined language and literacy period?
- How effectively are teachers able to use the teacher guide to conduct lessons?
- To what extent are teachers strictly following the prescribed lesson plans? Do they find it feasible to complete one unit per week?
- How comfortable and/or proficient are teachers with teaching in the prescribed Ghanaian language?
- How effectively are teachers able to integrate other available literacy materials (English textbooks, TLMP materials, etc...) into NALAP lessons? Are these materials being used in other lessons?
- Are teachers incorporating assessment into their NALAP lesson delivery and planning?
- What approaches have teachers used to accommodate a mid-school year introduction of NALAP? How has this varied by class level?

ADVOCACY

- To what extent are parents and other community members aware of NALAP?
- What are their sources of information about NALAP?
- To what extent do parents and other community members understand that local language literacy acquisition will strengthen English language literacy acquisition?
- To what extent do parents and other community members support the use of local language literacy instruction?

2.2 RESEARCH DESIGN

The design for the study had two aspects. First, it was necessary to establish the overall status of NALAP implementation in districts, schools and classrooms in terms of the required inputs: have the appropriate materials in appropriate quantities arrived at the districts, schools and classrooms? Have the district Master Trainers, and the head teachers and teachers been trained and provided guidance and support? Have the schools reorganized their timetable to include the new Language and Literacy period? Are teachers using the Teacher Guides and NALAP materials? What is the level of awareness and response to the program from parents and communities? This was the focus of **Phase 1**, a rapid one week survey conducted in March 2010, near the end of the 2nd term.

Secondly, the study investigated the initial response to the program at district, school, community and its effect on classroom practices: the utilization of the instructional materials and Teacher Guides; the changes in teacher-pupil interaction; and the challenges schools and teachers faced. This was **Phase 2** of the study, carried out in May-June 2010, over a two week period shortly after the start of the 3rd term.

The Sample.

A purposeful sample of 60 schools was selected for the study. The sample includes schools from 10 language groups, and schools from one district where communities do not predominantly use any of the eleven official MoE languages (Sissala East). The sample of regions, districts, schools, communities and classes selected for this study, although not statistically large, was broadly representative, including

all geographical and linguistic areas where NALAP is being implemented. The sample included urban primary schools, private schools and schools from districts participating in EQUALL’s Reading Improvement in Primary Education (RIPE) so as to investigate potential differing effects of NALAP implementation. The overall sample was selected using the national EMIS database to draw a random set of four or five schools from each of thirteen selected districts. The final decision on the schools and communities for each district was, in Phase 1, based on assurance that the school was open and functioning, and accessible by the field team. In Phase 2, field teams revisited the same schools. However, in those cases where there was no evidence of NALAP implementation by any of the KG to P3 teachers, the field team moved on and replaced the non-implementing school with a similar school that was implementing NALAP.⁸

In both phases, field teams were to interview the headteacher and up to four teachers, one each for KG, P1, P2, and P3, from each school. This produced an expected sample size of 240 teachers and classes. The sampling organization for the study is presented in Table 2.1.

TABLE 2.1 SAMPLING ORGANIZATION AND TOOLS

Unit of Analysis	No. in Sample	Tools
District	13 in all linguistic regions	Interviews with DEO: DDE, Master Training team member; Storekeeper
School	60 Including 6 private 12 urban and 6 EQUALL	Interview with school head School profile & observations School Implementation Check List
Teacher/Classroom KG, P1, P2, P3	240 (est.)	Interviews with teachers Observation: class facilities, pupils, & materials Class observation (90 min)
Community	18	Focus groups, with at least one per district Headteacher interview: item about SMC & PTA & community

The selection of districts was at least partially informed by logistical considerations, which led to a purposeful sampling frame for regions and districts indicated in Table 2.2. It was necessary that the field team supervisors and teams have fluency in at least two Ghanaian languages so that they could understand the materials, critically observe classes, and engage in focus group discussions with

⁸ The decision to select schools that were actually implementing NALAP in Phase 2 was based on the Phase 2 focus of observing classrooms that were using NALAP materials. Out of the 12 replacement schools in Phase 2 only 4 were replaced due to non-implementation (see pp. 19-20).

community members. There were six field supervisors, experienced educators and field researchers, who supervised the work of field teams in two or more districts, and who conducted the community focus groups.

TABLE 2.2 SAMPLING FRAME

Field Supervisor	District	Language	Public Schools	Private Schools	Teachers & Classes	
1 Volta	Jasikan	Akwapim Twi	4		16	
	Hohoe	Ewe	4	2	32	
2 Western	Takoradi	Fante	6		24	
	Nzema East	Nzema	4		16	
3 Northern	Central Gonja	Gonja	4		16	
	Tamale	Dagbani	6		24	
4 Ashanti & Eastern	Asante Akim South	Twi	4		16	
	Kwahu West*	Ashanti Twi	2	1	12	
	Asante Akim North*	Ashanti Twi	3		12	
5 Upper West	Nadowli	Dagaare	4		16	
	Sissala East ⁹	-----	6	2	32	
6 Greater Accra	Dangme West	Dangme	5	1	24	
	Ga East	Ga	5		20	
*EQUALL Districts			TOTAL	54	6	240

Instruments

Using the Implementation Study Questions as a guide, a set of instruments that combined both quantitative (fixed responses) and qualitative (open ended responses) items was drafted. A first draft of the instruments was reviewed and field tested in the Ga West District during a four day Research Design workshop with senior EQUALL and AfC staff from 2 - 4 February. The instruments were further tested and refined during the training workshops with field data collectors. The set of instruments developed for the study are detailed in Table 2.3.

TABLE 2.3 STUDY INSTRUMENTS BY PHASE

PHASE 1	PHASE 2
DEO Questionnaire	DEO Interview
Headteacher Interview	District Books Store Check List
Classroom Implementation Check	Headteacher Interview,
Class Teacher Interview	Headteacher Implementation Check List
Community Focus Groups/Interviews	Class Teacher Interview & Classroom Observation Instrument
	NALAP Class Observation Instrument (NCOI)

⁹ Although most schools in Sissala East selected Dagaare or Kasem for the L1 they would use, the communities' and pupils' first language is Sissali, not one of the 11 languages used by the Ministry of Education.

The major new instrument for Phase 2 was the NALAP Class Observation Instrument (see Annex 2). This observation protocol uses 13 of 17 elements from the Classroom Observation Instrument (COI) used for the NALAP Baseline Survey.¹⁰ This classroom observation instrument has been developed and refined over a number of years to measure what research and experience indicate are those activities that promote pupil learning, specifically reading in both Ghanaian language and English. Since the instrument was used for assessing teacher practice in the NALAP Baseline Assessment of June 2009, it provided a good basis on which to assess NALAP's initial effect on teaching practice and learner interaction.¹¹

The final set of components and elements in the NALAP Class Observation Instrument (NCOI) are:

PERFORMANCE COMPONENT 1: PLANNING & PREPARATION

Element 1.1: Lesson Planning

PERFORMANCE COMPONENT 2: CLASS MANAGEMENT

Element 2.1: Use of Class Time

Element 2.2: Managing Learner Task-Related Behaviour

PERFORMANCE COMPONENT 3: LEARNING ENVIRONMENT

Element 3.1: Arrangement of Learners

Element 3.2: Classroom Displays

Element 3.3: Learner Engagement

Element 3.4: Learner Interaction

Element 3.5: Gender Sensitivity

PERFORMANCE COMPONENT 4: LESSON CONTENT AND DELIVERY

Element 4.1: Use of Teaching and Learning Materials (TLMs)

Element 4.2: Thinking Skills

Element 4.3: Feedback

Element 4.4: Oral & Written Communication in Ghanaian Language

Element 4.5: Oral & Written Communication in English

For each element, a description of Best Practices has been developed (and slightly modified to reflect the use of the NCOI in classrooms implementing NALAP) along a four point scale, where at each point there is a description of what observers should look for (See Annex 3). This is in contrast to simply having observers rate the lesson from 1 'Poor' to 4 'Very Good' which is open to myriad interpretations.

¹⁰ The four elements dropped are (e.g. 1.2 Preparation of Materials and 4.2 Content Accuracy, 3.3 Learner Encouragement, and 4.4 Monitoring Learners' Understanding During Lesson. These four were dropped as in field trials they were found to be redundant, respectively, with 3.4 Learner Engagement, and 4.5 Feedback).

¹¹ See NALAP Baseline Assessment (June 2009) for a description of EQUALL's development, refinement and use of the COI.

A second feature of the NCOI is that for each class there are two independent observers (Field Data Collectors). Each observer uses the NCOI to record his/her comments on each element during the lesson. After the class the observers independently assign a value from 1 to 4 for each element that reflects each observer's judgement of the teacher's practice. The two observers then share their findings, and if there are any discrepancies they consult to arrive at a common rating. The level of consistency of ratings, using this methodology, appears satisfactory, particularly when there is supervision to check on the process and results.¹²

2.3 DATA COLLECTION

For each district there was a team of two Field Data Collectors, one of whom was provided by the District Education Office. All the 26 Field Data Collectors, including the 13 GES District Education Staff, and the six Supervisors, were involved in a two part training program. For Phase 1 there was a two day workshop from March 17-18 that provided a brief introduction to NALAP and the Implementation Study, role playing to work through the instruments, and a check list for data integrity and logistics. For Phase 2, a three day training workshop was conducted from May 17-19 with all research and field staff members. The workshop included a full day of practice in the field with the revised NCOI, and a follow up morning discussing approaches to enhancing reliability with the NCOI, and more generally in the use of the other instruments and data recording procedures for Phase 2.

Each team visited between three to six schools in the district. For every two district teams there was a Study Supervisor who supervised data collection quality. He/she also had the responsibility for meeting with the DEO; securing a Field Data Collector from the district; interviewing the head teachers; conducting community focus groups/interviews in selected communities; and writing up a summary report for the findings from the two districts in the Region.

The data collection occurred over two phases.

Phase 1: March 21-March 25 2010. Schools were expected to have all teachers trained and all materials in place by the end of the first week of March, so that by the end of March it was expected that all schools should be implementing the program. Phase 1 was a check to see if that was happening. This involved a visit to the District Education Office, and a single day visit to each school. The questions for Phase 1 were:

1. Has the school received the NALAP materials for KG, P1, P2 and P3? What L1 is used and is that appropriate? When did they arrive? Are there sufficient quantities (see Table 2.4)? These questions are checked for all of the materials:

¹² An alternative approach is to have a number of practice observation rounds, measuring inter-rater reliability at each round, and focusing on those elements and observations needing improvement. Time constraints prohibited this approach. In any case, for this study, the use of independent observer ratings and notes, and the consultation to arrive at a single rating on each element, while preserving the observational comments, appears to be highly reliable.

TABLE 2.4 TYPES & QUANTITIES OF MATERIALS SPECIFIED BY GRADE

MATERIALS	GRADE				
	KG1	KG2	P1	P2	P3
Teacher Guide	1 per class	1	1	1	1
Conversation Posters	30				
Big Books	10	10	10		
Alphabet Card Set	2 Sets for for KG1 – P1				
Pupil Books			From Roll	Roll	Roll
Readers ¹³				Roll	Roll

2. Do the teachers have these materials?
 3. Have the Head and the KG, P1, P2 and P3 teachers received NALAP training? When?
 4. Has the school combined the English Language & Ghana Language into a single 90 min period?
 5. Are the KG, P1, P2 and P3 teachers utilizing the teacher guide and the NALAP materials?
 6. What unit and lesson (from the Teacher Guide) have they reached?
- (Questions 5 and 6 required a brief observation of class lessons)

Also, in Phase 1, for one or two communities per district, selected community members (including SMC, PTA members) were brought together and interviewed, where possible in a focus group, to determine:

- 1) Are they aware of the new Ghanaian language and English early grade language and literacy program?
- 2) What do they know about the program ?
- 3) What are their sources of information (radio, posters, TV, school head, other...)?
- 4) What do they think of the program (scale 1 to 4 – Support it – Against it)? Why?

Phase 2: May 23 to June 5 2010. For Phase 2, the field teams revisited those districts and schools they saw in Phase 1, with the exception that schools which were not open, accessible, or which were not implementing the program were replaced with other comparable public schools that were implementing the program. The focus of Phase 2 was to see how the program is being implemented within classrooms, and what the implications are for language and literacy learning. In Phase 2 interviews were held with each school head, with (up to 4) of the teachers handling KG, P1, P2, P3 classes. Full period observations were held in their classes. This required two days per school visit, with field workers observing at least two classes per day. As a check on supplies getting to schools, based on the information about delays in Phase 1, DEOs were revisited, including District stores, to check on materials receipts, storage, and school deliveries.

2.4 DATA PROCESSING, ANALYSIS AND REVIEW

Data from all instruments, in Phases 1 and 2, including the field notes from Field Data Collectors’ interviews, open ended questions, and selected NCOI notes, were reviewed and verified by Field

¹³ The Readers for P2 and P3 are to be in the ratio of 1 to 2 pupils, or one half the number of children in the class.

Supervisors, then entered into SPSS databases, using standard methods of range, consistency and logical checks to assure data integrity. The Data Manager used school ID codes to organize and merge data files at the same level of analysis--District offices, schools, and teachers/classes--so as to facilitate analysis across instruments (for example showing the relationship between the time the schools received NALAP materials and the change to the new timetable, or classroom conditions and the teachers' arrangement of pupils).

Narrative overviews of district and regional findings were prepared in reports presented by Field Supervisors at a one day debriefing workshop held on 11 June, and attended by senior GES officials including the Director of the CRDD, who is Chairperson for the National Literacy Task Force. This workshop provided an excellent forum for the discussion of the preliminary findings and their implications.

The process of analysis included the development of frequency counts and percentages in response to the majority of study questions. The sample sizes were not large enough to carry out tests of statistical significance across districts or regions, and it is questionable that such information would be useful even had the sample size been large enough to allow this. However, it was possible, particularly for an analysis of school and class implementation, to carry out a series of statistical tests to assess key relationships, and to examine changes in teachers' classroom practices from the NALAP Baseline Assessment in June 2009. A statistical model (a stepwise multiple regression) was developed to assess the contribution of a set of factors (such as teacher fluency in L1 and English; teacher training and experience (status); classroom conditions; and, critically, teacher use of the NALAP Teacher Guide) to enhancing effective teaching practices.

2.6 CONCURRENT STUDIES

In addition to the main study design described above there were three concurrent studies that contributed to the overall findings of this report. There was i) a Rapid Assessment Study of NALAP implementation; ii) the inclusion of a NALAP School Implementation Check List within the Annual EQUALL evaluation study; and iii) an in-depth observation study of 10 classrooms to examine the dynamics of teachers attempting to use the new NALAP pedagogy and materials. Each of these studies strengthened the validity of and contributed insights to the findings on NALAP implementation.

The Rapid Assessment survey was organized in response to observations by field staff in Phase 1 that districts and schools made special efforts to distribute materials to schools, and to prepare teachers, when they were informed about the NALAP Implementation Study. The field staff believed that this might distort the representativeness of the findings. The Rapid Assessment survey visited districts and schools without prior notification during May 24 – June 3 to determine if the main study findings were representative. It was carried out in 13 districts and 32 schools in the Western, Central, Volta and Greater Accra regions by EQUALL advisors (Ash Hartwell and Chris Dowuona-Hammond¹⁴). District

¹⁴ Dowuona-Hammond was only able to participate in the first half of the Rapid Assessment study, for visits to Districts in Western and Central Regions.

Education Offices, schools and selected classrooms were visited to assess NALAP materials received, distributed and in use. The survey checked on issues of language selection and teachers' ability to teach in L1, whether schools had implemented the new timetable, and whether teachers were using the NALAP Teacher Guide and instructional materials.

The second study, the EQUALL annual evaluation, was carried out throughout the month of June at 125 schools in 31 districts. The EQUALL evaluation included the NALAP School Implementation Check List as a part of an interview with each Headmaster. This Checklist, which was also used for Phase 2 of the NALAP Implementation Study, asks head teachers if all NALAP materials have been received, and the date of the last delivery. It checks to see if teachers at each grade level have received the Teacher Guide and other materials, and if the teachers have integrated the NALAP program into their scheme of work for the 3rd term. It further checks to see if the school has changed its timetable for the new 90 minute Language and Literacy period. EQUALL provided the summary of these results in a report at the end of June.

The third study focused on the careful observation and analysis of ten classes at five schools, where teachers were attempting to implement NALAP. This study of the dynamics and challenges within the classroom was carried out by Carolyn Adger and Chris Dowuona-Hammond. It contributes a deeper understanding of the technical challenges involved in full implementation of the NALAP pedagogy (Adger, 2010).

SECTION 3: Study Findings

The study findings are presented in five sections: 1) the characteristics of the schools, classrooms and teachers in the sample; 2) an analysis of the distribution, usage and the responses of educators and teachers to the materials; 3) a review of NALAP training and its effects; 4) an analysis of the implementation of the program in the schools, and in particular the ways in which it is beginning to influence teacher practice; and 5) the awareness and response of community members and parents to the NALAP program.

3.1 CHARACTERISTICS OF THE SCHOOLS AND CLASSES

It is a common characteristic of surveys with purposive samples that once the survey teams are in the field there are changes in the sample as designed. Since the primary focus of this study was to investigate schools' experience in implementing NALAP, and how that affected the teaching and learning of literacy within classrooms across diverse contexts, we did not include schools where there was no evidence of implementation. Thus, the Upper East Region was excluded from the study, since a decision was taken by officials there to suspend implementation until the issue of the Ghanaian language to be used was resolved.¹⁵

The study covered 13 districts and 60 schools in the Phase 1 survey. In Phase 2 the same 13 districts were retained, but 12 of the Phase 1 schools were replaced. The summary of these replacements is given in Table 3.1 .

TABLE 3.1 **REPLACEMENT SCHOOLS FOR PHASE 2**

REGION	DISTRICT	No. Schools Replaced	REASON
Ashanti	Asante Akim South	1	School closed and used as center for national ID registration.
Upper West	Sissala East	3	NALAP not implemented: Materials not distributed to teachers – issues with language
	Nadowli	2	Two schools were engaged in a sports festival in the circuit lasting for two weeks.
Greater Accra	Ga East	3	Schools operating on double shifts, classes not available for observation during mornings

¹⁵ Although the majority of districts and schools had selected Kasem when NALAP began, later they decided that there were only a few schools where pupils spoke Kasem, and advocated that NALAP develop materials in other languages (such as Gurune). This issue is now under review by GES.

Northern	Tamale Metro	1	No implementation: NYEP teachers had completed their service and left the school, other teachers did not speak or read the language
Volta	Hohoe	1	Storm/rain closed school classes
Western	Nzema East	1	School inaccessible due to rain and flooding
	TOTAL	12	

Profile of Districts, Schools, Classes and Teachers

The final sample used for Phase 2, although relatively small, provides representative classrooms, schools, and districts within the cultural, linguistic and geographic regions of the country. This is presented in Table 3.2, which shows the final set of regions, districts and number of schools and teachers/classes for the study.

TABLE 3.2 SAMPLE PHASE 2: REGIONS, DISTRICTS, SCHOOLS & LANGUAGE AREAS

REGION	DISTRICTS	No. of Schools			No. of Classes & Teachers	Languages
		Rural	Urban ¹⁶	TOTAL		
ASHANTI	Asante Akim N*	3		3	11	Ashanti Twi
	Asante Akim S	2	2	4	12	Ashanti Twi
EASTERN	Kwahu West*	2	1	3	10	Ashanti Twi Akwapim Twi
GREATER ACCRA	Dangme West	5		5	16	Dangme
	Ga East	3	2	5	19	Ga & others
NORTHERN	Central Gonja	4		4	10	Gonja
	Tamale Muni	4	2	6	18	Dagbani
UPPER WEST	Nadowli	5		5	11	Dagaare
	Sissala East	5		5	11	Dagaare Kassim
VOLTA	Hohoe	6		6	20	Ewe
	Jasikan	4		4	14	AkwapimTwi Ewe
WESTERN	Nzema East	2	2	4	15	Nzema
	Sekondi/ Takoradi	3	3	6	24	Fante
TOTAL		48	12	60	191	

*These two are districts supported by EQUALL, and were included to explore potential differences in NALAP implementation in these 6 schools and for these 21 teachers.

¹⁶ By 'urban' is meant schools that are in metropolitan centers and major towns with a population exceeding 20,000 persons.

There was a large drop between expected and actual numbers of teachers in the sample. Theoretically, the sample would have included four teachers for each of the 60 schools, or 240 teachers and classes, but there were a number of factors that reduced that number to 191. First, 4 schools had no KG classes. Secondly, there were a number of schools where classes were multi-grade: 10 of the teachers were teaching two or more classes combined (without any differentiation of instruction). The remaining number of 35 missing teachers, 15% of the expected teachers, were either absent from school, on leave, or schools had lost teachers who had completed their service with the National Youth Employment program. These factors are most obvious in the Northern and Upper West Regions, where out of 80 expected teachers, there were only 50 available for observation, a loss of over 60%.¹⁷

School Physical Conditions

The conditions of the schools and classrooms, including the size of classes and amount of crowding, have an important effect on teaching and learning. The schools in this study had permanent classroom structures, and only 28% of the classes were judged to be overcrowded.¹⁸ Virtually all classrooms had a blackboard and a class register. One matter of concern is that a large percentage of classrooms did not have storage cupboards, so that teachers were forced to carry instructional materials to the classroom from the school store, office or head teacher bungalow. A summary of the physical conditions of the classrooms observed is in Table 3.3.

TABLE 3.3 SCHOOL & CLASSROOM CONDITIONS

CONDITION	No. Classes	% of Total (191)
Classroom with permanent structure	176	92%
Teacher desk and chair	180	94%
Cupboard in class	104	54%
No repairs needed on classroom	146	76%
Classroom not overcrowded	138	72%

Teacher Profile

As noted above, results indicated that 15% of the teachers were missing. This is a reflection of an endemic problem in the basic education system. There is a very high proportion of untrained, non-professional, temporary teachers in relatively remote, rural areas, particularly in the northern regions. DEO staff and head teachers reported that their Youth Employment Service teachers had been withdrawn in April 2010 and not yet replaced at the time of Phase 2. It is estimated that as many as 15,000 Youth Employment Service teachers came to an end of their one year service in April 2010.

¹⁷ Considering that the schools and teachers knew about the Study Team visit over two days for Phase 2, a 15% absence rate is very high.

¹⁸ Kindergarten classes are an exception to this finding. They were found to be often overcrowded, in temporary classroom structures, with untrained teachers.

These temporary, untrained teachers were mainly concentrated in the lower grades of rural primary schools, leaving many schools with major gaps. This has had a major impact on the capacity of schools to implement NALAP, since the NYEP teachers were included in the NALAP training, and whoever may replace them will have no orientation to the program.

In this study, 22 schools (35%) reported changes in teaching staff. Fourteen of them have lost one or more teachers from KG – P3, most of this due to the departure of NYEP teachers. But the departure of the NYEP teachers is just one of the many changes that schools experienced during the course of the school year. Six schools reported losing virtually all of their lower grade teachers since the end of 2nd term. In addition, there were staff changes due to teachers going on study leave, or other forms of leave, not all of which are sanctioned. Also, thirty-six schools (60%) reported significant changes in pupil enrolments since the end of the 2nd term in March. These fluctuations of staff and pupils undermine the implementation of a major instructional reform such as NALAP, and indicate the need for strong management at the district and national levels.

Of the 191 teachers who were interviewed for the study, 32% were temporary and/or untrained. This average, however, masks the significant regional variations: There are 64% untrained teachers in the study in the Northern Region, and 36% in the Upper West, whereas there are only 11% untrained in the Greater Accra Region and 15% in the Ashanti Region.

Class Size: Official and Actual

One important insight from the information gathered at the school and classroom level is the difference between the official listing of pupils enrolled and the actual number of pupils observed in class. On average, class size for KG to P3 classes was 37.9 official and 30.0 observed, which is just a 21% difference. However, that average masks very large differences within schools and districts. Table 3.4 summarizes data from the five districts where the gap exceeded the average variation across the study districts.

TABLE 3.4 Average Class Size Based on Class Register and Observations

DISTRICT	Average Class size Register	Average Class size Observed	% Variation
Nadowli	64	40	37%
Gonja Central	50	35	30%
Jasikan	31	22	30%
Dangme West	28	21	27%
Kwahu West	17	13	26%
Asante Akim South	43	33	23%
AVERAGE	38	30	21%

Are these variations simply a matter of fluctuations in daily attendance, or do they represent over-reporting enrolments, which are linked to capitation grants? The answer to this has implications for the supply of materials and teachers to the schools, and more systematic research is needed to examine these patterns.

3.2 STUDY FINDINGS: MATERIALS

Distribution to Schools and Classes

NALAP materials distribution and delivery to schools and teachers was much delayed, with the great majority of teachers only receiving a full set of materials in the 3rd and last term of the year. At the time of this study, the majority of teachers were only just beginning to use the materials.

By March 25th, towards the end of the 2nd term, ten of the thirteen districts in the study reported that they had NOT distributed all of the NALAP materials to the schools, and eight of these districts were still awaiting NALAP materials deliveries from the headquarters. By June 5th, all but two districts in the study had received all of the NALAP materials and nine districts were still distributing the materials to schools. It was apparent in most districts that the distribution of NALAP materials was not as high a priority as the distribution of the pupil 'Nkrumah' notebooks¹⁹. Secondly, since districts often did not know when they were to receive additional NALAP materials, and wanted to reduce distribution costs, they waited until they had all the materials before they began distribution to the schools. Thus, in many districts there was a considerable volume of NALAP materials often hidden behind stacks of 'Nkrumah' notebooks, awaiting distribution to the schools.

In some respects the practice of awaiting the receipt of all materials before distribution was also true at the school level. Some head teachers, following the example of districts, were holding back the distribution of NALAP materials to teachers until the school had received the full set of materials including the "big books" and posters.

The details of the timing of the NALAP materials received by the schools is provided in Table 3.5. This information indicates that the majority of schools report that they received materials after the 2nd term was over (in April), and therefore only began to implement the program during the 3rd term.

¹⁹ The MoE, in recognition and celebration of the 50th anniversary of Nkrumah's legacy, distributed copy notebooks through districts to all primary pupils during May-June 2010.

MATERIALS	Number of Schools Receiving Materials		% Schools Receiving Materials
	During 2nd Term	During 3rd Term	During 3rd Term
KG1 Teacher Guide	34	26	43%
KG2 Teacher Guide	31	29	48%
P1 Teacher Guide	32	28	47%
P2 Teacher Guide	37	23	38%
P3 Teacher Guide	35	25	42%
P1 Pupils Book	45	15	25%
P2 Pupil Book	47	13	22%
P3 Pupil Book	42	18	30%
KG & P1 Big Books	8	52	87%
KG & P1 Posters	8	52	87%
KG & P1 Alphabet Cards	32	28	47%
P2 Readers	36	24	40%
P3 Readers	30	30	50%

The Teacher Guide is the most critical NALAP tool. Without it the teacher may make use of the other materials, but this is likely to be haphazard, unsystematic and unlikely to contribute to pupils' literacy skill development. During Phase 1 of the study toward the end of the 2nd term, 29 of the 60 sampled schools (48%) had received the Teacher Guides, but were missing many of the necessary supporting teaching and learning materials. By Phase 2 of the study, 51 of the 60 schools (85%) had received all of the Guides, and with the exception of some of the Big Books and Posters, the great majority of schools had received the instructional materials.

Since over half of the schools report that they did not have the Teacher Guides for use during the 2nd Term, head teachers had no reason to implement the new timetable. It is the Teacher Guides that provide detailed guidance to teachers on the use of the 90 minute Language and Literacy period, covering the organization of lessons in Ghanaian Language and English. During the 2nd term, some schools and teachers, without reference to the Teacher Guides, attempted to use the materials they did have, such as the pupil books for P1, P2 and P3, based on the training they received in November 2009 and February 2010. The last materials arriving at the schools were the Big Books and Posters for KG and P1. During observations, we found a large number of schools had just received these materials, or were

²⁰ Although districts received shipments of certain sets of materials, such as Teacher Guides and Pupil Books, in batches at approximately the same time throughout the country, the delivery of the materials from the districts to the schools was highly variable for the reasons noted.

still awaiting their delivery. These materials are essential to pre-literacy and early literacy skill development and form a core for lessons described in the KG – P1 Teacher Guides.

Quantities Delivered to Schools and Classes

By Phase 2 there were only 6 out of the 191 classes observed that had no NALAP materials at all. Overall, the findings indicate that the quantity of materials delivered to the schools and classes was adequate, although there are numerous exceptions to this generalization. The procurement specifications had been drawn up in 2009 based on 2008 enrolments reported by the schools, and by 2010 these numbers had changed. In assessing whether classes had adequate materials, the study examined the number of pupils actually present in class and compared it to the registered enrolment. A summary of the findings, reported as averages for all classes observed, for selected materials and grades is presented in Table 3.6.

TABLE 3.6 PUPIL MATERIALS – AVERAGE QUANTITIES RECEIVED BY CLASS

Class	No. of Classes	Average Roll	Average Observed Attendance	Average No. Pupil Books	Average No. of Posters	Average No. of Big Books	Average No. of Readers
KG	47	33.4	27.1		20	8.7	
P1	47	42.2	31.7	36.6	9	9.6	
P2	45	39.3	32.0	35.2			13
P3	44	36.5	29.3	31.6			12

Total 183* (out of 191 classes observed)

- 5 schools had combined classes of KG with P1, P2 and/or P3. These are not included here. Apart from the 5 combined classes (3 of which had no NALAP materials), only 3 other classes had no NALAP materials.
- On average, the number of pupil books provided for classes P1 to P3 is slightly higher than the observed attendance, although slightly less than the official roll.
- The supply of posters on average, 20 for KG and 9 for P1, is close to the total expected (30), but the supply of Readers for P2 and P3 is considerably lower than expected (1 Reader for every 2 pupils).

Language Issues

The fundamental premise of NALAP is that pupils learn to read and write best when they do so in a language that they understand and speak. This principle was to have guided a school's choice of language for NALAP materials, with the DEO making the final determination. A number of problems in implementing this principle emerged:

- 1) In some regions and locations the pupils do not speak any of the eleven languages used by the Ministry of Education. This was the case in Upper West, where many schools are not implementing the program since pupils speak Sissali, which is not among the 11 approved languages;
- 2) In some urban areas, particularly areas in and around Accra, pupils come from diverse linguistic backgrounds, and there is no single dominant Ghanaian language spoken by the communities that schools serve;
- 3) There are pockets of linguistic diversity within areas which do use one of the 11 languages in NALAP, and in some cases these communities received materials in a language pupils did not speak.

These different scenarios are reflected in Table 3.7.

TABLE 3.7 NO. OF SCHOOLS WHERE NALAP MATERIALS DO NOT MATCH THE LANGUAGE THAT PUPILS SPEAK

REGION	DISTRICT	# OF SCHOOLS
Ashanti	Asante-Akim North	0
	Asante-Akim South	0
Eastern	Kwahu West	0
Greater Accra	Dangbe West	2
	Ga East	2
Northern	Gonja Central	0
	Tamale	0
Upper West	Nadowli	0
	Sissala East	5
Volta	Hohoe	1
	Jasikan	1
Western	Nzema East	0
	Sekondi/Takoradi Metro	0
TOTAL (out of 60 schools)		11

In Greater Accra, some schools were designated as Ga or Dangme speaking (in some cases, it was reported, this was a matter of local political pressure), whereas in fact the majority of pupils actually spoke one or more other languages, for the most part Twi or Ewe. Other areas such as in Jasikan in the Volta Region, pupils speak Bueme, not one of the 11 languages used by NALAP, and this is similar to the cases found in Sissala East of the Upper West Region. Finally, there are cases where there have been errors in materials distribution, as in the case of schools in the coastal Ewe fishing communities in Elmina District, which received only Fante rather than Ewe materials (this information was gained during the Rapid Assessment Survey). This implementation study is not able to provide the definitive information needed on this issue across all districts and schools in the country. But it is vital to have an inventory carried out, and to use this information to rectify the situation where that is possible, since schools that do not have the appropriate Ghanaian language materials are unable to implement the program.

Apart from the discrepancies between what communities and pupils speak and the NALAP materials the schools received, which affects a total of 11 (18%) of the schools in this study, there are many more cases where the teachers are not fluent readers of the language that they are teaching. We will deal with that challenge in the next section on teachers' response to NALAP.

Teacher Responses to the Materials

Whatever difficulty teachers face in actually implementing the full NALAP instructional program, they are overwhelmingly positive about receiving the materials and training. The summary of teachers' responses to a series of questions on the NALAP materials reveals that even those who do not have a full set of materials, or those few who did not receive the training, are positive.

TABLE 3.8 TEACHER RESPONSE TO NALAP MATERIALS

QUESTIONS	POSITIVE	% Positive (of 183 responses)
What do you think of the NALAP materials so far?	176	94.6%
Is the Teacher Guide easy to use?	180	99.4%
Is the level of difficulty appropriate in the pupil materials?	140	77.3%
Are the materials related to child's environment and culture?	179	97.8%
Overall, how do you feel about teaching with NALAP?	183	100%

- Non-respondents (from 8 to 10 teachers) were, for the most part, those who were not using the NALAP materials.

To explore this response further, we analyzed the response to the question, '*Is the level of difficulty appropriate in the pupil materials*' by class. Teachers in upper classes of P2 and P3 reported that pupils who had not had previous exposure to NALAP and had not learned to read in a Ghanaian language were finding it difficult to use the P2 and P3 materials. This challenge to teachers is supported by the evidence, with almost 30% of teachers in P2 and P3 finding the materials difficult for the pupils.

TABLE 3.9 Teachers Reporting Pupil Difficulty with NALAP by Class

	KG	P1	P2	P3
N	44	44	50	44
	9.1%	20.5%	28.0%	29.5%

Although teachers and school heads say they are very positive about the NALAP materials, this has probably more to do with two facts: i) these are the first Ghanaian language materials that schools have seen for many years, and ii) as new materials, they are very attractive to teachers and learners due to the diversity of the package which includes culturally sensitive and context relevant pictures, curriculum aligned posters and big books. But virtually no teachers have actually used the materials for a full term, and it is likely that few have studied them with care. However, district education officials and field

supervisors, all of whom are experienced educators, did make critical comments on the NALAP materials:

- The most common critique was that there is no approach for assisting teachers and pupils in areas where there are linguistic challenges, in particular i) where children do not speak the language of the materials received (many of these are in areas where communities do not speak any of the 11 languages used by the education system); and ii) where teachers are not fluent speakers or readers of the language they are called upon to teach.
- There are linguistic issues with the materials in terms of common usage; choice of words; and spelling. These are more evident in some of the languages than in others.
- The organization and pace of lessons needs to be reviewed. Generally we found that teachers had difficulty in covering the lessons, and the sequence of lessons, in the time available.
- Observations also suggest that teachers were not fully comfortable nor conversant in how to use the big books and posters.

3.3 STUDY FINDINGS: TRAINING & PROFESSIONAL SUPPORT

EQUALL designed a one week workshop for NALAP that provided an orientation to the concepts, knowledge and skills that a teacher would need to begin to use the Teacher Guide and the teaching learning materials.²¹ A cascade training model was used, whereby a National Resource Team trained approximately 6 ‘Master Trainers’ in each of the 170 Districts (a total of over 1,000 Master Trainers). The National Resource Team, with staff drawn from GES, Universities and Teacher Training Colleges, had an eight day ‘NALAP Trainers’ workshop in July 2009, and they carried out the training of the Master Trainers during August 2009. The Master Trainers then carried out training for all primary school Heads and KG-P3 teachers within their districts in two stages: head teachers and KG-P1 teachers in November/December 2009, and P2-P3 teachers in February 2010. Training manuals were prepared for the National Resource Team and for the Master Trainers. The one week training workshop provided to the head teachers and teachers included an introduction to the concepts, organization and materials of NALAP.

ELEMENTS IN NALAP TRAINING
<p>Concepts for all NALAP teachers</p> <ul style="list-style-type: none"> • All young children are able to learn to read and write both a Ghanaian language and English. There are enduring cognitive, cultural, social, and economic benefits when children develop oral proficiency and literacy in two languages. • A literacy program that teaches young children to read and write in a Ghanaian language before teaching reading and writing in English helps them transfer literacy skills learned in the context of a language they know well to the task of learning to understand, speak and then read a language that they don’t know as well and that has very challenging spelling conventions. • A four-year-old has had a thousand hours of listening and speaking experience in a Ghanaian

²¹ Initially a 12 day training program was designed, but due to time and cost constraints this had to be reduced to a five day program. It was recognized that this would only be introductory and could not provide the knowledge and skills for teachers to effectively utilize the NALAP approach and materials.

ELEMENTS IN NALAP TRAINING
language. This experience is the foundation for learning to read and write in a Ghanaian language. When children learn to read and write in a language they know, there is a smoother, natural transition from home to school that also strengthens the child's identity and self-esteem.
<p>Key Knowledge and Skills</p> <ul style="list-style-type: none"> • Literacy Standards and Milestones and (draft) standards and milestones for speaking and listening • Strategies for teaching language and literacy in Ghanaian languages and English using NALAP curriculum materials (teacher guides, conversational posters, big books, alphabet cards, pupil books and readers)

When the training program was initially designed, it was anticipated that the Teacher Guides and pupil materials would be available for the training, and would be distributed to the schools so that teachers would be able to immediately begin to use what they had learned in the training sessions. However, delays in the production and distribution of materials meant that the teachers did NOT each have a Teacher Guide or the class materials and rather shared these materials during the training. After the training, a period of two to four months elapsed before the majority of teachers had the Teacher's Guides and class materials in the schools.²²

NALAP workshops did succeed in reaching a very high proportion of the head teachers and teachers. Of the 60 head teachers, 57 reported participating in the training workshops, as did 175 (92%) of the teachers interviewed. An exception to this high level of participation was found in those districts where a significant number of untrained teachers in the National Youth Employment Program had been trained and then left at the end of their service. For example, Nadowli District in the Upper West Region, lost a large number of its early grade teachers, and 57% of the KG-P3 teachers now in these schools did not receive NALAP training.

Professional Support

The strategy of developing a team of Master Trainers within each district, and of training all head teachers, was based on the expectation that following the training, during implementation, teachers would receive further professional training and support. The study found that 80, or 42%, of the teachers reported that they had received some support. The most common source was from head teachers (19%), followed by District Master Trainers (14%). Few teachers reported any support from Circuit Supervisors or from fellow teachers. This information indicates that the strategy of including all head teachers in NALAP training, and developing District Master Trainer teams, should be continued.

Teachers' Response to the Training

There was almost universal agreement that, while the training was essential, it was too short for teachers to master the new approaches and materials, and that it would have been helpful to have the

²² As previously noted, some schools are still (June 2010) receiving materials such as the Big Books and Posters, seven months after the KG and P1 teachers participated in the one week orientation workshop.

training closer to the time of implementation. Key elements of the training that head teachers and teachers identified as needed include:

- How to prepare lesson notes using the new Teacher Guide, particularly as this does not align well with the existing syllabi in English and Ghanaian language;
- Help for teachers who are not fluent readers and writers in the Ghanaian language they are called upon to teach.
- Ongoing professional support in using the new methodology, Teacher Guide and materials, which emphasize much greater pupil engagement and interaction.

An analysis of the distribution of teachers in this sample who report being unable to read the Ghanaian language used in their schools indicates that this is a significant issue for districts in Northern and Upper West Regions, and for selected areas of Volta, Western and Greater Accra. Nationally, 25% of the teachers reported that they were not fluent readers in the Ghanaian language they were called upon to teach.²³

TABLE 3.10 DISTRICTS WITH HIGHEST % OF TEACHERS NOT READING L1

REGION	DISTRICTS with highest %	NALAP L1 LANGUAGE	% Teachers who do not Read L1
Upper West	Sissala East ²⁴	Dagaare	82%
Northern	Tamale Metro	Dagbani	59%
Western	Nzema East	Nzema	33%
Volta	Jasikan	Akwapim Twi	29%
Greater Accra	Dangme West	Dangme	25%

3.3 STUDY FINDINGS: IMPLEMENTATION

The critical indicators of NALAP implementation are observable within the school and classroom. Thus, the study puts a good deal of focus on classroom observations and interviews with teachers. There are three criteria that help to assess the degree of implementation for all grades:

- The teacher has, and is using, the Teacher Guide and NALAP instructional materials with some level of lesson planning;
- The unit and lesson taught, based on the Teacher Guide, indicate that the class is progressing through the materials;
- The pupils' spoken language is the same language chosen for the NALAP materials; and,

²³ This assessment is consistent with the survey of teachers' capacity in L1 conducted in 2008 (Seidu, 2008).

²⁴ As earlier noted, in Sissala East, communities and pupils speak Sissali, which is not one of the 11 languages used by NALAP, and this is reflected by the fact that the teachers, most of whom are untrained, do not speak or read Dagaare.

- The school, and class, have modified the timetable to have one daily 90 minute period of Language and Literacy, which includes both the Ghanaian language and English.

The study's findings indicated that a school's implementation status could be assessed by grouping the classes' resources and performance into three broad stages: Low (or non) Implementation, Partial Implementation, and High Implementation. The description and criteria for assigning a school to one of these stages is set out in Table 3.11.

TABLE 3.11 CRITERIA FOR ASSESSING SCHOOL IMPLEMENTATION

IMPLEMENTATION STAGE	CRITERIA	NOTES
Low Implementation	Teacher does not have or is not regularly using the Teacher Guide	The Teachers Guide is the key to implementing NALAP
	A large proportion of NALAP materials are absent from classes, inadequate, or in an inappropriate L1	Materials may be incomplete, insufficient quantities or in a language not spoken by pupils and/or teacher
	No change in school timetable	Many schools have not changed the timetable since it is 3 rd term.
Partial Implementation	Teacher is only just beginning to use the Teacher Guide and the materials; albeit not in a full 90 minute Language & Literacy period with L1 and English	Schools which have only recently received the NALAP materials, but where teachers are just beginning to use them
	Some NALAP materials are missing or inadequate but teacher and pupils are using what is available	Classes where teachers are using what materials exist (as in the case of Sissala East where some teachers are translating Degaare for their classes)
	The school has not fully implemented and posted a new timetable, but teachers are combining periods, less than 90 min	A number of schools and teachers have informally extended the English period to teach with NALAP materials
High Implementation	Teachers are following the Teacher Guide and using NALAP materials with a 90 minute period for L1 and English	Fully implementing teachers and schools indicate that they are making progress and have moved beyond Unit 1
	Virtually all of the NALAP materials are available and are being used as directed in the Guide	Very few schools actually have ALL of the materials, as posters and Big Books are still arriving.
	The school has developed a new timetable for 3 rd term and teachers are following this.	

Status of Implementation in the Schools and Classrooms

Our overall findings from the Phase 2 survey of 60 schools indicate that 25% (15) were Low or Non-Implementers; 42% (25) were Partial Implementers; and 33% (20) were High Implementers. This is in contrast to the Phase 1 survey, where more than 50% of the schools, not having the Teacher Guides and

other necessary materials, were Low Implementers. The details of the distribution of schools by implementation stage, district and region are in Table 3.12.

TABLE 3.12 SCHOOLS BY IMPLEMENTATION STAGE – June 2010

REGION	DISTRICT	Low	Partial	High
Ashanti	Asante-Akim North		3	
	Asante-Akim South	1	4	2
	TOTAL	1	7	2
Eastern	Kwahu West		1	2
Greater Accra	Dangbe West		2	3
	Ga East		2	3
	TOTAL		4	6
Northern	Gonja Central		4	
	Tamale	6		
	TOTAL	6	4	
Upper West	Nadowli	3	2	
	Sissala East	1	3	1
	TOTAL	4	5	1
Volta	Hohoe	1	3	2
	Jasikan	2	2	
	TOTAL	3	5	
Western	Nzeman East		1	3
	Sekondi/Takoradi Metro	1	1	4
	TOTAL	1	2	7
TOTAL (from 60 schools)		15	25	20
TOTAL in %		25%	42%	33%

Virtually all of the fifteen Low Implementation schools received the NALAP materials and distributed these to the teachers only during the first weeks of the 3rd term. These teachers have not had the time to examine the Teacher Guides and materials together, and put these to use in the classrooms. In addition, the low implementers include schools in Tamale Metro where teachers are untrained and for the most part do not speak, read or write Dagaare, and in Upper West where virtually all teachers are untrained, and most pupils speak Sissali.

Three factors that we purposively included in the design of the sample were i) schools in urban settings; ii) private schools; and iii) those schools that were within districts receiving support from EQUALL. The numbers of schools in these categories are too small to make definitive judgments about the effect on their implementation Stage. Table 3.13 indicates that EQUALL and urban schools in this sample have few schools in the Low or Non-Implementation Stage. The five private schools in the sample were selected because there was some evidence of implementation at those schools. They are, as noted

earlier, not representative of all private schools, which generally have been the last schools within districts to receive materials or any form of support and had to cover some costs of their training.

TABLE 3.13 SCHOOL TYPE BY IMPLEMENTATION STAGE

	Low or Non- Impl.	Partial Impl.	High Impl.	TOTAL
URBAN	3	4	5	12
Private	1	2	1	5
EQUALL	0	4	2	6

One question that arose in the design and conduct of the study was the degree to which the announcement and presence of field researchers, which included GES District staff, alerted district officials, school heads and teachers to do what they could to demonstrate their implementation of NALAP. Field researchers, however, point out that teachers would not have been able to sustain a ‘made up’ lesson performance over a 90 minute period, nor to pretend to use the Teacher Guide unless they had previously used it. Thus, while the findings no doubt present a slightly more positive situation than actually exists, we believe it broadly represents the conditions in the schools and classes.

These findings on school implementation are supported by both the Rapid Assessment survey of 32 schools in 13 Districts, and the EQUALL annual evaluation of 120 schools in 31 districts. These results are summarized below for two of the key indicators of a school’s implementation status: the use of the NALAP Teacher Guides, and the establishment of the new timetable for the Language and Literacy period.

Teacher Guides. The results from Rapid Assessment survey, where there was no prior notice given to districts and schools of the visits, indicate that 75% of the schools received and were using all of the Teacher Guides²⁵. The EQUALL survey, carried out throughout June at 120 schools in 31 districts, indicated that over 90% of the schools and the teachers were using the Teacher Guides in KG-P3. The Phase 2 study, completed by the first week of June, found that 88% of the schools had received and were using the Teacher Guides.

School Timetable. Only 30% of the schools visited during the Rapid Assessment survey had changed the school timetable, whereas 34 % (41) of the EQUALL schools’ head teachers reported that they had done this. This is comparable to 31% of the schools in the Phase 2 survey that changed their timetables.

It is thus fair to conclude that the data and information on schools’ implementation status from the three surveys are comparable, and strengthen confidence in the finding that by one month into the 3rd

²⁵ The figure for the Rapid Assessment survey on the percentage of schools with all Teacher Guides was depressed by the case where two newly reformed districts (Ketu South and Ketu North in Volta) had not distributed Teacher Guides to the schools.

term of 2010 approximately one-third of the schools were High Implementers; 40% were Partial Implementers, and one-quarter were Low or Non-Implementers.

District and School Leadership in Difficult Conditions

One of the findings from the rapid assessment and Phase 2 study is the important leadership role that Districts and School Heads have in implementation. Where the district head is experienced, knowledgeable and active in overseeing NALAP implementation, schools tend to have higher levels of implementation. District Directors of Education manifest this leadership through such actions as ensuring full and timely distribution of materials to schools; appointing a NALAP coordinator and encouraging continuing support to schools by the District Master Trainers; issuing guidance to schools on establishing the new timetables; providing teachers guidance on the preparation of lesson notes using the NALAP Teacher Guides; and encouraging private schools to implement the program. Such leadership was clearly evident in those districts with the highest number of implementing schools, such as Sekondi/Takoradi Metro, Nzema East in the Western Region, and, for the Rapid Assessment survey, Akatsi in Volta and East Dangme in Greater Accra.²⁶

To get a sense of the consequences of a lack of District and School leadership, in the face of difficult linguistic and other conditions, the schools of Nadowli District in Upper West Region are examples of Low or Non-Implementation. In Nadowli, a large proportion of the KG-P3 teachers were untrained NYEP temporary teachers, who left the schools in April. Thus many classes have been combined and are being taught by the remaining head teachers and teachers. In the five schools visited, which would have had an expected 20 teachers, only 11 were present and observed. One of the schools lost 5 NYEP teachers, so the headteacher was managing a combined class of KG1, KG2, P1 and P2, and the P3 teacher was a volunteer who had not attended the NALAP training. At another Nadowli school, the School Feeding program had caused a sharp increase in enrolments, and the school was running in two shifts with the same set of teachers, most of whom did not speak Dagaare. None of these teachers were using the NALAP Teacher Guides or preparing lesson notes, although some were using the NALAP pupil books. The schools in Nadowli report that there has been no support or visits from the Master Trainers or the Circuit Supervisors to address these problems or to support NALAP implementation.

The aim in presenting the case of Nadowli District is to illustrate the major challenges that many districts face in implementing NALAP, where there is weak management and largely untrained and temporary staff, combined with linguistic problems and the late delivery of the materials. These challenges would have to be overcome if the approximately 25% of the Low and Non-Implementing schools are to gain any benefits from the program.

²⁶ The District Directors in Akatsi and East Dangme were both senior, experienced educators who strongly supported NALAP and ensured that schools were implementing the program. The DDE in East Dangme, additionally had been a DDE in a district that had earlier implemented the BTL/BTE program through EQUALL.

Private Schools

Another group of schools much challenged in implementing NALAP are the private schools. Private schools are the last in line to receive NALAP materials, and often are shortchanged. Further, they often have low motivation to implement the program, with the conviction that an English only program is what their parents want and expect. There are some notable exceptions to this, which often reflect the private school director's understanding of the purpose and rationale of the program. Since the NALAP implementation study did not include schools where no teachers were using any NALAP materials in the 2nd Phase, we only had 4 private schools in the sample, although we learned about other private schools in each of the Districts visited. This study does not provide information on the distribution of materials or the implementation status of private schools generally. One case, however, stands out from the Rapid Assessment survey. The University of Cape Coast primary school, which is in some sense a model school serving a highly educated community, is a large, five stream school. The school head and teachers were interested in implementing NALAP, but, at the time of our visit, had only received enough materials for one stream, and reasonably did not want to proceed with only one of the five streams. It thus is characterized as a Non-Implementing school.

Teachers' Use of the Teaching Guide

A useful indicator of the teachers' implementation of the NALAP program is the progress made in moving through the units and lessons within the Teacher Guide. Each Teacher Guide is structured by Units that have five lessons (each lesson containing a section for L1 and a section for English), one for each day of the week. The last lesson of each Unit provides activities that assess pupil progress in mastering the Unit skills and content. A teacher who completes a Unit each week is on track, and is making good progress. During both Phase 1 and Phase 2 surveys, field workers asked, and observed, what Unit and lesson the teacher was using. Of course this required that the teacher was in fact using the Teacher Guide.

In Phase 1, out of the 217 teachers and classrooms visited, only 62 (28.6%) were using a Teacher Guide. Of that number, 41 (66%) were on Unit 1, with 33% on Unit 2 or higher. This obviously indicates a very low level of implementation by teachers at the end of the 2nd term.

By late May and early June, this picture had changed substantially. Out of 191 teachers seen (not all of whose classes were observed), 170 (88.5%) were using a Teacher Guide; of these, 84 (49%) were on Unit 1, 47 (28%) were on Unit 2, and 39 (23%) had moved beyond Unit 2. Thus, by the 3rd term, the number of teachers who were using the Teacher Guide had tripled, and the percentage who were making progress through the Units had slightly improved, although almost half were still on Unit 1.

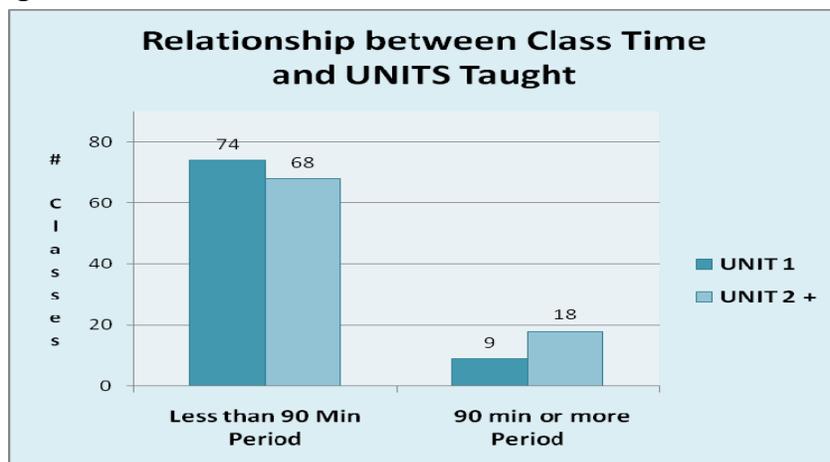
It was observed that the great majority of teachers were only teaching the first lesson of whatever Unit they were on. The Teacher Guides are organized with five lessons in each Unit, one for each day of the week. If the teacher were on schedule, he/she would be on lesson 1 on Monday and lesson 5 by Friday. The class observations took place over two weeks, and, except for a Tuesday holiday, were evenly distributed across all days of the week. Thus we would have expected a roughly even distribution of lesson numbers observed, if teachers were able to keep the pace of the Teacher Guides. What was

found, overall, was that 115 (68%) of the teachers were on Lesson 1 of a unit. Even 60 of the 84 teachers (71%) on Unit 1 were still teaching the first lesson.

To summarize, the study has found that while there has been a marked increase in the numbers of teachers using the Teacher Guide between March and June, in fact teachers are still at the very beginning of the Units and lessons, and many are stuck on the first lesson in each Unit.

One of the explanations for this is that the Teacher Guide lays out the activities that build phonetic awareness and phonic reading skills in systematic and engaging lessons, with both Ghanaian language and English, over a 90 minute period. If the school does not change its timetable to accommodate this period, teachers are not able to follow the Teacher Guide. Observations of classes reveal that few schools and teachers are using the new 90 minute Language and Literacy Class. Only 16% of all the classes observed were 90 minutes; the great majority of classes, 68.2% (109) were less than 60 minutes. The relationship between the class time and the progress through the Units is illustrated in Fig 3.1

Figure 3.1



This graph shows that of the very few classes that have implemented the new timetable (27), the majority (18) have moved past Unit 1 (the legend 2+ on the graph indicates the teacher is either on Unit 2 or a higher Unit). Whereas, of those teachers with periods of less than 90 minutes, the majority (74) were still on Unit 1. Above all, what this figure illustrates is a very early stage of implementation, with a very small proportion of schools and classes implementing the new schedule and using that to progress through the NALAP Units and lessons. . Another factor in poor progression through the units was the observation that many teachers had not prepared themselves for the lesson by reviewing the Teacher Guide nor preparing classroom lesson notes on a particular lesson. The unprepared teachers reverted to beginning from the beginning - lesson 1.

Analysis of Teaching Effectiveness & Change

A key purpose for this study was to understand how classroom practice is affected by the introduction of NALAP. On one hand, there are operational and practical questions about how the teachers are

managing to utilize the NALAP interactive approaches and materials, especially since they are starting to do this, for the most part, beginning in the 3rd term of 2010.

More generally, it is expected that when teachers use the Teacher Guides, there will be an increase in effective classroom practices, and particularly in such important instructional activities as pupil engagement and interaction on literacy tasks using TLMs; evidence of increased practice of thinking skills rather than pupils' rote responses; and an increase in teacher feedback to pupil performance. The study seeks to examine what factors contribute to these classroom teaching practices, and the role that the NALAP program plays in this.

The data for this analysis arises from full period classroom observations by paired field workers in 164 classes from the 60 schools.²⁷ Of the 164 classes that were observed about one third of the (23) teachers were using NALAP materials, but not using the Teacher Guide. To draw inferences on the impact that NALAP has had thus far, we were able to:

- 1) Examine the differences between those classes where the teacher used the Teacher Guide and those where they did not,
- 2) Compare the classroom instructional practices in those classrooms implementing NALAP now, and the NALAP baseline study carried out in June 2009, using most of the same classroom observation tools and approaches employed in that study,²⁸ and
- 3) Draw insights from an intensive study of a small sample of classrooms to examine teachers' use of the Teacher Guide and materials, particularly in the methods teachers used in both the Ghanaian language and English language components of the Language and Literacy classes. (Adger, 2010).

Summary of Teacher Performance

One perspective on the teachers' performance is to analyse the distribution and relative ranking of teachers' practices on each of 11 elements in the NCOI, excluding at this time the question of the assessment of teacher's proficiency in spoken and written Ghanaian Language and English.²⁹ To do this we examine the percentage of teachers who were observed using teaching practices at a threshold of 'effective' practice, and that would be at levels 3 or 4. Table 3.13 shows the ratings of teachers' performance on each of the elements, and ranks the elements starting with those on which the highest percentage of teachers achieved ratings of 3 and 4.

²⁷ Although there were 191 teachers interviewed in Phase 2, 27 teachers were not using either NALAP materials or the Teacher Guide in their classes, and therefore these were not observed and coded throughout a complete period.

²⁸ The findings of the Baseline Assessment and this Implementation Study are not strictly comparable, since the Baseline Assessment was a nationally representative sample, and that is not true of the Implementation Study. Thus the comparisons reported here should be taken as indicative rather than definitive.

²⁹ The estimate of the teachers' oral and written communication in L1 and English was done by the field researchers through the teacher interview and the observation of the teacher in the classroom. The relationship between the teachers' linguistic capacity and overall teaching performance with NALAP will be analyzed when we examine the factors that most contribute to effective teaching practice.

TABLE 3.14 RANKING OF TEACHER PRACTICE BY ELEMENT

RANK	ELEMENT	1	2	3	4	% at 3 & 4
1	Learner Engagement	4	27	102	52	83%
2	Gender sensitivity	7	36	106	35	76%
3	Managing learner task-related behavior	16	35	90	44	73%
4	Feedback	15	40	91	39	70%
5	Use of teaching and learning materials(TLMs)	24	30	102	29	71%
6	Thinking skills	49	58	52	26	42%
7	Lesson planning	67	40	30	48	42%
8	Arrangement of learners	70	43	37	35	39%
9	Use of class time	48	75	37	25	34%
10	Learner interaction	86	52	30	17	25%
11	Classroom displays	49	99	22	15	20%

Observations across schools involved in the NALAP implementation study do indicate that some teachers were making major strides in improving classroom practice by increasing their methods of learner engagement, being gender sensitive, increasing their usage of TLMs and providing feedback to learners on a more consistent basis. Overall NALAP teachers were creating a more child centred participatory environment for learning.

When we compare this performance to the Baseline Survey, a number of elements stand out, indicating a change of classroom practice. We analyze this by comparing the percentage of teachers demonstrating effective practice (with ratings of 3 or 4) in the NALAP Implementation Study to the percentage of teachers achieving this in the NALAP Baseline Assessment Study.

Table 3.14 presents four elements where teachers demonstrating effective practice were significantly higher during implementation as compared to the Baseline Assessment.³⁰

TABLE 3.15 IMPROVED PRACTICES FROM BASELINE STUDY

Component	Baseline	Implementation
Arrangement of Learners	10%	39%
Use of TLMs	45%	71%
Thinking Skills	20%	42%
Learner Interaction	12%	25%

³⁰ Chi-square tests comparing Baseline and Implementation Classroom Practices on each of these elements indicates that the results are significant at the .005 level.

- Comparisons between the Baseline and Implementation study on the other elements of classroom practice do not produce significant differences, except in the notable case of **Use of Class Time**. In the NALAP implementation study, observers were asked to compare the use of class time in relationship to the guidance provided by the Teacher Guide. The Teacher Guide indicates the timing of each lesson for activities in the Ghanaian Language and in English. When the teacher does not closely follow the Guide, observers rank the practice as 1 or 2 (a 1 given when the Guide is not used). Since only about one-third of schools have reorganized the timetable to accommodate the 90 minute Language and Literacy period, the great majority of teachers were not able to follow the guidance on the timing of lessons in the Teacher Guide. This is why only about one third of the teachers demonstrated good practice on their Use of Class Time, where lessons and tasks for both Ghanaian Language and English in the Teacher Guide require the 90 minute period. This is why, when the Baseline and Implementation data are compared for '**Use of Class Time**', the Baseline indicates 84% of the teachers were using class time reasonably well, whereas in the NALAP implementation study, this performance falls to 34%.

Analysis of Factors Contributing To Effective Practice

What factors most contribute to enhancing better classroom practice?³¹ What role does NALAP play, and specifically the use of the Teacher Guide? How do such teacher characteristics as training, experience, gender, and the ability to speak, read and write Ghanaian language and English, relate to good practice? What about the grade level that is taught (KG to P3)? How do such school factors as overcrowded classrooms affect teacher practices?

To examine these questions a simple scale of effective teaching practice was created by summing ratings for eleven elements from the NALAP Classroom Observation Instrument, omitting the elements relating to the teachers' linguistic ability in Ghanaian language and English, and computing the mean of these ratings. This provides a Quality Teaching Practices (QTP) scale,³² with a value for each teacher observed.

To assess the relationships between school and teacher characteristics and QTP, a stepwise regression model was developed which examined the contribution of the following factors to QTP.

- ✓ Teacher status (which reflects training and experience)³³

³¹ It is believed, and open to empirical testing at a later stage, that these classroom practices will contribute to improving pupils' reading and writing in Ghanaian language and English. The NALAP program is only just beginning to affect teacher practice, and it is too early to assess pupil learning gains.

³² Although each element in the NCOI has an ordinal scale from 1 to 4, by summing across eleven items and taking the mean value of that total, a legitimate interval scale is created (see Wu, 2007 and Norman, 2010). A factor analysis verified the utility of a single scale made up of the average score of 11 elements from the NCOI (excluding L1 and English fluency), in which each of the elements loaded onto a single component (QTP), and had partial correlations of .54 or higher (.001 sig) with the QTP .

³³ The 'Teacher Status' variable was recoded from the Class Teacher Interview 'Teacher Grade' into three values: 1=untrained; 2=trained with junior status, and 3= trained with senior status, e.g. 'Senior Sup. I and higher'.

- ✓ Teacher gender
- ✓ Urban or rural school location
- ✓ Teacher oral and written communication in Ghanaian language (used by his/her school)
- ✓ Teacher oral and written communication in English
- ✓ Teacher class (KG, P1, P2 or P3)
- ✓ Conditions of classroom (level of crowding)
- ✓ Whether teacher had NALAP training
- ✓ Whether teacher received any professional support for NALAP
- ✓ Whether teacher is using the NALAP Teacher Guide

Of these ten factors, there were just five that made a significant contribution to the value of the Quality Teaching Practice scale. The other factors had little or no influence. These key factors were, in order of their contribution:

TABLE 3.16 FACTORS CONTRIBUTING TO QUALITY TEACHING PRACTICES

RANK	FACTOR	Correlation with QTP Scale	Cumulative R² ⁽³⁴⁾
1	Oral & Written Communication in English	.436**	.184
2	Oral and Written Communication in Ghanaian Language	.354**	.263
3	Use of NALAP Teacher Guide	.284**	.295
4	Condition of Classroom: Crowded or Spacious	.270**	.314
5	Teacher Status	.161*	.329

** Significant at >.001; *Significant .05

The rankings and correlations show the strength of the relationship between the factor and the value of the QTP scale. The two highest ranked factors are a teacher's Oral and Written Communications in English and Ghanaian Language. The data for the two language factors (L1 and English) is from the NALAP Classroom Observation Instrument, with which observers rate the teacher on his/her ability to speak, read and write English and L1. These elements from the NCOI are:

³⁴ The cumulative R² is a measure of the contribution the elements make towards the total value of the QTP. In this case the five elements contribute 32.9% towards the QTP.

ELEMENT 4.5: ORAL AND WRITTEN COMMUNICATION IN ENGLISH

BEST PRACTICE:

Teacher has command over English (oral and written) and is able to communicate effectively in it. Oral language used in the NALAP English lesson is appropriate and understood by the learners. Written English on the chalkboard and on teacher-prepared materials is correct. Teacher uses oral English only in KG1, KG2, and P1 and does not attempt to teach children to read English in those classes.

1	2	3	4
Teacher is not confident in the use of English.	Teacher speaks but cannot read <i>or</i> write English well enough to teach the English lesson confidently. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.	Teacher speaks, reads and writes English but has difficulty in teaching the English lesson. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.	Teacher has command over English and explains concepts in different ways so that learners understand during the English lesson. Teacher writes English clearly on chalkboard in P2 and P3 only. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.

ELEMENT 4.4: ORAL AND WRITTEN COMMUNICATION IN GHANAIAN LANGUAGE

BEST PRACTICE:

Teacher has command over the Ghanaian language used in the school (oral and written) and is able to communicate effectively in it. Oral language used in the lesson is appropriate and understood by the learners. Written language on the chalkboard and on teacher-prepared materials is correct.

1	2	3	4
Teacher cannot speak, read or write the Ghanaian language used in the school.	Teacher speaks but cannot read or write the Ghanaian language used in the school.	Teacher speaks, reads and writes the Ghanaian language used in the school but has difficulty in explaining concepts.	Teacher speaks, reads and writes the Ghanaian language with ease, and explains concepts in different ways for the understanding of learners.

The finding that teachers' language ability in English and L1 makes the strongest contribution to Quality Teaching Practice is open to a number of interpretations. For example, fluency in reading English would enable a teacher to study and comprehend the detailed notes and directions in the Teacher Guide, even though it had been some months since he/she was in the NALAP orientation workshop. A teacher's fluency in speaking and writing the Ghanaian language has an obvious and direct effect on handling NALAP lessons, and of course enables the teacher to read, understand and effectively use the NALAP instructional materials.

The third most important factor for improving teaching practice is whether the teacher makes use of the NALAP Teacher Guide. The Teacher Guide provides the detailed instructions for managing components on the QTP scale such as those that were earlier found to have improved since the Baseline Survey: Arrangement of Learners, Use of TLMS, Thinking Skills and Learner Interaction. Where teachers were taking time to reflect on NALAP training and using teacher guides for lesson preparation, classrooms were transformed along with teaching practice towards more learner centered approaches and learner focused behavior (e.g. Interactive classroom setup, open ended questioning etc).

The fourth ranked factor, classroom crowding, is also important in that this affects how the teacher can arrange the pupils, and whether he/she can carry out interactive and engaging activities.

Finally, we can see the influence of teacher status (reflecting both pre-service training and experience). This is an important factor for a teacher’s capacity to implement NALAP. To explore this relationship further, the data on teachers’ status (training and experience) was grouped into three categories: 1) Untrained, 2) Trained, and 3) Trained & Senior Teachers. We then examined the observed performance of each group on the elements of the NCOI. The relationships were not strong, but clear: teachers with training and experience showed the highest ranked performance. This relationship was particularly strong for the elements of: Lesson Planning and Use of Class Time; Classroom Displays; Arrangement of Learners; and Thinking Skills. The relationship between the teacher’s qualifications and their performance on each of these elements was statistically significant.³⁵ To illustrate but one of these relationships, Table 3.16 examines the relationship between Teacher Status and Lesson Planning.

TABLE 3.17 RELATIONSHIP BETWEEN TEACHER STATUS & LESSON PLANNING

Teacher Status		Lesson planning				Total
		1 Slow pace and hesitation shows no preparation or use of TG	2 Some parts of Ghanaian language lesson or English lesson	3 3-5 parts of both Ghanaian language and English lessons	4 All parts of Ghanaian language and English lesson	
Untrained	N	31	15	8	5	59
	%	16.8%	8.1%	4.3%	2.7%	31.9%
Trained	N	10	10	9	15	44
	%	5.4%	5.4%	4.9%	8.1%	23.8%
Trained & Experienced	N	25	14	10	21	70
	%	13.5%	7.6%	5.4%	11.4%	37.8%
Total	N	66	39	27	41	173 ³⁶
	%	38.2%	22.5%	15.6%	23.6%	100.0%

An inspection of the table shows that 46 (24.9%) out of the 59 Untrained Teachers are at stages 1 and 2 and only 13 (7.0%) are at stages 3 and 4. On the other hand, of the 70 Trained and Experienced Teachers, 31 (16.8%) are at stages 3 and 4.³⁷ This is not a large difference, but indicates the importance of a teacher’s training and experience for following the Teacher Guide in preparing a lesson plan. This finding was confirmed by qualitative observations and reports from supervisors across all the NALAP implementation districts. Several trained and experienced teachers interviewed welcomed NALAP and

³⁵ The chi-square, using a one-tailed test (whereby an increase in the value of the component is associated with a higher level of qualifications), showed values at the .001 to .05 levels of significance for the relationship of each of these elements and Teacher Qualifications.

³⁶ Out of the 185 teachers observed, 12 did not report their status, leaving 173 for this analysis.

³⁷ The chi square value for this crosstabulation reaches the .001 level of significance

favourably compared it to their years of using a monolingual approach to literacy with English as the medium of instruction.

It is not surprising to find that having trained and experienced teachers greatly facilitates the introduction of an instructional innovation such as NALAP, and that the absence of trained teachers makes the implementation of such a reform far more difficult.

It is also instructive to examine briefly those factors which, in this study, do not contribute to quality teaching practices. These include gender; urban or rural location; the class the teacher has (KG – P3); whether the teacher was in NALAP training; and whether the teacher has received professional support. The fact that there is very little variation in the values for NALAP training (over 90% of the teachers observed had been in the one week NALAP training), and also very low and insignificant levels of professional support, makes it difficult to determine how these two factors contribute to teacher performance in implementing NALAP. The limited differences between rural and urban contexts of NALAP implementation should also be taken with care since many of the rural areas were within one hour from the district capital and were not considered the most remote areas of the district.

Insights into Teacher Classroom Practice with NALAP

An important contribution to this study of NALAP's early implementation was the observation and analysis of ten classrooms in five schools carried out by Adger and Dowuona-Hammond. Their findings, presented in the report 'Early NALAP Implementation: Report of Classroom Observations' (Adger, 2010), provide valuable insights into the challenges that teachers face in implementing NALAP, and identify implications for continued teacher training and the revision of materials. Their observation and analyses note:

1. There is not a high degree of fidelity between teachers' conduct of lessons and the lessons as outlined in the NALAP Teacher Guides. Teachers teach only part of the lessons, but generally emphasize repetition and memorization, rather than those activities that lead pupils to greater phonological awareness (oral) and decoding practice.
2. Teachers themselves are not fluent in the reading of the Ghanaian language texts, and rather than bringing forth the meanings within the stories and texts of the Big Books and Pupils Books, tend to overstress word repetition.
3. Teachers do not observe the time frames for activities within the Teacher Guides, and there is not a clear connection made between the activities. For example, in the Guide the Conversation Posters are to support oral language development, which is essential to learning to read, by stimulating discussion. But teachers tended to simply list words describing objects in the posters on the blackboard, detached from their contextual meanings, for repetition by pupils.
4. There is virtually no phonological awareness (the sound of words) or phonics (the link between sounds and letters/text) instruction in the Ghanaian language lessons. The alphabet cards, which are designed for this purpose, were not used in any of the 10 classes observed.
5. Teachers shift between English and Ghanaian language, even when teaching the Ghanaian language sections of the lesson. This no doubt reflects the long tradition of schools that print

'Speak English' over the classroom doors. Thus teachers give instructions to pupils in English, 'Open the book to p.32', 'Sit down', and carefully write on the blackboard at the start of the lesson 'Language and Literacy.' To quote from the report, *'NALAP privileges the Ghanaian Language. Because children can express their knowledge of the world more fully in that language in the early years of education, they can draw on those linguistic skills in learning to read. For [NALAP] to take root, it is important to protect the Ghanaian Language lesson from English.'*

6. Teachers rely heavily on traditional instructional methods, and in particular a heavy use of repetition, with pupils individually and collectively repeating and memorizing words and phrases. The message that teachers continue to give is that reading is about memorizing rather than understanding. This is in contrast to NALAP methodology, which is designed to provide pupils with the skills to speak and read with meaning, rather than just memorize text. This is the key to unlock the blockages to pupil literacy and learning in primary schools.
7. This persistence of traditional approaches is reflected in the use of classroom arrangements, where pupils are physically arranged in groups, but lessons continue to be largely teacher-centered. This has led a number of teachers and education officials to protest that putting the children in groups 'makes their necks sore' as they have to face the teacher and blackboard. The purpose behind the organization of pupils in groups is to promote pupil interaction on academic topics, but this is not yet a common practice.

These observations are not meant to suggest that there is no progress. As earlier information and analysis indicates, there are emerging positive signs that NALAP is beginning to improve classroom practice where it is being implemented. Examples that were observed include pupils' extended discussion about the topics on the Conversational Posters, which then became the basis for the reading and writing of full and meaningful sentences.

Pupils enjoy and interact well with the cultural content of the lessons, such as forms of greetings with family members and friends, the types of work done in the community, favourite foods and their preparation, and community celebrations during holidays. Cases were observed of the teacher effectively using group work, enacting using role plays, and pupils practicing reading from their texts with each other. Most classes are using the NALAP materials and pupils are engaged and interested in these.

Head teachers have noted these changes, and have made such comments as *'NALAP has changed our way of teaching and learning, the classes are now very active, the pictures are helping the learners to understand the lessons.'* And *'the new program has enhanced the learning abilities of pupils. They are able to understand concepts with ease because they are being taught in their mother tongue. NALAP has developed leadership qualities in pupils. School attendance by pupils has improved.'* Head teachers also note that there are many challenges, *'because it's a new programme it will take some time before they all get used to it, for instance the arrangement of the furniture and the long period.'*

3.4 STUDY FINDINGS: COMMUNITY RESPONSE

The Ministry of Education, when it decided to launch NALAP in 2006, believed that there would be strong resistance to a bilingual early grade literacy program from those political and education leaders who believe that formal education in Ghana should focus on English.³⁸ The decision to move forward was made only after a careful examination of the evidence that a bilingual program was a key for enhancing both home language and English reading and writing, and the offer from USAID of technical and financial support. However, the Ministry insisted that there should be a public awareness and education campaign aimed at promoting both the culture of early grade primary school reading nationwide and the effectiveness of local language approaches to literacy acquisition.

The campaign was informed by a research study conducted by The Manoff Group, a firm with international experience in social marketing research and design. The study took place in 2008 and investigated the understandings and perspectives of parents, teachers, education leaders and officials, religious leaders and chiefs (The Manoff Group, 2008). The public campaign design drew on a review of the findings from that work at a national workshop with educators from MoE and GES, and other stakeholders. The campaign included a series of radio dramas (in 11 languages), a video for use in public meetings and national TV, GES field conferences, pamphlets, posters, and a series of regional meetings with regional and district directors of education over the period of November 2009 to April 2010. The key messages of the campaign were:

Learning to read and write in the language the child already speaks is critical, leading to:

- *Learning [to read] English easier*
- *A quality education*
- *Preservation of local culture*
- *Bi- or multi-lingual Ghanaian citizens*
- *A successful life*

NALAP, a bi-lingual instructional program, introduced to grades KG through P3 in 2009/2010 with materials and training.

This NALAP implementation study examined the impact the public advocacy and education campaign has had on PTA and community members, head teachers and teachers. In this section we are particularly focused on the awareness and perspectives of PTA and community members.

There are two sources of information for the findings.

- In Phase 1 of the study, from March 21-26, focus groups were conducted in 19 communities, approximately three communities within each Region. The focus groups included parents, community members and leaders, with an average of 5 persons in each group (a total of 95 respondents). The key questions put to the focus group were:

³⁸ It was as recently as 2002 that the then Minister of Education promulgated a new decree that all instruction in lower primary grades should be in English. The policy of early grade literacy in Ghanaian language and English was restored by 2004.

- Are you aware of the new program called NALAP for teaching pupils to read in Ghanaian language KG through P3 and teaching English reading in P2 and P3?
 - If yes, how did you hear about the program? By what means?
 - What have you heard about the purpose of the program?
 - What do you think about the program? Does it seem like a good idea or not?
 - Is learning to read and write important for your child? Why?
 - What language(s) do you want your children to learn to read and write?
- The second source of information was from the headmaster interview in Phase 2, during which he/she was asked: *'What are the community's views on NALAP?'* All 60 school heads provided a response to this question.

Results indicated that of the nineteen communities where focus groups were convened, sixteen knew about the new early grade literacy program. The most common source of the information was through the radio drama broadcasts, followed by TV. Only three communities reported that they had heard of the program through meetings or discussions with the school headteacher. It appears that by March the head teachers had not begun to brief SMCs and PTAs on the program, since they were still receiving materials and for the most part were not implementing NALAP in their schools.

Virtually no respondents mentioned the posters as an important source of information. The summary Reports from the Field Supervisors on the Phase 1 survey in each Region confirmed these findings. They showed that the three districts where respondents had not heard about the program were Sissala East (Upper West), Tamale Metro (Northern) and Jasikan (Volta). Of those who had heard about the program, the response was strongly positive and indicated an understanding of NALAP's purpose and strategy. Seventeen of the 19 community focus groups felt that children should learn how to read and write both in their home language (L1) and in English. Only two of the 19 communities presented the view that schools should just focus on English reading and writing, and even in these focus groups there was a variety of opinions on the issue presented. A sample of the many recorded comments made during the focus groups includes:

COMMUNITY ON PURPOSE OF NALAP
<ul style="list-style-type: none"> - Training in mother tongue at the early stages is essential for literacy development - I learnt that it was better to use the mother tongue at the primary level as compared to the English language - Teaching the children to read and write in the mother tongue will help them study English better in the future - I heard that it will enable the children to be abreast with their culture and local dialect - It will make children have knowledge about their mother tongue and make the English language simple for them - To use Ghanaian language and English language in teaching children - I heard that if you teach the child in the local language before introducing the English language it opens his mind

COMMUNITY ON PURPOSE OF NALAP

- Teaching in mother tongue will help the children to cope with the English language at stage 4 and also read the bible (this was a comment made in a community that argued also for English only in schools).
- That when they use Dagbani to teach the children they will find it easy to learn English, culture and traditions and children will find it easy to learn L2 if they teach in L1
- That the children will be educated in the local languages at the primary level before the English language
- To teach children in the local language so that they can learn other subjects easily
- Using local language will facilitate effective teaching and learning of pupils to make the pupils literate in local language and English

In the Phase 2 headteacher interview, the responses to the question ‘*What are the community views on NALAP?*’ were more varied. Out of the 60 headmasters interviewed, 50 (83%) said that the SMC/PTA and community were aware of the program, and of these 43 (86%) were very supportive. Ten schools/head teachers said they had not consulted with the community. In two of these cases head teachers had left the school and had yet to be replaced. Of the seven communities where head teachers said the community did not support the program, two were in Sissali East, where the community wants the program to use Sissali or Kasem and not Dagaare. Five headmasters said that there was a mixed response to NALAP, with some voices (in three cases a minority) that argued that schools should just work in English. Typical responses were ‘*The community have divergent views. Some are not so happy about it [NALAP] because they feel it will affect the pupils’ ability to perform well in the English language’*. However, he added that he will be explaining this at the PTA meeting. And ‘*Some of the community members especially the illiterates prefer the use of English language as a medium of instruction to facilitate early acquisition of skills in writing and speaking English language. They perceive that the ability to speak and write English is an index of intelligence’*.

Of the 86% of communities which were both aware and positive about NALAP, there were a variety of reasons provided:

REASONS COMMUNITIES SUPPORT NALAP

- At first they were against the policy but after some time they have started recognizing a change (for the better academically so they have begun appreciating NALAP)
- It will help the pupil to read during church service and also reading of tributes at funerals in their mother tongue
- Majority of community members support the programme because their children will be literate in their mother tongue. However, there are few others who hold the view that much attention should be focused on English language since it is the official language of the nation.
- Most of the community members are of the view that the programme is very effective way of using Ghanaian language to transit to English language.
- Parents appreciate the fact that their children learn in their own language and as a result they get a better understanding of what is being taught.
- The community appreciates the novelty in teaching methodology. The children will be able to

write and read in their mother tongue. By this method difficult concepts will be clearly understood by the children.

- The community has accepted the policy of NALAP because they have seen some changes in the attitude of the children in terms of their pronunciation and spelling in Ghanaian language
- The community has embraced the teaching of NALAP. Children sing, write and draw objects within their own environment which their parents are very much excited about.

An interesting observation arising from the field work was that the older, more educated teachers and community members were generally strongly in favor of NALAP's bilingual early grade literacy approach. As one former headmaster, now the Chairman of an SMC, said *'This was the way we learned to read and write when I was in school during the 1950s. Why did we abandon that approach?'* It appears that it is the experienced, trained, and dedicated teachers, head teachers, district education officials and community leaders who are the most supportive of NALAP, and want to make it work. This came as somewhat of a surprise, since a good deal of earlier policy discourse and social analysis argued that an 'English Only' approach in primary schools was a strong and dominant perspective of key stakeholders.

These findings indicate that the public awareness and education campaign has had a positive effect and has played an important role in getting education officials, teachers and communities ready for the program. However, it is also clear that much hangs in the balance in terms of how the program is to be sustained and viewed as it further develops. There remains a strong undercurrent of those who remain believers in an 'English only' approach to early grade literacy, and then there are the urban areas of the country where implementation is challenged by linguistic diversity within communities, often with teachers who are not themselves literate in the dominant community language. Finally are those areas, particularly in the north, where communities do not speak any of the current official languages. Continued support for enhancing public awareness and education on early grade literacy, using both media and the schools, is needed.

SECTION 5: Conclusions and Recommendations

5.1 SUMMARY OF FINDINGS

1. The late delivery of NALAP Teacher Guides and instructional materials delayed and compromised full implementation of the program during the 2009/2010 school year. Some materials began to arrive in districts and schools early in the 2nd term, but there were a number of shipments, which caused a staggered and uneven delivery to the schools and, within the schools, to teachers. Although approximately 70,000 head teachers and teachers for grades K1 to P3 received a one week orientation workshop in December and February, for the most part schools and teachers did not have all the materials until May, the start of the 3rd term. This had a number of unfortunate consequences. First, many teachers interviewed spoke of this timing gap in receiving the teacher guides long after the training workshop as a significant impediment to building their confidence to implement NALAP in the classroom. Second, by June 2010, only one-third of the schools had implemented the GES directive to change their timetables and introduce the new subject, Language and Literacy, as a 90 minute period combining L1 and English. Some head teachers said they will wait until the 2010/11 school year to do this. Without the framework provided by the 90 minute Language and Literacy period, teachers cannot follow the guidance for the timing of activities in L1 and English provided in the Teacher Guide. This is reflected by the fact that regardless of when they were observed during Phase 2, half of all classes were only on Unit 1 and a very high proportion of these (71%) were on the first lesson of the first Unit.

A third consequence of the late start is that it compounded the challenges for classes P2 and P3, where pupils do not have the advantage of the NALAP program in earlier grades. The activities and materials for P2 and P3 are designed to build on knowledge and skills acquired earlier. For this start-up year in particular these students face tasks and text materials in L1 for which they are not prepared. Teachers were not trained or supported to manage this challenge, particularly given the gap in time between their orientation and startup.

2. There are a large number of untrained and transient teachers in the system, particularly in rural and disadvantaged regions, and they have found it particularly difficult to cope with this innovative program. A large proportion of untrained teachers from the National Youth Employment program (NYEP) left the schools between the 2nd and 3rd terms, and they had not been replaced at the time of this study. Secondly, teacher absenteeism, estimated at 15% for the schools in this study (when schools and teachers were informed about the study team visits) is a concern. These conditions are very uneven across the country. In town centers, particularly in the Western, Central, Ashanti, Eastern and Volta regions, there is no shortage of trained, experienced and disciplined teachers. But in the rural areas, particularly in the Northern and Upper West Regions, 60% of the teachers were absent (some officially). Of those teachers in the Northern Region who were present in the schools, 64% were untrained.

3. Since many of the untrained and NYEP teachers had received the NALAP orientation training, the schools that lost these teachers were ill equipped to implement the program. Those without that training tended not to use the Teacher Guide. Further, as might be expected, teachers' training and experience (teacher status) is one of the key factors contributing to observed *Quality Teaching Practices* and implementation of NALAP.
4. The issue of the school's choice of Ghanaian language for NALAP materials, as well as the challenge of teachers who are not fluent in the L1 they are attempting to teach, is a challenge for up to 20% of the schools in this study. There are a number of facets to the language problem:
 - a. There are schools, particularly concentrated in northern Ghana, where pupils and teachers do not know or speak one of the 11 official languages. This was the case in Sissala East District in Upper West Region. If NALAP is to go forward in these areas, teachers need help in making use of the L1 materials or working with the GES to devise other methods of teaching L1 literacy and oral English in the earlier grades.
 - b. There are cases where the schools selected, or mistakenly received, materials in a language which the majority of the pupils in the school do not understand or speak. This problem was observed in schools on the periphery of Accra, and also in linguistic communities in upper Volta, along the southern coast and selected northern areas. NALAP is based on the principle that learning to read starts with a language that the pupil understands and speaks. This is not an ideological issue, but a very practical educational matter, and the appropriate language can be easily determined by observing the language pupils use on the playground.
 - c. There are some districts where a significant proportion of teachers are not fluent or literate in the Ghanaian language selected for the school. This was found in Tamale Metro, in East Dangme (by the Rapid Assessment), and to a lesser extent in Nzema East. There are a number of strategies that some districts and schools have taken to address this challenge, including redeployment, community volunteers and peer support.
5. The NALAP Implementation Study and the in-depth classroom observations by Adger and Dowuona-Hammond illuminate the major shift in teachers' concepts and practices that NALAP demands. Teachers who are attempting to use the materials and follow the Teacher Guides are challenged to abruptly reorient their traditional practices. It is evident from the findings on the factors contributing to the Quality Teaching Practice Index that teachers' language competence (in English and L1), their use of the NALAP Teachers Guide, and their training and experience all contribute to more effective teaching practices. This is reflected, in a very limited and preliminary way, by the evidence of improved practices on arranging learners, use of TLMs, thinking skills and learner interactions, in comparison with the Baseline Assessment. Classroom observations noted the reorganization of classrooms so that pupils can interact with one another and the introduction of activities such as read-alouds, group work, role plays and by pupils' creative interpretation of pictures and text. However, there are no more than 15% to 20% of the teachers who are using the instructions in the Teacher Guide to carry out the full set

of active pupil learning activities. These activities are not simply a means of having children enjoy the learning process; they are indispensable for establishing the oral, reading and writing practice leading to literacy. While the great majority of teachers observed are using the NALAP materials, for the most part they use them in traditional ways, focusing on pupil repetition of single words, and memorization of text.

6. A clear finding from the Study is the strong positive response to the program from educators, trained teachers and community members. Although there was a small minority of voices from communities that argued for English Only in primary schools, the great majority welcomed a bilingual early grade literacy program that begins with the language that pupils understand and speak. Education officials at the district level, particularly those who were well trained and experienced, head teachers and teachers noted the numerous problems and challenges they face in getting started, but were strongly in favor of the program. Dissenting voices focused on problems of language: where teachers did not understand, speak or read the language they were to teach; and the cases where the NALAP materials the school received were not in the same language as the language spoken by the majority of pupils.

The positive response to NALAP reflects two key program strategies embodied within the public social marketing campaign, and in the training of educators (the National Resource Team and District Master Trainers), Head teachers and teachers: i) NALAP honors and promotes both Ghanaian Languages AND English, whereby the L1 literacy is used as a foundation and bridge to English literacy; and, ii) it provides effective methodology in detailed Teacher Guides, along with attractive materials needed to support the method. Senior, experienced local leaders and educators recognize and appreciate these two features of the program.

1.2 IMPLICATIONS AND RECOMMENDATIONS

NALAP is at a 'tipping point.' It has had a very slow start up during the 2009/2010 school year, with approximately half of the teachers in all grades from KG to P3 still at Unit 1 two weeks into the 3rd term, and with only one-third of the schools initiating a new timetable for the Language and Literacy period that is necessary for teachers to follow the guidance of the Teacher Guide. If further training, public marketing, monitoring and evaluation does not take place, especially over the next year, the program will likely wither and fade away. At this point, whatever is done should, ideally, be a collective effort, – based on the evidence from this implementation study - of MOE/GES, district education offices, teacher training colleges and development partners including civil society. While the systems for providing training, monitoring, and social marketing can build on the activities that took place in 2009/2010, a vital longer term agenda for the program is the further development, revision, publication and replacement of instructional materials, and a program to provide systematic professional support and training to teachers (pre service and inservice).

Key actions that would push the program past the 'tipping point' so that it is likely to be sustained include:

Immediate Priorities

- 1) An inventory of districts and schools on the materials supply and language choices of schools so as to rectify misallocations and shortages for 2010/2011.
- 2) Address the issue of peoples and languages not currently served by the 11 official languages. This is a policy issue that is now preventing the implementation of the program in the northern Regions. While the way forward is complex and requires a long term process, it is vital to clarify and initiate that process now.
- 3) A second round of orientation and training of the National Resource Team, the District Master Trainers and the teachers in KG to P3, to initiate the school year of 2010/2011, that will be based on the fact that virtually all materials are in the schools. The training would address the high attrition rate in 2010 of early grade teachers and the need to train their replacements. The agenda for this training should draw from the findings of this study, particularly issues of teachers' concepts of literacy and methods, the use of the Teacher Guide, and, for selected areas, help with L1 reading.
- 4) A reactivation of the public education/social marketing campaign to coincide with the startup of the new academic year so that the public would be made aware of, understand and support the full implementation of NALAP.
- 5) Further guidance from the GES to Districts and schools on timetable for the 90 minute Language and Literacy period, to be fully implemented in the 2010/2011 school year;
- 6) A second implementation assessment study, taking place by November 2010, to guide further development of the program.

Longer Term Priorities

- 7) Develop further inservice and preservice training for NALAP implementation within ongoing programs and by service providers of GES/MOE.
- 8) Increase visibility and financial support by the MOE through the Education Strategic Plan to NALAP implementation divisions including CRDD, TED and Basic Education Division to ensure NALAP is fully supported in the coming few years.
- 9) Initiate a program for the modification and further development of instructional materials (with a major replenishment taking place by 2013). Since the materials can be expected to deteriorate at a rate of about 25% per year, it is essential that the preparation of replacements begin now.
- 10) An ongoing M&E activity and further research as the program develops to assess the impact over time of NALAP on early grade literacy.
- 11) A longer term approach to improving language and literacy in upper primary grades, largely in English. But this should NOT be the focus of attention until the early grade literacy program is further supported and sustainable.
- 12) An even greater strategic and programmatic issue is to revisit, based on NALAP's experience, the use of L1 and L2 as the medium of instruction for KG to P3 across the subject areas.

The final recommendation is that MoE/GES, working with key development partners, should review these findings and recommendations, and arrive at a collective way forward so as to ensure that this key program initiative to address Ghana's early grade literacy crisis is fully supported and sustained. As a discussant asserted at the March 2010 Comparative and International Education Society Conference, where NALAP was presented by a panel of MoE/GES leaders, *"the world is watching this program in Ghana, as a unique example of a coherent and systematic approach to teaching pupils to read in a multi-lingual society."*

REFERENCES

- Adger C. (2010). "Early NALAP Implementation: Report of Classroom Observations. 20 July 2010. EQUALL.
- Andoh-Kumi, K. (1992). An investigation into the relationship between bilingualism and school achievement. *Unpublished Ph. D thesis*. Institute of African Studies, University of Ghana, Legon
- Awedoba, A.K. (2001). ATTITUDES TOWARDS INSTRUCTION IN THE LOCAL LANGUAGE : A Case Study of the Perspectives of the 'Small' Stakeholder. CIES. Retrieved on 27 July, 2010 from http://www.ieq.org/pdf/Policy_Dialogue%20_research.pdf
- Bangbose, A. (1984). 'Mother-tongue medium and scholastic attainment in Nigeria'. *Prospects*. vol. 14, no. 1, pp87-93
- Brock-Utne, B., and Alidou, H. (2005). "Optimizing learning and education in Africa—The language factor A stock-taking research on mother tongue and bilingual education in sub-Saharan Africa." Paper presented at conference on bilingual education and the use of local languages, Association for the Development of Education in Africa (ADEA), Deutsche Gesellschaft fur Technische Zusammenarbeit, UNESCO Institute for Education, in Windhoek, Namibia.
- Brock-Utne, B and Skattum, I. (ed.) (2009). *Languages and Education in Africa: A Comparative and Transdisciplinary Analysis* . Oxford: Symposium Books, 2009.
- Budu-Smith J. (2001). 'Reminder on the Policy of the use of the Ghanaian Language as the Medium of Instruction in Primary 1 - 3 Schools'. Accra
- Casely-Hayford, L. and Ghartey A.B. (2007). *The Leap to Literacy and Life Change in Northern Ghana: an Impact Assessment of School for Life*. Accra: School for Life.
- Collison G. O. (1972). *Language and concept development in the Ghanaian elementary school Child*. An unpublished Ed. D. thesis. Harvard University Graduate School of education
- Cummins J. (1979). 'Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimal Age Question and Some Other Matters' *Working Papers in Bilingualism*, no. 19
- Dutcher, N. (2004). *Enhancing educational opportunity in multilingual societies, 2nd edition*. Washington, DC: Center for Applied Linguistics.
- Edwards, V. (1997). Reading in multilingual classrooms. In *Encyclopedia of language and education: Literacy*, vol. 2, eds. V. Edwards and D. Corson, 47–56. Dordrecht, The Netherlands: Kluwer Academic Publishers.

EQUALL (2009). Annual Report, 2008. EDC.

Hanushek, E. and Wossman, L.(2007). *Education Quality and Economic Growth*. Washington, D.C.: The World Bank.

Improving Education Quality (IEQ) Project. (2000). IMPLEMENTATION OF THE SCHOOL LANGUAGE: POLICY IN GHANA: INTERIM REPORT. Retrieved on 27 July, 2010 from http://www.ieq.org/pdf/interim_ghana.pdf

Fafunwa, A. B., Macauley J. I. and Funso, S. (1989). *Education in the mother tongue. The Ife primary education research project*. Ibadan: University Press Ltd.

Leherr, K. (2009). *National Literacy Acceleration Program (NALAP) Baseline Assessment*. Accra: EDC for USAID.

Lipson, M. and Wixson, K. (2004). 'Evaluation of the BTL and ASTEP Programs in the Northern, Eastern and Volta Regions of Ghana.' USAID/Ghana

Gregg, N (2010). 'Likert scales, levels of measurement and the 'laws' of statistics.' *Advances in Health Science Education*. Springer: published online 10 Feb. 2010. DOI 10.1007/s10459-010-9222-y.

The Manoff Group (2008). 'NALAP Social Marketing Campaign Formative Research Report.' Accra: EQUALL/USAID.

Ministry of Education, Ghana (2004). *The White Paper*. Accra

Ministry of Education, Ghana (2003). Education Strategic Plan. Accra

Ministry of Education, Science and Sports, Ghana (2008). *2007 National Education Assessment: Primary 3 and Primary 6 English and Mathematics*. Accra.

Ouanem, A. (ed.) 2003. *Towards a Multilingual Culture of Education*. Paris: UNESCO

Owu-Ewie, Charles. (2006). "The Language Policy of Education in Ghana: A Critical Look at the English-Only Language Policy of Education." Selected Proceedings of the 35th Annual Conference on African Linguistics, ed. John Mugane et al., pp. 76-85. Somerville, MA: Cascadilla Proceedings Project.

Seidu, A. et.al. (2008). 'Report on Teacher Capacity for Local Language Instruction.' National Center for Research into Basic Education (NCRIBE). Winneba: University of Education.

World Bank (2005). "In Their Own Language...Education for All." Education Notes. Downloaded on 27 July 2010 from <http://www.worldbank.org/education/>

Wu, Chien-Ho (2007). 'An Empirical Study on the Transformation of Likert-scale Data to Numerical Scores.' *Applied Mathematical Sciences*, Vol. 1, 2007, no. 58, 2851 – 2862.

Annex 1 NALAP Implementation Study: Regions, Districts, Schools

REGION	DISTRICT	SCHOOL	LOCATION	EQUALL	PRIVATE
	Asante Akim N.	Domeabra RC LPrimary		YES	
		Konongo St. Gabriel Primary		YES	
ASANTE		Pataban DA Primary		YES	
	Asante Akim S.	Adomfe Presby Primary	URBAN		
		Banso D/A Primary	URBAN		
		Atiemo D/A Primary			
		Obogu D/A Primary			
EASTERN	Kwahu West	Asona D/A Primary		YES	
		Christian Home Preparatory	URBAN	YES	YES
		Kwahu Hwediem M/A KG/Primary		YES	
	Dangme West	Afienya D/A Basic			
		Ayenya Orphaniad Africa D/A Primary			
GREATER		Fiakonya D/A Basic			
ACCRA		Dodowa D/A Primary			
		Dawhenya Glory Be To God School			YES
	Ga East	Pantang Hospital 1&2 Primary/KG	URBAN		
		Akporman Model Primary/KG			
		Teiman St. James Anglican Basic			
		Ashongman D/A 2 Primary	URBAN		
		Kwabenya D/A 2 Primary			
	Gonja Central	Yapei Presby Primary			
		Ntreso Presby Primary			
		Kabilpe Presby Primary			
NORTHERN		New Buipe D/A Primary			
	Tamale Metro	Aminiya Islamic Primary			
		Gbolo Al-Zahariya Islamic Primary			
		Guunayili/Kambonayili AME Zion Primary			
		Malshegu Ambariya Primary	URBAN		
		Lamashegu Experimental Primary 'A'	URBAN		
		Tugu AME Zion Primary			

Annex 1 NALAP Implementation Study: Regions, Districts, Schools

	Nadowli	Issa RC Primary			YES
		Jimpensi LA Primary			
UPPER WEST		Nadowli R/C Primary			
		Tendamba DA Primary			
		Nadowli DA Primary			
	Sissala E.				
		Sakalu Basic			
		Taffiasi Primary			
		Kasana Primary			
		St. Gabriel Basic			
		Kunchugu Primary			
	HoHoe	Akpafu Mempeasem EP Primary			
		Wli-Agorviefe DA Primary			
		Gbi-Bla Universal Preparatory School			
		Logba Tota EP Basic schools			Y
VOLTA		Goviepe Kowu/Agordome EP Primary			
		Hohoe Unique Preparatory			YES
	Jasikan	Bodada R/C Primary			
		Worawora DA Primary			
		Okadjakrom DA Primary			
		Nsuta EP Primary			
	Nzema E.	Bamiako RC Primary			
		Axim St. Mary's Anglican Primary B	URBAN		
WESTERN		Apataim Methodist KG/Primary			
		Axim Methodist Primary 'B'	URBAN		
	Sekondi/Takoradi	Mpintsin AME Zion Primary			
		Prophet Nkansah MA Basic			
		Talamul Islam Ahmandiyya Primary	URBAN		
		St. James Anglican Basic			
		Garrison Basic School	URBAN		
		Navy Basic	URBAN		
			60	12	6
					5

Annex 2 NALAP Implementation Study

Field Team Members

1. Mr. Leonard Nubuasah; Supervisor; AfC; Volta Region
2. Mr. Agama; Data collector; AfC; Volta Region
3. Mr. Cyprian Ekor; Data collector; AfC; Volta Region
4. Mr. Emmanuel Vianoo; Data collector; GES; Volta Region
5. Mr. Joshua Gesaloge; Data collector; GES; Volta Region

6. Mrs. Delali Dovie; Supervisor; AfC; Greater Accra Region
7. Miss Mary Turkson; Data collector; AfC; Greater Accra Region
8. Miss Matilda Hettey; Data collector; AfC; Greater Accra Region
9. Mr. Solomon Quaye; Data collector; GES; Greater Accra Region
10. Mr. Isaac Yeboah; Data collector; GES; Greater Accra Region

11. Ms. Esther Samuels; Supervisor; AfC; Ashanti Region
12. Mr. Victor Owusu; Data collector; AfC; Eastern Region
13. Mr. Solomon Asiamah; Data collector; AfC; Ashanti Region
14. Mr. Charles Kwasi Brefo; Data collector; GES; Ashanti Region
15. Mr. Frank Asare Addo; Data collector; GES; Ashanti Region
16. Mr. JAMES Simpe; Data collector; GES; Ashanti Region

17. Mr. Thomas Quansah; Supervisor; AfC; Western Region
18. Mr. Joseph C. Quansah; Data collector; AfC; Western Region
19. Mr. Stephen Ndako; Data collector; AfC; Western Region
20. Mr. James Arthur; Data collector; GES; Western Region
21. Mr. David Cudjoe; Data collector; GES; Western Region

22. Ms. Charity Bukhari; Supervisor; AfC; Upper West Region
23. Mr. Salifu Abdullai; Data collector; AfC; Upper West Region
24. Mr. Asiedu Tenkorang; Data collector; AfC; Upper West Region
25. Mr. Emmanuel Zumankyere; Data collector; GES; Upper West Region
26. . Salifu Abdullai; Data collector; GES; Upper West Region

27. Miss Rafa Adams; Supervisor; AfC; Northern Region
28. Mr. Alhassan Iddrissu; Data collector; AfC; Northern Region
29. Miss Rukaya Adams; Data collector; AfC; Northern Region
30. Mr. Iddrissu Amankwah Mohammed; Data collector; GES; Northern Region
31. Mr. David Bansah; Data collector; GES; Northern Region

32. Benedict Sackey, Supervisor-phase 1; AfC; Greater Accra Region
33. Miss Khadija Iddrissu; Supervisor-phase 1; AfC; Northern Region

**NATIONAL LITERACY ACCELERATION PROGRAM
IMPLEMENTATION STUDY**

- 1. Class Teacher & Classroom Observation – Phase 2**
- 2. NALAP Classroom Observation Instrument**

May 2010

1. CLASS TEACHER AND CLASSROOM OBSERVATION INSTRUMENT

NB: This is to be used with teachers implementing NALAP in their classrooms

SECTION A: IDENTIFICATION

1. Region Name:

2. District Name:

3. EMIS Code:

4. School Code:

5. School Type?

- 1. Urban
- 2. EQUALL
- 3. Both Urban and EQUALL
- 4. None of the above

6. Is the school?

- 1. Public
- 2. Private

7. Date of interview:

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

SECTION B: DEMOGRAPHIC INFORMATION

8. Interviewer Name:

9. Name of school:

10. Name of Teacher?

11. Sex? 1. Female 2. Male

12a. Grade of teacher?

1. Non Professional
2. Sup. II (Cert 'A')
3. Sup. I
4. Senior Sup. I
5. Principal Sup.
6. Assistant Director II
7. Assistant Director I
8. Deputy Director
9. Director II
10. Director I
11. Other (specify)

12b. Did you attend the NALAP training?

1. Yes
2. No

12c. Which class are you observing?

- | | |
|--------|--------------|
| 1. KG1 | 6. KG1 & KG2 |
| 2. KG2 | 7. PI & P2 |

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

- | | | | |
|----|----|-----|----------------------|
| 3. | P1 | 8. | P2 & P3 |
| 4. | P2 | 9. | P1, P2, & P3 |
| 5. | P3 | 10. | KG1, KG2, P1, P2, P3 |

13. What do you think of the NALAP materials so far? (quality of content and its use)

1. Very Good
2. Good
3. Somehow Good
4. Not Good

14. Is the Teacher Guide easy to use?

1. Yes
2. No

15. Is the level of difficulty appropriate in the pupil materials?

1. Yes
2. No

16. Are the **Ghanaian language** materials related to the child's environment and culture (i.e., connected to what the child knows, appropriate to the child's life)?

1. Yes
2. No

17. Are the **English language** materials related to the child's environment and culture (i.e., connected to what the child knows, appropriate to the child's life)?

1. Yes
2. No

18. Have you received support on NALAP so far?

1. Yes
2. No

19. If yes, who has provided the most support?

1. Other teachers

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

2. School head teacher
3. Circuit supervisor
4. District trainers
5. PTA/SMC
6. All the above
7. Others (specify).....

20. What has changed in your classroom with NALAP?

.....
.....

21. What are the principal difficulties you face in teaching with

NALAP?.....
.....

22. Overall, how do you feel about teaching with NALAP?

1. Very positive
2. Positive
3. Negative
4. Very negative

23. What is/are the main reason(s) for your response above (probe for success story of the above)?

.....
.....

SECTION C: INFORMATION ON CLASSROOM CONDITION

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

1. What is the main construction material used for the outer wall?

- | | |
|----------------------------------|-------------------------------------|
| 1. Mud/mud bricks/earth | 6. Cement blocks/concrete |
| 2. Wood | 7. Landcrete |
| 3. Metal sheet or slate/asbestos | 8. Bamboo |
| 4. Stone | 9. Palm leave/thatch (grass)/raffia |
| 5. Burnt bricks | 10. Other (specify) |

2. What was the main material used for the roof?

- | | |
|-------------------------------------|---------------------------|
| 1. Palm leave/thatch (grass)/raffia | 6. Slate/Asbestos |
| 2. Bamboo | 7. Cement blocks/concrete |
| 3. Mud/mud bricks/earth | 8. Roofing Tiles |
| 4. Wood | 9. Other (specify) |
| 5. Corrugated Metal Sheet | |

3. Does the roof need repair?

1. Yes 2. No

4. What is the main construction material used for the floor of this classroom?

- | | |
|-------------------------|-------------------------|
| 1. Earth/mud/mud bricks | 6. Ceramics/Marble Tile |
|-------------------------|-------------------------|

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

2. Cement/concrete

7. Terrazzo

3. Stone

8. Wood

4. Burnt bricks

9. Others (specify)

5. Vinyl Tiles

5. Does the class have a storage cupboard or storage room?

1. Yes

2. No

6. Does the class have a blackboard?

1. Yes

2. No

7. Does the class have Teacher desk and chair

1. Yes

2. No

8. How **many** of pupil seats are there in the room?

20a----- Single seats

20b-----2-pupil bench/dual desk facing the front

20c-----3-pupil bench/dual desk facing the front

20d-----4-pupil bench/dual desk facing the front

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

20e-----5-pupil bench/dual desk facing the front

20f-----dual desks facing each other

20g -----improvised benches or mats

20h-----mixed type of seats facing the front

20i-----No pupil seats

20j----- other (specify).....

9. How crowded or specious is the classroom?

1. Spacious
2. Not crowded
3. Crowded
4. Overcrowded

10. Is there a class register (i.e., daily attendance list)?

1. Yes
2. No

SECTION D: TEACHER GUIDE

11. Is the teacher using the NALAP Teacher Guide?

1. Yes
2. No

12. What unit and lesson is being taught?

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

24a Unit -----

24b Lesson -----

13. What lesson was taught the day before?

25a Unit -----

25b Lesson -----

SECTION E: MATERIALS

14. Are the NALAP materials available?

1. Yes 2. No

15. How **many** NALAP materials are available? (Select the appropriate class; fill cells with numbers).

	KG1	KG 2	P1	P2	P3
Teacher guide					
Pupil books					
Readers					
Big books					

Annex 3 Class Teacher & Classroom Observation, and NCOI Instruments

Alphabet cards				
Posters				

2. NALAP Class Observation Instrument:

PERFORMANCE COMPONENT 1: PLANNING & PREPARATION

Element 1.1: Lesson Planning

PERFORMANCE COMPONENT 2: CLASS MANAGEMENT

Element 2.1: Use of Class Time

Element 2.2: Managing Learner Task-Related Behaviour

PERFORMANCE COMPONENT 3: LEARNING ENVIRONMENT

Element 3.1: Arrangement of Learners

Element 3.2: Classroom Displays

Element 3.3: Learner Engagement

Element 3.4: Learner Interaction

Element 3.5: Gender Sensitivity

PERFORMANCE COMPONENT 4: LESSON CONTENT AND DELIVERY

Element 4.1: Use of Teaching and Learning Materials (TLMs)

Element 4.2: Thinking Skills

Element 4.3: Feedback

Element 4.4: Oral & Written Communication in Ghanaian Language

Element 4.5: Oral & Written Communication in English

ELEMENT 1.1: LESSON PLANNING

BEST PRACTICE: NALAP lessons are planned for the teacher. But the teacher must review the plans before teaching and be ready to lead lessons. Teachers should demonstrate the following best practices in L1 and L2 lessons:

- (1) connect learning to relevant previous knowledge;
- (2) address the unit objectives (what the learners will know and be able to do);
- (3) address core points;
- (4) address individual needs. NOTE: There do not need to be individual plans for each learner, but instruction should be differentiated for variety in students' abilities.);
- (5) use teaching and learning materials as specified in the lesson; and,
- (6) assess learning (checklist, evaluation sheet, oral questioning, etc.).

1	2	3	4
Slow pace and hesitation shows no preparation. <i>Or</i> teacher uses NALAP materials but does not use Teacher Guide	Some parts of Ghanaian language lesson or English lesson delivered according to Teacher Guide	3-5 parts of both Ghanaian language and English lessons delivered according to Teacher Guide.	All parts of Ghanaian language and English lesson delivered according to Teacher Guide

NOTES:

ELEMENT 2.1: USE OF CLASS TIME

BEST PRACTICE: Each class has a set length of time for Ghanaian language and English lessons. Class time for teaching and learning is maximized by starting class on time, attending to interruptions quickly and achieving tasks on time.

1	2	3	4
Teacher and learner activities do not begin on time; interruptions not handled efficiently; much time is wasted; length of time for Ghanaian language and English lesson is not respected	Some time is wasted due to late beginning of lesson; interruptions not handled efficiently; both Ghanaian language and English lessons delivered, but timing is not appropriate	Teacher and learner activities begin promptly; interruptions are handled partially; most time is used for teaching and learning; time for Ghanaian language and English is off by less than 15 minutes	Teacher and learner activities begin promptly and interruptions are handled quickly. Class time for teaching and learning is maximized. Lessons and tasks are achieved on time.

NOTES:

ELEMENT 2.2: MANAGING LEARNER TASK-RELATED BEHAVIOUR

BEST PRACTICE: Learning is maximized when learners are on-task. Teachers use strategies to arouse attention at the beginning of the class and sustain attention during the lesson.

On-task behaviour is defined as “learners are doing what the teacher expects them to be doing at the time,” such as reading, using TLMs, listening to the teacher, working in a group, etc.

Off-task behaviour includes sleeping, daydreaming, not paying attention, etc.

NOTE: Off-task behaviour is not necessarily misbehaviour; the child may not be disturbing others, but may be off-task.

1	2	3	4
<i>Many learners are off-task, looking around, daydreaming, not doing what the teacher expects. The teacher does not attempt to get them on-task.</i>	<i>Some learners are off-task. The teacher notices and tries to get them on-task.</i>	<i>Few learners are off-task. The teacher notices and gets some of them on-task.</i>	<i>All learners are on-task, doing what the teacher expects or the teacher notices off-task learners and gets all of them on-task.</i>

NOTES:

ELEMENT 3.1: ARRANGEMENT OF LEARNERS

BEST PRACTICE: The arrangement of furniture (if available) and/or learners allows for interaction among learners and contributes to a stimulating environment for learning.

1	2	3	4
Learners sit in rows facing the teacher.	Learners sit in groups but work as whole class.	Learners sit in groups during the lesson and work as a group, in pairs, or individually.	Classroom arrangement allows for group work with the teacher, group or pair work for learners, and whole class work.

NOTES:

ELEMENT 3.2: CLASSROOM DISPLAYS

BEST PRACTICE: Teacher appropriately displays learners’ work, and NALAP teaching and learning materials as specified for the lesson, to help facilitate a stimulating environment for learning.

1	2	3	4
<i>No</i> learner work <i>or</i> NALAP teaching and learning materials displayed.	<i>Some</i> learners’ work <i>or</i> NALAP teaching and learning materials displayed.	<i>Both</i> learners’ work <i>and</i> NALAP teaching and learning materials are present but not well displayed or used appropriately.	<i>Both</i> learners’ work <i>and</i> appropriate NALAP teaching and learning materials are displayed; <i>and</i> NALAP teaching and learning materials are used as specified in the Teacher Guide.

NOTES:

ELEMENT 3.3: LEARNER ENGAGEMENT

BEST PRACTICE: Teacher ensures that learners actively participate in the lesson (individually, in pairs, in groups, or with the whole class). Learner participation in lesson activities helps learners to grasp the concepts and develop language skills; and it is directly related to learner achievement.

1	2	3	4
Learners sit passively and listen to the teacher.	<i>Few</i> learners actively participate and most learners watch.	<i>Most</i> learners actively participate in learning activities. <i>A few</i> only watch.	<i>All</i> learners actively participate as instructed in learning activities.

NOTES:

ELEMENT 3.4: LEARNER INTERACTION

BEST PRACTICE: Children learn by interacting with others about what is being taught. Learning is enhanced when teachers encourage interaction among learners, and learners are free to share ideas and learning materials among themselves.

1	2	3	4
<p><i>No</i> interaction among learners. Teacher does not encourage learner interaction.</p>	<p>Learners are allowed limited interaction with each other, according to the lessons in the NALAP Teacher Guide</p>	<p>Learners are encouraged to interact with each other, according to the lessons in the NALAP Teacher Guide, and some pupils interact as instructed.</p>	<p>Teacher successfully promotes learner interaction, following the lessons in the Teacher Guide; whole class is active and lively during group work; learners share ideas and learning materials among themselves as instructed</p>

NOTES:

ELEMENT 3.5: GENDER SENSITIVITY

BEST PRACTICE: Teachers treat girls and boys equally. They call on girls and boys, encourage both boys and girls to succeed, give them equal roles and responsibilities, and use gender sensitive TLMs, etc.

1	2	3	4
Teacher's attention is on only boys or only girls.	Teacher calls on boys and girls to participate but demonstrates a preference for one over the other.	Teacher calls on and encourages girls and boys equally.	Teacher treats girls and boys equally--calls on girls and boys, encourages boys and girls to succeed, gives both roles as group leaders, uses gender sensitive TLMs, etc.

NOTES:

ELEMENT 4.1: USE OF TEACHING AND LEARNING MATERIALS (TLMs)

BEST PRACTICE: The *use* of appropriate TLMs by teachers and learners enhances learning. NALAP lessons specify TLMs that are essential to the lesson and appropriate for the level of the learners. The use of the NALAP TLMs by the teacher and/or the learners facilitates effective lesson delivery.

NOTE: For the purposes of this assessment, the use of standard TLMs, such as chalk, chalkboard, exercise books, and pencils should not be considered in the rating.

1	2	3	4
No NALAP TLMs are used by the teacher or the learners.	Teacher alone uses appropriate NALAP TLMs; pupils do not use TLMs.	Teacher uses NALAP TLMs, and learners engage with the TLMs (individually, in pairs, small groups, or whole class).	Teacher uses NALAP TLMs according to the lesson in the Teacher Guide, and learners engage with the TLMs (individually, in pairs, small groups, or whole class) as specified in the lessons.

NOTES:

ELEMENT 4.2: THINKING SKILLS

BEST PRACTICE: In teaching learners to process and create information, teachers use methods that actively involve learners in discussions for problem solving, analyzing, comparing/contrasting, creating, sharing ideas and experiences, etc.

1	2	3	4
Teacher tells information to learners. Learners listen to teacher, answer recall questions, recite, copy from the chalkboard, etc.	The teacher asks questions that have more than one correct answer. Learners respond to the teacher's questions.	Learners are involved in discussions and <i>some</i> learners share their own ideas.	Learners are involved in discussions for problem solving, analyzing; <i>and/or</i> in creative activities. <i>Many</i> learners share their own ideas and experiences related to the lesson.

NOTES:

ELEMENT 4.3: FEEDBACK

BEST PRACTICE: During the lesson effective feedback helps learners to know if they are progressing. Feedback is provided to individual learners or learners working in groups to let them know whether their work is adequate or inadequate. It helps learners recognize their mistakes and figure out corrections. Feedback is given in a way that encourages learners to keep trying.

1	2	3	4
Teacher does not give feedback <i>or</i> feedback is harsh and does not encourage learners to try again.	Teacher gives feedback to whole class only. No feedback is given to groups or individuals. Feedback encourages learners.	Teacher gives <i>some</i> feedback to groups and/or individuals. Feedback encourages learners.	Teacher consistently gives feedback to groups and/or individuals. Feedback helps learners recognize their mistakes and figure out corrections. It encourages learners to keep trying.

NOTES:

ELEMENT 4.4: ORAL AND WRITTEN COMMUNICATION IN GHANAIAN LANGUAGE

BEST PRACTICE: Teacher has command over the Ghanaian language used in the school (oral and written) and is able to communicate effectively in it. Oral language used in the lesson is appropriate and understood by the learners. Written language on the chalkboard and on teacher-prepared materials is correct.

1	2	3	4
Teacher cannot speak, read or write the Ghanaian language used in the school.	Teacher speaks but cannot read or write the Ghanaian language used in the school.	Teacher speaks, reads and writes the Ghanaian language used in the school but has difficulty in explaining concepts.	Teacher speaks, reads and writes the Ghanaian language with ease, and explains concepts in different ways for the understanding of learners.

NOTES:

ELEMENT 4.5: ORAL AND WRITTEN COMMUNICATION IN ENGLISH

BEST PRACTICE: Teacher has command over English (oral and written) and is able to communicate effectively in it. Oral language used in the NALAP English lesson is appropriate and understood by the learners. Written English on the chalkboard and on teacher-prepared materials is correct. Teacher uses oral English only in KG1, KG2, and P1 and does not attempt to teach children to read English in those classes.

1 1	2	3	4
Teacher is not confident in the use of English.	Teacher speaks but cannot read <i>or</i> write English well enough to teach the English lesson confidently. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.	Teacher speaks, reads and writes English but has difficulty in teaching the English lesson. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.	Teacher has command over English and explains concepts in different ways so that learners understand during the English lesson. Teacher writes English clearly on chalkboard in P2 and P3 only. Note that KG1, KG2, and P1 NALAP English lessons use oral English only.

NOTES: