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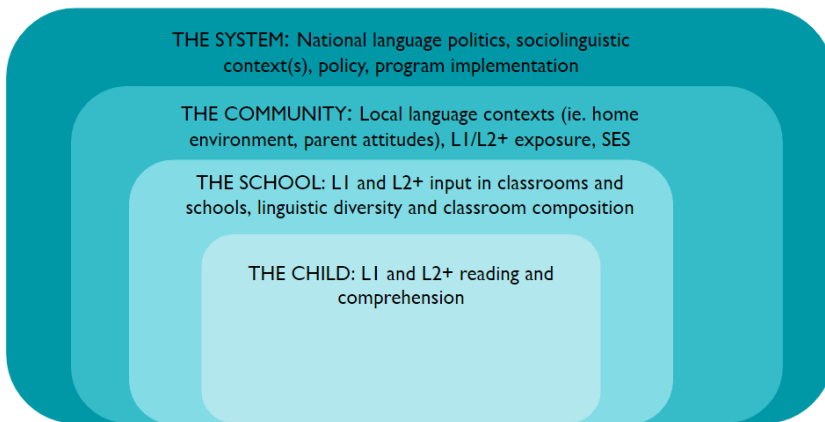
LITES: Language of Instruction Transition in Education Systems

STUDY OVERVIEW

Large numbers of learners in low- middle- income countries are failing to acquire foundational skills largely due to a mismatch between the languages spoken at home and at school. There is significant evidence that learning in a child’s first language (L1) promotes consistent learning gains across a variety of programs and contexts. However, much less is understood about how education systems should effectively add or transition instruction from a first language to a second language (L2) and sometimes additional languages. This cross-country LITES study seeks to fill this knowledge gap by generating empirical evidence regarding factors that contribute to the success of language of instruction transitions for learners’ second language literacy skills. Evidence generated from this study will provide useful insights to bilingual and multilingual education in low-resource settings.

RESEARCH QUESTION(S)

How do different LITES policy approaches, system factors, and local-level conditions and practices explain variations in key language and reading outcomes in target languages in primary grades?



QUICK STATS

FUNDER: USAID

YEARS ACTIVE: 2021-2023

PROJECT LEADS: University of Notre Dame; American Institutes for Research (AIR)

PARTNERS:

- Resilient Africa Network (RAN)
- University of Nairobi
- Eduardo Mondlane University
- Philippine Institute for Development Studies (PIDS)
- Associates in Research and Education for Development

PARTNERSHIP LOCATIONS



Senegal



Kenya



The Philippines



Mozambique



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Global Center for the Development of the Whole Child



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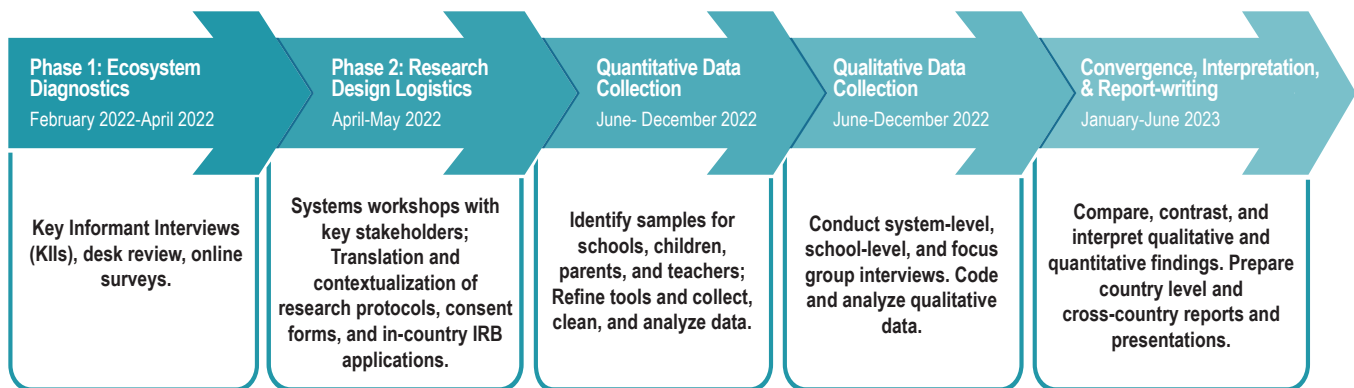
METHODS & ANALYSIS

The LITES study integrates both qualitative and quantitative analysis in two parts: Phase 1 involves literature review, data mapping, and ecosystem workshops. Phase 2 includes literacy assessments (collected at one time for two different grades) and student and teacher surveys. Local research partners will also interview parents, teachers, and system-leaders. The analysis will focus on two levels: 1) how system-level policy and implementation creates school and classroom conditions and 2) how these conditions relate to student language and literacy outcomes in students' first language, and additional languages.

RESEARCH GOALS

LITES aims to provide evidence-informed guidance on language of instruction transition policy design and practice in linguistically diverse countries. These results will be shared through both academic and policy platforms. Ultimately, the University of Notre Dame expects that this will increase bilingualism and biliteracy for students in low- middle- income countries and allow them to develop foundational skills that empower them to meaningfully contribute as well-informed citizens.

STUDY TIMELINE



ABOUT SHARE

SHARE is a cooperative agreement between USAID and the University of Notre Dame (UND) that aims to advance global education learning priorities to improve learning outcomes. UND is implementing the SHARE activity in partnership with local higher education and research institutions between 2020-2025. Through SHARE, and together with its partners, UND will advance USAID Learning Priorities in the global education sector as a global good to improve education and learning outcomes. *This publication was produced for review by the United States Agency for International Development. It was prepared by the Pulte Institute for Global Development and its partners, the Institute for Educational Initiatives and its Global Center for the Development of the Whole Child, as part of cooperative agreement No. 7200AA20CA00025.*

Questions? Please contact Aimee Lyons, SHARE Project Manager, at alyons6@nd.edu to learn more about this study.

