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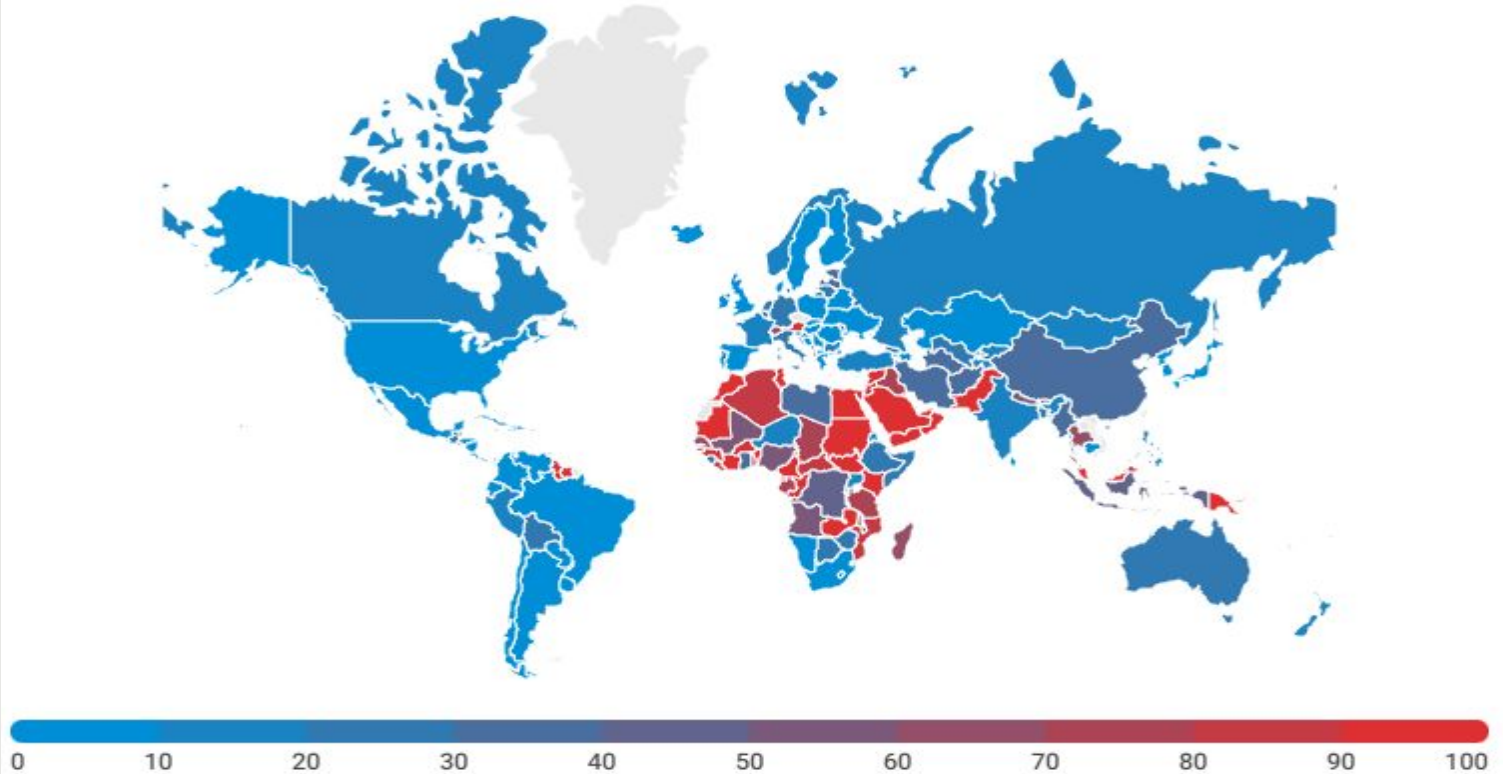
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Research in Education

The Power of Languages and Languages of Power

Understanding languages of instruction across six postcolonial contexts

Percent of children whose first language is not a language of instruction in their country, 2021

35% of children globally begin their education in an unfamiliar language



Source: <https://www.ethnologue.com/guides/languages-of-instruction>

Key Terms and Concepts

- **Language of Instruction (LOI):** The language used as the medium for teaching.
- **L1 / L2+:** L1 refers a language that students use and understand, L2+ refers to students' second or later acquired languages.
- **Transition:** The policy and processes in which children are taught in one LOI and then move a new LOI or add an LOI.
- **Transfer:** A cognitive process through which a child transfers reading and other skills across language(s).



Run of Show

Introduction

- Barbara Trudell, SIL Africa

Presentation 1: Overview and LI-based ME political prioritization

- TJ D'Agostino, University of Notre Dame, USA, LITES Principal Investigator

Presentation 2: Implementing LI-based ME - enablers and barriers

- André Kone, ULSHB, Mali - - Leih Maruss Sinsay, PIDS, The Philippines

Presentation 3: Appropriation of LI-based ME policy in schools

- Mbarou Gassama Mbaye, ARED, Senegal;

Sustaining Holistic and Actionable Research in Education



- Cooperative agreement between USAID and the University of Notre Dame, implemented alongside partners in higher education (2020-2025)
- SHARE gathers, translates, and produces data and evidence that are accessible to inform decision making in global education.
- Guided by USAID's Learning Agendas, SHARE provides access to exceptional evaluation, research design, and research expertise to support USAID programs around the world.





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Language of Instruction Transitions in Education Systems (LITES): RESEARCH GOAL



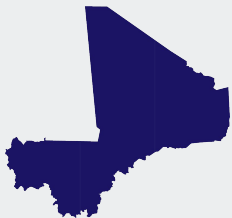
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GOAL

To fill the evidence gap in LMICs regarding effective language of instruction transition policy and the factors that enable learners' second language reading skills by the time of transition.



MOZAMBIQUE



MALI



SENEGAL



THE PHILIPPINES



RWANDA



KENYA

LITES Overarching research question



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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?

Conceptual Framework



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Policy Prioritization

Policy
Implementation

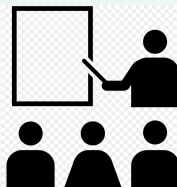
Policy
Appropriation

School
Conditions

Student
Outcomes



RQ 1
Qual



RQ 2
Qual



RQ 3
Qual



RQ 1
Quant

L1 and L2+



Speaking



Writing



Reading



Listening

RQ 2/3
Quant





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Navigating the power of colonial language legacies – understanding the political prioritization of L1-based multilingual education policy

TJ D'Agostino

Background

- Students perform better when they begin to learn in a language they speak and understand (Duc & Tan, 2013; Piper et al., 2016; Shin et al., 2015; Taylor & von Fintel, 2016).
- 38/47 African countries have a formal policy allowing the use of local languages in primary grades (UNESCO, 2016; Trudell et al., 2023).
- Political prioritization of a policy is necessary but not sufficient for its effective implementation (Shiffman, 2007; Shiffman & Smith, 2007)
- Often, language policies are articulated to some degree, but not prioritized, not implemented through meaningful national strategies, or are not adhered to at a local level (Benson, 2004; Clegg & Simpson, 2017; Trudell & Piper, 2014).

Background – Why?

- Hegemonic colonial and neo-colonial structures and actions maintain languages of privilege and power and marginalize local languages and linguistic minorities (Pennycook, 1994; Philippon, 1992)
- Colonialism has led to a social devaluing of local languages and produced linguistic inequalities, which are reproduced in the social structure of countries and education systems (Freire; Brock-Utne; McKinney, 2016)

Political Priority

National Level Processes

Policy Prioritization



RQ 1
Qual

RQ 1: To what extent is L1-based multilingual education a priority on the national policy agenda and what factors have facilitated or obstructed its political prioritization?

Data sources

Triangulated based upon:

- KIIs with 10-15 national leaders from government and civil society
- Multi-stakeholder, systems-thinking workshop
- Desk review

Defining the Policy

We define the “policy option” as L1-based ME with the following basic conditions:

- a. Schools begin by using students’ L1 as the LOI for a defined period of time;
- b. Schools begin teaching reading in the L1 first or concurrently;
- c. Schools shift the LOI from L1 to L2 at some point in time;
- d. L2 immersion is not considered L1-based ME, but a policy alternative;
- e. Code-switching from L2 to L1 does not constitute the use of L1 as an LOI;

A growing body of evidence points to the benefits of L1-based ME and teaching reading first or concurrently in students’ L1s.

Methods

Causal process tracing

The “who done it” of qualitative methods.

Theory testing - exploring evidence for and against theorized causal mechanisms - “the suspects” - and their causal link to an outcome of interest.

Seeks quality of evidence, not saturation of perception data, more like “eyewitness testimony” and establishing facts.



Criteria for Prioritization



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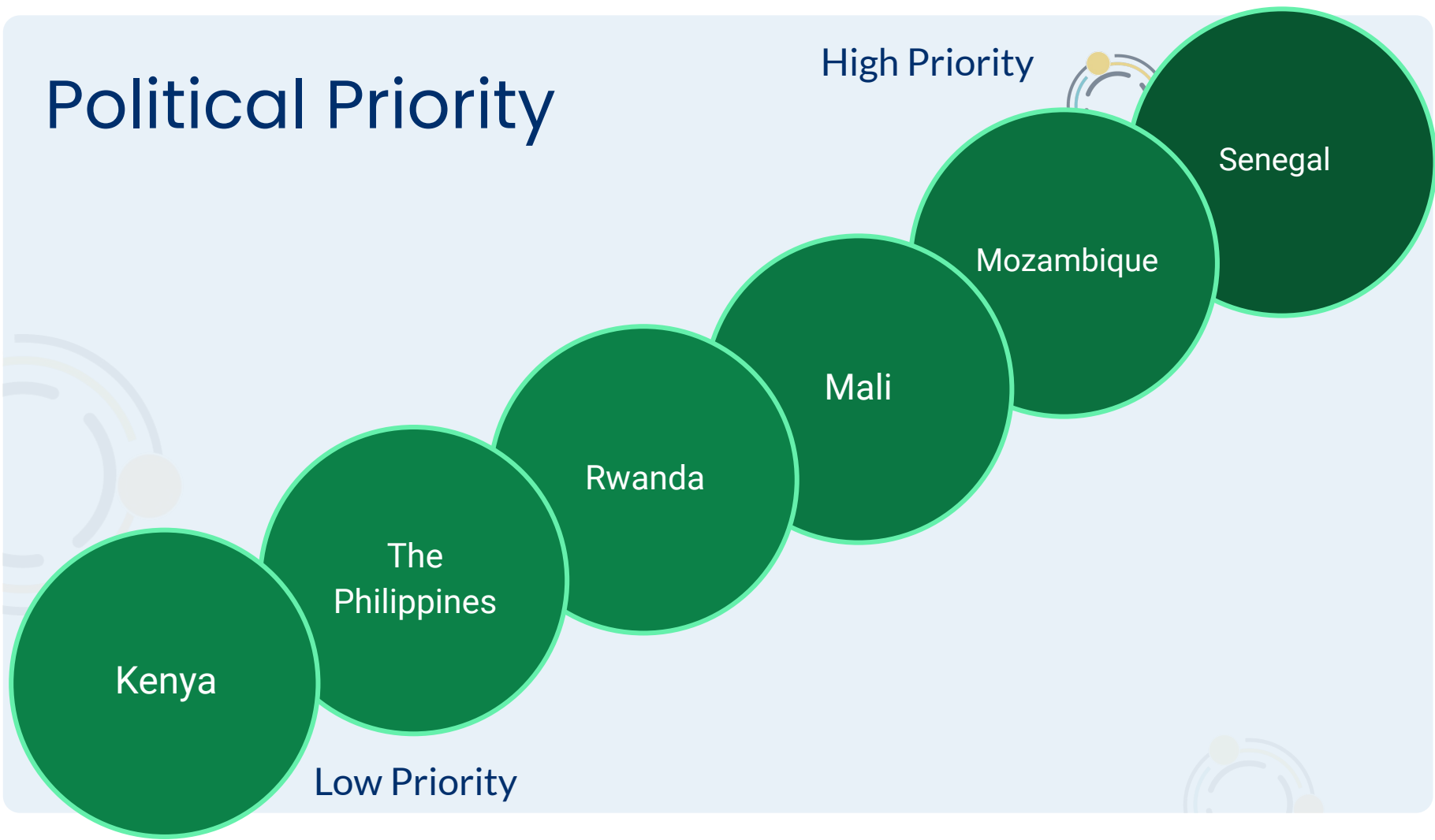
To what extent is L1-based multilingual education a priority on the national policy agenda? (Shiffman, 2007)

1. **Speech:** National political leaders express sustained concern for the issue via public and private speech,
2. **State action:** The government enacts policies that offer widely embraced strategies to address the problem, and
3. **Budget:** The government allocates financial resources commensurate with the gravity of the issue.

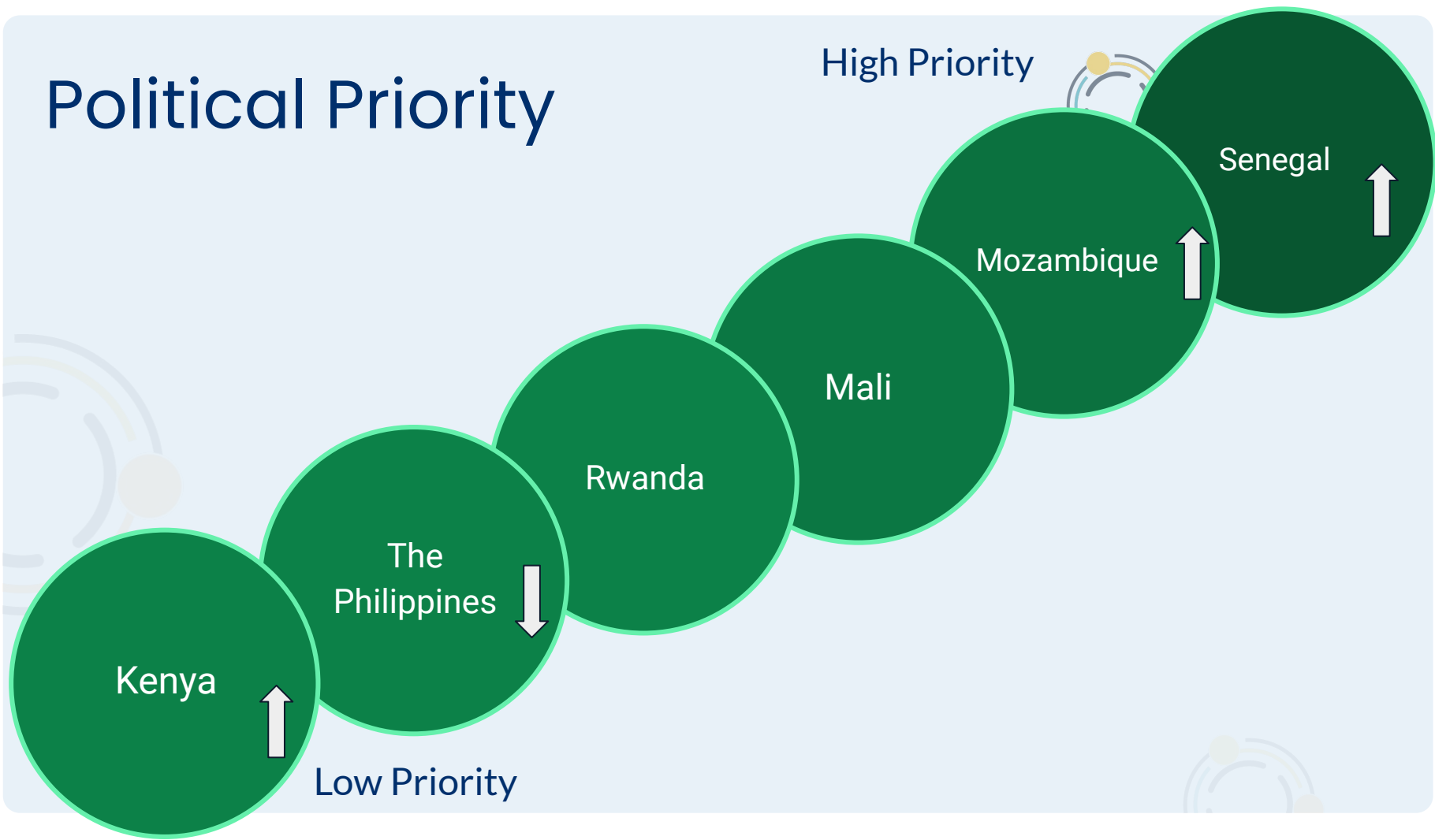
Political Priority

High Priority

Low Priority



Political Priority

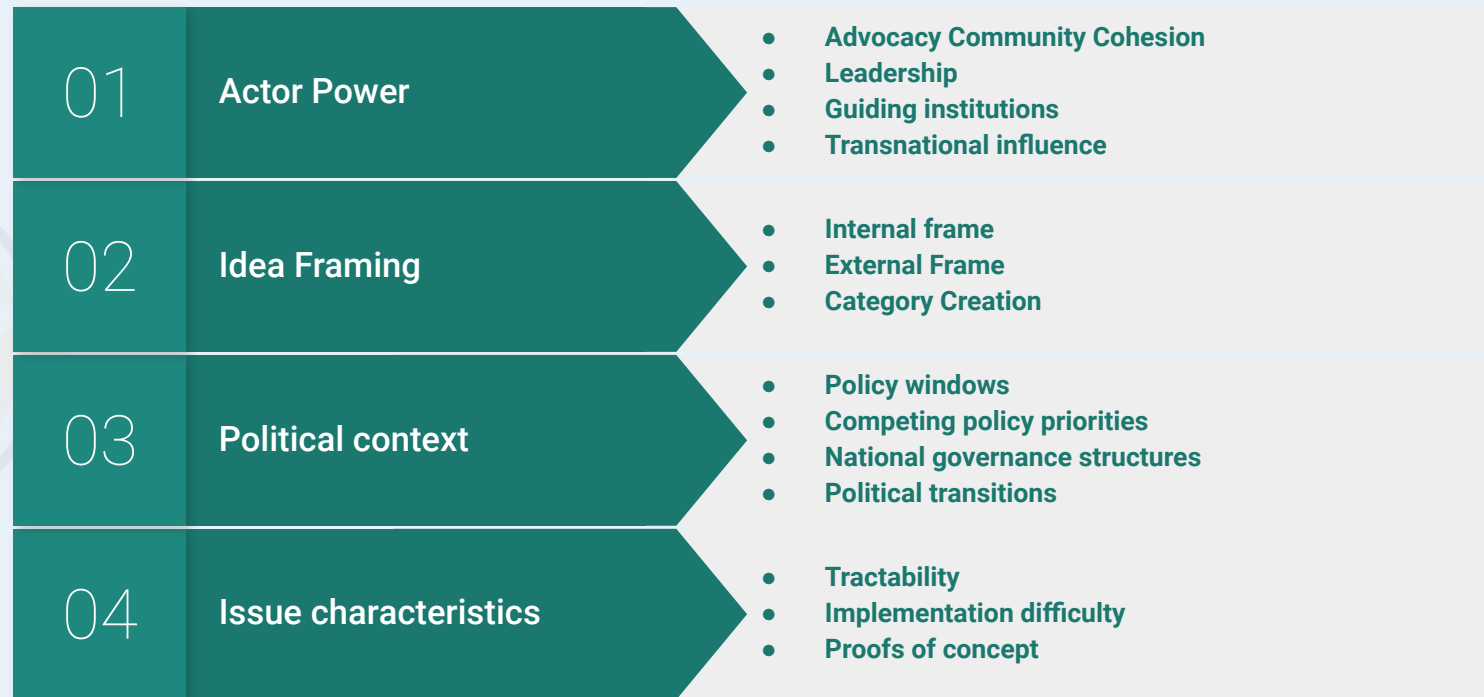


Framework (Shiffman, 2007; Shiffman & Smith, 2007)



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The suspects





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Findings



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	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X**↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑	X***↑		X**↓	X***↓
Political transitions			X***↑↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X***↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X***↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓



	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
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Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑↑			X***↓	X**↓

Finding 1 – Proof points with Actor Power drive prioritization



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The strongest political prioritization was generated by:

1. Actor power
 - a. leadership,
 - b. guiding institutions,
 - c. transnational influence, and
 - d. a strong and coherent advocacy community
2. Proofs of concepts



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	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
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Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓↑			X***↓↓	X***↓
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓

Finding 2 – Proofs of concept overcome concerns about implementation difficulty



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1. Implementation difficulty is a common barrier, but
2. Proofs of concept
 - a. overcome concerns about implementation difficulty, and
 - b. increase tractability.



	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X*↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓

Competing policy priorities, namely the strong political interest in English with economic and geopolitical valances, were a common element across the three countries with the lowest prioritization.



Finding 3 – The pull towards English weakens support for L1s usage





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	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X*↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓

Finding 4 – Transnational influence is a vital & usually positive driver



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Transnational influence was a significant factor across each country case and generally positively influenced a higher political priority of L1-based ME with a couple notable exceptions.



	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X*↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓



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	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X*↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓



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	High Priority		Moderate Priority		Moderate - Low Priority	
Factor	Senegal	Mozambique	Mali	Rwanda	Philippines	Kenya
Policy community cohesion	X*↑	X**↓	X***↓		X***↑	X***↓
Leadership	X***↑	X**↑			X***↑	X**↓
Guiding institutions	X***↑	X***↑			X***↑	X**↓
Transnational influence	X***↑	X***↑	X***↑↓	X***↑	X***↑	X**↑↓
External frame	X***↑	X***↑			X**↓	X***↓
Political transitions			X**↑		X***↓↓	X**↑
Competing policy priorities (i.e. L2, social cohesion)			X**↓	X***↓↓	X***↓	X***↓
Tractability	X***↑↑	X***↑↑	X**↑	X***↓↓		X***↓↑
Implementation difficulty	X***↓↑	X***↓			X***↓↓	X***↓↑
Proofs of concept	X***↑↑↑	X***↑			X***↓	X**↓

Takeaways

Positive Drivers

- **Proofs of concept**
- Strong leadership, advocacy community, guiding institutions
- Transnational influence



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Negative Drivers

- Competing priorities (English)
- Implementation difficulty
- Lack of clear proofs of concept
- Less robust advocacy communities and leadership



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Implementing ME policies – navigating complexity and key barriers to and drivers of implementation efficacy

Leih Maruss Sinsay-Villanueva

Background



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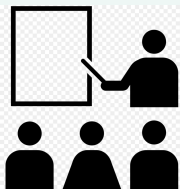
- 38/47 African countries have a formal policy allowing the use of local languages in primary grades, but few are implementing these policies well (UNESCO, 2016; Trudell et al., 2023).
- In the Philippines, MTB-MLE was realized through the Department of Education (DepEd) Department Order (DO) No. 74, s. 2009 and the Enhanced Basic Education Act of 2013, stipulating the sole use of mother tongue for the first 4 years of education. However, a shift back to English as primary LOI is set for the incoming school year 2024 with a new curriculum.
- Poorly implemented and inadequately supported education policies and reforms can catalyze backlash that erodes political support for the policy (D'Agostino, 2023; Snyder, 1997; Chapman and Snyder, 2000; May, 2015) often called feedback effects (May, 2015).
- Key factors for education policy implementation include: (Vienet and Pont, 2017)
 - Policy design (e.g. feasibility)
 - Stakeholder engagement (e.g. alignment and coherence)
 - Capacity for implementation (e.g. technical and organizational)
 - Implementation strategy (e.g. planning, M&E, communications, pacing)

Policy Implementation

National Level Processes



Policy
Implementation



RQ 2
Qual

RQ 2: To what extent has the multilingual education / LOI policy been adequately-designed and implemented nationally and what factors facilitate or obstruct key areas of design and implementation?

Data sources

Triangulated based upon:

- KIIs with 10-15 national leaders from government and civil society
- Multi-stakeholder, systems-thinking workshop
- Desk review
- For descriptive part of the question, other LITES data as helpful.

Policy Implementation Analysis – Part 1



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RQ 2: To what extent has the multilingual education / LOI policy been adequately-designed and implemented nationally

Consider the 6 categories in terms of adequate design and quality, national implementation.

1. TLMs for L1-based ME
2. Teacher training for L1-based ME
3. Language match
4. Balance of time between L1 / L2
5. Planning
6. Implementing organizations

A framework for L1-based ME design and implementation adequacy



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01	Teaching and learning materials	• Orthographic development and standardization • Book supply chains • Textbooks across curriculum and reading books
02	Teacher training and support	• Clear curricular framework • Pre-service and in-service capacity • Effective ME methods
03	Language match	• Teachers and students speak the LOI • Linguistic heterogeneity issues • Teacher placement issues
04	Balance of L1 / L2 instruction	• Clear plans for L1/L2 literacy instruction • Clear plans for L1/L2 as LOIs across subjects • Linguistic bridging and scaffolding
05	Language in education planning	• Clear plans, monitoring, and support • Integration and coherence across policy landscape
06	Implementing organizations	• Characteristics of implementing orgs; • Leadership and organizational culture • Technical capacity, resources

Policy Implementation Analysis – Part 2

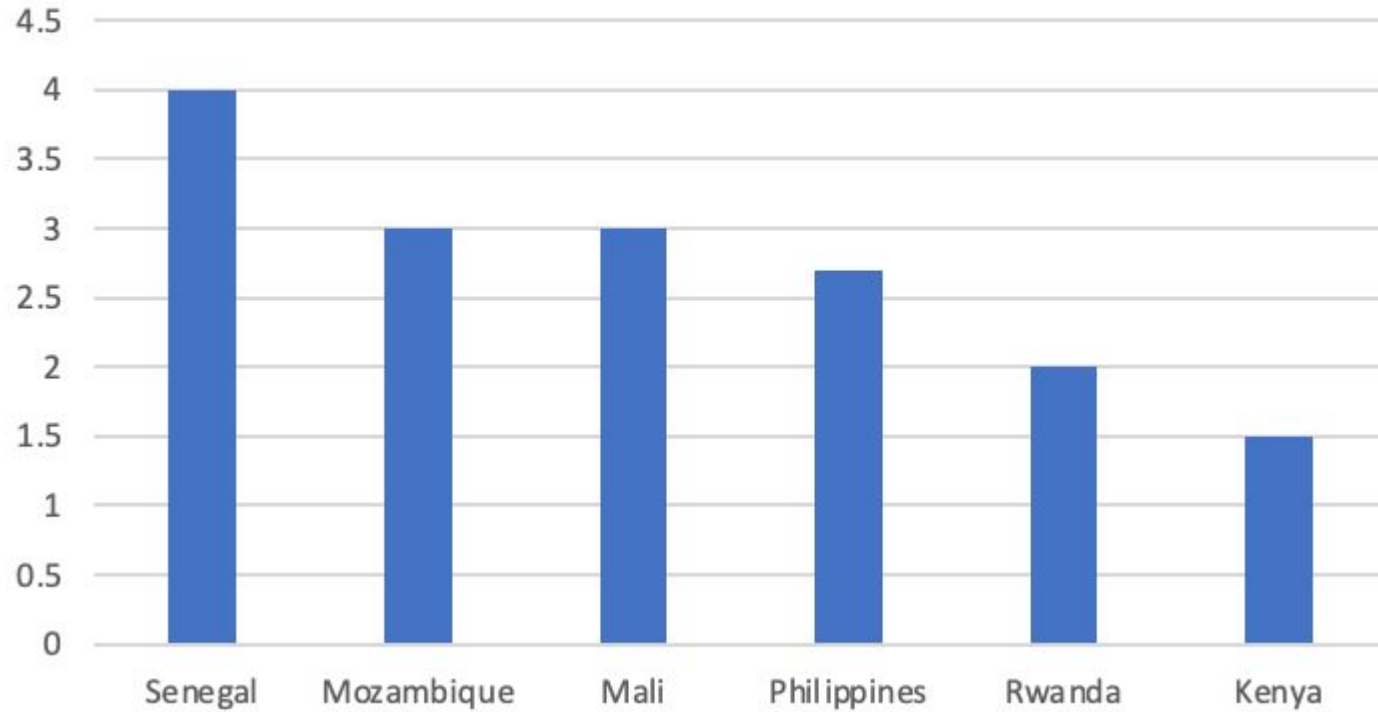


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What factors facilitate or obstruct key areas of design and implementation?



1. TLMs



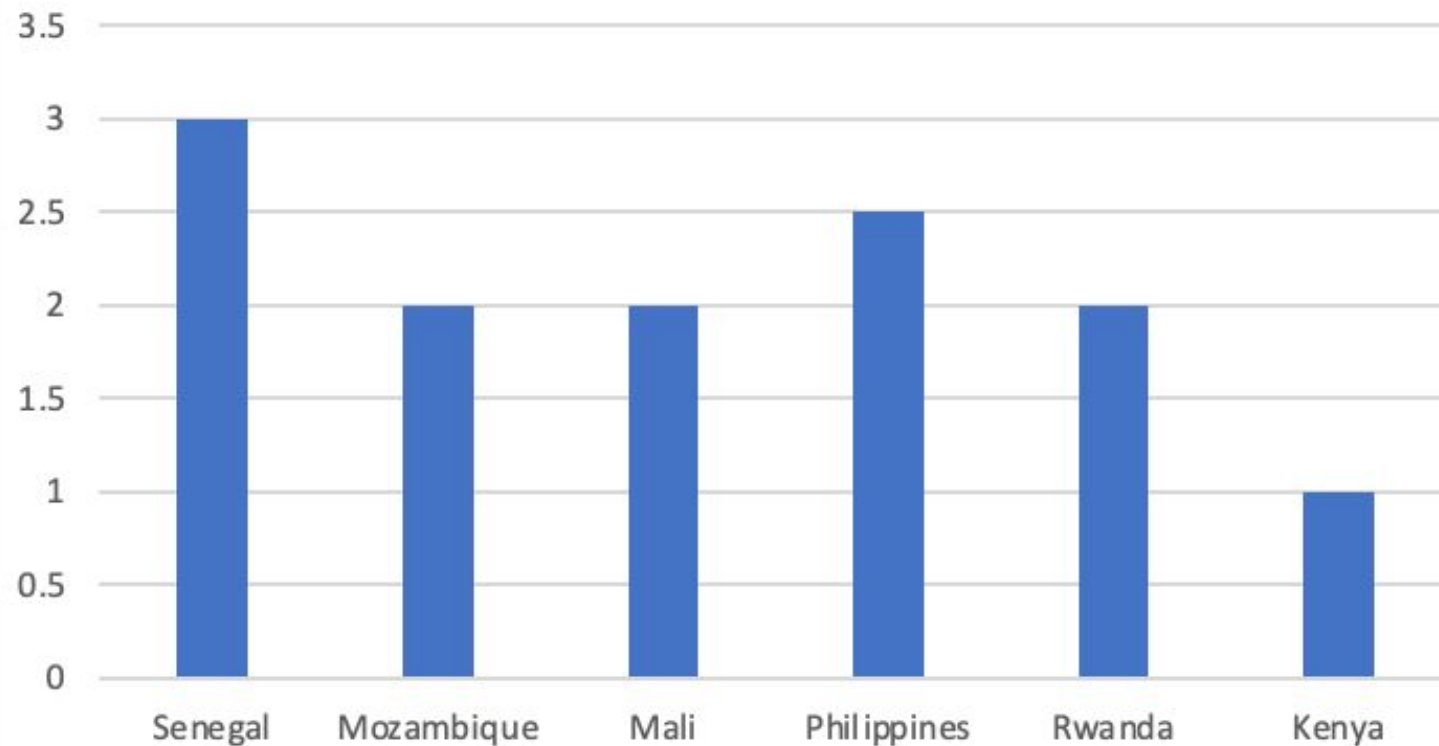
Barriers to or enablers of TLMs (Teaching and Learning Materials)



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1. State support of TLM production is necessary, and is primarily a matter of political prioritization, however:
 - a. HR technical capacity can be a limiting factor and,
 - b. Language diversity and orthographic instability can be complicating factors;
2. International partner, NGO, and local publisher involvement strengthens the quality of TLM development;
3. Localized development of TLMs at the school level is generally associated with weaker implementation.

2. Teacher training



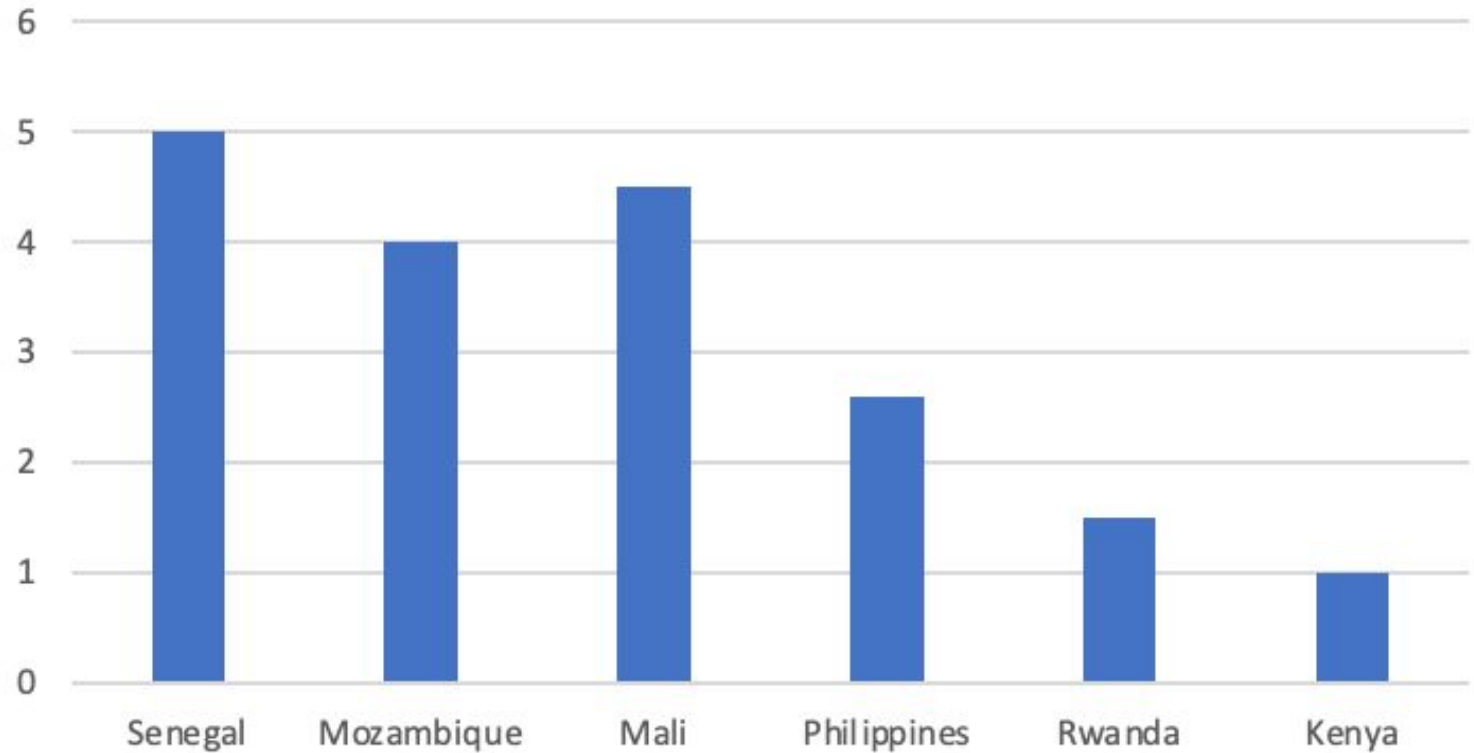
Barriers to or enablers of Teacher Training



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1. All countries struggle to provide adequate teacher professional development (TPD) for ME, either in-service or pre-service.
2. The most robust and scaled-up in-service TPD programs for L1-based ME are for L1 literacy with support from international partners (e.g. USAID & INGOs).
3. Promising pre-service pilots are underway in some contexts, led by development partners, INGOs, and local NGO.

4. Balance b/t L1 / L2



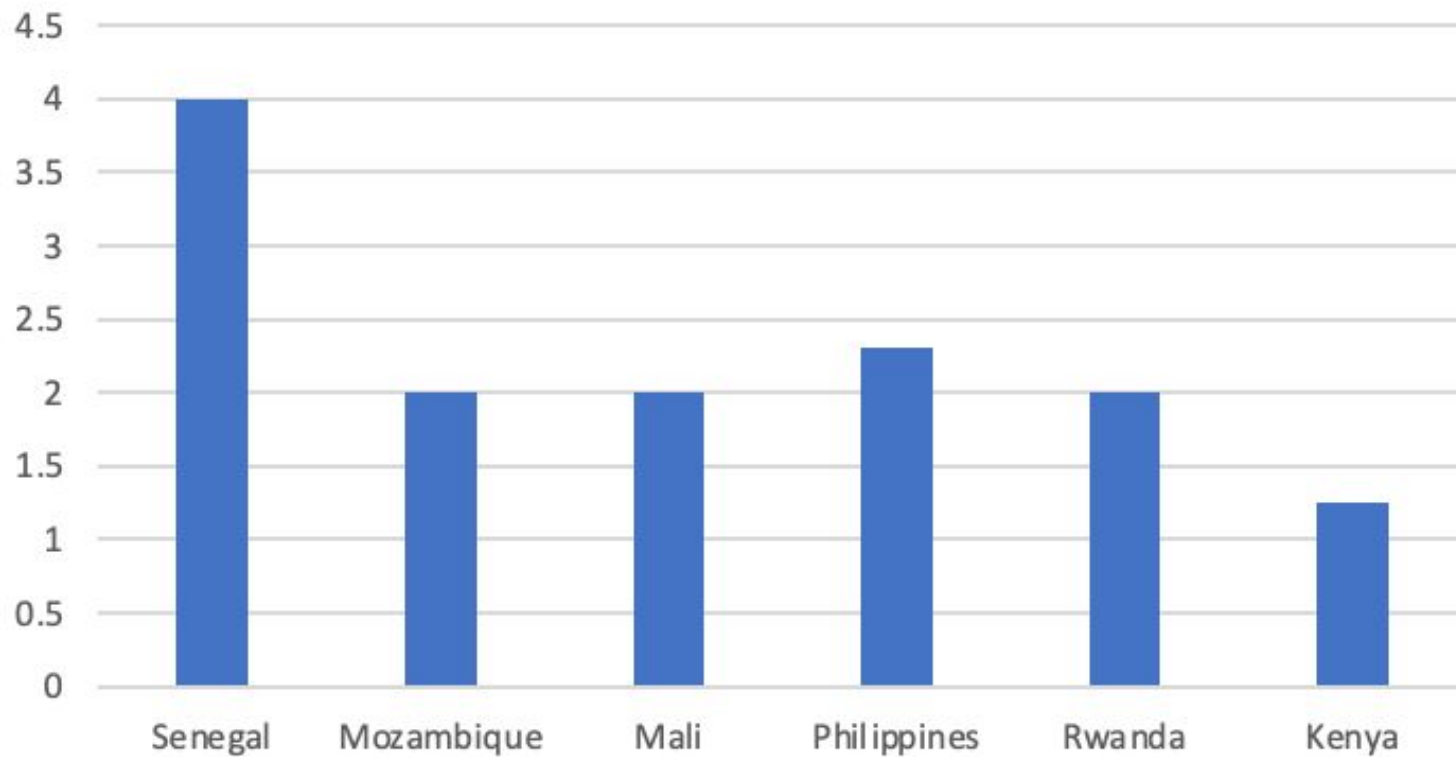
Barriers to or enablers of balance of L1 / L2 time



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1. Countries embracing early L2 classes (oral and reading) and gradual, mid-exit ME models were rated as having the best L1 / L2 balance.
2. Most countries with a transitional approach have inadequately articulated bridging practices during or after the transition, often defaulting to an ad hoc form of code switching.

5. Planning



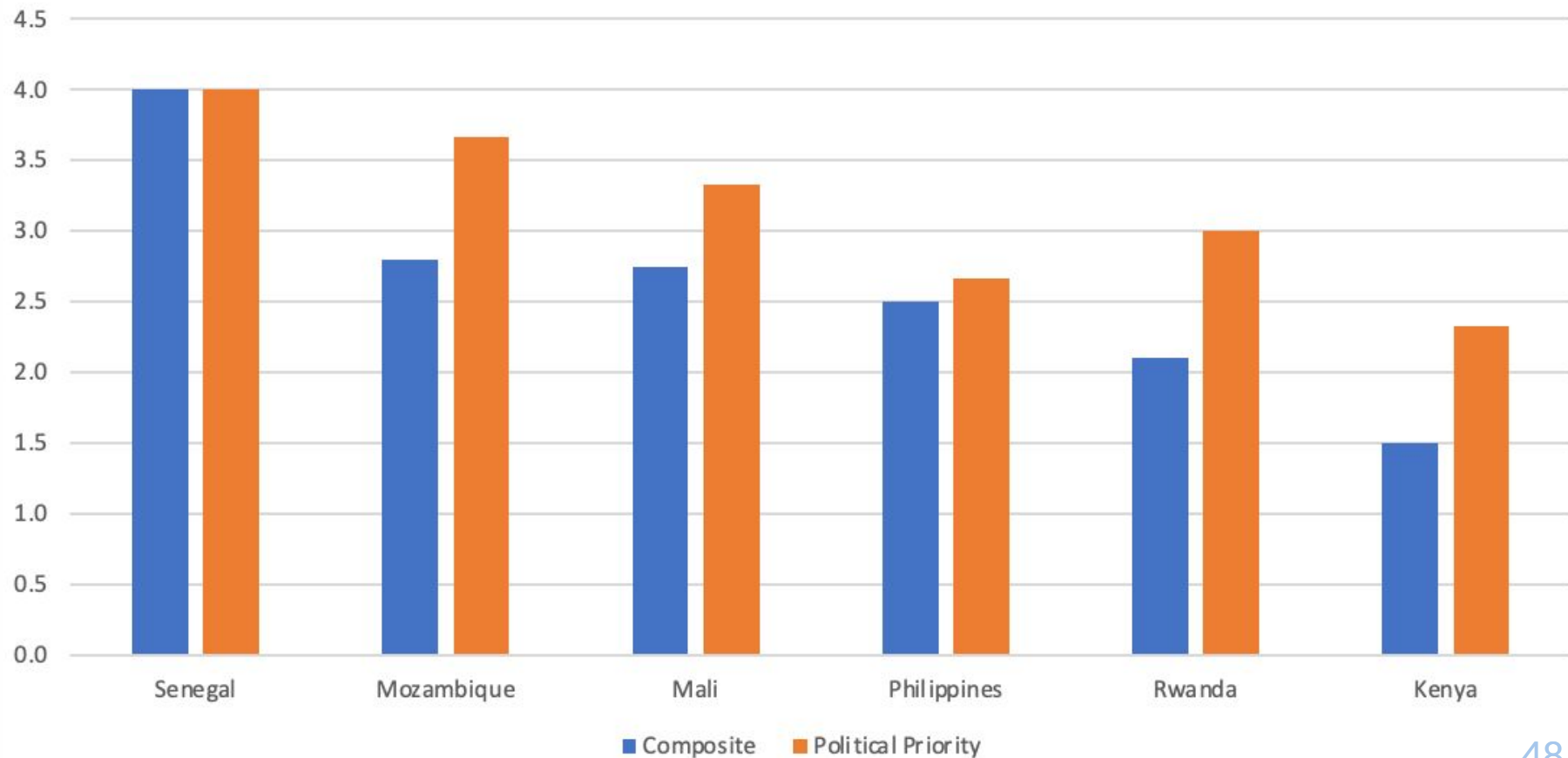
Barriers to or enablers of effective planning



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1. While weak implementation planning was the norm, the sources of this planning weakness varied.
2. Gradual, opt-in policy implementation plans appear to offer ample benefits before scaling.
3. Common planning gaps include inadequate alignment across the system, weak communication and sensitization, and low M&E capacity.

Implementation and Prioritization



- Lack of political and infrastructural support negatively affects ME implementation
- TLMs are a main driver of implementation
- State support is key to addressing implementation issues, improving planning and communication, and building capacities for ME
- Gradual approaches to implementation can strengthen quality and political support, limit risks of poor implementation.



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Understanding the degree and drivers of multilingual education policy appropriation at the school and community level

Mbarou Gassama Mbaye, ARED, Senegal

Background



Many studies have documented how language of instruction policy **is either not adhered to or is appropriated by local actors** for various reasons (Trudell et al., 2023; Trudell and Piper, 2014).

Lipsky's research on "street level bureaucrats" and similar research, notes the role of local officials in shaping and interpreting policy, often distinct from the original intent. Appropriation is a form of creative interpretive practice..." (Levinson et al., 2009, p. 768), in which stakeholder agency shapes **how policies are interpreted** and enacted in response to **contextual demands** (Johnson and Johnson, 2015).

Policy appropriation

To what extent is multilingual education/ LoI policy adhered to or appropriated in schools and what factors influence these processes?

Data Sources

- Sample of 6 schools
- 4 teacher KIIs per school
- 4 teacher observations per school
- School leader interview/s
- Parent focus group
- Cross-case comparison



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School Level

Policy
Appropriation

School
Conditions



RQ 3
Qual

Degree of Appropriation

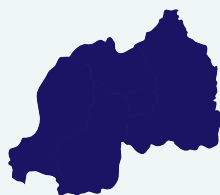


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Adherence



MOZAMBIQUE



RWANDA

Appropriation



MALI

Deviation



SENEGAL



KENYA

Policy Appropriation – Analysis – Part 2



What factors influence the forms of and degree of policy appropriation in schools?

Explore the following theorized categories of factors derived from the research literature or other factors influencing local decision-making and behavior?

1. Sociolinguistics / language ideology - (Djite, 2008; Abedgija, 1994; Trudell, 2007; Trudell & Piper, 2014, see also Pennycook, Ball).
2. Conditions of adequacy - (de Galbert, April 20, 2022; Benson, 2021; Trudell et al., 2023 etc.)
3. Perceived feasibility - (Trudell et al., 2023; Bagwasi, 2021)

Conditions of adequacy

Powerful driver

5/5 countries
27/30 schools

- TLMs were essential and often a critical gap (27/30 schools)
- Teacher training was often inadequate (29/30 schools)
- Language match was largely appropriate for students L1 (30/30)

Feasibility

Powerful driver

5/5 countries
25/30 schools

- Teachers concern about L2 mastery for testing a key driver
- Frequently led to early intro of L2
- Also led to frequent codeswitching

Sociolinguistics / language ideology

Mixed influence

3/5 countries lean positive
2/5 are mixed

- Mixed parental perspectives with a consistent desire for L2 mastery, not always at the expense of the L1
- Parents' attitudes are malleable
- Not clear that parents are a strong influence on school practices

Policy Opacity

Important factor in some contexts

2/5 countries had evidence of unclear policy mandates

- Opaque or changing policy landscapes in 2/5 countries (Senegal and Kenya) led to appropriation pre or during transition

Conditions of Adequacy

- 1) The **availability or lack of TLMs** was the strongest factor influencing behavior across all schools and countries
- 2) The **lack of teacher training** in ME pedagogy and LOIs negatively affected teachers' ability to apply the policy in all schools and all countries
- 3) Language match
 - a) Students have a **strong L1 language match** at all schools in all countries
 - b) Teachers have a **moderately strong L1 language match** in most countries, but often struggle with L1 technical skills (e.g. grammar), especially those from other regions



“Whoever is speaking Ekegusii should wake up and write a book in Ekegusii so that we can use it and teach Ekegusii” (Head teacher, Kenya)

“...for the 4th grade analytical plans, we saw subjects such as Natural Sciences and Social Sciences that were designed to be taught in the local language. But we didn't have access to these plans, we had to adapt ... we had to give it in the Portuguese language.” (School Director, Mozambique)

Here in Kaone, Wolof can cause barriers because we have Pulaars and Sereres. In the Fouta [region], we can have this problem with the Pulaars. There is always a minority that we must take into account so as not to harm anyone, that's my concern.” Senegal

Perceived feasibility of transition

EXPOSURE

Because of the the fact that students by the time of transition lack skills in L2 (24/30) , in every country, appropriating policy happens through the use of **moderate to extensive code switching back to the L1 to aid student understanding.**

LANGUAGE OF ASSESSMENTS

Concern over students' preparedness for the transition or performance on national exams in the L2 led teachers in some contexts to **push in more L2 prior to the transition to better ensure preparation for test performance.**



“So it differs [what teachers are doing versus the policy] because...some years back 2 - 3 years back, we're using the Mother Tongue. So when we do the exam, we find there is no... they are not tested in the Mother Tongue. So...we should not teach the Mother Tongue” - (Grade 4 teacher, Kenya)

"When I am teaching, I sometimes come to a concept and realise that no single learner managed to understand it. I use all means including gestures but in vain. In that case, I switch to their mother tongue in order to help them understand. They can later on know the concept in a foreign language." (Grade 4 teacher, Rwanda)



Weak Driver

Parent input does not seem to be a strong driver of school-level **appropriation of the policy.**

Mixed

Parent perspectives on ME are generally mixed, with almost all parents recognizing the value of students' L2 mastery and with mixed views on the importance of including L1.

Malleable

Parental and teacher attitudes appear to be malleable based on experience with effective L1-based ME programming and student learning (impact of the programme on learning outcomes).



“Mother Tongue should be left with the mothers.” (Parent, Kenya)

“There are some [parents] who say that they did not send their children to school to learn Wolof. We took the trouble to explain to them that it is not the actual teaching of Wolof, but we use it as a crutch to help them understand better. With raising awareness, we led them to understand the meaning and usefulness of this, but initially they were reluctant.” (Teacher, Senegal)

Policy Opacity



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EVIDENCE

Teachers and administrators deviate from the policy due to **confusion** about the LOI policy specifications in Kenya and Senegal

PROBLEM ROOT

Kenya -- appears to be rooted in internally vague and contradictory laws **that have not been enforced or implemented**

Senegal -- appears to be linked to the recent adoption of a new policy framework (MOHEBS) that has **not been rolled out or widely disseminated**

EFFECT

Teachers and admin in both countries assert that they are following the policy at times when they are - in fact - deviating from the policy.



“...the only problem we have not tackled is... the indigenous language (class). We have not identified the language to use. We have not discussed about it in my school... So, like myself, I don't know the language to use under these indigenous language (classes).” - Grade 3 teacher, Kenya

As an obstacle I don't master Wolof because I'm Diola, but I get through it" Senegal

INT: “If you are switching, you are moving from English, Kiswahili, Ekegusii. Is it encouraged by the Ministry?”

RES (Grade 3 teacher): “So I don't know about the Ministry. (mmh). But that is what we implement in our school.” - Grade 3 teacher, Kenya



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Questions & Comments?

For more information about LITES, please contact TJ D'Agostino at adagosti@nd.edu

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