|  |  |
| --- | --- |
| Civil Society Fund | Development intervention |
| Danish organisation | Wycliffe Danmark  |
| Title of the intervention | Partnering to mobilize and equip for sustainable mother tongue education in Dagbon. |
| Partner name(s) | Literacy and Development through Partnership |
| Amount applied for | 999.455 Kr |
| Country(ies) | Ghana |
| Period (# of months) | 24 (Jan 2023-Dec 2024) |
| If re-submission or in continuation of a previous intervention, please insert journal number | 20-2533-UI-mar |

**ABSTRACT**

This intervention seeks to address the high illiteracy rates among school-going children in the northern part of Ghana. According to recent figures by UNICEF (2020), 787,800 children between the ages of 7 and 14 years (that is 89%) living in the Dagbon Traditional Area lack foundational reading skills. One of the reasons children perform so badly is that they are expected to read and write in English, a language they do *not yet* understand. In line with the educational policy and curriculum in Ghana, these children should receive initial reading instruction in their mother tongue at lower primary level in Basic Schools, but the policy and curriculum are not implemented and children denied their rights. Building on a previous intervention (2020-2022) focused on intensive advocacy among stakeholders in education and improved literacy competencies of children, this intervention seeks to strengthen newly established strategic partnerships to advocate for mother tongue reading instruction to expand it to more schools in more districts, to build the capacity of a larger group of stakeholders to implement mother tongue reading instruction, and to draw on more human and capital resources to sustain mother tongue reading instruction in schools in future.

1. **OBJECTIVE AND RELEVANCE**
	1. **Objectives of the Intervention**

***1.1.1 Development Objective***

The rights of children in the Dagbon Traditional Area to receive initial reading instruction in their mother tongue, are upheld at lower primary level in Basic Schools.

* + 1. ***Immediate Objectives***
1. Community Society Organisations collaborate to advocate for a sustainable implementation of the teaching of initial reading instruction in the mother tongue in line with the Ghana Education Service (GES) curriculum and the Language Policy for education in Ghana.
2. Local writers have been equipped to develop level readers and textbooks for children in lower primary in the local language to secure access to reading materials.
3. GES teachers and Community Literacy Volunteers have knowledge and skills to deliver mother tongue reading instruction with confidence that produce the desired learning outcomes.

***1.1.3 Challenges to be addressed***

The main challenge this project addresses is to improve the reading skills of school-going children in the Dagbon Traditional Area. The latest figures presented by UNICEF (2020) show that among the children living in this area, 787,800 children (that is 89%), between the ages of 7 to 14 lack foundational reading skills.

One of the reasons that children in northern Ghana are performing so poorly in reading is that they are expected to learn to read and write in a language they *do not yet* understand (UNICEF, 2020). Ghana has a language policy which prescribes the use of the mother tongue (L1) as medium of instruction from KG1 to Primary 3. The Ghana Education Service (GES) Curriculum underscores the importance of the use and teaching of a Ghanaian language to lay a foundation for effective learning of English as a second language (L2). Teachers are to provide literacy in both the L1 and L2 as part of the subject ‘Language and Literacy’ in lower primary (GES Curriculum, 2019). Although in many schools in the Dagbon Traditional Area, the mother tongue is used partly as medium of instruction, in most schools early reading instruction is done in English despite research evidence on the beneficial effects on learning of using the first language in schools.

Research findings and experiences gained over many years by different organisations and individuals have proven that the mother tongue (MT) approach to learning is key in enhancing reading skills (UNESCO, 2018; World Bank, 2019). Research data further show that using the MT at the early stages of learning, help children not only to read in their MT, but also to speak, read and write the official school language or L2 more quickly with better comprehension than children who are forced to learn to read in a language other than their mother tongue (UNESCO, 2018). Despite research evidence, the prescribed educational policy and curriculum, in the classroom most children are taught early reading instruction in English.

Low literacy levels among the children in; the Dagbon Traditional Area are a cause of great concern. The foundation of education are literacy and other basic skills which need to be developed at the onset of education for positive educational outcomes at higher levels. The ability to read plays a crucial role in children’s opportunity to attend and complete their education. Early success in acquiring reading skills usually leads to later successes in reading as the learner grows, while failing to learn to read before the third or fourth year of schooling may be indicative for lifelong problems in learning new skills.

***1.1.4 Causes of the mismatch between policy, curriculum and classroom practice are manifold.***

*1.1.4.1 The lack of political and parental will and allocation of resources*

Politicians seem not to be willing to fully implement the laid out policies and curriculum in terms of allocating resources to equip the schools with sufficient teaching and learning materials in general, and mother tongue materials in particular. In addition, because by law pre-tertiary education is free of charge, parents are reluctant to contribute to buying books. More lobby and advocacy is needed at government and community level to seek support to supply the children with reading instruction materials.

*1.1.4.2 The lack of well trained teachers*

Research has shown that professionally trained teachers are poorly trained in teaching reading instruction, especially in the mother tongue (Yakubu-Delange, 2020). A report by the World Bank (2019) revealed that 84% of grade 4 teachers in six countries in Sub-Saharan Africa (including Ghana) have not reached the minimum level of competency in teaching. They lacked the skills to provide their pupils with the needed content, sequence, amount, and type of instruction, especially in teaching reading. Similar studies have shown that only 26% of basic school teachers were trained specifically on reading instruction during pre-service training in the colleges they attended in Ghana and that they had low levels of specific knowledge relating to reading processes (Iyengar et al., 2016; Hikida et al., 2019).

Teacher absenteeism, frequent teacher transfers, and language barriers are other problems facing quality of reading instruction in the classroom. This intervention seeks to address this problem right at universities for teacher training in combination with the training and deployment of community literacy volunteers.

*1.1.4.3 The issue of sustainability*

Although education in developing countries will always need financial input from government and donor partners, many educational interventions are not sustainable. In the past, huge amounts of money have been put into interventions to promote mother-tongue based reading instruction in Ghana like the Learning Project (2014-2019), Complementary Basic Education (2012-2016), and the National Accelerated Literacy Project (2007-2009). They have resulted in improved reading skills in school-aged children. However, all the above mentioned programmes have hardly been sustained. LDP is currently the only local organisation which actively helps to implement MT reading instruction in public schools in the Dagbon Traditional Area. Largely as a result of advocacy by LDP, there is currently a growing group among the Dagomba people in general who are increasingly aware of the importance of the use of the mother tongue in education and are willing to embrace interventions as their own to bring about lasting solutions to the high illiteracy rates among the children in Dagbon. There is a need to organise and support these individuals and groups towards building strong sustainable solutions.

**1.2 Review of CISU Intervention 2020-2022**

Between August 2020 and July 2022, LDP implemented the Project “Speaking Up; Together for Quality Basic Education in Dagbon, Ghana” funded by CISU through Wycliffe Denmark. The development objective of the Project was “Strong community organisation and advocacy for quality education and improved literacy competencies of children in rural communities in the Dagbon traditional area.” The two immediate objectives were: 1) Communities and civil society groups are actively engaging education managers and stakeholders for effective delivery of quality basic education in the Dagbon traditional area; 2) Reversing poor learning outcomes in basic schools.

***1.2.1 Achievements***

In relation to immediate objective 1 much has been achieved among different stakeholder groups in education. At the community level, Community Advocacy Groups (CAGs) drove the improvement of education in their communities in collaboration with the heads of primary schools and Parent Association (PAs). CAGs engaged parents, community members in general, and GES personnel at school level to address the poor learning outcomes of pupils through calling for the implementation of Mother Tongue Based Education (MTBE) as a foundation for learning. CAGs learned to speak out about poor conditions in terms of education in their communities and gained confidence to address the media to seek support from the general public as well as those in decision making positions like the president. This has led to a greater commitment of all stakeholders in improving quality of education, especially in relation to MTBE at community and District level.

At the GES District level, LDP worked closely with the GES District Directors, Heads of Supervision, Budget Officers, Training Officers, and the School Improvement Support Officers (SISOs) to advocate for and equip them to implement MT reading instruction in the intervention schools. The District Education Offices fully embraced the intervention and committed time and human resource where ever needed and possible. They have become advocates themselves in the District to sustain and expand the MT reading instruction to all schools in the Districts. Wherever GES teachers or parents at school level were reluctant, they engaged and explained the need for MTBE and ensured support from the District level.

As part of the Project, LDP engaged separately with the Tamale College of Education (TACE) to raise awareness among the lecturers as well as teacher trainees on the language in education policy and the GES curriculum in relation to the teaching of literacy in the L1. Talks are on the way to partner in developing a module for teacher trainees in MT reading instruction as many of the current teachers are not sufficiently skilled in teaching reading instruction as the low literacy outcomes in schools does suggest

During the project period LDP staff has been equipped in Policy Influencing and developed an advocacy strategy for the project period and beyond. As a result, LDP has widened its support for MTBE and initiated new partnerships that are promising in terms of gaining greater influence, access to human resource, and possibilities of future funding. Through policy influencing LDP got in touch with the newly (2021) initiated Dagbomba Development Fund (DDF) under the Dagbon Traditional Council. LDP drew DDF’s attention to the low literacy rates in Dagbon and the importance of MT literacy instruction for children in basic schools. This was incorporated into DDF’s plans for education. LDP also initiated the translation of the plan of DDF into Dagbani. LDP further initiated a meeting with the Members of Parliament (MPs) mostly serving in the Dagbon Traditional Area), accompanied by one of the pioneers of DDF. As a result, the MPs have expressed their commitment towards lending their support for a better implementation of the language policy and GES curriculum in the various Districts in which they operate and use their influence at government level. A platform has been set up with LDP, DDF, and the MPs, and strategies are being worked out to set clear objectives for the MPs in relation to their roles in promoting and supporting MT reading instruction in public schools in Dagbon.

Through public fora and the use of multimedia, LDP has been able to bring the importance of MT reading instruction and low literacy outcomes to the forefront among the general public, traditional leaders, media personnel, the Dagbani Teachers Association (DTA), the Dagbani Wikimedians, Dagbon Forum, University of Development Studies (UDS), Tamale College of Education (TACE), local writers, and interested individuals. The need has been expressed for a closer collaboration between the different groups and organisations to increase the impact in Dagbon in terms of the use of Dagbani in Basic Schools as well as the importance of MT reading instruction to curb low literacy outcomes and preserve the language and rich culture of the Dagomba.

In terms of immediate objective 2, “Reversing poor learning outcomes in basic schools”, Early Grade Reading Assessments (EGRA) show that the literacy levels in Dagbani have significantly increased over a period of 17 months. In February 2021, 99% of the pupils could not read a single word. 70% of the same pupils read more than 30 words per minute in June 2022. In February 2021 none of the pupils could read a short story with fluency and comprehension. In June 2022, 64% of the same pupils could read a story with fluency and comprehension. It is important to note that children who engaged in the project in February 2021 had been out of school for almost one year because of the Corona Pandemic. Ever since pupils returned to school, pupil absenteeism has been a great challenge as well. Throughout the project pupil absenteeism has been between 30 and 40 percent.

The improved learning outcomes are a result of reading instruction training of Community Literacy Volunteers, GES Primary 2, and Primary 1 teachers, training of GES District staff in monitoring, supervision and reading assessment, and supervision by LDP and GES School Improvement Support Officers (SISOs). The regular and sufficient provision of books for all pupils enrolled in the project and extension of periods on the weekly timetable for MT reading instruction were other important factors in the outcomes. The improved literacy levels were an inspiration to GES staff both at school and district level, as well as community level to support MT reading instruction and become advocates on their own.

At the end of the project period, all stakeholders were involved in developing sustainability plans for the continuation of mother tongue education in schools beyond the project period. At community level, Parents Associations have developed a sustainability plan to further facilitate community support towards the work of Community Literacy Volunteers (CLVs), as well as parental support for the purchase of MT Teaching and Learning Materials (TLMs). At the GES District levels and Basic school levels, a sustainability plan has been developed to facilitate the support for MT literacy instruction through integrating the activities and its cost into the School Performance Improvement Plans (SPIPs), the inclusion of MT literacy training and provision of Mother Tongue TLMs in the District Development Plans and as part of the Annual District Education Operational Plans. They further plan to conduct periodic monitoring and assessment of MT literacy instruction in lower primary and incorporate MT literacy in all education review meetings. At the school level MT reading instruction will be part of the Professional Learning Communities (PLCs) on a monthly basis. During the intervention period, MT reading instruction has already been incorporated in the SPIPS to extend the project to Primary 1 pupils in the Tolon District.

***1.2.2 Major Challenges Remaining***

Although the intervention has made a huge difference in the ten schools in two districts where it was implemented, and awareness has been created among a larger group of stakeholders on the importance of MBTE, the statistics of poor reading skills among school-aged children throughout the whole of the Dagbon

Traditional Area remain huge. Dagbani is commonly used in at least 10 administrative districts which are Gushiegu, Karaga, Kumbungu, Mion, Nanton, Sagnarigu, Savelugu, Tamale Metro, Tolon and Yendi. Together these districts have 972 public primary schools (Statistics GES Northern Region, 2021) with a total enrollment of 355,342 pupils (Basic 1 to Basic 6). These schools are spread over a large geographical area and some are remote or hardly accessible. The remaining task is overwhelming.

Another challenge are the poorly resourced GES District Education Offices and public schools in the communities. LDP gained full support from key personnel at the GES District and Regional levels, they offered all human resources available to implement the Project, but had little to contribute in terms of financial or educational resources. A baseline conducted in June 2022 among the intervention schools shows a very uneven distribution of teaching and learning materials. Between KG2 and P3 in five intervention schools in the Kumbungu District, only two of the schools had books for English, Numeracy and Science ranging between a ratio from 1 book to four pupils to 1 book to nine pupils. The other schools had only 1 or 2 books per classroom for these specific subjects. For the subjects Our World Our People, History of Ghana, Religious and Moral Education, and Creative Arts there were between zero and two books per classroom. The classes who were part of the CISU intervention had one book per pupil for Dagbani. According to the DEOs, since the implementation of the new curriculum for Basic Schools in Ghana in 2019, no books have been distributed to the schools by the government as was promised more than three years ago. The average teacher pupil ratio is one teacher to 38 pupils ranging between 12 and 90 pupils per class. The distribution of benches was 1 bench to 4 pupils ranching from zero to 29 benches per class. The Tolon District shows a similar trend. Because of lack of resources, the District Education Offices also face a huge challenge in the supervision and monitoring of schools. They have no money to buy fuel for their motorbikes and vehicles to visit the schools on a regular basis.

The current poor Ghanaian economy is another huge challenge to contributing to and improvement of education. Ghana’s return to the IMF underscores the country’s deep economic problems. The inflation rate hit 32% in September 2022. The poor economic conditions in Ghana dwindle the hope for more support from the side of the government in the very near future. Although education at pre-tertiary level is supposed to be free, the government is unable to fulfil many of its obligations to provide good quality education. The harsh economic conditions are likely to affect the contribution of parents towards the education of their children as well.

Although the message of MT reading instruction is gaining grounds and communities, traditional leaders, politicians, and educationists become increasingly aware of the changes MT reading instruction can make in literacy achievement levels of pupils whose first language is not English, it is important to keep up the current momentum and to collaborate with and move all stakeholders from understanding the importance of MT reading instruction to action and implementation.

***1.2.3 Emerging Strategies and Objectives from Previous Interventions***

The first strategy emerging from the previous intervention is the establishment of strategic partnerships in advocating for the implementation of MT reading instruction in primary schools in the Dagbon Traditional Area. This area is huge and LDP will need to join hands to extend and accelerate its impact. The new partners identified by LDP are: The District Development Fund (DDF), the Dagbani Teachers Association (DTA), the Dagbani Wikimedians, the Tamale College of Education (TACE), and the University of Development Studies (DDF). DDF, DTA and Dagbani Wikimedians are Civil Society Groups who put the development of Dagbon and the preservation of the language and culture at the centre of their objectives. TACE and UDS are educational institutes who are instrumental in preparing the next breed of teachers and have a great influence over what will happen in the classroom in terms of MT reading instruction in the near future. In addition, in line with establishing effective partnerships, LDP will contact participants of previous public lectures, guest lectures, durbars, training, and other interested individuals to become members of LDP with the purpose to organise them to contribute their time, human and possibly financial resource to further develop the case for MTBE in Dagbon.

The second strategy emerging from the previous intervention, is to equip personnel of the DEOs of Kumbungu and Tolon Districts to become key influencers at the GES Regional level to expand the MT reading instruction from two to five Districts in community schools in which Dagbani is the most commonly used language. The DEOs will draw on their experience, expertise and results from the previous intervention to build a case for MT reading instruction in the other Districts and share their sustainability modules with them.

A third emerging strategy is to equip training officers to build their knowledge and skills to teach reading instruction methodologies. LDP will equip trainers at the DEOs to provide in-service training for teachers, and equip additional trainers to train community literacy volunteers. LDP in partnership with TACE and UDS will develop a module for teacher trainees. LDP will make use of multimedia to share instruction videos online as well.

A fourth emerging strategy is to accelerate the development of appropriate reading materials for children at lower primary level in line with the GES curriculum. LDP will share expertise with writers among the Dagbani Teachers Association and other local writers in the use of BLOOM, an easy to use software that allows to create or translate books to. In partnership with the Dagbani Wikimedians e-learning materials will be developed and books published online so that they become accessible to all.

Lastly, for this intervention, a communication and social media strategy will be developed and LDP personnel equipped to make effective use of relevant media platforms and develop clear messages to continue the advocacy for MT reading instruction.

**1.3 The Context of the Intervention Area**

***1.3.1 Socio-Economic Context of the Dagomba People***

Ghana has a population of approximately 30 million people. The cultures within Ghana are diverse as Ghana is made up of about 60 ethnic groups. It is estimated that 60 to 80 different languages and dialects are spoken in Ghana (Klu and Ansre, 2018). The language of wider communication is English. One of the ethnic groups living in northern Ghana is the Dagomba people. According to the Ghana 2021 Population and Housing Census, the Dagomba population is close to 6,000,000 people. They are the second largest ethnic group in Ghana making up 18,5% of the population after the Akan which constitutes 47.5% of the total population of Ghana.

The homeland of the Dagomba is referred to as the Dagbon Traditional Area and covers about 12,000 km2. The Dagbon Traditional Area constitutes eleven administrative districts in present day Ghana. These are Tamale Municipal, Sagnarigu Municipal, Tolon, Savelugu, Nanton, Karaga, Yendi Municipal, Gushiegu Municipal, Mion, Zabuzugu, Tatali, Saboba and Cheriponi. Traditionally, the Dagbon Traditional Area has administrative responsibilities for acephalous groups like the Konkomba, the Bimoba, the Chekosi, the Basaari, the Chamba, and the Zantasi. Though ethnic Dagomba are in the majority, the people of the subject ethnic groups have equal citizenship rights in the Kingdom. Most of the Dagomba are food crop farmers. Their language is called Dagbani.

For seven decades (1948-2020), the Dagbon Traditional Area has been mired in an internecine chieftaincy dispute which has resulted in Dagbon lagging behind the rest of the country in most development indices. The Dagbon chieftaincy tradition has been the historical strength of the people. However, the emergence of party politics and attempts to influence the traditional governance system created divisions in the traditional area, resulting in disunity among an otherwise inseparable and set against each other. Consequently, lives and properties were lost, economic development was disrupted, productive youth migrated to the south, and there is deep-seated mistrust between the different factions in Dagbon. These unfortunate developments underpin the underdevelopment of Dagbon to date. Basic human development issues in the provision of health, education, water and sanitation have fallen behind. Livelihoods have been reduced to peasantry with very little family income to support the necessities of family life.

The current economic situation in Ghana is far from rosy. There is a high inflation rate of almost 30%, a high level of state debt and a depreciation of the Ghana cedi against foreign currencies. The Dagomba who rely heavily on peasant farming for their livelihood are affected by high consumer prices for agricultural inputs. The Ukraine – Russian war has made access to and the cost of fertiliser a problem to the local farmers and is a threat to food security in the country and region as a whole. Since January 2022, fuel prices have increased approximately 48% which affects all prices in the markets since most goods are transported by road.

The fragile economy can have an effect on the cost and thus the provision of educational inputs. The high inflation rates have caused protests, strikes (also in the educational sector), and an increased dissatisfaction with the current government which is a threat to the stability in the country as a whole.

***1.3.2 Educational Context***

In Ghana, the Ministry of Education is responsible for the entire educational system in the country as well as the educational policies. Under the Ministry of Education, the Ghana Education Service has been tasked to implement interventions developed by the Ministry of Education at the pre-tertiary level of education. Pre-tertiary education is made up of basic education which includes two years of kindergarten, six years of primary school, and three years of junior high school. Secondary education is made up of three years of senior high school or technical or vocational education (World Bank, 2018).

In 1995, Ghana introduced the Free Compulsory Universal Basic Education (FCUBE) programme. In addition, at the onset of the academic year 2017/2018, the Ghanaian government introduced free Senior High School and technical and vocational training at pre-tertiary level (World Bank, 2018). The free education policies in Ghana at both the basic and secondary levels have promoted equity and increased enrolment in education. According to a report by the Ministry of Education and the National Education Assessment Unit (2014), enrolment in basic schools has almost doubled within a period of 12 years: from 2.5 million pupils in the year 2000 to 4.45 million pupils in the year 2012. Education in Ghana is given much priority in terms of government expenditure (World Bank, 2018). However, out of the total budget on education, nearly 100 percent was spent on emoluments in 2015 which left little money for goods, services, and infrastructure (Ministry of Education, Education Strategic Plan, 2019).

A review of Ghana’s education sector performance over the years has revealed the quality of learning outcomes as the greatest challenge confronting the sector. An Early Grade Reading Assessment (EGRA) done by the National Education Assessment Unit of Ghana in the year 2016 showed that only 2% of pupils in Primary 2 (ages 7 to 9) could read at grade level, with 50% unable to read a single word (Ministry of Education, Education Strategic Plan, 2019, p. 7). EGRAs conducted by LDP among children in Dagbon in 2021 showed that 99% of pupils in Primary 2 could not read a single word. UNICEF found that among the Dagomba 787,800 children (that is 89%), between the ages of 7 to 14 lack foundational reading skills (UNICEF, 2020).

**1.4 Strengthening of Civil Society to uphold the rights of children in Dagbon**

This intervention seeks to address the basic human rights of primary school children in Dagbon who are denied receiving reading instruction in their mother tongue, a language they understand. Because children are forced to read in a language they do not yet understand “too many children are not learning to read effectively, hindering their future educational opportunities and life chances” (Government of Ghana and UKaid, 2018). The foundation of education are literacy and other basic skills which need to be developed at the onset of education for positive educational outcomes at higher levels. The high illiteracy rates and poor learning outcomes in rural schools in Dagbon hinder development and sustain poverty. The high illiteracy rates in Ghana, even among pupils in primary schools, has a huge negative effect on the development of Dagbon as a whole.

LDP strengthens civil society by mobilising key influencers among its partners to influence government stakeholders in prioritising and allocating funds for MT reading instruction in primary schools. LDP will build the knowledge of these influencers on the language policy, GES Curriculum, and the importance of MT reading instruction as a foundation for education and for the development of Dagbon as a whole so as to make them ambassadors of MT reading instruction in their own rights. LDP will further equip local experts in mother tongue reading instruction which contributes towards a more sustainable implementation of MTBE. Working in partnership with different organisations and institutions will further bring on board different types of knowledge, expertise and influence, and will broaden access to human resource and funding. The voice of advocacy for MTBE will be strengthened and extended to fight for the rights of the Dagomba child, especially for those children in rural communities who only have access to public primary schools and cannot afford any other type of education.

This intervention contributes to SDG 4 in terms of ensuring inclusive and equitable education and promoting lifelong learning. Inclusive, because many of these children are excluded from education because they are forced to learn in a language they do not understand as result of lack of implementation of the language policy and GES curriculum. Equitable in the sense that children will get access to resources to acquire the basic skills of reading and writing. Lifelong learning because laying a strong foundation in reading in the mother tongue gives learners the confidence and support to learn English and gives them access to unlimited resources to expand their knowledge and skills throughout their lives.

This intervention is also in line with the ‘International Decade of Indigenous Languages’ (IDIL 2022-2032) proclaimed by United Nations General Assembly to draw global attention to the critical situation of many indigenous language and to mobilise stakeholders to ensuring peoples’ rights for the preservation, revitalization and promotion of their languages, and mainstreaming linguistic diversity and multilingualism aspects into the sustainable development efforts (UNESCO, <https://en.unesco.org/idil2022-2032>).

The intervention indirectly contributes to many of the other SDGs as well. “Education is foundational for countries’ growth, productivity, and development, for individual and family incomes and welfare; for improved health outcomes (including reduction in fertility); for active participation in civics and political life; for social cohesion, and for active participation of individuals and societies in the global economy” (World Bank, 2019).

**2. PARTNERS AND COLLABORATORS**

**2.1 Literacy and Development through Partnership (LDP)**

Literacy and Development through Partnership is the implementing partner in Ghana for this intervention.

***2.1.1 Organisational Background***

LDP is a registered NGO (since 2005) working in the Northern Region of Ghana in the traditional area of Dagbon with registration number G.15,366. Between 1985 and 2005, LDP was a literacy project under the umbrella of the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) and operated under the name ‘Dagbani Literacy Project.’

Since its inception, LDP has carried out adult literacy in the districts of Tamale, Yendi, Sang, Namuba North, Gushiegu, Karaga, Tolon, Kumbungu, Savelugu and Nanton. Between 1985 and 2014, more than 40,000 adults took part in the different stages of the literacy programme. LDP graduates (especially the adults) have become agents of change in their communities contributing to its development, being able to deal with the outside world who otherwise would take advantage of their ignorance***.*** Partly because of the literacy work contacts have grown between the local population and development organisations, which has led to the arising of activity groups that have dedicated themselves to the improvement of infrastructure, agriculture, education and public health.

Since 2014, LDP has gradually shifted its attention from illiterate adults to illiterate children in lower primary, working mainly in the districts of Kumbungu, Tolon, Yendi, and Mion. Between 2014 and 2021, LDPh extended its work from a pilot reaching 100 pupils in five communities, to reaching out to close to 5,000 pupils in rural schools in 40 communities.

In its aim to strengthen the local churches through literacy and Scripture engagement, LDP published a Children’s Bible in Dagbani. Since 2021, LDP in partnership with local churches is implementing a ‘Bible Impact Programme’ through the formation of Bible Literacy Clubs for children. In 2021, 1,129 children from 46 different communities participated in these clubs.

LDP’s focus has always been on reaching out to the marginalised communities where access to quality education is limited. Through LDP’s interventions, community organisation, capacity building, and provision of quality reading materials, LDP is aiming to reverse low educational outcomes that hinder the development of remote communities and sustain poverty.

LDP measures its impact through Baseline Studies, end-of-term tests, Early Grade Reading Assessments, and external evaluations for the different projects LDP runs or has run in the past. This data is analysed and used for project adjustments, implementation and extension.

***2.1.2 LDP and Current Partnerships***

LDP is part of the Ghana Complementary Basic Education (CBE) Alliance through which LDP advocates for the use of mother tongue and the improvement of the quality of basic education in Ghana. Between 2013 and 2015 LDP has been a consortium partner in the five year USAID/Ghana’s Partnership for Education providing literacy classes for almost 2,000 out-of-school- children in the Karaga District.

Since 2022, LDP is part of a platform of NGOs working in education, initiated by the GES Regional Education Office. The NGOs meet on a regular basis to discuss issues pertaining in education and how NGOs can best respond to them and align activities.

***2.1.3 Delivery Capacity***

LDP is governed by an Executive Committee who are elected members of the organisation. LDP is managed by a team consisting of the Director, Literacy Consultant, Community Advocacy Coordinator, and Finance Manager. LDP works with six salaried staff, excluding auxiliary staff. Additionally, LDP works with field supervisors on contract depending on the type and number of projects LDP is implementing at certain times. At the community level LDP works with community literacy volunteers. The number of volunteers also depends on the type and number of projects LDP is implementing at any given time. In 2021, LDP worked with 40 volunteers in basic schools, an additional 48 volunteers leading the Bible Literacy Clubs, and three field supervisors.

LDP operates from two offices; the main office in Tamale and a sub-office in Yendi (Eastern Dagbon), all in the Northern Region of Ghana. The offices are the property of the organisation. LDP has another office in Karaga (North of Dagbon) but because of limited funding and bad roads, LDP does not operate from there at the moment. The offices in Tamale and Yendi are well equipped for the work LDP is doing.

***2.1.4 Overview of Current and Recent Interventions (2018 and 2022)***

*Table 1: Current and Recent Interventions*

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Title** | **Short Description** | **Funding Partner**  | **Duration** |
| Shikuru Bihi Dagbani Karim | Literacy for pupils in Primary 3 in 20 communities in the Mion and Yendi Districts, training of Community Literacy Volunteers, Provision of literacy materials, serving appr. 700 pupils a year | Wycliffe Netherlands (ended in 2021) and Johannes Foundation (continues) | 2018-2022 |
| Speaking Up; Togetherfor Quality Basic Education in Dagbon, Ghana | Intervention in 20 communities in the Tolon and Kumbungu Districts, targeting 1,500 pupils in P2 and P3, capacity building teachers and GES District staff, provision of learning materials, reading assessment, training of community advocacy groups and strong advocacy for better implementation of language-in-education policy  | Wycliffe Denmark in partnership with CISU Denmark | 2020-2022 |
| Bible Impact Programme | Formation of Bible Literacy Clubs (30 per year) in partnership with local churches, targeting 750 children per year. Training of church literacy volunteers, provision of reading materials, including childrens’ Bible in Dagbani. Advocacy among churches for sustained and wider implementation of programme  | Kerk in Aktie | 2022-2023 |
| Bible Impact Programme | Formatiohn of Bible Literacy Clubs in 46 communities, targeting 1,200 children. Training of church literacy volunteers, provision of reading materials, and provision of children’s Bibles in Dagbani | Kerk in Aktie  | 2020-2021 |
| Literacy Resource Centre & Library Boxes for Basic Schools  | Development and printing of level readers (31 different titles) for lower primary pupils – in Dagbani, in partnership with local writers and artists. Distribution of library boxes to intervention schools (60 boxes, 5 books per title). Total no. of books printed 9,300. In | SIL LEAD  | 2020-2021 |
| School Children read Dagbani; Strengthen Civil Society to Implement Quality Education for Dagomba kids in Ghana | Strengthening of MTB MLE programme in 5 pilot schoolsStrengthening civil society organisations to work together, lobby and advocacte for proper implementation of the MTB MLE policy in education  | CISU & Wycliffe Denmark | 2018-2020 |

**2.2 Wycliffe Denmark**

Wycliffe Denmark is a non-profit faith-based organisation taking language as a key for development. Through its main activities it aims to help minority language communities to succeed in life, improve their livelihoods and relate well to mainstream cultures. It sees education in mother tongue as a crucial step in this development. Wycliffe Denmark is part of a global network of partner organisations sharing a common vision. Wycliffe Denmark has received grants from CISU for five projects in Kenya, Ghana and Pakistan. One in Kenya which was implemented in 2009-2012. One pilot project in Pakistan and an extension of the project is currently being implemented. In Ghana a pilot project and an extension project which ended in July 2022. All five projects have had the objective to strengthen the civil society in order to improve the situation and livelihood of minority language groups especially when it comes to education in the mother tongue. The projects in Pakistan and Ghana have had advocacy as a main objective.

This new project phase and the continuing partnership with LDP is part of Wycliffe Denmark’s strategy of continuing to be involved in mother tongue education for minority groups to improve their livelihood and preserve their culture and language. In addition, it goes along the lines of creating awareness among the Danish population of the situation of minority groups. Wycliffe Denmark will also network with other like minded Danish NGOs to promote the importance of using the mother tongue in primary education when implementing school projects for the benefit of minority groups.

The partnership between LDP and Wycliffe Denmark has been strengthened throughout the periods of the projects through sharing of information, discussing the intervention and also in terms of helping LDP in bookkeeping. Wycliffe Denmark has also been raising funds for printing the Children’s Bible in Dagbani which was published and distributed by LDP.

For this project Wycliffe Denmark will make an attempt to look for a Danish volunteer to go to Ghana and assist and train staff members of LDP in communication, especially in social media for a couple of months. LDP is interested in building their capacity in this area and having a Danish volunteer with them would make this possible and also strengthen the partnership between Wycliffe Denmark and LDP. The communication work which the volunteer will be producing will also be useful for the Wycliffe Denmark project related information work.

Wycliffe Denmark will be responsible for monitoring the project’s implementation, finance, bookkeeping and auditing. The work will be carried out by the director and the bookkeeper in close connection with the board of the organisation, especially the board chair. LDP will submit financial reports to Wycliffe Denmark every three month and a narrative report every six months. Wycliffe Denmark will follow up with feedback on each report. Based on the financial report the request will be accepted or LDP will be asked to make adjustments.

**2.3 (New) Strategic Partners and Actors**

***2.3.1. Duty Bearers***

**GES District and Regional Education Offices:** Over the past two years LDP has worked intensively with the GES District Offices in the Kumbungu and Tolon Districts, and has engaged the GES Regional Education Office in the monitoring of previous intervention in the above mentioned Districts. The two Districts and the Regional Office have embraced MT reading instruction as they have seen the impact it has made in the intervention schools. The GES DEOs in the two Districts have developed sustainability plans at District as well as school level to sustain the intervention and expand it to all schools in the districts. These two Districts are key in promoting MT reading instruction to more Districts through connections with Regional Office. Their experience, expertise, and understanding of the MT reading instruction will be used to influence other Districts to emulate MT reading instruction in their schools.

**Tamale College of Education (TACE):** TACE offers a four-year program in Bachelor of Education (B.Ed.) to train teachers for basic schools. The training of teachers is focused on subject content and pedagogical skills. As part of advocacy for MT reading instruction, LDP during the previous intervention period, organised a presentation for lecturers of TACE on MTBE and how TACE could possibly help prepare trainees better for teaching reading in general, and in the mother tongue in particular. Another lecture was organised for teacher trainees on the importance of MBTE. As a result, TACE and LDP have agreed to join hands to develop a module for teacher trainees on reading instruction theory and practice.

**University of Development Studies (UDS):** As a result of LDP’s advocacy over the past intervention period, UDS has taken an interest in the work of LDP and expressed the need for partnership between LDP and the Faculty of Education as they are currently in the process to get accreditation for a B. Ed. Dagbani Education program. LDP will join hands with UDS to prepare UDS students for MT reading instruction as part of their studies.

***2.4.2 Civil Society Organisations***

**Dagomba Development Fund (DDF):** One of the new partners of LDP is the newly (2021) initiated Dagomba Development Fund (DDF) under the Dagbon Traditional Council. DDF has developed a comprehensive development plan (2022-2032) to ameliorate the current stagnation across the Dagbon Traditional Area. One of the focus areas of DDF is education. DDF has committed to partner with LDP to use their influence to engage the Dagomba elite, politicians, and traditional leaders to bring about a change in the very worrying low literacy outcomes among children in Dagbon. DDF has further agreed to help source funding within and outside Dagbon for implementing MT reading instruction in community schools by engaging community literacy volunteers.

During the past intervention, LDP has worked together with DDF by drawing the attention of its founders to the importance of MT reading instruction for children in rural communities in Dagbon. As a result, MT reading instruction has been incorporated in the DDF Development Plan. LDP has further initiated the translation and printing of the entire plan into Dagbani. DDF has used their influence for LDP to find a hearing with the Members of Parliament to discuss the dire statistics of the reading abilities of children in Dagbon. DDF has assured LDP that they will use their influence and help source funding and human resource to help LDP meet its objective.

**Dagbani Teachers Association (DTA):** Another new partner is the Dagbani Teachers Association, a registered non-profit organisation. The association was established based on the need for a formal body to enhance and build the capacity of the Dagbani language teachers for improved teaching and learning outcomes. They further promote the effective teaching of the primordial tradition, language and culture of Dagbon to preserve the dignity and pride of customs and traditions of the Dagomba. The total membership of the Dagbani Teachers Association is 292.

Members of the Dagbani Teacher Association were speakers at the public fora LDP organised during the previous intervention. They have agreed to partner with LDP in promoting the teaching of reading of Dagbani in schools as well as the development of materials.

**Dagbani Wikimedian Group:** The Dagbani Wikimedian Group has been established to promote the development of structured data for the 16 Mole-Dagbani languages, utilising Wikidata, so that these languages can become more digitally usable and visible on the internet. They further equip editors of projects in the Mole-Dagbani languages with the skill and ability for the continued development of Wikimedia projects.

The Dagbani Wikimedian Group has been part of the stakeholders’ meetings and public fora during the past intervention period. They have agreed to join hands in promoting the teaching of Dagbani reading instruction and the development of new materials, especially online.

**3. TARGET GROUPS, OBJECTIVES, STRATEGY AND EXPECTED RESULTS**

***3.1 Stakeholder and Target Groups***

For an overview of the stakeholders’ and target groups for this particular intervention see table 2. The groups are largely divided into state actors like the Ghana Education Services, TACE, and UDS; community groups like the Community Literacy Volunteers and Parent Associations, and other partners mentioned under section 2. The Ghana Education Service, TACE, UDS, Dagbani Wikimedians, Dagomba Teacher Association, and the Dagomba Development Fund have been part of the deliberations in developing this proposal and have all agreed to take part bringing their own expertise and influence on board. The partnership in this project between the selected state actors, community groups and civil society organisations is vital to get the message of the importance of mother tongue reading instruction heard among all stakeholders who can make a difference in the lives of the school-going children in Dagbon. The expertise and influence of these partners will be built to advocate for MT reading instruction in schools and committing resources to a better implementation of the MT educational policy and curriculum.

*Table 2: Stakeholder and Target Group Analysis*

|  |
| --- |
| ***Primary Stakeholders and Target Groups*** |
| **Stakeholder** | **Involvement in the Project** | **Interest in the project** | **Fear of project** | **Strengths** | **Weaknesses/risks** |
| GES District Education Offices (6) and Regional Education Office (1) | Duty bearers  | * Improved literacy outcomes in the region
* Improved capacity of District Education personnel
 | * They can perceive intervention as critique on their output
* Demand for higher transparency in school inputs can be threatening
* Weakness of the Directorate exposed
 | * They have authority over teachers in the schools and can force them to participate if necessary
* They have structures in place for organising training and meeting
* They can add their voice in influencing policies at regional level
 | * Frequent changes of personnel at the District level
* They are badly resourced
 |
| Teachers of the Ghana Education Service (120) | Duty bearers | * Motivated by the intervention because of training and provision of materials
* Better self-esteem through improved learning outcomes
 | * More monitoring and supervision
* Higher expectations of their commitment
* Lack of punctuality or absenteeism exposed
 | * Improved reading instruction practices in schools
* Improved motivation of teachers
* They become advocates and change agents themselves
 | * Frequent transfer of GES teachers
* LDP cannot hold them accountable for their input
* Absenteeism among teachers
 |
| Primary school pupils (3,000) | Right Holders | * They will learn to read in the language they best understand
* They find it easier to read in English
* Access to reading materials
 | * None
 | * Pupils are highly engaged in learning when teaching is done in their mother tongue
 | * Parents cannot afford to buy reading materials for their children
* Some pupils are engaged in farming or taking care of siblings and do not come to school regularly
* GES is not able to source funding for the training of GES teachers
 |
| Community Literacy Volunteers (60) | Right Holders  | * Enhancing literacy outcomes of pupils in school
* Strong advocates for mother tongue literacy in schools
 | * GES teachers relax and hand over all the work to the CLVs
* Not appreciated by GES for their contribution
 | * Know the communities from inside out
* Strong relationship with parents and pupils
* Motivated to work as volunteers
 | * Involvement based on voluntarism; they can pull out any time
 |
| Parent Associations (60 associations) | Right Holders  | * Improved quality education
* Improved supervision in schools
 | * Inability to contribute financially to education of their children
 | * Can keep a close eye on what happens in the school
* Great knowledge of community and community involvement in school activities
 | * Leaders often chosen based on ‘who you know’
* Leaders aligned with political parties
 |
| Dagomba Development Fund  |  Duty bearers / Right holders | * Development of Dagbon as a whole and education in particular
 | * None
 | * Highly influential and respected among all Dagomba groups at different levels of leadership, including government
* Direct link with Members of Parliament working in the Dagbon Traditional Area
* Well connected with possible funding agencies
* Source Funding for MTBE
 | * Newly established fund
* The development plan is comprehensive and education is just one aspect of the many plans they have
 |
| Dagbani Teacher Association (200) |  Right Holders / Duty bearers | * Interest is promoting Dagbon culture and language
* Interest in writing and publishing books
 | * None
 | * Intrinsically motivated citizens scattered through the whole of Dagbon who advocate for reading instruction in mother tongue as well as in upholding the status of Dagbani
 | * Limited resources
 |
| Tamale College of Education and University of Development Studies (400 students) | Duty bearers  | * Development of additional modules/ enrichment of curriculum
* Prestige of university
 | * Might bring out some weaknesses in programme of College of Education
 | * Universities prepare the teachers of the future. Can have a great impact on how newly qualified teachers approach reading instruction
 | * After college teacher trainees can be posted anywhere in the country and it does not necessary have a direct effect on the schools operating in Dagbon traditional area
* Accreditation process might be cumbersome
 |
| Dagbani Wikimedian Group (25) | Right Holders  | * Accelerated development of language data and information
* More digital content
 | * None
 | * Access to online platforms and multi media
* Expertise in use of social media
 | * Limited resources
 |
| Local Partner: Literacy and Development through Partnership (LDP) | Right holderProject implementation | Promoting better education for the children in rural public schoolsCapacity building of staffExpansion of work and scope  | Not achieving aims as projected  | Strong relations with rural communitiesExperience and expertise in advocacy and literacy Compassionate about vision and mission of the organisationWell respected and appreciated by partners, seen as trusted partner meeting the true needs of community schools | Limited capacity in terms of financial resources and staff  |
| **Secondary Stakeholders and Target Groups** |
| District Assembly (6) | Duty bearersPossible support for local partner / must approve activities in the District  | Improved learning outcomes of the District Advancing the development objectives of the district  | Drawing attention to ineffectiveness of assemblies | They determine budgets for development in the Districts  | Bureaucratic, prone to corrupt practices, decisions and funds distributed along political affiliation |
| **Other Stakeholders** |
| Media | Right holdersDrawing attention to interventionAdvocate for mother tongue reading instruction in schools  | Increasing media relevance in social development reportage | None | They cover the whole of Dagbon and can reach out to a much wider public beyond the intervention communities | Negative reportage or misunderstanding might counteract the objective of the intervention  |
| Like minded CSOs and NGOs | Right holdersPotential partners | Might have similar or same objectives Might make use of training and materials developed as part of intervention | Fish in the same pond for support from donor organisations | Bringing expertise and experience together and can put more pressure on policy makers and implementers in education | Different values and moral standards |
| Wycliffe Denmark | Danish partner organization | Promoting the use of indigenous languages in schools | Not achieving aimsConflict between Wycliffe Denmark and implementing partner | Good relationship with LDP and donorsCapacity building implementing partner  | Few people on staff |

***3.1.1 Primary Stakeholders***

**GES District Education and Regional Education Office:** This intervention will expand its influence from the Kumbungu and Tolon District Education Offices to three other District Education Offices - Savelugu, Yendi and Tamale Metro - building on the experience and expertise which has been built in the two Districts (Tolon and Kumbungu) which were part of the previous intervention and making use of the newly established relationship with the Regional Education Office. Good practices and experiences will be shared and meetings will be organised to discuss how mother tongue model classes can be started in 10 communities in each of the new Districts and sustained. LDP will build the capacity in equipping training officers in reading instruction as well as in monitoring of MT reading instruction in basic schools. GES will facilitate the inclusion of MT literacy training and provision of primers as part of the District Planning and Coordinating Unit meetings. LDP will work closely together with the DEOs in the Kumbungu and Tolon Districts to monitor the sustainability plans which were produced at the end of the previous project period.

**Teachers of GES (including Headmasters)**

Through equipping trainers at the DEOs, GES will train a total of 100 GES teachers teaching at lower primary level 1 and 2 to implement MT reading instruction in their schools. The teachers will serve as change agents for mother tongue use and drivers of improved literacy outcomes. The schools will be selected by the DEOs. The school heads will incorporate MT literacy in their in-service programmes as well as during Professional Learning Community (PLC) meetings at school level.

**Primary school pupils:** Primary school pupils attending lower primary are direct beneficiaries of the intervention. The second year of the intervention an estimated number of 2,500 pupils will benefit from the project by learning to read in a language they understand before making the transition to English.

**Community Literacy Volunteers:** In view of the high attrition rate of qualified teachers in rural public basic schools, it is unlikely rural public schools would attract the full complement of qualified teachers in the foreseeable future. This intervention will make use of Community Literacy Volunteers (CLVs) as a stop-gap measure to supplement the presence and effort of qualified teachers. CLVs will be products of adult functional literacy classes of LDP’s adult literacy classes or from some other literacy initiatives. In the new Districts, in consultation with the communities a total of 30 CLVs (10 in each new District) will be appointed. In the old Districts (Kumbungu and Tolon) the CLVs will be maintained and supported by the Parent Associations (PAs) as part of the sustainability plan developed during the last project period. As indigenes of school communities, the CLVs will serve as change agents in promoting community support and interest in the use of mother tongue as medium of instruction in public basic schools. They further serve as an important bridge between the school and the community. CLVs will be selected and appointed by the community.

**Parent Associations (PAs):** In all the five districts, representatives of a total of 50 Parent Associations will be trained in lobby and advocacy for MT reading instruction. GES an CLVs will work alongside these Parent Associations in each of the 50 communities to explain the importance of MT reading instruction and seek support from parents to buy the reading materials for their children as well as support the CLVs in cash or kind in line with the sustainability plans developed by the communities during the previous intervention. The Community Advocacy Groups (CAGs) from the previous intervention will be maintained but in new communities, Parent Associations will be empowered to become better advocates of quality education in their own communities since parent associations are already existing structures within the communities. Some of the key influencers among the Community Advocacy Groups from the previous intervention will be called upon to influence parents’ associations in new communities.

**Dagomba Development Fund:** The Dagomba Development Fund will use its influence over traditional leaders as well as that of Members of Parliament to commit resources to the cause of MTBE from DDF or from externally generated funds. DDF will actively raise funds and present the need for MTBE to possible donor partners. They will engage the communities through the Dagomba traditional leadership to take responsibility for children in the communities by supporting the CLVs as well as buying reading materials. DDF will also call Members of Parliament to account and push for contributions from government level.

**Dagbani Teacher Association:** LDP will equip a number of 15 members of DTA in the use of BLOOM and writing of children’s materials. DTA will use its influence and expertise to advocate for MT reading instruction in schools and for the appointment by GES of at least one Dagbani teacher per Primary School.

**TACE & UDS:** As a result of the previous intervention, these universities have agreed to develop modules on teaching MT reading instruction for teacher trainees together with LDP. Once the module has been approved, the capacity of lecturers will be built by a literacy consultant to prepare them for teaching of the module.

**Dagbani Wikimedian Group:** LDP will work closely together with the Dagbani Wikimedian group in publishing all newly developed level readers online as well as the teaching of reading instruction videos with the aim to help teachers improve their skills in teaching reading.

**LDP**: The organisation of LDP will be strengthened through capacity building of LDP staff in the area of communication and use of social media platforms to to continue to advocate for MTBE and share resources with relevant stakeholders online.

***3.1.2 Secondary Stakeholders***

**District Assembly:** The GES DEOs will integrate MT literacy in the annual District Education Plans and apply for funding from the District Assembly. The District Assemblies will be actively engaged by the DEOs in the various districts.

**Media:** LDP will continue to actively engage local media (radio, tv) and social media) to create awareness about the importance of the full implementation of the language-in-education policy and quality education in general among the Dagomba community at large.

**Like minded CSOs:** Where possible, LDP will continue to seek collaboration or partnerships with CSOs/NGOs having similar objectives working within the same geographical area. These NGOs/CSOs working in education are already part of a platform created by the GES Regional Office of which LDP is also part. Some of these organisations are Right to Play, School for Life, Lively Minds, Afrikids, World Vision, Child Belief, Savannah Signatures, Ghana Institutes of Linguistics, Literacy and Bible Translators (GILLBT) among others.

**Wycliffe Denmark:** Wycliffe Denmark is the Danish partner organisation (See Sections 2.2 and 6).

**3.2 Objectives**

* + 1. ***Immediate Objectives***

The development objective of this intervention is “The rights of children in the Dagbon Traditional Area to receive initial reading instruction in their mother tongue, are upheld at lower primary level in Basic Schools.”

 To meet the development objective of this intervention, three immediate objectives have been formulated:

1. Community Society Organisations collaborate to advocate for a sustainable implementation of the teaching of initial reading instruction in the mother tongue in line with the Ghana Education Service (GES) curriculum and the Language Policy for education in Ghana.
2. Local writers have been equipped to develop level readers and textbooks for children in lower primary in the local language to secure access to reading materials
3. GES teachers and Community Literacy Volunteers have knowledge and skills to deliver mother tongue reading instruction with confidence that produce the desired learning outcomes

**3.3 Strategies**

The strategies to meet the objectives for this project have partly emerged from the previous project period (see 1.2.3). The strategies are in line with the development triangle. Part of the strategies of this project are focused on building the capacity of LDP staff. Through a capacity assessment by an external consultant capacity needs of staff within LDP will be identified and training provided (internally or externally) to meet those needs to improve efficiency and effectiveness in meeting the objectives of the organisation. In the area of communication for advocacy and the use of social media, LDP staff will work closely together with Wycliffe Denmark, receive training and support through a volunteer to LDP to strengthen the advocacy message through its partners on multiple platforms. LDP in turn will build the capacity of its local partners in policy influencing by identifying and training key influencers or champions to pass on the advocacy message in relation to the implementation of MTBE. By doing so the message will reach decision making bodies in the region and at government level, as well as key stakeholders at community and district level. LDP will further build the capacity of local partners so that they can provide the services of reading instruction training, monitoring and supervision, and book development. Equipping these partners in providing these services is vital to expand MT reading instruction throughout the Region and make the implementation sustainable in the long run.

***3.3.1 Strategies to meet Objective 1***

Mobilise and build capacity of ‘Champions’ among the partners

Among its partners, LDP will identify key influencers and build their capacity in the understanding of MTBE and its implementation to become influencers among their networks and society at large.

Use the expertise of the GES DEO of the Tolon and Kumbungu Districts to expand MTBE to new districts

LDP will build on the experience of the GES DEOs in Tolon and Kumbungu with the implementation of MT reading instruction, and their connections and in-depth knowledge of the GES structures to use their influence and pass on their expertise to their colleagues of another three DEOs in the Region.

Monitor the implementation of the sustainability plans of the Kumbungu and Tolon Districts

LDP will continue to support the GES DEOs in the Kumbungu and Tolon Districts to implement the sustainability plans developed during the previous intervention. LDP will monitor the implementation and help assist in overcoming challenges where possible. This will provide insight in the overall sustainability of MT reading instruction within the structure of GES and inform the implementation of MT reading instruction in the remaining districts.

Write Proposal to DDF to secure support for MTBE among the Dagomba

LDP through DDF will present a proposal to influence and seek support from the Dagomba elite, political and traditional leaders, as well as possible donor organisations to assist communities in the training and support of CLVs and the acquisition of reading materials for children in the communities. LDP together with DDF, will call on members of parliament of the local constituencies to allocate resources for MT reading instruction from within the government.

Use of mainstream and social media to widely advocate for MTBE

The capacity of LDP will be built in collaboration with Wycliffe Denmark to communicate through mainstream media as well as social media to widely advocate for MTBE. Bi-monthly updates of activities and information will be shared on different social media platforms. Monthly broadcasts will be organised on subject related messages, activities or discussions.

**3.3.2 Strategies to meet Objective 2**

Training of Local Writers

LDP will train local writers among the Dagbani Teachers Association and Dagbani Wikimedians in the use of BLOOM, an easy to use software for the translation or creation of level readers for children so that there will be access to sufficient MT reading materials for children.

Publishing of Books

LDP will guide the process of publishing books. In partnership with Dagbani Wikimedians, the books will be made accessible online and shared among strategic partners through mobile devices. The strategic partners in turn can then share these resources with their networks so that books will become widely available.

Generation of Funds for Printing

The books will be printed with funds generated through DDF, contributions from parents, GES as part of the SPIPS, and contributions of other stakeholders.

Approval of LDP Primers by the Ministry of Education

LDP together with its local partners, will work towards the certification of the books by the National Council for Curriculum Assessment (NaCCA) under the Ministry of Education.

***3.3 Strategies to meet Objective 3***

Capacity Building of Training Officers

LDP will equip training officers from the 5 GES Districts in training teachers to teach GES teachers mother tongue reading instruction. In addition, among its partners, LDP will select additional trainers to be trained who can be involved in training Community Literacy Volunteers who will work alongside the GES teachers in schools where mother tongue reading instruction is implemented.

Training GES teachers

LDP will monitor the training of GES teachers in mother tongue reading instruction provided by the GES DEOs through the trained training officers.

Capacity Building of School Improvement and Support Officers (SISOs)

LDP will equip GES SISOs to monitor, support GES teachers and CLVs who implement mother tongue reading instruction, and to assess the learners with the Early Grade Reading Assessment tool (EGRA).

Recording of Reading Instruction Training Videos

LDP will record training videos in reading instruction which can be used by teachers and volunteers to support them in their teaching and easily shared through social media platforms.

Development of Reading Instruction Module for TACE and UDS

LDP in collaboration with TACE and UDS will develop a reading instruction module for teacher trainees to understand the basic concepts and methodologies in reading instruction in general and mother tongue reading instruction in particular.

***3.4 Logical Frame Analysis***

*Table 3: Logical Framework Analysis*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Description** | **Indicators** | **Means of Verification** | **Assumptions** |
| **Development Objec-tive** | The rights of children in the Dagbon Traditional Area to receive initial reading instruction in their mother tongue, are upheld at lower primary level in Basic Schools | At least 10 schools in 3 new Districts (apart from Tolon and Kumbungu) in the Dagbon Traditional Area have started with the implementation of the Language and Education Policy and teach Language and Literacy as prescribed by the GES Curriculum in lower primaryThe GES DEO in Tolon and Kumbungu ensure that half of the primary schools in the Districts implement the GES curriculum for literacy in the L1 | GES DEO reports  | Through advocacy and policy influencing sufficient funds have been raised for the implementation of MT literacy classes in community schoolsGES Personnel in new Districts (which were not part of earlier interventions) will have a positive attitude towards the implementation of MTBE The DEO in Tolon and Kumbungu will have sufficient financial resources to implement the Sustainability plans |
| **Imme-diate Objec-tives** | 1. CSOs collaborate to advocate for a sustainable implementation of the teaching of initial reading instruction in the MT in line with the GES curriculum and the Language Policy for Education in Ghana | At least four organisations, groups or institutions, and 50 individuals have partnered with LDP towards meeting the development objective of the intervention Through advocacy funding has been secured through DDF to support the teaching literacy in the L1 in Basic Schools | Subscription to membership of associationPartnership agreements DDF narrative reports and financial reports  | The organisations themselves have sufficient means and human resource to actively participate  |
| 2. Local writers have been equipped to develop level readers and textbooks for children in lower primary in the local language to secure access to reading materials | 20 New level readers have been written. 70% of Parents whose children are engaged in the MT literacy classes buy primers for their children from LDP. Through collaboration with partners, funding has been secured to sell books at subsidised prices to make them available for all.  | Actual titles available Records of book sales Financial reports  | Economic hardships will not hinder parents from contributing towards TLMs for their children  |
| 3. GES teachers and CLVs have knowledge and skills to deliver L1 instruction with confidence that produce the desired learning outcomes  | A total number 50 and CLVs have participated in training in evidence based reading instruction in the MT. They are able to teach from the phonics book, Primer 1, 2, and 3. A module for teaching MT reading instruction has been developed for TACE and UDS and is being implementedIn each of the 5 DEOs, trainer officers have been equipped to teach GES teachers in MTBE reading instruction Among other partners, training officers have been equipped to train CLVs in MT reading instruction | LDP training records UDS and TACE reports and modules offered to students Reports of the DEOs | CLVs are willing to sacrifice time to instruct pupils in their communities Funding has been secured through DDF to support the training of the CLVsNegotiations and approval by authorities within the universities will be smooth enough to get to the implementation level within the project period  |
| **Outputs** | 1.1 Partner organisations and influential Dagomba citizens help policy makers, the Dagomba elite, traditional leaders, retired professionals, senior teachers, rural communities, and GES DEOs to understand and accept the importance of MTBE for improved learning outcomes and the preservation of language, culture and history | Among the different groups, the importance of MTBE is being discussed and promoted   | Agendas and minutes of meetings  |  |
| 1.2 Partner organisations actively collaborate to seek human resource and financial support from the government, the Dagomba elite, parents, and other donors for a better implementation of MTBE in primary schools in each district  | Partners meet quarterly to discuss and plan for influencingFunds have been raised among different groups in society to support the implementation of MTBE in schools50% of the communities under project intervention are willing to support the CLV in cash or kind  | Agenda’s and minutes of meetingsNarrative and financial reports Number of community literacy volunteers supported Number of books printed with raised funds  |  |
| 1.3 Mainstream and social media regularly communicate messages on the importance of the L1 to the quality of education and the preservation of culture, history and values | Bi-monthly updates of activities and information on different social media platforms Monthly broadcast of subject related messages / activities / discussions  | LDP social media platformsRecordings of TV and radio stations’ broadcasts  |  |
| 1.4 District Education Offices through the Parent Associations help rural communities understand and accept MTBE | In each of the five Districts 10 PA meetings have been organised to discuss MTBE | GES DEO reports  |  |
| 1.5 LDP staff has been equipped in communication as well as other areas identified through capacity assessment | A capacity assessment has been done by external consultant LDP staff (7 members) received training in communicationLDP management received training as a result of capacity assessment  | Capacity assessment reportLDP reportsCertificates obtained by LDP staff  |  |
| 2.1 Local writers have produced low cost level readers for pupils in lower primary  | A total of 20 new titles have been produced  | No. of titles available at the LDP office and supplied to schools |  |
| 2.2 Government formally approves LDP primers for Dagbani reading instruction in schools and allocate budget for MTBE materials  | PHonics book, primer 1, 2 and 3 are certified by the National Council for Curriculum and Assessment (NaCCA) under the Ministry of Education  | Formal Certificates by MoE for approved titles  | The process will not meet many obstacles in terms of bureaucracy  |
| 2.3 Parents contribute to the purchase of L1 reading materials and other TLMs for their children  | 70% of parents of children enrolled in the project purchase L1 reading materials for their children | Books sale records Pupil book ratio in schools  | Current economic hardships will not hinder parents from purchasing the books  |
|  | 2.4 The GES DEOs in Tolon and Kumbungu allocate budget for L1 textbooks in line with their sustainability plans | SPIPS | SPIPSBook sale records LDP |  |
| 2.5 Reading books are available online  | All old (29) and new titles (20) developed through BLOOM will be shared on line  | Social Media PlatformsBLOOM Library  |  |
| 3.1 The GES DEOs in Tolon and Kumbungu allocate budget and time for MTBE reading instruction training in line with their sustainability plans  | SPIPS | SPIPSLDP monitoring reports GES cluster training and INSET reports |  |
| 3.2 GES training officers have been equipped to train GES teachers in L1 reading instruction  | 10 GES Trainers have been trained at the 5 DEOs (2 per district) | GES DEO reports GES cluster training and INSET reports |  |
| 3.3 SISOs have been equipped to support, coach and provide feedback to CLVs on reading instruction  |  In each of the 5 Districts 2 SISOs have been trained  | GES DEO reports  |  |
| 3.4 MT reading instruction is taught at the Tamale College of Education and University of Development Studies  | Tutors and trainees exhibit a good understanding of content and methodologies  | Examination results Lesson plans tutors  |  |
| 3.5 Videos of MT reading instruction training are available | Short videos on MT reading instruction have been recorded  | Social media platforms  |  |
| 3.6 CLVs have been trained to teach MT literacy in lower primary schools in rural communities  | At least 10 CLVs per District have been trained  | Training attendance listsPresence of CLVs in schools  |  |

**3.5 Sustainability and Lasting Improvement**

 This intervention contributes immensely to the chances in and improved quality of education to children of poor families living especially in rural communities in the northern part of Ghana by offering them a strong foundation in literacy. This intervention builds the capacity of influencers and civil society organisations to call on government institutions for the full implementation of the language policy in education. To secure continuation of the project, this intervention builds the capacity of stakeholders and strategic partners in education to deliver mother tongue reading instruction. It further draws on both human and financial resources among stakeholders and strategic partners to implement reading instruction in the mother tongue beyond the project period and beyond the geographical location of this particular intervention. The availability of open sources (online) in terms of reading materials, training instruction videos, and videos of model classes will go a long way to improve quality of education and provide unlimited access to basic materials needed in reading instruction. Local writers will be equipped to be able to create new reading materials in their mother tongue which will secure development and access to new materials in the future. The reading instruction modules which will be developed for universities involved in teacher training will prepare the future generation of teachers and can be shared with similar institutions to expand its impact to other areas in Ghana beyond Dagbon.

**3.6 Risks Analysis**

*Table 3: Risk Analysis*

|  |  |  |  |
| --- | --- | --- | --- |
| **Risks** | **Impact** | **Probability** | **Mitigating measures** |
| Political unrest  | Government institutions will close down | Somewhat likely | LDP will stay in contact with government institutions to continue to work in background and monitor when work can resume again |
| Economic hardships  | Little or no contributions from stakeholders in terms of financial resources | Likely | Within the structures of government in institutions work with what is available for the biggest impact possibleEncourage parents to save little amounts to support children in education |
| Government institutions go on strike | A number of partners will not be available  | Somewhat likely | Work on individual level with key persons within government institutions  |
| Transfer of GES District staff | New leadership is not aware of LDP’s presence in the District  | Likely | Develop MoU between LDP and GES District OfficeMake use of more CLVs |
| People in authority do not participate in stakeholders’ meetings because LDP is a relative small organisation and does not have huge amounts of money to work with / or because they are simply too busy  | The intervention will not be multiplied within or across districts  | Somewhat likely | People in authority are approached in the cultural appropriate way and encouraged to participate based on evidence and good practices provided. Invitations are passed through people who have good (working) relationships with authorities.  |

**3.7 Monitoring and Evaluation**

As part of the inception phase of the intervention, LDP will develop a monitoring and evaluation plan. This plan will be shared with all team members involved in the implementation of the project and Wycliffe Denmark. The plan will include the capturing of data, the measuring of indicators, and data collection and report formats. Monitoring and evaluation timelines will be put in place and roles and responsibilities assigned to the different team members for gathering and analysing the data, and reporting. As part of the objectives of the intervention, LDP will disseminate relevant content with a larger audience to use for advocacy through social media.

**4. Project-related information work in Wycliffe Denmark**

The information work will be a campaign about the importance of mother tongue education for preserving the culture and language of ethnic groups in Ghana. Stories and photos from the project will be shared at talks with Wycliffe Denmark’s stakeholders as well as in articles in the organisation’s own media expressions such as newsletters and social media. Different relevant magazines and newspapers will be contacted for the purpose of bringing articles about mother tongue education for minority groups.

**List of Abbreviations**

CAG Community Advocacy Group

CLV Community Literacy Volunteers

CSO Civil Society Organisation

DDF Dagbon Development Fund

DEO District Education Office

DTA Dagbani Teachers Association

EGRA Early Grade Reading Assessment

GES Ghana Education Service

LDP Literacy and Development through Partnership

MT Mother Tongue

MTBE Mother Tongue Based Education

PA Parent Association

PLC Professional Learning Community

REO Regional Education Office

SISO School Improvement and Support Officer

TACE Tamale College of Education

TLMs Teaching and Learning Materials

UDS University of Development Studies