GHANA TRANSITION-TO-ENGLISH PLUS (T2E+) IMPACT EVALUATION

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Endline Results Brief — July 2023

Study Background

From July 2021 to March 2023, USAID – in partnership with the Ghanaian Ministry of Education and FHI360 – implemented the Transition-to-English Plus Activity (T2E+) in 5,425 public primary schools across 16 regions in Ghana.[1]

- T2E+ is a multilingual education program for children in Kindergarten to Basic 3.
- The program bolstered children's English reading skills by first teaching them transferable language and reading skills in their mother tongue.
- SHARE was commissioned by USAID to conduct this external evaluation and study the impact of T2E+ on language skills.

Evaluation Methods

- Randomized Controlled Trial (RCT): 100 schools received T2E+ (treatment), 99 did not (control).
- SHARE assessed impact via EGRA (Early Grade Reading Assessment) and ELM (Expressive Language Model) in Basic 2 & Basic 3.
- In-person interviews were conducted with 107 teachers, 31 system-level actors, and 31 community members.

[1]The full report can be accessed at the Development Experience Clearinghouse (DEC) here.

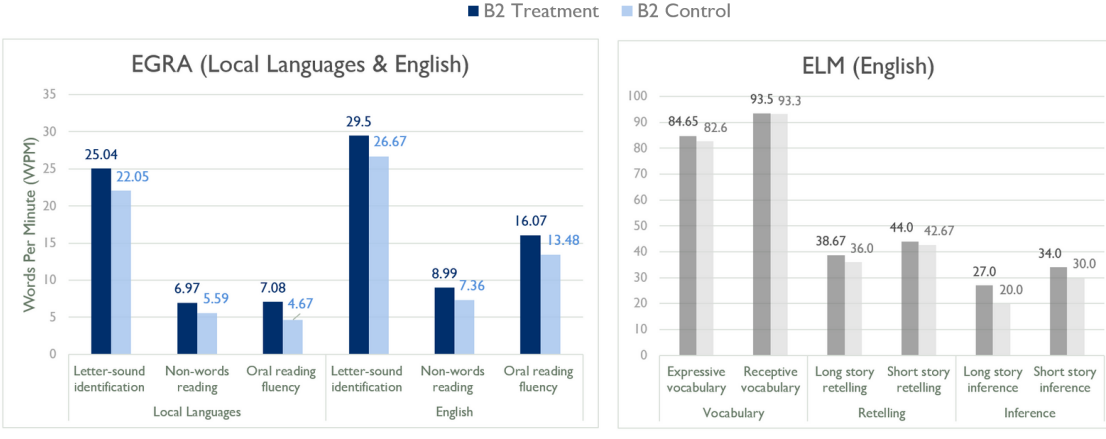
Main Findings

Effects of T2E+ on Language & Reading Performance

1

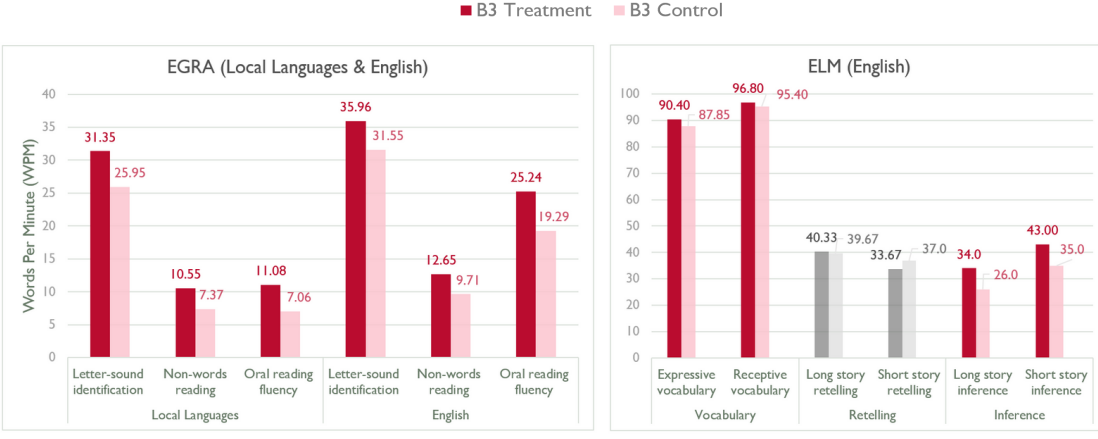
- T2E+ improved oral reading in all skills measured in English and Local Languages in both Basic 2 and Basic 3 (Figures 1 & 2, EGRA).
- Gains extended to several English oral language skills in Basic 3 (Figure 2, ELM).
- Girls and boys benefited equally from T2E+.

Figure 1: Effects of T2E+ in Basic 2



Notes: (1) Gray bars represent non-significant results with a p-value greater than 0.10. (2) For ease of review, ELM results have been transformed to a common scale of 0 - 100. Original score measures are as follows: expressive vocabulary, 0 - 20; receptive vocabulary, 0 - 10; retelling, 0 - 3; and inference, 0 - 1.

Figure 2: Effects of T2E+ in Basic 3



Notes: (1) Gray bars represent non-significant results with a p-value greater than 0.10. (2) For ease of review, ELM results have been transformed to a common scale of 0 - 100. Original score measures are as follows: expressive vocabulary, 0 - 20; receptive vocabulary, 0 - 10; retelling, 0 - 3; and inference, 0 - 1.

2 Essential Implementation Conditions

- Well-structured teaching and learning materials that are closely aligned with the national primary curriculum and children's learning needs.
- Continual monitoring of student progress and school operation.
- Participatory and application-oriented teacher training.
- Frequent instructional coaching and mentorship for teachers.

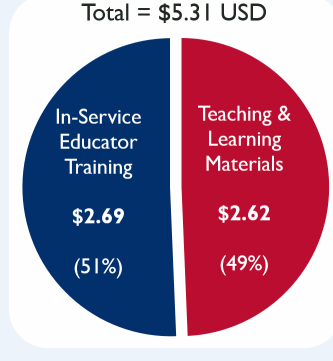
> *I think the key driver of success of the T2E+ program is the learning materials…. Had it not been for the materials, it would not have been effective…the materials are made available and very accessible, it has made the program very effective.*
>
> *— District Actor, Bawku Municipal, 2022*

> *Formerly, there was nothing like coaching to guide teachers but currently, due to the implementation of the T2E+ and coaching teachers are able to upgrade themselves in the teaching and teaching environment.*
>
> *— Teacher, Wassa East, 2022*

3 Per Child Cost for the Effects of T2E+

- At the cost of $5.31 per child, T2E+ effectively improved early-grade learners' oral reading skills in English and Ghanaian local language of instruction, as well as their English oral language skills in Basic 3.
- This cost analysis included only cost categories that had a direct impact on the treatment group: the development and implementation of in-service educator training and the development and distribution of teaching and learning materials, from July 2021 to December 2022.
- The cost of "doing business" with USAID (complying with operational, management, and reporting requirements) increases this per-child cost by $0.79 to $6.10.

Figure 3: Cost per Learner Breakdown



Key Recommendations

A

Assisting systems to increase chances of sustainability & enhancement of performance monitoring

Several implementation supports are required to ensure learners and teachers reap the maximal benefit of the T2E+ Activity. These include continual monitoring of student progress and school operation, participatory and application-oriented teacher training, and regular provision of instructional coaching and mentorship to teachers.

B

Integrate more regular learner assessments

Performance monitoring through regular formative assessments, such as the Annual Status of Education Report (ASER) assessment tool, was reported as helpful by teachers in identifying students' learning progress and using that information for instructional decision making. The Ministry of Education and USAID should consider providing teachers training and access to formative assessments tools as part of school curriculum.

C

Develop teaching & learning materials for other local languages

This study provides empirical evidence on how a mother-tongue mediated transitional language education, like T2E+, can improve reading proficiency in both the local language and English. Teachers particularly appreciate local language reading materials that facilitate the transition process. Therefore, it would be prudent for the Ministry of Education to review the curriculum and learning materials included in T2E+ to ensure that teachers and learners have access to the necessary learning resources.