MENDE LANGUAGE MAPPING REPORT

Report of the language situation in and around 20 schools in Bonthe District, Sierra Leone

Woord en Daad and Driestar Educatief
Author: Agatha J. van Ginkel, Ph.D
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1 Introduction

In Sierra Leone it is imminent for children to become bilingual or even trilingual. At home they will use their mother tongue, while at school and in official places English will be the language that is used for communication. In addition, Krio is used as a language of wider communication throughout the country. Multilingualism is a norm. It is a norm for many educational context around the world, Sierra Leone is no exception in that regard. Multilingualism does have several implications for improving learning outcomes in school. In what language should children be educated? In what language or languages should they learn to read? What language/languages should be taught at school? This multilingual question has been the impetus for this language mapping exercise.

The language mapping survey took place in Bonthe District in South Sierra Leone. The reason for choosing this district was because the Evangelical Fellowship Sierra Leone (EFSL), the local partner that Woord en Daad and Driestar Educatief partner with, is active in this district and has access to several schools through the member bodies. An earlier Early Grade Reading Assessment (Kanu & Van Hengel, 2013) showed that the foundational reading skills of the children in class 1, 2 and 3 were very low. The children in class 1, 2 and 3 were not able to decode or encode and had very poor oral reading abilities. The EGRA report showed that an intervention seemed imminent. Furthermore, as the children are mainly from one language group, Mende, and the medium of instruction in the lower classes is mainly English, it seemed logical to assume that the mismatch between language at home and the language used in the classroom could be a contribution factor to the low reading results, like in other multilingual countries had been reported.

From research it is known that there are several factors that play a role in the success of a mother tongue based bilingual programme (Benson, Heugh, Berhanu, & Yohannes, Mekonnen, 2010; Pflepsen, Benson, Chabbott, & Van Ginkel, 2015; A. J. Van Ginkel, 2014). Not only knowing if the teacher and student speak the same language, but equally important are attitudes towards the different languages. For example, English might be seen as a much better language for education because of the socio-economic benefits that are brought by being able to use the language effectively (Djité, 2008; Agatha J. Van Ginkel, 2008). It is not a question if children in Sierra Leone should learn English and literacy skills in English, the question is how can children in Sierra Leone be helped to be successful in acquiring language and literacy skills in English so that they can be successful in education.

There are several studies that indicate that by starting education in English is not helpful for children who do not speak English (Alidou, Boly, Brock-utne, & Satina, 2006a; Djité, 2008; Heugh, Benson, Berhanu, & Yohannes, Mekonnen, 2007; Nyaga, 2015; Ouane & Glanz, 2006, 2010; Pflepsen et al., 2015; A. J. Van Ginkel, 2014). Using the mother tongue in education is beneficial for the children. However, removing the mother tongue too early from education is not helpful either (Alidou, Boly, Brock-utne, & Satina, 2006b). Several studies have shown that it might take children at least 6 or 7 years before they are able to use the new language in education without dropping their grades too much (Benson et al., 2010). It is also known that the literacy skills learned in one language will transfer to the other language, ones a certain threshold is acquired (Nakamura, 2014; A. J. Van Ginkel, 2014).

The language mapping survey took place in Bonthe District in South Sierra Leone. The reason for choosing this district was because the Evangelical Fellowship Sierra Leone (EFSL), the local partner that Woord en Daad and Driestar Educatief partner with, is active in this district and has access to several schools through the member bodies. The aim of this language mapping survey is to inform EFSL, Woord en Daad and DriestarEducatief about which schools would benefit from a Mende –
Bilingual Education programme. In order to do so, this language mapping survey had as goal to answer several research questions that would provide insight in choice of schools and possible issues that need to be taken into account when starting a Mother Tongue Based Bilingual Education intervention (MTBBE). The following research questions were formulated:

1. What languages are spoken by the students and teachers in the schools?
2. How do teachers and parents view mother tongue, Krio and English?
3. What is the attitude of teachers and parents towards mother tongue based bilingual education?
4. To what extend do teachers know school vocabulary in their mother tongue?
5. What are the literacy levels of the teachers in their mother tongue?
6. What are the literacy levels of the parents?

While many more questions could be asked and issues, investigated, the language mapping survey tried to stay close to what would be initially necessary to make a good decision about MTBBE.

2 Method
The goal of this language mapping survey was to get an insight in the language context in and around 20 Mende schools as preparation for an intervention to introduce mother tongue based bilingual education (MTBBE).

The focus of this language mapping survey was to get understand in which languages are spoken by the children and teachers in class 1, 2, 3 and 4 of primary schools, but also get an insight in attitudes towards the use of mother tongue to support education. In particular the attitudes of the teachers, parents and education officers. While mother tongue is only supposed to be used in class 1, 2 and 3, this survey also included class 4 so as to get an impression of how students are coping with English as a medium of instruction. This would be helpful information for materials development, e.g. the materials used for the subject English are sufficient to help students to learn English in 3 years.

The language survey took place in between the 8th and 13th of February 2016 in Bonthe district, mainly in schools that are member body schools of Evangelical Fellowship Sierra Leone (EFSL). The reason for choosing these schools is that EFSL will be the implementing partner of the MTBBE intervention and they have easy access to these schools. During a visit with the Director of Basic Education, Mr. Nelson Williams, it became apparent that the intervention schools should be government approved or government assisted. For that reason two additional schools were included in the survey as not all EFSL member body schools are government approved nor government assisted. A total of 20 schools were visited.

In preparation for the language survey, 20 enumerators were trained during a two day training. The first day of the training they were familiarised with the concept MTBBE and the first five tools (see below). The second day of the training involved a field practise of the tools. During both days the tools were adjusted to ensure that they would fit the context well. On day three and four the enumerators went out in pairs and collected the data in 20 schools. The head teachers of the selected schools were contacted in advance and informed on which day the enumerators would visit their school. They were requested to contact parents from students in class 1-4 to be available for a

\(^1\) See appendix 1
focus group discussion. On the fifth day they reported back and debriefed the language mapping survey and handed in the data.

To carry out the language survey different tools were developed to collect the language survey data:

1. Classroom observation tool to observe which languages are used by the teacher and students in the classroom;
2. Questionnaire for teachers in grade 1-4;
3. Short Mende literacy and school vocabulary test for the teachers in grade 1-4;
4. Questionnaire for head teachers;
5. Focus group discussion with parents/community members;
6. Meetings with staff of the district education office.

The classroom observation tool was designed to get insight in the language use in the classroom. Every two minutes the enumerator had to indicate who was speaking and in which language. This would gain insight in what language the teacher was actually using and what language the students were using. In each school, one lesson was observed in class 1, 2, 3 and 4. The instrument did not differentiate between instruction, echoing of teacher, or individual talk, or informal conversation. A longer and more detailed observation would be necessary to do that. Within the limitations of this survey, the current instrument was most applicable as it does provide insight in language use in the classroom.

The questionnaires for the teachers and head teachers were administered individually. There were a set of closed and open questions related to educational background of the person, language use, attitude towards different languages and attitude towards MTBBE. The teachers interviewed were from class 1-4 from the selected 20 schools. Also the head teachers of those same schools were interviewed. In total 77 teachers and 20 head teachers were interviewed.

The focus group discussion for the parents focused on parents use and view of different languages and their view on MTBBE. There were also a set of closed and open questions to access their views on these issues. The head teacher had invited some parents of class 1-4 students for the focus group discussions. A total about 340 parents participated in the focus group discussions.

To assess the literacy skills and school vocabulary of the teachers in mother tongue, a short only indicative Mende literacy and vocabulary assessment was added to the language survey. The teachers were asked to read a short story in Mende language, they were asked to write one sentence in Mende and give the Mende word of 10 words that they would need to be able to teach reading in the lower grades. The text was written in the current orthography as being taught at the Teacher training college. The vocabulary was elicited and checked during the enumerating training. It was checked and confirmed by the teachers in the school where the instruments and training were piloted. The enumerators were asked to underline words that the teacher did not read well and based on that the enumerator could indicate the reading performance of the teacher. For the writing assessment, the teacher was asked to write one sentence. The enumerator could score this by indicated the number of mistakes made in the sentence and indicate the score. The school

2 See appendix 2
3 See appendix 3
4 See appendix 4
5 See appendix 5
6 See appendix 6
vocabulary test was an oral test where the enumerators said the word in English and the teacher was asked to say the equivalent word/phrase in Mende.

While the enumerators were collecting the data at the schools, the main researcher visited with staff of the district education office to explain the language mapping survey and get an insight on their perspective towards MTBBE.

The findings from these data are reported on in the next section.

3 Findings
This section will present the findings of the language mapping survey. First the demographic data about the schools will be presented, including the languages spoken by teachers and students, then the language use of teachers and students in the classroom, lastly the information about the teachers’ literacy skills in Mende and their knowledge of school vocabulary in Mende.

3.1 Demographics of the schools
The purpose of establishing the demographics of the schools was to get be able to select possible pilot schools for a MTBBE intervention. These pilot schools should have a student and teacher population that would be mainly Mende speaking. An estimate percentage was set to 90%. Furthermore, the schools should be government approved, teachers should be qualified to teach (as the government is expecting them to be) and there should be a sufficient number of students in the classes. These three very basic criteria would help to see what issues would be in schools (where are also a large number of students) and it would provide better information for the scale up of the intervention.

Of the 20 schools eighteen schools have more than 90% Mende speaking children. Only U.B.C Mattru Jong and District Education Primary school Mattru Jong indicate that 75% or 70% of their children were Mende speakers. Furthermore, almost all teachers in class 1 - 4 are native speakers of the Mende language, only one teacher has Susa as her first language, but she speaks Mende as a second language.

Of the twenty schools, eighteen are government approved, the following two schools are not (yet) government approved:

- Every Nation Academy Primary school in Lileima
- Sola Grace Academy Mawogor Jong

The teacher’s qualifications ranges Secondary school class three to H.T.C. qualifications. Teachers in class 1-4 have the following qualifications (presented from lower level to higher level indicating the % of teachers that reported this as qualification)⁷:

- Form 3 (1%)
- Ordinary Teacher Diploma (1%)
- Teachers Elementary Certificate (5%)
- Teacher Certificate (49%)
- Teacher Certificate lower (1%)
- Secondary school leaver ‘O-level’ (WASSCE) (34%)

⁷ See appendix 7 for overview of teacher qualifications per schools.
- Higher Teacher Certificate (5%)
- NTC National Technical Certificate (1%)
- NVQ National Vocational Qualification (1%)
- Arabic certificate (1%)

Based on the above criteria several schools can be chosen as pilot schools. The table in appendix one provides an overview based on the above criteria. It will be recommended to make the final selection with staff from the DEO so that they also feel ownership and a recognised partner in piloting MTBBE.

Besides the above information, the demographics provide some other useful information for the pilot project:

- **Teachers change grades every year.** In most of the schools teachers indicated that they change grade every year. That means that teachers will either need to be trained to use an MTBBE in all three year or in the pilot schools, one had to request to teachers to stay in one grade for the duration of the pilot programme. The latter would not be able to be reduplicated for the scale up and would therefore be a less desirable option.
- **Teachers tend to stay with the school for a longer period** - Several teachers were there for many years. This is an advantage as the knowledge will stay within the school.
- **Many students in grade 1** - in some schools one will see that the number of students in grade 1 are quite large. As often happens in developing country is that parents might send their young children already to class 1 while they are not yet ready. Also often class 1 is treated as a pre-school class and children might be there for 2 or 3 years before they go to class 2. Because of this pragmatic multifunctional purpose of class 1, the results in class 1 might be different than expected as not all students in this class are ready for the curriculum content of class 1.

### 3.2 Language use in the classrooms

According to most teachers and head teachers understanding the medium of instruction in the lower classes should be English. It is custom at schools to punish the children when they use mother tongue. They get to carry a board with a black dot and will be punished later. As said in the introduction the current policy is that mother tongue should be a medium of instruction in class 1-3. This policy is not known at school level.

As known from other research, what teachers think they should do or do in the class with regards to language and what they actually do does not always match (Piper, 2010). The classroom observation tool provided insight in to this. The enumerators attended lessons in all four classes in the schools. The data from these observations showed that on average in all classes a mix of languages are used by as well the teachers as the students. The teachers use most of the time English (48%) then Mende (41%), and some of the time Krio (about 11%). The use of languages by the children was slightly differently, boys and girls were just about equal on their use of the different languages: Mende (51%), English (39%) en then Krio (10%).

Interestingly, the use of language does not change very much between class 1 and 4. There is a slight increase in the use of Krio by as well the teachers as the students (about 6-10% more), hardly any increase in the use of English, and a slight decrease of use of Mende. This seems to indicate that:

1. In class 4 the children have not yet acquired the level of English that is necessary so that they can follow the teacher completely.
2. The teachers is searching for communication and uses language that children understand.
During the interviews most of the teachers indicated that they use mother tongue to explain things to the children. Most parents and head teachers also indicated that mother tongue helps to explain things better to children. All the head teachers indicated that the children do not know English when they come to school.

Teachers also indicated different years within which they expected children to be able to use English as medium of instruction. Some teachers indicated that it should be class 4, others indicated that it might not be till class 5 or 6 or even secondary school. The classroom observation of language use seems to indicate that class 4 is not yet the class where the students have reached this level. This is corroborated by research in other countries with similar contexts. It tends to be after 6-8 years of education that children start to be able to use English as a medium of instruction and show some degree of success in the classroom (Heugh et al., 2007)

3.3 Language use of head teachers, teachers and parents

The data showed a fairly consistent use of languages between the head teachers, teachers and parents. According to the data within the family setting Mende is the most used language. In some families they also use Krio. In the village people talk mainly Mende and some Krio, same for the market and clinic. The three places where English is also used is at work, government office and at church/mosque. At all these three place also Krio and Mende are used.

The teachers indicated that they read quite a number of things in the last month, e.g. book, poster, sms, newspaper, dictionary etc. Almost all they read was in English. As for the parents, that appear to read less than the teachers and write hardly anything. The only literature that was read by the parents in Mende were the Mende Bible and a Mende songbook. Occasionally an sms or personal letter were written in Mende.

These data tell that Mende is a widely used oral language used in informal domains, while English is used in the formal domains. Krio is an in between language, used in formal and informal domains. The literate environment is Mende is poor, there is a scarcity of literacy materials. There is also not a real culture of reading amongst parents. Teachers tend to read more.

3.4 Literacy skills of the teachers

As for writing, most of the teachers indicated that they were involved in some writing activities, again mostly in English, hardly ever in Mende. The personal letter and sms were the things they mostly wrote. Some teachers also wrote stories and poems.

Except one teacher, who teaches Arabic, all teachers first learnt to read and write in English. Some teachers learnt to read and write Mende at school, which is probably secondary school or at the Teacher training college where Mende, Krio, Limbo and Temne are available as optional subjects. Some indicated that they learnt Mende at an adult literacy class, while others indicated that they learnt it at home. About 60% of the teachers indicated that they can read in Mende, while about 50% of the teachers indicated that they can also write in Mende.

While about 50% of the teachers had attended literacy classes in Mende, the reading and writing skills were still low for a teacher. One would expect a teacher to be a good reader of the language in order to teach it to the children. For the reading and writing tests the teachers could score a 1 (poorly), 2 (average) or 3 (well). On average they score a 1.6 (out of 3) for reading and a 1.7 for writing. In order for the teachers to be able to use the language comfortably for teaching reading and writing, attention will have to be paid to the Mende literacy skills of the teachers.
The teachers were also asked to orally translate 10 school words into the Mende language. Not all teachers took this test as some enumerators thought that they only had to do so when the teachers indicated that they are literate. On average the score was 6.4. Some teachers did really well and scored 8 or higher, while other scored average and some 2 or less. Also school vocabulary will need attention during the materials development and training of the teachers.

3.5 Literacy skills of the parents
At each school the enumerators met a group of parents to discuss language use, their views on different languages, they literacy skills and their views on MTBBE.

The data showed that most of the parents cannot read and write in any language. Only 26% of the parents reported being able to read and/or write in English of which were 16% men and 10% women. About 11% of them reported to be able to read and/or write in Mende. About 79% of the parents indicated they would be interested to learn to read and write in Mende.

In the community there seems to be one type of literacy programme available for adults and that is through the Sierra Leone Adult Literacy Association. In a conversation with them it became apparent that they are not able to respond to the literacy and education needs of the adults in the community. There is a bigger demand then they can provide for.

In sum,
- Parents literacy rates are low in English, 26%
- Parents literacy rates in Mende are very low, 11%
- Amongst the parents there is a great interest in learning to read and write Mende (79%).

3.6 Dialect issues
Mende has several dialects. The teachers were asked if they thought the children would will or will not have problems understanding the teacher. About 70% of the teachers did not think that the differences between dialects would cause understanding problems for the children. The extent in which this would be an issue for the children will need further research. Also, when developing materials for class 1-3, one needs to think through the dialect issue as some words in the dialects are different and students will be helped if the teachers could give the words in their own dialect. Also in class 2 or 3 deliberate attention could be paid to it, to ensure that children become aware of the different dialects and will learn to appreciate them.

3.7 Attitudes towards MTBBE
The questionnaire collected the views of the head teachers, teachers and parents on the three languages used by the Mende community: Mende, English and Krio. The three groups of people answered in similar ways and their responses can be reported on together.

English is a prestige language. It is important because it is a national and international language. It is the queen’s language. It is a language that gives access to employment, education (all exams and books are in English), influence, it is a language that gives one an advantage. When one knows English one cannot be cheated very easily, it also helps one to know more about the government’s political issues. People respect people who speak English.
Krio is a practical language. It is spoken by almost everyone and knowing it is important to be able to communicate with people in Sierra Leone. It is also a language that might lead one to a job, in particular in media.

Mende is the mother tongue, the languages that holds culture, tradition, and believes. It is also a language that makes one proud, especially when one can also read and write it. It is also a language that gives influence and respect. It provides privacy to conversations and it is the language used with children, family and the community. It is also a language that gives access to certain jobs. For people who are not yet literate it will be a good language to learn to read and write.

The questionnaire collected the views of head teachers, teachers and parents on MTBB. In general their responses were quite positive. Their responses included:

Positive reasons:

- Helps the literacy rate in the country
- Helps children to learn faster and better
- Help the children to learn English faster
- Children can name the words in L1 and English
- It will improve the children’s vocabulary.
- It will help children to adjust faster to learning
- Children will understand the teacher better
- Children will be happy.
- Parents can help their children with school work
- It will help the children to transition to English in class 4
- It will enable full class participation
- Children will learn from each other
- It is the children’s mother tongue
- Children’s rights will be enforced

Concerns:

- It might slow down the learning of the children
- It will interfere with learning to read, write and speak English
- Not all teachers speak Mende
- The children might not be happy if the Mende learning stops in class 3
- Parents might not be happy if the Mende learning will stop in class 3
- The teachers and parents, children might not be happy (1)
- It will have to continue beyond class 3 into secondary school
- Parents and teachers will find it difficult starting, but later on they will like it
- Children would not concentrate during the mother tongue lessons
- It might take longer for children to learn English well
- it takes time to develop resources
- It will keep the children behind/backwardness

In general, it is expected that the parents will respond positively to an MTBBE programme. They will be able to help their children with school work. They will think Mende is very important because it is used in school. They will like it that their children can speak, read and write both in English and Mende. However, there are also some concerns that parents might want to see their children learn English only as that is an important language for school.
It is also expected that most teachers will respond positively to an MTBBE programme, (and the data confirmed that most did). The teachers already made use of the mother tongue in school (as the class observation data also confirmed). They will find it easier to explain things to children. There are a few concerns in that not all the teachers might speak the language of the children. However, in the 20 schools surveyed that was not an issue. Furthermore, it was pointed out that the teachers will need teaching and learning materials that will fit the MTBBE, and the teachers will need to be trained how to teaching using Mende and how to read and write Mende. Some concerns where that some teachers might not want an MTBBE project as they think that children should speak English at school. Also, some people mentioned that it might need to be implemented in more schools, otherwise teachers might not be happy. However, others said that teachers would be very happy being part of a new programme. So, different kinds of opinions exist.

Everyone expected that the children would be rather happy that their mother tongue would be used in class. They said that children will probably want this to continue beyond class 3. The children will learn very quickly, be proud of their language and like their new books. There are some downsides as well in that the classes might become noisier (as more children can participate in the lessons). Furthermore, there might be some children who want to speak English only and some children might be concerned that they will not learn English very well. Also there might be some children who might not understand Mende.

At the question if they would send their children to an MTTBE school a large percentage of the head teachers, teachers and parents’ focus groups answered yes. The numbers are as follows.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>91%</td>
</tr>
<tr>
<td>Parents focus groups</td>
<td>95%</td>
</tr>
<tr>
<td>Teachers</td>
<td>91%</td>
</tr>
</tbody>
</table>

As for people who answer ‘no’, it was not always obvious what their reason was for saying ‘no’. Often similar concerns were shared. It seems that their concerns outweighed the advantages, which made them against the idea.

3.7.1 District Education officers

During the language mapping exercise two people at the district education office were available for a meeting, namely the assistant deputy education officer and one school inspector. Their attitude towards the use of mother tongue in lower primary school is that it is useful to explain some difficult concepts, but that the best medium of instruction in the classroom is the English language. They said that is the policy. They recognise that learning results are low and that reading performance of students in Sierra Leone in general is low. They are concerned that when the mother tongue is used as medium of instruction the students will not be able to write their exams. They also pointed out that all texts books are in English.

They are open to a pilot programme in 8 schools to see how MTBBE will affect the students. They gave several suggestions for the pilot project:

- There should be attention for teachers’ literacy skills in Mende.
- Include the preschools in the pilot
- Ensure that there are learning and teaching materials in Mende
4 Summary and recommendations

This language survey exercises has provided insight into language use, use of literature in different languages, attitude towards different languages, attitude towards MTBBE as well as an indicated of literacy levels of the teachers in their mother tongue, Mende. In this section the findings will be summarised and a set of recommendations will be provided.

4.1 Summary

In general the Mende language is used widely and actively by all Mende people. People who speak another language and come to live in the Mende area, learn the Mende language to be part of the society. English is seen as a prestige language that gives access to jobs. School is considered the place where English is learnt. Mende should only be used in schools to help children to understand things.

While teachers say they should use English in the classroom, they are using Mende language as well. There seems to be a lenient attitude to that from the head teachers and parents as they seem to know that using Mende will help the children to understand the lessons better. In class 4 not one teacher is using English only as it seems that the children have not yet developed sufficient knowledge of the English language to learn through it.

Most schools have more than 90% Mende speaking children. All teachers speak Mende, most as their first language and a few as their second language. Teachers have different qualifications. A little more than 60% of the teachers has an official teaching qualification. Others have different kinds of qualifications.

The literate environment and reading culture are not well developed. Teachers read more than parents, as most parents are not able to read and write (75%). Most of what is read, is read in English. About 60% of the teachers indicate that they can read in Mende, however, there reading score is below what one would expect for a mother tongue teacher to be. Similarly for writing. Both will need attention for an MTBBE intervention. Also school vocabulary in Mende will need attention during the intervention.

Parents are interesting in developing their own literacy skills. They are also supportive on an MTBBE intervention for their children. Also most head teachers and teachers are supportive of an MTBBE intervention. There are different concerns, however, about an MTBBE intervention. These concerns will need to be addressed at school level, community level and government level.

4.2 Recommendations

Based on these data the following recommendations will be good to consider when preparing for and implementing the MTBBE intervention.

Selection of pilot schools

The following criteria will be good to use for the selection of the pilot schools. This will ensure that children in these schools will benefit from the programme, the government will approve the schools and intervention, the pilot will encounter some issues that will also be encountered in the scale up of the programme (e.g. larger classes, government trained teachers). These are recommended basic criteria:

- More than 90% of the children are Mende speakers.
- The schools are government approved.
- Schools were most teachers have at least TC level. The reason is the expected minimal level for teachers that the government is expecting to have in the classrooms
• Schools with at least 25-30 students in the classroom. Thus, larger schools rather than smaller schools.
• Ensure that the DEO’s office takes part of making the selection/supports the selection of pilot schools.
• Use date provide in appendix 7 to make a selection of the pilot schools.

Advocacy
• Make use of the positive view on Mende language is the community and informal domains.
• Keep focussing on the bilingual aspect of mother tongue based bilingual education. It seems that people tend to think that it will only be mother tongue and English language learning will suffer because of the focus on mother tongue.
• During the advocacy and training keep addressing the concerns expressed by people.
• Provide examples of successful MTBBE programmes (Cameroon, Nigeria, Liberia, etc).
• Use the EGRA results to show that there is problem with the current way of teaching and that doing more of the same is not going to help to improve learning outcomes.
• Include the DEO’s office in doing advocacy by letting them invite people/teachers/head teachers/inspectors for advocacy meetings.
• Mention that use of mother tongue in class 1, 2 and 3 is stipulated by the education policy of the government of Sierra Leone.

Training of teachers
• Explain what the current education policy says about the use of mother tongue and English.
• A good explanation of the ultimate goal of the Mende language will need to be explained: It will give the children a solid foundation in literacy skills and knowledge that they can transfer to English as they learn more English.
• In the training include information about: teaching reading and writing in L1, teaching a second language, teaching reading and writing in second language.
• Sufficient time needs to be put in the training programme to help the teachers with their own Mende literacy skills, as well reading as writing. The reading skills will develop quicker than the writing skills. A good literacy transfer programme for Mende speakers will need to be developed.
• Teachers will need to become fluent in using school vocabulary in Mende in the classroom. Making a list of school words necessary for the teacher will be helpful. Make this list/dictionary available to the teachers. Make sure that the words are taught and integrated in the teacher training curriculum and highlight them for each lesson/chapter in the teacher’s guide.
• Ensure that there are books to read for the teachers and/or help teachers to write books for children, e.g. using Bloom software.
• For sustainability, it will be good to engage teacher training institutes in developing and giving this training. It will be recommended that they develop the training with an MTBBE expert.

Adult literacy programme for parents
• Develop and set up an adult literacy programme for parents.

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8 The software program ‘we say’ could be used for this http://wesay.palaso.org/
9 http://bloomlibrary.org/landing
• Include aspects of how to support their children in school, even when they are not yet fully literate.
• Ensure that the adult literacy programme is relevant for the parents. It might mean much more oral activities, including mathematics, use of mobile phone, some basic English for immediate need, etc.
• Find a sustainable partner that could provide this support in a scale up of the programme.

Materials

• Have good teacher’s guides for the teachers. Also consider the other subjects for mother tongue as the policy states that mother tongue should be the medium of instruction in class 1-3.
• Develop a set of English materials that take into account the cultural and linguistic background of the students. Ensure that it builds on what is learnt in mother tongue.
• Provide suggestions for the teachers on how to deal with dialects issues.
• Provide suggestions for the teachers on how to include children whose L1 is not Mende.

Things to keep in mind

• When teachers change grades every year, the training that they have received for the pilot programme might get lost. One could consider asking the schools to have the teachers for the duration of the project with the same grade. Having said that, it will not be the case in the scale up setting. One would have to think about the training: teach the teachers to be able to teach in all three grades?
• Class 1 might have a group of students who are not yet ‘real’ class 1 students, but more preschool students. Think of strategy how the teacher can teach the two groups in the class, the pre-schoolers and the class 1 students.
Bibliography


Heugh, K., Benson, C., Berhanu, B., & Yohannes, Mekonnen, A. G. (2007). FINAL REPORT STUDY ON MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS IN ETHIOPIA.


## Appendix 1 Schools visited

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of School</th>
<th>Location/ Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>U.B.C primary school</td>
<td>Mattru Jong</td>
</tr>
<tr>
<td>2.</td>
<td>Solar Grace Academy</td>
<td>Mowagor – Jong</td>
</tr>
<tr>
<td>4.</td>
<td>Every Nation Academy pre school</td>
<td>Mattru Jong</td>
</tr>
<tr>
<td>5.</td>
<td>Every Nation Academy primary school</td>
<td>Mattru Jong</td>
</tr>
<tr>
<td>6.</td>
<td>U.B.C primary school</td>
<td>Jahun – Kpandakemoh</td>
</tr>
<tr>
<td>7.</td>
<td>U.B.C primary School</td>
<td>Lawana – K.Kemoh</td>
</tr>
<tr>
<td>8.</td>
<td>Every Nation Academy primary school</td>
<td>Talia – Yewbeoko</td>
</tr>
<tr>
<td>9.</td>
<td>Westelian primary</td>
<td>Naijeh</td>
</tr>
<tr>
<td>10.</td>
<td>U.B.C primary School</td>
<td>Gerehnun - Sogbeni</td>
</tr>
<tr>
<td>11.</td>
<td>Miniemull primary school</td>
<td>Bonthe Island</td>
</tr>
<tr>
<td>12.</td>
<td>U.B.C primary School</td>
<td>Motour</td>
</tr>
<tr>
<td>13.</td>
<td>U.B.C primary School</td>
<td>Wulai – Jong</td>
</tr>
<tr>
<td>14.</td>
<td>Every Nation Academy primary school</td>
<td>Nguala Beah - Jong</td>
</tr>
<tr>
<td>15.</td>
<td>U.B.C primary School</td>
<td>Gambia - Jong</td>
</tr>
<tr>
<td>16.</td>
<td>U.B.C primary School</td>
<td>Luawa</td>
</tr>
<tr>
<td>17.</td>
<td>U.B.C primary School</td>
<td>Mobefa</td>
</tr>
<tr>
<td>18.</td>
<td>Every Nation Academy pre and primary school</td>
<td>Mogbewmo – imperi</td>
</tr>
<tr>
<td>19.</td>
<td>U.B.C primary School</td>
<td>Mokaba</td>
</tr>
<tr>
<td>20.</td>
<td>U.B.C primary School</td>
<td>Kabati</td>
</tr>
</tbody>
</table>
Appendix 2 Classroom observation tool

Name enumerator: ______________________

School: ______ ____________________________ Class: ______, number of boys – number of girls: ____ subject taught: _______ Teacher m/f.

Mother tongue of teacher: ______ Starting time observation _______ ending time observation ________

| Minutes | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | total |
|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|    |
| Teacher |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mende   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Krio    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| English |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Other   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student-boy |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mende   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Krio    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| English |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Other   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student-Girl |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Mende   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Krio    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| English |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Other   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| No talk/silent |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Name of class teacher: ___________________________ Signature of class teacher: ______________________
Appendix 3 Teacher’s questionnaire

**Setting**

Enumerator: __________________________

Date of interview: ______________________

Location of interview (name of city/town/village): __________________________

**Verbal Consent:**

My name is ________. I am conducting this interview on behalf of EFSL. We need to understand more about the language use in Mende area both in the communities and in the schools. This will help us to understand the language situation better and increase our ability to help improve the education for Mende speaking children. We want to make sure the change is positive, by getting some more input and information from your school and community. We would like your help in this. However, you do not have to take part if you do not want to.

Your name is required, but it will be kept confidential and will not be mentioned in any reports written for this project. The other information acquired through this assessment will be shared with the Ministry of Education, European Union, Woord and Daad and Driestar Educatief in the hopes of identifying areas where additional support for teachers and students may be needed.

The name of your school will be needed so that we can correctly link school, teacher, parent, and community leader data.

If you agree to participate, I will ask some questions. Can we get started?

Circle the answer to indicated if verbal consent is obtained:  yes  no

(If verbal consent is not obtained, thank the teacher or Head Teacher and terminate the exercise for this school)

**Information about Interviewee**

1. What is your name? __________________________
2. Female - Male
3. What is your age? _______
4. How many years have you worked in this school? _______
5. What is your position?
   - Head Teacher  |  Deputy Head Teacher  |  Senior Teacher  |  Teacher
6. What grade(s) do you teach?
   - 1  |  2  |  3  |  4  |  5  |  6  |  Does not teach
7. How often do you change grades?
   - every term  |  every year  |  every __ years  |  Other _______
8. Did you go to a teacher training college?
   a. If yes, where? __________________________

18
b. Which programme did you follow?

| full time programme | holiday programme | Other |


c. From which year till which year? __________ - __________

9. What is your highest education level?

| TC | HTC | other |

10. Have you ever taught using Mende as the language of the classroom? Yes/no
   a. If yes, when? __________________________
   b. If yes, where? _________________________
   c. If yes, for how long? _________________________

**Teacher’s languages**

11. What is your first language/ mother tongue? __________________________
   a. (If Mende): Which dialect do you speak? __________

12. Do you know how to read in Mende? yes no
13. Do you know how to write in Mende? yes no
14. What other languages do you speak? __________________________
15. Which language or languages do you usually speak in the following situations?

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
<th>Krio</th>
<th>Mende</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Within the family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. With the villagers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. At the local market</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. At work</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. At the clinic</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. In the mosque or church</td>
<td></td>
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</tr>
<tr>
<td>7. In government offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. In what language did you first learn to read and write? __________________________
17. What was the second language in which you learned to read and write? __________________
18. What other languages do you know how to read and write? __________________________
19. (If the participants know how to read and write in Mende, ask:)
   b. Where do you learn to read and write in Mende? At school, at church, at the
      mosque, at adult literacy programme, other ____________
Attitudes towards literacy in Mende, Krio and English

20. Do you think it is good to be able to read and write Mende besides English?

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
<th>I don’t know</th>
</tr>
</thead>
</table>

21. Do you think it would be good to read and write in Mende? Yes – no. Could you explain your answer?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

22. Do you think it will be good to read and write in English? Yes – no. Could you explain your answer?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

23. Do you think it would be good to read and write in Krio? Yes – no. Could you explain your answer?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Use of literature by teacher

24. Have you read any of the following during the last month?

<table>
<thead>
<tr>
<th>Kind of literature</th>
<th>Yes/no</th>
<th>In which language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SMS</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>2. Bible</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>3. Poster</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>4. Dictionary</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>5. Reading books</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>7. Study books</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>8. Song book</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>10. Literacy book</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>11. News paper</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
<tr>
<td>13. Personal Letter</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other________</td>
</tr>
</tbody>
</table>
25. Have you written any of the following during the last month?

<table>
<thead>
<tr>
<th>Kind of writing</th>
<th>Yes/no</th>
<th>In which language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal letter</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Sms</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Story</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Poem</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Song</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Poster</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>News letter</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
<tr>
<td>Others</td>
<td>Yes - No</td>
<td>Mende – English – Krio – other_________</td>
</tr>
</tbody>
</table>

**Attitudes towards mother tongue based bilingual education**

26. In which grade can children read and write in English and understand it without the help of the teacher? ___________________________

27. When Mende is used in the classroom, do you think children’s learning is influenced when the teacher speaks another dialect? (More than one tick is possible.)
   - o The children will have problems to understand the teacher
   - o The children will not have problems to understand the teacher

**Explanation of mother tongue based bilingual education:**

Let me explain: mother tongue based bilingual education means that in the first three school years instruction starts in the mother tongue and children learn to read and write in both the mother tongue and in English. After this there is a transition to English and English will be the medium of instruction for the rest of the school years.

What have we seen as the positive effects of such a model?

- It helps the literacy rate of the country.
- It helps the students adjust better to learning at school because they understand what is being taught. This helps them to learn better and faster.
- It helps the students to learn to read and write better in English.
- It helps the parents because the parents can help their child in the first years because they understand and can read and write in the mother tongue even though maybe not in English

28. Suppose that children here to go to a school where they learn to read and write in Mende and learn English as a subject in class 1-3. Then in class 4 only English will be used

What would be the advantages, you think?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

21
29. How do you think the parents will respond? What will they like? What will they find problematic?

30. How do you think the other teachers would respond? What will they like? What will they find problematic?

31. How do you think the children will respond? What will they like? What will they find problematic?

32. Would you send your own children/grand children to a school where mother tongue was used in class 1-3 and English was learnt as a subject? Yes/no
Appendix 4 Teacher’s Literacy and school vocabulary assessment

**Literacy and school vocabulary in Mende**

**Reading in Mende:**

*Enumerator, only do the reading test if the teacher has indicated that he/she can read in Mende.*

Now, I’m going to ask you to read and write something in Mende. This is not a test. We just want to know what kind of training we should probably prepare for teachers with regards to their literacy skills.

*Give the teacher the reading text in Mende and ask the teacher to read the text. You indicate in the text below which words the teacher did not read well. Underline these words.*

**Dɔmɛ o dɔmɛɛ saa**

Tayiamia wo pu ɡɛnɛ hu, nɛ wei komɛi ɣɛlɔna, ye komia ji ti kani golehu, sia ti foi golehu ti ta towi lɔ a mɛhani kpate la kɛ ndɔɡbɔ hei mɛhai maguai mei ga, kɛ l ta towai a wala a mɛhai gi maguwei ga ma wa, kei l foi pele la gbamia l gi hokpa loilɔ a gwɔwu wa kɛ a gejahuwa, l ya ko vii pele na a lielai, kɛ l gi ɔƙwai. Vala a gejahu wa kɛ a gɔwɔ kuwai, l lowei ma kɛ l gi ɔƙwai bla ɔdiyɛa kɛ l haa.

Famie koli ɡande gande a nuwaalɔ

Please check appropriate box:

<table>
<thead>
<tr>
<th>Did not read the text.</th>
<th>reads well</th>
<th>medium</th>
<th>reads poorly</th>
</tr>
</thead>
</table>

**Writing in Mende**

*Enumerator, only do the writing test if the teacher has indicated that he/she can write in Mende.*

Would you please write the following short sentence in Mende (give a dictation to the teacher):

*Nya longɔn a sakie tomboy nekul nya mama ngii.*

Please check appropriate box:

<table>
<thead>
<tr>
<th>writes well (0-2 mistakes)</th>
<th>medium (3-5 mistakes)</th>
<th>writes poorly (&gt; 6 mistakes)</th>
</tr>
</thead>
</table>

**School words in Mende**

I am going to ask you to say some words in Mende. I say the English word and then you give me the Mende word. These are specific words that a teacher would need to teach in Mende.

<table>
<thead>
<tr>
<th>English word</th>
<th>Can say in Mende</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letter</td>
<td>yes - no</td>
<td>kalei</td>
</tr>
<tr>
<td>2. Write</td>
<td>yes - no</td>
<td>seweh/nyeii</td>
</tr>
<tr>
<td>3. Read</td>
<td>yes - no</td>
<td>Kaa</td>
</tr>
<tr>
<td>4. Dictation</td>
<td>yes - no</td>
<td>diktasjion</td>
</tr>
<tr>
<td>5. Sound</td>
<td>yes - no</td>
<td>Ngoi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6. Sentence</td>
<td>yes - no</td>
<td>njepelelongaí</td>
</tr>
<tr>
<td>7. Word</td>
<td>yes - no</td>
<td>Ngoi jerei</td>
</tr>
<tr>
<td>8. Homework</td>
<td>yes - no</td>
<td>pelayaingay</td>
</tr>
<tr>
<td>9. Full stop</td>
<td>yes - no</td>
<td>gele</td>
</tr>
<tr>
<td>10. Question mark</td>
<td>yes - no</td>
<td>molii gele</td>
</tr>
</tbody>
</table>
Appendix 5 Head teacher’s questionnaire

Setting
Enumerator: ______________________________
Date of interview: __________________________
Location of interview (name of city/town/village): _______________________________________

Verbal Consent:
My name is _________. I am conducting this interview on behalf of EFSL. We need to understand more about the language use in Mende area both in the communities and in the schools. This will help us to understand the language situation better and increase our ability to help improve the education for Mende speaking children. We want to make sure the change is positive, by getting some more input and information from your school and community. We would like your help in this. However, you do not have to take part if you do not want to.

Your name is required, but it will be kept confidential and will not be mentioned in any reports written for this project. The other information acquired through this assessment will be shared with the Ministry of Education, European Union, Woord and Daad and Driestar Educatief in the hopes of identifying areas where additional support for teachers and students may be needed.

The name of your school will be needed so that we can correctly link school, teacher, parent, and community leader data.

If you agree to participate, I will ask some questions. Can we get started?

Check box if verbal consent is obtained: yes no

(If verbal consent is not obtained, thank the teacher or Head Teacher and terminate the exercise for this school)

Information about Interviewee
1. What is your name? __________________________
2. Sex (don’t ask, just fill in): Female/Male
3. What is your age? __________
4. How many years have you worked in this school? ______________
5. What is your position?
   [ ] Head Teacher [ ] Deputy Head Teacher [ ] Senior Teacher [ ] Teacher

School demographics
6. How many students are enrolled in this school in this current year? ______
7. How many female students, how many male students? female: __ male: __
8. What language groups are the students from?

<table>
<thead>
<tr>
<th>Language group</th>
<th>Estimated percentage of student from language group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. In general, when the children here first enter school do they speak English? Yes/no
   a. If yes: How well do they speak it?
      
      | just a few words | can speak sentences but not fluent | they speak it very well |
      |------------------|----------------------------------|------------------------|

10. How many teachers are there in the school? Total: _____ Female____ Male ____

11. What language groups are the teachers from?

<table>
<thead>
<tr>
<th>Language group</th>
<th>Number of teachers from this language group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mende</td>
<td></td>
</tr>
</tbody>
</table>

12. Of the teachers who are not Mende, how many of them can speak Mende well?

**Head Teachers/Senior Teacher’s languages**

13. What is your first language/ mother tongue? ______________
   a. If Mende: Which dialect do you speak? ______________

14. Do you know how to read in Mende? Yes/no

15. Do you know how to write in Mende? Yes/no

16. What other languages do you speak? ______________________

17. Which language or languages do you usually speak in the following situations?

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
<th>Krio</th>
<th>Mende</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Within the family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. With the villagers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. At the local market</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. At work</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. At the clinic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. In the mosque or church</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. In government offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. In what language did you first learn to read and write? ______________

19. What was the second language in which you learned to read and write? ______________

20. What other languages do know how to read and write? ______________
21. If the participants know how to read and write in Mende, ask: Where do you learn to read and write in Mende? At school, at church, at the mosque, at adult literacy programme.

**Attitudes towards literacy in Mende, Krio and English**

22. Do you think it is good to be able to read and write in your mother tongue/own language besides English?

   [ ] yes  [ ] no  [ ] I don’t know

23. Do you think it would be good to read and write in Mende? Yes – no. Could you explain your answer?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

24. Do you think it will be good to read and write in English? Yes – no. Could you explain your answer?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

25. Do you think it would be good to read and write in Krio? Yes – no. Could you explain your answer?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Explanation of mother tongue based bilingual education:**

Let me explain: mother tongue based bilingual education means that in the first three school years instruction starts in the mother tongue and children learn to read and write in both the mother tongue and in English. After this there is a transition to English and English will be the medium of instruction for the rest of the school years.

What have we seen as the positive effects of such a model?

- It helps the literacy rate of the country.
- It helps the students adjust better to learning at school because they understand what is being taught. This helps them to learn better and faster.
- It helps the students to learn to read and write better even in English.
• It helps the parents because the parents can help their child in the first years because the parents understand and can read and write in the mother tongue even though maybe not in English

33. Suppose that children here to go to a school where they learn to read and write in Mende and learn English as a subject in class 1-3. Then in class 4 only English will be used

What would be the advantages, you think?

What would be the disadvantages, you think?

34. How do you think the parents will respond? What will they like? What will they find problematic?

35. How do you think the other teachers would respond? What will they like? What will they find problematic?

36. How do you think the children will respond? What will they like? What will they find problematic?
37. Would you send your own children/grand children to a school where mother tongue was used in class 1-3 and English was learnt as a subject? Yes/no

Name of head teacher: _______________________  Signature of head teacher: _______________________
Appendix 6 Parents’ questionnaire

**Setting**
Enumerator: ____________________________
Date of interview: ____________________________
Location of interview (name of city/town/village): ____________________________

**Verbal Consent:**
My name is _________. I am conducting this interview on behalf of EFSL. We need to understand more about the language use in Mende area both in the communities and in the schools. This will help us to understand the language situation better and increase our ability to help improve the education for Mende speaking children. We want to make sure the change is positive, by getting some more input and information from your school and community. We would like your help in this. However, you do not have to take part if you do not want to.

Your name is required, but it will be kept confidential and will not be mentioned in any reports written for this project. The other information acquired through this assessment will be shared with the Ministry of Education, European Union, Woord and Daad and Driestar Educatief in the hopes of identifying areas where additional support for teachers and students may be needed.

The name of your school will be needed so that we can correctly link school, teacher, parent, and community leader data.

If you all agree to participate, I will ask some questions. Can we get started?

Check box if verbal consent is obtained: yes  no

(If verbal consent is not obtained, thank the group and terminate the exercise for this school)

**Information about Group**
Number of Men (don’t ask, just fill in): parents_men
Number of Women (don’t ask, just fill in): parents_women

**Parent’s languages & languages of home**
1. Please indicate how many of you are from each of these language groups:
Mende___, Krio____, English ____, Other 1______, Other 2_______ Other 3________

If Mende is your L1, which dialect do you speak? LIST DIALECTS

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
How many of you speak Mende as an L2? _____ men _____ women.

2. Which language or languages do you usually speak in your homes? Please indicate how many for each of these languages:
   Mende___, Krio____, English ____ , Other 1______, Other 2_______ Other 3________

3. How many of you know how to read in English? ____
4. How many of you know how to write in English? ______
5. How many of you know how to read in Mende? ______
6. How many of you know how to write in Mende? ______
7. How many of you would like to learn to read and write Mende? ______
8. Why would it be good for someone to speak English?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

9. Why would it be good for someone to read and write English?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

10. Why would it be good for someone to speak Mende?
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

11. Why would it be good for someone to read and write Mende?
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

12. What other language(s) would be good to know to speak, read and write? Why?
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________

Use of literature by parents

13. How many of you have read any of the following in English during the last month?
### Kind of literature

<table>
<thead>
<tr>
<th>Kind of literature</th>
<th>No. of men</th>
<th>No. of woman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dictionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reading books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Study books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Song book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Grammar book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Literacy book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. News paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. News letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Personal Letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Webpage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Have you written any of the following in English during the last month?

<table>
<thead>
<tr>
<th>Kind of writing</th>
<th>Number of men</th>
<th>Number of woman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Song</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. News letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How many of you have read any of the following in Mende during the last month?

<table>
<thead>
<tr>
<th>Kind of literature</th>
<th>No. of men</th>
<th>No. of woman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dictionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reading books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Study books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Song book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Grammar book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Literacy book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. News paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. News letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Personal Letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Webpage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Have you written any of the following in Mende during the last month?

<table>
<thead>
<tr>
<th>Kind of writing</th>
<th>Number of men</th>
<th>Number of woman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Children’s languages

17. Which language or languages do you usually use with your children?

<table>
<thead>
<tr>
<th>Mende</th>
<th>Krio</th>
<th>English</th>
<th>Other</th>
</tr>
</thead>
</table>

18. Which language or languages do your small children, who don’t go to school yet, speak when playing?

<table>
<thead>
<tr>
<th>Mende</th>
<th>Krio</th>
<th>English</th>
<th>Other</th>
</tr>
</thead>
</table>

19. Which language or languages do your children who go to school speak at home when playing?

<table>
<thead>
<tr>
<th>Mende</th>
<th>Krio</th>
<th>English</th>
<th>Other</th>
</tr>
</thead>
</table>

20. What languages should Mende children know?

<table>
<thead>
<tr>
<th>Mende</th>
<th>Krio</th>
<th>English</th>
<th>Other</th>
</tr>
</thead>
</table>

21. What is the importance of each language?
   a. Why is Mende a good language for the children?

   
   
   
   
   
   
   

   b. Why is English a good language for the children?

   
   
   
   
   
   
   

   c. Why is Krio a good language for the children?

   
   
   
   
   
   
   


d. What other languages would be good for children? Why?

Attitudes towards mother tongue based bilingual education

Explanation of mother tongue based bilingual education:
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38. Suppose that children here to go to a school where they learn to read and write in Mende and learn English as a subject in class 1-3. Then in class 4 only English will be used.

What would be the advantages, you think?

What would be the disadvantages, you think?

39. How do you think the other teachers would respond? What will they like? What will they find problematic?
40. How do you think the children will respond? What will they like? What will they find problematic?

41. Would you send your own children/grand children to a school where mother tongue was used in class 1-3 and English was learnt as a subject? Yes/no

We have finished this interview. Thank you very much for answering the questions.
## Appendix 7 School demographics

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of School</th>
<th>Location/ Community</th>
<th>government status</th>
<th>student enrolled in 2015</th>
<th>boy(s)</th>
<th>girl(s)</th>
<th>Largest language group</th>
<th>% Mende children</th>
<th>Mende teachers</th>
<th>teacher(s) Mende as L2</th>
<th>Class 1-4 Teacher qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District Education Primary school</td>
<td>Bauya gap</td>
<td></td>
<td>545</td>
<td>274</td>
<td>271</td>
<td>Mende</td>
<td>95</td>
<td>8</td>
<td>0</td>
<td>TEC, TC 3</td>
</tr>
<tr>
<td>2</td>
<td>D.E.C Primary school</td>
<td>Naijeh gap</td>
<td></td>
<td>503</td>
<td>300</td>
<td>203</td>
<td>Mende</td>
<td>97</td>
<td>11</td>
<td>0</td>
<td>TC 3, TEC</td>
</tr>
<tr>
<td>3</td>
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<td>Motour</td>
<td></td>
<td>194</td>
<td>78</td>
<td>116</td>
<td>Mende</td>
<td>100</td>
<td>9</td>
<td>0</td>
<td>OTD, TC 2, HTC</td>
</tr>
<tr>
<td>4</td>
<td>U.B.C primary School</td>
<td>Wulai – Jong</td>
<td></td>
<td>160</td>
<td>95</td>
<td>65</td>
<td>Mende</td>
<td>100</td>
<td>4</td>
<td>0</td>
<td>TC 4</td>
</tr>
<tr>
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<td>Gambia - Jong</td>
<td></td>
<td>324</td>
<td>146</td>
<td>178</td>
<td>Mende</td>
<td>99</td>
<td>9</td>
<td>0</td>
<td>WASSE 1, TC 2, TEC 1</td>
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<td></td>
<td>305</td>
<td>122</td>
<td>183</td>
<td>Mende</td>
<td>95</td>
<td>13</td>
<td>0</td>
<td>TC 2, NVQ certificate, TEC</td>
</tr>
<tr>
<td>7</td>
<td>D.E.C Primary school</td>
<td>Bissau</td>
<td></td>
<td>300</td>
<td>142</td>
<td>156</td>
<td>Mende</td>
<td>100</td>
<td>5</td>
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<td>GCE 2</td>
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<td></td>
<td>290</td>
<td>110</td>
<td>180</td>
<td>Mende</td>
<td>98</td>
<td>7</td>
<td>0</td>
<td>TC 3, form 3</td>
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<tr>
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<td>Kanga Sogbini</td>
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<td>106</td>
<td>Mende</td>
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<td>4</td>
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<td>GCE, TC 2, HTC</td>
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<td>U.B.C primary school</td>
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<td>138</td>
<td>Mende</td>
<td>98</td>
<td>6</td>
<td>0</td>
<td>GCE (1), TC (3)</td>
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<td>110</td>
<td>Mende</td>
<td>100</td>
<td>7</td>
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<td>GCE 1, TC 3</td>
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<td>95</td>
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<td>1</td>
<td>0</td>
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<td>99</td>
<td>80</td>
<td>Mende</td>
<td>100</td>
<td>5</td>
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<td>142</td>
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<td>82</td>
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<td>5</td>
<td>0</td>
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</tr>
<tr>
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<td></td>
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<td>46</td>
<td>67</td>
<td>Mende</td>
<td>100</td>
<td>5</td>
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<td>TC 2, GCE, WASSE</td>
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<td>69</td>
<td>96</td>
<td>Mende</td>
<td>100</td>
<td>5</td>
<td>0</td>
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<td>423</td>
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