20/2023

Children and Adults Learning in Mother Tongue in Benishangul Gumuz Regional State (SIL Ethiopia)

End of Term Review

Option-Y Consulting PLC.

Norad

Children and Adults Learning in Mother Tongue in Benishangul Gumuz Regional State (SIL Ethiopia)

Summer Institute of Linguistics (SIL) – Ethiopia

MLE and FWL in Benishangul Gumuz Region Project

Final Evaluation Report

Option-Y Consulting PLC.
E-mail: optionyconsulting@gmail.com
Addis Ababa, Ethiopia
26 December 2022

Acknowledgements

The Evaluation Team – Bio data

Mr. Nurye Aragie (BA, MA/MSO MBA, PGD, MBS-SA, CIPM), Certified Management Consultant. *Team Leader - Metekel team*

The founder of Option-Y Consulting Plc.; worked for various local and international NGOs holding different positions ranging from expert to managerial levels for more than ten years; primarily interested in and trained on various titles of humanitarian actions, civil society, project management, leadership, social development, positive peace and business; recently specialized in Strategic Management. He has accumulated experiences of delivering consultancy services to civil society organizations and businesses, including training, conduct assessments/research works, project evolutions, and design organization development tools, administrative policies and procedures, and project documents.

Mr. Yared Teshome (BA, PGD, MA, MBA, MSC, CIPM)**,** Certified Business Consultant. *Team Leader – Document review team*

The co-founder of Option-Y Consulting Plc.; multidisciplinary; collected layers of experience in working with different local and international NGOs and engaged in consultancy and technical advisory services for the past fifteen years. His interest in work is economics, leadership, management, and business in both for-profit and non-profit organizations. He has taken various short-term trainings from local and international presenters on project management and finance related issues. He is dedicated to provide trainings, prepare organizational documents, develop policies, and conduct assessments.

Mr. Merid Abadi (Assistant Professor of Social Work, and researcher). *Team Leader – Assosa team*

An educator of Sociology, Social justice and Social Work; a community trainer and researcher; working as Assistant Professor and researcher in the Department of Sociology at Wollo University, Ethiopia. His interest is to deliver training and to conducted research works on contemporary social problems including Youth & gender based violence, Reintegration of migrant returnees, Migration and left-behind households, Early child marriage, Homelessness, Substance abuse, suicidal thoughts and depression, adolescents and social media use. He has also delivered trainings on Child Exploitation and Protection, Positive Youth Development. He is senior trainer on Community Based Mental health & Psychosocial Support and Healing and Restoration of Children.

Mrs. Nejat Seid (BA, MA, MAP). *Team Member*

A highly motivated, flexible, team player and meticulous on-call researcher and lecturer in higher education institutes; more than ten years of direct experience in the academic sector; expert in providing counseling and psychosocial support for children and victims of gender based violence; trainer on mental health, trauma healing and psychosocial supports; and keen to involve in volunteer engagements in child care and community services. Her interest is in health related and education centered research works, teaching, and counseling services. She has taken different short-term training on psychosocial support, mental health, and counseling from various domestic and international presenters.

Mr. Ali Mekonen (BSC, MA, MBA). *Team member*

Ali is an expert project management; multidisciplinary, result driven and open to learning and grow; committed to field works and enjoy adventures-of-work; team player and committed to fill professional gaps in teams; recently specialized in Strategic Management; Experienced in healthcare and civil society sectors; collected considerable experience taking managerial and decision making positions in private businesses; good at presentations and training delivery; ample exposure to media communications. His interest is in leadership, management, and business. He has received training on project, communication, and various management subjects, and has been engaged in providing training and conduct project evaluation and area level assessments.

Name of Project:	MLE and FWL in Benishangul Gumuz Region Project
Name of External Evaluator/Firm:	Option-Y Consulting Plc. Addis Ababa, Ethiopia
Contact Information for External Evaluator:	Tel: +251965939516; +251945668042 Email: optionyconsulting@gmail.com
Names of members of the evaluation team:	Mr. Nurye Aragie Mr. Yared Teshome Mr. Merid Abadi Mrs. Nejat Seid Mr. Ali Mekonen

I would like to certify that the final evaluation has been conducted in line with the Terms of Reference and other requirements sent from SIL Ethiopia.

Specifically:

- *All of the data were collected impartially;*

- *The consulting firm has not fundamentally altered or misrepresented the nature of the Terms of Reference originally provided by SIL Ethiopia;*

- *All data analysis activities were conducted independently and believed to provide a fair and consistent representation of the results of the project;*

- *Data quality assurance and verification mechanisms proposed in the Technical Proposal and agreed with SIL Ethiopia have been soundly followed;*

- *All possible client protection protocols and ethical considerations have been followed by the consulting firm during the evaluation process;*

- *Data has been anonymized, treated confidentially, and stored safely, in accordance with the statements in the initial Technical Proposal.*

26, December 2022

Nurye Aragie *Option Y Consulting Plc.*
Managing Director

Summary of Major Findings, Conclusion and Recommendations

a. The project has attained remarkable achievements during the evaluation period. Overall, it was effective in meeting the intended outcomes in MTB MLE.

b. The various awareness raising activities helped to mobilize public opinion in support of the project.

c. Significant achievements were reported from the various training sessions imparted to MT teachers on MTB MLE methodology and the usage of the MT materials for pilot classes.

d. Remarkable results were achieved in the production of teacher's guides in line with the government curriculum, and the students' textbooks are pioneers to lay the foundation for the future generation of MT education in Benishangul Gumuz region.

e. SRMs were produced in adequate numbers and distributed to students to support their reading skills at home.

f. The preparation of the trilingual school dictionary in Gumuz-Amharic-English language is a breakthrough achievement of the project.

g. More importantly, the project has created motivation among children to attend schools and read books, and enhance their academic performance.

h. The FWL program is found to be a vital part of the project that involved literacy, numeracy and income-generation components. Hence, significant achievements were reported in terms of encouraging women to attend literacy sessions, to create their own opportunities for income generation, and to support their school children to enhance their academic performance.

i. The FWL program was significantly threatened by the emergence of COVID19 and the recurring conflicts in the region that caused frequent disruptions to the FWL classes, which in turn has affected its overall effectiveness in the evaluation period.

j. Based on the findings of the evaluation, the overall achievements of the project at 'outcome' level as set in the project documents is found to be 'moderately satisfactory'. To this end, the evaluation team has appreciated SIL Ethiopia for this achievement, taking into account the difficult situations in Benishangul Gumuz region that would entirely hamper the project implementation.

k. The project design was 'highly satisfactory' mainly in terms of defining the needs of the target language communities, ensuring the participation of the language communities and local government stakeholders, setting attainable objectives, and its long-term impact on the local communities, the children and adults, i.e. women.

l. The project attained 'highly satisfactory' achievements in terms of its contributions to the 'empowerment' of individuals, partner organizations (namely BoFED, RBE, RBoCT), and the language communities against the Digni Empowerment Assessment tools.

m. The project has realized 'highly satisfactory' achievements in ensuring that long-term 'partnership' and local ownership of the project interventions were maintained through functional engagements and meaningful collaboration with Benishangul Gumuz RBE and regional BoCT.

n. Overall, 'moderately satisfactory' impacts were attained by the project mainly due to the fact that the project has enabled the target language communities to develop long-lasting benefits such as enhanced subjective confidence among the communities in general, started

reading and writing in the mother tongue among students, and enhanced the institutionalization of minority languages.

o. The project demonstrated 'highly satisfactory' achievement in terms of its 'relevance' to the needs of the language communities and that of the national interests of the Ethiopian government (Ministry of Education) and Benishangul Gumuz regional state.

p. The project reported 'satisfactory' achievements in its 'effectiveness' for the extent to which the objectives of the project were achieved as stipulated. To this end, it is found that the language communities in Benishangul Gumuz region enormously benefitted from the MT education and FWL programs, addressed their language barriers in general, and the number of children who can read and write in their MT increased significantly across the project period.

q. 'Satisfactory' achievements were observed in terms of 'efficiency' of the project due to the fact that the project has achieved the desired outputs and outcomes at a reasonable degree of investment. No any additional funds were allocated to the project except the initial budget proposed during the planning phase.

r. Sustainability of the project is found to be 'satisfactory'. Hence, the MT teachers, authors, FWL facilitators, and literacy committees will continue supporting their respective communities using the developed MT education and FWL materials and the prevailing good level of awareness of the language communities towards MT education and FWL.

s. The majority of the project activities were accomplished as stipulated in the project RBM. However, there are also key activities that were not accomplished in the project period due to challenges from the COVID19 pandemic and recurring conflicts in the region.

In conclusion:

a. The project was designed to resolve the main problem of poor education among the minority language communities of Benishangul, Gumuz, Shinasha, Mao, Komo and Gwama. Therefore, orchestrated activities of MTE in schools (for children) and FWL out-of-schools (for women) have been implemented to solve the problem.

b. The meaningful participation and involvements of the local communities and government stakeholders allowed the project to ensure successful implementation of key activities, to increase local ownership and commitment of the local government to take over and expand the project interventions, and to enhance sustainability of the MTE and FWL programs.

c. Most of the strategies of the project led to successful results towards attaining the overall goal of the project. However, scaling up (expansion) of the project was under question in the evaluation period due to security problems in the region and budget constraints in RBE.

d. Awareness raising and local advocacy activities were successful in increasing the participation and involvement of the local language communities in the promotion of MT education of their children and FWL in their localities. The active participation of the Literacy Committees, PTAs, the local administrations, and FWL facilitators were central in identification of dialects, input collection and validation workshops, and supporting culture-conformity of contents of MTE and FWL materials.

e. The implementation of FWL programs was highly challenged particularly in Metekel zone due to periodic conflicts and COVID19, absenteeism among women learners, frequent turnover of trained facilitators, and the mobile nature of some communities.

f. The project has reported notable achievements in retaining MT language in written form (books), training of local language teachers and authors, increasing interest (high motivation) of students to learn using their MT language, increased interest and support of parents to MT education and to send their children to school, even holding extra work load, and increasing the number of females students enrolled in [MT] classes.

g. The project showed marketable changes and allows the language communities to continue benefiting from its outcomes particularly in terms of their ability to interact with the greater multilingual society and to enhance their psychosocial confidence through their language being part of the wider society.

Finally, for future generation considerations, it could be suggested that:

a. Additional efforts should be made to increase the awareness level of influential community members such as government officials and other community members through alternative approaches such as mass media.

b. Although frequent turnover of trained FWL facilitators is among the core challenges in the project, in any reason, only female facilitators should be assigned for all FWL programs in line with the program's intention and the principles of the FWL program.

c. Capacity building training for MT teachers should be facilitated in a manner and time that couldn't affect the regular academic (teaching-learning) process.

d. Community libraries should be established to enhance grassroots literacy movements in minority language communities as indicated in the policies of the government of Ethiopia.

e. During the designing and implementation of pilot programs, more attention should be paid to accumulate lessons than to ensure quality of the pilot program components.

f. It is vital to host motivational and experience sharing events for MT students to encourage them to continue their MT and share their experiences with others, encouraging them to also attend MT classes.

g. SIL Ethiopia is advised to organize structured monitoring evaluation, learning and knowledge management systems, and establish a 'research and development unit' to support the organization's institutional and operational knowledge-based development.

h. The implementation of FWL programs requires the practice of systemic follow up to increase women's attendance and their learning performance, i.e. literacy and numeracy.

i. The project RBM should contain both baseline and target values for both qualitative and quantitative indicators to ensure objective evaluation of the project achievements.

j. There is a need to introduce parallel initiatives to promote women in FWL programs through group-level income generating initiatives or cooperative schemes that could help them to be empowered economically and support their children's school.

k. New approaches should be adopted to operate education in emergencies, to address the MT education and FWL needs of children and women respectively in conflict-affected areas.

l. There should be a well-designed grant management system to manage potential discrepancies in the grant management process, particularly in times of financial crisis.

m. There should be MT in KG or preschools in pilot schools to promote and implement successful MT education in primary classes, i.e. Grades 1-4.

ACSO	Authority for Civil Society Organizations
BoFED	Bureau of Finance and Economic Development
ETB	Ethiopian Birr
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus group discussion
FWL	Functional Women Literacy
HEWs	Health Extension Workers
HTPs	Harmful Traditional Practices
IDP	Internally Displaced People
KIIs	Key informant interviews
M&E	Monitoring and evaluation
MLE	Multilingual education
MT	Mother Tongue
MTE	Mother tongue education
NMS	Norwegian Mission Society
NOK	Norwegian Kroner
PTAs	Parents-Teachers Association
RBE	Regional Bureau of Education
RBM	Result Based Management
RBoCT	Regional Bureau of Culture and Tourism
SDG	Sustainable Development Goal
SIL	Summer Institute of Linguistics
SMART	Specific, Measurable, Attainable, Relevant and Time-bounded
SSQ	Self-administered Structured Questionnaires
ToR	Terms of reference
TTC	Teachers Training College

Table of Contents

1. Background

1.1. Overview of the project

According to UNESCO (2016)[1], mother tongue based education is vital to have cognitive, pedagogical, and social benefits, although about 40% of the global population does not have access to education in a language they speak or understand. The Agency has also stated that the best medium for teaching is the mother tongue of the pupil[2]. Likewise, for Dr. Susan Malone[3], mother tongue-based multilingual education (MTB MLE) is highly important for learners of non-dominant language communities who do not understand or speak the language of instruction when they begin their formal education.

Research findings further showed that if young students are taught in their own or a familiar language, they are more likely to understand what they are learning and be more successful academically[4]. Hence, in MTB MLE programs, students begin with what they know, i.e. their language and culture, knowledge and experience, as the foundation for learning in school. Consequently, well-planned and well-implemented MTB MLE programs produce students who are multilingual and multicultural and who can contribute to the development of their community and their nation at large. In this regard, the UN Sustainable Development Goal #4 presented stated the need to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". And it is believed that MTB MLE is the 'only way' to ensure that SDG4 will be achieved in non-dominant language communities[5].

However, lack of inclusive language-in-education policies in various countries is found to affect a large proportion of children in multilingual contexts and has caused limited access to education in the medium of their primary language. This has disproportionally affected the population of low-income countries and contributed to approximately 90% of those who do not receive education in their MT living in the least economically developed countries (Walter, 2014)[6]. Moreover, according to Dutcher (2014)[7], this situation caused children in low-income countries to be incompetent in effectively engaging with the education system, which can have highly detrimental effects on the socioeconomic development of their nations. Therefore, although it is consistently overlooked in the major national development initiatives, the formulation of a rational language policy in a multilingual nation like Ethiopia should be given high priority.

---

[1] UNESCO (2016). "If you don't understand, how can you learn? Global Education Monitoring Report". Poly Paper 24. Paris: UNESCO.
[2] UNESCO (1953). Vernacular Languages in Education.
http://unesdoc.unesco.org/images/0000/000028/002897EB.pdf
[3] https://www.sil-lead.org/susanmalone
[4] British Council (2017). English language and medium of instruction in basic education in low- and middle income countries: A British Council perspective. https://englishagenda.britishcouncil.org/sites/default/files
[5] Dr. Susan Malone (2016). SIL International, Keynote presentation, 5th International Conference on Language and Education, Bangkok, October 2016.
[6] Walter, S. L. (2014). The Language of Instruction Issue: Framing an Empirical Perspective. The Handbook of Educational Linguistics. Oxford, Blackwell Publishing.
[7] Dutcher, N. (2014). Expanding Educational Opportunity in Linguistically Diverse Societies, 2nd edition. Washington, DC: Center for Applied Linguistics.

In line with these points of view, the government of FDRE has taken into consideration the pedagogical advantages of mother tongue education on children, and the right of nationalities to promote the uses of their languages in primary education in the 1994 Education & Training Policy of the country[8]. Accordingly, major achievements are reported by the government and its international and local partners regarding new initiatives and achievements in the accessibility of mother tongue education in preschool, and the remarkable increase in the participation of parents and teacher in MT education.

Regarding functional women's literacy (FWL), in the context of Ethiopia where the adult literacy rate is low and is generally progressing at a slow pace, the introduction of FWL can be a highly effective tool to improve the literacy and numeracy rates specifically of women, who have long been marginalized from the benefits of education. In this regard, both the SDG #4 and the Education-2030 Framework for Action[9] unanimously stressed the fact that women, men, girls and boys of all ages must at least possess some basic functional literacy and numeracy skills if they are to achieve meaningful individual and communal development.

A critical analysis of several studies by Hasaba (2012)[10] indicated that the provision and accessibility of literacy and numeracy skills among women is a major gateway to social inclusion and sustainable development. UNESCO (2006)[11], which differentiates 'literacy' and 'functional literacy', also argues that the aim of a functional literacy programs is not only to help learners to acquire literacy skills but also to 'learn' beyond reading and writing. For example, the learner could learn economic, social and political skills which will empower them to cope better in their society. Thus women with literacy skills can fully realize their rights, becoming more involved in community activities and contributing to socio-economic development in their community.

Therefore, being the leading partner in language development in Ethiopia and pioneer of promoting MTB MLE and FWL in the country, SIL Ethiopia has made remarkable accomplishments in the development of minority community languages in different regions of the country. SIL Ethiopia understands that languages represent people and signify communities, whereas lack of access to education is among the most common challenges of minority language communities that it has been working with. This robust belief has motivated SIL Ethiopia to work on language development interventions, children and adult literacy, and MT education programs considering that are vital for meaningful social and economic impact, and for inclusive development of societies. Consequently, the organization planned its programs with minority language communities at the center of its endeavors. Among others, it has implemented a project titled "MLE and FWL in Benishangul Gumuz Region Project in Benishangul Gumuz region"[12] for four years (January 2019 to December 2022) with financial support from NMS amounting to 5,353,879 NOK= ETB15,787,785.

---

[8] Federal Democratic Republic Government of Ethiopia, Education and Training Policy. April 1994, Addis Ababa.
[9] Adopted by 184 UNESCO Member States on 4 November 2015 in Paris.
[10] Hasaba, S. (2012). Education for all: Reflecting on adult literacy for socioeconomic development in Uganda.
[11] UNESCO (2006). Global Monitoring Report: Literacy for life. Paris.
[12] The title of the project is also presented in other documents as "Children and Adults learning in Mother Tongue in Benishangul Gumuz Regional State".

1.2. Background to the Project

SIL Ethiopia has been implementing a project titled "Children and Adults Learning in Mother Tongue in Benishangul Gumuz Regional State" for 48 months from January 2019 to December 2022. The project's overall objective was to support children and adults in the Bambassi Mao, Berta[13], Gumuz, Gwama, Komo and Shinasha language communities, enabling them to benefit from quality education delivered through the medium of their mother tongue.

The project has involved three specific result areas:
   a. *Result area 1:* The language communities of the Benishangul Gumuz Region are actively involved in the development and regular use of Mother Tongue (MT) materials in support of their children's education.
   b. *Result area 2:* The women of the Shinasha, Benishangul, and Gumuz communities are gaining skills in literacy and numeracy in areas relevant to them and their family.
   c. *Result area 3:* Teacher training establishments are knowledgeable of and able to train mother tongue teachers in MTB MLE and student-centered learning.

To achieve the anticipated results, the organization has employed the following core strategies:
   I. *Awareness raising and local advocacy*: The evaluation team understood that the project is implemented within the framework of the formal education system. Advocacy and awareness raising events were conducted to inform and equip participants from both government and civil society of the Komo, Gwama, and Bambassi Mao communities with knowledge of the benefits of MTB MLE. Similar events for FWL were successfully held in the Shinasha, Benishangul, and Gumuz communities among local communities, 'traditional gatekeepers', parents, and local authorities.
   II. *Developing educational materials*: The project has produced MT educational materials for use in pilot classes/pilot schools of the Komo, Gwama, and Bambassi Mao community schools. Successful efforts were also made to provide editable versions (soft copies) to the regional education authorities for re-print and update. The project developed student textbooks and teacher's guides in the Bambassi Mao language for Grade 2, 3 and 4; student textbooks and teacher's guides in the Gwama and Komo languages for Grade 3 and 4; supplementary classroom materials such as alphabet charts and big books; and Staged Reading Materials (SRM) for Grades 1-4 to support the development of reading and comprehension skills in all targeted six languages. The involvement of the local communities was ensured throughout the project. All the proposed materials were developed in a workshop approach, found to be the most effective mechanism to produce MT materials in an efficient and controlled manner, as well as enriching the contextualized cultural/social elements of the MT materials.
   III. *Training and empowerment of local communities*: In the development of educational materials, a strong emphasis was placed on building local capacity and training local

---

[13] The Benishangul Gumuz Regional State Council has unanimously approved the renaming of 'Berta' nation to 'Benishangul' at the 13th regular session of the 5th year, 7th term of the Council's meeting held on March 29, 2022. Hence, the name 'Benishangul' shall be used in the upcoming pages of the Evaluation Report in lieu of 'Berta'.

teachers. Intensive trainings of MT authors and teachers definitely resulted in ensuring the participation of key stakeholders in the development of MT education materials.

IV. ***Ensuring sustainability through long-term partnership and local ownership***: Each academic year, the project has carried out the authoring of MT materials for specific grades. Then the government has taken over the pilot class teaching of the grade prepared in the preceding academic year to other classes. Although the proposed government expansion was not successfully carried out, the strategy in general has enabled the development of local ownership and sustainability of the project results.

In general, the project has been engaged in the execution of these key activities:

- Producing (creating/authoring) quality mother tongue textbooks, teacher guides for primary school classes of the Komo, Gwama and Bambassi Mao language communities by local mother tongue authors.
- Producing (creating/authoring) quality mother tongue supplementary reading materials for primary school classes in all six language communities by local MT authors.
- Organizing in-service teacher training workshops that aimed to train teachers and teacher-trainers/mentors in material use and teaching methods.
- Piloting teaching materials and their usage in a small number of classes before expanding to government-run schools in each language community.
- Developing materials for a FWL program in the Gumuz language.
- Facilitating mother tongue FWL classes in the Shinasha, Benishangul and Gumuz communities.
- Enhancing collaboration with local Teacher Training Colleges to ensure that mother tongue teachers are well-trained to work with the new materials and methodology (i.e. pre-service training).

Geographically, the project has been implemented in three zones of the region as displayed in the map and tabular distributions below:

Map of Benishangul Gumuz Regional State

(*NOTE: Recent developments have been experienced in the region regarding to the number of woredas in each administrative zone; however, the administrative map of the region is not updated yet to spot the new units.*)

No.	Name of FWL center	Program	Zone	Woreda	Language community
1	Minjo	FWL	Metekel	Wonbera	Shinasha
2	Addis Alem	FWL	Metekel	Bulen	Shinasha
3	Matta	FWL	Metekel	Bulen	Shinasha
4	Dosh	FWL	Metekel	Bulen	Shinasha
5	Edida	FWL	Metekel	Mandura	Gumuz
6	Abramo	FWL	Asosa	Abramo	Benishangul
7	Sonka	FWL	Asosa	Bambasi	Benishangul
8	Sherkole	FWL	Asosa	Homosha	Benishangul
9	Fadulse	FWL	Asosa	Sherkole	Benishangul
10	Dulshatalow	FWL	Asosa	Kurmuk	Benishangul
11	Anzhendu	FWL	Asosa	Menge	Benishangul
12	Gilgila	FWL	Kamashi	Kamashi	Gumuz
13	Chisga	FWL	Kamashi	Sedal	Gumuz
14	Kenta	FWL	Kamashi	Dambe	Gumuz
15	Geses	FWL	Metekel	Dibati	Gumuz
16	Dosh	FWL	Metekel	Bulen	Gumuz
17	Dosh	FWL	Metekel	Bulen	Shinasha
18	Zighi	FWL	Metekel	Dibati	Shinasha
19	LegeBuna	FWL	Metekel	Dibati	Shinasha
20	4 sites (pilot schools)	MTE MLE	Asosa	Bambasi	Mao
21	3 site (pilot schools)	MTE MLE	Asosa	Mao Komo sp.	Komo
22	7 sites (pilot schools)	MTE MLE	Asosa	Bambasi	Gwama

2. Final Evaluation of the Project

The evaluation team assessed a project titled 'MLE and FWL in Benishangul Gumuz Region project' ('Children and Adult Learning in the Mother Tongue in Benishangul Gumuz Regional State project' in other documents) that SIL Ethiopia has been implementing in selected Woredas of Metekel zone, Asosa zone, Kamashi zone and Mao Komo special Woreda from January 2019 to December 2022.

The Final Evaluation was conducted with the ultimate aim to assess the overall outcome that the project has brought about in MTE at primary schools among the Gwama, Mao Bambasi, and Komo language communities, and FWL in Benishanguel, Shinasha and Gumuz language communities. To this end, the Evaluation Team understood that the project was designed to yield a long-term impact on the local communities, far beyond the direct results of individual actions. Government ownership and expansion of the use of MT teaching materials to additional Komo, Gwama and Bambassi Mao schools took an essential share of the project.

Additionally, the implementation of FWL classes among the Shinasha, Benishangul, and Gumuz communities of the region was projected to enable parents outside of school to have the greatest influence on the education of their children by increasing their awareness of the benefits of MTB MLE through community sensitization, group discussions, and instructional

methods. This is also believed to impart basic literacy skills to mothers and other female members of the community, allowing them access to information and further education as well as to enable them better support their children's learning.

During the evaluation, the various aspects of the project are assessed against well-established 'evaluation questions' and data collection methodologies that helped the evaluation team to develop representative and sound accounts of the project. Both primary and secondary sources of data were employed by the Evaluation Team to increase the dependability of the evaluation report. Accordingly, students, parents, teachers, schools principals, women in FWL classes, FWL facilitators, Woreda education offices, community leaders, regional Education Bureau team leaders and language experts, regional Culture & Tourism bureau experts, language board members, and SIL Ethiopia project coordination and management staffs were consulted.

In addition, relevant printed and electronic documents such as reports, periodic accounts, education materials, the project proposal, contractual and operational agreements, minutes, letters, and registers, were reviewed. The evaluation team has visited the project operation areas amid challenging security and other situations to understand the actual implementation and existing status of the project on the ground, and to enhance the representation and soundless of the evaluation report against the ToR. Alternative means of data collection, such as telephone interviews, were administered to ensure the inclusion of the views and inputs of all target language communities of the project.

2.1. Purpose of the Evaluation

The general objective of the final evaluation was to assess the overall outcomes that the project has brought about in MTE at primary schools among the Gwama, Mao Bambasi, and Komo language communities, and FWL program in Benishangul, Shinasha, and Gumuz language communities. In particular, the evaluation was conducted with these aims:

a. To assess the extent to which the project has achieved the anticipated outcomes against the initial proposal of the project.
b. To evaluate the extent to which the project design is relevant to the desired output, outcome and impact of the interventions.
c. To measure the contributions of the project to the empowerment of individuals, communities, and the society at large against Digni's Empowerment Assessment Tool.
d. To assess the extent to which the partnership between SIL Ethiopia and the signatory regional government Bureaus has contributed to build the implementation capacity of the regional state to deliver quality education with a special focus on MTB-MLE.
e. To evaluate the extent to which the language communities in Benishangul-Gumuz Regional State has benefitted from MTB MLE and FWL interventions.
f. To look into the relevance, coherence, effectiveness, efficiency, sustainability, and impact of the project.

2.2. Scope of the Final Evaluation

The final evaluation was carried out in November/December 2022 with a multidisciplinary team of external evaluators. In the process, the evaluation mission was segmented into two

teams: one of the teams was engaged in Asosa and the other one in Metekel simultaneously. In its scope, the evaluation attempted to address the primary agendas of:

a. ***The project design***: Assessed whether the project design was relevant to the desired outputs, outcome and impact of the project. This has also involved evaluating whether the project design has fulfilled its anticipated purpose with the meaningful involvement of the local stakeholders. This has involved studying the problem addressed by the project and the underlying assumptions, reviewing the effects of the assumptions and changes happened to the project, reviewing the relevance of the project strategy and assessing whether it provides the most effective route towards expected results, and reviewing the decision-making processes across the project phases.

b. ***The project outcomes***: Assessed the extent to which the project has achieved the anticipated results at outcome level as set in the project documents and the RBM. This aspect of the evaluation involved thematic evaluations such as coverage, focus areas, cross-cutting issues such as gender responsiveness, programmatic approaches, and project coordination modalities. This comprised reviewing the RBM indicators against the results, comparing and analyzing the baseline values with the targets, and identifying the major barriers to achieve the project objectives. The evaluation process also considered the M&E frameworks of SIL Ethiopia, and the major findings and recommendations of the mid-term evaluation of the project conducted by the regional BoFED, RBE and RBOCT in 2021.

c. ***Project Implementation and Adaptive Management***: Assessed the project management arrangements, work planning, project-level monitoring and evaluation systems, stakeholder engagements, reporting and communication aspects of the project.

d. ***Partnership and collaboration***: Assessed the partnership engagements and collaboration aspects of the project to understand the extent to which the partnership between SIL-Ethiopia and Benishangul-Gumuz Regional State Education Bureau and Culture & Tourism Bureau is built thru the entire phases of the project, including the level of collaboration and capacity development of the regional state to deliver quality education with a special focus on MTB MLE and FWL program.

e. ***Relevance, coherence, efficiency, effectiveness, and impact***: Assessed the extent to which the project objectives and activities were consistent with the needs of the target beneficiaries and the priorities of the regional state as well as with that of the policies of SIL Ethiopia and its funding partners; the extent to which the project activities undertaken allowed SIL Ethiopia and its stakeholders to achieve their development objectives without internal contradiction of the development objectives and values of each other; the extent to which the project objectives are achieved as stipulated to be achieved against their relative significance; and the extent to which the project has enabled the target population to develop long-lasting benefits and capacities to solve challenges associated with MLE and FWL through their own effort and creativity. Likewise, the evaluation assessed the financial aspects of the project and the extent to which the outputs and/or desired results of the project are achieved with the lowest possible use of resources or inputs such as human resource, time, and finance, including 'value for money'.

f. ***Empowerment***: Assessed how the project has contributed to the empowerment of the individuals, the communities and the society at large. This aspect of the evaluation was carried out basically in reference to the Digni's Empowerment Assessment Tool.

g. ***Sustainability***: Assessed the extent to which the benefits of the project could continue through its own capacity after the termination of the project interventions and the support of by SIL Ethiopia in a way that is resilient to risks. This aspect of the evaluation also involved assessing the overall risks to sustainability factors of the project against financial risks, socio-economic risks, and institutional/governance framework risks.

2.3. Evaluation Methodologies

2.3.1. Overall Approach to the Evaluation

The final evaluation employed participatory methods of data gathering and analysis that involved a qualitative approach which is usually conducted for exploring and understanding the meaning individuals or groups attribute to a social phenomenon they are experiencing (Creswell, 2013)[14]. The qualitative approach also helped the evaluation team to assess the project impact, to answer the evaluation questions sufficiently, and to measure the project indicators properly in a descriptive way. Attempts were made to make these methods level, gender responsive and culture-sensitive; the evaluation team attempted to ensure a balanced representation and participation of all target groups in the specific language community. This resulted in an evaluation that is believed to be impartial, independent and as open as possible with respect to the project achievements and other relevant elements in both the MLE and FWL interventions.

2.3.2. Data Sources

Both primary and secondary sources of data were employed in the final evaluation process. The primary information on key indicators was gathered from:

- Key informant interviews with teachers, FWL facilitators, pupils, community leaders, women from the FWL classes, school administrators, language experts, and government officials at Woreda, zone and regional levels.
- Focus group discussions with teachers, PTAs, Literacy committees, language boards, children, facilitators and women from the FWL classes.
- Site/classroom observation of sample MLE schools and FWL classes with the view to assess the actual practices on the ground.
- Structured questionnaires from teachers and students.

Secondary sources of data involved desktop review of the project documents, government requirements, program policies & strategies, progress reports, supervisor reports, review meeting reports, action plans, mid-term evaluation report, publications by the project, students'

---

[14] Creswell, J.W. (2013) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition, SAGE Publications, Inc., London.

rosters, and class attendance sheets. In the process, both electronic and printed resources were reviewed tremendously.

2.3.3. Data Collection Techniques

The evaluation team used the following techniques to collect the necessary data:

I. *Key Informant Interviews*:

No.	Project area	Male	Female	Total
1	Gilgel Beles	1	0	1
2	Mutsa Dabus	1	0	1
3	Abramo	0	1	1
	Total	**2**	**1**	**3**

II. *Group interview using semi-structured questions*:

No.	Project area	Male	Female	Total
1	Asosa (SIL project coordination office)	5	0	5
2	Addis Ababa (SIL Management team)	2	1	3
3	Wonbera	4	0	4
4	Sherkole	4	0	4
	Total	**15**	**1**	**16**

With the facilitation and support from SIL Ethiopia project staff, the evaluation team used local language translators during the interview processes and group interviews to entertain the views and opinions of respondents who couldn't communicate in Amharic. This is believed to ensure the inclusiveness of the evaluation process.

III. *Focus Group Discussions (FGDs)*:

Heterogeneous FGDs:

No.	Project area	Male	Female	Total
1	Zigi	4	4	8
2	Minjo	4	1	5
3	Bulen	4	4	8
4	Mandura	4	4	8
5	Mutsa Dabus	5	3	8
6	Mutsa Yako	6	2	8
7	Mutsa Kosa - 1	6	2	8
	Total	**33**	**20**	**53**

Homogenous FGDs:

No.	Project area	Male	Female	Total
1	Asosa (RBoCE, CTB, BoFED)	9	0	9
2	Sonka – 1	0	8	8
3	Sonka – 2	0	8	8
4	Mutsa Kosa - 2	8	0	8
	Total	**17**	**16**	**33**

The FGDs enabled the evaluation team to collect living stories and accumulated experiences as well as capture the actual practices of the project interventions on the ground from the participants which are, therefore, pertinent to make relevant recommendations for the audiences of this evaluation report. In some sessions, the evaluators used translators from among the participants to communicate messages, including questions and explanations.

IV. ***In-depth desk review of documents***: The evaluation team reviewed different documents, both printed and electronic, related to the project. The documents consulted include the project proposal document, contractual and operational agreements, the mid-term evaluation report conducted by the regional BoFED, minutes, proceedings, letters, registers, M&E tools and internal M&E assessments, review meeting reports, annual reports (both technical and financial), training reports, experience sharing reports, supervision back-to-office reports, students' rosters, and education materials (text books, teacher's guides, dictionary, SRM). The data generated from these secondary sources are mainly used to understand the project, to track communication processes, to conduct comparative analysis of the project against actual implementation on the ground, as well as to triangulate and complement the findings from the primary data sources. Additionally, the evaluators attempted to research various resources to understand MTE and FWL in different contexts as well as to support the background of the evaluation report.

V. ***Self-administered Structured Questionnaires***: SSQ containing close-ended questionnaires were distributed among MT and non-MT Teachers, School Directors and students in Mutsa-yako, Mutsa-kossa and Mutsa-Dabus schools (Bambasi woreda). The SSQ tools were designed in English and Amharic languages to enable the respondents easily understand the questions. The findings from the SSQ enabled the evaluation team to triangulate the data collected using the other data gathering techniques.

VI. ***Observations***: The Evaluation Team conducted guided observations to:
- Teaching-learning process in Mao MT classes in Mutsa-yako, Mutsa-kossa, and Mutsa-Dabus schools in Bambasi woreda.
- FWL classes in Minjo (Wonbera woreda), Sonka (Bambasi woreda), Sherkole site (Homosha woreda), and Abramo (Abramo woreda) centers, and farmlands of women at Sonka and Abramo sites.
- The SIL-Asosa coordination office for education materials development, accompanied by on-the-spot discussions.

VII. ***Debriefing sessions with SIL-Ethiopia project coordination team***: This intervention has enabled the evaluation team to get the big picture of the project and its processes and achievements in a plan-versus-achievement approach. The debriefing certainly helped the evaluation team to understand the actual situations on the ground so that the team has considered a certain level of flexibility during the administration of fieldwork.

2.3.4. Evaluation Tools

The evaluation team developed different data collection instruments[15] to manage both primary and secondary data gathering engagements. These included:
a. Semi-structured questions for key informant interviews.
b. Structured questions to lead group interview with certain groups (usually 2-5 persons per session).
c. Focus Group Discussion guiding questions for different groups consisting of more than 6 participants per session.

---

[15] The data collection tools are annexed to the end of this evaluation report.

d. Self-administered open-ended questionnaire.
e. Site visit and observation guides.
f. Documents review guides.

2.3.5. Data Processing, Analysis, Presentation and Management

The data processing and analysis exercises were administered shortly after the end of the fieldwork so as to make the final evaluation records processed fast enough as per the schedule. In general, the process involved a series of data entries (transcription and data encoding) accompanied by ensuring the accuracy of the captured and encoded data, and followed by machine editing to enhance the technical accuracy and literature of the accounts. The validity of the information was maintained through triangulation techniques.

The report followed qualitative analytical procedures. It employs in-depth qualitative analysis of the results of the project involving description of opinions, feelings, practical experiences and lessons collected from the respondents. For this purpose, the data collected from FGDs, interviews and other formal discussions were recorded using audio recorders to enable the evaluation team to concentrate more on the conversation and to maintain a more natural relationship with the respondents during the data gathering process. The process was administered in accordance with the Safeguarding policy and standard ethical considerations in research, including taking the consent of the respondents and keeping the confidentiality and anonymity of their personality and data they provided. Participants were additionally informed about the overall purpose of the data collection and the procedures followed in the process at the beginning of each engagement.

Therefore:
- Responses from all respondent forms through the primary data collection techniques were made anonymous in the evaluation report.
- The personal information of the participants are kept confidential.
- Quotes are paraphrased to avoid identification of the individuals in the evaluation report.
- The evaluation team exerted maximum effort to use all information fairly and accurately.
- The tone and focus of the KIIs and FGDs are reflected on the various sections of the report reasonably.
- The evaluation team has taken care of and consciously followed up on the safety, feelings and motivations of the participants to eliminate frustrations during KIIs and FGDs.
- All the evaluation team has been engaged in all data-gathering exercises and report writing processes with a good level of safeguarding.

2.4. Rating and Ranking Process

The evaluation team has rated the project achievements based on the final results (outcomes) of the project and its contribution to the overall goal of the action. In the process, the evaluators rated the relevance, effectiveness, efficiency, impact and sustainability aspects of the project. In addition, the team has considered the project design, partnership and collaboration, and empowerment aspects of the project at the center of the evaluation and its rating process.

Furthermore, it has also taken in to account assessing the project implementation approaches including monitoring, follow up and evaluation activities undertaken by SIL Ethiopia. These complementary aspects of the evaluation mission formed the framework of the core sections of the evaluation report. However, each of the different project elements are rated separately with justifications based on the findings and so has the project as a whole.

The evaluation team has formulated and used a six-level ranking technique in the process of rating the level of overall achievements of the project against the evaluation criteria:

Rank	Code	Description
Highly Satisfactory	HS	The project has **no notable** shortcomings in the achievement of its outcomes/impact (though not perfect) in terms of the project design, empowerment, collaboration/partnership, and effectiveness.
Satisfactory	S	The project has **minor** shortcomings in the achievement of its outcomes/impact in terms of the project design, empowerment, collaboration/partnership, and effectiveness.
Moderately Satisfactory	MS	The project has **moderate** shortcomings in the achievement of its outcomes/impacts in terms of the project design, empowerment, partnership/collaboration, and effectiveness.
Moderately Unsatisfactory	MU	The project has **significant** shortcomings in achieving its outcomes/impact in terms of the project design, empowerment, partnership/collaboration, and effectiveness.
Unsatisfactory	U	The project has **major** shortcomings in the achievement of its outcomes/impact in terms of the project design, empowerment, partnership/collaboration, and effectiveness.
Highly Unsatisfactory	HU	The project has **severe** shortcomings in the achievement of its outcomes/impact in terms of the project design, empowerment, partnership/collaboration, and effectiveness.

Therefore, in the minimum, 'satisfactory' performance on at least three of the evaluation areas, i.e. project design, empowerment, partnership/collaboration, and effectiveness, is necessary to rate 'satisfactory' performance of the project overall.

2.5. The Evaluation Report

The evaluation report will be a core document of communication among the MLE and FWL project stakeholders and other internal and external clients of SIL Ethiopia to share the achievements of the project, to catalog lessons learnt, to enhance organizational memory, and to propose new initiatives from the project implementation for possible future engagements.

Structurally, the report contains four major sections. The **first** section of the report describes the 'Background' of the MLE and FWL project and illuminates the major components of the project in reference to the project proposal. The **second** section contains major information about the 'Final Evaluation', mainly about its purpose, the process, and methodologies, including the evaluation techniques, tools used, data analysis and presentation activities as well as the rating systems and arrangements of the evaluation report.

The **third** section involves presentation of 'Major Findings of the Evaluation'. This section constitutes the major part of the report in terms of coverage and significance. The **fourth** section involves 'Conclusion and Recommendations'. The conclusion part embraces a summary of 'big stones' of the report. Finally, the recommendations are constructed in a way that SIL Ethiopia can consider for its future endeavors, including designing new interventions and/or scaling up and replicating existing projects. 'Annexes' are also attached to the end as a supplement to the evaluation report.

3. Major Findings of the Evaluation

3.1. MTB MLE: Major Achievements

The project approach was found to be highly effective in meeting the intended outcomes in MTB MLE. During the FGDs, participants depicted that the project has been engaged in a variety of activities like community awareness raising programmes, textbook preparation, dictionary preparation, SRM preparation, and capacity building trainings for teachers, MT experts, supervisors, and community leaders.

A) Awareness raising and local advocacy activities

The project conducted a variety of awareness raising activities to mobilize the public opinion in support of the MTB MLE. Meetings on the importance and benefits of the continuation of MTB MLE in primary schools were held with teachers, parents, PTAs and government officials. The FGD representatives from Woreda/Zonal/Woreda Education Offices, Culture and Tourism Offices made clear that the awareness raising activities brought significant achievements in terms of changing the attitude of the teachers, local officials and the general public towards the benefits of MTB MLE. These changes are mainly signified by the growing support they provided to the program.

The FGD participants revealed that they are all aware of the importance of MTB MLE. The perception of the community towards MTB MLE is also improved significantly. One discussant from PTA said:

…Since I am member of this community and since I am elderly, I have the chance to communicate with many other members of the community. Whenever I met women, elderly and even young people, they always told me that they all are very happy about the education…

Children in MT class

Despite the fact that there have been great improvements on the attitude of the general public, the participants explained that still there has been some lack of awareness about MTB MLE among the government officials due to turnover. According to the respondents, some

government officials had a more positive attitude towards Amharic and English than the MT as the language of instruction in primary schools. This indicated that the awareness raising activities, though they brought significant changes among the wider public in general, still leaves much has still to be done in awareness and support of MT education by government officials.

B) Capacity Building for MT teachers and authors

It is clear that subject area knowledge and teaching methodology of the newly produced textbooks has played a significant role in the success of the teaching-learning process. Cognizant of this, the project provided a series of trainings on MTB MLE methodology and the usage of the produced materials for pilot classes for MT teachers, supervisors, and school directors from selected schools every year. In this regard, although the efforts of the project were acknowledged and two weeks of training was provided, the teachers who participated in the FGD mentioned that two weeks was not enough time to learn what they need to know to teach subjects in the MT. However, recalling its previous experiences in the same intervention, SIL Ethiopia believed that two weeks is enough to familiarize the MT teachers with the subject matter covering the entire pages of the MT materials. In this regard, the evaluation team believed that there should be a certain mechanism, standard, or reference in place to manage subjectivity while deciding the number of days for the training during the planning phase.

The limitation as noted by the evaluation team was that as the purpose of teachers' training is to familiarize them with new printed school books and teaching methods; the time when MT teachers were trained is directly connected with the time when school books are printed and ready for use as well as when MT teachers are finished their summer course in TTC. This results in loss of instructional time for the teachers. Of course, the teachers indicated that they had made efforts to schedule make-up sessions for the missing lessons, but they also admitted that it was difficult to fully compensate for entire missed classes.

SIL Ethiopia has provided consecutive training sessions for the MT teachers and basic training for MT authors under the project. The evaluation team understood that the training sessions facilitated for MT textbook authors were adequate to equip them with the necessary skills to author these books. However, some MT authors stated that they have never received adequate training on how to write books before they began to engage in the preparation of the textbooks. For instance, during the FGD with MT textbook authors in Asosa, a respondent said:

> …I didn't get enough training on how to prepare textbooks. Perhaps this has a significant effect on the quality of the produced materials. If I had received enough training about book preparation, I could have prepared a better book…

Equally significant, there were complaints among the teachers about the weekly teaching load. The teachers stated that they held a considerable level of class workload per week due to lack of sufficient personnel, lack of trained MT teachers and also being engaged in teaching non-MT classes. This situation also prohibited them from engaging in the different extracurricular activities that were once part of their school duties.

C) Long-lasting footprints: Teacher's Guide with new approach

The project has played a significant role in the preparation of teacher's guides in line with the government curriculum. One of the most important and creative achievements of the teacher's guide is that the books have the 'guide' on the left and the 'students' text' on the right pages respectively. This provides the teachers with an opportunity to easily resolve any difficulties that have arisen in any classroom sessions.

While the books have these invaluable features and strengths, they are not found to be flawless. The MT teachers during the FGDs pointed out that the books have grammatical and spelling errors. As well, the answers to some of the questions that were supposed to be written in the teacher's guide were not given. They are omitted and therefore the teachers are forced to write the answers on the book with pen.

D) The keystones: Student Textbooks

In all FGD sessions the participants plainly agreed that the textbooks are the pioneers and they lay the foundation for any future works. One of the participants said:

> *"SIL Ethiopia's MTB MLE program in general and the books prepared by the support of the project are the answers for our long-lasting questions of our language communities. Our current and next generation will remember them in history."*

However, like the Teacher's Guide, Student Textbooks also have some grammar and spelling errors. Other areas of improvement related to the textbooks were that some of the books distributed to students were printed in black and white due to being printed at the piloting and trial phase. This may diminish the attractiveness of printed school books. Though the size and page number of printed school books is designed based on the national standard and curriculum, sometimes it is found to be difficult to cover the entire content in one academic year due to these limitations.

E) Staged reading materials (SRM)

As clearly stated in the project document, one of the objectives of the project was to prepare staged reading materials (SRMs) to support the effectiveness of the MTB MLE interventions in the Benishangul-Gumuz region. As planned, for example, in 2020, it is found that SRMs on 60 topics were developed in six languages based on a variety of themes (10 titles for Benishangul, Gumuz, Shinasha, Mao, Komo and Gwama each) and distributed to the pilot schools, although some of the products reached the target schools only after a considerable delay, contrary to the original plan.

About the SRMs, the FGD participants raised many points that could be referred to as strengths. For instance, a PTA member participating in the FGD explained his opinion as follows:

> *"...the SRMs have brought enormous benefits. First of all, since they are written in vernacular languages that our children can easily understand, they will surely inspire our children to develop a lifelong love for reading and writing ...The books are also very important to teach our children about their long-standing traditions and culture..."*

Additionally, during our observation in the classrooms, we have realized that the children have profound interest to read the SRMs. In line with this, a MT teacher asserted that "*the SRMs helped the students to build deep connection with us and even with their parents.*" In addition, according to the respondents of the FGD, the stories in the books use names, places, and animals that are very familiar in the local community. This is very relevant as the books are widely accepted not only by the students but also by parents and other adults of the language communities.

Another strength of SRMs is their validation process. All storybooks are written by teachers trained by SIL Ethiopia's MTB MLE project. In addition, they were all validated by the respective language community. This has helped to enrich the cultural/social features of the materials and enable to create a strong sense of ownership of the books by the community.

The evaluation team also understood from the school principals and the MT teachers that the schools have adequate copies of the SRMs. For instance, in the year 2020, the project had planned to print 900 copies of SRM, but 3000 copies were printed and distributed. It is also observed during the school visits that SRMs were given to the students to take home and to use to improve their reading culture with their parents as intended in the project design.

F) Trilingual dictionary

One of the historic contributions of the project has been found to be the preparation of the trilingual school dictionary. The project prepared one trilingual dictionary in Gumuz language. The dictionary has 2,118 words.

The structure of the dictionary was organized in Gumuz-Amharic-English structure. The evaluation team appreciated the project's efforts to enhance the content and accessibility of the dictionary with trilingual formation. However, it is found that the dictionary is structured without illustrations or pictures.

G) Improved students' academic results

KII respondents and FGD participants unanimously agreed that students are more interested in attending schools, reading books and are scoring better on their exams. The evaluation team also observed the sample rosters of students in selected schools and found that many students scored more than 50 marks in MT classes. In support of this, one MT teacher said:

> "*I have noticed that my students get better every day after they started learning in their MT. They have achieved better results and they have got better writing and reading skills than ever before.*"

In general, the MTE program is found effective in enhancing the academic performance of the children. For instance, the children started to use their MT in schools and at home to read; they have access to textbooks written in their MT language, and the children are found to be highly interested in reading in their MT language.

In this regard, as part of measuring their reading abilities, the evaluation team randomly selected students during the class observations and requested them to read in MT. Taking into

consideration the students' experience reading in front of a stranger, most of them were found unable to do so. To this end, the evaluation team believed that different forms of tests or exams are required further to assess the students' academic performance, to understand associated factors, and to recommend possible interventions to enhance their reading skills in MT.

3.2.FWL: Major achievements and effectiveness of the program

The FWL program is a very important segment of the project. Inherently, the program has involved literacy, numeracy, and income-generation components. This part of the project was primarily designed to encourage communities to create their own opportunities for income

generation. The programme was initially an integrated action aimed at imparting literacy, business, life skills training as well as health (reproductive, HIV/AIDS, nutrition) and agricultural education.

SIL Ethiopia's management team further believes that the contribution of FWL to children's academic performance is instrumental and relevant for language development among minorities. In connection to this, the evaluation team found concrete evidence to determine the extent to which FWL has contributed to students' academic performance and overall achievements. This demonstrates a definite connection between the two interventions, i.e. MTB MLE and FWL.

A mother benefited from FWL program

A. The participatory nature of the program

The FWL programme uses a social constructivist approach[16] that puts the learner at the centre of the learning process. In general, in the literacy process, the FWL facilitators act as a guide, helping participants to develop life skills, and directing their learning. This approach is found technically adequate and relevant for the successful implementation of the literacy program. It is also found that the project has employed a cross-age (rather than same-age or peer) adult learning approach whereby a learners' cohort constituted women aged 25-60.

Overall, the literacy program was designed by placing the interest and consent of the target women at the centre of every decision regarding their learning, including frequency of learning sessions, the weekly schedule, meeting dates, place of learning, daily learning agendas, etc. Therefore, the literacy program held regular classes two days a week for three hours per day at a location of their choosing. As most women are housewives and framers who are busy with daily routines, this appears to be very important to increase follow up and successive attendance of the women. The evaluation team also realized that they can choose the daily topics they are

---

[16] Social Constructivist Approach is a sociological theory of knowledge and learning propounded by Lev Vygotsky in 1968, and states that language and culture are the frameworks through which humans experience, communicate, collaborate, and understand reality, so that human development is socially situated and knowledge is constructed through interaction with others. Therefore, the approach emphasizes the social contexts of learning (rather than individuals' construction of knowledge and understanding) and that knowledge is mutually built and constructed.

interested in learning. Often, the women learned something related to their lives or year-round conditions, such as harvesting.

It is also found that a successful literacy cohort was ideally planned by the project to continue uninterruptedly for 12 months, twice a week for three hours per session. However, there were significant disruptions due to COVID19 and security issues in the project areas. In particular, the situation was more crucial in Mekele zone where the literacy program was not meaningfully operative for about three quarters of the project period as shown in the table below (2019-2020):

No.	Name of FWL center	Zone	Woreda	Language community	# months operational
1	Minjo	Metekel	Wonbera	Shinasha	12
2	Addis Alem	Metekel	Bulen	Shinasha	10
3	Matta	Metekel	Bulen	Shinasha	10
4	Dosh	Metekel	Bulen	Shinasha	8
5	Edida	Metekel	Mandura	Gumuz	2

Source: Findings from FGDs and Registers in the respective FWL centers

Although the FWL facilitators tried to modify the literacy programs through door to door visits during the COVID19 period, it is clear that the program progress was highly affected. The situation was further aggravated by the subsequent conflict crisis that forcibly displaced most of the communities from their villages. Recently, efforts are being made by the respective Woreda Education Offices to trace the whereabouts of the mothers, and registration of FWL learners has already started in some centers to continue the literacy program in their villages of origin or in the IDP centers.

B. Establishment of FWL Committee

The evaluation team learned from primary and secondary sources that the project has established a functional Women's Literacy Committee at the local level. The establishment of the committee is perhaps one of the most important achievements of the literacy program. The Committees have played an important role in the effective implementation of the FWL

FWL groups own a plot of farmland to generate income as they learn from the FWL program

program. They have played a key role in raising community awareness about the program and have played a crucial and successful role in convincing the women's husbands to support the participation and successive attendance of their wife in the literacy program. The Committees have also been involved in following up and tracking women who left the program due to various reasons.

The local Committees also made exceptional efforts in introducing door-to-door literacy to sustain the FWL program in the face of COVID19 and conflict situations. Along with the Literacy Committees, it is also learned from the respondents that the local administration provided strong support to the FWL program. In these regard, exemplary and scalable achievements are reported in some FWL sites such as Abramo center. There is good proof here that the Kebele administration has supported the women who participated in the FWL program. Hence, women owned two hectares of farm land to engage in agricultural activities for income generation. They told us that they expect 100 quintals of red kidney beans from the land. A quintal of red kidney beans is sold for up to 10,000 Birr in the current market.

Likewise, in Sonka kebele (Bambasi), the local administration, in collaboration with the school, provided a plot of farmland to the women to help them engage in cooperative agriculture. The evaluation team was able to understand that the women have profound motivation to adopt modern agriculture and change their lives. This is, therefore, the linkage where the FWL program and women's economic empowerment is made for sustainable women's literacy and continuing support to their school children, as intended in the project.

A) Community perception towards FWL

The evaluation team understood from the participants of the FGDs and KIIs that the language communities have significant awareness and positive attitude towards the benefits of FWL and are supportive of the program. In particular, striking improvements have been observed among male partners in support for their wives' literacy. In this regard one Committee member said:

> *"…Neither my wife nor I are educated. We were illiterate. But after my wife started participating in the program, I was very happy when I realized that my wife has started reading texts, calling and saving phone numbers, and monitoring and supporting our children. Now I am going around every village to encourage illiterate women to participate in the program… I and all my friends are supporting the program…"*

Another FGD participant also said:
> *"…I know there are many people who have brought their children back to school after being inspired by the women and their achievements. If someone gives me the same opportunity as my wife, I will not hesitate to participate in such programs…"*

The FWL Facilitators also witnessed that the number of women willing to participate in the FWL program is progressively increasing. Moreover, in some Woredas, mothers from Amharic language communities visited the literacy centers to participate in the program assuming that it was in Amharic. During the field visits, the evaluation team also realized that the motivation

and curiosity of the mothers was strong and that they were interested in continuing the literacy program even though they did not know how.

B) Literacy Facilitation Materials and SRMs

To help make the literacy process more effective in the FWL program, there is a facilitator's guide developed in the relevant learner's MT. The Facilitator's Guide is developed annually and is designed to help organize literacy activities and covers health, hygiene, sanitation, reading, numeracy, savings, agriculture and a range of other topics related to everyday life of the women. As observed by the evaluation team, the facilitator's guide was developed in line with the Government Curriculum of Adult Education, maintaining the basic elements of andragogy[17], with a good font size, and endowed with images to facilitate the literacy process. In short, it is found to be very attractive and relevant.

On the other hand, in 2019, the Level-1 Gumuz Facilitator's Guide and post literacy materials were developed and a total of 1000 copies of teaching materials (475 for Benishangul, 475 for Bora/Shinasha, and 50 copies for Gumuz) were printed by the project and distributed to the pilot FWL classes. However, Level-2 learners' books for Gumuz, and post literacy material for Shinasha language communities were not distributed to the literacy sites as planned in the project document due to the renewed conflict situations. Furthermore, those materials distributed to the literacy sites were either destroyed or burnt down. Therefore, the project tried to reprint the materials for the next project period in consultation with the RBE. In this regard, there are different views among the regional, zonal and Woreda education offices, school directors, and FWL facilitators on the agenda for when/where to resume the literacy program.

In addition, staged reading materials (SRMs) were developed and distributed that addressed a variety of topics. For example, 15 SRMs (5 for each language) were developed in 2020 to support the literacy program in three languages (Benishangul, Gumuz and Shinasha). It is understood that the materials have been produced based on the thematic approach to complement the proposed FWL program. However, the evaluation team realized that delays in delivery of FWL SRM to the literacy centers, particularly to the Shinasha and Gumuz centers, were frequent due to security problems, and this has resulted in the program not to meet the desired outcomes in these languages.

C) FWL Facilitators

The evaluation team observed that the project trained two facilitators for each literacy site, one lead facilitator and the other an assistant. Facilitators were selected and recruited by the respective local education offices. They have a top up of 908 ETB per month from SIL Ethiopia. In most of the FWL sites observed during the evaluation, the facilitators are found to have developed a solid rapport with the learners and have good facilitation skills. They have also engaged in flexible operation of the literacy program during the COVID19 crisis and the recurrent conflict situations over the past three years of the project, including door-to-door tutoring. This project is believed to be a historical resource collected and presented to the

---

[17] Start from self-concept, promote learning from experience, ensure learners' readiness to learn, immediate applications of knowledge imparted, internal motivation of learners, and respecting the learners' needs to know.

language community. Therefore, SIL Ethiopia can continue to use existing facilitators for all its upcoming similar projects.

However, it also appears that there is a high turnover of trained facilitators resulting in frequent vacant days in which the literacy program was not implemented. Woreda Education Offices and/or the respective schools tried to fill this gap by appointing a temporary facilitator either from other nearby sites of provisionally assigning O-Class teachers, e.g. Zigi Center (Dibati). In addition, grievances were experienced between the lead and assistant facilitators due to communication barriers and limited understanding of their duties. More importantly, the evaluation team has observed a male FWL facilitator at the Abramo Center which is contradicting the various guidelines and the project document.

D) Programme content and its contributions

The FWL program focuses on the real-life situations of women. This includes basic literacy and numeracy skills related to farming, sanitation, personal and environmental hygiene, childbearing, Harmful Traditional Practices (HTPs) etc. As facilitators act as guides, helping participants develop skills and guide their learning, they sometimes invite experts from among health extension workers (HEWs) to teach women about health-specific issues such as hygiene and malnutrition. In another case, the facilitators invited experts from the Agriculture Office to teach the women about poultry, modern farming practices, harvesting and fertilizer use. In this regard, one participant from Abramo kebele stated:

> *"I found the program very essential in my life. After I enrolled to the program, I have gained enough understanding about personal and environmental hygiene, infectious diseases and other health issues. I have also gained knowledge about raising children. I also started saving and after a few months I thought of starting my own business."*

Another woman from Sonka kebele added:
> *"I have learned a lot about personal and environmental hygiene and the impact of malnutrition. Before, I had no clue about malnutrition and its impact on my children. But now, thanks to the program, I know the impact of malnutrition and I started feeding my children better than ever [as much as possible]. I have a garden at home. I collect cabbage and tomatoes from the garden for consumption and market."*

During the FGD with the FWL learners, the evaluation team learned that the language communities in generally experienced a great benefit from the program. Women have also seen significant changes in their saving habits. Most of them have bank accounts. In this regard one participant in Abramo kebele said that *"I can show you my bankbook. Last year I was able to save more than 6000 ETB and I have a plan to save more than that this year."*

In addition to specific skills related to their everyday lives, in general, learners are observed to develop significant gains in their literacy and numeracy skills. However, during the site visits, it is observed that there is a great variation in the learners' understanding and writing ability of letters and numbers. For example, compared to women in Sonka, women in Abramo kebele perform better. At Minjo Center, women were invited to write their name in MT, but the sample

women were able to write in Amharic rather than Borna (Shinasha language). In comparison, the Shinasha women at Zigi Center were able to write numbers and their names in Borna.

Harmful traditional practices were also prevalent in a large scale in the areas where the project was coordinated. However, according to the FGD discussants and stories told by KII respondents, there is a significant reduction in performing HTPs such as child marriage, birth giving outside home, and menstruation taboo, among the language communities. The implementation of the FWL program is believed to contribute greatly to this reduction.

3.3.The project design

The project was found to be designed based on defined needs of the target language communities ensuring the active participation of the direct beneficiaries and stakeholders from the onset of the project. It was designed to contribute a long-term impact to the local communities, far beyond the direct results of individual actions. Government ownership and expansion of the use of MT teaching materials for the additional Komo, Gwama and Bambassi Mao schools was an integral part of the project design.

Additionally, the implementation of FWL classes among the Shinasha, Benishangul and Gumuz communities of the region was designed to enable parents outside of school to have the greatest influence on the education of their children by increasing their awareness of the benefits of MTB MLE through community sensitization, group discussions, and instructional methods. The design was based on the assumption that illiterate parents would remain limited in their ability to help their children learn to read and write.

Therefore, the FWL component of the project was considered with a dual objective: to bring basic literacy skills to mothers and other female members of the community (elder sisters, grandmothers, aunts), and to empower mothers to access to information and further education to better support their children's learning.

The project tried to address the MTE and literacy problems of a total of 3,475 primary school children, teachers, and women of the Bambassi Mao, Benishangul, Gumuz, Gwama, Komo, and Shinasha language communities. In particular, the MTB MLE program was designed to benefit the Mao Bambassi, Gwama, and Komo language communities, accompanied by teachers training activities in Mao Bambassi, Benishangul, Gumuz, Gwama, Komo and Shinasha communities. In the same token, the FWL program in Benishangul, Gumuz, and Shinasha language communities was designed to benefit a total of 5,409 people.

As well, the project was designed to indirectly benefit a total of 15,710 children who are addressed by the regional government expansion of MTB MLE in Mao Bambassi, Gwama, and Komo communities covering at least five additional schools per language communities. It also aimed to reach a total of 16,640 women in the FWL classes in Benishangul, Gumuz, and Shinasha communities, and 392 MT teachers in Mao Bambassi, Benishangul, Gumuz, Gwama, Komo and Shinasha language communities.

The project design has taken into account gender aspects and articulated activities to be accommodating or transformative. By balancing the interventions at individual and group

levels, it was assumed that it would provide opportunities to challenge and take advantage of changing gender norms associated with MTE and adult women's literacy.

Overall the project design was found to be accommodating, inclusive and transformative. Therefore, while all children's educational efforts are equally available to both sexes, women were given special attention in this project, taking into account the domestic obligations loaded on women, which certainly imposed obstacles to dealing with other languages. Furthermore, the project design has ensured meaningful partnership with the RBE to expand the MTB-MLE program that SIL Ethiopia has been engaged in for the past 15 years and more in the FWL program in the three languages (Shinasha, Benishangul and Gumuz). Consequently, the language communities promoted women's participation in FWL and recognized the benefits of FWL to the education of their children and the development of their communities at large.

As with other aspects of the project, risk analysis was performed in the project design and strategies were developed to mitigate impacts of the risks. Most of the risks identified and analysed were found to be related to project implementation, financial resources and management, local stakeholder interests, leadership, human resources, conflict, environment, human rights and gender. However, the evaluation team realized that the lion's share of the risks were due to recurring conflicts and COVID19 which disrupted both MT teaching-learning and FWL processes.

SIL Ethiopia was well aware that there will only be few opportunities to mitigate these risks at the organizational level. It was also involved in flexible management of activities of the project such as shifting place of workshops, among others. However, the complications related to the risky situations were not easy to manage as anticipated during the project planning phase.

3.4. Partnership and Collaboration

The project intended to ensure long-term partnership and local ownership of the interventions mainly for sustainability reasons. For this purpose, it is understood that the project has been engaged in carrying out the authoring of MT materials each academic year for specific pilot classes. Then the government was expected, and agreed as well, to take over the piloted classes in the subsequent years and expand to other grades/schools of each language community. The evaluation team appreciated this collaboration and partnership between SIL Ethiopia and the regional BoE as it has allowed local ownership of the interventions and will possibly contribute to sustainability of MT education after the completion of the project terms.

It is also believed that effective implementation and successful achievements of a project requires strong partnership and collaboration with different local actors including government offices and communities. Accordingly, the project has functionally demonstrated effective engagements, partnership, collaboration and meaningful involvement of signatory regional government Bureaus and zonal/woreda line offices in the different aspects of the project, including the formulation of interventions, training provision, materials development, and M&E activities.

Benishangul Gumuz RBE has practically demonstrated its collaboration with SIL Ethiopia to enhance the successful implementation of the project through the contribution of about a

quarter of the total project in terms of offering office space for the project staff and the local language authors; providing workshop facilities; carrying out the responsibility of selecting local language authors, MT language speakers, and qualified teachers covering their salaries; recruiting and supporting FWL facilitators; and expanding the pilot classes to other schools.

The Benishangul Gumuz Regional Bureau of Culture & Tourism (RBoCT), being a signatory partner of the project, collaborated with the project during linguistic research and cultural information collection processes, dictionary editing and finalization, promotion of local language development, and periodic monitoring of the project. The Bureau was also meaningfully engaged in the project providing technical support during community awareness raising events, and participated in the mid-term evaluation of the project along with RBE and BoFED as stipulated in the project operational agreement.

Likewise, the Regional BoFED has collaborated with SIL Ethiopia in providing technical support to the project that aimed at ensuring the successful implementation of the project as per the project document. The Bureau also collaborated the project in identifying operation sites with the consultation of the language communities and coordinating periodic monitoring and mid-term evaluation of the project.

Equally important, a total of 42 language community members with their local government representatives were actively engaged in the project through public awareness raising actions and focal group discussions and gathering feedback on the project interventions such as educational and literacy materials. They were also involved at various levels of the project with formal representation in the Language Board and the Parent-Teacher Associations (PTA) and were responsible for controlling and guiding the project by providing regular feedback to guide local project implementation. Other members of each language group, such as elders, were also consulted during the collection of local stories for the staged reading material and involved during orthography workshops to validate the written texts.

Finally, it is realized that the project design is packed with important activities that are distributed among a small group of beneficiaries, i.e. school children and women. Therefore, focusing on a particular set of direct beneficiaries over a period time is the best decision of the project that the evaluation team would like to appreciate.

3.5. Empowerment

The project has contributed to the empowerment of individuals, partner organizations and communities/society at large. Accordingly, the project has considered 'empowerment' as one of its primary strategies to achieve its objectives. Therefore, efforts were made to ensure the success of the project by integrating capacity development for project implementation, promoting collaboration between stakeholders in government agencies and community structures, increasing project efficiency through project burden sharing, and ensuring project effectiveness through quality deliverables. This is something commendable and worth emulating in empowerment as it has built the in-house capacity of the RBE in particular.

It was also noted that the duties and responsibilities of each of the signatory Bureaus (BoFED, RBE, RBoCT) were clearly defined among the partners. This is a positive norm that should be

considered while designing projects in the future, as it could also help to promote mutual accountability and transparency.

In addition to these, it is observed that:
   a. The participatory approaches used in the different phases of the project has ensured the meaningful participation of targets groups, the project staff, and the partner organizations.
   b. The Regional BoFED has engaged in monitoring and evaluation activities of the project. In particular, its leading role in the execution of the mid-term evaluation was definitely an empowering exercise for the Bureau. It has enabled them to understand the project results, and to adjust the way they are working with SIL-Ethiopia for better achievements.

The inclusion of economic empowerment activities among women of the three language communities (Benishangul, Gumuz, and Shinasha) in the project has contributed to increase the interaction of women and their contribution to the development of their household and their community.

Overall, the evaluation team assessed the empowerment of various stakeholders using Digni's Empowerment Assessment Tool and presented in the table below:

	DEGREE AND LEVEL OF EMPOWERMENT				
		Level 1: Output Individual or community	Level 2: Output Individual or community	Level 3: Outcome Individual or Community	Level 4: Outcome Community and/or Society	Level 5: Impact Community/ Society/ Structural
THEMATIC AREAS OF RESULT	Strengthening Civil Society (mandatory)					X
	Education					X
	...					
	...					
	Gender Equality (mandatory)				X	
	Total assessment of project					**X**

3.6. Impacts of the Project

The evaluation team realized that the project has attained the anticipated contributory elements. This assertion can be substantiated by the fact that:

- A concrete foundation for sustainable language development has been established in the RBE and target language communities by developing awareness, understanding and support for MT education in children and adults.

- Local authorship and MT teaching capacity has already been established sustainably in the region; hence children and women can learn successfully in their mother tongue, and will certainly be prepared for further learning and living in languages of wider communication.
- MT language is retained in written form in students' textbooks, dictionary, big book, SRMs, FWL materials, etc.
- There is a notable growth in MT students' interest to learn in their MT with the increased interest of parents to send their children to school holding extra workload.
- Minority community languages in Benishangul Gumuz Region have been largely transformed from 'spoken' to 'written' and 'read' languages.
- The project has been implemented within the structure of the regional government. This approach has enabled the regional government stakeholders to improve their ability to manage similar MT interventions using own capacity.
- There is evidence that participation and skills in literacy and numeracy generally increase in adult women. This change can be expressed in their knowledge of personal and environmental hygiene and the level of their financial consciousness that can be manifested by increased saving habits among them.

3.7. Sustainability and Expansion of the project

The evaluation team understood that the project has developed sustainability strategies during the designing stage that were mainly assumed through 'long-term local ownership' of the project interventions. In this regard:
- It is believed that effective implementation and successful achievements of a project requires strong partnership and collaboration with different local actors, mainly local government offices and communities. With this understanding, SIL Ethiopia has signed operational agreements with the regional signatory offices (BoFED, RBE, and RBoCT) at the beginning of the project period. This action has enabled SIL Ethiopia to lay a fertile ground for the successful coordination the project. Accordingly, the project has functionally demonstrated effective engagements, collaboration and meaningful involvement of the signatory regional government Bureaus and zonal/woreda line offices in the different aspects of the project, including the formulation of interventions, training provision, materials development, supervision and follow-up and M&E activities.
- The awareness-raising activities have resulted in considerable changes among language communities. Therefore, it was possible to mobilize a broad base of support from the respective language communities to the MT education and FWL programs throughout the project period. There was also a keen interest and high motivation of local language communities to learn in their mother tongue. This was well-demonstrated during the establishment of Village Level Education Strengthening Committees and the FWL baseline data collection among language communities. This acceptance of the project by the language communities has influenced their feeling of ownership which in turn is fundamental to sustainability of the project results.
- Usually before the start of each new academic year, teachers were trained in the use of MT materials and student-centered learning methodology for two weeks, with the aim of

- equipping them with the skills to teach a pilot class in an established public school using the MT materials and methodology for the entire academic year.

- MT pilot classes were established for the target language communities whereby the MT authors were also supported to maintain regular monitoring and feedback exchange with the pilot class teachers whilst developing the material for the following grade in parallel.

- After the successful piloting of an academic grade, the teaching and training materials were handed over to the government to enable MT language courses to be expanded throughout the schools of the respective language communities. However, this core area of sustainability was challenged during the evaluation period due to security and financial complications faced by the local government during the project period.

- With a further vision to improve the sustainability of the project outcomes and quality of MT teachers, agendas of technical training support and long-term partnership with the project were discussed in June 2019 with Gilgel Beles Teacher Training College (TTC). Then, training was delivered to the College Dean, MT instructors, department heads, and RBE experts in Gilgel Beles TTC on the subject of continuous assessment and teacher/student centered MT teaching methods that involve the 'cause and effect tree' and 'force field analysis' tools. However, these interventions were unsuccessful due to recurring security problems in Metekel zone which also forced the TTC to be used as a military camp. The project's intention to offer a teaching module to be used at the TTC (i.e. to be presented every semester) as well as the plan to conduct student visits also failed during the project period.

- For Benishangul Gumuz regional government (i.e. RBE), the limited (no) success in expanding MT and FWL programs piloted by the project is attributed to new developments in the country's recently adopted education policy. Therefore, due to curriculum change, new textbooks are being prepared by RBE and hence the textbooks prepared by the support of the project will definitely become obsolete. However, even though the books can no longer be used as textbooks, the teachers trained by the project are indispensable inputs to implement the new curriculum. Besides, they can use the resulting MT teachers and authors of this project to translate new books written according to the new curriculum.

- Other outputs that will be available after project completion are the SRMs. These products of the project will remain useful and relevant even in the face of curriculum changes. In this regard, it is understood from SIL Ethiopia (Asosa) project coordination team that the school teachers and directors were trained on how to use and manage the SRMs and other school materials, accompanied by supervision and follow-ups during the project implementation period. However, the evaluation team has also observed that the SRMs are not kept in the school libraries for possible reference and reading exercises by the students that would have ensured the long-term value and reuse of the books. Rather, they are found in the hands of individual students.

- The evaluation team learned from the FGD sessions that the vast majority of language communities have a positive attitude towards expanding and sustaining the project interventions, despite curriculum changes. One typical example worth mentioning is the voluntary participation and contribution of the Mao language community in building new classes for MTB MLE students.

3.8.Evaluation of the Project against the Evaluation Criteria

In this section, the evaluation team will assess the project against the generally accepted evaluation criteria and core evaluation questions. Therefore, it will present the descriptive examination of the evaluation team's independent comments and concluding statements from the findings of the evaluation. The process also involved other factors of evaluation that are impartially developed by the evaluation team to speak to the interests of SIL Ethiopia and its partners as anticipated in the ToR.

Areas of Evaluation (Evaluation Criteria)	Description of the Evaluators' Comments & Conclusion from the Findings	Rate
Outcome: To what extent the project achieved the anticipated results at outcome level as set in the project documents?	• The project reported good achievements and successfully attained Outcome-1. Hence, the language communities of the Benishangul Gumuz Region are actively involved in the development and regular use of Mother Tongue (MT) materials in support of their children's education. • The project showed limited achievements on Outcome-2. Hence, the women of the Shinasha and Gumuz communities didn't gain skills in literacy and numeracy in areas relevant to them and their family in the evaluation period due to the emergence of COVID19 pandemic and recurrent conflicts in the region that hampered the successful operation of FWL classes. • The project also showed partial achievement on Outcome-3 against the anticipated outcome level results stated in the project proposal. Hence, the project's intention to realize a TTC that was able to train MT teachers in MTB MLE and student-centred learning was not successfully achieved due to repeated conflicts that forced TTCs to remain inactive.	MS
Design: Is the project design relevant to the desired outputs, outcome and impact of the project?	• The project was found to be designed based on defined needs of the target language communities, and set attainable objectives in a relatively normal situation. • The project design ensured the active participation of the direct beneficiaries and local stakeholders from the onset of the project through the entire project life. • The project was designed to contribute a long-term impact on the local communities, particularly on children and adults in the Bambassi Mao, Benishangul, Gumuz, Gwama, Komo and Shinasha language communities to benefit from quality education delivered through the medium of the mother tongue. • As well, the implementation of FWL classes among the Shinasha, Benishangul and Gumuz communities of the region was designed to enable parents outside of school to have the greatest influence on the education of their children. The project has clearly identified the direct and indirect beneficiaries of the project and set baseline and target values. • The project design involved gender analysis and risk analysis.	HS

	• However, the project has experienced significant limitations in employing a structured 'system' of monitoring, evaluation, learning and knowledge management.	
Empowerment: To what extent the project has contributed to the empowerment of the individuals, the communities, and the society at large?	• In general, the project has emphasized the empowerment of individuals, partner organizations and communities/society. • 'Empowerment' was one of the key strategies of the project to attain its objectives. • The project has successfully integrated capacity development interventions focusing of the issues of project implementation, promoting partnership and collaboration between stakeholders (i.e. local government bureaus and the community structures, human resource development, and ensuring project effectiveness through quality services. • The duties and responsibilities of each signatory Bureaus (BoFED, RBE, RBoCT) were clearly defined among the partners which is believed to be a good practice to promote mutual accountability and transparency in partnership. • The project ensured significant participatory approaches in the different phases whereby meaningful participation of target groups, project staff, and partner organizations was very clearly observable. • The project has paid significant attention to strengthening civil societies in which the language communities can enhance their capacity and innovation towards the development of their MT.	HS
Partnership: To what extent the partnership between SIL-Ethiopia and Benishangul-Gumuz Regional State Education Bureau and Culture & Tourism Bureau is built thru the project implementation?	• The project crucially ensured long-term partnership and local ownership of the project interventions. In the process, remarkable changes were observed mainly in the capacity of the RBE to implement MT education and FWL programs in the region. • The project has functionally demonstrated effective engagements, partnership, collaboration and meaningful involvement of signatory regional government Bureaus and zonal/woreda line offices in the different phases of the project, including the formulation of interventions, training provision, materials development, and M&E activities. • The project has maintained functional partnership and meaningful collaboration with Benishangul Gumuz RBE and regional BoCT to enhance the successful implementation of the project through cost sharing. • There were Advisory Boards established at zone level consisting of relevant experts. The Board has been involved in the project during teaching material development and validations processes.	HS
Impact: To what extent the project has enabled the target population	• The target language communities started implementing MT education in selected government schools. • The project has contributed to boost the subjective confidence and increased the academic performance of the MT students. • The target language communities developed and started using supplementary reading materials in MT schools.	MS

develop a kind of long-lasting benefits?	• The project has remarkably enhanced the institutionalization of minority languages, so that the languages of minority communities in Benishangul Gumuz region have been transformed from being spoken-only to becoming the language of writing and reading. • The project has been implemented within the government structure so that it enabled the local government stakeholders to enhance their capacity of managing similar MT interventions sustainably. • However, there were considerable shortcomings in attaining results associated to FWL and TTCs.	
Relevance To what extent the objectives of the project intervention are consistent with needs of the target beneficiaries, priorities of the Country and regional state; as well as with that of the policies of the implementing partner and the donor agencies?	• The project interventions are highly consistent and relevant with the needs of the language communities. • The activities are directly relevant to the national interest of the Ethiopian government (Ministry of Education) and that of Benishangul Gumuz regional state regarding MT language development and access to primary education for all. • The project interventions, strategies, and inputs are found appropriate to bring the expected outcomes of the project. • The overall and specific objectives of the project were consistent enough with and supportive of the education policies of the regional (Benishangul Gumuz) and the federal government. • The project activities were the best way to achieve the anticipated objectives under a normal situation. • The efforts of SIL Ethiopia and its funding partner, NMS, through the project are found directly relevant to the mission of SIL Ethiopia and its international partners in language development.	HS
Effectiveness To what extent the objectives of the project are achieved as stipulated to be achieved against their relative significance?	• The language communities in Benishangul Gumuz region enormously benefitted from the MT education and FWL program. • The knowledge and practice of MT education have been well introduced and established among the target language communities. • Both the MT education and FWL program helped the target language communities address their language barriers. • The number of children learning in their MT increased in the target language communities, accompanied by increased number of children who can read and write in their MT. • The minority language communities improved their understanding of the importance of MT education and FWL and tried to maintain them amid challenges associated with COVID19 and recurring conflicts. • Awareness and capacity of the regional bureaus, the communities, parents, and teachers towards MT education and FWL remarkably increased. • Meaningful collaboration and partnership was established at the regional level to own, sustain, and scale up the project interventions although 'scale up' (expansion) of the pilot schools was found challenging to implement during the project period.	S

	• MT materials such as Teacher's Guides, students' textbooks, SRMs, facilitators' guide, dictionary, and FWL materials were developed and used in MT education and FWL programs. • Local language experts (authors), MT teachers, supervisors and mentors were trained from among the target communities and remained active to serve their respective communities beyond the project period.	
Efficiency To what extent the outputs and/or desired results of the project are achieved with the lowest possible use of resources or inputs such as fund, expertise, time, and administrative costs?	The project is not completed and terminated as of the final evaluation. A few months remained to complete the project activities, particularly of the administrative components. However, from the existing status of the project in terms of resource utilization (taking a cut off period), the Evaluation Team could understand that the project has achieved the desired outputs and outcomes at a reasonable degree of success. This conclusion can be verified by the facts that: • The project has utilized a total of ETB 12,580,048.26 from which ETB 10,236,741.10 (=81.37%) is program expense and ETB 2,343,307.16 (=18.63%) is administrative expense. Hence, in the evaluation period, the project has utilized about 89.6% of the total project budget (=ETB 14,042,311.00). It is also found that the project budget is managed in compliance with the FDRE ACSO's Administrative Expense Implementation Directive No. 847/2014. • The project management philosophy employed by SIL Ethiopia emphasizes partnership and collaboration with the pertinent local stakeholders. Hence, a cost-share covering 25% of the total project budget from the local stakeholders was both planned and implemented. • In the evaluation period, the project has been able to accomplish the planned activities within the allocated budget. Hence, no additional budget was requested from any funding partner to finance the project activities. Rather, SIL Ethiopia maximized the currency exchange advantages to mitigate budget constraints that emerged from the prevailing inflation and market volatility. • All expenses are in line with the donor agreement. • SIL Ethiopia made the best possible use of its organizational strengths and advantages to optimize achievements of the project.	S
Sustainability To what extent the benefits of the project could continue after the termination of the project interventions, or the probability that they continue in the long-term in a way that is resilient to risks with own capacity?	• The MT teachers, authors, FWL facilitators, and literacy committees will continue supporting their respective communities using the developed MT education and FWL materials. • A remarkable change in the awareness of the language communities about MT education and FWL was observed, helping sustain the results of the project. There is also considerable interest among the community in MT education and the FWL program. • The MT education and FWL materials (textbooks, teacher's guides, school dictionary, facilitator's guide, learners' books, and SRM) established a fertile ground to continue benefiting the local language communities beyond the project period.	S

	- MT pilot classes were established for the target language communities whereby the MT authors were also supported through a regular monitoring and feedback exchange mechanism with the pilot class teachers whilst developing the material for the following grade in parallel. - The government has agreed (and committed) to take over the piloted classes in the subsequent years and expand to other grades/schools of the target language community. However: - The recent change in government education policy and new developments in MT education and the FWL program may threaten the sustainable use of some materials produced with the support of the project. On the other hand, since MT education has been made compulsory in primary schools, it appears that the change in the education policy is a golden opportunity to sustain MT education in the region. - The budget concern in the RBE resulted in the disappointment of being unable to take over pilot the classes/schools and expand to new MT education classes and FWL sites in the project period, contrary to the initial plan. - The proposed partnership with TTCs was only partially successful in the project period. Hence, this will pose a threat to training more MT teachers and material experts after the project period. Initially, this partnership was assumed to ensure and institutionalize the project's sustainability. - There are some government officials who prefer to enroll their children in Amharic classes rather than MT, though they were supposed to be role models to their community. This is believed to have a significant negative impact on the language communities' desire to send their children to MT classes.

3.9.Project management, Monitoring and Evaluation

SIL Ethiopia coordinated the project under its Asosa portfolio. The project coordination team consisted of a project coordinator and technical and financial staff; the staff were found to be relevant and adequate relative to the project scope.

The project was implemented in line with the mission of SIL Ethiopia and its partners to promote the development of minority languages. This has made SIL Ethiopia a pioneer to promote MT education and FWL among minority language communities of Benishangul, Shinasha, Gumuz, Mao, Komo and Gwama. Konso, where formal education is inaccessible and the communities are generally underserved.

The evaluation team appreciated the organization's strategy to ensure participatory approaches in the various phases of the project whereby community representation was secured across the various phases and activities of the project. In addition, the project was also coordinated based on the actual needs of the language communities. Partnership and collaboration was also central

to the project implementation, especially with the RBE, which in turn has contributed to ensure local ownership of the project interventions and sustainability of the project outcomes.

Although the project was implemented in a relatively wide geographical area, the coordinating team tried to reduce potential gaps in the management process by using constant communication with remote project partners and stakeholders in the project areas. There was also remarkably smooth communication with the technical and management teams at SIL Ethiopia headquarters. The evaluation team further appreciated the established culture of integration between among departments and between the headquarters and regional coordination office.

As part of the project coordination endeavors, the SIL Ethiopia project coordination team administered irregular monitoring, evaluation and learning activities to enhance the successful execution of the specific interventions. However, it is found that the MEL undertakings were not well-designed (lacking system) and has limited institutionalization structures and approaches, though SIL Ethiopia is endeavoring to organize a MEL unit in its headquarters.

Within the partnership, the regional BoFED, collaborating RBE and RBoCT, has conducted a mid-term evaluation of the project in the middle of 2021. The report attempted to disclose the status of the project in the middle of its implementation phase.

However, the project management and MEL processes were crucially constrained by the incidence of the COVID19 pandemic and the prevalent conflicts in the region. To this end SIL Ethiopia has taken certain mitigation steps at organizational level to minimize the impacts of the crisis on the project achievements.

3.10. Challenges Facing the Project

Among others, the most crucial challenges that threaten the successful implementation of project were:

a. Recurring conflicts created communication and mobility barriers to the project coordination staff, hindering their support of the orderly implementation of the project in operational areas across the region. The conflict situation also led to school closures and displacement of the local people, significantly affected both MTE education and FWL programs. The project also couldn't establish functional partnerships with the local TTC for the same reason. This has clearly had adverse consequences on the project's effectiveness.

b. Due to the emergence of COVID19, schools were completely closed and students had to stay at home or accompany their parents, thus directly affecting the smooth running of MT education. As the government also banned the gathering of people, the FWL sessions were completely disrupted. These situations affected the project success.

c. A drastic change in financial conditions during the project period resulted in huge market fluctuations and volatility which affected the project activities. For example, printing costs tripled in 2020. This situation has led SIL Ethiopia to reprogram project budgets and line activities.

d. A significant turnover among the local government officials and experts from partner offices has significantly affected the smooth coordination and follow up of the project as deemed to be. Newcomers to the offices usually couldn't understand the project and were unable to provide continuous support to the project, and were also not able to maintain the memory of the project in their offices.

4. Conclusion and Recommendations
4.1. Conclusion

The project was designed to resolve the main problem of poor education among the minority language communities of Benishangul, Gumuz, Shinasha, Mao, Komo and Gwama. SIL Ethiopia has a good track record of understanding that these communities faced poor education and illiteracy in general that often restricted them from accessing information and other advantages at individual, family and community levels.

It is also found that the orchestrated implementation of MTE in schools (for children) and FWL out-of-schools (for women) is believed by SIL Ethiopia and its local stakeholders (government offices and the language communities) to solve the aforementioned problem. This standpoint is among the leading drives that motivated the local government offices, particularly the regional Education Bureau, to contribute to and support the project interventions.

The project has been engaged in implementing integrated activities that involved capacity building for teachers on MT teaching methodology, developing teacher's guides and students' textbooks, supporting the development of SRMs and dictionary, and facilitating MT education and FWL among the six language communities. Accordingly, remarkable achievements were attained in the project period although significant parts/aspects of the project were threatened by the emergence of COVID19 and recurrent conflicts in the project areas.

The project was coordinated within the existing formal school system and the school facilities established in the communities. For MTE, the project expected to use the local teaching staff, school administration and the PTAs in the respective pilot schools. Hence, once each grade was successfully piloted, then the respective local government in the language communities would take over the initiatives and roll-out the MT education methods and the materials to other schools to the extent that MT education becomes accessible to all members of the language communities. In addition to providing capacity development training and the necessary education materials, the project played advisory roles to support the government expansion process. However, the complications associated to COVID19, the prevalent conflict in the region, and financial limitations have posed challenges to the RBE to take over and roll out the MT education to other sites in the evaluation period.

The project involved awareness raising and local advocacy activities to increase the cognizance, participation and involvement of the local language communities in the promotion of MT education of their children and FWL in their localities. In this regard, the Literacy Committees, PTAs, the local administrations, and FWL facilitators were actively engaged in the promotion of MTE and FWL in their respective communities. Additionally, the communities themselves were actively participating, usually through their representatives, to

collaborate with the project in identification of dialects, input collection and validation workshops, and supporting culture-conformity of contents of MTE and FWL materials. However, it is found that there still the needs to be more effort exerted to increase the awareness level of the language communities using alternative methods.

The FWL program in particular showed notable results although it was highly threatened by periodic conflicts and COVID19. Its implementation and achievements were also challenged by absenteeism among women learners, resulting in frequent revision of schedules by the facilitators to cover missed sessions. The challenge from the society is still found a considerable barrier to their attendance (women's participation in the FWL classes is usually seen by those who didn't attend the classes as redundant and futile). There was high turnover of trained facilitators. The mobile nature of some communities hampered the FWL program, which intended to hold literacy classes at an identified facilitation center. Finally, there was limited support from the pertinent government stakeholders. Overall, although the women are happy to attend FWL classes, they are frustrated by the frequent interruption of the program, resulting in unsatisfactory progress in literacy and numeracy. In most of the sites reached by the evaluation team, for most women, reading and writing is still a challenge.

In general, the overall performance of the project in achieving its outcomes is 'satisfactory' in reference to the key evaluation criteria, namely the project design, empowerment, partnership, and effectiveness. In particular, remarkable achievements were observed at output level, for example retained MT language in written form (books), training of local language teachers and authors, increased interest (high motivation) of students to learn using their MT language, increased interest and support of parents to MT education and to send their children to school even though this increases their workload, increased number of females students who are enrolled to [MT] classes, and decreased student dropouts.

It was also found that there are promising conditions that could reinforce the sustainability and expansion of the project emanating from the recently adopted government policies towards MTE. Consequently, the target language communities will certainly continue benefiting from the impact of the initial project to the extent that they could attain changes in their ability to interact with the greater multilingual society and to enhance their psychosocial confidence through their language being part of the wider social domain.

4.2. Recommendations

The evaluation team suggested the following major recommendations for SIL Ethiopia and its partners. The recommendations are proposed to for different level engagements (existing or future), and listed in alphabetic order.

a. *Administration of the staged reading materials*: Most of the SRMs were found to be distributed by the schools to the children. It is understood that this decision was made by the project to enhance the reading capacity and access to the SRMs by the students at home and with their family. Appreciating the intention, however, this approach is also believed to decrease the service period of the books as well as their purpose in supporting MTE long-term. Therefore the evaluation team recommends that the project introduce an

administrative mechanism to the SRMs in the pilot schools. This may include construction of a school library in the piloted schools to place the books so that successive years of students can continue to access these in a certain place.

b. *Appropriate time for the trainings*: The trainings were given to MT teachers during school hours. This was deliberately planned this way due to the fact that most MT teachers are engaged in summer courses until September 30, and also the project intended to deliver teachers' training when school books are printed and ready for use with the very good intention to help the teachers to be familiarized with the new school books and teaching methods. However, this has resulted in a great many school sessions being wasted when the teachers went for the training. Therefore, it is recommended that the trainings should be delivered at more appropriate times, such as semester breaks, in consultation with the RBE.

c. *Community libraries*: One of the directions that the government has set to ensure effectiveness of adult learning programs is to establish community libraries. This is found to be a good opportunity for the project and the local government to collaborate. In this regard, different studies also show that community libraries enhance grass-root literacy movements in minority language communities. Thus, the evaluation team recommends that SIL Ethiopia engage in establishing community library or reading clubs in the project areas, to further enhance the effectiveness of MTE and FWL.

d. *Education in emergencies*: SIL Ethiopia has been implementing MTB MLE and FWL projects in different parts of the country that experienced widespread conflicts, displacement of people, and closure of formal schools due to security concerns, emergency situations, and the COVID19 pandemic. As independent consultants in the development and civil society sector, the evaluation team understood that the current (and most probably the impending) states of affair in the country are universally attributed to risky situations that need civil society organizations to take up risk-based management practices and to incorporate organizational consciousness that could allow them to work in volatile circumstances. To this end, the project in general would have been much more effective if SIL Ethiopia had been able to flexibly adopt 'MT education in emergencies' to the project during the evaluation period, mainly as a response to the conflict and COVID19-induced crisis in the project areas. In addition, the team advised SIL Ethiopia to review its strategic plan or project design philosophy in light of the country's current socioeconomic and political contexts.

e. *Further editing of the teacher's guide and the students' textbook*: In relation to teacher's guide, the students' textbook and some of the SRMs, the evaluation team understood that SIL Ethiopia has exerted unreserved efforts and investment to produce 'excellent' (in fact 'quality') MT materials through intensive training and supervisory supports delivered to the authors, and facilitated consecutive editing and validation workshops. However, there are still significant gaps (limitations) observed during the evaluation period. It might not be possible to presume "quality" materials while bearing in mind the authors' academic status and background in MT education or similar assignments. Therefore, the evaluation team recommended the relevant bodies (mainly regional partners) to work further on regular follow-up to the MT materials during the different phases of the preparation, development, printing and validation processes and to edit the materials to avoid

grammatical, spelling, or other forms of errors which in turn could eradicate miscommunications and/or misleading information among the users, i.e. teachers and students. The textbooks for primary school children should also be designed in full colour in line with the academic level of the learners.

f. *Grant management*: It is observed that the project budgeting shows a huge discrepancy between the project line activities and the grant management process in general. Accordingly, the project has consumed almost all its budget in such a way that a significant proportion of the project activities were not accomplished and the budget was reprogrammed to mitigate market volatilities and other emergency situations. This also has resulted in inefficient use of financial resources in the project. Hence, the evaluation team recommended that SIL Ethiopia consider a strong 'Grant Management' system (human resource, policy, training, etc.).

g. *Integrating FWL program with other sustainable initiatives*: A unique feature of the FWL program was that the issue of sustainability was clearly incorporated in the program design. Hence, the women were motivated from the very beginning to assume mechanisms that could help their literacy groups remain functioning after the project period, mainly through the promotion of income-generating activities. It is also recommended to introduce approaches to promote members of the women's literacy groups to make monthly contributions, depending on their financial capacity, to support their income-generating activities that in turn will help them respond to family needs such as buying school materials for their children. This will also strengthen the capacity of the women to attract potential projects or funding agencies in order to obtain additional financial support and grow as cooperatives, which is also a notable experience in most African, Latin American and South East Asian countries. In this way, women of literacy groups in these parts of the world have developed a certain kind of establishment that could finance various operations and grant loans to individual group members for income-generating activities. To this end, SIL Ethiopia can also put in place effective monitoring strategies to assure the women's empowerment, which is central to sustainability of the project.

h. *Introduce motivational and experience sharing programs*: The evaluation team recommended that SIL Ethiopia introduce a strategy that could enhance the participation and motivation of MT students, for instance, an awards system that would encourage them to continue their efforts and will certainly motivate others to attend MT classes regularly. Besides, it would be much better if the students can get opportunity to travel to show their achievements or share their experiences to students in other schools.

i. *Monitoring, Evaluation, Learning and Knowledge management*: The evaluation team recognized that SIL Ethiopia has accumulated extensive experiences in tailoring community-centred language development interventions in different parts of the country. Hence, to maintain this pace and to remain being a leader in the language development domain, it is recommended to organize a structured monitoring evaluation, learning and knowledge management system. This advancement might also involve the establishment of a 'research and development unit' that could be in charge of supporting the organization's institutional and operational knowledge-based development. This will in turn enable the organization to ensure its institutional memory and growth.

j. *MT in KG or preschools in pilot schools*: As the evaluation team understood, the schools addressed (piloted) by the project have preschool students but the medium of instruction is not in MT (in fact it is in Amharic). The evaluation team believes that this will present difficulties for them to successfully learn when they join Grade 1 where the medium of instruction will be in the MT. Therefore, it would be better and appropriate if the MTE starts in preschools or KG. Consequently, the evaluation team recommended SIL Ethiopia expand their MT to include preschools to promote and implement successful MT education from the very beginning.

k. *Only female facilitators for FWL program*: The evaluation team has learned that the project has trained two facilitators (one main and another an assistant) for each literacy site. However, probably due to frequent turnover of trained facilitators, contrary to the functional women's literacy policy and intentions of the project, it is observed that a male facilitator was assigned to facilitate FWL under the project. Although it is considered by SIL Ethiopia project coordination team in Assosa as Plan B, not part of the original project design, we strongly recommend employing only female facilitators for all FWL programs in line with the program philosophy and the project's initial agreement.

l. *Quality in pilot MLE classes*: Pilots are mechanisms to 'test' the feasibility or applicability of an intervention on a small scale, evaluating their early impacts in order to inform upcoming decisions with the ultimate goal of "scaling up" or "rolling out" the intervention(s). In alignment with this general principle, SIL Ethiopia has planned to pilot teaching materials and their usage in a small number of classes before expanding to government-run schools of each language community. Likewise, the project has planned the production of 'quality' MT educational materials and 'quality' MT SRMs for use in pilot classes of the Komo, Gwama, and Mao Bambassi language communities. Although the evaluation team appreciated the efforts of SIL Ethiopia to ensure 'quality' at the pilot level, the project has faced challenges in implementing this goal, particularly regarding the MT education materials and SRMs. This may be due to the fact that 'quality' is not a compatible element with pilot interventions. Therefore, the evaluation team recommended that SIL Ethiopia focus more on testing and learning from 'quantity' rather than 'quality' in pilot programs with short term goals.

m. *Strengthening awareness-raising activities*: Even though the project has been engaged in numerous awareness-raising activities to mobilize public opinion in support of the MTB MLE and FWL and achieved good results, the evaluation team found that there is a significant awareness gap (or commitment) among some government officials and the general public towards MTB MLE. There are also considerable attitudinal limitations among the women. Thus, for the future, the project in particular and SIL Ethiopia in general is recommended to focus a lot on awareness-raising activities. This might also involve the use of mass media alternatives and other regular means of community-based awareness education such as edutainment.

n. *Strong follow-up to FWL programmes*: As the evaluation team learned, there is a high attendance problem among participants of the FWL programme. In addition, it is realized that there is a huge difference in the learners' understanding and identification of letters and numbers (i.e. literacy and numeracy skills). Therefore, there should be a systematic follow-up and close monitoring intervention to the program.

****

****

Appendices

Appendix 1: Evaluation of the Project against the RBM

The evaluation team assessed the project achievements against the RBM. Therefore, the following table exhibits a comparative presentation of achievements of the project at outcome, output and input/activity levels based on the findings from both primary and secondary sources of data.

Project Title:	MLE and FWL in Benishangul Gumuz region (Children and Adults learning in the Mother tongue in Benishangul Gumuz Regional State)
Project location:	Ethiopia: Benishangul Gumuz Regional State
Implementing agency:	Summer Institute of Linguistics, Ethiopia
SIL Ethiopia mission statement: Committed to serving language communities in Ethiopia to build capacity for sustainable language development.	
The overall objective/goal of the MTB MLE project: Children and adults in the Bambassi Mao, Berta, Gumuz, Gwama, Komo and Shinasha language communities are benefitting from quality education delivered through the medium of the mother tongue.	

Outcomes, Outputs, Activities and Indicators of Achievement	Opinion of the Evaluation Team on Achievements
Outcome 1: Language communities of the Benishangul-Gumuz Region are actively involved in the development and regular use of Mother Tongue (MT) materials in support of their children's education. **Indicators:** • Outcome results on how communities are solving local challenges using their own resources, annual report and external evaluation report. • Report on involvement and contribution of volunteers mobilized to serve the local community.	Achieved - The language communities were actively involved in the project being represented by PTAs, Language Board, Literacy committee, facilitators, authors, and teachers. - They were participating actively in providing inputs for SRMs and in validating MT education and FWL materials. - They were actively participating in (contributing to) construction of temporary classrooms for MT students. - They were supportive to send women to the FWL program. - They were actively participating in awareness-raising activities.
Output 1.1. Community members are represented at several levels of the project.	Achieved. The community was represented in PTA, literacy committee, language experts/Authors, Language Board, facilitators, and MT teachers in the different phases of the project.
1.1.1. Number of persons organized over # of direct beneficiaries and # of indirect beneficiaries. *Target=36*	Achieved A total of 36 members represent civil society in Komo and Gwama language board and FWL committee. In addition, Mao Language Strengthening Committee was established at each pilot school.
1.1.2. Number of volunteers mobilized to serve the local community and estimated number of man-hours. *Target=12 volunteers -2 per language.*	Achieved Twelve (12) elderly human interest storytellers were mobilized and share their positive experience for FWL learners and MTB-MLE students.
Output 1.2. Local trained personnel are available for development of MT material.	Achieved 15 persons (men) trained in the development of MT materials.
1.2.1. Number of Mother Tongue authors trained. *Target=24*	Twenty-four (24) Mother Tongue authors were trained
Output 1.3 MT textbooks and teachers guides for	Achieved

grade 3 and 4 are produced and available for the Komo and Gwama language communities	Three (3) student text books and other three (3) Teacher's guides were developed based on national curriculum in Mao, Komo & Gwama languages. 1200 textbooks and 60 SRMs were developed, printed and distributed for Grade 3 and 4 in Komo and Gwama language community students.
1.3.1 Number of student textbook titles produced and distributed to pilot classes. *Target=4*	Achieved Four (4) student textbooks for each Komo and Gwama languages were produced and distributed.
1.3.2 Number of teacher guide titles produced and distributed to pilot classes. *Target=4*	Achieved Four (4) teacher's guide for each Komo and Gwama languages were produced and distributed.
Output 1.4 MT textbooks and teachers guides for grades 2, 3 and 4 are produced and available for the Bambassi Mao language community.	Achieved All the necessary textbooks, teachers guide and SRMs were developed, printed and distributed for Grade 2, 3 and 4 Bambassi Mao students.
1.4.1 Number of student textbook titles produced and distributed to pilot classes. *Target=6*	Achieved Six (6) student textbook in Mao language were produced and distributed.
1.4.2. Number of teacher guide titles produced and distributed to pilot classes. *Target=6*	Achieved Six (6) teacher's guides in Mao language were produced and distributed.
Output 1.5 Staged reading material for children is produced and available for all local languages by trained local authors using local stories.	Achieved 120 SRMs were developed in 6 languages based on a variety themes, (20 titles for each language). In 2022, in consultation with and approval from the funding partner, SIL Ethiopia reprogramed the project plan, and the remaining budget from the SRMs development (Act. 1.5.1-1.5.6 below) was shifted to develop Grade 1 students' textbook and teacher's guide in Mao, Komo and Gwama languages based on the new national curriculum. Similarly, the remaining budget from SRMs printing (Act. 1.5.7-1.5.12 below) was shifted to develop Grade 1 students' textbook and teacher's guide in Mao, Komo and Gwama languages based on the new national curriculum.
1.5.1 Number of titles produced (# per grade) for Komo (soft copy available). *Target=40*	Partially achieved 20 titles were produced in Komo language. (soft copy available)
1.5.2 Number of titles produced (# per grade) for Gwama. *Target=40*	Partially achieved 20 titles were produced in Gwama language. (soft copy available)
1.5.3 Number of titles produced (# per grade) for Bambasi Mao. *Target=40*	Partially achieved 20 titles were produced in Bambasi Mao language. (soft copy available)
1.5.4 Number of titles produced (# per grade) for Benishangul. *Target=40*	Partially achieved 20 titles were produced in Benishangul language. (soft copy available)
1.5.5 Number of titles produced (# per grade) for Gumuz. *Target=40*	Partially achieved 20 titles were produced in Gumuz language. (soft copy available)
1.5.6 Number of titles produced (# per grade) for Shinasha. *Target=40*	Partially achieved 20 titles were produced in Shinasha language. (soft copy available)

1.5.7 Number of printed copies of each title are provided to Komo pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved From the expected 1800 copies, a total of 1000 copies were printed for Komo language pilot schools.
1.5.8 Number of printed copies of each title are provided to Gwama pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved From the expected 1800 copies, a total of 1000 copies were printed for Gwama language pilot schools.
1.5.9 Number of printed copies of each title are provided to Bambasi Mao pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved From the expected 1800 copies, a total of 1000 copies were printed for Bambasi Mao language pilot schools.
1.5.10 Number of printed copies of each title are provided to Benishangul pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved 1300 copies were printed in 18 titles for Benishangul language pilot schools.
1.5.11 Number of printed copies of each title are provided to Gumuz pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved 1100 copies were printed in 16 titles for Gumuz language pilot schools.
1.5.12 Number of printed copies of each title are provided to Shinasha pilot schools. *Target=1800 books (15 x 40 titles per school x 3 schools)*	Partially Achieved 1200 copies were printed in 17 titles for Shinasha language pilot schools.
Outcome 2 The women of the Shinasha, Berta and Gumuz communities are gaining skills in literacy and numeracy in areas relevant to them and their family. **Indicators:** Number of women taught to read and write in the MT in government-run FWL classes. *Target=5200*	Partially Achieved - There was a significant interruption of the FWL program due to COVID19 and recurring conflicts in the region, particularly in Kamashi and Metekel zones, during the project period. Hence, it is found that there were considerable dropouts and irregular attendance. - Consequently, the literacy and numeracy skills of women in the FWL program was significantly challenged in the evaluation period. - The project also couldn't reach the intended number of target women in FWL in the project period.
Output 2.1. The MT FWL material is produced and available for use in community literacy classes.	Achieved The MT FWL material were produced and distributed and thus by now they are being used in MTB-FWL classes.
2.1.1. Number of books produced (Develop Level One facilitator and class materials for Gumuz language)	Achieved One book for the facilitator in Gumuz language is available for use in MTB-FWL classes.
2.1.2. Develop Level Two facilitator and class materials for Gumuz language.	Achieved Level 2 facilitator guide in Gumuz language was prepared and is available for use in MTB-FWL classes.
2.1.3. Revise level one and level two materials for Shinasha and Benishangul languages.	Achieved The Shinasha and Benishangul languages Level 1 and Level 2 materials were revised and post-literacy material were produced.
2.1.4 Develop Supplemental Reading Materials for adults in support of FWL.	Achieved A total of 2250 copies of SRMs (750 for each languages) in 30 titles (Shinasha=10; Benishangul=10; Gumuz=10) were produced and printed to support the FWL program.
2.1.5 Finalise and edit Gumuz dictionary ready for printing.	Achieved One trilingual (Gumuz-Amharic-English) dictionary was developed.

2.1.6 Conduct validation of all produced materials.	Achieved All the MT materials were validated by each language community.
2.1.7 Print and distribute all teaching materials to pilot FWL classes.	Achieved - 500 copies of Gumuz dictionaries were printed and distributed. - 2250 copies SRMs were produced and distributed in support of FWL. • 50 copies of Level-1 Gumuz FWL teaching guide materials were produced for the facilitators. • 370 copies of Level -2 Gumuz FWL teaching guides for were produced for the facilitators and learners. • 950 copies of post literacy materials were produced (475 for Shinasha and 475 Benishangul)
Output 2.2 Number of facilitators trained in use of MT materials and methodology (#Benishangul, # Shinasha, and #Gumuz)	Achieved 2 FWL Facilitators for 18 sites (=36 FWL facilitators), i.e. 6 sites from Benishangul, 6 sites from Shinasha, and 6 sites from Gumuz, were trained on adult learning principles, andragogy, teaching methods, and the use of teaching materials.
Output 2.3 MT FWL material and teaching methodology is tested and ready for wider implementation in communities.	Achieved All the MT FWL materials and the teaching methodology as well are tested for wider implementation in the communities. (*The evaluation team believed that the indicators stated below have nothing to do with this output*).
2.3.1 Number of FWL classes in the Berta language and c. # of students (all female). *Target=6c with 50 students each.*	Partially achieved There are 6 MT FWL in Benishangul language. But the number of students in each class are observed to be <50.
2.3.2 Number of FWL classes in the Shinasha language and c. # of students (all female). *Target= 6c with 50 students each.*	Partially achieved 6 MT FWL centers were opened in Shinasha language but only 5 literacy centers were functional in the first year of the project, and later interrupted due to COVID19 and conflicts. The number of FWL participants in each class were below 50.
2.3.3 Number of FWL classes in the Gumuz language and c. # of students (all female). Target=*6c with 50 students each.*	Partially achieved 6 MT FWL centers were opened in Gumuz language but only 4 centers were functional in the project period, mainly due to COVID19 and conflicts in the areas. The number of students in each class were below 50.
2.3.4 Number of evaluation and revision meetings with pilot teachers per year.	Partially Achieved In Benishangul, 4 (quarterly) evaluation and review meetings were held with pilot teachers on a year. However, the sessions were not well organized and structured. In Shinasha and Gumuz, there were no evaluation and revision meetings conducted in the project period due to security reasons.
Output 2.4 Local community MT FWL Facilitator capacity beyond the project-run classes is established.	Not Achieved The RBE was unable to train FWL facilitators due to budget reasons.
2.4.1 Number of local facilitator-trainers trained and able to train others to teach literacy in their mother tongue. *Target=62 (Benishangul- 28; Shinasha –8; Gumuz -26)*	Not Achieved

Output 2.5 Local districts are independently (self-financed and managed) implementing MTB-FWL classes.	Not Achieved The government was unable to expand MT FWL classes since they have used the budget for COVID19 protection and security purposes.
2.5.1 Number of Benishangul government-run MT FWL classes (not including project-run classes) and c. # of students (all female).	Not Achieved No government-owned NT FWL classes were observed in the project period.
2.5.2 Number of Shinasha government-run MT FWL classes (not including project-run classes) and c. # of students (all female).	Not Achieved No government owned NT FWL classes were observed in the project period.
2.5.3 Number of Gumuz government-run MT FWL classes (not including project-run classes) and c. # of students (all female).	Not Achieved No government owned NT FWL classes were observed in the project period.
Outcome 3 Teacher training establishments are knowledgeable of and able to train mother tongue teachers in MTB MLE and student-centred learning. Indicators: • Number of pilot schools successfully completing the MT material and methodology piloting program. • Number of children taught to read and write in MT in government-run schools. • The local teacher training college has access to all MT materials developed by the project	Partially achieved From the anticipated 12 pilot schools, only 10 were opened. The number of children attending MT schools are fewer than the target value proposed by the project. However, the project was not successful as is it supposed to be in establishing institutional partnership with Gilgel Beles TTC due to security concerns in the region. The TTC has access to all MT materials developed by the project.
Output 3.1 Pilot school teachers are trained in teaching with the MT materials and methodology.	Achieved
3.1.1 Number of pilot class teachers trained. *Target=24*	Achieved A total of 36 (Mao=10, Komo=11, Gwama=11) teachers were trained.
3.1.2 Number of District School Supervisors trained. *Target=8*	Partially achieved 5 MT supervisors (3 from Benishangul, 2 from Mao and Gwama) were trained.
3.1.3 Number of school directors trained. *Target=12*	Achieved 14 school principals were trained in Mao, Komo and Gwama. Additional school principals were trained to fill the numbers needed for expansion and to cover vacancies caused by turnover.
Output 3.2 The MT material and teaching methodology is tested and improved in pilot schools.	Achieved The MT materials and teaching methodology was successfully tested and improved in pilot schools.
3.2.1 Number of pilot schools in the Komo language with one class each and # of students (# of girls, # of boys). *Target=21 girls, 25 boys= 46 students*	Achieved There are 3 pilot schools in Komo language. However, there was no regular class attendance due to security reasons and COVID19. Consequently, the students' school performance was significantly threatened.
3.2.2 Number of pilot schools in the Gwama language with one class each and # of students (# of girls, # of boys). *Target= 22 girls, 22 boys= 44 students*	Achieved There are three pilot schools in Gwama language. However, there was no regular class attendance due to security reasons and COVID19. Consequently, the students'

	school performance was significantly threatened.
3.2.3 Number of pilot schools in the Bambassi Mao language with one class each and # of students (# of girls, # of boys). *Target=25 girls, 27 boys=52 students*	Partially Achieved There were only 4 pilot schools in Mao Bambasi.
3.2.4 Number of evaluation and revision meetings with pilot teachers per year. *Target=4*	Partially achieved Four revision sessions were conducted with Mao MTB classes and Benishangul FWL centers. However, in Gwama and Komo, it was not possible to conduct the evaluation meetings due to security reasons.
Output 3.3 MT teaching capacity beyond the pilot schools is established.	Not achieved The regional government didn't undertake this intervention for the budget was reallocated for COVID19 prevention and security related issues.
3.3.1 Number of local teacher-trainers trained and able to train others to teach in their mother tongue. *Target=34)*	Partially achieved The project trained 15 teachers have got ToT training on material production and basic principles of translation.
Output 3.4 Government schools are independently (self-financed and managed) implementing MT classes	Partially achieved The government was not able to expand MT schools as planned since the budget was reallocated for COVID-19 prevention and for security purposes.
3.4.1 Number of Local teacher-trainers train expansion class teachers. *Target=180 teachers and 40 supervisors*	Partially Achieved Despite the security situation, the project staffs heroically facilitated training session for 198 teachers from Benishangul, Gumuz and Shinasha (in 2019) on teaching methodology and material use.
3.4.2 Number of Komo government-run primary schools (not including pilot schools) implementing MT classes. *Target=5*	Not achieved The government was unable to expand MT schools since the budget was reallocated for COVID19 prevention and for security purposes.
3.4.3 6 Number of Gwama government-run primary schools (not including pilot schools) implementing MT classes. *Target=6*	Partially achieved The government was able to open 4 MT schools. Now, there are 7 MT schools.
3.4.4 6 Number of Bambassi Mao government-run primary schools (not including pilot schools) implementing MT classes. *Target=6*	Partially achieved The government was able to open one MT school. Now, there are four MT schools.
Output 3.5 Local TTC inform about and train student teachers in MTB MLE.	Partially Achieved
3.5.1 One module of presentation/lecture material (including material on orthography of local languages) on MTB MLE with which to instruct student-teachers available at TTC.	Achieved One module of presentation/lecture material on MTB MLE was developed by the TTC.
3.5.2. Number of modules of presentation/lecture material (incl. material on orthography of local languages) on MTB MLE with which to instruct student-teachers available at TTC. *Target=1*	Achieved At Gilgel Beles TTC in 2019, a formal training was given to the college dean, MT instructors, and department heads. Discussion was made to focus on literacy competencies and reading culture using the available materials in college 2020 - 2022 the discussion continued virtually.
3.5.3 Number of lectures with at least 30 participants on MTB MLE at TTCs. *Target=4*	Achieved In the presence of higher officials of the RBE discussions were held concerning on MT teaching quality and awareness activities.

Appendix 2: Lists of FWL centers with their respective Woredas

Woreda	Center	2019	2020	2021	2022	Remark
Benishangul						
Abramo	Abramo	x	x	x	x	FWL program continued to function for the entire 4 years in these centers
Bambasi	Sonka	x	x	x	x	
Homosha	Sherkole	x	x	x	x	
Menge	Abjendu	x	x	x	x	
Sherkole	Fadulse	x	x	x	x	
Kurmuk	Dulshtalo	x	x	x	x	
Borna/Shinasha						
Wombera	Minjo	x	x			The centers were functional until October 2020.
Bulen	Mata	x	x			
Bulen	Addis Alem	x	x			
Bulen	Dosh	x	x			
Dibate	Zigi	x	x			
Dibate	LegaBuna	x	x			
Gumuz						
Kamashi	Gilgila	Preparation for Gumuz		x	x		Gumuz FWL centers in Kamashi zone were functional until May 2021 and ceased due to recurring conflicts in the areas.
Dambe	Kenta			x	x		
Sedal	Chisga			x	x		
Mandura	Edida			x			
Dibate	Geses			x			
Bulen	Dosh			x			

Source*: SIL Ethiopia Asosa coordination office*

Annexes

Annex 1: Terms of Reference for the Final Evaluation

1. Introduction and Background of Project

Introduction

Children and Adults Learning in the Mother Tongue in Benishangul Gumuz Regional State Project aims to improve education opportunities for minority people groups of the region particularly for Benishangul, Shinasha, Gumuz, Komo, Gwama and Mao Bambassi language communities. By using the mother tongue as the language of instruction, the language barrier to learning is removed and both learners and teachers can work and learn in the language they know best. Since 1994 the education and training policy in Ethiopia has created fertile ground to promote mother tongue (MT) education in all languages.

In many minority language communities however, this opportunity has not become reality, primarily due to a lack of financial resources. Other challenges include a lack of educated personnel who are able to produce the necessary material in the MT and a lack of qualified teachers able to teach reading and writing skills in their mother tongue. Still today, most of the teaching and teaching material alike is only available in a language (often Amharic) little known by the local people.

Work to develop the six local languages of the Benishangul Gumuz Region for use in education began in 2009 with the launching of the first Mother Tongue Based Multilingual Education (MTB MLE) intervention by SIL Ethiopia. A combination of project-based capacity building and technical training by SIL Ethiopia and a long-term commitment of the Benishangul Gumuz Regional Education Bureau (REB) to expand from selected pilot classes to all schools of the region are producing large-scale and sustainable results.

While all languages have been included in the work since 2009, each language community has progressed at different rates. Today, the languages of the Shinasha, Benishangul and Gumuz are used as the language of instruction for all subjects from grade one through four in local primary schools. Moreover, since 2016 Functional Women's Literacy (FWL) classes have been launched in the Benishangul and Shinasha languages with the support of an EU-funded project.

The much smaller language communities of the Komo, Gwama and Bambassi Mao have seen consistent but slower progress. This has primarily been due to lack of educated local language speakers. Today no one from these language communities has yet progressed beyond grade 10 and certificate program.

So, for further progress in 2019-2022, the production and piloting of grade one through four classroom materials as a subject to learn to read and write in the mother tongue for Komo, Gwama and Bambassi Mao communities is seen as vital to the development of language and identity. Furthermore, based on the successful implementation of classes in the Benishangul and Shinasha communities, an expansion of the FWL program and the development of Gumuz language materials in order to expand into these communities is now due. One concern raised by all communities is the quality of teaching in the mother tongue. Since almost all teachers in these communities were not educated in their mother tongue, many of them still lack the necessary reading and writing skills to effectively teach others.

Following direct consultation with the Regional Education Bureau and community members the project is designed to achieve the following three major outcomes during 2019-2022.

◆ The Komo, Gwama and Bambassi Mao communities are actively involved in the development and regular use of Mother Tongue (MT) materials in support of their children's education.
◆ The women of the Shinasha, Benishangul and Gumuz communities are gaining skills in literacy and numeracy in areas relevant to them and their family.
◆ Teacher training establishments are knowledgeable of and able to train mother tongue teachers in MTB MLE and student-centred learning.

Background

Benishangul Gumuz Regional State is one of the so-called "emerging regions" in Ethiopia. The emerging regions get special attention from the central government in order to address issues like education, health and economic growth.

The region is found in the west of the country and maintains a national border to Sudan in the west and to South Sudan in the very south of the region. In the north, it has a border to the Amhara Region, and in the east and south to the Oromia Region. The administrative centre is the town of Assosa, and the population of the region is approximately 785,000 based on 2007 CSA.

There are six ethnic groups that are considered as indigenous to the region: Benishangul, Gumuz, Shinasha, Mao, Komo, and Bambassi Mao. Therefore, **Children and Adults learning in the Mother Tongue in Benishangul Gumuz Regional State Project** was planned to address these language communities through accessing quality of MT education by producing teaching materials as a subject through grade four for Komo, Gwama and Mao Bambassi language communities, functional women literacy for Benishangul, Shinasha and Gumuz communities, and train mother tongue teachers and literacy facilitators.

2. Key Learning Questions
The external evaluation should respond to the following:
1. To what extent has the project achieved the results at outcome level as set out in the project document?
2. To what extent is the project design relevant to the desired output, outcome and impact?
3. How has the project contributed to empowerment of the individual, the community and the society? Refer to Digni's Empowerment Assessment Tool. The tool: https://drive.google.com/file/d/1luhAqefEoB4GyUKlSCRHqLJcQxN0DGgR/view.
4. To what extent has the partnership between Benishangul-Gumuz Regional State Education Bureau, BGRS Cultural Bureau and SIL built the implementation capacity of the regional state to deliver quality education with a special focus on MTB-MLE?
5. To what extent have the language communities in the region benefitted from mother tongue based multilingual education and functional women literacy?

3. Participants
The participants of the evaluation will mainly be the different stakeholders in the project.

The stakeholders will be:
- pupils
- parents
- teachers
- school principals
- women in FWL classes
- FWL facilitators
- Woreda education offices
- community leaders
- regional education bureau leaders
- regional cultural bureau leaders
- Komo and Gwama language board members
- project staff
- SIL Ethiopia staff

4. Methodology
The evaluation team is expected to use qualitative research methodology including a participatory and gender-sensitive approach. Most of the face-to-face interactions and visits will be in Benishangul-Gumuz Regional State. In discussions with the project team, possible additional zoom interviews could be done before and/or after visiting Benishangul-Gumuz. Due to the security situation in the region, physical interviews will be held in Asosa Zone. Interviews with stakeholders in Kamashi and Metekel

zone will be conducted by phone or online meeting platforms. The consultants are expected to follow SIL Ethiopia's security instructions while in the country.

The review should be carried out through:
- Document studies
- Key-informant interviews with selected stakeholders such as teachers/facilitators, pupils, local leaders, women from the FWL classes, and government officials
- Focus Group Discussions with teachers, parents and children, facilitators and women from the FWL classes
- Classroom observation

The project staff will support the evaluators by facilitating meetings and providing translation where necessary.

5. Ethics and Managing Data

Participants will be informed of the purpose of the research and procedures. Interviews of pupils, parents and teachers must be anonymous; their personal information will be kept confidential and in the final report quotes can be paraphrased to avoid the identification of individuals. However, the evaluator will use all information fairly and accurately. The tone and focus of interviews should encourage reflection on strengths and weaknesses of the project and reasons for progress or limitations. There are no known risks from participating in the research. However, where participants express frustrations, the evaluator should try to ensure they do not feel further demotivated by the process of the interview or focus group.

The evaluator will manage all data gathered during the research in accordance with existing data protection legislation.

If a participant lets the evaluator know that they are leaving the study, the evaluator will delete all data that have been collected about the participant, provided the evaluator has not included the data in the published report.

Therefore, the evaluator will follow strict safeguarding and data management protocols, taking every effort to ensure each participant's safety.

The evaluator must take into account the Digni Ethical Guideline and shall familiarize him/herself and comply to this before signing up for the job. This implies also the signing of the Ethical Guideline document itself.

The participants should also understand that their participation in the research is voluntary and are free to terminate their participation/involvement in the research at any time, without giving a justification.

Interviews will be semi-structured with notes that will be taken through-out and kept confidential.

Documents gathered for the review will be stored in a folder and itemized so that they can be properly referenced for 10 years.

6. Expected Outputs

A draft comprehensive report is to be shared with NMS, partners and stakeholders by 14th November of which the stakeholder provides feedback within two weeks (by 28th November).

The final report will be submitted by the 15th of December after receiving the comments from the stakeholders.

The evaluation is expected to be presented in a report, which should include examples and stories that are evidencing the findings. The final report should contain:

1. An executive summary
2. Introduction
3. Description of the methodology
4. Situational analysis with regards to the outcomes and the outputs

5. Key findings (including best practices), both progress towards outcomes and outputs and unintended outcomes
6. Analysis of opportunities to provide guidance for future programming
7. Conclusions and recommendations
8. Appendices

This report should include methodology, outcomes, analysis of the issues, and recommendations that are realistic, practical for short term and longer-term aspirations.

A short summary of the findings will also be expected.

7. Timeline/schedule

Activity	Deadline
Step 1: Setting up the research	30th of October
Step 2: a). Review of documents b) Interview with target groups	Finalized by 15th November
Step 3: Analysis and writing of a draft report	30th November
Step 4: Present draft to stakeholders and beneficiaries	- 5th December – Present draft - 15th December – receive feedback
Step 5: Submit final report	20th of December
It is up to the consultant to evaluate number of days required to accomplish the task; these are deadlines that the evaluator must maintain.	

8. Payments

Payment will happen in accordance with the contract between NMS, SIL Ethiopia and the consultant.

In addition to the fixed consultant fee, actual costs for travel and accommodation related to the evaluation will be covered for the consulting team. All costs must be agreed upon in advance.

9. Mode of Payment
- The first payment will be 50% of the total and it will be effected on the day agreement is signed.
- The second payment will be 25% of the total and this will be made as soon as the first draft report is submitted and presented to stakeholders.
- The last 25% of payment will be effected when the evaluators have submitted the final report in soft and hard copy by incorporating all the comments given.

****

Summer Institute of linguistics   Option Y Consulting Plc.

MLE and FWL in Benishangul Gumuz region project
Project Final Evaluation

I.   **Leading Questions for Interviews, FGDs and other Consultations**

A. **Semi Structured Questions for Key Informant Interview with Government stakeholders**
        (**Regional/***Zonal/Woreda Education Offices, Culture & Tourism Offices*)

[Maximum 60 minutes]

Data collection Center: Woreda/Town: _____

Date: _____

Data Collector: _____

Respondent's name (optional): _____

Respondent's position (optional): _____

Preconditions:
- *Pre-interview communication to arrange the schedule.*
- *Self-introduction of the data collector(s).*
- *Introduce the purpose of the interview.*
- *Confirm the consent of the respondent for photo or audio records.*

1. What do you know about /understand from/ the project? ስለ ፕሮጀክቱ ምን ያውቃሉ?

2. What are the major activities that the project has been carried out? And what are the major results attained by the project? በፕሮጀክቱ ውስጥ የተከናወኑ ዋና ዋና ተግባራት ምን ምን ናቸው? በፕሮጀክቱ የተገኙ ዋና ዋና ውጤቶችስ ምን ምን ናቸው?

3. How do you describe the involvement, support and contribution of your office in the project? ቢሮዎ በፕሮጀክቱ የነበረውን ተሳትፎ፡ ድጋፍ እና አስተዋፅኦ እንዴት ይገልፁታል?

4. How do you describe the extent of relationship, partnership, and collaboration between your Office and SIL-Ethiopia/the project in the past four years? ባለፉት አራት ዓመታት ውስጥ በእርስዎ ቢሮ እና በኤስ.አይ.ኤል ኢትዮጵያ/በፕሮጀክቱ መካከል ያለውን ግንኙነት፣ አጋርነት እና ትብብር እንዴት ይገልጹታል?

5. What are the major achievements of the project? To what extent the project activities and outputs were relevant to bring the expected change/outcomes in the region? የፕሮጀክቱ ዋና ዋና ስኬቶች ምን ምን ናቸው ብለው ያስባሉ? በከፍሉ የሚጠበቀውን ለውጥ ለማምጣትስ የፕሮጀክቱ ተግባራት እና ውጤቶች ምን ያህል ጠቃሚ ነበሩ?

6. To what extent the project has increased your capacity to own and undertake the MT education? Any new initiative you started as result of the project? ፕሮጀክቱ የአፍ መፍቻ ቋንቋ ትምህርትን በባለቤትነት የማስተዳደር እና የመተግበር አቅማችሁን ምን ያህል አድሳጎታል? በፕሮጀክቱ ምክንያት የተጀመሩ አዳዲስ ሁኔታዎች ካሉ?

7. How ready are you to sustain the project results and expand/scale-up the outcomes on your own capacity? Your plans for the future? የፕሮጀክቱን ውጤት ለማስቀጠል እና በራስ አቅም ለማስፋት ምን ያህል ዝግጁ ናችሁ? ከፕሮጀክቱ ጋር በተያያዘ የወደፊት እቅዳችሁ ምንድን ነው?

        Thank You

B. Focus Group Discussion Guiding Questions

Data collection Center: Woreda/Town/school: _____

Date: _____

FGD lead: _____

Rapporteur: _____

> *Preconditions:*
> - *Prior communication to arrange appropriate schedule.*
> - *Self-introduction of the data collectors (both the FGD lead and the rapporteur).*
> - *Introduce the purpose of the data collection.*

1. For how long did you teach MT classes? የአፍ *መፍቻ ቋንቋ ትምህርት ለምን ያህል ጊዜ አስተማሩ?*

2. What activities have been carried out in your school by the support of SIL-Ethiopia in the past four years? ባለፉት አራት ዓመታት በኤስ. አይ. ኤል. ኢትዮጵያ ድጋፍ በት/ቤትዎ ምን ምን ተግባራት ተከናውነዋል?

3. How do you describe the availability and contents of the MT materials (text book, teacher's guide, and Supplementary materials)? And what are the major strengths and limitations you observed in the materials? የአፍ *መፍቻ ቋንቋ ትምህርት ቁሳቁሶች (የመማሪያ መጽሐፍት፣ የአስተማሪ መመሪያ፣ እና ሌሎች አጋዥ መጽሐፍት) አቅርቦት እና ይዘታቸውን አንዴት ይገልጹታል? የህትመት ውጤቶቹ ዋና ዋና ጥንካሬዎች እና ድክመቶች ምንድን ናቸው?*

4. How do you describe the technical supports provided by SIL Ethiopia to enhance your activities in MT teaching? የአፍ *መፍቻ ቋንቋ ትምህርት የማስተማር እንቅስቃሴዎን ለማሳደግ በSIL ኢትዮጵያ የሚሰጡትን የቴክኒክ ድጋፎች አንዴት ይገልፁታል?*

5. What were the trainings and workshops that you have attended under the project? How relevant and supportive were they to your activities? በፕሮጀክቱ የተከፈሉባቸው ስልጠናዎች እና አውደ ጥናቶች ምን ምን ነበሩ? ለስራችሁስ ምን ያህል ጠቃሚ እና ደጋፊ ነበሩ?

6. How do you describe acceptance of the community to MT education in your locality? የአካባቢያችሁ ማህበረሰብ ለአፍ *መፍቻ ቋንቋ ያለውን ተቀባይነት አንዴት ይገልጹታል?*

7. What are the significant achievements you observed in your local community due to the project? በፕሮጀክቱ ምክንያት በአካባቢው ማህበረሰብ ዘንድ የታዩ ጉልህ ስኬቶች የትኞቹ ናቸው?

8. How do you describe collaborations with the different stakeholders such as the Local Language Board, PTA, etc. in your school to increase the effectiveness of MT education? የአፍ *መፍቻ ቋንቋ ትምህርትን ውጤታማነት ለማሳደግ ከተለያዩ ባለድርሻ አካላት ለማሳለ ከአካባቢው የቋንቋ ቦርድ፣ ወወላጆች-መምህራን-ህብረት ወዘተ ጋር ያላችሁን ትብብር አንዴት ይገልፁታል?*

9. What were the major challenges that you have faced in the process of MT education by the project? How did you mitigate them? በአፍ *መፍቻ ቋንቋ ትምህርት ፕሮጀክቱ ሂደት ውስጥ ያጋጠሙዎት ዋና ዋና ተግዳሮቶች ምን ምን ነበሩ? አንዴት ልታቃልሊቸው ቻላችሁ?*

10. What do you think about sustainability of the project interventions? ፕሮጀክቱን ለማስቀጠል ምን ያስባሉ?

Thank You

[Maximum 60 minutes]

Data collection Center: Woreda/Town/school: _____
Date: _____
FGD lead: _____
Rapporteur: _____

Preconditions:
- *Prior communication to arrange appropriate schedule.*
- *Self-introduction of the data collectors (both the FGD lead and the rapporteur).*
- *Introduce the purpose of the data collection.*

---

1. How could you describe the MT education program supported by SIL Ethiopia in your locality? በአከባቢዎ በኤስ.አይ.ኤል ኢትዮጵያ የሚደገፈውን የአፍ መፍቻ ቋንቋ ትምህርት ፕሮጀክት እንዴት ይገልጹታል?

2. What was your involvement in and contributions to the MT education project? የአፍ መፍቻ ቋንቋ ትምህርት ፕሮጀክቱን ለመደገፍ ደረጋችሁት ተሳትፎ እና አስተዋጾ ምን ነበር?

3. How was the community mobilization, awareness raising, feedback collection, focal group discussions, and consultation activities carried out by the project in your locality? በአከባቢያችሁ በፕሮጀክቱ የማህበረሰብ ቅስቀሳ፣ የግንዛቤ ማስጨበጫ፣ የአስተያየት ማሰባሰብ፣ የቡድን ውይይቶች እና የምክከር ተግባራት የተከናወኑት እንዴት ነበር?

4. How do you express the attitude of the community and parents of school-children towards these benefits? ማህበረሰቡ እና ወላጆች ስለ ጥቅሞቹ ያላቸው አመለካከት እንዴት ይገልፃል?

5. What would happen to the academic life of your children if they were not getting the opportunity to learn in their mother tongue? ልጆችችሁ በአፍ መፍቻ ቋንቋቸው የመማር እድል ባይኖራቸው ኖሮ በሕይወቸው ውስጥ ምን ሊፈጠር ይችል ነበር?

6. What are the most important benefits of the MT education? What do you think are the major achievements of the project? የአፍ መፍቻ ቋንቋ ትምህርት ፋይዳ/ጥቅም ምንድን ነው? የፕሮጀክቱ ዋና ዋና ስኬቶች ምን ይመስልዎታል?

7. In your opinion, what are the major limitations of the MT education program? And, your proposal to improve them? በእርስዎ አስተያየት፣ የአፍ መፍቻ ቋንቋ ትምህርት ፕሮጀክት ዋና ዋና ድክመቶች ምንድን ናቸው? እነሱን ለማሻሻል ምን መደረግ አለበት ይላሉ?

8. What is your opinion about sustainability and expansion of the MT education in your locality? የአፍ መፍቻ ቋንቋ ትምህርት ቀጣይነት እና መስፋፋትን በተመለከተ አስተያየትዎ ምንድን ነው?

Thank You

II. Questionnaires

A. Self-administered Open ended Questionnaire

Data collection Center: Woreda/Town: _____

Date: _____

Data Collector: _____

> *Preconditions*:
> - *Prior communication to arrange appropriate schedule.*
> - *Self-introduction of the data collector.* **NOTE**: *The data collector shall provide on-the-spot guidance to the respondents on how to use the tool, provide clarifications, etc. when necessary.*
> - *Introduce the purpose of the data collection.*

1. What was your responsibility in the project? በፕሮጀክቱ ውስጥ የእርስዎ ኃላፊነት ምን ነበር? -------------
   ----

   ----

2. Do you have any previous experience or any relevant educational background in developing MT education materials? (Yes/No) የአፍ መፍቻ ቋንቋን በማዳበር ወይም የትምህርት ቁሳቁስ በማዘጋጀት ረገድ ከዚህ ቀደም ልምድ ወይም ተዛማጅነት ያለው የትምህርት ዝግጅት አለዎት? (አዎ / አይ) ----------------------
   ----

3. How was the training you have taken on MT materials development? Where and by whom? For how many days? በአፍ መፍቻ ቋንቋ ቁሳቁስ ዝግጅት ላይ የወሰድከው ስልጠና እንዴት ነበር? የትና በማን? ለስንት ቀናት? ---
   ----

   ----

4. How do you describe the relevance of the trainings in relation to your undertakings? ከስራዎ ጋር በተገናኘ የስልጠናዎቹን አግባብነት እና ጥቅሞች እንዴት ይገልፁታል? --
   ----

   ----

5. How do you describe the educational materials production and management process in general? How did you know that you are doing something right? በአጠቃላይ የትምህርት ቁሳቁስ ዝግጅት እና የአስተዳደር ሂደትን እንዴት ይገልጹታል? ትክክለኛ አየሠራሁ መሆኑን እንዴት ታውቅ/ታረጋገጥ ነበር?------------------
   ----

   ----

6. How do you describe the attitude of the pupils, parents of the students, teachers and other members of the school communities towards the MT materials? የተማሪዎቹ፣ የተማሪ ወላጆች፣ መምህራን እና ሌሎች የት/ቤት ማህበረሰብ አባላት በአፍ መፍቻ ቋንቋ ቁሳቁሶች ላይ ያላቸውን አመለካከት እንዴት ይገልጹታል? -------
   ----

   ----

7. What are the approaches you have been following during the preparation of MT materials? For example, to ensure the quality of the materials, revision, customization, localization, editing, and feedback collection procedures, etc.? የአፍ መፍቻ ቋንቋ ቁሳቁሶች በሚዘጋጅበት ጊዜ ምን ዓይነት አቀራረቦችን ይከተላሉ? ለምሳሌ የቁሳቁሶችን ጥራት ለማረጋገጥ፣ ክለሳ ለማድረግ፣ አካባቢያዊ ይዘትን ለማረጋገጥ፣ ለማረም እና የግብረ-መልስ አሰባሰብ ሂደቶች፣ ወዘተ እንዴት ይገልጹታል? --
----

----

8. What do you think are the appropriate procedures and techniques in developing quality MT Materials? ጥራት ያለው የአፍ መፍቻ ቋንቋ ትምህርት ቁሳቁሶችን ለማዘጋጀት ተገቢው ሂደቶች እና ዘዴዎች ምንድን ናቸው ብለው ያስባሉ? --
----

----

9. Who has supported you and your activities from among the project stakeholders? ከፕሮጀክቱ ባለድርሻ አካላት መካከል በዚህ ሥራ ሂደት ውስጥ የረዳዎት ማን ነው? ---
----

----

10. What do you think are the most important changes occurred due to your efforts? How did you follow and measure them? በእርስዎ ጥረቶች ምክንያት የተገኙ ዋና ዋና ለውጦች/ውጤቶች ምንድን ናቸው ብለው ያስባሉ? ውጦችን/ውጤቶችን እንዴት መገምገም/መለካት ቻሉ? ---
----

----

11. What were the most significant challenges that you have faced in your activities? And, how was the mitigation process? በሥራ ሂደት ውስጥ ያጋጠሙዎ ጉልህ ተግዳሮቶች ምንድን ናቸው? እንዴት መፍታት ቻሉ? ---
----

----

12. What do you think about the expansion and sustainability of the project? የአፍ መፍቻ ቋንቋ ትምህርትን ለማስፋፋት እና ለማስቀጠል ምን መደረግ አለበት ብለው ያስባሉ? ---
----

Thank You

B. Self-administered Structured Questionnaire (*For Triangulation*)

(Teachers and School Directors)

[Maximum 20 minutes]

Data collection Center: Woreda/Town/school: _____

Date: _____

Facilitator/Data collector: _____

Preconditions:
• *Prior communication to arrange appropriate schedule.*
• *Self-introduction of the data collectors.*
• *Introduce the purpose of the data collection.*

No.	Items/ አስተያየት	Agree እስማማለሁ	Neutral አስተያየት የለኝም	Disagree አልስማማም
1	I believe the MT education enabled the students to master their mother tongue language. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ አፍ መፍቻ ቋንቋቸውን የበለጠ እንዲያውቁ አስችሏቸዋል ብዬ አምናለሁ።			
2	I believe the MT education created an opportunity for the community to know more about their mother tongue. የአፍ መፍቻ ቋንቋ ትምህርት ማህበረሰቡ ስለአፍ መፍቻ ቋንቋው የበለጠ እንዲያውቅ እድል እንደፈጠረለት አምናለሁ።			
3	I believe the MT education enhanced the interaction among the students after classes. የአፍ መፍቻ ቋንቋ ትምህርት ከክፍል በኋላ በተማሪዎቹ መካከል ያለውን መስተጋብር ከፍ አድርጓል ብዬ አምናለሁ።			
4	I believe the MT education enabled the students to succeed in school. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ በትምህርታቸው ውጤታማ እንዲሆኑ አስችሏቸዋል።			
5	I believe the MT education will certainly enable the students to succeed in the workplace. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ በሥራ ቦታ ስኬታማ እንዲሆኑ ያስችላቸዋል ብዬ አምናለሁ።			
6	I believe the MT education prohibited the students from understanding other languages. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ ሌሎች ቋንቋዎችን እንዳይረዱ ይከለክላል ብዬ አምናለሁ።			
7	I believe the MT education enabled the students to understand the subject matter more. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ አንድን ጉዳይ የበለጠ እንዲረዱ አስችሏቸዋል ብዬ አምናለሁ።			
8	I believe the MT education enabled the students and the community to know more of their history and culture. የአፍ መፍቻ ቋንቋ ትምህርት እና ማህበረሰቡ ታሪካቸውን እና ባህላቸውን እንዲያውቁ አስችሏቸዋል ብዬ አምናለሁ።			
9	I believe MT education enabled the students to know more about the community proverbs. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ ስለ ማህበረሰቡ ምሳሌያዊ ንግግሮች የበለጠ እንዲያውቁ አስችሏቸዋል ብዬ አምናለሁ።			
10	I believe the teachers are more comfortable to teach in MT than other languages. አስተማሪዎቹ ከሌሎች ቋንቋዎች ይልቅ በአፍ መፍቻ ቋንቋ በማስተማር ደስተኛ እንደሆኑ አምናለሁ።			
11	I am equipped with all the necessary MT material to teach. በአፍ መፍቻ ቋንቋ ለማስተማር ሁሉም አስፈላጊ የሆኑት ቁሳቁሶች ተሟልተውልኛል።			
12	I believe the MT education enhanced my interaction with the students. የአፍ መፍቻ ቋንቋ ትምህርት ከተማሪዎቹ ጋር ያለኝን ግንኙነት እንዳሳደገው አምናለሁ።			
13	I believe the MT education motivated the students to come back school next day. የአፍ መፍቻ ቋንቋ ትምህርት ተማሪዎቹ በሚቀጥለው ቀን ወደ ትምህርት ቤት እንዲመለሱ አነሳስቷቸዋል ብዬ አምናለሁ።			
14	I believe parents of the students are happy to send their children to MT education. የተማሪዎቹ ወላጆች ልጆቻቸውን ወደ አፍ መፍቻ ቋንቋ ትምህርት በመላክ ደስተኞች እንደሆኑ አምናለሁ።			
15	The community usually encouraged me to teach MT education. ማንበረሰቡ የአፍ መፍቻ ቋንቋ ትምህርት እንዳስተምር ያበረታቱኝ ነበር።			

Thank You

C. KII Questions

Data collection Center: Woreda/Town/school: _____

Date: _____

FGD lead: _____

Rapporteur: _____

> *Preconditions:*
> - *Prior communication to arrange appropriate schedule.*
> - *Self-introduction of the data collectors (both the FGD lead and the rapporteur).*
> - *Introduce the purpose of the data collection.*

1. What were the activities carried out by SIL-Ethiopia in your locality? በአካባቢዎ ኤስ.አይ.ኤል ኢትዮጵያ ያከናወናቸው ተግባራት ምን ምን ነበሩ?

2. How was your involvement in and contributions to support the FWL in the area? በአካባቢያችሁ የሴት ጎልማሶች ትምህርትን ለመደገፍ ያደረጋችሁት ተሳትፎ እና አስተዋጾ እንዴት ነበር?

3. How do you describe the community mobilization activities in your locality? How has it been carried out? በአካባቢያችሁ ያለውን የማህበረሰብ ንቅናቄ ተግባራት እንዴት ይገልፁታል? እንዴት ነበር የተከናወነው?

4. How has been the Literacy Committee functioning its responsibilities to realize the purpose of the FWL? የሴት ጎልማሶች ትምህርት ኮሚቴው የፕሮጀክቱን ዓላማ እውን ለማድረግ ኃላፊነቱን እንዴት እየተወጣ ነበር?

5. How do you describe the attitude of the wider communities and that of the husbands of female adult learners towards the FWL? የአካባቢያችሁ ማህበረሰብ እና ወንድ የትዳር አጋሮች ለሴት ጎልማሶች ትምህርት ያላቸውን አመለካከት እንዴት ይገልጹታል?

6. What do you think are the major strength and limitations of the program? And, your proposal to improve them? የፕሮግራሙ ዋና ዋና ጥንካሬ እና ድክመቶች ምን ምን ናቸው? እነሱን ለማሻሻል ምን ቢደረግ ይሻላል ብለው ያስባሉ?

7. What are the major challenges that you have faced during the implementation/facilitation process? And, what were the mitigation steps taken? የሴት ጎልማሶች ትምህርት አተገባበር ሂደት ያጋጠሙዋት ዋና ዋና ተግዳሮቶች ምን ምን ናቸው? የተወሰዱት የማቃለያ እርምጃዎችስ ምን ምን ናቸው?

8. What do you think are the major achievement of FWL? Notable changes you have observed so far? የሴት ጎልማሶች ትምህርት ዋና ስኬቶች ምን ይመስላችኃል? እስካሁን ያዩዋቸው ጉልህ ለውጦች ምን ምን ናቸው?

9. What is your opinion towards the expansion and sustainability of the FWL? ስለ የሴት ጎልማሶች ትምህርት ዋና መስፋፋት እና ቀጣይነት የእርስዎ አስተያየት ምንድን ነው?

10. What are your plans for the future; and areas of improvement you suggest? በቀጣይ ጊዜ የሴት ጎልማሶች ትምህርትን በተመለከት ምን አስችባኃል? ቢሻሻል የሚሉት ካለ?

Thank You

(FWL learners/women)

[Maximum 30 minutes]

Data collection Center: Woreda/Town/school: _____

Date: _____

Discussion lead: _____

Rapporteur: _____

> *Preconditions:*
> - *Prior communication to arrange appropriate schedule.*
> - *Self-introduction of the data collectors (both the FGD lead and the rapporteur).*
> - *Introduce the purpose of the data collection.*

1. For how long did you attend this class? ትምህርቱን ለምን ያህል ጊዜ ተከታተሉ?

2. How has informed and selected you for this program? Why? እርስዎን ስለዚህ ፕሮግራም እንዴት እንዳወቁ እና በማን እንደተመረጡ ለምን?

3. How much sessions you usually attended in a week? በሳምንት ውስጥ ምን ያህል ክፍለ ጊዜዎችን ይከታተላሉ?

4. Who has been teaching you? (Name your Facilitator/s? Are they cleaver enough to teach you? ማን ያስተምራችሁ ነበር? (የአስተባባሪያ ስም?) ለማስተማር በቂ ችሎታ አላቸው ብለው ያስባሉ?

5. Do you have attendance sheet? የእለት ተሳትፎ መከታተያ ወረቀት አላችሁ?

6. What is the subject (topic of lesson) that you are learning today about? ዛሬ እየተማራችሁት ያለው ርዕስ ጉዳይ (የትምህርት ርዕስ) ምንድን ነው?

7. Do you all have books? Supplementary materials? Exercise books and pen/pencils? ሁላችሁም የመማሪያ መጽሐፍ አላችሁ? አጋዥ መጽሐፍት? ደብተር እና እስከሪብቶ/እርሳስ?

8. What are the major constraints in the FWL books? በመጽሐፍቶቹ ውስጥ ያሉ ዋና ዋና ድክመቶች ምንድን ናቸው?

9. What do your husband or neighbors feel or say while they know you are coming here to attend this class? የትዳር አጋርዎ እና ጎረቤቶችዎ ለጎልማሶች ትምህርት ያላቸውን አመለካከት እንዴት ይገልጹታል? ወደ ትምህርት ስመትጡ ምን ይሰማቸዋል ወይም ምን ይላሉ?

10. What benefits did you attain from the adult learning? ከጎልማሶች ትምህርት ምን ጥቅሞችን አገኙ?

11. What are the major challenges that you have faced during your FWL classes? በትምህርት ወቅት ያጋጠሙዎት ዋና ዋና ችግሮች ምንድን ናቸው?

12. Please read a sentence from your books or from the blackboard? እባኮትን ከመጽሃፍዎ ወይም ከጥቁር ሰሌዳው ላይ አንድ ዓረፍተ ነገር ያንብቡልን?

13. Please write your full name and that of your husband, and your phone number on the blackboard/exercise book? እባኮትን ሙሉ ስምዎን እና የትዳር አጋርዎን ስም እና ስልክ ቁጥርዎን በጥቁር ሰሌዳው / በደብተር ላይዎ ይፃፉልን?

Thank You

Date: _____
Discussion Facilitator: _____
Rapporteur/s: _____

1. What are the major drivers that motivate SIL Ethiopia to design and implement the MT education and FWL project in selected communities in Benishangul Gumuz region?

2. What was the project management philosophy that SIL Ethiopia has following in the MT education and FWL project in Benishangul Gumuz region?

3. What do you think are the major achievements that SIL-Ethiopia attained in the MT education and FWL project in Benishangul Gumuz region? To what extent do you believe that the MT education and FWL program has effectively delivered the desired results, and ensure that the end-benefits reached its end-users?

4. What do you think are the strengths and limitations, opportunities and threats of the designing and implementation of the MT education and FWL project?

5. How do you describe the level of stakeholders' involvement in the project? What were the major strengths and limitations? To what extent your local partners/stakeholders understand the MT education and FWL project? What were the most important strategies that SIL Ethiopia has followed to influence its stakeholders in the MT education and FWL project?

6. What were the techniques that SIL Ethiopia has followed to ensure and maintain the 'quality' of MT materials and other aspects of the project?

7. What were the vertical and horizontal learning and sharing practices that SIL Ethiopia has been in during the MT education and FWL project implementation?

8. What is the likelihood of sustainability and expansion of project outcomes and benefits after completion of the project? To what extent is SIL Ethiopia is confident enough on the local government and the communities to sustain and scale-up the MT education and FWL after the project life?

9. What are the major challenges/threats that hindered SIL to ensure the achievements and effectiveness of the MT education and FWL project?

10. What are your recommendations to the future generation MT education and FWL projects?

Thank You

F. Site Visit and Observation Guide

[Maximum 30 minutes per target site]

Office/Institution/School visited: _____

Date of visit/observation: _____

Name of Visitors: _____

<div style="border:1px solid">

Preconditions*:*
- *Prior communication to arrange appropriate schedule.*
- *Self-introduction of the visiting/observation team.*
- *Introduce the purpose of the visit/observation.*

</div>

1. MT education schools/classes in selected sites (*focusing on teaching-learning practices; students' participation and use of the MT materials; teachers' approaches and use of the MT interventions such as the skills, materials, etc.*)
2. Library (*focusing of availability of the supplementary/staged MT materials, etc.*)
3. Registrar office (*focusing on enrollments, drop outs, attendance, grade , etc. /sample based/*)
4. Observations to FWL sessions in selected centers (*focusing on skills of FWL Facilitators, women's participation and attendance, women's literacy and numeracy status, availability of inputs, etc*.)

Thank You

G. *Document Review Guide*

[Maximum 60 minutes per session]

Document Review conducted in (SIL Project Office/HQ): _____

Date of document review: _____

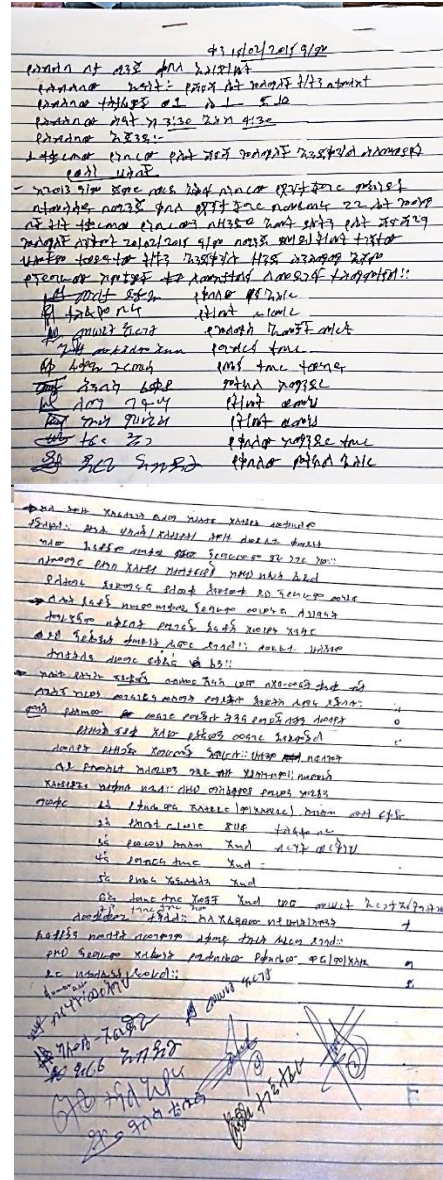*Name of Assessor: _____*

> **Preconditions**:
> - *Prior communication to arrange appropriate schedule.*
> - *Self-introduction of the document review team.*
> - *Introduce the purpose of the document review.*

No.	Description of the Document	Available in: (SIL Project Office / HQ)	Checklist: (*obtain hard copy (HC) or soft copy (SC) of the document for reference*)
1	SIL Strategic document/Plan: [to check whether the project has an alignment with and contribution to the mission/vision of SIL Ethiopia]		
2	Project contract/agreement made with donor agencies.		
3	Project operational agreement made with local government stakeholders.		
4	Amendments made to the original project documents- [to check for any deviations against the original documents and level of deviation]		
5	Logframe/RBM of the project, both original version and its modification/amendment, if any.		
6	Project extension and/or scale up agreement, if any.		
7	Project Monitoring, Evaluation and Knowledge Management Guidelines, including templates, guides, tools, records, communication mechanisms, etc.		
8	Periodic reports of the project, both technical and financial.		
9	Midterm evaluation report.		
10	Job description of project staff.		
11	Communication tools, including training/workshop terms of reference (ToR), attendance sheet, registers, proceedings, committee agendas & minutes, etc.		
12	Project finance management and internal controlling system, mechanisms, policy.		
13	Publications associated to the project, posters, textbooks, teacher's guide, reference/supplementary materials, dictionary/word list, flashcards		
14	Inception, syllabus, drafting, reviewing, validation, authorization, revision, protection, library, replacement/refill processes (management tools)		
15	Do-No-Harm and Safeguarding policies and risk/contingency plan		
16	Visibility and social marketing tools- publications, leaflets, brochures, mass media productions, bulletins		

Thank you

Annex 3: Photo Gallery

Discussion with PTA/Language Committee; Edida, Mandura

Discussion with PTAs in Mutsa Yako school, Bambasi woreda

PTAs and Language committee in Mutsa Kosa, Bambasi woreda

Lesson plan for FWL at Sonka site

FWL in Sonka center, Asosa zone

Questionnaire for MT teachers and School principal at Mutsa Dabus School

FGD with PTAs and Language Committees at Mutsa Kosa, Bambasi

Minute to pass decision about FWL at Wonbera woreda

Class observation at Mutsa Dabus Grade 4 MT students

Discussion with Gumuz and Shinasha FWL Facilitators and Language Committee; Bulen woreda Education Office

Annex 4: List of Participants in Data collection

No.	Name of participants	Position/Title/Role
FGD in Zigi center, Dibati woreda, Metekel zone		
1	Amsalu Mulat	Kebele Administration Head
2	Obsi Arega	Health Extension Worker
3	Genete Senbeta	Deputy School Principal
4	Abebech Aldo	FWL Facilitator
5	Desalegn Shuni	PTA Chair
6	Anteneh Desalegn	Agriculture Office Expert
7	Agegnehu Wudeta	Kebele Manager
8	Mulunesh Mot	O-class teacher – Borna (Shinasha language)
FGD with Language Committees in Minjo center, Wonbera woreda, Metekel zone		
1	Tesfaye Boru	School Principal
2	Tolosa	Borna Language Expert, Education Office
3	Derge Awudeta	Kebele Administration Deputy Head
4	Belay Waqjira	Member, Kebele Social Court
5	Meseret Argeta	FWL Facilitator
Discussion with Wonbera woreda Education office, Metekel zone		
1	Getachew Woljira	Woreda Education Office Head
2	Tolosa	Borna/Shinasha Language Expert, Education Office
3	Eka Abejehu	Curriculum Team Leader
4	Mengesha Etana	Woreda Education Office Deputy Head
FGD in Bulen woreda Education office, Metekel zone		
1	Simeneh Dinsa	Woreda Education Office Deputy Head
2	Sileshi Desalegn	Shinasha language Expert
3	Senayit Senbeta	Shinasha mother (FWL learner)
4	Tarike Alemu	Shinasha mother (FWL learner)
5	Ayantu Becho	Shinasha language FWL Facilitator
6	Boge Asen	Gumuz language FWL Facilitator
7	Birhanu Bolis	Gumuz language Expert
8	Eqo Qaqe	Gumuz mother (FWL learner)
9	Gefersa Aga	Gumuz mother (FWL learner)
FGD in Mandura woreda, Edida center, Metekel zone		
1	Hailemichael Telake	Kebele Manager
2	Janu Adde	Gumuz mother (FWL learner)
3	Wane Kuwi	Gumuz mother (FWL learner)
4	Denju Bamos	Gumuz language Expert
5	Kan Kawagu	Kebele Administration Head
6	Tenagne Yadesa	MT teacher; FWL Facilitator
7	Wubshet SHiferaw	Edida School Principal
8	Detsi Worku	PTA member
FGD with Benishangul Gumuz regional stakeholders		
1	Yasin Ebrahim	Amharic language expert
2	Yeshiwas Bashu	Gumuz language Expert
3	Habtamu Abetta	Shinasha language Expert
4	Sadik Oulan Yekuma	Curriculum Expert
5	Shibabaw Habte	FWL and Informal Education Expert
6	Abdulahi Tahir	Gwama language Expert
7	Gashaw Mola	Language Development Expert, RBoCT
8	Asmamaw Embiale	MT Education Team leader
9	Habtamu Qelbisa	Affan Oromo Expert

KII with Metekel zone Education Office representative		
1	Amsalu Tadese	Metekel Zone Shinasha Language Expert
Discussion with SIL Ethiopia project coordination staff		
1	Fikadu Deressa	Project Coordinator – Asosa
2	Asmamaw Mosisa	Project Officer – Asosa
3	Mohammed Seid	Finance Officer – Asosa
4	Abiyot Adem	Shinasha materials Author – Asosa
5	Yusuf Musa	Benishangul materials Author – Asosa
6	Mezebu	Gumuz materials Author – Asosa
FGD with Mutsa Dabus school communities		
1	Eijaz Taha	School Principal
2	Alqanim	Grade 1 and 2 MT teacher, Benishangul
3	Muhammed Abdur	Grade 3 and 4 MT teacher, Benishangul
4	Admasu Sisay	PTA member
5	Abdualni Seid	PTA member
6	Shitaye	Language committee
7	Almadi Hasen	Kebele Administration Head
8	Azame Ya'ata	Language committee
KII with woreda Education Office representative		
1	Wondimu Regasa	Curriculum unit Head
FGD with FWL learners and FWL facilitators in Sonka school, Bambasi woreda		
1	Leliya Ahmed	FWL Facilitator, Benishangul
2	Zemzem Ebrahim	Assistant FWL Facilitator, Benishangul
3	Alharemi Abdulkadir	FWL learner
4	Zuleyika Ebrahim	FWL learner
5	Ayisha Muhammed	FWL learner
6	Alhacha Ebrahim	FWL learner
7	Meka Hamid	FWL learner
8	Hawa Ahmed	FWL learner
9	Siham Remedan	FWL learner
10	Almuna Albedri	FWL learner
11	Alhimam Abudi	FWL learner
12	Fatuma Abduljelil	FWL learner
13	Zemzem Tisso	FWL learner
14	Husiya Ababekir	FWL learner
15	Halima Attoyib	FWL learner
16	Nura Ebrahim	FWL learner
FGD with PTA and community leaders, Mutsa Yako school, Bambasi woreda		
1	Bilal Woamet	Language committee
2	Taha Ali	School Board Chair
3	Rahmet Seffa	PTA member
4	Shitaye Quleaa	PTA member
5	Benti Telati	PTA member
6	Senbeta Bunna	PTA member
7	Muhamed Taleti	PTA member
8	Megersa Terfa	Kebele Administration Chairperson
FGD with Language committees and community members, Mutsa Kosa, Bambasi woreda		
1	Nesrelah Negewo	FWL learners
2	Abdu Terfah	Language Committee member
3	Tela Amsiso	Language community member
4	Tesema Ali	Language committee member
5	Tadese Wogele	Language committee member

6	Meda Telale	Language community member
7	Aktebi Yusuf	FWL learner
8	Kebede Seffa	Language committee member
9	Yetena Ashena	Local community members
10	Hussen Anfa	Local community members
11	Eliyas Telate	Local community members
12	Awaeil Tomba	Local community members
13	Oumar Amis	Local community members
14	Beseho Terfa	Local community members
15	Muhammed Guware	Local community members
16	Settu Ali	Local community members
FGD with committee leaders and PTAs, Sherkole center, Assosa		
1	Wagne Atnafu	School Principal
2	Ahmed Hamid	Language committee member
3	Diriba Shege	Woreda Education Office head
4	Awol Ahmed	Kebele Administration Deputy Chairperson
KII with FWL Facilitator, Abramo center, Assosa		
1	Asiya Ebrahim	FWL facilitator

****

Summer Institute of Linguistics (SIL) Ethiopia