Mother Tongue Education Project

Review Report

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Barbara Harvey

And

Wilberforce Muhwana
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The consultants would like to thank all the MTE project staff who assisted in the preparation and logistical arrangements for the project review. Their help and support throughout the review process was invaluable and much appreciated.
Acronyms

AET – Africa Educational Trust
CCTs – coordinating centre tutors
DEOs – district education officers
EGRA – Early Grade Reading Assessment
GoU – Government of Uganda
HLC’s – home learning centres
IDMC – Internal Displacement Monitoring Centre
IMU – Instructional Materials Unit
LABE – Literacy and Basic Education
LBs – language boards
LRA – Lord’s Resistance Army
MLEN – Multilingual Education Network
MoES – Ministry of Education and Sports
MoI – medium of instruction
MTE – mother tongue education
NAPE – National Assessment of Performance in Education
NCDC – National Curriculum Development Centre
PE – parent educator
PIASCY – Presidential Initiative on AIDS Strategy Communication to Youth
PO – programme officer
PTC – Primary Teachers College
RTI – Research Triangle Institute
SIL – Summer Institute of Linguistics
SMC – school management committee
UNEB – Uganda National Examinations Board
UPE – Universal Primary Education

UNICEF – United Nations Children’s Fund
1. Project Overview

The Mother Tongue Education (MTE) project is a four-year project, launched in 2009 in 240 primary schools in seven (originally six) districts of Northern and North Western Uganda, namely Adjumani, Amuru, Nwoya, Arua, Gulu, Koboko and Yumbe. Funded by Comic Relief and implemented by AET and LABE, it supports the implementation of the MTE policy of the MoES that aims at using the mother tongue as medium of instruction in lower primary school, as a remedy for the current poor learning outcomes in primary schools in Uganda.

The MTE project seeks to increase meaningful access to primary education for marginalized children through the development and promotion of MTE. The project provides a workable model, incorporating training, resource development and advocacy that can be adopted by government for implementation and up-scaling in other areas. The core project activities include: training teachers, broadening the literate environment through provision of local language materials, boosting of parental and family involvement in girls’ schooling, and strengthening local government ability to properly provide a quality education for marginalized children.

The direct beneficiaries include: school going girls aged 6-15 years, mothers of P1, 2 and 3 pupils, members of district language boards, P1, 2 and 3 teachers, local language writers, community educators, and Co-ordinating Centre Tutors (CCT’s). Specifically:

<table>
<thead>
<tr>
<th>Beneficiaries</th>
<th>Categories</th>
<th>Women</th>
<th>Girls</th>
<th>Boys</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct</strong></td>
<td>School children aged 6-15 years</td>
<td>-</td>
<td>48600 (45%)</td>
<td>59400 (55%)</td>
<td>-</td>
<td>108,000</td>
</tr>
<tr>
<td></td>
<td>Mothers of P1, 2 and 3</td>
<td>36000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36000</td>
</tr>
<tr>
<td></td>
<td>Members of the district language boards</td>
<td>28</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>792</td>
<td>648</td>
<td></td>
<td></td>
<td>1440</td>
</tr>
<tr>
<td></td>
<td>Community educators</td>
<td>219</td>
<td>-</td>
<td>-</td>
<td>261</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Co-ordinating Centre Tutors</td>
<td>6</td>
<td>12</td>
<td></td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>Indirect beneficiaries</strong></td>
<td>P1, 2 and 3 children outside targeted schools but within same districts</td>
<td>243600</td>
<td>297000</td>
<td></td>
<td></td>
<td>540600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>686,570</td>
</tr>
</tbody>
</table>

Intended indirect beneficiaries, according to the project proposal, include girls and women, people affected/infected by HIV/AIDS, and people with disabilities.

2. Context

**Historical/Geographic Context:** Yumbe, Arua, Adjumani, Koboko, Gulu, Amuru, and Nwoya districts comprise a significant portion of the Northern and Northwestern Uganda region, which has suffered from over 3 decades of conflict, between the forces of the Government of Uganda and various rebel groups in West Nile and the Lord’s Resistance Army (LRA) in the Acoli region. The ongoing conflict led to massive population displacement into camps, with a consequent loss of livelihoods and inadequate provision of socio-economic welfare. According to Resolve, “By 2004,
1.7 million people – over 80% of the region – were displaced in squalid camps, lacking access to basic resources. Within these camps, problems of starvation, poor sanitation, psycho-social trauma, lack of education, HIV/AIDS and prostitution persisted on gross levels."¹

Peace was restored to West Nile in 2002 and gradually returned to the Acoli region after the signing of the peace agreement in 2006. Since then, the vast majority of IDPs have returned to their home areas. IDP camps have been closed (indeed, the structures dismantled and removed). However, as noted by the IDMC: “Most IDPs have returned to areas offering few basic services such as water, health care and education facilities. Current and planned efforts notwithstanding, there is general agreement that it will take many years to rehabilitate Northern Uganda.”²

**Educational Context:** UPE was introduced by the GoU in 1997, which led to a massive increase in primary school enrolment, from approximately 2.5 million in 1996 to approximately 8.3 million in 2010. This has created enormous challenges, including lack of classroom structures, insufficient numbers of qualified teachers, and very large class sizes, particularly in lower primary classes. The GoU, along with its development partners, has worked hard to address many of these challenges since 1997 – for example, embarking on a comprehensive programme of school construction across the country, which has seen a large increase in the number of classrooms and other school facilities. However, for as long as the conflict was on-going in northern Uganda, such efforts were curtailed, and it is only since the peace agreements in 2002 (West Nile) and 2006 (Acoli region) that education interventions on a larger scale have been able to take place. Adult illiteracy remains higher than the national average in the West Nile and Acoli regions and schools, both primary and secondary, continue to face significant challenges.

**Policy Context:** The Uganda MoES introduced the thematic curriculum for lower primary education in 2007, beginning with Primary 1, followed by implementation in P2 and P3 classes in subsequent years. A revised ‘transition’ curriculum for P4 was implemented in 2010. The thematic curriculum is based on three main principles: 1. a focus on the development of literacy, numeracy and life skills at lower primary, 2. the use of themes of immediate meaning and relevance to the learner, through which to teach key concepts, and, 3. use of languages in which the learners are already proficient.

MTE is a central component of the thematic curriculum, based on the grounds that:

- MTs promote comprehension, accuracy of expression, interest in nature, and an increased appreciation of culture, which is important for one’s identity.
- MTs are a tool for socialisation that helps to shape people’s compatibility with the environment around them. This enhances participatory methods used in the classroom like group participation skills that are effective in achieving learning.
- MTs create confidence in one’s language and provide the basis for learning other languages.
- MTs are a basis for the formation of an integral part of the philosophy of an individual, which is an important factor for future learning of social studies and other humanities
- MTs act as a bridge between home and school learning, and support the approach of teaching from the known to the unknown, helping the child to relate what is learnt at home to what is learnt at school.³

There is considerable evidence to support the use of mother tongue as MoI, effectively summarised in the UNESCO document, ‘In their own language – education for all’ (Education Notes, 2005), which

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¹ [www.resolveuganda.org](http://www.resolveuganda.org)
² IDMC, *Unprepared for Peace: Education in Uganda in Displacement and Beyond*, June 2011, p.7
demonstrates that MT use can lead to increased access and equity, improved learning outcomes, a reduction of repetition and drop-out, and a number of socio-economic benefits.

It is hoped that the use of MT in lower primary will have a positive impact on educational attainment in Uganda. In terms of acquisition of literacy (and numeracy) skills of Ugandan primary pupils, recent national assessment processes indicate that although there has been some improvement in performance in the past few years, these are limited, and far too many pupils are reaching P6 and beyond without the basic skills required to succeed in education. For example, the Early Grade Reading Assessment (EGRA), undertaken by RTI International and the Makerere University Institute for Social Research in October-November 2009\textsuperscript{4}, indicated that oral reading fluency and reading comprehension was better in MT than in English but only marginally. A depressingly large number of the pupils tested in Lango region were defined as ‘non-readers’ in Lango (81.8% in P2 and 51% in P3), while results were better in Central region (‘non-readers’ in Luganda equalling 50.8% in P2 and 25.8% in P3). The National Assessment of Progress in Education (NAPE), undertaken by UNEB in 2010\textsuperscript{5} found that 57.6% of P3 pupils reached the defined proficiency levels for literacy in English, (meaning that, worryingly, 42.4% did not reach defined proficiency levels). Performance in local languages, according to NAPE results, was ‘highly correlated with performance in English.’\textsuperscript{6}

3. Project Objectives

The project’s specific objectives are as follows:

1. To establish reliable baseline indicators from 60 (30 sampled schools from project and 30 control schools) in 6 districts against which planned future gains in children’s literacy will be measured.
2. To increase community and parental awareness of the value and importance of educating children in their local languages.
3. To increase the capacity of 5 district language boards to work towards standardizing the local language orthography, grammar and vocabulary in the targeted districts.
4. To support the production and use of sample children’s educational materials in 5 languages (Acoli, Kakwa, Aringa, Madi, Lugbara) for use in primary classes 1, 2 and 3.
5. To support children in 240 schools to practice MTE literacy skills by producing local children’s magazines and picture story books.
6. To work with CCTs and promote teaching using mother tongue in pre-service trainings for primary teachers.
7. To disseminate the experiences from the districts to education policy makers in other minority language communities.

4. Review Purpose

The purpose of the MTE Project review has been to assess the extent to which the delivery of the MTE project is leading to the achievement of its planned objectives, and to identify any areas in which adjustments need to be made during the second half of the project. At project level, the objectives are to:

\textsuperscript{4} Dr. Benjamin Piper and Makerere University Institute for Social Research, \textit{Early Grade Reading Assessment Findings Report: Literacy Acquisition and Mother Tongue}, December 2010. Findings were based on testing of 1,962 P2 and P3 pupils from 50 schools in Lango and Central regions of Uganda.

\textsuperscript{5} NAPE tested pupils in P3 and P6 in 1098 schools across Uganda. Only P3 pupils were assessed in both English and MT proficiency.

\textsuperscript{6} Uganda National Examination Board, \textit{National Assessment of Progress in Education: The Achievement of Primary School Pupils in Uganda in Numeracy, Literacy in English and Local Languages} 2010, p.xii
• Assess the project’s progress and whether it is on track to meet its objectives
• Review significant achievements the project has brought about
• Gather feedback about the project from people affected by the activities and provide an opportunity for them to participate in analyzing project progress and inform future activities and implementation methods
• Assess the attitudes and perceptions of stakeholders (e.g. teachers, PEs, district education officials) about the government’s mother tongue education policy in the focal areas
• Identify any issues and problems which need to be addressed
• Make recommendations for the remaining implementation period including monitoring of the project

At local partner level, the objectives are to:
• Provide an opportunity for LABE staff to build their capacity in monitoring and review processes
• Assess the extent to which the project’s structure has enabled it to meet its objectives and the needs of the target groups to date, and establish whether the project could be structured differently during the remaining two years of implementation to enhance its impact
• Assess the effectiveness of the monitoring and evaluation system of the project
• Review actual expenditure against planned expenditure to assess whether spending reflects project priorities

In terms of partnerships, the objectives are to:
• Assess the project partnerships and how they could be refined to improve the project’s effectiveness
• Assess the challenges faced by the project with regard to partnerships

In addition, the review has been to consider to what extent (if any):
• people’s attitudes are beginning to change with respect to the Government of Uganda’s MTE policy? How successfully is the MTE policy being implemented in schools?
• advocacy, networking and inter-agency coordination has been going on? What has this achieved so far?
• the project is reaching adults or children with disabilities?

5. Review Methodology

The review was undertaken by two consultants. The review included:
(a) an initial desk review of project documentation.
(b) 10 days of field work in Uganda, including:
   (i) 2 days in Kampala, planning for field work and conducting interviews with the local partner (LABE) implementing the project.
   (ii) 6 days in the field visiting the 7 project districts, divided between the 2 consultants during which:
       - visits were made to a minimum of 4 schools per district (3 project schools and 1 control – non-project - school per district)
       - interviews and focus group discussions were held with head teachers, teachers (P1-P3), randomly selected P1-P3 pupils, parents, SMC members and parent educators.
       - Lesson observations were made of literacy or numeracy lessons in P1-3 classes
       - Visits were made to home learning centres and reading corners.
       - Interviews were conducted with local partner staff.
       - Interviews were conducted with district MoES staff including DEOs and CCTs.
   (iii) 2 days in Kampala to conclude interviews with local partner staff and MoES officials.

A set of data collection instruments, including interview schedules for key stakeholders and a simple lesson observation form, was shared and discussed with project partners and between the consultants, before being finalised (see annex for instruments).
6. Review Findings

A. Project Administration and Management

Project Administration

LABE Kampala office staff, regional office staff and LABE PO’s in the field are effectively coordinating and facilitating the MTE project. Kampala office senior staff and regional managers are monitoring and supporting project implementation, making regular visits to the field offices, and maintaining proper reporting and financial accountability procedures, as well as liaising with key stakeholders including the MoES. Field office staff are implementing the project on the ground, including establishing and organising parent classes and home learning corners, periodic monitoring and support supervision of schools and home learning centres, sensitisation of parents and communities, distribution of materials, partnering with district officials, periodic reporting on project activities to LABE office in Kampala and facilitating specific MTE-related events.

However, there are challenges, particularly with respect to staffing at district level. At present, each district has one PO, responsible for the implementation of the MTE project in 40 schools each, as well as managing a number of other LABE projects in the same district.\footnote{One project officer is now implementing the MTE project in 2 districts, as a result of the GoU decision in 2011 to split Amuru district into two (2\textsuperscript{nd} district is Nwoya).} District offices do not have support staff and PO’s are therefore solely responsible for delivery of both administrative (narrative and financial reporting) and project activities. The consequences of this heavy workload may be impacting negatively on the number of field visits (to project schools, parent classes, home learning centres etc.) the PO’s can undertake per quarter. Additionally, although the PO’s are equipped with motorcycles to enable them to conduct field visits, some have reported their motorcycles are not suitable for rough terrain.

Monitoring and Evaluation

Monitoring and evaluation of the MTE project is undertaken on a number of different levels. The monitoring and evaluation framework\footnote{See annexes} submitted to Comic Relief after project funding was granted forms the foundation for this. At the management level, AET regularly monitors project implementation by LABE in-country, including conducting regular project visits and ensuring that project reporting (including financial) meets required standards. At the implementation level, LABE has put in place monitoring and supervision systems by central and regional offices to ensure project delivery on the ground. Additionally, LABE has set up a project database which monitors project activities, including pupil enrolment at project schools, pupil performance with annual literacy and numeracy testing, and so on. This data is disaggregated according to gender.

There have been some problems with maintenance of the database, however, including data corruption, which has meant that the database has had to be ‘cleaned up’, a process that is on-going. Additionally, data collection in the field has been, at times, slow, and relevant information has taken time to be transferred to Kampala where the database is managed. It is advisable that data collection processes be streamlined and project officers consistently reminded to complete forms timeously.
(bearing in mind the heavy workload of the PO’s). Additionally, some data has not been consistently collected, and this includes:

- Test data from control schools: the M&E framework states that literacy and numeracy testing would take place in 60 schools, half from non-project (control) and half from project schools. This was in order to make comparisons in performance of pupils between project and non-project schools. Unfortunately, for the first two years of the project, this was not done. AET and LABE have now reached an agreement to ensure that this is done for the remaining two years of the project (Years 3 and 4).

- Data on numbers of beneficiaries affected/infected by HIV/AIDS has not been maintained. As project staff made clear, this is very difficult to do, due to issues of confidentiality. However, it should be possible to extrapolate some figures based on estimated national and district HIV/AIDS rates.

- Data on numbers of beneficiaries with disabilities has not been maintained. This should be remedied by collecting data on lower primary pupils which schools are required to keep by the MoES. Data can also easily be collected by PE’s from the parent literacy classes.

**Project Financial Management**

Both AET and LABE have effective and efficient financial management systems in place. AET has provided financial management training and has ensured that financial reporting requirements are adhered to. In Uganda, LABE is implementing a number of projects funded by various donors. In order to clearly demarcate MTE project funding, LABE maintains separate bank accounts for each project.

Issues arising from discussions with LABE staff indicate a few concerns regarding finances.

- The maintenance of multiple bank accounts entails multiple bank charges for transactions. LABE has developed effective strategies to reduce these costs.

- The fluctuating exchange rates (GBP to Ugandan shilling in the case of the MTE project) are not always favourable for conversion of funds into shillings. LABE has resolved this by maintaining funds in original currency until rates are more favourable, and then transferring funds over to shillings.

- The rise in the rate of inflation in Uganda, which now stands at 17%, has had implications for the MTE project budget, especially the cost of fuel.

- The GoU decision to increase the number of districts means that, in all likelihood, the project will be operating in 9 districts, rather than the original 6, by the end of 2011. There will be the expectation on the part of new districts that MTE project activities will take place separately in each of the new districts (e.g. mother tongue day events) which could put further strain on the budget.

- The staff per diem rate for LABE has not been reviewed for 5 years, despite the rise in the cost of living

- Late monthly accountability by LABE district offices (particularly in the case of the Gulu and Amuru district offices) has at times led to late release of the next tranche of funds, which in turn has delayed implementation of some activities. It is vital that LABE district offices ensure that accountability deadlines are met, so as to avoid any such delays.
- Under the supervision of the Labe director, overall financial management rests in the hands of the Kampala Finance Manager. It is advisable that a transfer of skills take place, to ensure that financial management processes are sustainable, even if staffing changes.

B. Project Delivery

Advocacy for MTE

LABE, through the MTE project, facilitates various activities to increase community and parental awareness of the value and importance of mother tongue. The project has supported sensitization activities among communities and parents in project districts at various fora, including school meetings, radio programmes, and adult literacy classes. MT policy briefs were produced and translated in the local languages and samples were provided to the consultants.

At the national level, Labe is working closely with MoES structures, including the IMU, who authorise/approve instructional materials to be used in Ugandan schools, and the NCDC, who are responsible for approving curricula and MT orthographies. Labe is also a member of the Uganda Multilingual Education Network (MLEN), a voluntary organisation that supports and advocates for MT education in the country. Other partners involved in the organisation include UNICEF Uganda, SIL, and UNESCO Uganda. Labe has also produced the *Mother Tongue Education in Uganda, Resource Book for Practitioners*, which is awaiting final approval by NCDC. Once approved, it will be incorporated within the national pre-service teaching curriculum for core PTCs, once the curriculum review has been completed.

The overwhelming response from beneficiaries and key stakeholders regarding the value and importance of mother tongue education is very positive. All respondents interviewed indicated their support for the MoES MTE policy and for the MTE project. One head teacher in Adjumani noted, ‘This project has come as a saviour. The children can now speak, read and write true Madi.’9 This positive response is a credit to the advocacy work that has been undertaken as part of the MTE project.

However, it was noted that the degree of awareness about the project varied from district to district depending on whether current head teachers and SMCs were in Labe-supported projects during the project launch. At the moment there are mixed views about awareness of the project amongst school administration and management. Some head teachers and SMCs reported that they were never been oriented and/or trained under the MTE project.

There is also an issue of diverse ethnic communities (and MTs) conflicting with district demands that the ‘major’ mother tongue be used in all schools. This poses a continuing challenge to the project. This is illustrated in Yumbe district (where Aringa and Kakwa languages are MTs, depending on the community) and Koboko district (where Kakwa, Lugbarati and Aringa are MTs, depending on the community).

Home Learning Centres

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9 Philip Vuciri-cons, head teacher of Eleukwe Primary School, Adjumani. Madi is the most widely-spoken local language used in Adjumani district.
In all project districts, a number of HLCs were visited, on average two per district. HLCs have been set up in family compounds, in communities with schools that are involved in the project. These centres, run by PE’s, are locations where adult literacy classes and literacy and numeracy activities for children can take place after school hours. On average, most project schools have a minimum of three HLCs in their communities. The literacy lessons and activities observed by the consultants were well-planned, vibrant and active, and appeared to be well-attended, both by parents and by children. Again, they are an innovative feature of the MTE project, linking as they do, home and school learning, and involving parents actively in the learning process. The HLCs provide access to mother tongue and English reading materials, in communities where very little such material is normally available.

In the West Nile region, LABE has provided solar lamps to some HLCs, with support from another project called Literacy Training in Families (LitFamily). Fifty solar lamps provided in each district. The lamps have helped to improve the environment for reading in the evening. However, it was noted that the number of solar lamps provided has been insufficient for all HLCs.

Other challenges facing home learning centres include lack of learning kits and some late-coming and erratic attendance by learners.

**Parent Educators**

On average, there are three PEs attached to each project school. PEs’ main responsibilities include running adult literacy classes and the HLCs, as well as helping to set up home learning corners. Head teachers and teachers reported that PEs in selected schools play a major role in assisting teachers in P1-3 classes, helping pupils with class work, preparing lesson plans, and standing in for teachers while they are absent.

All PEs interviewed had attended at least one training in the use of MT, organised by the MTE project. The initial 2 day training at the commencement of the project has been followed by 2-day refresher training, facilitated by LABE staff, CCTs and district education staff. PEs make use of an adult literacy/numeracy training guide developed by LABE, which is appropriate for adult learners and which incorporates themes that cover on important social issues.

Both consultants observed adult literacy classes, often with more than one PE team-teaching the classes. PEs were observed to use a variety of teaching and learning aids which they made themselves. PEs generally had a warm and relaxed relationship with their learners. However, teaching skills amongst PEs clearly varied, from weaker to stronger, and it is therefore advisable for MTE project staff to continue organising refresher training for them on an annual basis.

On the whole, the PEs interviewed remained enthusiastic and committed to their roles despite the fact that it is voluntary. However, a recurrent refrain, from PEs as well as MTE project staff, was that the stipend received (calculated monthly but paid quarterly) is little more than a token amount, and with rising costs in Uganda, does not adequately cover expenses, including transport costs. If additional funding could be sourced, it would be advisable to increase the stipend paid to the PEs, as a fair compensation for their good work and commitment.

**Teacher Training**
The majority of P1, 2 and 3 teachers interviewed in project schools had attended at least one training in the use of MT that was supported by the project. An initial 3 – 5 day training at the commencement of the project was followed by a subsequent 2 – day training. They were subsequently offered refresher courses facilitated by LABE staff, CCTs and District Education staff. Training included preparation of lesson plans in MT, creation of teaching and learning aids using local materials and use of MT supplementary readers and magazines.

The training aimed to equip teachers with better teaching and assessment methodologies with the intended result of improved instruction of the pupils using the thematic curriculum, in MT. Various stakeholders, including head teachers and CCTs, reported seeing improvements in the literacy and numeracy competencies of the pupils, noting that pupils are becoming better able to read and write, are demonstrating greater interest in learning, and are communicating more articulately in the local language than before the introduction of MTE.

An example of an unexpected, but welcome outcome of the work of the project is that in Koboko district, some Lugbara teachers and pupils were using this opportunity to learn Kakwa, which is a minority language in their area.

The problem of large classes (190 – 300 pupils per class) particularly in P I, II & III is still persistent. Apparently teachers are not yet trained or skilled in teaching methodologies for large classes.

The MTE project is still constrained in achieving the target of high child retention due to factors beyond its scope. The issue of child retention and participation in school is still persistent. There is high enrolment and retention in lower classes but high drop outs in upper classes.

**Impact on Teaching and Learning in Lower Primary Classes**

As part of the review process, the consultants undertook lesson observations, in order to ascertain to what extent the MTE project was having an impact on literacy teaching in lower primary classrooms. Lesson observations were done in both project and control school classrooms.

(a) In the four districts of Gulu, Amuru, Nwoya, and Adumani, seven lesson observations were conducted in twelve schools, four project schools and three control schools. Three observations each were done in P1 and P2 classes and one observation in a P3 class. Class subjects were literacy (five classes) and numeracy (two classes). Five out of the seven teachers observed were female. Class sizes varied from the smallest class of 50, to the largest class of 85. Five out of the seven teachers had lesson plans. One control school and one project school had no lesson plans. Lesson planning followed a similar template and included themes, topics, objectives and activities. Lesson plans included time allocation for the entire period but not for individual sessions within the lesson (this may not be required by CCTs or schools). In terms of displays and use of teaching and learning aids, more project schools than control schools were found to display teaching and learning aids. Regarding use of teaching and learning aids, again, lessons observations found that they were used more often in

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10 It is noted that the policy of teacher transfers, by which districts regularly rotate teachers around schools, has meant that in some cases, teachers trained by the MTE project have been transferred to non-project schools and replaced by teachers who have not received such training.

11 The subject was maths but lessons were taught in MT and numbers in MT were used orally and in word form.
project schools than control schools. However, generally they were used by the teachers and rarely used by pupils (except when individual pupils were asked to come up to the front of the class).

(b) Observation of lessons in MT both for literacy and numeracy were also undertaken in Arua, Koboko and Yumbe - three in control schools and three in project schools, taught by three female and three male teachers. Four literacy lessons and two numeracy lessons were observed. Teachers in two control and one project school had lesson plans. Classrooms in all the project schools were well decorated with display of teaching and learning aids, whereas none of the control schools had displays of teaching and learning materials. Teaching and learning materials were used in all the lessons observed in project schools as compared to only one teacher using learning aids in a control school lesson.

Overall Assessment of Lessons Observed

In general, teaching in all lessons, whether control or project, tended to be teacher-dominated. Pupil involvement consisted in: answering questions, singing songs, selected pupils writing on the board, selected pupils selecting flashcards, matching pictures etc., and whole-class chorus response. In only one class were pupils given a task which involved working together in groups.

Most teachers made efforts to make and use teaching and learning aids, and pupils were seen reading single words and short sentences on the chalkboard or on a flashcard. However, no pupils were observed reading longer texts in the form of storybooks etc. and in no lesson were LABE readers or posters seen to be used, although they were on display in several classrooms. It was clear that schools generally lacked readers and textbooks in MT.

It was worrying that some teachers, including three in project schools, did not have lesson plans. This is despite the fact that refresher training on lesson planning and preparation was recently organised by LABE, in conjunction with CCTs in the project districts.

It is noted that lower primary teachers are generally faced with very large class sizes, varying in size from 60 to as many as 200 pupils. Teachers have generally not received any training in how to cope with such large numbers, and it is perhaps not surprising in such circumstances for them to utilise teacher-centred methodologies.

It is also noted that in all schools visited, there remains a serious problem with high pupil drop-out, class sizes declining significantly after P4. It is too early at this stage to judge whether the MTE policy being implemented by the MoES in lower primary classes, and supported by the MTE project, will have an impact on pupil retention. There are clearly problems with the P4 transition year, whereby pupils are supposed to make the transition from MT as MoI to English as MoI, and support/interventions from development partners at this level would be most welcome.

Joint Learning Sessions

Some lessons observed were joint learning sessions, with parents. This is an innovative strategy of the MTE project, whereby parents attend their children’s literacy lessons at least once a week in order to generate greater involvement by parents in their children’s education. Project schools are expected to hold these sessions in P1 – P3 classes, during which parents sit in lessons and are encouraged to help their children in their learning. The parents attending these sessions may themselves be
attending adult literacy classes held by MTE project parent educators. However, in the joint learning sessions observed, there was a tendency for parents to be regarded by teachers as ‘large pupils’, meaning that they had no clearly defined role and in some cases, raised hands, answered questions, and wrote/completed exercises in exercise books alongside the children. There may be a missed opportunity here for parents’ interactions to be more purposeful as well as being more respectful of the life experiences they, as adults, can bring to the classroom.

MTE Materials

The MTE project has provided assorted scholastic materials to all project schools, including charts, manila papers and chalk. These materials have been used in developing teaching aids for literacy and numeracy lessons in lower primary classes. PEs have also received materials for adult literacy and joint learning sessions in the HLCs. During observation of literacy and numeracy lessons in the schools that were visited by the consultants, MT materials that had been prepared by teachers/PEs were seen to be in use.

Teachers and PEs report that, as a result of providing scholastic materials in local languages, pupils are more enthusiastic to learn, use the physical materials, and read the books. They also report seeing a higher level of knowledge retention, more active involvement in classes and more creativity on the part of learners, both children and adults.

However, overall, MT resource books and other reading materials are still insufficient in all schools and learning centres, despite the efforts of the MTE project to remedy this. The MTE project is to be commended for its efforts in attempting to get MT reading materials into the hands of children and parents, through the story bags distributed in local communities and materials distributed to schools and HLCs. The problem is that class sizes, especially in lower primary, are generally very high, and the budget allocation for provision of MT materials within the MTE project is not enough to meet the demand.

The MoES, who has greater responsibility for providing MT materials, has also not successfully met this high demand, and there have been some problems with what they have distributed. The consultants were advised by the director of the NCDC that readers and supplementary materials were not provided for P1 classes and that teachers are expected to produce their own flash cards, posters, etc. in MT. Secondly, consultants observed that in the schools visited, what little MT materials were distributed seemed intended for use in P2 classes, and there was nothing distributed for P3, except some textbooks in English. Finally, some of the materials sent to schools were not in the local languages used in that community. For instance most books and other reading materials that have been distributed in Yumbe district are in Lugbarati and yet the mother tongue is Aringa. Use of such materials becomes dependent on teachers having the willingness to translate the materials for their classrooms – a willingness that is not always forthcoming.

This is an extremely worrying situation, as there is strong evidence to suggest that one of the most important factors in developing literacy is consistent access to literacy materials. It is worth quoting extensively from the 2010 EGRA report, which notes that:

“Variables that are significantly related to student achievement in oral reading fluency across the languages are absenteeism, having the textbook, having other reading materials, being overage, the number of text books in the room, and having writing materials. The story, therefore, of reading
outcomes in Uganda is strongly related to the availability of reading materials in the classrooms and at homes. The percentage of children in the classroom with a reading textbook, whether the child has reading materials at home, and whether the individual child has a textbook are all important predictors of achievement and, for the most part, the only important predictors. So, in Uganda, having books is strongly correlated with reading. This is an enormously important finding and might be related more to the context of the thematic curriculum than the thematic curriculum itself. The argument can be made that without proper reading materials, even a reform as progressive as the thematic curriculum is unlikely to be completely successful. What is necessary in Uganda, as across the rest of sub-Saharan Africa, is a policy focused on early reading acquisition supported by inservice teacher professional development and appropriate and integrated reading materials, with the importance of reading emphasized to the community to capitalize on what they know about the quality of reading outcomes.12

The work being undertaken by the MTE project is therefore relevant and meets the needs identified. The project has assembled a strong team of writers, and local language materials – stories and supplementary readers – have been written, based on the advice and assistance of language boards in project districts. However, the challenge is that the project budget does not cover the costs of extensive production and distribution of these materials.

Language Boards

The Language Boards were duly constituted by an Act of Parliament with the mandate of promoting the use of local languages. Structurally the LBs are under the MoES, enhancing implementation of the thematic curriculum with MT. At district level, LBs lie within the remit of the DEO’s office. The LBs have been established accordingly but so far none is funded within local government structures. They are neither budgeted for nor housed in the local governments. They depend on ‘good will’ and ‘hand outs’ from NGOs such as LABE and the MTE project. The LBs lack facilities like computers, including those with suitable programmes. Many books in local languages have been printed and distributed, which were approved by the MoES, although they are not in the pure local language or in accordance with agreed orthography, and therefore not approved by LBs.

Lack of funding has meant that, for example, the Acoli orthography has yet to be finalised, because the Acoli language board is constituted of members from 3 Northern Uganda districts, and it has been difficult to gather the members together to workshop the final draft. It is beyond the budget of the MTE project to cover all the expected costs of such an exercise.

Despite these challenges, the MTE project has worked very well with the language boards in the project districts, and has attained good results, acknowledged by various stakeholders in the project districts. For example, the Aringa Language Board was formally constituted and restructured in 2009. The members and writers were trained by the NCDC and have since then written simple story books, printed and distributed to schools with the support of the MTE project. The project also facilitated the Board to produce 300 copies of the Aringa orthography, which was distributed to various stakeholders, schools and home learning centres in. Similarly, a draft of the Madi orthography has been approved by the NCDC, and will be finalised in coming months.

8. Achievements and Recommendations

12 Dr. Benjamin Piper and Makerere University Institute for Social Research, Early Grade Reading Assessment Findings Report: Literacy Acquisition and Mother Tongue, December 2010, p. 48
A. Achievements

The MTE project partners are to be commended for a number of significant achievements, including:

- Working with and supporting a key component of MoES policy in Uganda.
- Maintaining excellent working relationships between project partners - LABE and AET - and local partnerships with national and district structures in Uganda.
- Implementing innovative strategies that directly address and seek to improve the quality of MTE in Uganda.
- Ensuring that project implementation has largely gone according to plan and within time frames established in the project proposal and monitoring and evaluation structure.
- Maintenance of excellent narrative and financial reporting processes, as well as management systems, particularly between LABE and AET.
- In the face of challenges, making significant progress in development of MT orthographies in Uganda.
- A small but significant improvement in the literacy and numeracy results of pupil tests in the project schools between Year 1 and Year 2 of the project.
- Implementing strategies that increase genuine parental involvement in the education of their children, going beyond the usual focus on governance (through PTAs and SMCs) to encompass classroom learning.
- Producing and distributing MT supplementary readers and storybooks in story bags, HLCs and schools.

Recommendations

In full recognition of both the significant achievements and the challenges facing the partners implementing the MTE project, the following recommendations are offered by the consultants, in the hope that these recommendations will strengthen and add value to what is a uniquely innovative project.

1. District PO’s are supporting 40 schools within the MTE project, but also have other LABE projects to implement. If possible, PO’s should be provided with additional administrative staff, to enable them to concentrate on vitally important supervisory and support visits to the field.
2. The project database should be protected from any possibility of future data corruption. The database should be accessed only by approved staff with use of passwords.
3. Data collection from the field offices should be streamlined, so as to reduce delays in submission of data to the LABE Kampala office.
4. In order for any valid assessment of the MTE project impact to be made, it is necessary that literacy (and numeracy) testing be undertaken in control schools. It is unfortunate that this was not done in the first two years of the project and the consultants wholeheartedly support LABE/AET plans to ensure that testing will be undertaken in the latter two years.
5. While the consultants understand that issues of confidentiality make it difficult to collect data on those affected/infected by HIV/AIDS, it should be possible to extrapolate estimates from national and district HIV/AIDS rates, and it is recommended that this be done.
6. MTE project staff should ensure that they collect data on the number of disabled beneficiaries of the MTE project, both children and adults.
7. Increasing costs, due to a rise in inflation in Uganda, has put considerable strain on the MTE budget. If possible, it would be useful to raise this issue with the funder (Comic Relief) and discuss
ways and means of remedying the problem, including the possibility of transferring funds across budget lines where needed.

8. The consultants support the LABE head office requirement that regional managers and PO’s to provide financial accountability within the required time frames.

9. AET should continue to provide financial management training where required, and assist in developing financial management capacity within its partner organisation, LABE. This should insulate the MTE project from any negative consequences, should staffing changes take place in the LABE Kampala office.

10. Given the high transfer rate of head teachers and teachers in the average Ugandan district, it is advisable that MTE project staff periodically ‘refresh’ project schools’ staff about the purpose and activities of the project. This will ensure that despite staffing changes, project schools can adequately support and maintain project activities.¹³

11. If possible, more HLCs should benefit from the installation of solar lamps, as this would extend the use of reading materials into the evening and also enable secondary school students in the community to benefit from longer study hours.

12. PEs should continue to receive refresher training to build their pedagogical skills.

13. There is a serious risk that a significant number of PEs will lose interest and motivation in their work, because the volunteer’s stipend is so low. They do incur costs, including travel to and from HLCs and schools, and the amount received does not take into consideration rising costs in Uganda.

14. P1, 2 and 3 teachers in project schools should continue to receive periodic refresher training, if possible to include strategies for coping with large classes, particularly relating to assessment of learners.

15. It was clear from discussions held at project schools that the transition year (P4) in Ugandan primary schools, whereby pupils are meant to make the transition from MT to English, is proving to be problematic. Given the good relationships that exist between LABE and various units within the MoES, it would be useful for LABE to discuss ways to advise the MoES on strategies to enable the transition year to be more successful.

16. MTE project staff should explore strategies to more fully utilise the parents during joint learning sessions and make use of the life experiences that they can bring to the classroom. For example, where class sizes are very large, it might be possible for parents to take groups of pupils out of lessons for storytelling sessions, one-to-one reading etc.

17. Across the board, there is a serious problem with the provision of teaching and learning materials in MT in lower primary classrooms. The MTE project has done what it can, within a limited budget, to develop, produce and distribute materials to HLCs and schools in the project. The MTE project has also trained and supported teachers and PEs to produce such materials themselves. However, despite best efforts, not enough materials are available. The consultants tentatively suggest, therefore, that AET and LABE explore opportunities for sourcing additional funding, so that more MT materials can be produced and distributed.

9. Annexes

¹³ It is worth noting that the present SMCs’ term of office are due to come to an end in 2012 and so any new SMCs that are elected should be sensitised about the project.
### Annex 1: Progress Against Project Objectives

<table>
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<tr>
<th>Specific Objectives</th>
<th>Outputs/Results</th>
<th>Verifiable Indicators</th>
<th>Means of Verification</th>
<th>Risks and Assumptions</th>
<th>Comments /Discussion points</th>
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</table>
| 1. To establish reliable baseline indicators from 60 (30 sampled schools from project and 30 control schools) in 6 districts against which planned future gains in children’s literacy will be measured. | - 180 (30% females) teachers trained to administer literacy tests annually  
- Baseline study conducted in 60 schools  
- Baseline report produced of MTE in 6 target districts  
- Establish annual enrolment rates | - Numbers of tools developed to capture literacy competencies  
- 25% increase in pupil attainment results  
- Improved pupil literacy retention: 20% P1-2, 15% P2-3, 10% P3-4 | - Baseline survey, training reports, Final Report  
- Literacy test results  
- School / class registers | - Teachers, schools, parents, language boards participate fully in the baseline study  
- Teachers / students do not move school during the project life cycle  
- Indicators / tools are relevant  
- Validity / reliability of data collected  
- Annual testing willing not be confused by other assessments | - 5 different tools have been developed (Literacy and numeracy tests for P1-P3)  
- 171 (81 F & 90 M) teachers were trained to administer the tests to children (4 days training for both first and second year)  
- 60 schools were sampled, 10 per district |
| 2. To increase community and parental awareness of the value and importance of educating children in their local languages. | - A detailed multimedia communications strategy designed and implemented.  
- Biannual mother tongue policy briefs in 5 languages produced and disseminated  
- International Mother Tongue day celebrated in the 6 Northern districts annually.  
- 480 parents’ classes established (2 classes per school) at least each attended by 35 learners and are supporting children with school work.  
- 16,800 parents attend literacy classes | - Numbers of radio spots broadcast on FM radio stations  
- 2,500 policy briefs ad disseminated (500 copies / language)  
- 24 Annual celebrations to mark Mother Tongue Day by end of year 4  
- 480 parent classes established  
- 16,800 learners enrolled and complete parent classes | - CD recordings of radio spots, local purchase orders, radio consent agreements  
- Policy briefs, distribution lists, monitoring reports  
- Monitoring reports, videos, recordings, newspaper cuttings, photographs  
- Monitoring reports, attendance registers, learners testimonies  
- Monitoring reports, attendance registers | - Radio stations agree to broadcast the radio spots  
- Facilities exist to edit and produce tapes  
- Communities have access to tapes players  
- Stakeholders willing to embrace the programme and MTE  
- School willing and able to integrate activities into timetable  
- Outbreaks of disease do not occur resulting in the banning of public gatherings  
- Political stability remains in the northern regions  
- Teachers willing to take minimum stipend | - 100 radio spot messages in 5 local languages, aimed at increasing communities support for the MTE policy for UPE  
- 3000 MTE policy briefs produced in 5 local languages  
- 12 annual International Mother Tongue Day celebrations held. These celebrations have helped in creating awareness of importance of mother tongue in socio – economic development  
- 314 parent classes have been established so far  
- 8554 (50.9%) learners have been enrolled so far |
| 3. To increase the capacity of 5 district language boards to work towards standardizing the local language orthography, grammar | - 5 local language orthographies produced for use by teachers, parent educators, local language writers and parents  
- Number of orthographies produced  
- Number of teachers, parents and local language writers | - Workshop reports, copies of the orthographies, monitoring reports  
- Teachers, parent educators and local language writers use the orthographies  
- District language boards are | - Teacher, school, parent language boards participate fully in the baseline study  
- Teachers / students do not move school during the project life cycle  
- Indicators / tools are relevant  
- Validity / reliability of data collected  
- Annual testing willing not be confused by other assessments | - 4 Draft orthographies have been produced (Kakwa, Aringa, Lugbara, and Madi local languages) |
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<tr>
<th></th>
<th>and vocabulary in the targeted districts.</th>
<th>in 6 districts.</th>
<th>using the orthographies</th>
<th>functional and willing to participate in the programme</th>
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<tr>
<td>4.</td>
<td>To support the production and use of sample children’s educational materials in 5 languages (Acholi, Kakwa, Aringa, Madi, and Lugbar) for use in primary classes 1, 2 and 3.</td>
<td>31,200 children’s picture story books in 5 languages produced and used in 240 primary schools, reducing the pupil-book ratio from 1: 11 to the national average of 1:6. 7200 family learning story bags produced with parents of primary one to three classes to sustain literate environments in 36000 families.</td>
<td>Numbers of picture story books produced 240 primary schools using picture story books Ratio of pupil to books is 1:6 7,200 family learning story bags 36,000 families sustain literate environments</td>
<td>National government policy on pupil to book ratio remains unchanged, Language boards / local language writers have capacity and are willing to participate, Printing costs / inflation remain stable, Roads remain open (security / weather conditions), Stakeholders are willing to participate, Families willing to share the materials with other community members</td>
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<td>5.</td>
<td>To support children in 240 schools to practice MTE literacy skills by producing local children’s magazines and picture story books.</td>
<td>24,000 children’s magazines produced annually in each of the 5 local languages to document children’s home and school learning experiences.</td>
<td>96,000 children’s magazines produced</td>
<td>Children are willing and able to write stories and articles, Teachers willing to support the children, Printing costs / inflation remain stable, Roads remain open (security / weather conditions)</td>
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<td>6.</td>
<td>To work with CCTs and promote teaching using mother tongue in pre- service trainings for primary teachers</td>
<td>Mother tongue instruction modules incorporated into PTC curriculum Number of PTC’s using the modules Number of workshops and people attending conducted to popularize the usage of MTE modules</td>
<td>Number of modules incorporated into PTC curriculum Number of PTC’s using the modules Number of workshops and people attending conducted to popularize the usage of MTE modules</td>
<td>Workshop reports, monitoring reports, testimonies from teachers and CCT’s PTC’s and CCT’s are willing to incorporate MTE modules into the curriculum Language boards willing and able to exhibit annually The national review of the curriculum is complete in time Stakeholders accept and participate in MTE</td>
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- NCDC approved the final orthographies
- Numbers of picture story books produced
- Ratio of pupil to books is 1:6
- 7,200 family learning story bags
- 36,000 families sustain literate environments
- National government policy on pupil to book ratio remains unchanged
- Language boards / local language writers have capacity and are willing to participate
- Printing costs / inflation remain stable
- Roads remain open (security / weather conditions)
- Stakeholders are willing to participate
- Families willing to share the materials with other community members
- 36,000 families are participating in the literacy activities
- 24000 story books so far produced and distributed
- 240 schools are using the story books
- 1800 family learning story bags have been produced and distributed
- 6216 families are participating in the literacy activities
7. To disseminate the experiences from the districts to education policy makers in other minority language communities.

- Partnerships between district education policy makers and district language boards promoted to advocate for a strong national MTE book policy for primary schools.
- Number of advocacy meetings and networking platforms held
- Meetings minutes, MoU’s, attendance registers
- Stakeholders are willing to enter into partnerships / share experiences
- Stakeholders co-operate with the research
- NCDC / Directorate of Education Standards accept findings
- advocacy meetings have been conducted with parents, SMCs, head teachers, teachers, DEOs, local governments members, CCTS, Language Board members, religious leaders, PTAs and LCs

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<tr>
<th>Activities</th>
<th>Inputs / Costs</th>
<th>Indicators</th>
<th>Data to be collected</th>
<th>Tools</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Comments / Discussion points</th>
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<tbody>
<tr>
<td>1. Design baseline indicators, tools to measure the changes in children in learning, teachers skills language board capacity, school resources</td>
<td>Human resources, stationery, transport, communications</td>
<td>Baseline Survey Report</td>
<td>School enrolment by gender Annual retention Pupil performance in reading writing, numeracy Skills retention</td>
<td>-School registration forms -Performance &amp; attainment forms</td>
<td>Termly / Bi-annually</td>
<td>Programme Officers, M&amp;E Manager, Regional Manager</td>
<td>Indicators were designed</td>
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<td>2. Identify 180 (30% females) school teachers from 60 schools</td>
<td>60 schools / 180 teachers identified</td>
<td>Records of participating schools and teachers</td>
<td>Registers, monitoring reports</td>
<td>Once</td>
<td>Programme Officers</td>
<td>180 teachers were identified and 171 (81 F &amp; 90 M) teachers were trained to administer the tests to 3600 pupils (1200 girls &amp; 1200 boys) in the 60 sampled schools in the 6 districts</td>
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<td>3. Conduct 1 day induction session for 180 teachers from the 60 sampled schools in using the baseline indicators to collect data from their schools, and to administer literacy tests annually.</td>
<td>180 teachers trained</td>
<td>Records of training</td>
<td>Workshop reports, monitoring reports</td>
<td>Once</td>
<td>Programme Officers, M&amp;E Manager, Regional Managers</td>
<td>171 (81F &amp; 95 M) teachers were first trained to conduct the baseline survey in 2010 and another training was conducted in 2011 for 176 teachers (81 F &amp; 95 M)</td>
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<td>4. Support 180 school teachers to conduct two days’ survey in each of the 60 schools</td>
<td>180 conduct literacy tests for P1, P2 &amp; P3</td>
<td>Records of the testing</td>
<td>Performance &amp; attainment forms</td>
<td>Once</td>
<td>Programme Officers, M&amp;E Manager, Regional Managers</td>
<td>Tests were done for 2 days in the first survey and in the second survey was also done for 2 days</td>
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<td>5. Produce the final findings of the</td>
<td>Baseline survey report</td>
<td>Baseline survey</td>
<td>Performance &amp; attainment forms</td>
<td>Once</td>
<td>M&amp;E Manager</td>
<td>Baseline report produced and disseminated</td>
<td></td>
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<td>Activities</td>
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<td>Data to be collected</td>
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<td>Frequency</td>
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<td>baseline results from the 60 schools and share the results widely at regional and national levels, including the 240 project schools</td>
<td>produced and disseminated to all stakeholders</td>
<td>records</td>
<td>attainment forms, registers, workshop reports</td>
<td>Regional Managers, Programme Manager</td>
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<td>Output 2</td>
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<tr>
<td>1.6 Support 180 teachers in 60 schools to administer literacy tests annually (at the beginning of the year and end of each year for 4 years).</td>
<td>180 conduct literacy tests for P1, P2 &amp; P3</td>
<td>Records of the testing</td>
<td>Performance &amp; attainment forms</td>
<td>Programme Officers, M&amp;E Manager, Regional Managers</td>
<td>171 (81 F &amp; 90 M) teachers supported to conduct two days survey in 60 schools in the base line survey and 180(85 F &amp; 95M) were trained in the second training, second year</td>
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<tr>
<td>2.1 Hold meetings with local stakeholders in 6 districts to outline the project and elicit community involvement.</td>
<td>Meetings held with local stakeholders and communities involved in project</td>
<td>Number of meetings held</td>
<td>Meeting minutes</td>
<td>Programme Officers, Regional Managers</td>
<td>Sensitization meetings were conducted in all the 240 schools with parents, teachers and head teachers. Stakeholders meetings were held with other members like the DEOs, CCTs, members of the Language board, SMCs, religious leaders and cultural leaders. A total of 11036 (6508 F &amp; 4528 M) community members sensitized</td>
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<td>2.2 Produce 5 local language one-minute radio spot adverts to be regularly aired on 2 Northern region-based FM radio stations in the first two months of the project, to popularise the use of MTE in primary schools.</td>
<td>Number of radio spots broadcast in each language</td>
<td>CD recordings of radio spots, Number of community members who have heard the spots, Understanding of MTE of community members</td>
<td>Sample survey forms, monitoring reports</td>
<td>Programme Officers, Regional Managers</td>
<td>100 radio spot messages in 5 local languages, aimed at increasing communities support for the MTE policy for UPE</td>
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<td>2.3 Produce and distribute bi-annual translated versions of 500 MTE briefs in each of the 5 local languages, incorporating information on HIV/Aids and gender (2500 copies in</td>
<td>Number of MTE policy briefs produced in each language</td>
<td>Policy briefs, Number of adult learners who can read and understand key issues conveyed</td>
<td>Monitoring reports, sample survey forms, distribution lists</td>
<td>Programme Officers, M&amp;E Managers, Programme Manager, Regional Managers</td>
<td>3000 MTE policy briefs produced in 5 local languages (500 MTE policy briefs in Aringa, Lugbara, Kakwa Madi and 1000 briefs in Acoli).</td>
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<td>Activities</td>
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<td>2.4 Work with schools to hold 240 one-day school level MTE sensitization meetings between parents, SMCs, head teachers and local leaders.</td>
<td></td>
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<td>community member who accessed the briefs and understand key issues conveyed</td>
<td></td>
<td></td>
<td></td>
<td>240 Schools held one day MTE sensitization meetings. Meetings were where the policy briefs were explained and disseminated to the parents, SMCs, PTAs, teachers and the head teachers. Information about project activities was explained to the parents about MTE and its benefits in children's education. The meetings were also used to enroll parent learners for classes.</td>
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<td>2.5 Support celebrations to mark the annual International Mother Tongue Day in the Northern region.</td>
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<td>12 annual International Mother Tongue Day celebrations were held. These celebrations have helped in creating awareness of importance of mother tongue in socio-economic development. 2047 (1145 F &amp; 902 M) participated in the International Mother Tongue Day celebrations</td>
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<td>2.6 Record and produce radio recorded discussions on HIV/Aids and disseminate to schools (200 tapes per language) on an annual basis.</td>
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<td>1200 tapes recorded, produced and distributed to the literacy classes in all the 6 districts. Parents shared facts about HIV/AIDS and got to know more about AIDS in the discussions. More information will be disseminated to parents who did not attend the session through the recorded tapes. However, the schools or home learning centres have not yet got the radios to use in the listening of the tapes.</td>
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<td>2.7 Facilitate annual joint parent-children reading competitions among families and inter-schoo...</td>
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<td>12 reading competitions so far have been conducted between children and parents, these competitions have been major activities during the International Mother Tongue Day celebrations.</td>
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- **Activities**
- **Inputs / Costs**
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- **Data to be collected**
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<tr>
<td>2.8 Mobilise 720 parent educators to provide mother tongue literacy training to parents</td>
<td></td>
<td>Number of parent classes established and number of parent registers</td>
<td>Location and size of classes, number of parents enrolled and complete classes, number of parents supporting their children using MTE</td>
<td>-Parent’s enrollment forms, -class registers, -monitoring reports, -sample survey forms</td>
<td>Monthly</td>
<td>Programme Officers, Regional Managers, M&amp;E Manager</td>
<td>720 parent educators mobilised and trained to provide mother tongue literacy training to parents. 15 parent educators have so far dropped from the project and joined other organisations due to low stipend paid to them</td>
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<td><strong>Output 3</strong></td>
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</tr>
<tr>
<td>3.1 Work with the 5 district language boards to identify and recruit 50 local language writers and 10 illustrators</td>
<td></td>
<td>50 local language writers and 10 illustrators recruited</td>
<td>District Language board Profiles / structures</td>
<td>-DLB profile forms, -monitoring reports</td>
<td>Once</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>50 writers identified and trained to help write local readers. Local readers written and printed and distributed to 240 schools and homes. Children are using the book during their reading hours both at schools and homes.</td>
</tr>
<tr>
<td>3.2 Collect and modify existing copies of the draft or original orthographies.</td>
<td></td>
<td>Final orthographies produced</td>
<td>Number of final orthographies produced</td>
<td>-Monitoring reports -Learning observation check lists</td>
<td>Monthly</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>4 Draft orthographies have been produced (Kakwa, Aringa, Lugbara, and Madi local languages)</td>
</tr>
<tr>
<td>3.3 Produce 1500 final copies of the orthographies and distribute them to schools (300 copies per language)</td>
<td></td>
<td>1500 orthographies printed and distributed</td>
<td>Number of orthographies printed and distributed</td>
<td>Distribution lists, invoices, monitoring reports, school inventory lists</td>
<td>Once</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>Not yet done</td>
</tr>
<tr>
<td><strong>Output 4</strong></td>
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<tr>
<td>4.1 Hold two 4-day writing workshops for 50 local language writers from 5 district language boards (10 writers per language) in writing children’s reading materials in 5 local languages for use in 240 schools (31,200 picture</td>
<td></td>
<td>Local language writers and illustrators trained and able to produce local language children’s reading materials</td>
<td>Number and location of training workshop held</td>
<td>-Training workshop reports, monitoring reports -DLB profiles</td>
<td>Annually</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>4 days writing workshops for local language writers and LBMS held by all the 5 language boards and the local story books so far produced were written by the writers. 50 writers selected from language board members, teachers, and the community who</td>
</tr>
<tr>
<td>Activities</td>
<td>Inputs / Costs</td>
<td>Indicators</td>
<td>Data to be collected</td>
<td>Tools</td>
<td>Frequency</td>
<td>Responsibility</td>
<td>Comments / Discussion points</td>
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<td>story books, 38,400 charts, 920 teachers guides)</td>
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<td></td>
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<td></td>
<td>helped in the writing of the children’s supplementary readers which are being used in schools by children in P1-3 and help teachers as teaching materials when teaching the thematic curriculum from P1-3 classes.</td>
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<tr>
<td>4.2 Produce sample draft manuscripts of picture-story books, instructional charts and teachers’ guides.</td>
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<tr>
<td>4.3 Support the printing of 31,200 picture story books, 38,400 instructional charts and 920 teachers’ guides.</td>
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<td></td>
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<td></td>
<td>16,000 picture story books so far have been produced and distributed, xxx instructional charts produced and distributed to 240 schools, homes and to PEs to use during their sessions.</td>
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<tr>
<td>4.4 Distribute the educational materials to 240 schools and 36,000 homes</td>
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<td></td>
<td></td>
<td>16000 picture story books printed and distributed. Charts produced and distributed. Picture story books and Instructional charts produced and distributed to 240 schools and parent educators are using during session. Children use number chart to do addition and match numbers.</td>
</tr>
<tr>
<td>4.5 Hold 3 days initial training of 1440 teachers from 240 schools in use of mother tongue as MoI in P1-3 classes, followed by 2-days follow-up training annually</td>
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<td>Assorted educational materials such as manila sheets, pens, and marker pens, wood glue purchased and distributed to 240 schools and parent educators.</td>
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<tr>
<td>4.6 Hold 2 days training annually for 480 parent educators from communities near the 240 project schools in</td>
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<td></td>
<td>1440 teachers and head teachers trained in all the 6 districts. Issues leading to poor performance, lack of scheming and lesson preparation in local language were discussed during the training. Solutions to the problems out lined.</td>
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<tr>
<th>Activities</th>
<th>Inputs / Costs</th>
<th>Indicators</th>
<th>Data to be collected</th>
<th>Tools</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Comments / Discussion points</th>
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<tr>
<td>mother tongue literacy training to parents’ classes</td>
<td></td>
<td>literacy classes for parents and Parent Educators trained</td>
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<tr>
<td>4.7 Assemble and equip 7200 homes with family story bags containing assorted literacy materials</td>
<td></td>
<td>Family story bags distributed to 7,200 homes</td>
<td>Number of location of story bags distributed</td>
<td>Number of parents using MTE materials to support their child’s education</td>
<td>Quarterly</td>
<td>Programme Officers, Regional Managers, Programme Manager, M&amp;E Manager</td>
<td>1800 literacy story bags produced and distributed to 1800 homes.</td>
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<td><strong>Output 5</strong></td>
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<tr>
<td>5.1 Purchase and distribute assorted stationery to schools for children to use in generating materials for the magazines</td>
<td>Stationery distributed to 240 schools</td>
<td>Lists of school which have received stationery</td>
<td>Distribution lists, inventory lists, monitoring reports</td>
<td>Quarterly</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>Assorted materials such as pencils, papers and colored pencils were distributed to the schools to generate articles.</td>
<td></td>
</tr>
<tr>
<td>5.2 Collect and select articles from teachers and children and support the designing and lay out of 5 local language draft magazines.</td>
<td>Number of teachers and children supported to draft local language magazines</td>
<td>Lists of materials delivered to each school</td>
<td>Interview schedule, inventory lists, monitoring reports</td>
<td>Quarterly</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td></td>
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<tr>
<td>5.3 Facilitate the production and distribution of 24,000 children’s magazines once a year in 5 local languages to 240 schools and 7200 families in the 6 districts.</td>
<td>Children’s magazines distributed to schools and families</td>
<td>Number / lists of magazines distributed to schools</td>
<td>Learning observation check lists -Distribution lists, monitoring reports</td>
<td>Quarterly</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>24000 children magazines produced and distributed to 240 schools and 1800 home learning corners and centres in all 5 languages.</td>
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<td><strong>Output 6</strong></td>
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<tr>
<td>6.1 Support 2 regional language boards to hold book exhibitions annually</td>
<td>Books exhibitions held by regional language boards</td>
<td>Number of language boards holding exhibition and materials exhibited</td>
<td>Activity reports, monitoring forms</td>
<td>Annually</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>Not yet done</td>
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</table>

27
<table>
<thead>
<tr>
<th>Activities</th>
<th>Inputs / Costs</th>
<th>Indicators</th>
<th>Data to be collected</th>
<th>Tools</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Comments / Discussion points</th>
</tr>
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<tbody>
<tr>
<td>6.2 Capacity building of 5 district language boards’ strategic planning processes.</td>
<td></td>
<td>5 language boards with strategic planning processes in place</td>
<td>Number of district boards that have appropriate processes in place</td>
<td>Meeting minutes, workshop reports, monitoring reports</td>
<td>Quarterly</td>
<td>Programme Officers, Regional Managers, Programme Manager, M&amp;E Manager</td>
<td>Not yet done</td>
</tr>
<tr>
<td>6.3 Hold annual national level seminars aimed at increasing knowledge about Uganda’s education book industry and how it promotes literate societies</td>
<td></td>
<td>Annual seminars held on Uganda’s education book industry</td>
<td>Number of annual seminars held</td>
<td>Interview schedules, Activity reports, monitoring reports, attendance registers</td>
<td>Annually</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>Not yet done</td>
</tr>
<tr>
<td>6.4 Produce 4000 copies of fact sheets on MTE and distribute these to education policy makers in national level fora (such as annual National Educational Sector review meetings)</td>
<td></td>
<td>MTE fact sheets produced and disseminated to national policy makers</td>
<td>Number of fact sheets produced and distributed</td>
<td>Learning observation check lists, Distribution lists, monitoring reports, sample survey forms</td>
<td>Annually</td>
<td>Programme Officers, Regional Managers, Programme Manager</td>
<td>Not yet done</td>
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<td>Output 7</td>
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<tr>
<td>7.1 Hold annual regional platform discussions to review and disseminate project progress and activities</td>
<td></td>
<td>Regional platforms held and information disseminated about project progress</td>
<td>Number of regional platforms held and information disseminated about project progress</td>
<td>Platform reports, meeting minutes, dissemination reports</td>
<td>Annually</td>
<td>Programme Manager, Regional Managers, M&amp;E Manager</td>
<td>Not yet done</td>
</tr>
<tr>
<td>7.2 Carry out action research</td>
<td></td>
<td>Research reports produced and disseminated</td>
<td>Research objectives, methodology and findings</td>
<td>Sample survey forms, Monitoring reports</td>
<td>Once</td>
<td>Programme Manager, Regional Managers, M&amp;E Manager</td>
<td>Not yet done</td>
</tr>
<tr>
<td>7.3 Work with the NCDC to establish performance benchmarks to inform and improve both pre-service and in-service teacher training for MTE</td>
<td></td>
<td>Performance benchmarks established and informing pre- and in-service teaching for MTE</td>
<td>Number and type of benchmarks and how they are informing improving pre- ad in-service teaching</td>
<td>Interview schedules, Meeting minutes, workshop reports, monitoring reports</td>
<td>Monthly</td>
<td>Programme Manager, M&amp;E Manager</td>
<td>Not yet done</td>
</tr>
</tbody>
</table>
Annex 2: Review Data Collection Instruments

Instrument 1: Labe/Aet Questionnaire

Date: ______________________________________

Name of Interviewee: ______________________________________

Organisation: ______________________________________

Position of Responsibility: ______________________________________

Location (district): ______________________________________

Interviewer (initials): ______________________________________

A. General

1. What is your overview of the project?

(a) Describe your roles/responsibilities in relation to MTE.

(b) What is your understanding of the main objectives of MTE?

(c) How well do you think these objectives are being realised?

2. What do you think have been the main achievements of the MTE project so far? What impact do you think the project has had so far? Has there been any unintended or unexpected impact?

3. What do you think have been the main challenges (if any), in terms of:

(a) project management and administration

(b) work in the field with beneficiaries

(c) work in the field with local partners (MOES etc)

(d) other

4. How successful do you think the partnership between AET and Labe has been? What challenges? (consider aspects including: overall management, monitoring, reporting, finances etc.). How (if applicable) could the partnership be improved?

5. Are you aware of any other organisations working in the field of MTE either nationally or at district level? If yes, are you working/liaising with them? In what ways?

6. How is the project addressing the needs of (a) people/children affected by HIV/AIDS, (b) people/children with disabilities, (c) women and girls?
B. Specific (Project Objectives and Activities)

1. Using the Project Objectives table (see attached), review progress so far with the interviewee.

2. Using the Project Activities checklist (see attached), review progress so far with the interviewee.

C. Specific (Roles and Responsibilities)

- LABE executive director and financial manager/AET programme manager

1. Have there been any particular challenges regarding financial management of the MTE project? If yes, how can these be remedied?

2. Has project expenditure generally gone according to plan?

3. Has additional funding for MTE activities been sourced?

- LABE executive director and M&E Manager/AET programme manager

1. How successful has utilisation of the project M&E framework been? What challenges?

2. What processes are undertaken at district and head office level to maintain and update the project database?

3. How successful has pupil testing of literacy and numeracy been? Have there been any challenges? How have the pupil testing results been used?

4. Has the database been tracking numbers of beneficiaries particularly (a) people/children affected by HIV/AIDS, (b) people/children with disabilities, (c) girls and women?

5. How closely are the pupil tests used annually for literacy and numeracy achievement linked to the Ugandan primary curriculum? And at school level?

Instrument 2: MOES Questionnaire

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<tr>
<td>Name of Interviewee:</td>
<td>________________________________</td>
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<tr>
<td>Organisation:</td>
<td>________________________________</td>
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<tr>
<td>Position of Responsibility:</td>
<td>________________________________</td>
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<tr>
<td>Location (district):</td>
<td>________________________________</td>
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<tr>
<td>Interviewer (initials):</td>
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</table>
1. Describe your roles/responsibilities (if any) in relation to (a) MTE education policy? (b) the MTE project (if applicable)?

2. What is your understanding of the main objectives of (a) MTE policy (b) the MTE project (if applicable)?

3. How well do you think the objectives of (a) MTE policy (b) the MTE project (if applicable) are being realised?

4. What do you think have been the main achievements of (a) MTE policy (b) the MTE project (if applicable) so far? Has there been any unintended or unexpected impact?

5. What do you think have been the main challenges (if any) of (a) MTE policy (b) the MTE project (if applicable)?

6. In what way do you think the (a) MTE policy (b) the MTE project (if applicable) could be improved?

7. Do you think the (a) MTE policy (b) the MTE project (if applicable) impact is sustainable? What could be done to ensure this?

8. How well do you feel that the project has worked in partnership with you and other organisations working in education (in this district/at national level)? Note: to be asked only of those MOES officials who have direct contact with the work of the MTE project

9. What recommendations, if any, would you make regarding any partners/projects working in the MTE field?

Instrument 3: Pupil Questionnaire

(to be conducted with separate groups of mixed-gender P2 and P3 learners – 5/6 learners per group)
1. What language(s) do you speak at home?

2. What language(s) is/are used in your lessons at school?

3. What do you enjoy being taught in that language? Why?

4. Do you look like to look at/read picture books/story books in that language? Why? If you do, where do you look at/read these books? What do you think you are learning about?

5. Do you think you need help with your reading and homework? Are you getting that help? If yes, who is helping you and how are they helping you?

6. What other languages do you learn at school? Do you like this? Explain.

Instrument 4: Parents Questionnaire

(to be conducted with a selected group of parents, including at least 1 SMC member, who are attending literacy classes and/or have P1 – P3 level children in MTE project schools)

Date: ________________________________

Names of Parents: _____________________________________________________________

____________________________________

____________________________________

____________________________________

____________________________________

School: ________________________________

Location (district): ________________________________

Interviewer (initials): ________________________________

1. What language(s) is/are used in your community?

2. What language(s) is/are used in the school?

3. What is the MTE project? What is it doing in your school?

4. How are you involved in the MTE project?
5. Do you think your children need help with their reading and school work? What kind of help and who do you think should be providing it?

6. What do you think parents should do to help their children to learn how to read?

7. What language/languages do you think should be used in your children’s lessons? Why?

8. Do you think your local education authorities are helping the schools in your community? If yes, how?

10. If you think the MTE project is a good thing, how do you think it should be continued?

11. If there are problems with the MTE project, what would you recommend should be done to make it work more effectively?

**Instrument 5: Parent Educators Questionnaire**

*(to be conducted with selected PEs in 2/3 schools per district)*

Date: ________________________________

Names of Parent Educators: __________________________________________

School: ______________________________________

Location (district): ______________________________________

Interviewer (initials): ______________________________________

1. What language(s) is/are used in your community?

2. What language(s) is/are used in the school?

3. What is the MTE project and what is it doing in your community?

4. How and why did you become a PE?

5. Do you enjoy being a PE? What are your responsibilities?

6. What are the challenges of being a PE? How do you believe these challenges can be resolved?
7. Do you think it is important that children are taught in MT? If yes, how do you think MTE is improving education for your children?

8. Are there any problems/disadvantages with classes being taught in MT?

9. Do you think your local education authorities are encouraging the use of MT in schools? If yes, how do you think they are doing this?

10. If you think the MTE project is a good thing, how do you think it should be continued?

11. If there are problems with the MTE project, what would you recommend should be done to make it work more effectively?

Instrument 6: Teachers and Head Teachers
(suggest that head teachers be interviewed separately from teachers and that P1-3 teachers be interviewed as a focus group per school)

Date: ______________________________________

Names of Interviewee(s): ______________________________________
____________________________________
____________________________________
____________________________________

School: ______________________________________

Location (district): ______________________________________

Interviewer (initials): ______________________________________

1. What language(s) is/are used in your community?

2. What language(s) is/are used in the school?

3. What is the MTE project aiming to do and what is it doing in your school?

4. How are you involved in MTE?

5. Has the MTE project helped in the teaching of MT in your school? If yes, how?

6. Has provision of MT teaching and learning materials improved in your school? What MT learning materials do you have in the school? What is the pupil/book ratio? What MT materials have been provided to the school by the MOES? By the MTE project?
7. Have teachers been trained to teach MT? By whom? When? How has this impacted on the classroom?

8. Has there been any noticeable improvement in learner attendance because of greater use of MT instruction in the school? Has there been any noticeable improvement in pupil retention and promotion?

9. Do you have any parent helpers who visit the school? If yes, what do they do? Do you think they are doing useful work?

10. How many parent educators? How many times a week are there parent literacy classes?

11. Has the MTE project had any impact on the level of community involvement in your school? In what ways?

12. Have there been any particular challenges in teaching P1-3 in MT? If yes, how can these problems be resolved?

13. Do you think your local education authorities are encouraging the use of MT in schools? If yes, how do you think they are doing this?

14. If you think the MTE project is having a positive impact, how do you think it should be continued?

15. If there are problems with the MTE project, what would you recommend should be done to make it work more effectively?

**Instrument 7: Language Board Members**

| Date: | ________________________________ |
| Names of Interviewee(s): | ________________________________ |
| | ________________________________ |
| Position of Responsibility: | ________________________________ |
| Location (district): | ________________________________ |
| Interviewer (initials): | ________________________________ |

1. What language(s) is/are used in your community?

2. What language(s) is/are used in the school?
3. What is the MTE project and what is it doing in your community?

4. When and why did you become a member of the language board?

5. What are your responsibilities?

6. What are the challenges facing the language board in your location, if any?

7. Has the MTE project helped you to resolve any challenges?

8. Has the MTE project helped in the development of orthographies for MTs in your area? If yes, in what way?

9. Do you think your local education authorities are encouraging the use of MT in schools? If yes, how do you think they are doing this?

10. If you think the MTE project is a good thing, how do you think it should be continued?

11. If there are problems with the MTE project, what would you recommend should be done to make it work more effectively?