

Factors Affecting Implementation of Summer Institute of Linguistics (SIL), Ethiopia Project on Children Learning in Benishangul Mother Tongue as A Medium of Instruction: The Case of Assosa Zone

Adisu Yirdaw¹ Abdelkader Hassen^{2*}

1. Department of Economics, Assosa University, Ethiopia

2. Department of Project Planning and Management, Assosa University, Ethiopia

* Correspondence email: adisuy48@gmail.com

Abstract

The purpose of this study was to establish the factors affecting the implementation of SIL, Ethiopia project on children learning in Benishangul mother tongue language as a medium of instruction at primary schools in Assosa zone. The target population of this study included school leaders, students, parent teacher association, mother tongue teachers and experts of pilot schools and Woreda of SIL, Ethiopia project including regional education bureau. The total population in the study was 1,594. A descriptive research design was adopted. Data was analyzed qualitatively through content analysis. Quantitative data was first coded then analyzed using Statistical Package for Social Sciences (SPSS). The study revealed that factors such as training, language policy and strategy, human, financial and materials resources, involvement and attitudes of stakeholders towards mother tongue education were affect the implementation of SIL, Ethiopia project on the Children learning in Benishangul mother tongue language as a medium of instruction in Assosa Zone. Based on the finding this study recommended that especial attention should be given for teachers in provide in service training to build their capacity for effective implementation of SIL, Ethiopia project on mother tongue education.

Keywords: Mother tongue, Implementation, SIL

DOI: 10.7176/JLLL/94-01

Publication date: December 31st 2022

INTRODUCTION

Mother tongue based education has become an important concept in the field of primary education in decisive role in maintaining quality education. In a multilingual society, the language issue is paramount importance because language use and policy directly affect the daily lives of the language's speakers. (UNESCO, 1953) made declaration on "The use of vernacular in education", which brought about the education principle that the "best" language of instruction is the mother tongue of the learners, this several attempts of different scholars have been made to implement various language policies in multilingual countries in Africa and elsewhere (Mulatu *et al*, 2013).

According to Wharton (2007) learning is effective when both learners and teachers speak the language of instruction well. Then Ethiopian government had made new educational policy in 1994 based on the principle that all nation and nationalities have the right to be educated in their language and to preserve their culture (FDRE, 1994). The policy also recognizes the pedagogical advantage for the child if education is given in the mother tongue (Getachew, 2018). Unfortunately, this does not happen in developing countries include Ethiopia. (UNESCO, 2015) suggests that the use of mother tongue as a medium of instruction boosts children's confidence and academic performance. This implicate that the children who start their education in their mother tongue have a good start, and their performance better, than those who start school in a foreign language.

SIL, Ethiopia project has operational agreements with the Ethiopian Ministry of Education (MoE), and Ministry of Culture and Tourism (MoCT) that are responsible for education and early stages of language development respectively. This allows for work to be conducted directly with local communities in helping them develop their languages.

According to (SIL, 2019) in Benshiangul Gumuz regional State there are six languages such as Benishangul, Gumuz, Shinasha, Mao, Komo and Gwama. The clusters of minority groups in the region were among the most deprived peoples of opportunities to learn in their mother tongue at all education level, which is enough to justify the intervention. SIL, Ethiopia project it is the MTE project that pioneered the promotion of mother tongue education and language development in different districts of the Region. In many minority language communities however, this opportunity has not become reality, primarily due to a lack of financial resources. Other challenges include a lack of educated personnel who are able to produce the necessary material in the Mother Tongue and a lack of qualified teachers able to teach reading and writing skills in their mother tongue (SIL, 2019).

(REB, 2020) annual reports indicate that during the implementations of Benishangul languages as medium

of instruction in minority communities of Assosa Zone, there are problems which were encountered. These are lack of financial resources, negative attitude of some teachers, parent and students toward the use of Mother Tongue, unfavourable school environment, lack of educated personnel who are able to produce the necessary material in the MT and a lack of qualified teachers able to teach reading and writing skills in their mother tongue education.

For the improvement of the problems that influence the implementation of Benishangul language as a medium of instruction in Assosa Zone. The SIL, Ethiopia project work to develop the Benishangul language for use in education began in 2009 with the launching of the first Mother Tongue Based Multilingual Education (MTB MLE) intervention by SIL, Ethiopia. A combination of project based capacity building and technical training by SIL, Ethiopia and a long-term commitment of the Benishangul-Gumuz Regional Education Bureau (REB) to expand from selected pilot classes to all schools in Assosa Zone to produce large scale and sustainable results. In recent consultation with the REB on the objectives and content of this project, their commitment to establishing MTB MLE for all language groups including Benishangul language was re-iterated and the activities of this project defined together and in-kind contributions will constitute approximately 25% of the overall project costs (SIL, Ethiopia project, 2019).

Several attempts which related within this study have been made to access challenges facing the implementation of mother tongue education at the world, country and regional levels, according to the regional studies most of them were focus on policy, strategy, economic, school and socio-cultural factors rather than academic achievement and personal factors. Even if various studies were conducted by different scholars to improve the quality education in mother tongue education. There are still problems in accessing quality education in mother tongue language. Based on these issues, this study were tried to assess factors influence the successful implementation of SIL, Ethiopia project on Benishangul mother tongue as a medium of instruction in Assosa Zone. Therefore this study was under taken at primary schools levels and try to investigate academic achievement and personal factors in addition to policy, strategy, economic, school and socio-cultural factors that influence the implementation of SIL, Ethiopia project on Benishangul mother tongue education in Assosa Zone.

LITERATURE REVIEW

According to (Herrlitz *et al.*, 2007) have pointed out that mother tongue is an educational concept, which refers to the intertwining of knowledge of the 'real' world in social construction and language use, as it is the symbolic representation of societal knowledge, culture, values and norms. In this study, however, the concept 'Mother tongue' refers to a language in which a child can easily understand their learning in school systems.

Mother tongue education is refers to any form of schooling that makes use of the language or languages that children are most familiar with. It is usually the language that children speak at home with their family. Mother tongue does means that the language spoken by the mother. Because Children can and often do speak more than one or even two languages at home. For example, they may speak one language with their mother, another with their father and a third with their grandparents.

Language is a key instrument in the teaching learning process for the development of skill and understanding what is learned. Language plays a central role in education. Children learn through language by listening, reading, speaking, and writing Ouane and Glanz (2004) cite in Teferi (2014). UNESCO (2007) defines language as it is a tool of identity, self-esteem, culture, communication, and structure of thinking. It is the heart of the teaching and learning process and ensures sustained communication between teachers and students, superordinates and subordinates, and promotes self and national developments (Center of Applied Linguistic, 2004).

Some researchers were investigated on the mother tongue education which related with this study, among these, The Roles of Mother Tongue Literacy on Student's English Language Reading comprehension Skills: In the case of Shinashigna in Metekel Zone (Getachew, 2018). The finding of this research shows that MTE has a positive impact on students' English language reading comprehensions skills, since the orthography they use in MTE and English language are similar. Based on the findings, it was suggested that MTE should be expanded to other schools in the areas and awareness should be created for unaware families, especially for rural areas.

According to Cecilia (2018) Mother Tongue-Based Multilingual Policy: Voices of Two Cities Philippines, his Findings show on the comparative analysis of the two groups of teachers' perceptions on the use of mother tongue as medium of instruction, is that, there appears significant difference at all. Vigan group of teachers recognized mother tongue as an efficient and effective medium of instruction. On the other hand, both groups of parents are fully aware of the MTBMLE policy, no significant difference was found.

According to (Eileen *et al.*, 2018) results show that the reactions, attitudes and perceptions of the teachers on the implementation of the MTB-MLE are generally favorable. However, the teachers encountered problems on availability of instructional materials and facilities. according to Milosevic (2019) he Was Conducted research on the importance of mother tongue maintenance in international schools of Belgrade, Serbia, his findings were indicate that students whose mother tongue is maintained seem to have better success in school. On other hand (Gino, 2018). Mother Tongue Implementation in the Philippines, research finding concluded that

the implementation of the MTB-MLE has become a challenge to children whose first language was English because it entailed learning a new language. Despite the challenges, it still positively impacted the lives of the learners.

METHODS

Description of the Study Area

This study emphasized on Benishangul-Gumuz Regional State particularly Assosa Zone. According to the national census of 2018 done by Central Statistics Agency of Ethiopia, the total population of Assosa Zone reported is 310,822, of whom 158,932 are men and 151,890 women. A total of 72,879 households were counted in this Zone, which results in an average of 4.27 persons to a household, and 69,378 housing units. The four largest ethnic groups reported in the Assosa Zone were the Benishangul. Assosa Zone which has 9 Woreda's, total area approximately 14,166.12 square kilometer and located at a distance of 667 km in West of Addis Ababa (BoFED, 2017). The rainy season starts from April/May up to October/November with an average annual rain fall that ranges from 800 mm to 2000mm. The temperature ranges from 20⁰ C – 35⁰ C (highest) to 12⁰ C – 20⁰ C (lowest) (BOFED, 2014)



Figure 2. Map of the administrative zones and districts of the BGRS
(Source: SIL Ethiopia project, 2022)

Research strategy

In this inquiry, both quantitative and qualitative research strategies were employed. The quantitative strategy used to investigate the data that was collected using structured questionnaire from 329 sampled farm household heads. The qualitative research strategy used to analyze data that was collected using the unstructured interviews with selected Parent Teacher Association (PTA), and Grade 2-4 mother tongue students of Benishangul since most of them unable to fill the questionnaires accordingly. to observe the validity of information's from household survey.

Research design

A descriptive research design was applied in this study in order to identify factors affecting the implementation of SIL, Ethiopia project on the Children learning in Benishangul mother tongue as a medium of instruction at primary schools first cycle in Assosa Zone and analyzed through descriptive methods.

Sampling technique and Sample Size determination

The Participants sample of this study were taken from Assosa Zone of six pilot woredas (Aburamu, Menge and Homosha, Bambase, Sherkole and Kurmuk), in each woreda one pilot primary school a total of six pilot primary schools of first cycle that implementing Benishangul mother tongue language as a medium of instruction was the sample of the study.

Therefore in this study purposive or available sampling was used to select some of the subjects assuming that they are an essential body to give valid and reliable data. Simple random sampling method was used for those a relatively large population number in order to keep the representativeness. Then in detail the sampling techniques was present below.

Table 1. Total population, Sample size and sampling techniques

No	Source of Data	Total population	Sample size	Sampling techniques
1.	Regional Education Bureau MTE expert of Berta, (1 SIL project MTE expert of Berta)	2	2	Purposive sampling
2.	Assosa Zone Education Department MTE expert	1	1	Purposive sampling
3.	Woreda Education office MTE experts	6	6	Purposive sampling
4.	Cluster supervisors	6	6	Purposive sampling
5.	School Directors	11	11	Purposive sampling
6.	MTE Teachers	41	41	Purposive sampling
7.	Students (grade 2-4)	1,484	148	Simple random sampling
8.	Parent Teacher Association (PTA)	43	43	Purposive sampling
Total		1,594	258	

Method of data analysis

In this study both quantitative and qualitative data analysis method was applied by using simple statistical analysis techniques. After collecting the data, a descriptive research analysis was used to interpret the results and relevant statistical methods of analysis were used in order to come up with the appropriate result depending on specific objectives of the paper.

RESULT AND DISCUSSION

Demographic information of Benishangul mother tongue teachers respondents

The Statistics of demographic information of Benishangul mother tongue teachers respondents were gathered based on sex, level of education, qualification area, work institution and work experience were indicated in table 2.

Gender Distribution of the Respondents

The study sought to establish the gender distribution of the respondents. From the findings below, the males made the majority of the respondents at 63.2% and the females at 36.8% as showed on Table 3. Below:

sex	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	24	63.2	63.2	63.2
female	14	36.8	36.8	100.0
Total	38	100.0	100.0	

Level of Education of Respondents

The study sought to establish the highest levels of education attained by the respondents. From the findings showed in the table 4. Below, majority of the respondents (73.7%) had a Diploma followed by those who had certificate at 21.1% and a bachelors' degree at 5.3%. while there was no respondent who had a master degree.

Level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certificate	8	21.1	21.1	21.1
diploma	28	73.7	73.7	94.7
degree	2	5.3	5.3	100.0
Total	38	100.0	100.0	

Qualification area of respondents

As indicated in table 5. 52.6% of Benishangul mother tongue teachers of primary schools were qualified or certified with Benishangul Mother Tongue as language within certificate and diploma. While 47.4% of them were qualified with other subjects

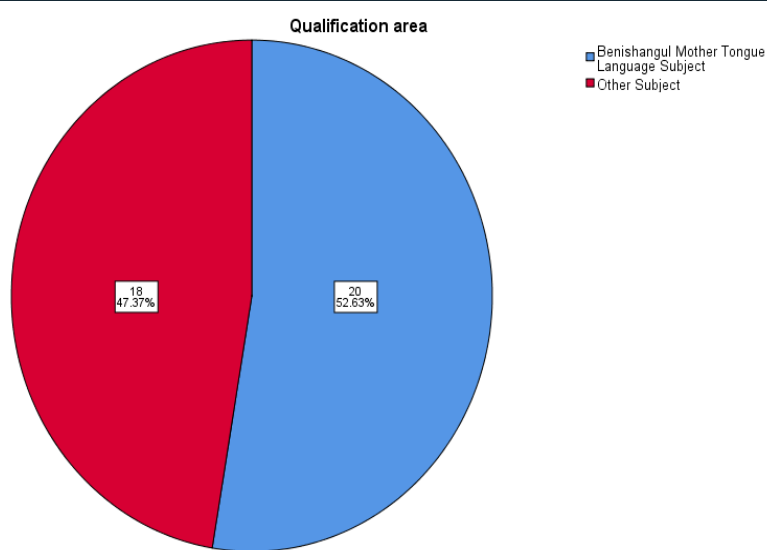
Qualification area

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Benishangul mother tongue language subject	20	52.6	52.6	52.6
Other subjects	18	47.4	47.4	100.0
Total	38	100.0	100.0	

Work experience of respondents

According to the finding indicated below table 7. 15.8% of the respondents had work experience between 2-4 years, 31.6% of the respondents had work experience between 5-7 years, 21.1% of the respondents had work experience between 8-10 years and 31.6% of the respondents had work service of 11 years and above. It was concluded that majority of the respondents had work experience between of 5-7 years and 11 years and above whereas a minority group had work experience between 2-4 years. But no respondent have experience below 2 years. This indicates that most of respondents have enough vision to understand the issues that affecting the implementation of SIL, Ethiopia project on children learning in Benishangul Mother Tongue as a medium of instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-4 years	6	15.8	15.8	15.8
	5-7 years	12	31.6	31.6	47.4
	8-10 years	8	21.1	21.1	68.4
	11 and above	12	31.6	31.6	100.0
	Total	38	100.0	100.0	



Also the Benishangul mother tongue experts are working at regional, zonal and woreda levels and other institution of NGO most of them were not graduated with Benishangul language as a medium of instruction. But they were teachers at the beginning and participated in curriculum materials preparation with short term introductory orientation. This enables them to support the program.

Data analysis of the questionnaires

This study was tried to assess the factors such as language Policy and strategy, training, community Support and involvement, Preconditions for implanting Mother Tongue Education and Human, financial and materials resources how can affecting the implementation of SIL, Ethiopia project on Children learning in Benishangul Mother Tongue as medium of instruction at first cycle primary schools in Assosa Zone as indicated in the tables below.

The study findings indicated that 5.3% of the respondents agreed, 63.2% were neutral, 28.9% disagreed while 2.6% strongly disagreed to Benishangul Mother Tongue teachers of the first cycle primary schools are awarded about the mother tongue education police and its implementation strategy. This concluded that most of Benishangul mother tongue teachers lack awareness on the mother tongue education police and its implementation strategy and this affect the SIL, Ethiopia project implementation on children learning in Benishangul mother tongue as a medium of instruction. On other hand the study results determined that 2.6% agreed to the Regional Education Bureau (REB) and Summer Institute of Linguistics (SIL) project have a clear directive for implementation and support the Benishangul mother tongue education system, some 71.1% were for neutral, 23.7% were disagree, while the remaining 2.6% was strongly disagreed. It concluded that no enough clear direction and support for effective implementation of mother tongue education system. Therefore this was affecting the implementation of SIL, Ethiopia project based on children learning in Benishangul mother tongue as a medium of instruction.

The findings indicated that 36.8% of the respondents were neutral, 50% were disagreed and 13.2% were

strongly disagreed that there are policy guide line of Benishangul mother tongue at school level. These imply that there is no policy guide line of mother tongue at many primary schools. Also 65.8% of respondents were repose neutral, 31.6% disagreed, while 2.6% was strongly disagreed to the a clear established of Benishangul mother tongue strategy by Regional Education Bureau and Summer Institute of Linguistics (SIL) project for the mother tongue education implementation. It ensures that no enough clear establishments of strategy for mother tongue education implementation by SIL, Ethiopia project and Regional Education Bureau.

In addition to the table above the finding describes that 55.3% of the respondents strongly agreed, 28.9 % agreed, 13.2% were neutral, while the remaining 2.6% disagreed that the Benishangul Mother Tongue teachers play effective roles in text book preparation and translation. This implies that a majority of mother tongue teachers played role in books preparation and translation. But most of them are not competent and this has affect on the implementation. On other way 5.3% of the respondents disagreed with the view that Educational experts, cluster supervisors and directors are positively believed in the importance of mother tongue education and facilitating its implementation. 78.9% were neutral while 15.8% disagreed. This indicate that majority of them are not effectively facilitated the implementation of mother tongue education. Also based on the question asked are students participating actively in Benishangul mother tongue Education? 36.8% of respondents strongly agreed, 44.7% agreed, 15.8 were neutral while the remaining 2.6% disagreed. It indicates that most of children actively participated in mother tongue education but other factors are affecting its implementation. Also in the table above the finding showed that 7.9% of respondents agreed concerned question raised are good school and parent communication and support of Benishangul mother tongue education? Some of 86.8 were neutral and 5.3% disagreed. It showed that because of lack of awareness of parents, there is no much effective communication between schools and parents.

On other hand study indicated that 92.1% were neutral concerning that there is a measures taken and supports given for the effective implementation of Benishangul Mother Tongue as medium of instruction by SIL, Ethiopia project and Regional Education Bureau (REB), while the remaining 7.9% were disagreed. This implies that the action taken and support given by these bodies is poor. Finally the from the table the finding showed that 57.9% of the respondents disagreed with the view that references and other supportive of Benishangul Mother Tongue language written instructional materials are adequately available. While 42.1% were strongly disagreed. It was therefore concluded the reference and other supportive material are not much adequate and available. Then this can affect the implementation of SIL, Ethiopia project on children learning in Benishangul mother tongue of as a medium of instruction.

Data analysis of focus group discussion and observation

Analysis of focused group discussion with students

During focus group discussion concerned question asked how do you see the importance of your Mother Tongue as a medium of instruction? Majority of students responded that it's important for us because we understand the topic easily within mother tongue language than other languages. A few number of students said that for the future learning in our mother tongue may be results in poor job opportunity. We were used national language of Amharic as language for work. Also on other hand based on question how your parents accept and involved in the implementation of Benishangul mother tongue language as a medium of instruction? Majority of students responded that except few of parents most of them were accept or interested to mother tongue as a medium of instruction. Since the huge numbers of parents that were not educated their involvement is very poor. Regarding question is the school environment is conducive to implement Benishangul Mother Tongue as medium of Instruction? 75% respondents were responded the school environment is not favorable. Regarding question do you have enough student text books and supplementary materials of Benishangul mother tongue language? They responded that there are no enough text books and supplementary materials because At certain grade level, the text book student ratio is one to one while some are one to tow, one to three, one to four and other are not. Also supplementary materials are not much exist compare to Amharic and English. Based on the question that do you have enough subject teachers who can teach Benishangul mother tongue as a medium of instruction? Majority of students responded that in most primary schools there is shortage of mother tongue. Concerned question raised, are the Benishangul mother tongue teachers are interested in teaching mother tongue? Most of the Students reacted majorities of mother tongue teachers have interest while few of them are not voluntary to teach Benishangul mother tongue language. Based on the question are the teachers fluent in Benishangul Mother Tongue? Majority of students told that around 75% of teachers are fluent in teaching Benishangul mother tongue language while others are not. Based on the question, are you regularly attending the class and you gained skill in literacy and numeracy? They responded that some of them were attended the class and gained skill both in literacy and numeracy where as other are not. On other hand concern the that, are you thinking learning in your Mother Tongue is result in effective communication between teachers and students and improving academic achievement of the learners? They responded that there were effective communications between teachers and learners during lesson. Even though there is some result improvement of students compare to the previous. Due

to the other determinants factors still now there is problem in academic achievement. Also regarding the question posed for discussion; do you believe the Summer Institute of Linguistics (SIL) project and Regional Education Bureau (REB) support your mother tongue education? Most of students told that yes, they support our schools by text books and other materials but is much enough. Generally these factors mentioned in focus group discussion were affect the implementation of SIL, Ethiopia project on children learning by Benishangul Mother Tongue as a medium of instruction.

Analysis of focused group discussion with Parent Teacher Association (PTA)

In addition to students, FGD were conducted with parent teacher association. Then concerned question that do you agree that learning in Benishangul mother tongue is important? How? Majority of respondent were responded that it's important. But their attention towards mother tongue is poor. On other way concern question, Do you believe using Benishangul Mother Tongue as a medium of instruction has make you to participated in any meeting or discussions with others? They responded that our participation is not much enough. We participate if any meeting or argent issue ales other ways the especial attention is no given for mother tongue education. In addition regarding other point that means; how do you see the involvements of parents and stakeholders towards mother tongue education? The involvement of parents and stakeholder is passive. With regard to the effect of training, language policy, human, financial and materials resources on the implementation of SIL, Ethiopia projects on Benishangul mother tongue language. Majority of respondent groups confirmed that there is gap on training, policy awareness creation, and also there is shortage of human materials resource. Based on human resource, mother tongue teachers were not available to the standard of teacher student ratio. Regarding finical resources still now the budget was not allocated for pilot schools for effective implementation of Benishangul mother tongue education. Concern question that Education in Benishangul Mother Tongue makes you to help and follow the progress of your children in learning? Around 80% of parent teacher associations were not flow up the progress of their children in teaching learning process. Because they believe that send their children to the schools as success. The reason behind is awareness gap and most of them were not educated. On other case Concerned raised question, do the children understand more about the environment in their Mother Tongue? Most of students were understand their environments by learning in mother tongue than other languages. Also regarding question, do children get enough text books? How do you see material productions? Majority of respondents react that there is shortage of text book. But concern the materials production they were not respond because they thought were are not educated to comment on the issue. During discussion the participants were react that most of teachers and children have positive to the attitude toward Benishangul Mother Tongue as a medium of Instruction. While a few of them were negative attitude because of awareness gap. Concern question asked, do you believe the SIL, Ethiopia project and Regional Education Bureau support Benishangul mother tongue education? They responded that there is support but is not much effective. In the last question do you believe that primary school students gained skills in literacy and numeracy in Benishangul mother tongue as medium of instruction? The majority of respondents responded that when we compare the skills of students in literacy and numeracy, it seem like better than the previous but still now there is problem in literacy and numeracy. Generally these factors mentioned in focus group discussion were affecting the implementation of SIL, Ethiopia project on Benishangul mother tongue education.

CONCLUSION AND POLICY IMPLICATION

The study concludes that several factors such as training, language policy, strategy, human, financial and materials resources, involvement and attitudes of stakeholders towards mother tongue education were affect the implementation of SIL, Ethiopia project on the Children learning in Benishangul mother tongue languageas a medium of instruction at primary schools in Assosa Zone. Concerned training; the in service training that provides for mother tongue teachers was not enough and not addressed all mother tongue teachers. Concerned language policy and its strategy majority of stakeholders were not aware about mother tongue education policy and its implementation strategy. Also the other determinant factors were human, financial and materials resources. Regarding human resources; there is shortage of educated personnel who are able to produce the necessary material in the mother tongue and qualified teachers who are competent in their mother tongue. Because of training modality gap from Gilgel Beles College of teachers' education; this means mother tongue teachers are not qualified in mother tongue as a medium of instruction. They are only qualified as a language in Benishangul mother tongue and other subjects in diploma program. But they are teaching mathematics, environmental science and statics from grade 1-4 in Benishangul mother tongue in addition to the language. Even though there is gap in qualification, the qualified teachers were no meet the standard of student teacher ratio. In addition to this there is shortage of finical and materials for implementation of mother tongue education. This indicated that there is gap in allocated budget for mother implementation. Also most primary schools the students' text books and other reference materials were not much available.

The finding of study indicated that majority of the stakeholders' involvement in mother tongue education

implementation was poor because of awareness gap. Also the results of the study showed most stakeholders have positive attitudes towards mother tongue education whereas few numbers of teachers, parent and students have negative. Because they believe that learning in mother tongue may results in poor job opportunity. The reason is that working language in our region is not in mother tongue language.

Policy implication

- Especial attention should be given for teachers in provide in service training to build their capacity for effective implementation of SIL, Ethiopia project on mother tongue education.
- To mitigate the shortage of mother tongue teachers, need assessment should be conduct to identify the required teachers. Therefore training the teachers according to the required man power.
- For better implementation of forwarded activities in mother tongue education the government and others concerned NGSO should be allocate sufficient budget to full fill the required teaching learning materials.
- Educational experts, teachers should prepare and collect appropriate reference materials and organize them according to subjects.
- Since Gilgel Beles College of teachers' education were qualified all mother tongue teachers only as teaching language in diploma program. Then the majority of teachers were teaching the subject that not much with their qualification. Therefore to overcome this problem, the training modality should be given both as language and medium of instruction.
- To encourage the involvement of stakeholders; establishments of effective mother tongue language implementation planning and strategy as well as creation of common understanding at all levels of the organization should be taken under consideration.
- To avoid the negative attitudes of some stakeholders, through mobilization awareness should be create for all stakeholders based on mother tongue education policy and its implementation.
- Monitoring, evaluation and effective support as well as constructive feedback should be ongoing and performance evaluation program should be made for effective implementation of mother tongue education.
- For more mobilization Collaboration with Culture and Truism Bureau language symposium and forums as well as community dialogue should be implementing.
- Study finding show that majority of primary schools were not conducive for effective implementation of mother tongue education. Therefore to mitigate this problem, in addition to government contribution the Care should be given for parental engagements to make primary schools environment favorable for the children.

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