



SIL LEAD: The First Five Years

SIL  LEAD



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SIL LEAD: The First Five Years

May 2011–May 2016

Acronyms

ABE	Advancing Basic Education
ACR	All Children Reading
EW	Enabling Writers
AESP	Afghanistan Education Support Program
AIDI	Asociación Indígena de Desarrollo Integral
BEC	Basic Education Coalition
CBE	Community-Based Education
CBLD	Community-Based Language Development
CCIH	Christian Connections for International Health
CDCS	Country Development Cooperation Strategies
EGR	Early Grade Reading
EGRP	Early Grade Reading Program
GRN	Global Reading Network
IDIQ	Indefinite Delivery / Indefinite Quantity
INGO	International Non-Governmental Organization
KBK	Kikamba, Bukusu, and Kiswahili (project in Kenya)
L1	First Language
L2	Second Language
MLE	Multilingual Education
MTB MLE	Mother Tongue-Based Multilingual Education
NEGRP	Nepal Early Grade Reading Program
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RTI	RTI International (Research Triangle Institute)
SHRP	School Health and Reading Program
SID	Society for International Development
SIL	SIL International, formerly the Summer Institute of Linguistics
USAID	United States Agency for International Development

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Letter from the Executive Director

Six years ago SIL LEAD did not exist; the leadership of SIL International simply knew that they wanted to serve minority language communities in a fresh way by partnering with agencies in the international development community. In 2011 the SIL International Board created SIL LEAD as an independent organization specifically to do that. In 2012 we started our first project—the USAID Uganda School Health and Reading Program (see p. 13 below). Since then we have carried out 20 projects (of varying sizes) involving 40 languages and 14 countries. Those languages are spoken by 250 million people! It has been an amazing journey, and we are grateful to God for this unique opportunity to serve minority language communities around the world. We are also grateful to those who have helped and encouraged us. Read on to find out more of our story.



Paul Frank, PhD
Executive Director
SIL LEAD, Inc.

September 1, 2016



Introduction

Who We Are and Why SIL LEAD Exists

SIL LEAD is a faith-based nonprofit organization dedicated to helping communities use their languages to improve their quality of life. Our vision is a world where all peoples have a voice in their own development. We help local, community-based organizations achieve their own vision by managing internationally funded projects focused on their needs. Through our network of expert consultants and local partners, SIL LEAD offers extensive capabilities in language, communication, and education.

We assist civil society, schools, and government education departments to establish a foundation of learning and literacy in a language that students speak at home so that they can gradually build competence in a national or international language. We

translate and adapt vital health messages in a community's distinct language, culture, and context, and we apply technology innovations to empower local authors to create their own books. We engage in international development projects implemented by institutions (governments, foundations, etc.) that align with our vision and impact statement, and we fund community-based language development programs.

Since its founding in 2011, SIL LEAD has participated or is now participating in twenty projects in fourteen countries involving forty languages. The combined population of these countries exceeds one billion people. Native speakers of these languages in these countries exceed an estimated 238 million people. The total number of speakers of these languages (also including those who speak them as a second language) in these countries exceeds an estimated 560 million people.

Over the last five years, in our three largest projects, we have served as a subcontractor to RTI International in USAID Early Grade Reading (EGR) programs in Ethiopia, Nepal, and Uganda. We were recently notified that we were part of a winning proposal, led by Creative Associates, to participate in a five year USAID education program in Afghanistan. Through smaller projects SIL LEAD has given sociolinguistic, education, and language technology assistance to projects in the Democratic Republic of the Congo, Indonesia, Kenya, Liberia, Malawi, Nigeria, Pakistan, Tajikistan, and Tanzania. In 2015 SIL LEAD launched a fundraising campaign for Community-Based Language Development Programs with a pilot project to provide scholarships to indigenous teachers in Peru. (Please see p. 36 to read more about these efforts.)

SIL LEAD works in partnership with SIL International, a nonprofit organization that works alongside approximately 1,500 minority language communities and publishes the *Ethnologue: Languages of the World*, a catalog of the world's 7,105 living languages. Leveraging this expertise, and a network of other local partners, SIL LEAD makes it easier for communities to use their own languages to reach their goals.

SIL LEAD is a member of the Basic Education Coalition (BEC) and Christian Connections for International Health (CCIH) and is an active participant in the Mother Tongue–Based Multilingual Education Network, based in Washington DC, and the Global Reading Network.

Areas of Practice

Education

- School language mapping
- Mother Tongue–Based (MTB) Multilingual Education (MLE) program development
- Policy advocacy, research, and development
- Scope and Sequence development
- Materials development training
- Materials development
 - Early Grade Reading (EGR) student textbooks
 - EGR teacher guides
 - Prereading products
 - Leveled and decodable readers
 - Supplementary materials
- Teacher training
- Monitoring and Evaluation
- Language technology
 - Bloom
 - SynPhony
- Adult literacy

Health

- Multilingual Health program development
- Sociolinguistic survey
- Materials development; content creation in multiple languages
 - Print: brochures, booklets, posters
 - Multimedia: websites, apps, videos

Language Development

- Survey
- Linguistic research and analysis
- Language and culture documentation
- Training in linguistics
- Product development
 - Orthographies
 - Grammars
 - Dictionaries
- Literature development
 - Writers' workshops
 - Translation



Our First Five Years

	Uganda SHRP	Ethiopia READ TA	Nepal EGRP	Afghanistan AESP	SynPhony	Other
Nov 2010						
May 2011						
Jun 2011						
Jul 2011						
Aug 2011						
Sep 2011						
Oct 2011						
Nov 2011						
Dec 2011						
Jan 2012						
Feb 2012						
Mar 2012						
Apr 2012						
May 2012						
Jun 2012						
Jul 2012						
Aug 2012						
Sep 2012						

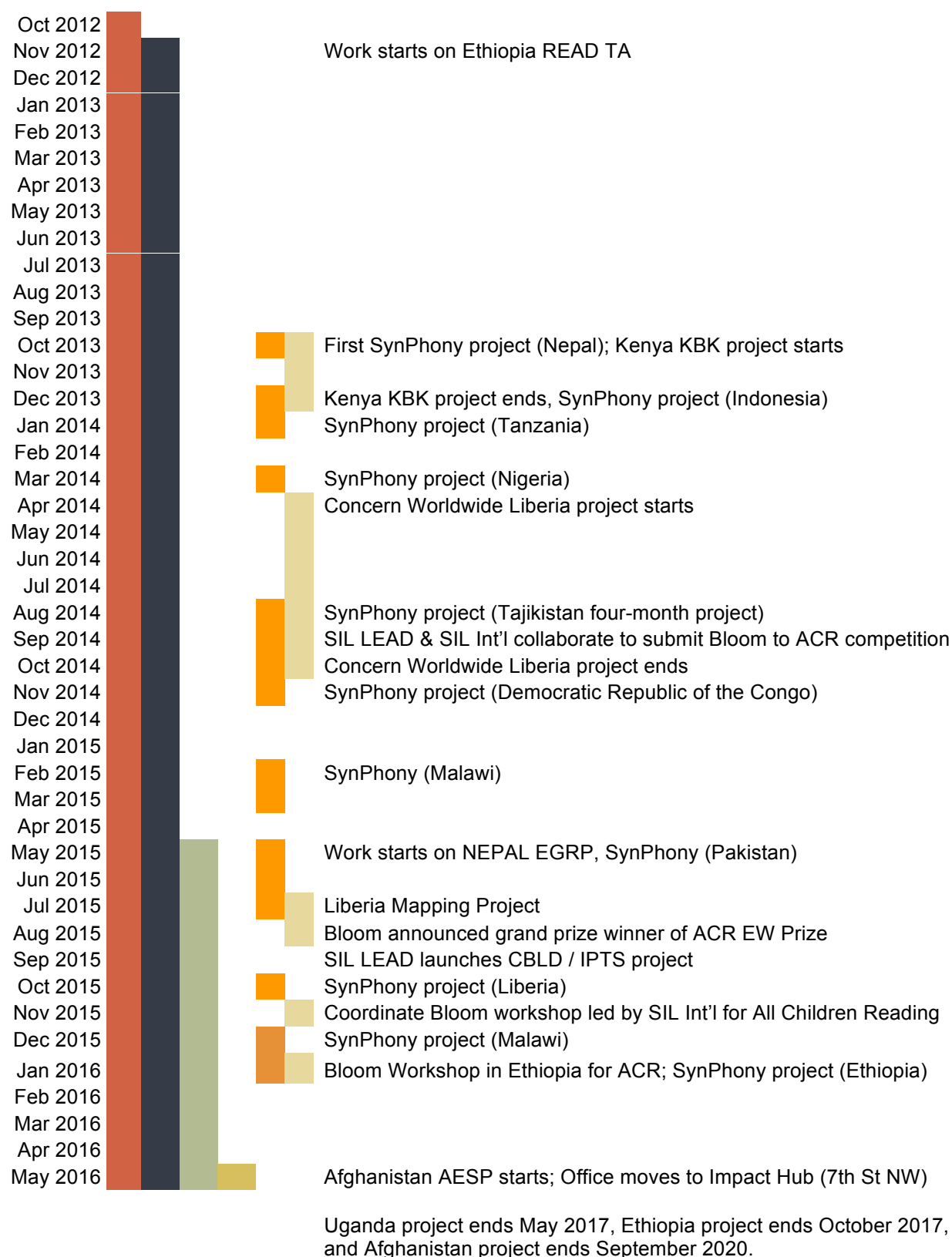
SIL International approves initiation of the process to create SIL LEAD

SIL approves creation of SIL LEAD; Certificate of Formation filed
Office opened in Arlington, VA; First Board Meeting; Receives EIN

Receives DUNS number

Submits first proposal along with RTI (Uganda SHRP)

Work starts on Uganda SHRP
401(c)3 status approved by IRS
Office moves to DC (24th St NW)

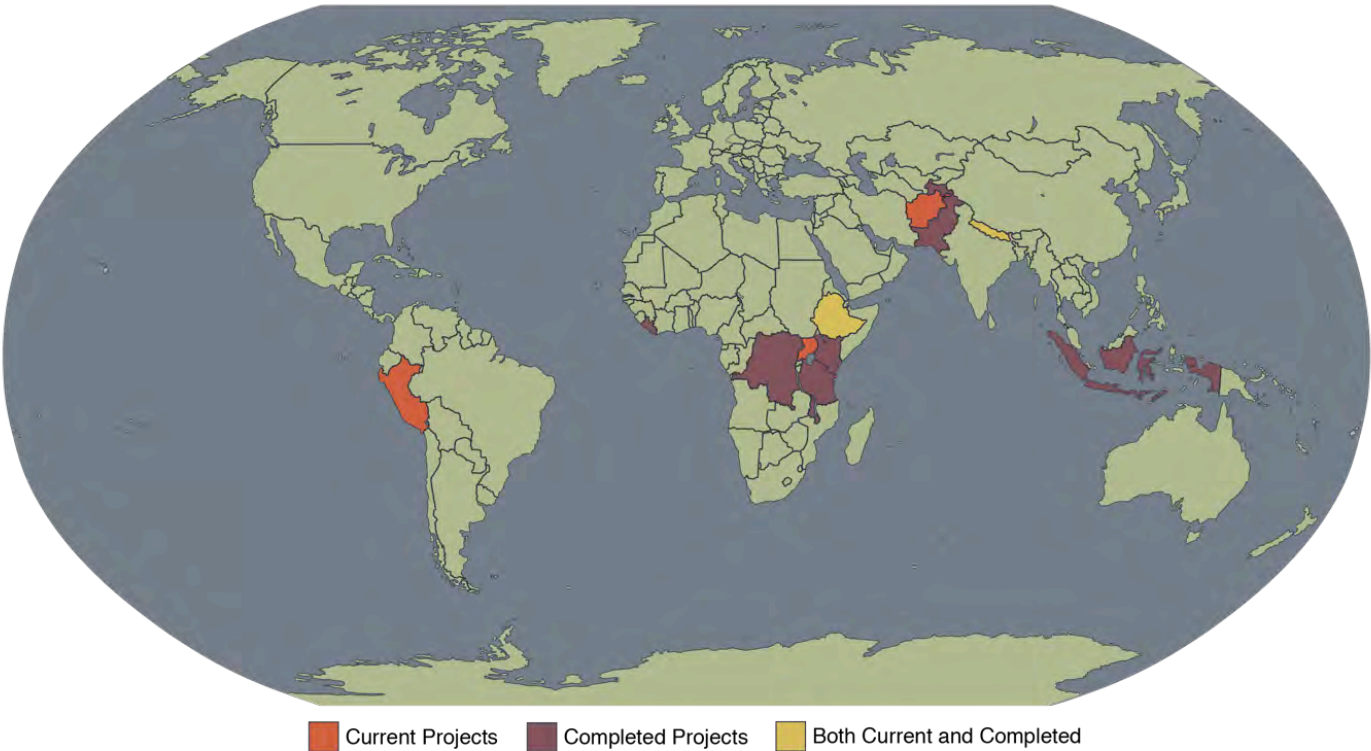


Project Timeline

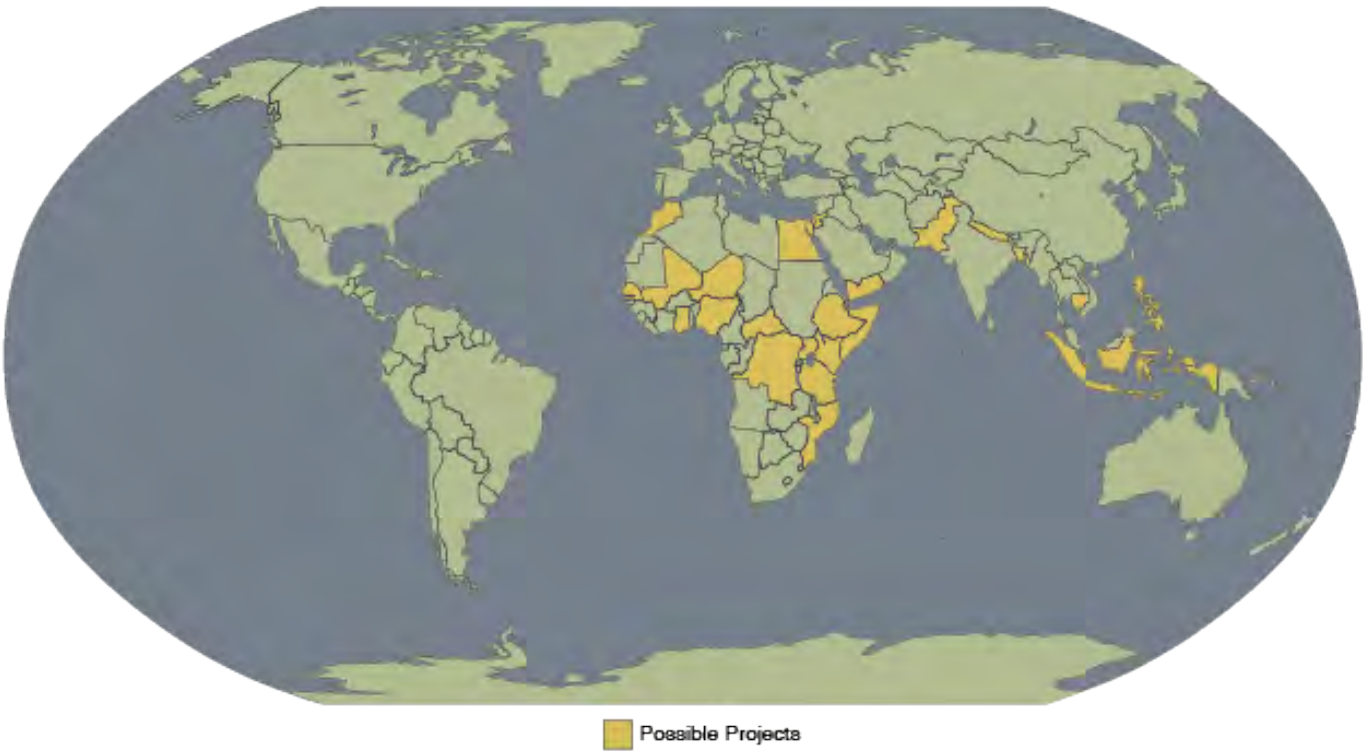
1. Uganda SHRP—May 2012 to May 2017
2. Ethiopia READ TA—November 2012 to October 2017
3. SynPhony analysis of Nepali and English for RTI. SIL LEAD consultant Norbert Rennert (CanIL) led this and all subsequent SynPhony-related projects—October 2013
4. Kenya KBK—Barbara Trudell led our first midsize MLE project to facilitate writing workshops and produce easy reading materials in the Kikamba, Bukusu, and Kiswahili languages. Other SIL LEAD consultants included: Timothy Kamau, Johnstone Ndunde, and Susan Nyaga—October to December 2013
5. SynPhony analysis of Bahasa Indonesia for RTI—December 2013
6. SynPhony analysis of Swahili and English (Tanzania) for RTI—January 2014
7. SynPhony analysis of Hausa (Nigeria) for RTI—March 2014
8. Our second midsize project was an MLE project for Concern Worldwide in Liberia. Leila Schroeder, Dennis Malone, Susan Malone, and Steve Walter served as consultants—April to October 2014
9. SynPhony analysis of Tajik (Tajikistan) for RTI—August 2014
10. SynPhony analysis of Urdu (Pakistan) and SynPhony workshop in Pakistan for the International Rescue Committee’s Pakistan Reading Project—August to November 2014
SIL LEAD and SIL International collaborated to submit Bloom software to the All Children Reading Enabling Writers Prize competition—September 2014.
11. SynPhony analysis of Ciluba, Swahili, and Lingala (Democratic Republic of the Congo) for RTI in support of EGRA for Education Evaluation Services—November 2014
12. SynPhony analysis of Chichewa (Malawi) for RTI—February to March 2015
13. Nepal EGRA—May 2015 to June 2019
14. SynPhony analysis for Sindhi and Urdu (Pakistan) and SynPhony training for the International Rescue Committee’s Pakistan Reading Project. SIL LEAD consultants Norbert Rennert (CanIL) and Sheldon Keller (SIL International) served on this project—May to July 2015
15. Our first language mapping project was led by SIL LEAD consultant Bernadette Mitterhofer (SIL Uganda-Tanzania) for Concern Worldwide in Liberia—July to August 2015
Bloom announced as the grand prize winner in the All Children Reading Enabling Writers Prize competition—August 2015
16. SIL LEAD launched its Community-Based Language Development effort with a pilot project to fund indigenous teacher scholarships in Peru—September 2015
SynPhony analysis of Bassa texts (Liberia) for Concern Worldwide. (Not counted as a separate project. See #8 above) —October 2015
17. SIL LEAD coordinated a Bloom Training Workshop led by SIL International for All Children Reading—November 2015
SynPhony used again to analyze Chichewa (Malawi) texts and on-site SynPhony training and support was provided for RTI. A SynPhony training manual was also prepared and delivered. (Not counted as a separate project. See #12 above) —December 2015 to January 2016
18. SIL LEAD conducted a Bloom Training Workshop for All Children Reading in Ethiopia—January 2016
19. SynPhony analysis of Amharic and Tigrinya (Ethiopia) for RTI—January 2016
20. Afghanistan AESP—May 2016 to September 2020

Current and Past Projects

Where We Have Worked



Countries In Which Projects Are Being Pursued



Project Countries and Languages

SIL LEAD has participated or is now participating in projects involving the following fourteen countries:

Afghanistan *	Kenya	Nigeria	Tanzania
DRC	Liberia	Pakistan	Uganda *
Ethiopia *	Malawi	Peru*	
Indonesia	Nepal *	Tajikistan	

* Projects are ongoing in these countries.

- The combined total population of these fourteen countries exceeds one billion people.

SIL LEAD has participated or is now participating in projects involving the following forty languages:

Acholi	Ciluba	Lugwere	Runyoro/Rutoro
Afaan Oromo	Dari	Lukhonzon	Shipibo
Amharic	Hadiyyisa	Lumasaba	Sidaamu Afoo
Af-Somali	Hausa	Lusoga	Sindh
Ateso	Kikamaba	Maithili	Swahili/Kiswahili
Awadhi	Leblango	Nepali	Tajik
Awajún	Lingala	Karamojong	Tigrinya
Bahasa Indonesia	Lubukusu	Pashto	Urdu
Bassa	Luganda	Rana Tharu	Wolayttatto
Chichewa	Lugbarati	Runyankore/Rukiga	Yine

- There are nearly 240 million L1 speakers of these languages in the above countries.
- There are over 560 million L1 & L2 speakers of these languages in the above countries.



Major MLE Projects

Uganda

Languages: Acholi, Ateso, Leblango, Lugbarati, Luganda, Lugwere, Lukhonzö, Lumasaba, Lusoga, Nkarimojong, Runyankore/Rukiga, and Runyoro/Rutoro

The Uganda School Health and Reading Program (SHRP) was SIL LEAD's first project. It is a five-year (2012–2017) USAID Cooperative Agreement. SIL LEAD is a subcontractor to RTI International and manages a \$1.9 million budget. SHRP aims to improve early grade reading and promote health-seeking behaviors of students. Direct program outcomes include improved reading skills of over two million primary school students from twelve language communities and sustainable systems for the country to

better monitor and respond to the evolving prevention needs of the HIV and AIDS epidemic in Uganda.

SIL LEAD has facilitated numerous materials development workshops and orthography review workshops in order to develop highly contextualized literacy materials for mother tongue classrooms. LEAD's role in the program has been to bridge language barriers and improve reading, learning, and instruction in twelve Ugandan languages. SIL LEAD provided technical assistance to SHRP by engaging with speech communities to standardize their writing systems and develop mother tongue teaching and learning materials for Primary 1–4 classrooms. LEAD has facilitated the development of ninety-six local language materials (both pupil books and teacher guides) that teach reading and writing in the mother tongue. SIL LEAD led the design and development of the Primary 4 (P4) methodology. Our experts in multilingual education based the materials design on the national P4 Curriculum and developed the materials framework with the goal of preparing pupils to transition to English as the language of instruction.



Approximately thirty-five SIL LEAD staff and consultants participated in the Uganda SHRP program. For a list of names, please see page 48.

(Left) SIL LEAD Consultant Diane Morren shares a laugh with the chairman of the Lugwere Writing Panel as he explains the plot of a story written for inclusion in the Primary 2 materials.



Top: Students, who participated in a reading competition in March 2015, stand proudly with their prizes.

Left: A participant in the Cluster 3 Primary 2 workshop

USAID Press Release:

TRAINED TEACHERS AND OVER 400,000 PUPIL BOOKS TO INCREASE LITERACY IN UGANDA

Improving teaching skills and ensuring that each child has access to a grade appropriate reading text are key elements to improving the reading skills of one million Ugandan children.

Friday, June 6, 2014

Kampala, June 6, 2014 – U.S. Mission Uganda, through the United States Agency for International Development (USAID), will deliver more than 400,000 pupil books and teacher guides in eight local languages and English to over 1300 schools in Uganda as part of USAID's School Health and Reading Program. In addition, approximately three thousand primary school teachers from twenty-one districts have completed refresher training to increase their capacity to teach young children in their respective local languages as well as in English. Teacher training, two books per child, and support supervision are key elements of the reading program.

Funded by USAID, the School Health and Reading Program is a five-year reading and health education program designed to support the Ministry of Education and Sports (MOES) in the dual challenges of low reading skills and high HIV prevalence by improving reading outcomes in primary grades and strengthening HIV/AIDS interventions in schools. U.S. Mission Uganda recognizes that education is a key factor in the demand for health services and early grade reading is the basis for girls' and boys' success and retention in school. The program goal is to have at least a million Ugandan children reading and while improving HIV/AIDS prevention and AIDS among adolescents.

"Improving teaching skills and ensuring that each child has access to a grade appropriate reading text are key elements to improving the reading skills of one million Ugandan children," said Mark Meassick, USAID Uganda Deputy Mission Director.

Results from a 2013 baseline study show that on average, grade 3 children in Uganda read as few as 4.8 words per minute. An international benchmark holds that grade 1 students should read 45–60 words per minute to read with comprehension.

Earlier this year, USAID distributed pupil books designed to teach reading in eight local languages and in English to over 200,000 children in grades 1 and 2 as part of the School Health and Reading Program. As many as 28 titles and teacher's guides for each language and grade have reached 1,319 schools in 21 districts across the country. The School Health and Reading Program is implemented for the U.S. Mission Uganda by RTI International.

For additional information about USAID's work in Uganda, please visit <http://www.usaid.gov/uganda>.

(<https://www.usaid.gov/uganda/press-releases/trained-teachers-and-over-400000-pupil-books-increase>)



Left: Consultants Agatha and Brigitte in a Cluster 1 Primary 4 workshop.

Bottom: Diane teaching during a Cluster 3 Primary 1 workshop in 2014.





Ethiopia

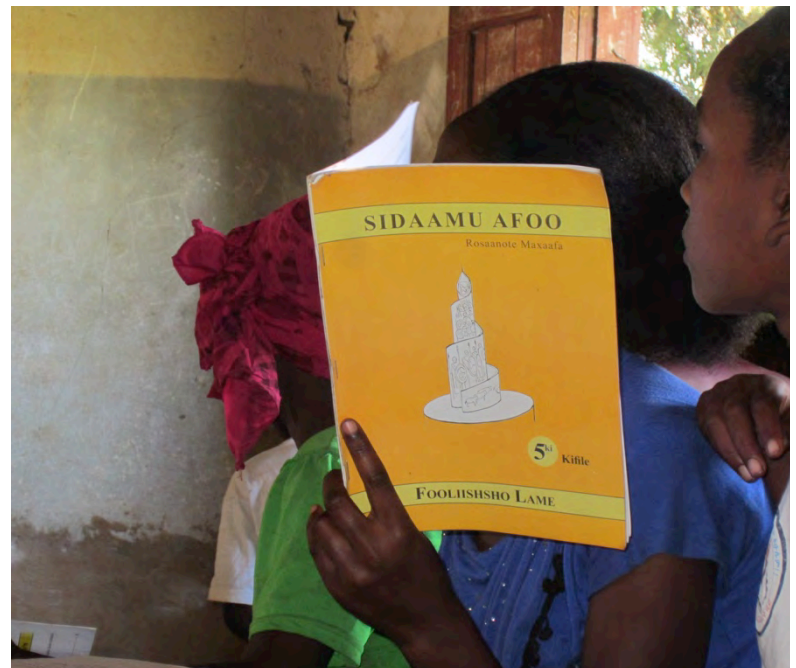
Languages: Amharic, Afaan Oromo, Af-Somali, Hadiyyisa, Sidaamu Afoo, Tigrinya, and Wolayttatto

The Reading for Ethiopia's Achievement Developed (READ) Technical Assistance (TA) project (2012–2017) is a five-year USAID Cooperative Agreement. SIL LEAD is a subcontractor to RTI International, and manages a \$1.1 million budget. The main objective of the project is to improve the reading and writing performance of fifteen million primary grade students (Grades 1–8) in seven Ethiopian languages, and English as a second language. SIL LEAD has direct involvement in three languages and has

been providing technical support in producing and revising mother tongue reading and writing curricula and materials, including the development of teacher guides.

In May 2016, SIL LEAD successfully completed a series of writers' workshops in Hawassa and Addis Ababa for all seven languages. Participants were trained to write grade-appropriate texts in their own language using Bloom software. Most of the language groups were able to create twenty or more supplementary reading books, which potentially will be published by the Ethiopian Ministry of Education.

SIL LEAD is currently supporting the ongoing English as Second Language curriculum and materials revision and development efforts.



USAID Press Release:

USAID AND MINISTRY OF EDUCATION LAUNCH A NATIONAL MOTHER TONGUE READING PROGRAM

15 million children to benefit from new materials and training of 65,000 teachers.

Wednesday, October 29, 2014

Hawassa, Ethiopia—The United States Agency for International Development (USAID), in collaboration with the Ministry of Education launched a national mother tongue reading curriculum to improve the reading skills of 15 million primary school students in Ethiopia.

Minister of Education Shiferaw Shigute and USAID Mission Director Dennis Weller opened the event on the eve of the Ministry's annual review meeting in Hawassa, Southern Nations, Nationalities and People's Region.

This year's introduction of the new curriculum and reading materials to grades 1–4, complemented by teacher training, resulted from a massive two-year effort involving federal and regional officials, educators, linguists, and illustrators, teacher training colleges and pilot schools. A similar effort is now underway for grades 5–8.

To address the major challenge of poor reading comprehension in early grades, the Ministry of Education and USAID designed a national early grade reading program, valued at just under \$90 million USD, called Reading for Ethiopia's Achievement Developed (READ). The overall goal of this massive five-year program (2012–2017) is to improve the reading and writing skills of 15 million children in grades 1–8 in seven of the most widely spoken languages in Ethiopia—Amharic, Tigrigna, Afaan Oromo, Af-Somaali, Sidaamu Afoo, Wolayttatto, and Hadiyyisa. The use of mother tongue instruction reflects an education policy that helps children learn more rapidly in the languages they speak at home before transitioning to learn in other languages.

At the READ launch, Weller stated: "Close, dynamic, and tireless collaboration between the Ministry of Education and USAID teams has reached a major year with the launch of this new curriculum in the schools. READ will improve teaching skills, the availability and quality of materials, and most importantly, engage and enable girls and boys to learn faster and better. When children enjoy reading they are more likely to stay in school."

The READ program is comprised of four interconnected projects:

1. Technical assistance in curriculum and materials development for seven Ethiopian languages
2. Institutional improvement of the education system to support teacher training
3. Outreach to involve parents and communities in the attainment of READ objectives
4. Monitoring and evaluating outcomes

The USAID READ program is carried out by Research Triangle Institute with the participation of Save the Children, SIL LEAD, Florida State University, Inveneo, and Whiz Kids Workshop.

(<https://www.usaid.gov/ethiopia/press-releases/usaaid-and-ministry-education-launch-national-mother-tongue>)





Nepal

Languages: Awadhi, Maithili, Nepali, and Rana Tharu

The Nepal Early Grade Reading Program (EGRP) (2015–2020) is a five-year USAID Contract. SIL LEAD is a subcontractor to RTI International and manages a \$0.5 million budget. The overall goal is to improve reading outcomes for over one million learners in Nepali, as well as in three mother tongue languages. SIL LEAD is supporting the curriculum and materials development for these local languages and for Nepali as a second language (L2). SIL LEAD will also support supplementary materials development, teacher training, and local capacity building activities.

In Year 1, SIL LEAD facilitated Grade 1 materials development (student books and teacher guides) for Rana Tharu and Nepali L2. In the second year of the project, SIL LEAD plans to produce Grade 2 and Grade 3 materials for Rana Tharu and revise Grade 1 materials after they are piloted in the schools.

FACT SHEET

Health and Education Office

USAID'S EARLY GRADE READING PROGRAM (EGRP) IN NEPAL

BACKGROUND

Nepal has made remarkable progress in the education sector and expanded learning opportunities for children and adults since 1990. Net primary enrollment rates have increased from 64 to nearly 95 percent, with similar enrollment rates for girls and boys. These improvements have put Nepal on track to achieve Millennium Development Goal 2: Universal Primary Education. Despite this progress, there are concerns about the quality of education and low school completion rates. Nepal's linguistic, geographical, and socio-economic diversity also affect schools' ability to provide quality education services for all students.

An Early Grade Reading Assessment was conducted in March 2014, with USAID funding, to provide baseline data on the foundational reading skills of Nepali children. The assessment found that 34 percent of second graders and 19 percent of third graders could not read a single word of Nepali. Nepali students only display emergent reading skills by grade three, which would be expected by the end of grade one or beginning of grade two. Students in the Terai had both the lowest mean score and the highest zero scores compared to other regions of Nepal and were, on average, reading 12 correct words per minute fewer than students in the Kathmandu Valley. Moreover, students who reported speaking Nepali at home performed better than students speaking another first language.

This assessment demonstrated the need for a nationwide Early Grade Reading Program to improve the reading skills of Nepali students.

PROJECT OVERVIEW

The Early Grade Reading Program (EGRP) is a five-year, \$53.8 million project to support the Ministry of Education (MOE) to improve the foundational reading skills of Nepali primary school students in grades one through three. EGRP will directly support the National Early Grade Reading Program (NEGRP) 2014-2019, which aims for children to read with fluency and comprehension by grade three. NEGRP is led by the Ministry of Education (MOE) with support from USAID and other donors under the MOE's School Sector Reform Plan.



EGRP will improve the foundational reading skills of one million Nepali primary school students in grades 1-3.

SNAPSHOT

Life of Project: 2015-2020

Goal: Improve the foundational reading skills of one million Nepali primary school students in grades 1-3

Implementing Partners: RTI International (prime contractor) & the Government of Nepal's (GON's) Ministry of Education

Geographic Focus: 16 target districts (Banke, Bardiya, Bhaktapur, Dang, Dadeldhura, Dhankuta, Dolpa, Kailali, Kanchanpur, Kaski, Manang, Mustang, Parsa, Rupandehi, Saptari, Surkhet)

Total Project Amount: \$53.8 million

PLANNED ACTIVITIES

1: Improved Early Grade Reading (EGR) Instruction

- Design, produce, and distribute evidence-based EGR instructional materials used by teachers.
- Train in-service public school teachers on the use of the provided materials.
- Provide monitoring and coaching in EGR for teachers in target districts.
- Improve classroom-based and district-based EGR assessment processes in target districts.

2: Improved National and District EGR Service Delivery

- Improve MOE's capacity for EGR data collection and analytical systems (for the NEGRP).
- Institutionalize policies, standards, and benchmarks that support improved EGR instruction (for the NEGRP)
- Improve the planning and management of financial, material, and human resources devoted to EGR.
- Adopt national standards for early grade reading improvement and expand those standards geographically.



EGRP will design, produce, and distribute instructional materials used by teachers to help improve reading skills in grades 1-3.

3: Increased Family and Community Support for EGR

- In target districts, raise community awareness of the importance of teaching children to read in a language they speak fluently.¹
- Engage parents and families to support reading in target districts.
- Strengthen capability of PTAs and school management committees to contribute to quality of reading instruction in target districts.
- Strengthen capacity of parents and communities to monitor reading progress in target districts.

PLANNED RESULTS

The Early Grade Reading Program aims to:

- Improve early grade reading skills of students: increase the proportion of grade 1–3 public primary students who can read and understand grade-level text.
- Improve national and district early grade service delivery by supporting Phase I of the NEGRP and complete the design and demonstration of a successful national model that standardizes EGR delivery, which the MOE can feasibly replicate and scale to national implementation.
- Increase family and community support for early grade reading.
- Distribute emergency teaching and learning materials to 14 earthquake-affected districts.

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¹ Research overwhelmingly shows that children who learn to read in a language they speak well develop stronger reading skills - in both that language and in additional languages - than children who learn to read in a language they do not speak well (http://pdf.usaid.gov/pdf_docs/Pdacq946.pdf).

Afghanistan



Languages: Dari and Pashto

An estimated 4.2 million children are out of school in Afghanistan, sixty percent of whom are girls. The purpose of the Afghanistan Education Support Program (AESP) is to implement a primary education initiative to improve equitable access to education and learning outcomes for girls and boys in Afghanistan. This project will build the capacity of the Government of the Islamic Republic of Afghanistan's Ministry of Education (MoE) to provide an evidence-based early grade reading (EGR) program for students in grades one to three in formal and Community-Based Education (CBE) schools, to include EGR curriculum and instruction in local languages. Through this project, USAID is also fostering positive gender norms, including a highlighted attention to girls and female teachers, who are the least likely to have access to education in Afghanistan. SIL LEAD is a subcontractor to Creative Associates for this five-year project (2016–2020).

The two goals of AESP are the following:

1. Equip the Ministry of Education, from the national, provincial, district, and school levels, to implement an evidence-based EGR curriculum and instruction program that benefits students in both formal and CBE classes;
2. Pilot an evidence-based Early Grade Reading curriculum and instruction program that improves early grade reading outcomes for first through third grade public and CBE students.

Creative Associates has named this project Read Afghanistan. The main strategy for building the capacity of the MoE is to develop and implement an EGR program together, in Dari and Pashto, for grades one to three in both formal and CBE schools, in two provinces, most likely Herat and Nangarhar. Read Afghanistan is based on four key principles:

1. Together with the MoE, the project team will take a learning laboratory approach, in which it will test and learn from the implementation piloting and adapt interventions based on results.

2. While managing security concerns, the project will work in areas with high student density where it can achieve greater reach and impact.
3. All project activities will be designed in consultation with the MoE and other stakeholders to ensure there is not only local demand for, but also local support and ownership of, the program.
4. The project team will proactively ensure that the MoE is able to sustain and expand the impact and results of Read Afghanistan beyond the program's end date.

The project will demonstrate sustainability as the MoE is able to successfully replicate the Read Afghanistan program in additional (and eventually all) provinces and additional languages. It is expected that the MoE will be able to initiate EGR programs in other provinces in year three of the project.

SIL LEAD's role in Read Afghanistan under Goal 1 is to provide short-term technical assistance and expertise on the use of mother tongue languages beyond Dari and Pashto. SIL LEAD will contribute technical subject matter expertise to policy discussions, capacity building, monitoring, standards, benchmarks, assessments, and research.

Under Goal 2 of this project, SIL LEAD will:

- Lead the technical design of the school-based language mapping study in Herat and Nangarhar Provinces;
- Contribute to the development of the EGR curriculum;
- Support EGR materials development; and
- Integrate the use of language technology such as Bloom and SynPhony software.

SIL LEAD's budget for this project is approximately \$1.4 million. All of our services will be provided either remotely or in Kabul. SIL LEAD will employ two full-time project staff members in Kabul to serve as part of the Creative Associates in-country project team. One will be our Field Office Project Administrator, and the other will be a Multilingual Education Specialist. The rest of SIL LEAD's participation in this project will be through the use of short-term independent specialists/consultants. SIL International has several linguists in Afghanistan, and some of them have experience supporting mother tongue literacy projects. SIL International also has a network of contacts with other linguists and MLE specialists in Afghanistan. In addition, SIL LEAD will bring in external senior MLE consultants to guide and coach local project staff.



Bloom Software

Bloom is free software from SIL International that makes it easy to create simple books in local languages. Bloom includes extensive in-app help files, and training videos are available on Vimeo. Additional ideas and guidance are available on BloomLibrary.org.



The Bloom Book Library includes more than 800 free Creative Commons-licensed books that Bloom users can download and adapt to their language and culture. Users can also share their own books with others by uploading them to the Book Library from within the Bloom software.

The Art of Reading Free Edition is an optional addition to Bloom that gives easy access to over 10,000 black-and-white illustrations from around the world. This collection was produced by SIL International and is available for free use under the Creative Commons Attribution-No Derivative Works license.

SIL LEAD first used Bloom in the Uganda SHRP project starting in 2012. Using Bloom, forty-eight teacher guides and forty-eight student books were created. Bloom templates ensured that the books had a consistent layout without having to involve graphic designers in the preparation of each book.

In 2014, SIL International submitted Bloom to the All Children Reading Enabling Writers prize competition for a software solution to address the shortage of children's books. Bloom was announced as the Grand Prize Winner in August 2015. SIL LEAD and SIL International are now working together with All Children Reading to put Bloom to work around the world so that children will have the reading materials they need in their own language. Contact us for more information about obtaining training, support, and other services related to Bloom.

For more information, please visit www.bloomlibrary.org

SIL International Wins ‘Enabling Writers’ Prize for Software Solution to Children’s Book Shortage

From the All Children Reading website:



August 25, 2015

Imagine going to the library as a young child—eager to learn about caterpillars, soccer or the color red—and finding no storybooks in the language you speak at home. Or, imagine if the books you do find are written at a much higher level than someone your age can understand. This is the scenario facing many children around the world—a lack of early grade reading materials written in their mother tongue and appropriate to their culture and reading level.

Without a supply of interesting materials, it is difficult to get girls and boys excited about reading, provide them with the opportunity to practice reading, or have books read to them by family members. This contributes to the fact that, around the world, at least 250 million children are not learning basic reading skills.

To address this gap, All Children Reading: A Grand Challenge for Development held the Enabling Writers competition seeking software solutions that allow authors to easily create and export texts in mother tongue languages. All Children Reading is pleased to announce that SIL International’s *Bloom* software has been awarded the \$100,000 grand prize following comprehensive field-testing in four countries.

A key feature of the winning software is its simplicity—*Bloom* is designed for users with basic computer skills. “In too many places the technology becomes a barrier rather than an enabler,” said Paul Frank, Executive Director of SIL LEAD, the winner’s partner

organization. Often people most familiar with a local language and culture must turn over their writing to a few skilled technicians.

Bloom's breakthrough is in making bookmaking easy for many more people. The result is the ability to easily create mother tongue books that get children reading. "Children don't need complicated books," said Frank. "They need pictures and text that are appropriate to their culture, age, and reading ability. *Bloom* helps people write this kind of book by taking the focus off the technology and its bells and whistles and letting people concentrate on what they want to communicate to children."



Bloom users can create an original text or select a template, called a "shell book," and insert culturally appropriate pictures and local translations of text. The books created can then be saved as a PDF and printed, copied and distributed to readers.

Achieving *Bloom's* success has been a complex undertaking, with SIL developing and using the program around the world since 2011. For the All Children Reading Enabling Writers competition, SIL added features to let *Bloom* users create

decodable texts and leveled readers. "Decodable" refers to text that only contains letters and sounds a student has already learned. This introduces children systematically to reading. "Leveled readers" are books or stories of increasing difficulty, so children advance their vocabulary, build comprehension skills, and increase reading fluency.

All Children Reading is supporting further enhancement of *Bloom* based on field-testing and plans to roll out an updated, Beta version in the coming months, which will be freely available.

<http://allchildrenreading.org/sil-international-wins-enabling-writers-prize-for-software-solution-to-childrens-book-shortage/>

Unintentional Messages in Materials Development

Materials development and gender issues

By Agatha J. van Ginkel, PhD

...Child care is much more than breast-feeding and rather than having another illustration of a breast-feeding woman...they could have an illustration of a father washing a child...

The other day I was sitting next to the Gender and Inclusion Specialist who is part of the materials development team in the project I'm working in. The quote above is one example of the ways that gender bias permeated the initial drafts of the lessons. I realised again how crucial her role was in the materials development process.

There are many issues to consider when developing materials; besides thinking about the methodology, the pedagogy, and language-related issues, there are also gender issues that need to be considered. Textbooks communicate a worldview that may give messages to girls and women that they are not as important as boys and men, that they are second-class citizens.

While most countries and communities want to communicate that men and women, boys and girls are equally important and not hierarchically different—one lower than the other—it takes great effort to communicate this in instructional materials. Let's take the instructions to students, for example. In many languages there are grammatical male and female markers on words, students-male and students-female. There is no neutral term that would include both of them. And as you might have observed in the sentences above, I followed the "normal" way in which we present gender: male first, then female. It is a very natural way of writing, but it implicitly communicates that male comes first, then female. And when a language has gender markers on words, most of the time lesson writers will write the male word first and then the female one in instructions to students. In gender-sensitive materials, the two forms are alternated. That case is easy to address.

More complex to deal with are culturally ingrained practices that favour males. In many cultures, it is not unusual for men to "steal a bride". They can just go to a village and snatch a girl from the road, take her somewhere, marry her and then settle the issue with the family. One can influence students' thinking about this cultural practice by addressing it in stories and having good discussions with them.

But there is more to it: Often the everyday words used to express cultural practices are gender-bound. Let's again look at marriage. In many languages there are two words for marriage, one related to the lady and one related to the man. Often it is the case that the lady is "taken" while the man "takes". How does one change this, as there is often not a neutral word in the language indicating marriage? In one of the languages we are working with, the writers thought about this for quite some time and then agreed that the phrase after the wedding is 'living together'. Rather than using the traditional words for marriage they decided to say that the lady and man mutually agreed to live together.

When developing educational materials, even (or perhaps it would be better to say *especially*) reading and writing methodologies are not neutral. They always convey an underlying worldview. It is important to be aware of this and work with a language community regarding how they can encourage gender equality. Let's not unintentionally give girls the message that they are second-class citizens or let boys believe that they are superior to girls.

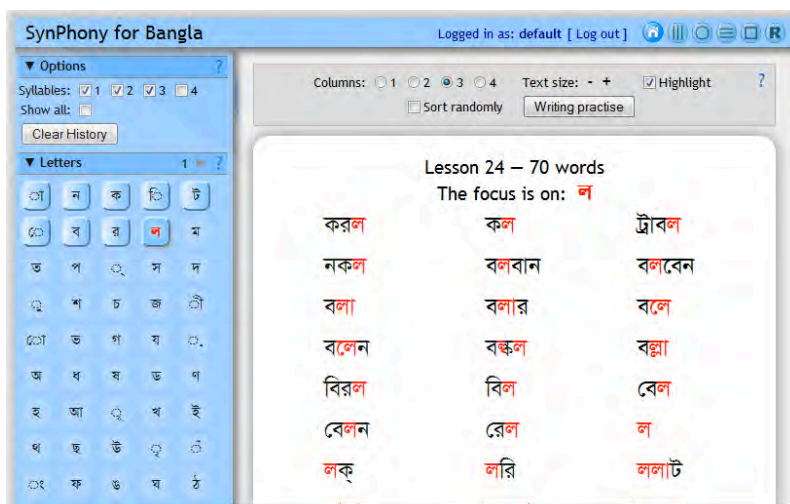
<http://www.sil-lead.org/blog/2014/10/20/unintentional-messages>



SynPhony Software

SynPhony software is a “search engine for literacy” from the Canada Institute of Linguistics. SynPhony developer Norbert Rennert has served as a consultant to SIL LEAD, using SynPhony to analyze fifteen languages in ten countries.

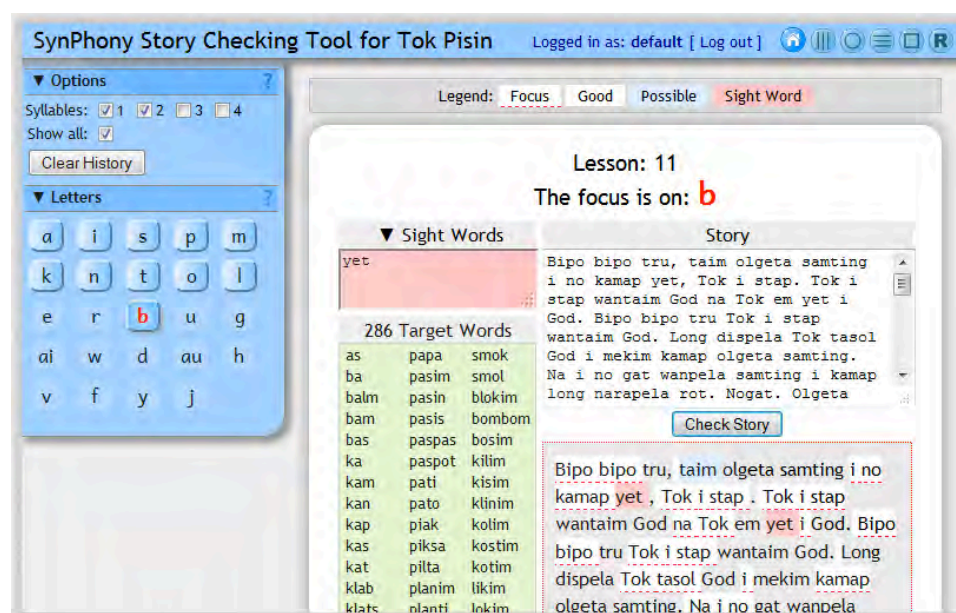
SynPhony matches the words and texts of a language to the reading ability of a student. It can support the development of early grade reading curriculum, help develop reading assessment tools, help create supplemental early grade reading materials such as word search puzzles, or support individualized interventions for children who have problems acquiring literacy skills.



Rennert used SynPhony to contribute to the success of USAID's Pakistan Reading Project and Sindhi Reading Program being implemented by the International Rescue Committee and its partners. SynPhony was used to determine the order in which letters and sounds should be taught to create effective teaching and reading materials in those two programs. (See article "When Common Goals Unite".) For more information about Synphony please visit: www.call.canil.ca.

(Photo on previous page: Norbert presenting SynPhony in a training workshop in Nepal.)

Country	Year(s)	Languages
Nepal	2013, 2015, 2016	Nepali, Rana Tharu, English
Malawi	2015, 2016	Chichewa
Ethiopia	2015	Amharic, Tigrinya
Liberia	2015	Bassa
Pakistan	2014, 2015	Sindhi, Urdu
DRC	2014	Ciluba, Swahili, Lingala
Nigeria	2014	Hausa
Tanzania	2014	Swahili, English
Tajikistan	2014	Tajik
Indonesia	2013	Bahasa Indonesia





When Common Goals Unite

By Malynda Reinford

Pakistan, being a country with a long, rich history, has no shortage of stories, but unfortunately they have not been written down nor printed for teaching children to read. The ASER 2015 report found that 84 percent of students in Class 3 could not read a story in Urdu, the national language; Sindhi; or Pashto. Textbooks for teaching reading are important but ineffective without the support of additional reading material like storybooks in classrooms. Yet most Pakistani classrooms are not equipped with educational materials that promote reading.

USAID currently has two reading projects in Pakistan. First, the Pakistan Reading Project (PRP), which is a national reading program to improve teacher training and the availability of materials that supplement reading textbooks. The hope for the project is that teachers will be better trained to teach reading but also to improve access to materials through libraries in classrooms and even mobile libraries that will reach 300 communities. The project could reach as many as 23,800 teachers in public schools with improved skills in teaching reading in the national language of Urdu and also assessing their classrooms.

SynPhony matches the words and texts of a language to the reading ability of a student. It can support the development of early grade reading curriculum, help develop reading assessment tools, help create supplemental early grade reading materials such as word search puzzles, or support individualized interventions for children who have problems acquiring literacy skills.

Similarly, the second USAID project in Pakistan—the Sindhi Reading Program—aims to address critical issues in early-grade reading and mathematics through continuous teachers’ professional development, improving assessment, distributing supplementary materials, and encouraging family participation. The Sindh province of Pakistan is the second largest region of the country and there are eighteen million Sindhi people throughout the whole country. Sadly, illiteracy is quite high in the mother tongue and about four million Sindhi children aged 5–12 are not even in school.

“Sindhi is a very old language and has a rich literary history,” observed Norbert Rennert recently. “I was impressed with the way the Sindhi speakers love their language and seem to be very determined to make sure it stays alive and vibrant.”

Rennert went to Pakistan last year to facilitate a training for the Sindhi Reading Program. There he met a group of Sindhi speakers and shared with them how SynPhony is being used to create curriculum for their schools.

The group that Norbert spoke to in this training had gathered to develop literacy standards for Sindhi. They responded with much enthusiasm and appreciation to know that, despite being a stranger to the Sindhi people, Norbert created SynPhony with people just like them in mind. The common goal of helping children to learn to read and write in their mother tongue brings together many people, crossing language and cultural boundaries.

<http://www.sil-lead.org/blog/2016/1/20/when-common-goals-unite>

Language Mapping

In Grand Bassa County, Liberia, most people speak Bassa as their first language. In August 2015, SIL LEAD consultant Bernadette Mitterhofer (SIL Tanzania) conducted a language mapping project on behalf of Concern Worldwide to determine whether the Bassa Literacy Intervention (BLI) should be implemented in particular schools.

As part of this study, interviews were conducted in sixt-seven schools and communities in Grand Bassa County. All groups from the communities and all the teachers showed a very positive attitude towards the idea of a BLI program at their school. In most communities there was at least someone who owned some literature in Bassa; and about half of the teachers owned Bassa literature. The majority of the people and the teachers read in Bassa regularly and reported that they read in it at least once a month. In a great majority of these groups (eighty of one-hundred) people claimed to read it at least once a week, with people in eighty-two groups having read in it at least once within the last two weeks.

After analyzing the survey data, Mitterhofer concluded that the BLI program could be implemented in sixty of the sixty-seven schools surveyed.

Language mapping enables organizations and governments implementing education programs to know that the appropriate language is being used in each school.

The following is excerpted from Bernadette's report:

The data was collected during the first week of August 2015. It included interviews with teachers at schools participating in the overall EQUAL program. However, most of these schools are not yet part of the BLI program. Focus group interviews were also conducted in the communities associated with these schools. All teachers but one and all the groups would send their children to a school with a BLI program, and those who don't know how to read and write Bassa would like to learn it.

In view of this [data], the BLI program (which targets early grades) should be implemented in all schools except the seven mentioned where Bassa is not the majority language either among the students or in the communities.





Assistance

Pilot Project: Indigenous Peruvian Teacher Scholarship Fund

Languages: Awajún, Bora, Kakataibo, Matsigenka, Muruy, Shipibo, Yine, and Yora.

A Dire Need: Due to changes in Peru's educational system, teachers who were previously permitted to teach without having received their *títulos* (teaching certificates) will no longer be permitted to teach unless they earn their *títulos*. The goal of ensuring that all teachers are fully credentialed is a noble one. However, the unintended consequence is that many excellent indigenous teachers are being forced from their jobs.

These changes disproportionately affect indigenous teachers who live in very remote jungle locations and who have very limited financial resources. Many of these teachers completed four years of university education but were unable to complete their thesis in order to earn their *títulos* because of the cost of this last stage of their education.

These indigenous teachers speak the mother tongue languages of the children they teach. In contrast, the teachers who are replacing them usually speak only Spanish and do not value the languages and cultures of their students. Unless indigenous teachers

are able to earn their *títulos* and maintain their teaching positions, the quality of the education indigenous children receive will suffer.



SIL LEAD's Response: SIL LEAD formed a pilot project with a local Peruvian partner, AIDI (*Asociación Indígena de Desarrollo Integral*). SIL LEAD is responsible for fund raising and is providing financial oversight and accountability for AIDI. We will also continue the institutional and individual capacity building already begun by Dennis Olson and Dr. Patricia Davis (formerly of SIL Peru). Prior to our partnership, AIDI had already demonstrated its capacity (albeit on a smaller scale) to help supervise students

receiving scholarships from abroad, thanks in great part to the efforts of both Dennis and Pat.

AIDI is responsible for selecting scholarship recipients. AIDI has carefully selected teachers who have demonstrated good character, academic capability, and teaching skills. Because of the lack of indigenous teachers in Peru, AIDI believes that these teachers will be maintained in or given teaching positions within their communities once they receive their *títulos*. The list of potential scholarship recipients includes individuals from the following indigenous groups: Shipibo, Awajún, Kakataibo, Matsigenka, Bora, Muruy, Yine, and Yora.

AIDI is also responsible for ensuring that all scholarship expenditures are properly documented and will provide ongoing accountability and guidance to the scholarship recipients. AIDI is working with the scholarship recipients to help guide them successfully through their thesis research, writing, and defense.

Progress: Generous donations from The Ralph Hull Foundation and over twenty individual donors have resulted in over \$40,000 being raised so far for this project. In early 2016, AIDI selected the first group of six scholarship recipients (four women and two men). We are happy to report that with the financial assistance they received, four of these teachers were able to present and successfully defend their theses. The two others weren't as far along in their research but now are well under way. AIDI is currently in the process of selecting up to twelve more scholarship recipients (most of whom are in the early stages of their thesis research). Once these scholarships are awarded and under way, we may seek to raise the remaining \$17,000–\$18,000 needed to fund the last six scholarships of the pilot project.

At the end of April, the Advisory Committee, composed of Paul Frank and Chris Weber (SIL LEAD), Pat Davis (SIL Americas), Dennis Olson (SIL retired), and Adolfo Betancourt (SIL Peru), met with AIDI's leadership via Skype to discuss the project's progress. The Committee was quite pleased with the progress made so far.

For more information, please visit www.sil-lead.org/peru.

Community-Based Language Development Fund

A donation of \$15,000 was given to SIL LEAD in early 2016 to help us launch a Community-Based Language Development fund. We have developed a proposal document which we hope to begin circulating to foundations and other potential donors once we have developed a list of possible community-based language development programs to help fund. We hope to eventually be able to help fund such programs around the world.

The Need: Local, indigenous, and community-based organizations often face limited or no access to the financial resources needed to fund their development efforts. In many countries the not-for-profit sector remains very underdeveloped due in part to a lack of tax incentives for charitable giving. In addition, the socioeconomic and cultural divides that exist between the “haves” and the “have-nots” further limit the financial resources available. Public funding for local, indigenous, and community-based organizations often tends to be almost nonexistent as well. Organizations not based in their country’s major cities (and in many cases the capital cities) face even greater hurdles.

These organizations are often too small to garner the attention of foreign charitable organizations and foreign aid donors. Even when local, indigenous, and community-based organizations may be the best suited to address the pressing needs around them, they frequently have a limited capacity to learn about funding opportunities and a limited ability to submit adequate proposals for funding.

In addition to needing access to funding, these organizations would benefit from both institutional and individual capacity building. Such capacity building would involve helping organizational leaders and staff to further develop their technical skills. This helps the organization to build bridges with other local and national organizations and improve their management and administrative capabilities.

The Proposed Response: To address these needs, SIL LEAD desires to help connect local, indigenous, and community-based organizations to individual donors and charitable organizations. Specifically, SIL LEAD seeks funding for local, indigenous, and community-based organizations that want to promote mother tongue language use and literacy, education, and community development. Initially, SIL LEAD will serve as an intermediary and provide accountability for the funds provided. Through capacity building over time, we hope that these organizations will become self-sustaining.

Funds donated to SIL LEAD for this effort will be used to provide financial assistance to local, indigenous, and community-based organizations that SIL LEAD believes are capable of reaching agreed upon outcomes and administering donated funds appropriately. In some cases, only financial assistance will be needed or desired. In other cases, SIL LEAD hopes to be able to participate more holistically, through capacity building and assisting with the development, implementation, and monitoring of community-based language development projects.

Outlook

SIL LEAD uses a three-pronged business development strategy:

- Networking
- Indefinite Delivery Indefinite Quantity (IDIQ) contracts
- Tender Tracking

Networking

SIL LEAD networks in order to know and be known. We seek to learn about project opportunities through network connections, and we promote SIL LEAD capabilities via network contacts to become a sought-after and preferred partner. We have organizational and personal relationships with and in SIL International, an INGO with about 5,000 staff members around the world. SIL LEAD also participates in the activities of organizations such as InsideNGO, the Society for International Development (SID), the Global Reading Network (GRN), the MTB MLE Network, Basic Education Coalition (BEC), and Christian Connections for International Health (CCIH).

IDIQs

SIL LEAD is part of two major US government-contracting mechanisms for education in international development. The mechanisms are:

- USAID's Advancing Basic Education (ABE): Access for All (ABE ACCESS) IDIQ, as subcontractor under Creative Associates, and
- USAID's Advancing Basic Education: All Children Reading (ABE ACR) IDIQ, as subcontractor under RTI International.

Our involvement in the Nepal EGRP project was a result of us being part of an IDIQ. USAID likely will continue using these IDIQs for their future large education and early grade reading (EGR) programs in developing countries.

Tender Tracking

“Tenders” are announcements by institutions of requests for proposals for large projects. SIL LEAD focuses primarily on tenders by USAID, but we also entertain offers by other institutions. We track tenders in two ways:

- Reviewing a daily feed of tenders by 350 institutions around the world, using a service offered by Devex
- Monitoring and evaluating annual and quarterly forecasts by USAID

The daily influx of tenders from Devex creates frequent communications between SIL LEAD and SIL International staff as we become aware of opportunities, both small and large, especially in the field of education. Our subscription with Devex allows us to filter daily streams of information by development domain and region. The increased level of networking with contacts in SIL International due to the various tender announcements in these feeds has been beneficial. More SIL leaders at the regional and local level are becoming aware of SIL LEAD and opportunities for service.

USAID and other US Government agencies announce their acquisition plans at various levels:

1. Long-term strategic plans: These are published on USAID Mission websites as Country Development Cooperation Strategies (CDCS). These are typically five-year strategies.
2. Medium-term forecasts: USAID Business Forecast Reports. These provide an outlook about one year in advance.
3. Annual Program Statements (APS): These statements cover the current fiscal year, and can be domain or strategy specific, asking, for example, for creative approaches or concept papers.
4. Short-term announcements: USAID publishes their actual tenders on Grants.gov (for grants) and FedBizOpps.gov (for contracts).

As a way of managing our pipeline, SIL LEAD uses the Business Forecast Reports to plan future partnerships and to estimate revenue, and we use the IDIQs and the Devex feeds to be alerted to tender announcements that request specific proposals or applications.

Pipeline management includes recording activities and progress, as tenders move within the pipeline toward removal from the pipeline for various reasons, or to award. SIL LEAD started to actively manage the pipeline in late 2015. The following table shows the basic structure of the records.

Opportunity Overview				SIL Support			Business Basics				Project Phase						
Country	Description	Status		Date Contacted	Response		Funder	Vehicle	Value		MOI	EOI	Teaming	Solicitation	Pre-Proposal	Proposal	Award

Over the last six months we pursued nine opportunities that are still in process and have looked into thirty opportunities that did not materialize for various reasons. In addition, one of our submitted proposals came back as awarded (the Afghanistan project).

In order to project future project income, we look at the opportunities in the pipeline, their size, and their location. SIL LEAD's portion of large five-year EGR projects has ranged from about \$500 thousand to \$2 million. Based on the project description and size, we estimate the SIL LEAD portion being \$500 thousand, \$750 thousand, \$1.5 million, or \$2 million. Next, we consider various factors such as the local SIL International capacity and level of interest, the teaming arrangement, and the alignment with SIL LEAD's past performance, to determine our probability of winning the proposal.

Last, we factor in that SIL LEAD's role on a 5-year project is normally front-loaded, since we are typically involved in initial assessments, materials development, and teacher training. In our projections, we assume that our involvement is at 100 percent in project years one and two, at 50 percent in year three, at 25 percent in year four, and at 10 percent in year five. Combining that information has allowed us to make projections for project income for the remainder of FY2016, and for FY2017 and FY2018.

Home Office Staff and Consultants

Paul Frank, PhD **Executive Director**

As one of SIL LEAD's founders, Paul brings thirty years of experience working with language issues in developing country contexts. Prior to leading SIL LEAD, Paul was the Director of International Relations and Vice President for Academic Affairs for SIL International. For seventeen years, he implemented and led language development fieldwork in Colombia for SIL. Paul has also served as a board member for SIL International for three years. He holds a PhD in Linguistics from the University of Pennsylvania.

Jeanne Thum **Chief Financial Officer**

Jeanne served as Chief Financial Officer with SIL in Papua New Guinea for six years. Before that she was CFO of a health clinic in Washington, DC for two years. Prior to that position she served for thirteen years in a variety of financial and administrative positions with the Institute of International Education in DC. She is currently working as Director of Funding for SIL International along with this position. She holds an MA in International Education from American University.

Christof Weber **Operations Director**

After spending most of his youth in Latin America, Chris earned BA (Political Science) and MA (Latin American Studies) degrees from UCLA. He went on to become a Senior Vice President and Economist at the Trust Company of the West. After ten years in the finance industry, he shifted gears and entered into pastoral ministry having earned an MA at Fuller Theological Seminary. Chris served on staff at a church in New York and then pastored a church in Virginia. It is not surprising that Chris enjoys wearing several hats at SIL LEAD.

Henk Prenger, DMiss, MBA **Consultant—Business Development**

Henk consults SIL LEAD in the area of business development. He has thirty years of experience in international programs, in both the for-profit and nonprofit world. During the last fifteen years, Henk worked with SIL International in the greater Middle East/West Asia area as a development manager and as Regional Director, overseeing over one-hundred language development projects. Henk also serves on the board of LEAD Education and holds a Doctor of Missiology degree from Biola University.

Rajib Jones Mitra
Project Support Specialist

Jones grew up in Bangladesh and earned his BA and MSc degrees in Environmental Sciences. He started his career working for a USAID funded environmental project in Bangladesh. Later he joined SIL Bangladesh and served as a Program Manager for a mother tongue-based multilingual education (MTB-MLE) program for eight minority languages. He has over six years of experience in international development project planning and management. He also has experience managing partnerships and negotiating with multi-government funded agencies for international development programs. Jones currently manages several MLE programs and liaises with SIL LEAD's project partners. He enjoys working with the diverse team at SIL LEAD and, in his free time, spending time with his one-year-old daughter.

Valori Maresco
Accounting Assistant

Valori joined SIL LEAD as Accounting Assistant in June 2015. Accounting is her second career. She recently finished her formal studies and is currently in the process of preparing to take the CPA exam. Before coming to SIL LEAD, Valori worked for six years as the Women's Ministry Director of a large church and continued her multiyear, nonpaid career of homeschooling her five sons.

Malynda Tamang
Communications Consultant

After earning a BA in Graphic Design, Malynda joined Wycliffe and served three years with LEAD Asia, based in Bangkok, Thailand. During her time in Asia, SIL LEAD was formed and Malynda worked with Paul Frank and Sara Harwood Mitra to design the branding and Web presence for the newly formed organization. Malynda is now based in Pennsylvania with her new husband, Nirloy. Malynda became a Communications Consultant for SIL LEAD in February 2015

Robert Waliaula
Africa Partnership Coordinator

Robert's current role involves looking for new partners in Africa and relating to and maintaining existing partnerships with other organizations. He is also involved in business development work within the African context and also serves the SIL East Congo group on a part-time basis as the project funding coordinator. Prior to joining SIL LEAD on a half-time basis, he worked for six years as the SIL Africa institutional funding coordinator. In that capacity his main role was to advocate for institutional funding and to help build the institutional funding capacity of SIL entities in Africa. Roberts' strengths are in project management, M&E, partnership development, and advocacy. He holds an MBA degree from Jomo Kenyatta University, Kenya.

Board of Directors

Mark Taylor, Board Chair, has been President and CEO of Tyndale House Publishers since 1984. Mark served as director of the Bible Translation Committee for the New Living Translation. He also serves as Chairman of the Board of Trustees of Taylor University.

Serge Duss is Director for Public Policy and Advocacy at International Medical Corps, a global health humanitarian organization. He also serves on several other nonprofit boards including Central Union Mission in Washington, DC, the Institute for Public Service and Policy Development at Pepperdine University, and Kairos USA.

Margaret Jepkirui Muthwii is the Vice Chancellor of the Pan Africa Christian University in Nairobi, Kenya, and holds a PhD from University of East Anglia. She is a sociolinguist and has widely published on topics such as language and education, language planning, language development and literacy, English in African contexts, and the significant role of the indigenous languages in societal relations and development.

Clare O'Leary has been a member of SIL International for more than thirty years, serving most recently as the Associate Executive Director. She has taught as adjunct faculty at Georgetown University, the University of Texas at Arlington, and the Indian Institute of Cross-Cultural Communication. She holds a PhD in Linguistics from Georgetown University.

Dave Pearson is Director of Partnerships and Public Relations for SIL International. Dave also sits on the Board of Directors for SIL International and MissionAssist, and he is the permanent representative of SIL International to UNESCO. Dave has experience in both West and Central Africa.

Joy Kreeft Peyton is a Senior Fellow with the Center for Applied Linguistics, where she served as Vice President for sixteen years. She holds a PhD in Linguistics from Georgetown University and has over thirty-five years of experience working in the fields of languages, linguistics, and cultural education.

Catherine Young is the Director of Global Language and Development Services for SIL International. Catherine has served in various roles in SIL International since 1991 including academic leadership in SIL Philippines, SIL Asia Area, and as International Literacy and Education Coordinator. She is currently MA Course Leader in Literacy Programme Development at Redcliffe College, Gloucester, UK. Catherine holds a PhD in Education from the University of Wales with a focus on language policy and planning for children from minority language communities.

Past Board members include: Paul Nelson, Carl Grove, Simon Caudwell, Paul Opoku-Mensah, and Jeffrey Webster.



Consultants

SIL LEAD has had the privilege of working with over fifty consultants during the past five years. Several consultants have served on more than one project. While space does not permit us to present each of them here, we would like to highlight a few of them.

Agatha van Ginkel

Since 1995, Dr. Agatha van Ginkel has worked in languages and education in developing contexts. Most of her career she has worked with SIL in the areas of literacy and languages, and aspects of first, second, and foreign language acquisition, applying this knowledge in formal and non-formal education and Scripture use. The last decade much of her attention has been focused on multilingual education and literacy in Africa and as well as Asia. She has been involved in planning, monitoring, and evaluating mother tongue-based multilingual education programs in over forty-five languages for Kenya, Ethiopia, Uganda, Tanzania, Ghana, Nigeria, Sierra Leone, and Nepal.

Her research experience includes projects involving the context in which literacy takes place. Through her research, she has provided context-appropriate solutions to a variety of reading problems in language-specific contexts. Her research interests include factors

that influence transfer of reading across languages and scripts and measuring of reading performance in different languages.

She received a PhD in Applied Linguistics from Leeds Metropolitan University (UK), an MA in TEFL from University of Reading (UK), a BA in Teaching English from Windesheim University (NL), and a BA and MA in Special Education Needs from Fontys University of Applied Science and Free University of Amsterdam (NL).



Agatha writes, “The projects SIL LEAD participates in often create opportunities to collaborate with the Ministry of Education in a country—to think through language issues and education. Often there are more languages in a country than the government thinks they can cater to. However, when the right policies are in place that recognise the linguistic diversity in a country and how to address this in schools and training institutes, other organisations (NGO/GO) often work together with the government to implement this policy. This way it will be easier for minority groups to have access to good education. Also, the fieldwork requires new ways of thinking to ensure that approaches and materials fit the local context well. Each assignment is, therefore, different from the previous one and creative thinking is encouraged and necessary.

Furthermore, SIL LEAD has access to a wide range of experts in language and education throughout the world. It means that I often work with multicultural and multilingual teams with a wide range of experience and depth of knowledge. As a result I always learn new things. Also, SIL LEAD’s way of working is based on trust and respect, and the organisation values people. This is expressed in all that they do. It provides a safe and supportive environment in which to work.”

Barbara Graham

Dr. Barbara Graham gained a PhD from the University of Reading for her research into multilingual education in Kenya. Previously Barbara worked extensively in primary and adult education in the UK, where she is from. After which, she studied for an MA in Applied Linguistics at Birkbeck College, London University, and became an Advisory Teacher. She has served with SIL since 2001, first as a Multilingual Education technical assistant in Kenya then as a Language and Education Consultant for SIL Africa. Barbara is also currently serving as SIL International Coordinator for Literacy and Education and tutor in the Linguistics for Literacy module of the MA in Literacy Programme Development course at Redcliffe's College Centre for Linguistics, Translation and Literacy, Gloucester.



Barbara writes “I worked with SIL LEAD on two occasions—first, in early 2013 and again in late 2015. On the first occasion I was in Uganda for one month, leading the development of grade 1 materials for the first cohort of the SHRP programme. This was a learning process for both myself and SIL LEAD, since I

believe this was the first project SIL LEAD had undertaken. Despite having to negotiate the different understandings about levels of responsibility, I thoroughly enjoyed working with the members of the writing teams and learned a great deal about the process of creating materials in such a setting. My next visit to Uganda was to train trainers of trainers to use the materials that had by then been developed for all four grades. It was great to meet some of the same teachers again and to see how the SHRP programme, the teachers, and SIL LEAD had developed over that time. “

David Oandah



David Oandah is an experienced Language Technology consultant and I.T. Manager for SIL Uganda. David has served for over six years as an Information and Language Technology Specialist. He has worked extensively in supporting linguists, translators, literacy workers, and administrative staff at SIL and other partner organizations such as USAID, RTI, SIL-LEAD, ministries of education, and Ugandan Local Language Boards

Some of his work has been to provide Language Technology technical assistance in major projects such as the USAID's Uganda SHRP project where he trained and supported individuals from twelve language communities as they developed instructional materials in their languages. He also has supported SIL LEAD's efforts in the USAID Ethiopia READ TA program where he trained and supported individuals from four different language groups in using Bloom to develop supplementary reading materials. These individuals included authors, reading and literacy experts, and illustrators who were preparing supplementary reading materials for lower grades.

David constantly learns about and researches new or improved language technology tools and in turn trains others to use these tools to improve literacy in underserved groups. David has a BSc in Information Technology.

Diana Dahlin Weber

Dr. Diana Weber is a Senior Literacy and Education Consultant with SIL International. She has over forty years' experience working on language and education projects around the world with most of her work concentrated in Latin American countries. Diana brings expertise in both the theoretical and practical aspects of formal and nonformal literacy programs, including curriculum development and evaluation.

Besides living and working with indigenous leaders in the Andes, she has spent a portion of each year since 1995 training literacy and education specialists to facilitate community-based educational programs thus giving her valuable experience in developing leaders in the field of literacy.

Diana has a PhD in Reading and Language Arts from the University of Syracuse, an MEd in Academic Policy and Planning Studies from the University of Pittsburgh, and a BA in English Literature and Education from The King's College.

Diana writes: "It has been a privilege to work with SIL LEAD during the past few years, first as the SIL Americas Area Literacy and Education Coordinator and then as a consultant to the Uganda project in 2014 and 2015. In the Americas, MTB MLE is controlled by the various Ministries of Education and thus our most challenging task is to facilitate community-based education, prepare literacy specialists for community projects, and provide material for the schools. SIL LEAD has facilitated the professional development of national literacy specialists and indigenous educators. My professional career was enriched in Uganda through the competent teamwork and leadership, as well as the impressive dedication of the language communities. Thank you."



Iza Karpienia

Mrs. Izabela Karpienia is a Literacy Advisor with SIL Ethiopia. Her experience covers the entire range of literacy activities from preproduction through printing and distribution, and includes program planning, primer development, supplemental reading materials development, monitoring and evaluating for literacy programs, establishing grassroots relationships with local community leaders, primer layout and design, printing and distribution, and encouraging the use and incorporation of materials into local educational systems and practices. She enjoys helping local communities to prepare teaching and reading materials and to grow the libraries in vernacular languages in various parts of the country. She has found that working with both local churches and education offices has helped her to see a broader picture of the literacy needs in Ethiopia.

Mrs. Karpienia has an MA in Russian Philology from the University of Gdansk in Poland, as well as literacy and language teaching training from the European Training Programme in the UK and the University of Gdansk.



Iza writes, "When the representatives of SIL LEAD first arrived in Ethiopia to initiate their work on the READ TA Project, I was delighted to learn that I could assist their efforts to prepare mother tongue school materials. We now have well prepared and easily applicable documents, such as the revised national syllabus and scope and sequence for grades 1–4 and 5–8. This is of great importance to my colleagues and me as these documents can be used to prepare mother tongue textbooks for teaching mother tongues as a subject in other Ethiopian languages."

"Having the opportunity to assist highly qualified, international MLE and literacy consultants in their work helped me to understand better how such big projects, like READ TA, function and what it takes to prepare all the documents that are crucial for making high quality school materials in the mother tongues of the students."

“Thanks to the technical assistance of SIL LEAD, there are well prepared, attractive textbooks for teaching mother tongue as a subject in grades 1–4 and 5–8 in seven Ethiopian languages: Tigray, Amharic, Somali, Oromo, Wolaytta, Hadiyya, and Sidamo.”

Joy Kreeft Peyton

Dr. Joy Kreeft Peyton, PhD, is a former Vice President and currently Senior Fellow at the Center for Applied Linguistics, a nonprofit organization in Washington, DC. Her focus throughout her career has been on the power of language in many different contexts and the role of language and culture in education and in promoting student success. Her work with teachers and teacher educators includes providing workshops on developing the academic language and literacy of students learning English as a second language; working with education leaders in different states to develop sustainable professional development plans for teachers working with students learning English; and speaking a language of peace in situations that have the potential to become divisive or stressful. She has worked on education projects in the Philippines and Thailand on preparing refugees for life and education in the United States; and in Ethiopia and Nepal on developing curriculum and materials for teaching students in their mother tongue.

Her association with SIL began in the 1980s, when she served briefly as a linguistics partner with an SIL member, who was working in Oaxaca, Mexico, translating the Bible into Chinantec and developing literacy materials. She spent two summers at the Summer Institute of Linguistics in Norman, Oklahoma, and has many friends and colleagues who work with SIL.

Joy has a PhD in Sociolinguistics from Georgetown University, an MA in Spanish and Linguistics from American University, and a BA in English from Western Michigan University.

Joy writes, “Working with SIL LEAD is providing the opportunity to become immersed again in the richness of languages and cultures around the world and to explore and help to support the ways that God’s kingdom and God’s people are given life and vitality through language-focused projects.”



Kristine Trammell

Dr. Kristine Trammell holds a PhD in Intercultural Education from Biola University and serves as a Senior Literacy and Education Consultant with SIL International. She has more than thirty years of experience in multilingual education for minority language speakers. Prior to that she worked sixteen years as a bilingual education teacher in California and four years as an English immersion teacher in Colombia and Peru. Her first assignment, after joining SIL in 2004, was to direct a longitudinal research project on multilingual education in the Kom language of Cameroon. Throughout the Kom Education Pilot Project (KEPP), she collaborated with the Ministry of Education and national educators to develop a primary school curriculum and to conduct teacher training and assessment. The findings in this pilot project demonstrated significant results in favor of the students in the Kom project as compared to the control group in the Standard English program. The project materials and teaching methods have been adapted for use in other languages of Cameroon.

Kristine has taught graduate level courses to prepare literacy and education specialists to facilitate community-based educational programs in the United States, South America, Africa, and Asia. In addition, she has facilitated curriculum development for MLE programs in Bangladesh, Cameroon, Ethiopia, Guatemala, Peru, and the Philippines. In 2014, she served as a consultant to SIL LEAD on the USAID Uganda School and Reading Program (SHRP).



Kristine writes, "SIL LEAD enhances the ministry of SIL International by helping to synergize our areas of expertise with the expertise of other organizations, governments, and minority language communities. In Uganda I experienced this synergy between the SIL LEAD staff, SIL consultants, Ugandan educators, and other NGOs (RTI, Mango Tree). My participation with SIL LEAD has been as an MLE consultant, although the organization serves in other domains as well. The impressive development of the Bloom literacy software will have an ongoing impact in the creation of reading materials in minority languages. Another service offered is the translation and adaptation of health materials to improve the quality of life for ethnic minorities. A less publicized contribution is empowerment of language communities by assisting them to raise funds for their own educational goals. I am

impressed by SIL LEAD and look forward to working together again in the future.

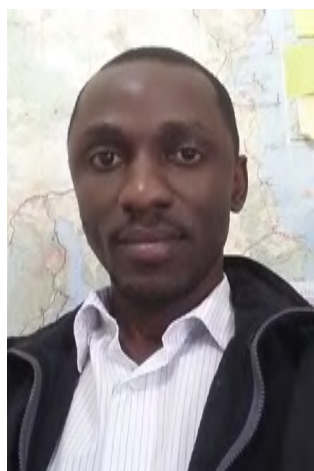
Prossy Nannyombi

Prossy Nannyombi is a literacy specialist with SIL Uganda. In 2007, she initiated a literacy program for sixty out-of-school children (five–thirteen years old) in Entebbe, Uganda. She has served as a literacy teacher, equipping the children with mother tongue literacy skills, developed instructional materials to aid children's learning, and

trained parents as volunteers to help in their children's learning. Prossy's career interests are in the areas of literacy, language and education development, language research, education policy, curriculum and materials development and teacher training. Prossy has an MEd in Educational Leadership, Policy, and Development from the Graduate School of Education, University of Bristol, and a BA in Communication Skills Studies and Linguistics from Makerere University.



Richard Nzogi



Mr. Richard Nzogi is a linguist and linguistics consultant in training with SIL Uganda, with nearly eight years of experience both the theoretical and the practical aspects of language development and mother tongue literacy. He has significant field experience in the domains of applied linguistic research, orthography design as well as mother tongue literacy materials development. He has been involved in leading several short-term orthography development processes, gaining experience as a trainer. He has also authored five mother tongue literacy materials and edited nineteen literacy publications. Richard has an MA in Translation Studies from the Evangelical Graduate School of Theology, Nairobi, Kenya, and a BA in Social Administration and Economics from Makerere University.

Xinia Skoropinski

Ms. Skoropinski's has an MA in Literacy Program Development through Middlesex University in the UK (2011–2012). Her initial studies were in Industrial Engineering. She worked in Costa Rica for ten years as Program Chief in publication of didactic materials (1988–1998). This helped broaden her interest in literacy development, including formal education related to multilingual education for minority communities.

Later studies at the Canada Institute of Linguistics at Trinity Western University in British Columbia (1999), and then at the University of North Dakota in the United States (2009), gave Xinia the skills required for an assignment in the Philippines, where she and her husband have been working since 2000.

Xinia now has twelve years of experience designing and developing vernacular literacy materials in the Philippines and assisting in the implementation, qualitative monitoring,

and evaluation of a mother tongue–based multilingual education (MTB-MLE) program in the southern Philippines. This has given her a strong foundation in language development and literacy, program planning, and conducting teacher trainings for MTB-MLE.

Currently, Xinia is a Senior Consultant in Literacy and Education for SIL International. Her consulting experience has primarily been in helping the Philippines Department of Education and other organizations in the implementation of multilingual education in the formal education system of the Philippines. She recently consulted for SIL LEAD in the USAID SHRP in Uganda in partnership with RTI and USAID (2014 and 2015). She has also evaluated a mother tongue–based early childhood education program in Ambon, Indonesia (2015).



Xinia writes, “Working with SIL LEAD has made it possible for me to serve others meaningfully in new environments beyond the Asian context, and at the same time has given me opportunities to learn from those we serve as well as from interaction with colleagues who bring their educational and life experiences from other cultural contexts with them. Serving with the community of practitioners who have been helping Uganda’s educators teach their languages more effectively has been very rewarding to me.”

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