



Learning, but in which language?

It is estimated that there are 1200 to 2500 languages competing with each other for attention in Africa - a genuine nightmare for decision-makers. The fear of excessive ethnicization that may result in divided nations and possibly conflicts; the specter of the ghetto and paralysis in the face of increasing mobility and globalization - all of these factors are leading policy-makers in Africa to turn away from the use of their own languages in education systems and to seek salvation, national cohesion, openness to others and receptiveness to technology in the use of international languages

and advocacy on the crucial issue of the use of African languages in education.

A stock-taking report¹ written as a follow-up to the ADEA study on educational quality in Africa confirms that bilingual education and the use of local languages are decisive factors in the quality of learning. How will the use of the languages actually spoken by learners as instructional languages lead to increased efficiency, fewer dropouts and repetitions, improved learning outcomes and, to top it all, perfect command of a major international language of communication? These were the central questions of this stock-taking report which examined not only the context of the language issue and language-related policies but also, and more importantly, methods of language acquisition and learning, bilingual and multilingual educational models, and alternative approaches.

The study found that language policy is inextricably linked to the other major development challenges facing Africa and that using the languages spoken by the people, including children, and giving consideration to the knowledge and social practices that they convey, make a critical difference as regards effectiveness, relevance and sustainability. The current state of this issue has often been blamed on lack of political will, lack of technical skill and resistance on the

part of parents and learners. Erroneously so, this study seems to indicate. We must stop pointing the finger at policy-makers and take another look at the role of education specialists and other advisors, without blaming them and without assigning them full or primary responsibility for the foot-dragging on this issue. We must be critical, but not to the point of self-flagellation. No single group bears full responsibility for the current state of affairs, and there is a need to review the arguments and to question current approaches while recognizing that great progress has been made.

We must avoid advocacy, self-defensive arguments and accusations to search instead for pal-

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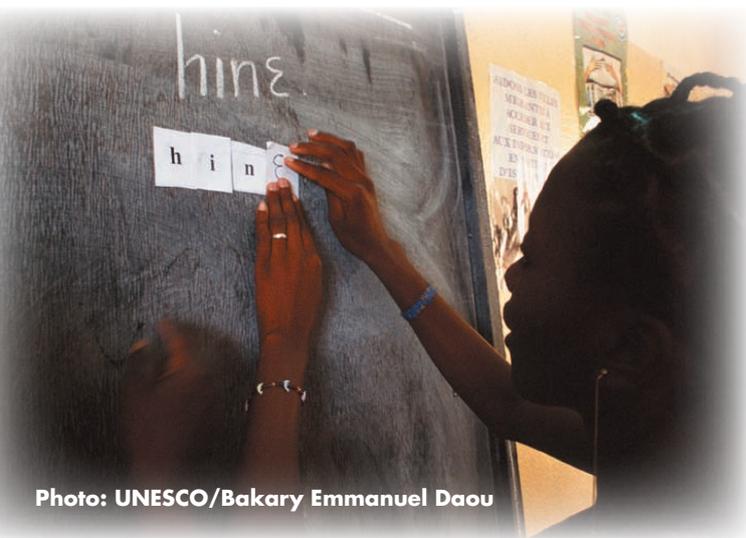


Photo: UNESCO/Bakary Emmanuel Daou

as both official and teaching languages. These aims pervade systems of education, training and governance, and educational models are built on this fundamental assumption. The most common approaches are the introduction of the international language early in children's schooling as both a medium and subject of instruction, the use in some cases of local languages as springboards or bridges, and, in the best cases, simultaneous use of the two languages. Approaches that rely on local languages alone or maintain them as tools and subjects of instruction are somewhat rare.

The contributions collected herein provide a foretaste of ADEA's thinking, research and ad-

Focus Languages and education

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pable evidence and robust arguments that demonstrate the effectiveness and impact of programs making use of learners' native languages.

What, according to this review, are the most effective methods for obtaining optimal performance and return on investment? The results of recent studies militate in favor of additive bilingual or multilingual models. There are, to be sure, early-exit transitional models of bilingual education to be explored in South Africa, Burkina Faso, Ethiopia, Mali, Namibia, Niger, Tanzania and Zambia, to mention only a few countries. It was found that better results are obtained with the so-called additive model, which begins teaching the fundamentals in the mother tongue or the language that serves as such and maintains the use of this language as long as possible (the studies speak of a minimum of six to eight years). Making the transition from the current situation to the desired situation is a radical change, and one that requires large-scale reform. The study, as the following accounts attest, highlighted the conditions and factors that are conducive to success, such as teacher training, the quality of teaching materials, and learning conditions, and recommends a generic trilingual model involving a local African language (mother tongue or local common language), a more widely used African language (generally having a cross-border dimension) and a major international language of communication. What is needed is the courage to change while acknowledging the merits of the steps already taken, which have brought a rich harvest of knowledge and made it possible to develop considerable expertise. Research has clearly established their limits, however. Both early-exit models and transitional models, despite their successes and although they constitute undeniable progress over the exclusive use of foreign languages, are far from achieving the results obtained through the additive model. A turning point is thus required, in view of the importance of the issue and the urgency of the task. It is obviously not a question of replacing colonial monolingualism by Africanist monolingualism, of replacing an absolute, exogenous form of linguistic domination with another, endogenous form of linguistic domination. The message, rather, lies in how to use and maximize the proven advantages of pervasive,

recognized bi-, tri-, or even multilingualism, which is the normal order of things rather than an African exception or particularity, in order to take a further, decisive leap forward in quality.

The study has greatly helped to dispel the reluctance to address the language issue in Africa by tackling some deeply entrenched myths that continue to deny the value of African languages, to discredit them and to rob them of their potential. Among other things, it dealt with the fears due to the large number of such languages by providing management models and courses of action. It outlined a social marketing model to promote African languages, taking issue in particular with the fear of exorbitant costs by providing empirical data that attest not only to an affordable level of initial investment, from 1% to 5%, but also to an assured return even before the end of the recommended six to eight years of basic education. The study contains considerable evidence that can help African ministers and policy-makers make the decision to use African languages in education and in the administration of the state of law, thus putting an end to this major African anomaly which has lasted far too long.▶

ADAMA OUANE
DIRECTOR
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1. The study entitled *Optimizing learning and education in Africa - the language factor: stock-taking review on mother-tongue and bilingual education in sub-Saharan Africa* was first introduced at Windhoek during the conference on bilingual education and the use of local languages that took place there August 3-5, 2005. A report of the conference is presented on pages 5-7.

ADEA wishes to thank Mr. Adama Ouane, Director of the UNESCO Institute for Education (UIE) for his editorial in this issue on languages and education. The UIE, which is responsible for coordinating the stock-taking study on learning in bilingual and mother tongue education in sub-Saharan Africa commissioned by ADEA, the GTZ and UIE, is a key partner in ADEA's current work on the question of using African languages as languages of instruction. The study is part of a larger examination of how to improve the quality of education in sub-Saharan Africa, an exercise also being led by ADEA.

Language, education and development

By Blasius Agha-Ah Chiatoh, NACALCO
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More than forty years after their independence most African countries have maintained linguistic policies favoring the use of the former colonial language. According to the author, this choice is inhibiting not only the development of national languages but also development in general.

An obsolete colonial heritage

The first appearance of language policies in Africa dates back to the partition of Africa among the European powers in the 19th century. Besides the negative political and economic effects, these policies have had a major impact on education. Today, 40 years after independence the maintenance of policies based exclusively on English, French, German, Portuguese and Spanish—languages that were used as the principal instruments of European colonization and exploitation—is no longer appropriate. Although history has made these European languages an undeniable characteristic of our linguistic landscape, it would be a mistake to believe that we can ever achieve true development if we remain exclusively dependent on them. Rather, we should encourage the coexistence of both African and European languages in our education system, with priority given to the former. Naturally, this will require a thorough revision of existing policies, followed by their implementation. To do this, governments must take strong action and

There are over 2000 languages in use in Africa. This makes the continent one of the most linguistically complex regions of the world. This multilingualism, instead of being recognized as a resource, continues to be perceived as an obstacle to national development.

Africa must recognize that her citizens work, eat, drink, rest, sleep and dream in African languages and that their development should be built on the languages that best express their dreams, interests, needs and aspirations.

be guided by an equally strong development vision based on the idea of access and quality of learning as the cornerstones of educational productivity on the continent. If it is true that all development starts with a dream, then Africa must recognize that her citizens work, eat, drink, rest, sleep and dream in

African languages and that their development should be built on the languages that best express their dreams, interests, needs and aspirations. This calls for consideration of the psychosocial, cultural, cognitive and academic effects of present policies on the learning process. How can learning be effective when people speak different languages at

home and learn in quite different ones at school? Do we really understand that language is an extremely sensitive issue, not only for its speakers but also for everyone else? These questions point to the fact that the domination of foreign language policies in our education systems directly implies exclusion for speakers of African languages. This exclusion is not only emotional, through cultural alienation, but also instrumental by denying access to such opportunities as quality education for all, employment and decision-making. The situation becomes even more preoccupying when we consider that speakers of African languages constitute the majority of our national populations, a situation that largely accounts for the mix of poverty, disease, famine, unemployment and all the other ills that abound on the continent today. Continuous dependence on foreign languages, therefore, is nothing short of mental enslavement and continuous impoverishment. But since mental enslavement is not a tangible and visible phenomenon, we tend to underestimate its devastating effects on our own development.

In the twenty-first century, when written communication is the basis of all modern development, African governments need to integrate political, socio-cultural and educational motivations into their language policy designs. More than ever, it needs to be clear that so long as African languages are restricted to oral use while children are learning in foreign tongues, underdevelopment on the continent will remain a living reality. Such a practice can only favor a tiny and elite minority.

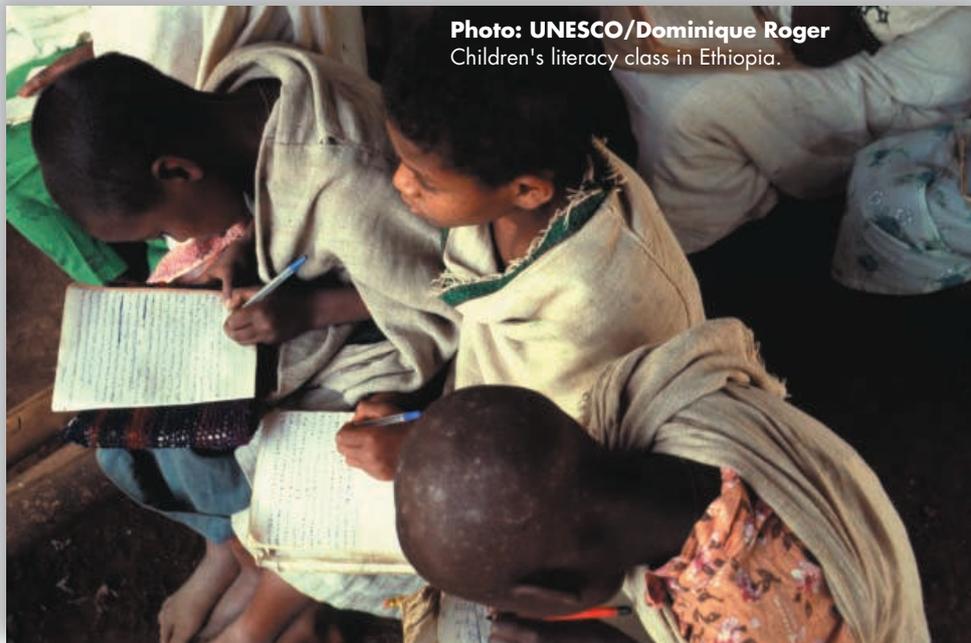


Photo: UNESCO/Dominique Roger
Children's literacy class in Ethiopia.

Deficient policies and planning

There are over 2000 languages in use in Africa. This makes the continent one of the most linguistically complex regions of the world. This multilingualism, instead of being recognized as a resource, continues to be perceived as an obstacle to national development within political circles. It becomes an excuse for inaction. As such, little attention is paid to issues of effective language planning in resolving this problem. We have succeeded to use this complexity as an avoidance strategy while neglecting the importance of planning in the process. In other words, we have failed to recognize that no matter the complexity of a problem or the abundance of resources for resolving it, desired results can only be achieved through adequate planning. And so, no answer has been sought to such crucial questions as: Is it more or less costly to develop our many languages than to allow them to go extinct, only to turn around in future to start reviving them? What is the real cost of inappropriate language policies on learners with regards to ensuing high attrition rates and poor cognitive development? Any answers to these would certainly reveal the benefits involved in language policies based on the development and promotion of African languages.

Obstacles to the promotion of African languages in education

It is true that the process of promoting African languages is hindered by numerous factors, but policies should take these into account. Notable obstacles are:

- ▶ The absence of appropriate language policies;
- ▶ The lack of political will to enforce policy based on the promotion of African languages;
- ▶ The lack of sufficient

- ▶ teaching and supporting literature;
- ▶ The absence of adequate training of trainers in the use of African languages in education;
- ▶ The absence of an enabling environment for learning (absence of literate people and literature in African languages);
- ▶ The low priority given to funding African language development;
- ▶ The absence of standardization in most of the languages, particularly minority ones.

The need for policies adapted to the majority

It seems absolutely vital, therefore, that at this moment of our history priority should be given to the development of language policies that satisfy the

language needs of a majority of our populations, that is, African languages. Some countries have made significant progress in this respect by making laws that encourage the promotion of African languages in education, but quite often this is on paper only. We need to rekindle interest in the problem, and this should take the form of elaborate policy development that prevents any escape routes when it comes to implementation. Government financial investment in policy implementation is indispensable in reshaping the educational landscape in Africa. Only when this is done will it be possible for Africa fully to take responsibility for shaping its future through education systems that respond directly to the language, cultural and cognitive development needs of learners. ▶

Efforts to validate African languages through resolutions taken at international conferences

Africa has experienced several efforts to establish its languages, especially through the activities of UNESCO and OAU. These efforts have mostly been channelled through non-binding resolutions agreed at international conferences (for example, the OAU Linguistic Action Plan for Africa in 1986 and the Declaration of Harare in 1997) and the establishment of specialized institutions. Among these might be mentioned the OAU's Inter-African Bureau of Languages (IBL) in Kampala (Uganda) – now dismantled – the Center for Linguistic and Historical Studies through the Oral Tradition (CELHTO) in Niamey (Niger), and the Regional Center for Documentation on Oral Traditions and African Languages (CERDOTOLA) in Yaounde (Cameroon).

UNESCO, for its part, has been particularly active in promoting the use of African languages in education in general and in literacy in particular. As part of its validation efforts, UNESCO sponsored the translation of the General History of Africa into Swahili, Hausa and Yoruba.

Certain themes are common to all the resolutions arising from different conferences:

- African languages should be developed with the aim of using them in more diverse areas, such as education, communication, legislation and technology.
- The use of African languages in education and learning is strongly recommended because it makes the transition from home to school more natural, and opens up formal education to a much larger number of children of school age.
- The eradication of illiteracy through mass literacy programs is only attainable by using local languages. African governments should therefore make the use of these languages the keystone of their linguistic policies.
- Economic and social development require the mobilization of a country's total human resources and African languages are best placed for doing so.
- The potential of transboundary lingua francas to assist communication and integration should be exploited through cooperation and harmonization of language policies.
- Trade languages functioning at national and regional levels should be adopted as official languages and working languages, respectively, in place of the non-African languages that serve these purposes now.
- Imported languages (otherwise known as partner languages) should continue to play a role in secondary and higher education, in a policy framework of planned bilingualism.
- In order to ensure their effective implementation, these policies should be supported by national legislation, and a plan of action drawn up to specify the timetable, the ways and means and institutions responsible for implementation.

Source: ACALAN web site www.acalan.org

Conference on Bilingual Education and the Use of Local Languages in Education

Windhoek, Namibia, 3-5 August, 2006

During ADEA's 2003 Biennial Meeting in Grand Baie, Mauritius, one of the major themes discussed was the need to adapt curricula with regard to the use of African languages. In response, ADEA and UIE commissioned a study of the state of the art of mother-tongue education and bilingual education.

"Language is not everything in education, but without language, everything is nothing in education." (Ekkehard Wolff)

During the three-day conference, more than 60 international experts and officials of African Ministries of Education - representing about 20 African countries - came together to critically reflect on an issue, which - as Hon. Nangolo Mbumba, the Namibian Minister of Education underlined in his opening speech - is vital for the development of relevant and effective African education systems, and to prepare the grounds for discussion on quality in education and policies for bilingually-oriented languages at the next ADEA Biennale Meeting in Gabon, in March 2006.

Jointly organised by the Association for the Development of Education in Africa (ADEA), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the UNESCO Institute of Education (UIE), in conjunction with the Agence Intergouvernementale de la Francophonie (AIF), the conference was hosted by the Ministry of Education (MoE) of the Republic of Namibia.

Taking Stock of mother tongue and bilingual education

The principal purpose of the conference was to provide a scientifically founded feedback for the revision of the stock-taking review, which in the long term shall serve as an evidence-based and theoretically sound document advocating bilingual and multilingual education in Africa, containing a message which is both accessible and acceptable to policy-makers.

Under the supervision of the UNESCO Institute of Education six international researchers studied and analysed cases

from thirteen African countries (Burkina Faso, Cameroon, Chad, Ethiopia, Ghana, Madagascar, Malawi, Mali, Niger, Senegal, South Africa, Uganda and Zambia) and compiled their findings in a stocktaking review on "Optimizing Learning and Education in Africa: The Language Factor". This document served as the background paper and frame of reference for the conference and expert meeting which took place from 03 - 05 August 2005 in Windhoek, Namibia.

Within a set of four plenary sessions with presentations from experts and country discussants, each one followed by discussion groups, and a round table session at the end of the conference, the meeting's overall theme was discussed from four main perspectives.

In keeping with the structure and contents of the stocktaking review, the conference provided an opportunity for reflection on the international and national framework of bilingual education and the use of local languages with special focus on the aspects of language policy and financial aspects.

Ekkehard Wolff, from the University of Leipzig in Germany, and Kathleen Heugh, a researcher for the Language and Literacy Study Unit of the South African Human Science and Research Council opened the discussion with summaries of their report chapters.

Wolff, whose opening quote captures the essence of the conference's approach, has not only focused on languages per se but also on their contribution to the development of education in Africa. He argued that there is a general understanding of the importance of education for development, however little is actually known about the exact nature of this relationship. Wolff called for scientific study to shed light on the relation between development, education and language and suggested that African language diversity is more a natural asset and a resource rather than a problem.

Bilingual education is cost-effective and brings social dividends

Against common misconceptions amongst many of the African stakeholders in education, Kathleen Heugh has illustrated through a cost-benefit analysis that the use of bilingual education actually offers enormous benefits for the African country from an economic as well as an educational point of view. She cited several recent studies supporting her argument and emphasized that the source for the general misperceptions lies in the focus on the input or direct costs of implementing bilingual education programmes, instead of looking at the actual costs. These would in fact be offset by the financial savings and social benefits, within less than 7 years. Heugh emphasised that: there is NO evidence that the early exit models which are currently used by the vast majority of African countries work or are cheaper. However, there is evidence that African language education is cost-effective and beneficial for social development.

The financial savings gained through implementing bilingual education and the use of mother tongue instruction in African schools would be accompanied by lower repetition rates caused by language difficulties (short term) and lower dropout rates (medium and long term). Furthermore, there could be additional savings through a lower incidence of HIV infection, which several studies show is directly related to longer school attendance.

The language used influences learning and teaching practice

The second topic discussed at the conference drew attention to the situation of learners and teachers in most African classrooms. The discussion was opened with presentations by Hassana Alidou,

What they said*

“ Pupils learn better when they understand what is being taught. Yet many African pupils don't understand what is said to them. ”

Birgit Brock-Utne, researcher, Norway

“ Nothing proves that the early exit models work and are less costly. However, it has been shown that education in African languages is both cost-effective and beneficial in terms of social development. ”

Kathleen Heugh, University of Leipzig

“ All children need exposure to a rich and varied world through books that will strengthen their reading skills. ”



Carole Block, PRAESA Project, South Africa

“ What can be done to ensure that educational reforms are understood and accepted by the majority, and effectively implemented? ”

Alfred Opubor, Coordinator, ADEA Working Group on Communication for Education and Development

*During the conference on bilingual education and the use of local languages in education, Windhoek, Namibia, 3 to 5 August, 2005.

from Alliant University (USA), on “The impact of the language used as medium of instruction on the teachers’ performance and teaching practices” and by the Norwegian researcher Birgit Brock-Utne, who summarized her chapter on “The learners’ situation in monolingual education systems”.

Based on classroom observational studies conducted in several African countries, both researchers argued that: learners learn better if they understand. It's a matter of fact that many African learners understand little or nothing. The use of unfamiliar languages forces teachers to use ineffective and teacher-centred teaching methods which undermine the teachers’ effort to teach and students’ effort to learn. Teachers do most of the talking while children remain silent or passive participants during most of the classroom interactions. Because children do not speak the language of instruction, teachers are forced to use ineffective teaching techniques such as chorus teaching, rote learning, memorization, recall, code switching and safe talk. The situation described says much about the school ineffectiveness and low academic achievement experienced by pupils in Africa.

In countries and schools where languages used as medium of instructions are familiar to the learners, studies indicate that teachers and learners show real interaction and communication resulting in an overall better performance.

Teacher quality leads to learner quality

The discussions and expert comments on the second topic of the conference centered mainly on the problem of teaching and teacher training and can be summarized best with a statement made by Adama Samassekou, president of the *Académie Africaine des Langues* (ACALAN): Teacher quality leads to learner quality. Experts and discussants expressed general concerns about the current state of teacher training in African countries as well as mutual agreement about the urgent need for the development and implementation of quality teacher training programmes that

reflect the particular needs of bilingual education and the use of mother tongue within African classrooms. Furthermore, the participants discussed the issue of competency-based curricula that reflect the circumstances of African learners in terms of languages and contents integrating indigenous knowledge systems. There were also repeated demands for further scientific research on the aspects of literacy and literacy development from early childhood on as well as educational aspects of bilingualism and the use of mother tongue as medium of instruction.

Additive models are the most appropriate

The third topic on bilingual education and the use of local languages goes to the heart of the conference. It was a discussion about the most appropriate “Models for mother tongue education and bilingual education in formal and non formal education”.

Kathleen Heugh, summarizing the second chapter of her stocktaking review used her presentation to strongly advocate additive bilingual models as the most effective models for African education systems. Other than the early exit models, currently implemented by most of the African countries with bilingual education systems, the additive bilingual models promote balanced bilingualism through using the mother tongue as the language of instruction as long as possible, combined with learning the official language as second language. Heugh argued that this model not only promotes better learning outcomes in content based subjects but also better conditions for second language acquisition. The best way to ensure that children learn the second language well is for it to be taught by very competent language teachers who have been well trained in the methodology and pedagogy of second language teaching. The early exit models require almost all teachers to be second language teachers despite the fact that not everyone is able to teach the language well. A more economically and pedagogically sound approach would be to invest resources in people who have been identified as good second language teachers.

Establishing a multilingual learning environment is also necessary

Concluding the theme of bilingual education and the use of local languages in Africa the conference also reflected on the conditions for creating a multilingual learning environment in terms of publishing in local languages as well as strategies and tools for the promotion of educational changes such as the change of languages used as medium of instruction.

The availability of reading, teaching and learning materials in African languages is essential not only for the conservation of the African heritage of (oral) literature but also for the development of children's literacy in the respective languages, which impacts directly on the quality of teaching in a bi/multilingual education system. As Carole Bloch from the PRAESA Project of the University of Cape Town stated: All children need to be exposed to a lot of very rich and varied encounters with books for their literacy to develop. It is one of the characteristics of good spellers that they read a lot.

Yaya Satina Diallo, editor for Editions Gannal (Guinée) and Peter Reiner, publications manager for Gamsberg Macmillan (Namibia) spoke on behalf of many of the African publishing houses that undertook the challenge of publishing in local languages. They outlined the current situation as well as the obstacles and constraints that hinder the development of local publishing in African languages. Those include high costs for editing and publishing per unit, an increasing competition with publishers from overseas, a lack of skilled authors, editors, graphic designers and translators for the local languages and insufficient support and cooperation with the national authorities, a situation also related to the absence of urgently needed language and textbook policies.

Speakers emphasised that in order to promote African languages in education, it is essential to have attractive print materials available. They also agreed on the necessity to create a cooperative network of all people involved in print material development, publishing and

distribution. Furthermore, there was a common understanding about the long term goal of developing an African culture of literacy throughout all levels of society.

With regard to strategies for the promotion of the idea of bilingual education and the use of local languages in African education systems, Alfred Opubor, Coordinator of the ADEA Working Group on Communication for Education and Development (COMED), very pertinently asked: How can we make educational reforms understood, widely accepted and effectively implemented?

Answers to that and also to the question of how to generally stratify educational management and communication structures may lie in what Wolff introduced under the controversial term of "Social Marketing". This approach should be understood as a tool for leadership support rather than a leadership concept in itself. It could be utilised for establishing better management and communication structures within African Ministries of Education in order to transform the educational sector into a "sector of partnership" that involves all stakeholders. In democratic societies reforms must be based on public discourse and consensus. Therefore, the transition to bilingual education and the use of local languages needs not only governmental support but also the willingness and collaboration of the public, including parents, teachers and the learners.

Future Prospects

"We are now conscious of what has been done and what remains to be done—we now need to know how to go forward". These are the words used by Adama Ouane, Director of UIE, to conclude his speech. We have the knowledge and the capacity. We are unusually optimistic, seeing that the situation is ripe, and we have the power to do this". Finally, Mamadou Ndoye, ADEA's Executive Secretary, summarized the massive support to the research findings presented at the conference and highlighted the general agreement on the following points amongst the conference participants:

- ✔ Language policies should not be seen separately from the challenges of addressing poverty and the development of democratic societies through education.
- ✔ Colonial monolingualism should be gradually replaced by African bi/multilingualism.
- ✔ Bi/Multilingual education and the use of local languages should be implemented through the additive language model as the objective for all African countries facing multilingualism within their societies.
- ✔ Institutional frameworks that allow and promote the positive reform of language-in education-policies in Africa must be established.
- ✔ Open and clear communication between experts, policy-makers, the public and other stakeholders is crucial since the question of language still raises fear and suspicion, leading to resistance to change.

The stocktaking report will be finalised after the recommendations of the conference have been incorporated. The African countries that expressed their interest in bilingual education will strive to apply the lessons learnt there. ADEA and its partners will prepare the message that should be presented to the Ministers of Education at the next ADEA Biennale Meeting in Gabon in March 2006. Furthermore, ADEA will make contact with the African Union and NEPAD for the organization of a major ministerial conference on the issue of African languages and their use in education systems.▶

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**For more information,
please consult:
[http://www.adeanet.org/meetings/
fr_laout-windhoek-2005.htm](http://www.adeanet.org/meetings/fr_laout-windhoek-2005.htm)**

To learn more about languages and education Especially in Africa Publications and web sites

Languages in African education

- Alexander, Neville (ed.) 2005. *The Intellectualisation of African Languages*. Cape Town: PRAESA.
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- Bahtia, Tej K. and William C. Ritchie (eds.) 2004. *The Handbook of Bilingualism*. Malden, Oxford, Victoria: Blackwell Publishing.
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Bilingual policies

- Bamgbose, Ayo. 2000. *Language and Exclusion: The Consequences of Language Policies in Africa*. Muenster Hamburg, London: LIT.
- Spolsky, Bernd. 2004. *Language Policy*. Cambridge: Cambridge University Press.
- Wolff, H. Ekkehard (ed.). 2003. *Tied Tongues. The African Renaissance as a Challenge for Language Planning*. Muenster: LIT.

Internet resources

- ADALEST - The Association for the Development of African Languages in Education, Science and Technology (the proceedings of the conferences are highly recommended) <http://www.adalest.com/>
- ADEA – Association for the Development of Education in Africa (a very rich selection of research in Africa) www.adeanet.org
- UNESCO International Bureau of Education – <http://www.ibe.unesco.org> and the UNESCO Online Catalogue http://unesdoc.unesco.org/ulis/search_form.html
- Linguapax Institute – <http://www.linguapax.org/en/queang.html>
- Papers of the annual conferences of The Comparative and International Education Society (CIES) <http://www.cies.ws/>
- The International Society of Linguistics – <http://www.arts.uwa.edu.au/AFLIT/EditSil.html>

More references in french can be consulted in the french version of the Newsletter which can be downloaded from the ADEA web site www.adeanet.org

Selection compiled by Christine Glanz,
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Overview of policies concerning the use of African languages

By Nazam Halaoui, Professor, University of Montreal, Department of Linguistics and Translation, Canada

The author outlines the policies governing the use of African languages and describes what they are founded on, what anomalous situations they are meant to correct, and what objectives and strategies are adopted.

In most African countries, language policies are mostly implicit. This is basically the case in all Francophone, Spanish and Portuguese-speaking countries. Benin's Marxist policies between 1972 and 1990 are the exception. On the other hand, in English-speaking countries language policies are more often explicit, as in the case of South Africa.

Africa's language policies, which essentially reflect either colonial or African language use, can be divided into three groups.

Policies to facilitate communication

Policies that favor communication are based on the belief that communication is best when involving a language understood by the speaker and that the transmission of learning is best when it uses a language understood by the learner, whether child or adult.

Such policies aim to correct the use of a colonial language for learning as being abnormal. Obviously, they refer to the use of English, Spanish, French or Portuguese, which are all foreign languages to the learner. They emphasize ease of knowledge transmission, as they assume that the better the communication, the better the chances of retaining the educational content.

These strategies promote the use of a language that is understood by the learner during the first few years of education. Policies that emphasize communication are evident in primary education, literacy training and in experimental education programs. They are mostly used in countries that accept African languages as the medium of instruction. They have been institutionalized for many years in literacy training in the majority of countries (Burkina Faso, Mali, Senegal, etc) and also in the primary school education of many English-speaking countries (Namibia, Zambia, etc). Finally, they tend to be found also in experimental programs, wherever these exist.

The policy of favoring communication is much more a policy about the medium of instruction than a true linguistic policy. Even if we rightly consider that the use of a language is tantamount to promoting the language, such a policy treats language more as a means than an end.

The language only allows the learner to learn easily during the first few

years of school. Its great disadvantage is that despite many admirable efforts made by countries—either in terms of the transition from African language to colonial language at the end of the early years, or the education in the colonial languages provided later that tries to build on the early schooling,—most countries haven't succeeded in organizing a deliberate methodology.

While such a language policy may be intended to improve the quality of education from a cultural point of view, it actually accomplishes very little. In effect, three years of language use—the typical case—is not enough to provide either the consolidation or the remaking of one's cultural identity.

Policies that use national languages for learning

These policies are based on the theory that, in newly-independent African nations, African languages should benefit from the same status and functions as those accorded to colonial languages during the colonial rule. Just as the national language is both the official language and the language of learning in the

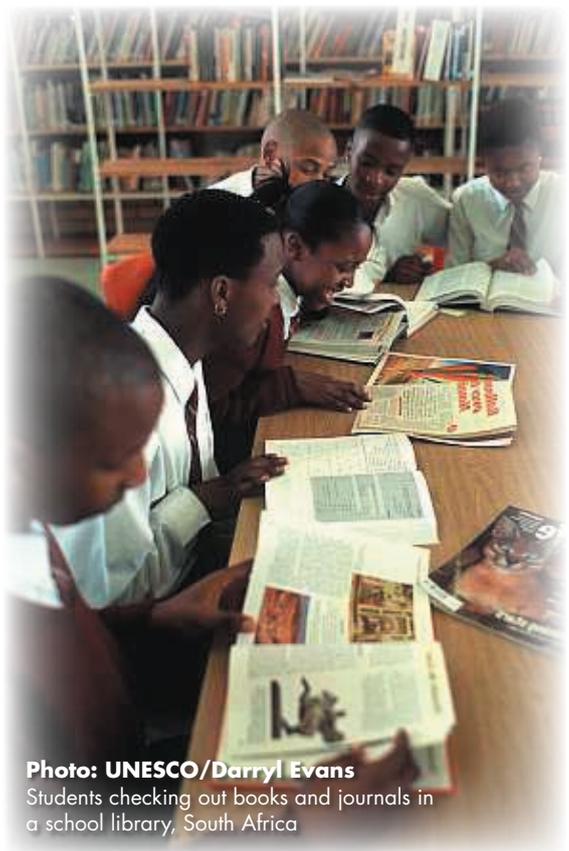


Photo: UNESCO/Darryl Evans
Students checking out books and journals in a school library, South Africa

countries which are the former colonial powers, so the national language—or languages—should serve the same purposes in Africa's independent nations.

The aim is purely and simply to replace the foreign language by a national African language. At the same time, the policy seeks to facilitate the communication of knowledge. Yet, this policy is not the same as the other because, given its recognition of long-term use of the African language—which may stretch from six to twelve years—it clearly goes beyond a mere channel of communication to target a complete change of language of learning.

The policy envisages a progressive replacement of the colonial language as the language of learning by an African language—assuming that there is a dominant language throughout the country or, if not, replacement by several.

This policy of nationalizing the language of learning is the least widespread of the three approaches given here. Among Anglophone countries, Somalia is the most obvious example. Tanzania has also applied a similar policy when it decided to limit teaching in an African language to primary education. Two examples may be cited from French-speaking Africa: Guinea, which replaced French with eight African languages in 1968, and Mauritania which, as recently as 1999, experimented with using three African languages during six years of primary education. Outside of sub-Saharan Africa, the Arabization of Algeria, Morocco and Tunisia are applications of policies to nationalize the language of education.

The nationalization of the language of learning is a first step towards a policy of Africanizing education. It promotes the teaching of purely African educational content, which is encouraged by the choice of an African language and the length of time accorded to its use as a language of instruction. Such policies are language policies, but might also be considered cultural policies since they definitely contribute to the consolidation or remaking of cultural identity.

Finally, a policy of nationalizing the language of instruction reveals two serious flaws. The first is pedagogical in that the longer the apprenticeship in the African language, the harder the

transition to the colonial language, given the advanced age of the student and the amount of knowledge acquired in the first language. The second is more social and is linked to the effect of closing off the external world to someone who has only been educated in an African language.

Policies to satisfy nationalist demands

The theoretical underpinning for this policy approach is essentially the same as that for nationalizing the language of instruction. According to this view, all languages are equal and in a country that has become independent the colonial language should be eliminated for the benefit of a national language, which then is meant to become the official language and the language of learning.

This policy approach is intended as corrective of a situation—often brandished as an argument by the opposition or by associations for the defense of culture—in which the colonial language, which is a foreign language, is a symbol of colonial excess and occupies the entire field of education and language, whereas the national languages that make up national identity are neglected and don't fulfill any honorable functions.

Faced with such a situation, policies to satisfy nationalist demands aim to give official status and educational priority to one or more national languages. Thus, we have seen a flowering of constitutional texts affirming that "the law determines the modalities of promoting and officializing national languages."

The strategy adopted is two-pronged and takes account of the fact that the change of official language doesn't happen automatically, due to international political constraints that weigh on the former colonies, and due in particular to the official language's status as a symbol of good relations with the former power. What happens in the first instance is that policy may name one or more of the national languages as official, but without any real change in the prerogatives enjoyed by the official colonial language. In the second instance, where the changeover of language of education is only being feasible under certain conditions—such as the partners' accord—the policy will establish experimental

local pockets of education in the African languages that can later be generalized throughout the country and even eventually replace the colonial language, if the experience is judged positive.

Some current examples might include the officialization of Sango in the Central African Republic in 1991 and its constitutional recognition in 1997; and the recognition of ten national languages along with English as official languages in South Africa. It is well known that in these two countries French and English continue to fulfill all the functions generally imputed to an official language, whereas the African languages that have been designated as official languages, are actually relegated to a small and even secondary role.

As far as changes in teaching language are concerned, and especially the strategies adopted in experimental learning programs, the result is clear for many French-speaking countries such as Burkina Faso, Mali, Niger, Senegal and Togo. In recent years, however, these countries have tended to move towards a strategy that would establish a true African language policy in education. Thus, Senegal is struggling to introduce national languages in its primary education, while Burkina Faso is moving rapidly towards a policy of bilingualism.

Should such a policy come to satisfy nationalist demands, it should nevertheless not be considered either a linguistic policy nor an educational policy. In fact, for those that have adopted this approach, in one case, the policy stops with legislation that has no tomorrow and no means of application. In other cases, the policy has been launched as an experiment that will certainly never be assessed and therefore not ever applicable at a country-wide level.■



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The case for additive bilingual/multilingual models

By Kathleen Heugh, Chief Research specialist for Languages and Literacy, Human Sciences Research Council, South Africa

What learning models promise the best scholastic results and a better return on investment? The author offers an overview of language approaches being used in Africa along with research results highlighted in a 1953 UNESCO study as well as more recent studies like that of ADEA, the UIE and the GTZ.



Photo: UNESCO/Teresa Murtagh
Classroom teacher in the North of Mali, 2003.

The language education landscape of Africa is very different now in the early years of the 21st Century when compared with the situation 50 years ago when the continent geared itself towards independence. Colonial administrations had ignored existing educational and literary traditions which we know existed in Ethiopia and at the Sankore University Mosque in Timbuktu, for example. The French, Portuguese and Spanish administrations concentrated on education for a small elite through the European languages only. Little or no effort and resources went towards maintaining the existing literary and education traditions. There were few, if any, new initiatives dedicated to the development of orthographies and texts for African languages.

The British colonial government, however, accommodated the work of missionaries whose evangelical strategy was to transcribe African languages for religious as well as educational purposes. The early missionary linguistic activities, however flawed, established a solid practice of terminology development, translation, written literature and mother tongue education (MTE) for 4-6 years [i.e. grades 1-4; or grades 1-6 = MTE] in many African languages. The legacy of this work means that further elaboration and development of written texts is now an easier process and a little less expensive than for those languages which do not have these resources at present. Archives in Southern Africa (e.g. Zambia, Malawi, South Africa and Namibia) contain primary school text

books and even dictionaries for African languages.

There were some exceptions to the general trends. Ethiopia has its own long educational tradition of using ancient Ethiopic, Giiz (Ge'ez), and later Amharic. The German administration of Tanzania, unlike other colonial powers, advanced the use of Kiswahili as the lingua franca of that country, and Kiswahili remains the language of instruction in primary education today.

UNESCO's 1953 report: a turning point

Most educators acknowledge that the 1953 UNESCO Report on the Use of Vernacular Languages in Education [see box on following page] has played a very important role in focussing attention on recommendations that children begin their schooling in the mother tongue. Where this is really impossible, then it has been recommended that the child should learn through a language which he or she knows very well and which is used in the local community.

After independence

The years since independence have brought about changes whereby Francophone countries have slowly come to accept the importance of the early use of the mother tongue in education. Most countries have adjusted their language education policies to reflect this. However, the pace at which these countries have been able to implement MTE has been slowed down by the scarcity of modern educational materials in local languages. Nevertheless there have been many brave and important initiatives, for example in Mali, Cameroon, Niger and Burkina Faso, with early mother tongue literacy and bilingual programmes. In most cases the changes have introduced MTE for between 1-3 years. These changes are important steps forward.

The changes in the Anglophone countries have been quite different, especially in Southern Africa. The use of 4-6 years of MTE has, in most cases, been reduced to between 1-3 years. Unfortunately, changes that reduce the use of MTE take us backwards rather than forwards. This reduction does not

make sense in either educational or language planning terms, and many educational resources in African languages have fallen into disuse and become outdated as a result. If the resources had been maintained and used in grades 4-6, it would be easier to build on them now.

The situation today

What we see through the different paths taken by African states post-independence is that there is now a convergence of policy between many Francophone (and also Mozambique) and Anglophone countries towards what we call early-exit transitional bilingual programmes. This means early-exit from MTE, and transition to either French, English or Portuguese as the language instruction.

There have been exceptions to the above model, including initiatives where a

In the case of South Africa and Guinea, the failure of the mother tongue as language of instruction until and of primary and beyond was because civil society was not consulted and the policies were associated with unpopular and undemocratic governments. Newer examples are currently being developed in Ethiopia and Eritrea and these look promising.

single African language has been used throughout primary school (Tanzania) and even through secondary school (Somalia). There have also been attempts to use several African languages for 8 years of school (in Guinea Conakry during Sékou Touré's time; and in South Africa during apartheid). These examples show that it is technically possible to use African languages to the end of primary school and even beyond. Each of these examples shows that even though very few financial resources went into the process, MTE can be put in place. Unfortunately, in the case of South Africa (1955-1975) and Guinea Conakry (1966-1984), these developments lasted only about two decades. It is important to note that their failure was not because MTE could not be sustained, but because, in each case, civil society was not consulted and the policies were associated with unpopular

and undemocratic governments. Newer examples of the use of several African languages in education are currently being developed in Ethiopia and Eritrea and these look promising.

Three-to-four years of MTE are not enough

After UNESCO published its 1953 Report, language education experts on the continent mostly believed for the next four decades that early-exit models would work successfully and that children would be able to switch to the international language by about the fourth year. A great many language education programmes have been based on this belief and carefully monitored evaluations of students' achievement between the first and third year show that many students do show progress. However, the data from studies both in Africa and in other bilingual or multilingual education settings now show us that almost any well-resourced programme will demonstrate student progress between grades

A 1953 UNESCO publication on the use of mother tongue and vernacular languages in education

More than 50 years have passed since UNESCO convened a meeting of specialists, in November 1951, to discuss the use of vernacular languages in education. The report of this meeting, published in 1953 (but now out of print), is a remarkable document for its continued timeliness and pertinence today: it is unequivocal in supporting the desirability of children's beginning their schooling in the mother tongue, even when another language must be used for further training, while also recognizing there may be many practical difficulties in doing so. The problems cited then are the same that are emerging now in the debate on the merits and challenges of learning in one's mother tongue. These include:

- The need for adequate reading materials for children, adolescents and newly literate adults;
- The shortage of suitably trained teachers and teacher-training materials;
- Popular opposition to use of mother tongue; and
- Existence of a "rival", widespread lingua franca.
- Economic and financial considerations

The report opens with a continent-by-continent description of the language situation and its relation to educational policy. Part II, the experts' report, discusses the nature and scope of the problem educators are facing and what policies they are pursuing to overcome them. Part III presents case studies of some of the very different approaches being taken:

- The Tarascan project in Mexico, for indigenous populations;
- The renovation of Arabic;
- Developing a national language in Indonesia from the lingua franca;
- Pidgin as a language for thought and communication in New Guinea (Papua New Guinea);
- The unification of Akan dialects in the Gold Coast (Ghana) of western Africa;
- Bridging the gap between home languages and school languages in the Philippines;
- The Finnish, Estonian and Hungarian language reforms through new vocabulary and more flexible sentence structure.

The UNESCO report was part of a pioneering effort to validate learning in one's mother tongue. The renewed interest of Africa's educational community suggests that the seed planted 50 years ago may be bearing fruit today.

The use of vernacular languages in education, UNESCO, 1953.

Table 1. Expected Scores for L2 (subject) in well-resourced schools by Grade 10-12 depending on earlier language medium model

70						
60						
50						
40						
30						
20						
10						
0						
%	L2 medium only	L1 for 2-3 years then switch to L2	L1 for 2-3 years then switch to L2 medium & extra L2 support	L1 for 6/7 years then L2 medium	Dual medium (L1 only 6 yrs, L1 +L2 MOI from 7 th yr.)	L1 medium throughout plus good provision of L2 as subject
Model Type	Subtractive	Early-exit transitional	Early-exit transitional	Late-exit transitional	Additive	Additive
Cost-Benefit Rating	Lowest return on investment	Very low return	Low return	Medium return	Good return	Good return

1 and 3. In order to see the medium to long-term effectiveness on children's academic development, however, we need to track performance in the years after the change from MTE to the international language. The differences in medium to long term performance start to become obvious from grade 4 onwards and these are significant by the end of primary school. The academic progress of children in the early-exit models starts to slow down during grades 4 and 5, and by grade 6 they can no longer keep up with learners who stay in MTE programmes to the end of primary school.

Beginning already in the early 1970s, countries like Nigeria were having doubts about the effectiveness of early-exit models. There, the now famous Six Year Primary Project (6 years of Yoruba instruction) demonstrated that after 6 years of MTE, plus expert teaching of English as a subject, pupils were ahead of their peers in every subject. The mainstream pupils were in the early-exit (3 years of mother tongue followed by transition to English).

Despite the unpopularity of the 8 years of MTE in South Africa, the educational achievement of learners increased steadily from 1955 -1976. By 1976 the school leaving pass rate at the end of the 12th grade was 84% for African children, and the pass rate for the English language was close to 80%. A student revolt in

1976 forced the South African government to alter its language education policy and MTE was reduced to 4 years followed by a switch to English medium. From this point onwards there was a steady decline in academic achievement amongst African students (to a school leaving certificate pass rate of 44% in 1992 and a 38.5% pass rate in English language in 1984). What both the Nigerian and South African examples show us is that students achieve better results in English and other academic areas when they have at least 6-8 years of MTE plus good teaching of the international language as a subject. Three to four years of MTE is not enough.

We now have incontrovertible evidence, from a wide variety of scientific data, that three years is not enough. The best education results and return on investment are models which are known as additive bilingual or multilingual models.

Cost-effective models in the African context

The ADEA-UIE-GTZ study has analysed all the research on different language education models in Africa and also longitudinal studies in North America conducted during the last two decades. The results clearly show what education planners might expect from different models (see *Table 1 above*) and also whether or not these are cost effective.

It has only been possible to gain clarity about the expected outcomes of the various models through recent research. While many education experts have believed until now that up to three years of

mother tongue/L1 would be sufficient, we now have incontrovertible evidence, from a wide variety of scientific data, that three years is not enough. The best education results and return on investment are models which are known as additive bilingual or multilingual models.

There are three basic types of additive bilingual or multilingual models that are suitable for schools in Africa.

► **Model 1.** Mother tongue medium for at least 6 years and very good teaching of the international language (L2) as a subject. This is followed by a dual medium programme: half of the subjects continue in mother tongue, and half in the L2.

► **Model 2.** Mother tongue medium to the end of secondary school and very good teaching of the L2 as a subject only.

► **Model 3.** Mother tongue medium for the early years, with a gradual switch to another African language widely used in the community (e.g. Yoruba, Hausa, Igbo in Nigeria; Setswana in Botswana). The international language can be added provided it is taught by expert teachers to ensure high-level proficiency. From grade 8, either the African language continues as main medium of instruction together with the international language taught as a subject by expert teachers ; or half the subjects are taught in the African language and half in the international language (dual medium).

In conclusion the research data shows us that Africa needs to have a new, clear language education goal: high-level proficiency in at least two languages—an African language and an international language. ▀



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Optimizing bilingual education

By Hassana Alidou, Associate Professor, International Teacher Education and Cross Cultural Studies, Alliant International University, USA

Bilingual education has proved its effectiveness, but progress is needed as regards the development of learning materials, the establishment of appropriate teacher training programs and the promotion of a cultural environment.

Teaching in local languages is not a widespread practice in Africa. Transitional bilingual education, the most widely promoted model, is generally used only in experimental schools or a limited number of schools, often located in rural areas.

All the evaluations conducted as part of the review carried out by UNESCO experts indicate that African children learn better when they are taught in their mother tongues or in a language that they speak well. Teachers communicate better with their pupils and are more likely to use active teaching methods in their classes. The quality of communication and interaction in the classroom allows children to be more active and participative during learning activities. It is also observed that the curricula of bilingual schools are more geared toward educating people who are culturally better integrated into their environment and able to identify and resolve problems that arise therein.

Lastly, studies from South Africa, Burkina Faso, Mali, Niger, Ghana, Ethiopia, Malawi, Namibia and Tanzania show that pupils having benefited from bilingual instruction perform better on examinations at the end of primary schooling than pupils from traditional schools (Alidou and Brock-Utne, 2005; Ilboudo, 2003). This qualitative and quantitative superiority of bilingual schools in Burkina

Faso, Mali and Niger is attributed mainly to the use of African languages in the early years of schooling.

Optimizing bilingual education, overcoming current obstacles

The studies also show, however, that bilingual education in Africa can be optimized if countries opt for the additive model of bilingual education, as this model allows children to develop balanced bilingualism.

Countries must also adopt more lasting and larger-scale solutions to resolve the fundamental problems inherent in the current model:

- ▶ **The lack of adequate language policy** aimed at promoting the use of African languages as teaching languages in formal basic education;
- ▶ **The lack of a coherent, appropriate teacher training curricula** for teachers in bilingual schools;
- ▶ **The critical shortage of teaching materials** suitable for teaching all disciplines in national and official languages whether used as language subject or medium of instruction;
- ▶ **The lack of a literate environment in local languages;**
- ▶ **Recruitment of teachers who have not received sound basic training in bilingual education;**
- ▶ **Assignment of teachers to schools without taking account of their socio-linguistic profiles**, especially with regard to the languages they speak.

Most of these problems can be resolved at the technical level. Research on

African languages is well advanced, and transcription of these languages is no longer a problem thanks to software that can be adapted for any language in the world. It is therefore urgent to develop and implement broad-based language policies aimed at effective promotion of the use of African languages as languages of instruction at all educational levels, both formal and non-formal.

Training and support for teachers

Each country that adopts bilingual and multicultural education should also adopt a new strategy for initial and in-service teacher training and for support to teachers. First and foremost, new curriculum content for initial teacher training must be developed. These curricula should include the professional skills that teachers in bilingual schools need to develop, the most fundamental of which are the following:

- ▶ **adequate language skills** in one local language and the official language. This means they must be able to speak, read and write these languages well. As a result, the teacher must have a command of spelling and grammar not only in the African language but also in the second language;
- ▶ **solid teaching skills in the first (local) and second (foreign and official) languages, as well as in active teaching methods.** This requires basic theoretical knowledge of first-language acquisition and second-language learning as well as methods for transferring the knowledge and skills acquired in the first language during learning of the second language and of other knowledge taught in the second language;
- ▶ **a firm grasp of the various methods of teaching reading and writing**, including basic knowledge of the processes involved in children's development of reading and writing abilities and skills, particularly for children who speak more than one language;
- ▶ **better teaching skills in other subjects** such as mathematics, natural sciences and social sciences;
- ▶ **Adequate knowledge of evaluation-methods to assess learning and the performances of pupils.**



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▶ Continued on page 21

Burkina Faso, Mali, Zambia: exper

What can countries teach us about mother tongue and bilingual education? ADEA regularly encourages African countries to document and develop a culture of learning based on critical analysis of policies and practices implemented in the field.

Burkina Faso¹

Since 1994 Burkina Faso has been experimenting with bilingual education as an alternative to the official system which is currently suffering from poor internal and external productivity. These results were noted by the Etats Généraux de l'éducation that took place in 1994. The aims of the alternative program are: to improve internal and external efficiency of basic education; improve the quality of basic education; improve the cost/effectiveness of basic education; establish synergies and linkages between formal basic education and non-formal basic education; and strengthen the autonomy of local development players and initiatives. Bilingual education was tested in Nomgana and Goué from 1994 to 1998, then extended to other national languages and other regions beginning with the 1998/1999 school year.

Bilingual education is a complete training/learning program spread over three continuous cycles: pre-school awakening for children from 3 to 6 years (1st cycle); bilingual schooling for children from 7 to 11 years (2nd cycle); and multilingual basic education for youth between 12 and 16 years (3rd cycle).

In bilingual schools, the national language is the only medium of instruction used during the first two years. In the parallel system, students' competence

in French is developed from the very first year. During the third year, learners consolidate their knowledge of different disciplines in the national language and develop their mastery of French. From the third year on, students are expected to have learned enough French to be able to continue on in that language. Thus French becomes the main learning medium in the fourth year (about 80% of time spent) and in the fifth year, with about 90% of time.

Results: A first comparative assessment carried out in 1996 between CM1 classes in experimental bilingual schools in Goué and Nomgana and four CM1 classes in traditional schools revealed the superiority of students in bilingual schools. The examinations were based on: French (dictation, reading, comprehension), arithmetic, laboratory sciences, history and geography. At the time of the evaluation, the traditional school had

had 4 years and three months of schooling entirely in French whereas the two bilingual classes had only had 2 years and 3 months of bilingual Moore-French schooling (of which only 6 months in French). The bilingual schools achieved scores of 69% and 77% compared to scores of 3%, 43%, 20% and 41% for the traditional schools.

Results obtained for the Primary Certificate exams (Certificat d'études primaires (CEP)) in 1998 and 2002, when the exams were entirely in French, confirmed the superiority of bilingual schools even with a shorter learning period, as the *Table 2* below shows.

1. Burkina Faso's experience was the basis of an ADEA study called "Relevance of education – Adaptation of curricula and use of African languages: the case of bilingual education in Burkina Faso." The study is available on-line on the ADEA website, www.adeanet.org

Table 2. Compared evolution of success rates at end-of-primary exam (CEP) at bilingual primary schools as compared to country average

Years	Country average	Bilingual schools average
1998	42	52,83
2002	61,81	85,02
2003	70,01	68,21
2004	73,73	94,59
2005	69,01	91,14

Zambia²

In 1998, Zambia introduced a program aimed at improving the very low levels of reading and writing skills in primary. A study carried out in 1995 by the Southern Africa Consortium for Monitoring Education Quality (SACMEQ) to evaluate students' English in Grade 6, showed that 25% of pupils tested achieved a minimum level of

reading, and that only 3% attained the desired level.

The Primary Reading Program (PRP) began as a pilot exercise, with the Breakthrough to Literacy (BTL) course, whose ambition was to teach reading and writing in a familiar language. This ambition put paid to 30 years of using

English as the only medium of instruction. Twenty schools in two districts (Kasama and Mungwi) took part in the first test. When evaluated in 1999, the experiment was considered a success: literacy levels reached 64% and children in second year reached a reading level equal or superior to their peers in 4th Grade who had not benefited from

Experiences and results

and share their experiences. This is a way to help institutionalize for future devel-

the BTL program. Subsequently the program was improved and rounded out with three other courses: Pathway 1 and 2, a course in oral communication in English for 1st and 2nd Grades, Step in to English, a literacy course for English, and Read On, a literacy course in English and Zambian languages for Grades 3 to 7. In

2003 and 2004, following its initial success, the primary reading program was extended throughout the country.

Results: Results from the reading and writing tests administered in 1999 before the program began and again in 2002, reveal a spectacular improvement both in English and in Zambian languages.

2. Zambia's experience was written up in an ADEA publication called Reading in Primary Education in Zambia. It can be consulted on-line on the ADEA website at www.adeanet.org.

Table 3. Average results in Zambian languages in 1st Grade

Province	Center	Copperbelt	East	Luapala	Lusaka	North	North-West	South	West
1999	2.2	1.7	1.6	1.7	2.7	3.8	3.4	0.8	0.4
2002	12.1	19.7	20.9	17.7	24.1	15.4	14.8	7.2	7.8

Results are measured in reading bands that range from 0 to 24 to show how far the student was able to go.

Mali³

In Mali, use of national languages in education began in 1979 with the opening of four Bamana language schools in the regions of Koulikoro and Segou. Encouraged by the positive results the Minister of Education extended the experiment to three other national languages: Fulfide in the Mopti region, Songhoy and Tamaseq in the regions of Timbuktoo, Gao and Kidal. Although these first tests were generally positive, they also showed their limitations, especially in terms of difficulty transferring skills acquired in the mother tongue to French after Grade 3. Thus, a new pedagogical direction was tried in 1987, called convergent education. This approach leads the pupils to use the same skills acquired in the mother tongue to acquiring other languages (Wambach M. 1995). Starting in 1994, convergent education was progressively extended to other schools. Today, eleven of the thirteen national languages have been introduced into formal education using the convergent method.

In the convergent method, the mother tongue is both a medium and a subject of study during the first years of school. French (the second language) is introduced during the second year as an oral language class that takes up about

25% of total learning time. In the third and fourth years, 75% of the schedule is reserved for speaking and reading French. In the fifth and sixth years, time is divided equally with 50% for the mother tongue and 50% for the second languages. Subjects like mathematics, history, geography, laboratory sciences, physical sciences, civics and social science are taught entirely in the mother tongue until 4th Grade. From 5th and 6th Grade onwards these subjects are mostly taught in French but can also be studied in the national language as needed to consolidate learning skills.

Results: The assessments conducted by the National Institute of Pedagogy (IPN) in 1997, 1998 and 1999 all agreed on the superiority of convergent education over the classical model. In addition, examination results obtained between 1994 and 2000 for entry into 7th Grade show much higher scores in each year (with the exception of 1995) for students benefiting from education based on the convergent method [see Table 4]. The advantages of convergent learning can be

summarized as follows: rapid learning; easier facility in acquiring basic skills like reading, writing and calculation; easy socialization; greater autonomy; development of team spirit for work; active participation in group work; ease in oral expression; freedom of expression; taking of initiative; reduced down-time; strengthened family-school relations; and validation of the child's mother tongue.

3. Mali's experience has been written up in an ADEA study intitled "Convergent pedagogy as a factor in improving the quality of basic education in Mali: development of innovation and future perspectives."

Table 4. Examination pass rate for students in 7th Grade, by year, in Mali

Years	Pupil pass rates (%) in bilingual schools	Pupil pass rates (%) in traditional schools
1994	56.52	40.62
1995	37.64	42.34
1996	75.75	54.26
1997	50.00	36.89
1998	71.95	48.30
1999	78.75	49.13
2000	68.57	52.34

Source: Mali Ministry of Education

Namibia

In Namibia the tendency with regard to the use of local languages inside and outside the classrooms is as follows. English, the official language, is used on a daily basis mostly in government (public) institutions, parastatals, private institutions (NGOs) and at all levels of educational institutions. In the education set-up, English is used as a subject in Lower Primary grades (grades 1-3) with local languages, in most cases a mother tongue, as a medium of instruction. In the Upper grades, Grade 4-12, the MOI becomes English and the local languages are offered as a subject. Grade 4 is actually the transition phase whereby the MOI switches from a local language into English. In some instances, local languages are offered as subjects at tertiary levels.

In the Kavango region, for instance, the main languages spoken in the community and taught in schools (from Grade 4-12) are Thimbukushu, Rumanyo and Rukwangali. Rukwangali is taught at both college and university level, while Thimbukushu and Rumanyo is only taught at college level.

In the Caprivi region, on the other hand, the languages spoken are Sisubia, Chiyeyi, Chifwe, Chitotela and others. These languages are not taught in schools. Only Silozi, which is Zambian and not an indigenous Namibian language, is taught. Silozi is also offered at college and university levels. The region opted for Silozi as a regional language that all groups speak and communicate in because of the historical reasons.

Other African languages offered at school, college and university levels are

Khoekhoewab, Otjiherero, Oshindonga and Rukwangali.

An outline of the distribution of these African languages in the education system (as adapted from Legère (1996:52), including European languages, is shown in *Table 5* (Munganda, 2001: 27). The use of the Namibian languages varies distinctively from region to region. Some of these variations can be attributed to the following factors:

- ▶ The linguistic background of the speakers in a given region/community;
- ▶ The linguistic composition of the

learners in a region, community or school;

- ▶ The academic and professional qualifications of the teachers as well as speakers in a given region/community;
- ▶ The geographical environment (rural or urban) of a school (Munganda, 2001:22, see also Erkana, 1993:35).

The above factors are furthermore supplemented by the following: the perceptions/attitudes towards the specific language in question; and the use of the language in a given area at a given time (Munganda, 2001:22).▶

Table 5. Distribution of African languages in the Namibian education system (Munganda, 2001:27) R = Radio; TV = Television

Languages	Literacy/ Adult Education	MOI: Grade	Subject: Grade	Tertiary level	Other
African					
Khoekhoegowab	Yes	1 - 3	4 -12	University	R/TV
Ju 'hoan ¹	Yes	1 - 3
Oshikwanyama	Yes	1 - 3	4 -12	College	R/TV
Oshindonga	Yes	1 - 3	4 -12	University	R/TV
Otjiherero	Yes	1 - 3	4 -12	University	R/TV
Rukwangali	Yes	1 - 3	4 -12	University	R/TV
Rumanyo ²	Yes	1 - 3	4 -12	College	R/TV
Setswana	Yes	1 - 3	4 -10	...	R/TV
Silozi	Yes	1 - 3	4 -12	University ³	R/TV
Thimbukushu	Yes	1 - 3	4 -12	College ⁴	Radio ⁵
European					
Afrikaans	Yes	1 - 12	4 -12	University	Radio
English	Yes	1 - 12	4 -12	University	R/TV
German	...	1 - 12	4 -12	University	Radio

1. Programme is managed by Nyae-Nyae Foundation and also partly run by MoE.

2. It was previously known as Rucirikuru.

3. It is included in the UNAM courses/curriculum perspectives, but no single student has opted for it as yet since its inception in 1996 (see Legère, 1996:52).

4. Not yet taught at college level at time of research.

5. Not yet used for TV News at time of research.

TEXT ON NAMIBIA BY **ROBERT MUNGANDA**, NATIONAL INSTITUTE FOR EDUCATIONAL DEVELOPMENT (NIED), NAMIBIA

TEXTS ON BURKINA FASO, MALI AND ZAMBIA BY **THANH-HOA DESRUELLES**, ADEA SECRETARIAT

The 2006 Biennale of Education in Africa – Libreville, Gabon

The Biennale of Education in Africa is the largest and most important educational cooperation meeting in sub-Saharan Africa. On this occasion, nearly 300 participants come together: ministers of education and training in sub-Saharan Africa, bilateral and multilateral development agencies involved in developing education in Africa, African and international NGOs, education professionals from ministries, universities, and research institutions. ADEA is busy preparing the next biennial meeting which will take place in Libreville, Gabon, from 27 to 31 March, 2006. The Biennale will focus on the question of quality in education, a subject already raised at the last Biennale. This time, however, it is the characteristics, conditions and effectiveness of schools, literacy programs and early childhood education in Africa that will be examined more closely.

What language of instruction in non-formal education?

By Aliou Boly, Executive Director, Training for Development, Burkina Faso

In non-formal education, the language of instruction varies from case to case. There are many variations, each with its own methods and goals.

There exist today many different models of non-formal education. This article is mainly concerned with the language of instruction in the non-formal education of boys and girls aged 6 to 15 years old, who are out of school or who have never gone to school at all.

In most African countries NFE was a response to the inability of public institutions to fulfil the demand for education, and their difficulty (as well as that of their technical and financial partners and of NGOs) in developing the competencies required for reading, writing and calculating among vulnerable populations. Although initially NFE targeted mainly adults, it gradually evolved and adopted various guises in order to reach other populations too. The goals and training methods used to obtain them also vary greatly.

A review of the literature shows that NFE centers fall into three groups according to the language used. The first group includes centers that use the official language as the medium of instruction; the second includes those that use mother tongue or the dominant local language during the first years of schooling, then progressively introduces the official language. The third group uses only the mother tongue or a local language dominant in the region.

Centers using the official language as language of instruction

These centers of non-formal education are actually a first step towards moving into formal education. They include such experiences as COPE in Uganda or the Rehama school in Kenya, where English

is used from the very beginning as the language of instruction, or the local initiative schools (IDIL) in Togo that do the same in French.

It is worth noting that in Uganda, use of the official language as the language of instruction runs counter to education policy, which stipulates that the mother tongue should be used when teaching children.

Centers using the learner's mother tongue first, then the official language

NFE centers relying on mother tongue or dominant local language as medium of instruction are also serving as stepping stones to formal education. This category includes satellite school in Burkina Faso, the Shepard School Program in Ghana and the community school of Senegal and Mali. The mother tongue or dominant local language is used during the first few years, along with a gradual transition to the official language as a way of preparing the child for entry into the formal system. This approach represents real progress towards the use of African languages as the language of instruction.

And finally, centers using the mother tongue

There are a number of examples in this category: the non-formal basic education centers (CEBNF) in Burkina Faso,

the basic community schools (ECB) in Senegal, the community education centers (CED) in Mali, all of which use the mother tongue or dominant local language as language of instruction. These centers offer short-term models of alternative learning that aim to develop both reading, writing and calculating skills in the child and also to provide vocational training.

By choosing to employ the mother tongue or dominant local language as the language of learning in these centers, they have de facto solved a fundamental problem facing the formal system: namely, that of teaching and learning in an official language that neither the learner nor the instructor has mastered. This choice encapsulates a vision of education that takes account of community cultural values in the process of transmitting craftsmanship, capability and skills.

Finally, the use of mother tongue instruction in non-formal education is the reflection of two different realities. The first one aims at integrating the child into the formal education system. At this level, the language of instruction is either the official language used from the beginning, or the learner's mother tongue or dominant local language that is gradually replaced by the official language. This second approach aims to turn the child into an economic player within the socio-cultural milieu. In this case, the mother tongue or local language is used as medium of instruction.

Each reality reflects a different vision of what kind of society should be constructed. ▀

Finally, the use of mother tongue instruction in non-formal education is the reflection of two different realities. The first one aims at integrating the child into the formal education system. This second approach aims to turn the child into an economic player within the socio-cultural milieu. In this case, the mother tongue or local language is used as medium of instruction.

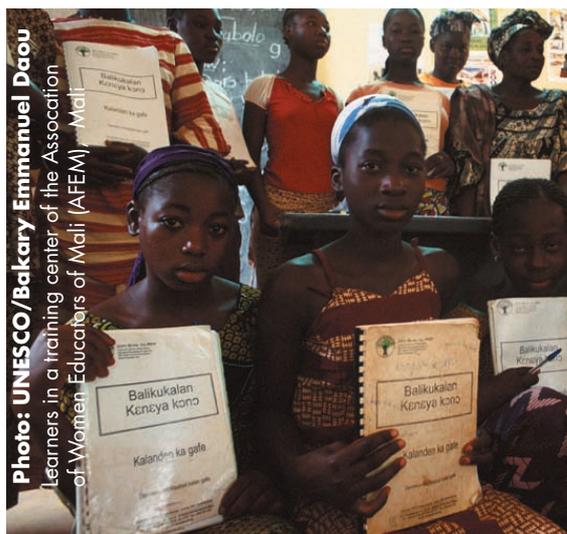


Photo: UNESCO/Bakary Emmanuel Daou
Learners in a training center of the Association of Women Educators of Mali (AFEM) - Mali

African Academy of Languages

The launching of the African Academy of Languages as a research institution of the African Union will take place in January 2006

It was unshakeable faith in the power of using African languages for development that led the former president of Mali and current president of the African Union, H.E. Alpha Oumar Konaré, to approach his peers with the idea of setting up a panafrikan institution that would both enhance and promote African languages through harmonizing and coordinating actions. In July 2001, the heads of state gathered during the AU Summit made Konaré's idea their own and, in February 2002, government experts meeting in Addis Abeba under the auspices of the AU, approved the founding principles of the African Academy of Languages (ACALAN).

Mandate and goals

ACALAN, whose provisional presidency was installed on September 8, 2001, is a specialized scientific institution of the African Union. Its headquarters are in Bamako, in the Republic of Mali. ACALAN strives to enhance African languages by making them working languages at all levels, in order to promote their use, to facilitate and strengthen cultural and socio-economic exchanges between African states, and to contribute to the continent's development. Its main goals are to:

- ▶ Promote African languages;
- ▶ Promote transboundary lingua francas as communication channels;
- ▶ Provide technical support to African States in the formulation and implementation of linguistic policies, particularly via the creation and/or development of national structures for promoting African languages;
- ▶ Strengthen linguistic cooperation among African states;
- ▶ Conduct analyses of linguistic policies in Africa;
- ▶ Promote the use of African languages as a force for integration, creating

solidarity, building respect for values and mutual understanding for peace, progress and conflict prevention.

To achieve these goals, the Academy is focused on:

- ▶ Development and coordination of research on African languages and establishment of places where researchers can meet and work;
- ▶ Validation of research into African linguistics;
- ▶ Modernization of linguistic tools using new information and communication technologies (NICTs);
- ▶ Standardizing curricula for the teaching of transboundary languages;
- ▶ Archiving documents and setting up databases;
- ▶ Redefining the relationship between African languages and partner languages.

ACALAN is regularly invited to contribute to regional and international conferences. It has participated in the World Congress of Linguists organized in Barcelona in 2002 by Linguapax; the workshop of the three linguistic spaces organized by the intergovernmental agency for French-speaking countries (AIF) in Mexico City; the World Conference of African Linguists in the United States; sessions of the International Academic Union of Brussels, for which ACALAN is an observing member; conferences of UNESCO, the Council of Europe, CONFEMEN and ECOWAS on education and plurilingualism; and most recently, the conference on bilingual education and the use of local languages organized by ADEA, GTZ, UIE and the Namibian Ministry of Education.

ACALAN's president was elected president of the preparatory committee for the Geneva phase of the World Summit on the Information Society

(WSIS), in July 2002, which has given new visibility to the Academy of African Languages throughout the world.

ACALAN is also committed to two initiatives launched in 2004. A steering committee for relaunching the linguistic plan of action for Africa (ILPAA) was set up in Yaounde (Cameroon), with the president of ACALAN and professor Neville Alexander of the University of Cape Town (South Africa) as co-presidents. Furthermore, within the framework of the university research network established for WSIS, the Economic Commission for Africa (ECA) has asked ACALAN to coordinate a thematic network on "African languages and content development in cyberspace".

Finally, within the framework of WSIS, the Academy was co-organizer with UNESCO and AIF of a meeting held May 5-7, 2005 in Bamako, on "Multilingualism for cultural diversity and participation by all in cyberspace."

ACALAN and AU

As planned in the African Union Commission strategic plan, ACALAN will be formally launched as one of AU's scientific and technical institutions in January 2006. This will coincide with the official launching of activities for 2006, which has been declared Year of African Languages by the AU.

Various projects are foreseen for 2006, including setting up ACALAN's working structure; co-organizing the main events of the Year of African Languages; organizing an international seminar on partnerships among African, English, French, Spanish and Portuguese-speaking countries; kicking-off ILPAA projects; organizing regional conferences on national policies, and the role of transboundary languages and languages used on a smaller scale.

ACALAN also expects to broaden its partnership with ADEA in the course of reflecting on bilingual education and the use of African languages in African education systems.▶

By **ADAMA SAMASSEKOU**
PRESIDENT, ACALAN



More about ACALAN:
www.acalan.org

Databases



ADEA has recently developed a new database. CV EXPERTS allows easy access to numerous experts involved in the development of education in sub-Saharan Africa.

ADEA created CV EXPERTS in order to respond to its partners' increasing need for the service of African and Africanist experts in education. The database provides on-line curriculum vitae that allow easy access to the profiles. ADEA hopes that the database will become a basic reference tool and source of information that will also encourage young education specialists (especially women) to put their talents at the service of the development of African education.

CV EXPERTS collects information on experts from all over the world. We

encourage all education professionals to submit their names to the database and thereby help ADEA to build up this resource.

How to submit your name to CV EXPERTS

- Click on the **CV EXPERTS** link located on the home page of the ADEA website <http://www.adeanet.org/>
- On the home page click on "**submit your CV**" in order to access the CV form.
- Fill out the six parts of the form (personal information, education and diplomas; professional experience; areas of specialization, references and availability).

Your CV profile will be automatically saved once you **click on the Save button** at the end of the 11th step (there are eleven steps to complete the process of entering data). A page of detailed instructions is available to guide you through the eleven steps.



How to update your profile

You will receive an email confirming that your profile has been entered in the CV EXPERTS database. A user name and password will be sent to you. The user name and password will allow you to connect to the database at any time in order to update your particulars.

For more information, please contact us at:
adea.cvexperts@iiep.unesco.org.

▶ Continued from page 15

▶ knowledge and skills relating to intercultural education, the culture of peace, equity and gender.

To optimize bilingual and multicultural education, teachers in bilingual schools should be assigned to schools that use an African language that they speak, which means that appropriate management methods must be developed for teachers in bilingual schools. These teachers also need close regular support. Consequently, their supervisors and trainers must also be initiated in the bilingual approach and its teaching methods, so that they can provide effective support to teachers on the ground. This implies the need to institutionalize pedagogical leadership at the level of the individual school by further empowering school principals where teaching methods are concerned. Pedagogical advisers must also organize periodic meetings to reinforce teachers' skills.

Teaching and learning materials

Another crucial aspect is providing pupils and teachers with books and learning materials in all the languages used in bilingual schools. This involves (i) promotion of linguistic research to develop reference works (grammars, dictionaries, lexicons and spelling books) in all local languages; (ii) terminological research, owing to the dynamic nature of language and the constant need to create new words to express new phenomena and the instrumentalization of African languages (Alidou & Brock-Utne, 2005).

Promoting a literate and cultural environment

Lastly, we should recall that it is impossible to develop adequate writing skills at both the individual and social

levels (and hence literacy) unless writing is used in important contexts. But such contexts will not be created until African languages are promoted as the languages of oral and written communication in all socio-economic sectors, both formal and non-formal. Thus any linguistic policy that raises national languages to the ranks of official communication in formal socio-cultural spheres – especially in schools, the law, public health, the national assembly, commerce and local government – will have a profound influence on publishing in national languages and the creation of a literate environment and a culture of reading in these languages. Such a policy would serve as a framework for a book publishing policy covering the production not only of learning materials but also of any other works written in African languages (Alidou, 2004; Satina Diallo, 2005). ▶

Seminar on certification of competencies for Indian Ocean countries

Mauritius, May 2-4, 2005

On the initiative of ADEA and IIEP, the Mauritius Ministry of Education and Scientific Research organized a two and a half day seminar for countries from the region to identify and take stock of best practices with regard to assessment policies. Three main topics were studied: evaluation and certification, a definition of key competencies and the diversification of education.

➔ For more information contact Hamidou Boukary, Senior program specialist, ADEA Secretariat, h.boukary@iiep.unesco.org

Partners workshop to strengthen capacity to develop effective responses to HIV/AIDS

Entebbe, Uganda, May 11-14, 2005

A joint ADEA/IIEP workshop reviewed and discussed the findings of the IIEP's action research on the impact of HIV/AIDS on leadership, governance and policy in the education sector as well as the outcomes of the training needs assessment at various levels within ministries of education. On the last day, participating countries were asked to draw up national action plans.

➔ For more information, please contact: Hamidou Boukary, Senior Program Specialist, ADEA Secretariat, h.boukary@iiep.unesco.org

ADEA Steering Committee meetings

Enghien-les-Bains, France, May 24-27, 2005

The ADEA Steering Committee met in order to present the preliminary findings of the year's evaluation and to prepare for the next Biennial Meeting that will take place from March 27 to 31, 2006. The Biennale will focus on the factors and conditions that make schools, literacy programs and early childhood development effective.

➔ For more information, contact Thanh-Hoa Desruelles, ADEA Secretariat, th.desruelles@iiep.unesco.org

Third regional conference on ECD

Accra, Ghana, May 30 to June 3, 2005

The Third regional conference was organized by the ADEA Working Group on ECD and the Government of Ghana in collaboration with UNICEF, the World Bank, UNESCO, the Consultative Group on Early Childhood Development (CGECD) and the virtual university on ECD (ECDVU). It was divided into two parts: a technical meeting and a ministerial conference. The ministers adopted a communiqué reaffirming their commitment to early childhood development and approving the recommendations drawn up by the technical meeting to improve child care, to ensure access and use of quality basic services, and to develop a political favorable for ECD.

➔ For more information, contact Jeanette Vogelaar, leader, WGECED, jeanette.vogelaar@minbuza.nl or Stella Etse, Coordinator, WGECED, setse@unicef.org

Fifth annual conference of SMASSE-WECSA

Kigali, Rwanda, May 30 to June 3, 2005

The theme of the SMASSE-WECSA (Strengthening of Mathematics and Science Education in Western, Eastern, Central and Southern Africa) association conference was "Enhancing classroom activities for quality mathematics and science education in Africa." The ADEA WG on the Teaching of Mathematics and Science (WGMSE) is part of SMASSE-WECSA.

➔ For more information, contact Bernard M. Njunguna, WGMSE coordinator, info@smasse.org.

WGESA seminar on formative research

Niamey, Niger, June 13-16, 2005

The Steering Committee of the Working Group on Education Sector Analysis (WGESA) met in Niamey. One day was devoted to Steering Committee business, followed by the seminar on formative research, which drew lessons from the experiences of Norway, Nepal and Ghana and examined how this approach might be used in Africa to improve decision-making and implementation.

➔ For more information, please contact: Ibrahima Bah-Lalya, WGESA Coordinator, i.bah-lalya@iiep.unesco.org

Africa Education Journalism Award

Accra, Ghana, June 28-30, 2005

The winners of the Africa Education Journalism Award for 2005 were announced following two days of deliberation, are from Angola, Benin, Nigeria, Cape Verde, Senegal and Kenya. The year 2005 was the first time that the competition was open to articles in Portuguese.

➔ For more information, please contact: Professor Opubor, Coordinator, WGCAMED, comed@wanad.org

Workshop on multigrade teaching

Bagamayo, Tanzania, July 4-8, 2005

Organized by the WG on the Teaching Profession, was designed to make participants from eleven African countries more aware of the need for strengthening education strategies and actions to support universal primary education. They exchanged experiences on the difficulties involved in adopting a multi-grade strategy. Multigrade learning is already a reality in many countries that are coping with crisis situations linked to large enrolment increases despite a penury of teachers.

➔ For more information, please contact: Virgilio Juvane, Coordinator, WGTP, v.juvane@commonwealth.int



To consult the whole set of News briefs, download the newsletter at www.adeanet.org/breves/en_briefs.html

ADEA publications and documents on language issues

Publications

- *Optimizing Learning and Education in Africa – the Language Factor. A Stock-taking Research on Mother Tongue and Bilingual Education in Sub-Saharan Africa.* ADEA and the UNESCO Institute for Education (UIE). Document prepared for the conference on bilingual education and the use of local languages for learning, Windhoek, Namibia, August 3-5, 2005. Forthcoming.
- *Zambia's Primary Reading Program (PRP): Improving Access and Quality Education in Basic Schools.* Author: Sampa, Francis K. African Experiences Country Case Studies. ADEA, 2005. ISBN: 92-9178-055-3. Also exists in French.
- *Stratégies pour le développement d'un secteur éditorial en langues nationales dans les pays du Sahel – Burkina Faso, Mali, Niger et Sénégal* by Alidou Ngame Hassina. Series: Perspectives on the development of African publishing No. 8. ADEA Working Group on Books and Learning Materials, 2000. ISBN: 1-901-830-11X. This document exists in French only.
- *Cost-Effectiveness of Publishing Educational Materials in African Languages* edited by Woodhall, Maureen. Perspectives on African Book Development Series, No 1. ADEA Working Group on Books and Learning Materials, 1997. ISBN: 1-901-830-00-4. Out of print. Also exists in French. This publication may be downloaded from the ADEA website at: <http://www.adeanet.org/downloadcenter/publications/WGBLM/CostEffectiveness.pdf>
- *Languages of Instruction – Policy Implications for Education in Africa.* ADEA Working Group on Educational Research and Policy Analysis. IDRC (International Development Research Center) 1997. ISBN: 0 88936 829 5. Bilingual publication (French/English). This publication can be consulted or ordered at www.idrc.org

Newsletter

- ADEA Newsletter VOLUME 8, Number 4 (October-December 1996). *The Role of African Languages in Education and Sustainable Development.* Available online at: http://www.adeanet.org/newsletter/Vol8No4/en_n8v4_1.html

Documents prepared within the framework of the 2003 ADEA quality exercise

These documents, some of which are in press, may be downloaded at: http://www.adeanet.org/publications_biennale/en_2003bienpubs.html

Country case studies

- *Burkina Faso: Pertinence de l'éducation Adaptation des curricula et utilisation des langues africaines : le cas de l'éducation bilingue au Burkina Faso.* (Curricula adaptation and use of African languages: Bilingual education in Burkina Faso). ADEA, December 2003. This document exists in French only.
- *Burundi: Utilisation de la langue nationale comme langue d'enseignement. Elaboration et production des manuels des élèves et des fichiers du maître pour l'école primaire au Burundi.* (Using the national language as the language of instruction. Preparing and producing teacher and pupil manuals for the elementary school in Burundi). ADEA, December 2003. This document exists in French only.
- *Mali: La pédagogie convergente comme facteur d'amélioration de la qualité de l'éducation de base au Mali :analyse du développement de l'innovation et perspectives* (Improving the quality of education in Mali: Analysis of innovations and perspectives) by Fantamady Keïta, Cheick Oumar Fomba, Samba Traore, Koura Diallo, Souleymane Kone, Youssouf Haïdara, Alain Chabert. ADEA, December 2003. This document exists in French only.
- *Niger: L'enseignement bilingue au Niger (Bilingual teaching in Niger).* ADEA, December 2003. This document exists in French only.

Other documents

- *L'appréciation des coûts des manuels en politique d'intégration des langues africaines* (Examining the costs of textbooks for the integration of Africa languages) by Nazam Halaoui. ADEA, December 2003. This document exists in French only.
- *Relevance of Education: Adapting Curricula and Use of African Languages* by Nazam Halaoui. ADEA, December 2003.
- *Universal Primary Education In Multilingual Societies Supporting its Implementation in Sub-Saharan Africa and beyond. 25 years of experience in German Technical Cooperation* by Kurt Komarek. ADEA, December 2003.
- *Evaluation et enseignements des expériences d'utilisation des langues africaines comme langues d'enseignement* (Evaluation and lessons learned from the use of african languages as the language of teaching) by Hassana Alidou, Mallam Garba Maman. ADEA, December 2003. This document exists in French only.
- *L'adaptation des curricula aux situations et réalités locales en Afrique sub-saharienne* (Adapting curriculum to realities in sub-saharan Africa) by Nazam Halaoui. ADEA, December 2003. This document exists in French only.
- *L'utilisation des langues africaines : politiques, législations et réalités* (The use of African languages: Policies, legislation and reality) by Nazam Halaoui. ADEA, December 2003. This document exists in French only.

ADEA Activities

August 2005

3-5

Conference on bilingual education and the use of local languages
ADEA, GTZ, UIE
Windhoek, Namibia

September 2005

1-2

WGFE Steering Committee meeting and conference
Theme: Financing and planning education in Eastern Africa - From government intervention to community involvement
WG on Finance and Education (WGFE)
Kampala, Uganda

7-8

WGBLM Steering Committee meeting
WG on Books and Learning Materials (WGBLM)/READ Educational Trust
Johannesburg, South Africa

7-9

Seminar on Education for Rural People
ADEA, IIEP, FAO
Addis Ababa, Ethiopia

12-13

WGCOMED Steering Committee meeting
WG on Communication for Education and Development (WGCOMED)
Nairobi, Kenya

28-30

ADEA Steering Committee meeting
ADEA Secretariat
Paris, France

October 2005

1-2

Workshop of the ad hoc WG on Policy Dialogue
Ad hoc WG on Policy Dialogue
Paris, France

19-20

WGESA Steering Committee
WG on Education Sector Analysis (WGESA)
Paris, France

November 2005

14-17

Review meeting on literacy studies for the ADEA Biennial
WG on Non-formal Education
Dakar, Senegal

December 2005

12-15

Workshop on curricula
AIF, UNESCO Regional Office for Education in Africa (BREDA), IBE and ADEA
Cotonou, Benin

12-17

First annual seminar-workshop on strengthening capacities of actors and teacher training institutions in French-speaking Africa.
IICBA, ADEA WG on the Teaching Profession, University of Quebec at Montreal (UQAM), World Bank, AVU.
Dakar, Senegal

March 2006

27 - 31

ADEA Biennial Meeting
Libreville, Gabon

Dates and venues may change. For more information please consult the ADEA web site (www.adeanet.org)

Other Activities

October 2005

3-21

33rd Session of the UNESCO General Conference
UNESCO
Paris, France

20-21

Meeting of the African Union on higher education in Africa
African Union
Addis Abeba, Ethiopia

23-26

2005 AFIDES Biennial Meeting
International association of francophone school principals (AFIDES)
Paris, France

24-25

World Forum on Education
OECD
Santiago, Chile

24 October - 2 December

Internet discussion forum on open course content and teaching materials for higher education.
IIEP (UNESCO)

25-27

International forum on teacher training
East China Normal University and UNESCO
Shanghai, China

November 2005

3-4

Education and economic development in Africa
Canadian Council for Africa
Montreal, Canada

28-30

Fifth meeting of the High-Level Group on Education for All (EFA)
Groupe de travail EPT
Beijing, China

January 2005

10-13

Extraordinary meeting of African Union ministers of education for adoption of the Decade for Education
African Union
Addis Ababa, Ethiopia



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