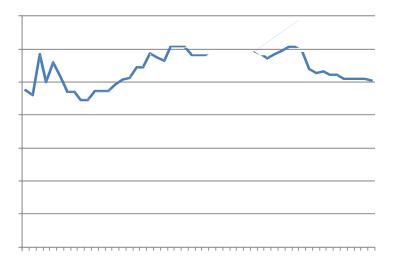
## Language Policies in AfricatesSt Updated, January 2012\*

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Comments on the accuracy of coding are welcomed. Please address them to: ealbaugh@bowdoin.edu

<sup>\*</sup> Coding is refined and descriptions updated in Appendix A of Ericka A. Albaugh, State-Building and Multilingual Education in (Miritiana York: Cambridge University Press, 2014). General trends remain the same.

Algeria	0	2	2	2
Angola	0	0	0	4
Benin	0	0	3	3
Botswana	5	7	5	5
Burkina Faso	0	0	6	6
Burundi	7	7	7	7
Cameroon	0	0	4	4
Cape Verde	0	0	0	0
Central African Republic	0	0	0	0
Chad	0	1	4	4
Comoros	0	0	0	0
Congo, Dem. Rep.	4	8	8	8
Congo, Rep.	0	0	0	0
Cote d'I voire	0	0	4	4
Djibouti	0	0	0	4
Equatorial Guinea	0	0	0	0
Eritrea	10	N/ A	10	10
Ethiopia	9	9	10	8
Gabon	0	0	0	0
Gambia	0	0	0	0
Ghana	0	8	4	4
Guinea	0	0	0	4
Guinea-Bissau	0	3	0	0
Kenya	0	8	6	6
Lesotho	7	7	7	7
_iberia	0	0	0	0
Madagascar	0	7	7	7
Malawi	8	7	6	5
Mali	0	4847-1018	1916 <b>48.8786</b> 161721	BUBZVO TNB)T51049284



Language(s) Used assical Arabic [Tamazight, French as subjects]

\*Benrabah (2007b, 194), citing Rossillon (1995), who estimated 49% of Algerians were French speakers in 1993 and projected 67% for 2003. Figure repeated by Lederc (2010). Benrabah confirms this with recent polls that show 66% of Algerians speak French.

\*\*Benrabah (2007a, 48)

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# Angola

## CODING

Independence	1990	2004	2010	%\$pkPortug*	%\$pkUmbundu
0	0	0	4	>35%*	50%**

LANGUAGE POLICY

### Benin

### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkFonEwe
0	0	3	3	8.8%*	60%**

LANGUAGE POLICY

Pre-Independe Freech colonization.

Independen(1960) French medium only. In 1965, 45 percent of Dahomey's pupils were attending Catholic schools (McIntyre, 478).

Interim All Beninese languages have the status of national languages. Linguists and other researchers chose six languages to promote in the alphabetization of adult&Aja, Batonum/ Bariba, Dendi, Fon, Ditamari, Yoruba) (Leclerc). During the Marxist revolution between 1975 and 1989, the Revolutionary Military Government decided to produce its own textbooks and national language materials, but implementation was problematic. Pre-schools used national languages during that time, but national languages have never been taught in primary schools (Leclerc).

Current The Cultural Charter of Benin (Law no. 91-006 of 25 Feb 1991) highlighted the promotion of national languages: "The Beninese State, to ensure the equal promotion of all national languages, should put in place the reforms necessary to introduce these languages progressively and systematically in teaching." (Ledlerc) But they are still not used in public schools. SLL Benin Director Todd Nelson reported in 2004 that there was "official support for mother tongue primary education in Benin, but efforts to develop materials are moving verydowly." In 2003, one school started a pilot program in (Ditammari) with materials using materials published by the (Beninese) Ditammari National Linguistic Commission" (Nelson). New SL director Jennifer Rowe reported that "mother tongue education is still very much on people's minds" and that the highest level of official support was demonstrated in 2007, when a Ministry for Literacy and National Language Promotion was created. "Many meetings took place and a plan was drawn up for introducing Beninese languages into the education system. Unfortunately, the effort was badly managed, with everyone damoring to have his language included in the pilot project, and things did not get off the ground. The Ministry ceased to exist in September 2008, with literacy coming under another ministry and language promotion being given a niche under literacy" (Rowe). To overcome public resistance, one highly placed Beninise man created a bilingual school in his village to try to serve as a demonstration school in order to attract and convince the politicians (Rowe). [ELAN] Retained score of '3' because of ELAN & continuing experim

Languages Used French, [Ditammari]

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<sup>\*</sup> OIF (2007:16)

<sup>\*\*</sup>Adegbija (1994: 8) says 60% of the population speaks Fon-Ewe as a first language.

## Botswana

### CODING

Independence	1990	2004	2010	%\$pkEnglish	%SpkSetswana
5	7	5	5	35%*	96%**

### LANGUAGE POLICY

Pre-Independe British colonization. The first primary schools were established by the London Missionary Society. Other missions participated in education from 1840 onward (Lockhart, 504). Missions introduced literacy in the local languages in the early years and in English from the mid-primary years (Nkosana, 288). Setswana had a complete Bible in the 1850s. During the colonial period, education was relatively neglected by the colonial

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## Burundi

### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkKirundi
7	7	7	7	6%*	99%**

LANGUAGE POLICY

Pre-Independencement and Belgian colonization. The first schools were set up in 1909 by the Germans. Belgians established schools that taught in French and Kirundi.

Independen(dec2) Kirundi and French [and Flemish]

Interim From 1973, the government introduced a program of "Kirundization and Ruralization." Instruction was to be given in Kirundi throughout primary. From the third year onward, French was taught as a subject. (Ntawurishira, 596). In 1989, French was introduced as a subject from the first year (Leclerc).

Current From the early 90s, the school system has deteriorated, with many schools damaged or destroyed from the violence. In practice, Kirundi only serves as the language of instruction for the first fo

### Cameroon

### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkPidgin
0	0	4	4	18%	46%**

LANGUAGE POLICY

Pre-Independe@eeman, French, British colonization.

Independen(1960) English and French only.

Interim A mother tongue education experiment (PROPELCA), a joint project of linguists at the University of Yaounde and the SIL mission organization, began in private schools in 1980, but the government was not involved.

Current The 1995 Etats Généramarked beginning of government support for mother tongue education. Public schools were approved for participation in the PROPELCA experiment. The Education Orientation Law (Law n° 98/ 004) of 14 April 1998 declares that one of the objectives of education is the promotion of national languages (article 5.4) and promises to adapt to economic and socio-cultural realities, including the teaching of national languages (article 11.1). A 2003 Ministry of Education planning document calls for use of local languages as media of instruction in public schools. The first goal under the objective of "improvement of the quality of education for the acquisition of competences in reading, writing and math..." in the formal sector is "use of local languages as co-vectors of teaching and of acquiring knowledge" (Ministry of Education, 24). The number of schools in the experimental program has not grown since the early 2000s, as a result of a reduction in outside funding (Mba). [ELAN]

Language(s) Userdench, English, Bafut, Oku, Lamnso, Kom, Mofu Gudur, Mofu North, Mafa, Yemba, Fe'Fe'e, Makaa, Gidar, Fulfulde, Dii

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<sup>\*</sup> OIF (2007:17) Francophone

<sup>\*\*</sup> Graddol (1997:11) reports 46% of Cameroonians speak English. Undoubtedly, he is referring to Cameroonian Pidgin English, which others have daimed is the most widely spoken language in Cameroon. Biloa and Echu (2007: 202, citing Todd and Jumban 1992:4) confirm this rough percentage. Adegbija (1994: 11) reports the largest indigenous language is Bamileke, with 27% of the population. But this is actually a people group speaking several distinct but related languages: Yemba, Ghomala, Fe'Fe, Medumba, Kwa, Mengaka, Ngiemboon, Ngomba, Ngombale, Nda'Nda, and Ngwe.

## Cap&erde

### CODING

Independence	1990	2004	2010	%\$pkPortug	%SpkCapverd
0	0	0	0		98%**

### LANGUAGE POLICY

Pre-Independe Prortuguese colonization. Use of Portuguese in the classroom (Coonan, 31).

Independen(1975) Portuguese only.

Interim Portuguese. The dialectical differences in Capverdian Creole constitute the principal barrier to its officialization. Many people are afraid that the dialect of the largest island, Santiago, would dominate the others (Leclerc).

Current Portuguese remains the language of instruction, but teachers can use Capverdian Creole for illustrations if there is a problem with comprehension (Leclerc). When Manuel Viega, a linguist, was named Minister of Culture in 2005, new impetus was given to introducing Creole as a co-official language with Portuguese, which would permit its introduction into education. But as of 2006, no change in the status of Creole had occurred (Coonan, 130).

Language(s) Usetortuguese \*\*Leclerc (2011)

### SOURCES

Coonan, Patrick J434.22 Tml0 Tw(: )Tj/ TT9 1 Tf1.3716 0 717(Iq5 Tc-.a)-21.ian 0 717so2rtV456L(: )3age of .6s.72 Tmrut 8.a6.4

# Central African Republic

## CODING

Independence	1990	2004	2010	%\$pkFrench	%SpkSango
0	0	0	0	8%*	>90%**

LANGUAGE POLICY

Pre-Independence

## Chad

### CODING

Independence	1990	2004	2010	%\$pkFrench	%SpkChadArabic
0	1	4	4	14%*	55%**

### LANGUAGE POLICY

Pre-Independe Freech colonization. French has been the language of instruction since 1900.

Independen(de)60) French remained the language of instruction, but Classical Arabic was given special status as a subject.

Interim Since 1978, the government has required "obligatory bilingualism" in French and Classical Arabic (Lederc). GTZ and the Catholic Church have experimented with using three languages as medium in a few schools.

Current Starting in 2004, the government began a pilot project with five languages (the three used by GTZ/ Catholic Church and two additional ones). GTZ is the operator. "One of the newly added languages [Maba] is one where SL is working. Our team has produced a new primer suitable for children and a teacher's guide and the school is

## Comoros

## CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkComorien
0	0	0	0	47%*	96.8%**

## LANGUAGE POLICY

Pre-Independelinench colonization.

Independen(de75) French only.

Interim French only.

Current

## Congo (Kinshasa), Democratic Republic of the

### CODING

Ī	Independence	1990	2004	2010	%\$pkFrench	%SpkLingala
Ī	4	8	8	8	10%*	69%**

### LANGUAGE POLICY

Pre-Independe Regian colonization. Missionary and colonial schools used indigenous languages [Kikongo, Kiswahili, Kitetela, Lingala, Lomongo, Tshiluba, Zande (Bokamba, 219)] as media of instruction alongside French and Flemish/ Dutch in primary. French in secondary. In 1958, French was made the exclusive medium in all government school, but the many colonial-supported church or mission schools continued the use of the vernaculars in the first three years. (Bokamba, 223).

# Congo (Brazzaville), Republic of

CODING Independence

## Côted'Ivoire

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkDioula
0	0	4	4	54%*	55%**

LANGUAGE POLICY

Pre-Independe Freech colonization.

Independen(1960) French only.

Interim Since 1966, with the creation of the Institute of Applied Linguistics (ILA) there has been discussion of the use of national languages in education. A reform law (Law no. 77-584) of 18 Aug 1977 declared that "the introduction of national languages in official education should be considered a factor of national unity and of reclaiming our Ivorien cultural heritage" (Art. 67) and that the ILA "is charged with preparing for the introduction of national languages into teaching..." (Art. 68) (Leclerc; Djité 2000, 30). But the introduction of these languages in schools depended on their codification, so French remained the language of instruction in the interim. Baulé, Bété, and Dyula received some special attention. But the government in general and the main donor (French government and ACCT) was "more concerned about teaching methodologies and materials development in Standard French" (Djité 2000, 30). The pendulum swung back to French.

Current Law no. 95-696 of 7 Sept 1995, Article 3, prescribes education in national languages, but rather vaguely "The teaching of national languages, artistic teaching, technological and manual training, and physical education contribute to the formation of citizens." Except for two experimental projects in 11 schools, French remained the language of instruction (Leclerc). In 1996, an NGO (Savanne Développement) revived the idea of schooling in mother tongues and created an experimental school in Kolia, which opened for the 1996-97 school year. From pre-school until the end of their first year of primary, these students receive education in Sénoufo or Malinke, whichever is their mother tongue, followed by studies in French. In 2001, the government evaluated the Savanne Développement experiment and decided to extend it to 10 other languages: Abidji, Agni, Attié, Baoulé, Bété, Guéré, Dan/ Yacouba, Koulango, Mahou and Korhogo Sénoufo (N'Guessan, 196). The principle operator is the NGO, rather than the government Institute

(ILA).[Djité and Kpli (2007, 188) claim that Cote d'Ivoire is "one of the most reluctant countries in Africa to contemplate a language policy based on local languages."-wrote] Popular Abidjan French continues to spread (Knutsen, 168).

Language(s) Userdrench, Senoufo, Malinke, Abidji, Agni, Attié, Baoulé, Bété, Guéré, Dan/ Yacouba, Koulango, Mahou, and Korhogo Sénoufo

\*Leclerc (2010) reports 66% speak French; Baker & Jones (1998, 361) say more than 60% have some competence in French; Adegbija (1994: 11) reports that 35% speak French as a second language. Average = 54%.

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<sup>\*\*</sup>Djité (2000, 24) reports 43% as of 1993; Adegbija (1994: 11) reports 16% first-language speakers + 50% second-language speakers = 66%. Average of two estimates = 55%.

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## Djibouti

### CODING

Ī	Independence	1990	2004	2010	%\$pkFrench	%\$pkSomali
Ī	0	0	4	4	20%*	61%*

### LANGUAGE POLICY

Pre-Independe Freech colonization. Primary education in public schools was given in French.

Independen(de77) French medium.

Interim French medium. Somali was given Latin script in 1972; Afar in 1976 (Leclerc). French and (Classical) Arabic are co-official languages.

Current Law no. 96/ AN of 10 July 2000, Article 5: "1) Education and training are given in official languages and national languages; 2) A decree by the Council of Ministers fixes the forms of teaching in French, in Arabic, in Afar and in Somali" (Leclerc). The Minister of Education has an office for the development of Arabic and national languages, which is charged with promoting the introduction of national languages in education and favoring the use of Arabic in administration. The government favors teaching in Afar and Somali in pre-school, but French from the beginning of primary. (Leclerc). Arabic is introduced in the third and fourth year, and is taught concurrently with French in secondary. The Ministry of Education reports that teaching in French and Arabic will be concomitant in all scholarly establishments, and that national languages will be progressively introduced (Ministère, Schema Directe, 161). There is a direction for national languages attached to the Prime Minister's Office, and the Ministry of Education is developing a strategy for the introduction of national languages in schools (Absieh). In 2002 and 2003, two symposia were organize

# Eritrea

CODING

0050				
Independence	1990	2004	2010	%SpkEnglish   %SpkTigrina
10	N/A	10	10	78td.00(c Bcetu 6890.66 3

## Ethiopia

### CODING

1960	1990	2004	2010	%\$pkEnglish	%\$pkAmharic
9	9	10	8	2%*	60%**

LANGUAGE POLICY

Pre-Independe Noecolonization (brief Italian occupation 1935-41). Schooling introduced in 1908 in English (Heugh et al.43). A few missionaries used mother tongues before European languages, and Italian occupiers attempted to introduce an ethnically based language policy for seven languages [Amharic, Arabic, Harari, Kafficho, Oromifa, Somali, Tigrinya], but this was not put into full effect except in Eritrea (Heugh et al.44).

Independende le Selassie tried to unify the country by decreeing the use of Amharic only. From 1958, Amharic functioned as the medium o -1.21.-7fri

as a second language = 71%; [Benson (2010: 326) has a much lower estimate: 27% speak Amharic as MT and 8% as second language = 35%]

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# Gabon

## CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkFang
0	0	0	0	80%*	50%**

## Gambia

#### CODING

Independence	1990	2004	2010	%\$pkEnglish	%\$pkMandinka
0	0	0	0	3%*	40%*

### LANGUAGE POLICY

Pre-Independe British colonization. Prior to independence, there were 90 primary schools in the capital city of Banjul and in Kombo, and 37 in the rural areas (Sonko-Godwin, p. 1987)

Independen(de65) English medium.

Interim By 1980, less than 18 percent of the population could read or write English, though it was the medium of education in schools (Sonko-Godwin, 1988). Arabic is taught in both Koranic and public schools. Radio Gambia broadcasts news and cultural programs regularly in main local languages (Baker & Jones, 360)

Current 1988 Policy (for 1990): National languages will be the medium of instruction for grades 1 and 2 and taught as a subject from Grade 3 (Ministry of Education, 17, para 4.20). It does not appear, however, that this has been implemented. The Constitution was suspended in 1994; reinstated Constitution declares (Art 32) that people have the right to preserve their culture but states no specific language policy (Leclerc). English is the only language used in school (Baker & Jones, 360). In all sectors of education, English is the medium of instruction, except in Koranic schools, where it is Arabic (Leclerc).

Language(s) Used English

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<sup>\*</sup>Graddol (1997:11)

<sup>\*\*</sup>Baker & Jones (1998: 360) [Adegbija (1994: 6) says 41% speak it aTJ0 -1.A(bed<(K)-4sirsti)-5.4(n)2.12 0.9((1)-55(c)1(). speak language = 60%]

### Ghana

### CODING

Independence	1990	2004	2010	%SpkEnglish	%SpkAkan
0	8	4	4	10%*	50%**

LANGUAGE POLICY

Pre-Independe British colonization. By 1881, there were 139 missions in the region with a school attendance of 5000 (Clermont, 2042). The 1882 "Ordinance for the Promotion and Assistance of Education in the Gold Coast Colony" required the teaching of and in English. The 1925 Guggisberg Ordinance reversed this decree and called for the use of native languages as the medium of instruction in the first three years, after which they were replaced by English and taught as subjects (Andoh-Kumi, 28).

Independen(de57) The Nkrumah government made English the language of instruction from the first year of primary (Andoh-Kumi, 28). It also, however, decided to encourage the development of all important national languages. In 1962, it chose nine languages that would be taught next to English and French in schools: Akuapem Twi, Asante Twi, Dagbani, Dangbe, Ewe, Fanti, Ga, Kasem, Nzima.

Interim The 1967 Education Review Committee (Kwapong) under the new military government reported that the English-only policy was not being followed, and in many localities, the local language was being used throughout the entire primary cycle. It recommended a return to the local language policy in Primary 1-3, with instruction in English starting from Primary 4. Exceptions could be made in urban areas and private schools, where English could be taught from the beginning (Anyidoho and Dakubu, 148-9. Busia's Progress Party (1969-72) maintained the local language policy, specifying that it should be continued for three additional years beyond the first three, if possible. (Andoh-Kumi, 29; Anyidoho and Dakubu, 149). Under General Acheampong, the School for Ghanaian Languages opened, and under Flt.Lt. Jerry Rawlings, education policy changed to make local languages tested at the end of junior and secondary school levels. But there was neither the time nor the funds to reform curriculum significantly, and schools still rely on British textbooks (Clermont, 2044). The 1992 Constitution did not contain any mention of

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## Guinea

## CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkManinke
0	0	0	4	21%*	48%**

## Guinea-Bissau

### CODING

Independence	1990	2004	2010	%\$pkPortug	%\$pkCrioulo
0	3	0	0	8.5%*	50-60%**

### LANGUAGE POLICY

Pre-Independe Prortuguese colonization.

Independen(de74) Portuguese medium. Liberation leader Amilcar Cabral did not push the subject of national languages.

Interim In 1987, The Ministry of Education, with the assistance of Dutch Cooperation (SNV) and a Portuguese NGO (CIDAC), created experimental bilingual schools using Kiriol as the medium of instruction for the first two grades. In grade three, students transitioned abruptly to Portuguese. By 1993, there were 30 experimental classes (Hovens, 253). The experiment ran from 1985 to 1994, according to Benson (2010, 326), during which time "a Kiriol-Portuguese transitional bilingual model was successfully piloted by the research branch of the Ministry of Education in three remote parts of the country." But there was no subsequent reform of the Portuguese-only policy. The pilot program stopped when the funding ended (Benson 2004, 58).

Current Portuguese only. In 2009, Benson returned to Guinea-Bissau as part of a UNICEF-sponsored team to investigate the potential for mother-tongue education to be implemented. The team "found that there is sufficient interest among educators, as well as human and linguistic resources, to begin strategic planning for multilingual education" (Benson 2010, 326).

Language(s) UsePortuguese

\*Benson (2010: 324); Lederc (2009) reports 10%

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<sup>\*\*</sup>Benson (2010: 325); Lederc (2009) reports 80%

# Kenya

### CODING

Independence	1990	2004	2010	%SpkEnglish	%\$pkKiswahili
0	8	6	6	16%*	60%**

LANGUAGE POLICY

Pre-Independe British colonization. Few Kenyan students had the opportunity to learn English during the colonial period; for those who did not go to secondary school, English

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## Lesotho

### CODING

Independence	1990	2004	2010	%SpkEnglish	%SpkSesotho
7	7	7	7	27%	98%**

LANGUAGE POLICY

Pre-Independe British colonization. The Evangelical Missionary Society arrived in 1833. By 1930, there were more than 800 primary schools (Maimbolwa-Sinyangwe, 2999).

Independen(de66) Sesotho first, then English.

Interim Primary education is conducted in Sesotho for the first four years and mainly in English thereafter (Maimbolwa-Sinyangwe, 2999).

Current Sesotho is language of instruction from primary 1-3; English is language of instruction in primary 4-7. "In reality, schools teach predominantly in Sesotho or switch between the two languages" (Moloi, 617). English is the sole medium in secondary school, and Sesotho is a subject (Leclerc). Sesotho is increasingly used

# Liberia

CODING					
Independence/ 1960	1990	2004	2010	%SpkEnglish	%\$pkKrio

# Madagascar

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%SpkMalagasay
0	7	7	7	15%*	98%**

#### LANGUAGE POLICY

Pre-Independe British and French colonization. Madagascar was colonized first by Britain, during which time Protestant missionaries taught in Malagasy (Johnson, 685). When Madagascar was subsequently turned over to France, public schools were taught in French, though Malagasy remained in private schools. The first Malagasy text was published in 1835, and the publication of a Malagasy Bible "rapidly imposed the model of a written language and a noble style" (Leclerc).

# Malawi

## CODING

Independence	1990	2004	2010	%SpkEnglish	%\$pkChichewa
8	7	6	5	5%*	65%**

LANGUAGE POLICY

Pre-Independe British colonization. Several vernaculars w

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Mali

CODING
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OODING					
Independence	1990	2004	2010	%\$pkFrench	%\$pkBamanankan
0	4	6	6		

- Fomba, Cheick Oumar and Kabule W. Weva. "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." Paper presented at the Biennial Conference of ADEA, Grand Baie, Mauritius 3-6 December 2003. http://www.adeanet.org/publications/biennale/docs/Countrycases/CS Mali fre.pdf
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# Mauritania

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%SpkHassArab
1	4	1	1	5.4%*	80%**

LANGUAGE POLICY

Pre-Independe Freech colonization. French medium until 1959. A majority of public schools were located in the South, serving mostly black Africans. The education reform of 1959 allowed the use of French and Arabic as media of instruction in all schools. This was Classical Arabic, rather than Hassanya Arabic [Hassanya Arabic is the mother tongue of the majority of Mauritanians] (Leclof BT tongue

## SOURCES

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# Mauritius

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkCreole
0	0	0	0	12.5%*	70%**

#### LANGUAGE POLICY

Pre-Independe Freech colonization 1715-1810 – limited development of Catholic mission schools; British colonization 1810-1966 – some Protestant mission schools, but "the Catholic ethos remained dominant' (Johnson, 688). The Education Ordinance of 1957 authorized the use of any appropriate language of instruction in 1612 and 4-6, the medium of instruction was to be English (Sonck 2005: 40).

Independence

Leclerc, Jacques. L'Aménagement Linguistique dans 20 Mone 2011. http://www.tlfq.ulaval.ca/axl/afrique/maurice.htm. (7 Nov 2011).

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Rajah-Carrim, Aaliya. "Mauritian Creole and Language Attitudes in the Education System of Multiethnic and Multilingual Mauritius." Journal of Multilingual and Multicultural Descelopm (2007): 51-71.

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MOROCCO: recognizes Tamazight as a national language and has established 350 Tamazight-speaking primary schools across the country (Lauermann 2009, 44 – citing US State Department 2007)

# Mozambique

	CODING					
	Independence	1990	2004	2010	%\$pkPortug	Nolingua <b>fra</b> a
,	0	0	4	6		•

- Lopes, Amando Jorge. "The Language Situation in Mozambique." In Language Planning and Policy in Africa, Volume, 1ed. Richard Baldauf, Jr. and Robert Kaplan. Clevedon: Multilingual Matters, 2004.
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## Namibia

#### CODING

Independence	1990	2004	2010	%SpkEnglish	%\$pkNdonga
8	8	6	6	18%*	>50%**

#### LANGUAGE POLICY

- Pre-Independe@eenan, British, South African colonization. Most children educated in their mother tongue for the first 3-4 years. After that, the few who had the opportunity to continue schooling switched to Afrikaans medium (Roy-Campbell, 173).
  - Independen(690) The 10 Namibian languages were made media of instruction for functional literacy and lower primary school, and eight of them were taught as subjects up to Grade 10 (Brock-Utne 2001, 244). The Ongwediva Education Conference of 1992 confirmed that "Education should promote language and cultural identity of the children through the use of the home language as medium of instruction, at least at the Lower Primary, and the teaching of the home languages throughout general education" (Brock-Utne 2001, 307).
    - Interim A 1993 pamphlet by the Ministry of Education and Culture, The Language Policy for Schoolsterpreted the policy as follows: "Grades 1-3 will be taught either through the Home Language, a local language, or English," which opened up the possibility of using English only from Grade 1. "There are also those in the Ministry of Education who believe that the policy is actually promoting 'English only' and not the Namibian tongues" (Brock-Utne 2001, 309). The independence language policy has made it more difficult for commercial publishers to publish in African languages than it was under apartheid (Brock-Utne 1997, 257).
    - Current Research conducted in 1995 in three regions showed that Afrikaans was the medium of instruction in most schools, even though most students were Khoekhoe-speakers, and English is rapidly taking over from other remaining Khoekhoe schools as a medium of instruction (Brock-Utne 1997, 246). Another survey in 2000 showed that English was being used almost exclusively in the Windhoek region, which was likely indicative of other schools (Swarts, 41-43). Many teachers are using the "loophole" that allows English as a medium (Swarts, 46). The status of the African languages has notably diminished since independence (Leclerc). Baker & Jones (364) say English is the only medium of instruction, with other indigenous languages only being studied as subjects.

Language(s) Use Inglish, Afrikaans, N donga, H erero, N ama, Fiw?, Tswana [13 total] \*Graddol (1997:11)

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<sup>\*\*</sup>Baker & Jones (1998: 364) (Oshivambo)

Roy-Campbell, Zaline Makini.

## Niger

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkHausa
0	4	6	6	9%*	73%**

LANGUAGE POLICY

Pre-Independe Freech colonization.

Independen(1960) French only.

Interim Though French is the sole official language, Hausa and Zarma are allowed in parliamentary debates (Lederc). "Systematic bilingual experimentation began in 1973 with five different mother tongues used in the first three grades and transition to French in grade 4 (Alidou et a 2006: 52).

Current By 1998, there were 42 experimental schools, assisted by GTZ and USALD, using the five main languages (Hovens, 253). The 1998 Law of Orientation states that the languages of instruction are French and national languages (Leclerc). Niger recently decided to promote all of its eight national languages as media of instruction during the first years of school (Brock-Utne 2001, 128). The Swiss government and GTZ (which promised to participate over a 9-yr period) are helping in the implementation of the policy. Alidou & Brock-Utne (2006: 52) criticize the policy for remaining in its "'experimental' ghetto." In Niger's primary schools, teaching is given in some of the national I4.1(ti)-6.5(o.(al0.9(areYh011 -5w[(I0.9bL5.8(om)-10.-Ut)

# Nigeria

#### CODING

Independence	1990	2004	2010	%SpkEnglish	%SpkHausa
8	8	8	8	20%*	50%**

#### LANGUAGE POLICY

- Pre-Independe British colonization. I nitially English language education, but after 1926 encouraged vernacular in the first primary years, particularly Igbo, followed by Hausa, Yoruba and Efik (Adegbija, 217).
  - Independen(dec0) Vernacular medium in first years. But it was not a very firm policy. At the Meeting of Experts on the Use of the Mother Tongue for Literacy (held in I badan 1964), Nigeria did not have a stated policy (Armstrong, 232).
    - Interim The 1977 Education Policy: "Government will see to it that the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and, at a later stage, English (Section 3:15 (4), cited in Akinnaso, 261). In practice, English and math virtually monopolize the attention of teachers because they are the two major subjects on the First School Leaving Certificate Examinations (Ogundimu, 3535). All students are supposed to learn one of the major Nigerian languages (Igbo, Hausa, Yoruba) as a subject up to the secondary school level. In 1979 Constitu

### SOURCES

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## Rwanda

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%SpkKinyarwanda
7	7	7	7	12%*	98%**

#### LANGUAGE POLICY

Pre-Independe@eeman and Belgian colonization.

Independen(dec2). French and Kinyarwanda medium.

Interim Law no. 14/1985 of 19 June 1985 states that the first cycle of primary is dedicated to learning math, reading and writing, all in Kinyarwanda (Article 42; cited in Lederc).

Current Because of France's questionable role in the Rwandan genocide of 1994, and because of the influx of refugees returning from Anglophone countries, the government decided to include English as an official language along with French and Kinyarwanda. The 1996 and 2003 Constitutions include all three as official languages (Leclerc). Children are supposed to begin school in all three languages, and from the 4th year onward, English and French are to be the languages of instruction (Calvet, 157). In 2008, the President announced that the country will transition to English (rather than French) throughout the education system beginning in 2011 (Leclerc). But this was largely a political statement, and given the shortage of English teachers, this is not likely to happen anytime soon.

Language(s) Usetanyarwanda, French, English

#### SOURCES

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<sup>\*</sup>Leclerc (2010) says 15-20%; OTF (2007:17) says 7%. Average = 12%

<sup>\*\*</sup>Lederc (2010); Adeobija (1994: 8) reports 90% speak it as a first language + 8% as a second

# Sao Tome and Principe

#### CODING

Independence	1990	2004	2010	%\$pkPortug	%\$pkCreole
0	0	0	0		89%**

#### LANGUAGE POLICY

Pre-Independe Proreuguese colonization.

Independen(d@75) Portuguese medium.

Interim Portuguese medium.

Current Portuguese medium. There is no place for teaching of local languages, whether Creole or Fang (Creole is not standardized, and Fang is considered a foreign language) (Leclerc).

Language(s) Usetortuguese

#### SOURCES

Leclerc, Jacques. L'Aménagement Linguistique dans 122/Monte/2011. http://www.tlfq.ulaval.ca/axl/afrique/Sao-Tome-Principe.htm. (7 Nov 2011)

<sup>\*\*</sup>Leclerc (2010) Santoméen Creole – 85%, Principense Creole – 4%

# Senegal

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkWolof
0	0	4	4	14%*	87%**

LANGUAGE POLICY

Pre-Independe Freech colonization.

Independen(dec0) French medium.

Interim A 1971 presidential decree (no. 71566 of 21 May 1971) elevated six languages to the rank of "national languages": Wolof, Peul, Serer, Diola, Malinke, Soninke. An experiment in teaching of national languages (primarily Wolof, with one token Serer class) began in 1979. By 1981, classes had all ended. The 1981-1984 National Commission for Education Reform concurred that mother tongues should be used in the first years of primary (Etats Généra/Amnexe IIE), but no action was taken at that time.

Current Law no. 91-22 of 16 Feb 1991 defining the goals of education mentions national languages rather vaguely. Article 6, 1: "National education is Senegalese and African: developing the teaching of national languages, privileged instruments for giving learners a living contact with their culture and rooting them in their history, it will form a Senegalese conscious of his heritage and his identity" (Leclerc). An office for National Languages was created in the Ministry of Education in 1999. The introduction of national languages in basic education is one of the objectives of the Decennial Plan of Education and Training (PDEF), and in 2002, experiments began in 155 schools using 6 languages. In 2004, there were 300 schools, using 6 languages. No special status for Arabic. Spread of Wolof has increased since 2000. President Wade, used the language in public addresses, along with French; he also liberalized the media, providing much more opportunity for the use of Wolof rather than French. But there is an implicit understanding that Wolof should not be promoted officially above other languages (McLaughlin 2008, 86-87).

Language(s) Userdench, Wolof, Peul, Serer, Diola, Malinke, Soninke

#### SOURCES:

Adegbija, Efurosibina. Language Attitudes in Sub-Sahara (Ole Medican, UK: Multilingual Matters, 1994. Dumont, Pierre. Le français et les langues africaines Parcis (Sec Ole Jall Khartala, 1983.

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République du Sénégal: Ministère de l'Enseignement Technique, de la Formation Professionnelle, de

<sup>\*</sup>Leclerc (2010) says 15-20%; OTF (2007:17) says 10%. Average = 14% 
\*\*McLaughlin (2008, 85) says close to 90% speak Wolof; Adegbija (1994: 9) says 42

<sup>\*\*</sup>McLaughlin (2008, 85) says close to 90% speak Wolof; Adegbija (1994: 9) says 42% speak it as a first language + 40% as a second language = 82%; Leclerc (2010) reports 90%. Average = 87%.

# Seychelles

### CODING

In	dependence	1990	2004	2010	%SpkEnglish	%SpkSeselwa
	0	7	7	7	14%*	95%**

### LANGUAGE POLICY

Pre-IndependeAlternately occupied by French and British until 1810, after which Britain gained

# SierraLeone

CODING

Independence 1990 2004 2010 %SpkEnglish %SpkKrio

Francis, David and Mohamed Kamanda. "Politics and Language Planning in Serra Leone."

# Somalia

CODING

0050					
Independence	1990	2004	2010	%SpkEnglish %SpkSomal	í

Leclerc, Jacques. L'Aménagement Linguistique dans 28 Miprild2010. http://www.tlfq.ulaval.ca/axl/afrique/somalie.htm. (10 Nov 2011).

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# South Africa

### CODING

1960	1990	2004	2010	%\$pkEnglish	RegLingFrar
10	8	6	6	18.5%*	**

LANGUAGE POLICY

Pre-Independe Protech and British colonization. "State education provided to 'white' and some 'coloured' children was based on mother-tongue education (English or

- Giliomee, Hermann. "The Rise and Possible Demise of Afrikaans as Public Language." Nationalism and Ethnic Politic \$0 (2004): 25-58.
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- Howie, Sarah et al." The Effect of Multilingual Policies on Performance and Progression in Reading Literacy in

## Sudan

#### CODING

Independence	1990	2004	2010	%\$pkEnglish	%\$pk\$udArabic
1	2	4	4		60%**

LANGUAGE POLICY

Pre-Independe Protesh colonization. In the South, the British left education to the Christian missions. English was the official language, but six local languages were used in the South (Bari, Dinka, Nuer, Shiluk, Luo, Azande (Siddiek, 77). Arabic was excluded. In the North, Arabic was the medium in primary school, with English as a subject.

Independen(de56) Arabic and English medium. After 1965, Arabic progressively replaced English, even in higher education. The military regime of Abboud (1958-64) imposed Arabization and I slamization on the South. (Lederc)

Interim Between 1972 and 1983, there was some devolution of power to the South. In

## Swaziland

#### CODING

Independence	1990	2004	2010	%SpkEnglish	%SpkSwati
0	7	5	5	4%*	90%**

#### LANGUAGE POLICY

Pre-Independe British colonization. Zulu was used as medium early on, since missionaries were Zulu-speaking. In the lead-up to independence, English was the primary medium of instruction.

Independen(de68) English medium. SSwati did not have a written form. In 1978, siSwati was introduced as a medium during first four years with English as a subject and then English medium thereafter (MacMillan, 303).

Interim Same. Private schools use English medium.

Current Official policy is siSwati medium during first four years with English as a subject and then English medium thereafter. But this is not well-implemented. A Norwegian student doing field research in 1997 in Swaziland "was struck by the fact that she found English to be the dominant language in every school setting" (Brock-Utne, 126). The Permanent Secretary at the Ministry of Education (M. V.

# Tanzania

# CODING

Independence	1990	2004	2010	%\$pkEnglish	%\$pkSwahili
5	9	9	9	7%*	93%**

Roy-Campbell, Zaline M. "Globalisatio

# Togo

#### CODING

Independence	1990	2004	2010	%\$pkFrench	%\$pkEwe
0	0	0	0	31.5%*	55%**

#### LANGUAGE POLICY

Pre-Independe@eenan and French colonization. In 1913, under German administration, there were only 4 public schools with 341 students, compared to 348 mission schools with more than 14,000 students. These mission schools — Catholic and Protestant — privileged indigenous languages. But with French trusteeship after 1919, French became the official language and sole language of instruction (Leclerc).

Independen(dec0) French medium. President Olympio made French and Ewe national languages.

# Uganda

## CODING

Independence	1990	2004	2010	%\$pkEnglish	%\$pkLuganda
8	8	6	6	7.5%*	38%**

LANGUAGE POLICY

Pre-Independence

- Bernsten, Jan. "Runyakitara: Uganda's 'New' Language." Journal of Multillingual and Multicultural De1/24/12/pment (1998): 93-107.
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## Zimbabwe

#### CODING

Independence	1990	2004	2010	%SpkEnglish	%\$pk\$hona
4	6	6	4	28%*	75%**

LANGUAGE POLICY

Pre-Independe British colonization, then white minority rule. The government was primarily concerned with education for white pupils. "More than half the African schools, which were mission schools, provided only three years of primary education" (Roy-Campbell, 160). These schools used Shona and Ndebele for the first three years, with English thereafter (Roy-Campbell, 162). In European schools, Shona and Ndebele (later Zulu) were subjects. A Rhodesia Literature Bureau was established in 1953 by UNESCO to develop literature in indigenous languages and promote mother tongue education in general (Nkomo, 353). Statutes Laws of 1966 and 1973 say that 'English should be used for instruction in all schools' and 'instruction in an indigenous language could be authorised to expedite the acquisition of English' for six months (1966 document) or 12 months (1973 document) (Nkomo,

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