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TABLE A.1: CODING OF LANGUAGE USE IN EDUCATION

Algeria	0	1	3
Angola	0	0	0
Benin	0	0	0
Botswana	5	5	3
Burkina Faso	0	0	6
Burundi	7	7	7
Cameroon	0	0	4
Cape Verde	0	0	0
Central African Republic	0	0	0
Chad	0	1	4
Comoros	1	1	1
Congo, Dem. Rep.	0	8	8
Congo, Rep.	0	0	0
Cote d'Ivoire	0	0	6
Djibouti	0	0	4
Equatorial Guinea	0	0	0
Eritrea	10	n/a	10
Ethiopia	9	9	10
Gabon	0	0	4
Gambia	0	0	0
Ghana	8	8	0
Guinea	0	0	4
Guinea-Bissau	0	0	3
Kenya	0	6	4
Lesotho	7	7	7
Liberia	0	0	0
Madagascar	5	9	9
Malawi	8	7	7
Mali	0	3	6
Mauritania	1	1	1

The scale tries to capture the spectrum of movement from “most foreign” medium to “most local.” In coding, I distinguished between one or several languages used in education, and the extent the policy has penetrated the education system: “Experimental,” “Expanded,” or “Generalized.” The numerical assignments describe the following situations:

- European Language Only
- European and Foreign African Language (e.g. Classical Arabic)
- Foreign African Language Only
- One Local Language – Experimentation
- Several Local Languages – Experimentation
- One Local Language – Expansion
- Several Local Languages – Expansion
- One Local Language – Generalized
- Several Local Languages – Generalized
- One Local Language – Exclusive
- Several Local Languages - Exclusive

“Experimentation” refers to government-authorized pilot programs, typically undertaken in 20 to 100 schools. The category of “Expansion” is in comparison to the stage that came before. If a country was only experimenting with a language or languages in a few schools and increased these numbers significantly at a certain point in time, this would be marked as Expansion. On the other hand, if a country had a school-wide policy of using one or more local languages in education and reduced their use to only a portion of the schools, this situation would also be coded as Expansion, since that category is lower on the scale than Generalized. These measurements refer to the use of languages in primary school, usually a 6 or 7 year cycle, depending on the country. Most countries that use local languages as media of instruction do so in the first two or three years of primary school and then transition to a European language. The category “Exclusive” refers to those situations where one or more local languages are used as the medium of education throughout the entire primary cycle, with the foreign language taught only as a subject.

Jacques Leclerc’s website (<http://www.tlfq.ulaval.ca/axl/index.shtml>) provided the initial information for most entries, which I supplemented with a variety of secondary sources specific to each country.

C

C

CODING

Independence	1990	2004
0	0	6

LANGUAGE POLICY

French colonization.

(1960) French only.

The introduction of mother tongues in school was a major plank of the revolution (1979), but the initiatives stalled with the regime changes that followed.

A Swiss NGO (Oeuvre Suisse d'Entraide Ouvriere – OSEO) began using mother tongues in bilingual schools from 1994. Currently OSEO supports 88 schools, 212 classes and 8527 students in 7 languages. When the government saw the results, it decided to appropriate the strategy. Unlike in other countries, the population was motivated and willing, because of the positive association between local languages and the revolution of 1979. The 1996 Education Orientation law (Law no. 013/96/ADP) says that French and national languages are the languages of instruction (Leclerc). SIL Burkina Faso Director reports: “SIL works in two of the languages used [in bilingual primary schools], and SIL was asked initially to help with development of such material” (Aguila).

SOURCES

Oeuvre Suisse d'Entraide Ouvrière.

(n.d.) http://www.oseo.ch/fr/web/index.php?mod=ipp&cat=28&art_id=13&open=79&lid=bur06&lang=fr. (12 March 2005).

Leclerc, Jacques.

CODING

Independence	1990	2004
5	7	7

LANGUAGE POLICY

[German and] Belgian colonization. The first schools were set up in 1909 by the Germans.

(1962) Kirundi and French and Flemish

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) (Leclerc). In 1989, French was introduced as a subject from the first year.

In practice, Kirundi only serves as the language of instruction for the first four years, and French assumes that role in the final two years of primary (Halaoui, 18-19). English is also being added to the curriculum.

SOURCES

Halaoui, Nazam. “L’utilisation des langues africaines: politiques, législations et réalités.” [Working Document] Paper presented at the Biennial Conference of ADEA, Grand Baie, Mauritius, 3-6 December 2003.

Leclerc, Jacques. . 16 Jan 2005.
<http://www.tlfq.ulaval.ca/axl/afrique/burundi.htm>. (11 March 2005).

Ntahombaye, Philippe. “Politique et aménagement linguistique au Burundi.” In , ed. Pierre Martel and Jaques Maurais, 517-528. Tubingen: Max Niemeyer, 1994.

Ntawurishira, L. “Burundi: System of Education.” In ed. Torsten Husen and T. Neville Postlethwaite, 596-600. New York: Pergamon Press, 1985.

CODING

Independence	1990	2004
0	0	4

LANGUAGE POLICY

CODING

Independence	1990	2004
0	0	0

LANGUAGE POLICY

Portuguese colonization.

(1975) Portuguese only.

Portuguese

Portuguese remains the language of instruction, but teachers can use Capverdian Creole for illustrations if there is a problem with comprehension.

SOURCES

Leclerc, Jacques. . 17 Jan 2005.
<http://www.tlfq.ulaval.ca/axl/afrique/Cap-Vert.htm>. (11 March 2005)

CODING

CODING

Independence	1990	2004
0	1	4

LANGUAGE POLICY

French colonization. French has been the language of instruction since 1900.

(1960). French remained the language of instruction, but Classical Arabic was given special status as a subject.

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

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 is one where SIL is working. Our team has produced a new primer suitable for children and a teacher’s guide and the school is starting. Some of our teams and the people in the language groups we are working in see a big need for MT education and it looks like one or two or even more will start in an informal way next year. One team has tried out the existing primer (which was meant for adults) with some groups of children and are finding that it works” (Prinz).

SOURCES

Leclerc, Jacques. . 17 June 2003.
<http://www.tlfq.ulaval.ca/axl/afrique/tchad.htm>. (9 Aug 2004).

Prinz, Angela. “Re: For Angela Prinz; JBS sent me.” 10 Nov 2004. Personal email (13 Mar 2005).

C

CODING

Independence

1990

2004

CODING

Independence	1990	2004
0	0	6

LANGUAGE POLICY

French colonization.

(1960) French only.

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; N’Guessan says Articles 78 and 79). But the introduction of these languages in schools depended on their codification, so French remained the language of instruction in the interim.

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).

SOURCES

Leclerc, Jacques. . 12 Jan 2005.
<http://www.tlfq.ulaval.ca/axl/afrique/cotiv.htm>. (11 March 2005).

N’Guessan, Jérémie Kouadio. “École et langues nationales en Côte d’Ivoire: dispositions légales et recherches.” In , ed. Robert Chaudenson and Louis-Jean Calvet, 177-203. Paris: Institute de la Francophonie/ L’Harmattan, 2001.

CODING

Independence	1990	2004
0	0	4

LANGUAGE POLICY

French colonization. Primary education in public schools was given in French.
(1977) French.

CODING

Independence	1990	2004
0	0	0

LANGUAGE POLICY

Spanish colonization.

(1968) Leaders never raised the question of using languages. Spanish continued to be used for administration and schooling.

France propped up Nguema's replacement, Obiang, and even succeeded in getting Equatorial Guinea into the Franc Zone in 1985, though Spain remained

CODING

Independence	1990	2004
10	N/A	10

LANGUAGE POLICY

During the 30 years of conflict with Ethiopia, Eritrean languages were banned in public places. However, most Eritreans refused to speak Amharic and continued to teach their languages to their children. There was, however, significant population movement during the war, and people came into contact with Eritreans speaking different languages, with the result that there are few remaining monolingual regions in Eritrea (Leclerc).

(1993) Multilingual

Multilingual

Each Eritrean language (Tigrina, Tigré, Afar, Saho, Kunama, Bedawi, Bilen, Nara, Hijazi Arabic) is encouraged to be used and developed at the local level, and children receive their primary education in their mother tongue. The government sees it necessary to give mother tongue education to all groups, no matter what their size. In addition, each student is expected to learn one of the state languages (Tigrina or Arabic) In secondary school, teaching is given in Tigrina or English (Leclerc).

SOURCES

Leclerc, Jacques. . 8 July 2004.
<http://www.tlfg.ulaval.ca/axl/afrique/erythree.htm>. (10 Aug 2004).

CODING

Independence	1990	2004
0	0	4

LANGUAGE POLICY

French colonization.

(1960) “After independence, Gabon did not encourage the use of local languages

CODING

Independence	1990	2004
0	0	0

LANGUAGE POLICY

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)

(1965) English medium.

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.

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.

SOURCES

Leclerc, Jacques. . 13 Oct 2004.
<http://www.tlfq.ulaval.ca/axl/afrique/gambie.htm>. (11 March 2005).

Ministry of Education, Youth, Sports and Culture, Republic of the Gambia.
Sessional Paper No. 4 of 1988. 8 November 1988.

Sonko-Godwin, P. "Gambia: System of Education." In ed. Torsten
Husen and T. Neville Postlethwaite, 1986-1989. New York: Pergamon Press, 1985.

CODING

Independence	1990	2004
0	8	0

LANGUAGE POLICY

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

CODING

Independence	1990	2004
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CODING

CODING

Independence	1990	2004
7	7	7

LANGUAGE POLICY

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

(1966) Sesotho first, then English.

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

In primary school, Sesotho is the medium of instruction until the fifth year, when English is introduced progressively. English is the sole medium in secondary

CODING

Independence	1990	2004
0	0	0

LANGUAGE POLICY

(1847) The Lutheran Bible Society came to Liberia in 1969 and started the Liberia Language Institute, which is now involved in developing literacy programs in Gola, Grebo, Kissi, Kpelle, Kra, Kru, Vai, and Vandi (Richmond, 45).

The Government sponsored a National Language Program in the early 1980s, which intended to use local languages for adult education and to introduce the local languages before English in the primary schools (Richmond, 43) [but] “at this writing [1983] English is the only language of instruction in the public schools” (43), though in rural areas, English is taught as a foreign language, using the native language of the region for classroom explanation and instructions (43)

With the ongoing civil war, there is not much being done about education or languages. In terms of language, the “State is doing nothing from a legal point of view, nor from a practical perspective. It is content to follow colonial policy in leaving English as the official language, even though no one speaks it. The Liberian State has no apparent education policy regarding language. It does not forbid anything, but it does nothing” (Leclerc).

SOURCES

Leclerc, Jacques. . 5 Sept 2004.
<http://www.tlfq.ulaval.ca/axl/afrique/liberia.htm>. (11 March 2005).

Richmond, Edmun B.

D.C.: University Press of America, 1983.

. Washington,

CODING

Independence

1990

2004

CODING

Independence	1990	2004
0	3	6

LANGUAGE POLICY

French colonization.

(1960) French medium, though discussion of mother tongue medium since 1962. Decree#85 PGIRM of 26 May 1967 standardized alphabets for 4 languages: Bambara, Fulfulde, Songhay, Tamasheq.

In 1978, the first four bilingual schools opened, using Bamanan as the language of instruction. By the beginning of the 1990s, there were only 104 schools involved. Many of them had regressed in the use of the mother tongue (Tréfault, 235). Belgian research institute, CIAVER, initiated new experiments in the “pédagogie convergente” beginning in 1987 with one language: Bamanan. The experiment began with two schools in Segou, and grew to 12 schools by 1992 (Wambach, 109)

Decree 93-107/P-RM of 16 April 1993 called on the Education Ministry to use national languages in education, and from the 1994-95 school year, the use of national languages and French was supposed to be generalized to six language: Bambara, Tamasheq, Songhay, Soninke, Fulfulde, and Dogon. The “generalization” has reached about 300 schools, and continues to progress, even if it is not yet a majority (Leclerc). In 1996, Law no. 96-049 of 23 August recognized 13 languages as national languages (Fomba, 5). According to Fomba, the languages added (in addition to the original Bamanan) each year to the bilingual program were: (1994-95) – Fulfulde and Songhay; (1995-96) – Soninke, Tamasheq and Dogon, (1998-99) – Senoufo and Bobo, (2000-01) – Mamara and Bozo, (2001-02) – Khassonke (Fomba and Weva, 10).

SOURCES

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

Leclerc, Jacques. . 17 June 2003. <http://www.tlfq.ulaval.ca/axl/afrique/mali.htm>. (9 Aug 2004).

Tréfault, Thierry. “Bambara et française à l’école malienne: la recherche de la complémentarité.” In ed. Robert Chaudenson and Louis-Jean Calvet. Paris: Institut de la Francophonie/L’Harmattan, 2001.

Wambach, Michel. . Ségou, République du Mali: ACCT-CIAVER, 1994.

CODING

Independence	1990	2004
5	5	5

LANGUAGE POLICY

French colonization 1715-1810; British colonization 1810-1966. Education Ordinance of 1957 authorized the use of any appropriate language of instruction (Leclerc).

(1966) There is no official language policy in the 1966 constitution (Hookoomsing, 117), and the country kept the 1957 ordinance. "Since English becomes the language of instruction as from the fourth year, however, sheer pragmatism dictates that it be introduced as early as possible" (Hookoomsing, 118). French is also part of the primary curriculum.

In 1995, the government decided that Oriental (e.g. Indian) languages should also count for "ranking and selection, in addition to certification, at the primary-school terminal examination" (Hookoomsing, 118). But people question the burden of three languages (MT, English, French) on children. In practice, though all languages are authorized in primary, it is taught only in Creole and French. As for Indian languages, they are "largely neglected by the interested parties themselves. They judge the knowledge of their ancestral language of little use in the Mauritian context; most of them even believe the knowledge of French is preferable to Indian languages, one, of course, English has been acquired" (Leclerc).

SOURCES

Hookoomsing, Vinesh Y. "Language, Pluralism and Development: The Case of Mauritius." In _____, ed. Richard Trewby and Sandra Fitchat, 109-120. Conference Proceedings, National Institute for Educational Development, Okahandja, Namibia, 11-13 April 2000. Namibia: Gamsberg Macmillan Publishers, Ltd., 2000.

Leclerc, Jacques. _____. 13 Sept 2004.
<http://www.tlfq.ulaval.ca/axl/afrique/maurice.htm>. (12 March 2005).

CODING

Independence	1990	2004
0	0	6

L

CODING

Independence	1990	2004
8	8	6

LANGUAGE POLICY

German, 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).

(1990) 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).

A 1993 pamphlet by the Ministry of Education and Culture, interpreted 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).

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).

SOURCES

- Brock-Utne, Birgit. "The Language Question in Namibian Schools." *Journal of Modern African Studies* 43, no. 2 of 3 (1997): 241-260.
- Brock-Utne, Birgit. "Education for all – in whose language?" *Journal of Modern African Studies* 27, no. 1 (2001): 115-134.
- Leclerc, Jacques. "Language Policy in Namibia." *Journal of Modern African Studies* 43, no. 1 (2005): 30 Jan 2005. <http://www.tlfg.ulaval.ca/axl/afrique/namibie.htm>. (12 March 2005).
- Roy-Campbell, Zaline Makini. *Language and Education in Namibia*. Trenton, NJ: Africa World Press, 2001.
- Swarts, Patti. "Language Policy Implementation in Namibia: Realities, Challenges and Politics." In *Language Policy in Africa*, ed. Richard Trewby and Sandra Fitchat, 38-51. Namibia: Gamsberg Macmillan Publishers, 2001.

CODING

Independence	1990	2004
0	4	6

LANGUAGE POLICY

French colonization.

(1960) French only.

Though French is the sole official language, Hausa and Zarma are allowed in parliamentary debates (Leclerc). A few experimental schools in local languages began as early as 1973.

By 1998, there were 42 experimental schools, assisted by GTZ and USAID, 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. In Niger's primary schools, teaching is given in some of the national languages during the first three years, along with classical Arabic, which is taught in several schools experimentally. French remains

CODING

Independence	1990	2004
8	8	8

LANGUAGE POLICY

CODING

Independence	1990	2004
7	7	7

LANGUAGE POLICY

German and Belgian colonization.

(1962). French and Kinyarwanda medium.

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 Leclerc).

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. 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).

SOURCES

Calvet, Louis-Jean. "Les politiques linguistiques en Afrique francophone: état des lieux du point de vue de la politologie linguistique." In _____, ed. Robert Chaudenson and Louis-Jean Calvet, 145-176. Paris: Institut de la Francophonie/L'Harmattan, 2001.

Leclerc, Jacques. _____. 1 Sept 2004.
<http://www.tlfq.ulaval.ca/axl/afrique/rwanda.htm>. (12 March 2005).

CODING

Independence	1990	2004
0	0	0

LANGUAGE POLICY

Portuguese colonization.

(1975) Portuguese medium.

Portuguese medium.

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).

SOURCES

Leclerc, Jacques.

. 13 Jan 2005.

<http://www.tlfq.ulaval.ca/axl/afrique/Sao-Tome-Principe.htm>. (12 March 2005)

CODING

Independence	1990	2004
0	0	4

LANGUAGE POLICY

French colonization.

(1960) French medium.

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 (Annexe IIE), but no action was taken at that time.

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.

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<http://www.tlfq.ulaval.ca/axl/afrique/senegal.htm>. (10 Aug 2004).
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- République du Sénégal: Commission Nationale de Reforme de l'Education et de la Formation. [. Dakar, Senegal, 5 Aug 1981 – 6 Aug 1984.

CODING

Independence	1990	2004
0	4	4

LANGUAGE POLICY

CODING

Independence	1990	2004
0	7	5

LANGUAGE POLICY

Italian and British colonization. In 1957, there were 137 primary schools in Italian Somaliland, with an enrollment of 12,557, and in 1960, British Somaliland had 38 primary schools with 2,020 students (Maimbolwa-Sinyange, 4710).

(1960) After independence, with the help of Soviet educators, the government introduced a new curriculum emphasizing Somali culture. The Somali language could not be used, however, because linguists and politicians could not agree on a unified script [Arabic, Latin or indigenous] (Warsame, 345-47). The medium of instruction thus remained Italian in the South and English in the North.

The military regime that seized power in 1969 succeeded in establishing an official (Latin) script (Warsame, 347), and introduced the Somali language into the school system in 1972 (Maimbolwa-Sinyange, 4711). In 1977, Somali was introduced into the secondary system.

Since 1992, Somalia has been cut in two. In the North, which proclaimed independence, the government has reinforced English to the detriment of Somali (Leclerc).

SOURCES

Leclerc, Jacques. . 7 Aug 2004.
<http://www.tlfq.ulaval.ca/axl/afrique/somalie.htm>. (10 Aug 2004).

Maimbolwa-Sinyange, I. M. "Somalia: System of Education." In ed.
Torsten Husen and T. Neville Postlethwaite, 4709-4712. New York: Pergamon Press, 1985.

Warsame, Ali A. "How a Strong Government Backed an African Language: The Lessons of Somalia." 47, nos. 3-4 (2001): 341-360.

CODING

Independence	1990	2004
1	2	4

LANGUAGE POLICY

British 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. Arabic was excluded. In the North, Arabic was the medium in primary school, with English as a subject.

(1956) Arabic and English medium. After 1965, Arabic progressively replaced English, even in higher education. The military regime of Abboud (1958-64) imposed Arabization and Islamization on the South. (Leclerc)

Between 1972 and 1983, there was some dew-s Nm in

CODING

Independence	1990	2004
7	7	5

LANGUAGE POLICY

British colonization.

(1968) SiSwati medium during first four years with English as a subject and then English medium thereafter.

Same. Private schools use English medium.

Official policy: 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

CODING

Independence	1990	2004
5	9	9

LANGUAGE POLICY

German and British colonization. There were English schools, Asian schools and African schools. In African schools, Kiswahili was the medium in grades 1-5, English was a subject from grade 3, and English was the medium from grade 6

CODING

Independence	1990	2004
8	8	6

LANGUAGE POLICY

British colonization. Successive pre-colonial governors advocated the teaching of Kiswahili, but missionaries resisted (because they were using other indigenous languages and because Kiswahili was associated with Islam), and the governors' efforts were thwarted (Kasozi, 25). A 1948 report of the US Department of Education noted that 6 languages were used for teaching at that time: Luganda, Luo, Lunyoro, Ateso, Lugbara, Kiswahili (Kasozi, 25).

(1962) Local languages were used in the first years, followed by English. Kiswahili was dropped because of opposition from missionaries and from Luganda speakers.

In 1973, Idi Amin decreed that Kiswahili was to be the national language and the medium of instruction, but he allocated few resources to achieving the education goal. Local languages continued to be used.

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