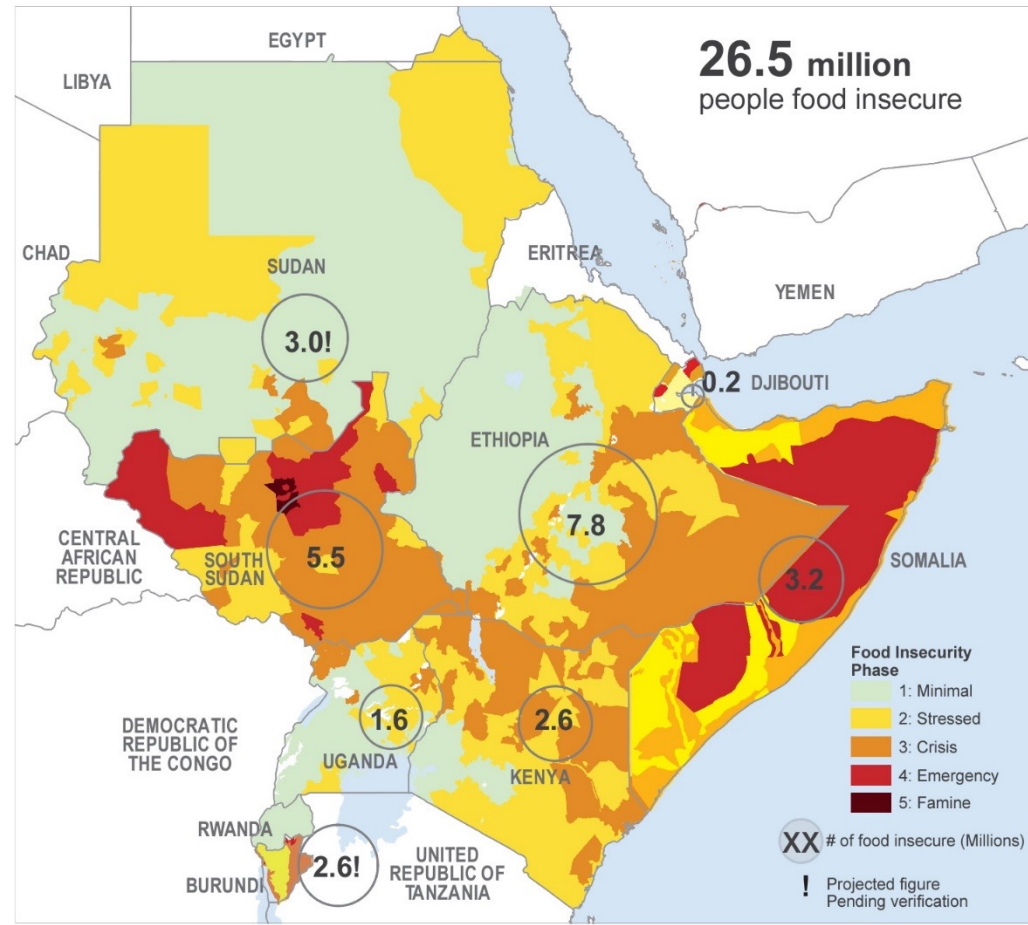


*Lingue di istruzione, pratiche bilingue e biculturali*  
*Piani di sostegno ai rifugiati*  
*Il caso dell'Uganda*



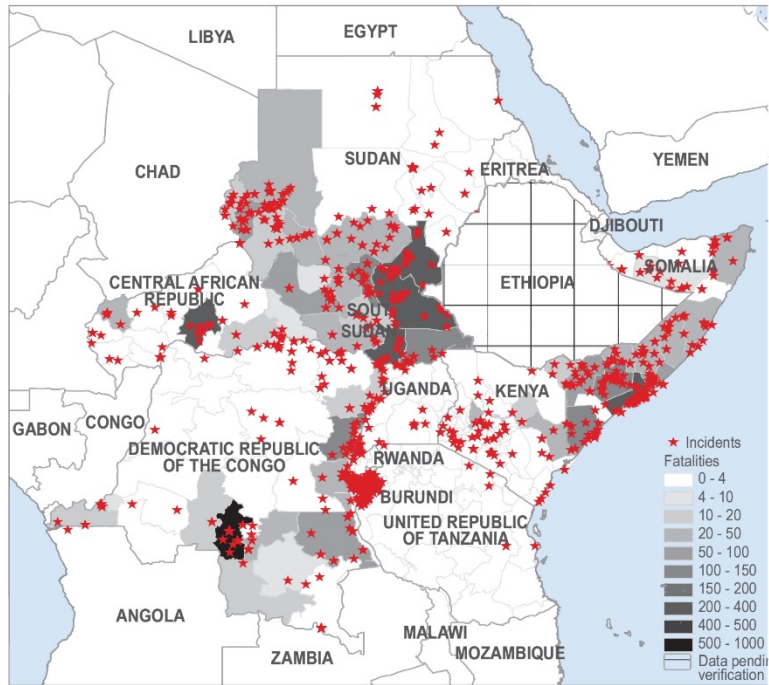
Linguistica  
migratoria 6

# HORN OF AFRICA FOOD SECURITY MAP



Source: IPC TWG (Dj) Oct 2016, RWA Oct 2016  
 FEWSNET (BDI, DJI, ETH, KEN, SOM, SUD, SSD, UGA, Feb-May 2017 projected) Creation date: 12 May 2017

## CONFLICT: JAN TO MAR 2017



Definizione socio-antropologica di disastro come “tipo e grado di disgregazione sociale che segue l'impatto di un agente distruttivo (fenomeno naturale o tecnologico e quindi un evento fisico) su una comunità”. Esso verrà analizzato come un fenomeno sociale che si manifesta attraverso una disarticolazione della struttura sociale e del sistema di significati, localmente determinato. *Silvia Pitzalis «Lineamenti di antropologia dei disastri» Documento in e-source*



# Ecosistema e migrazione forzata

- Una comunità di organismi plurimi, nel costante divenire di un processo vitale in molteplici ambienti

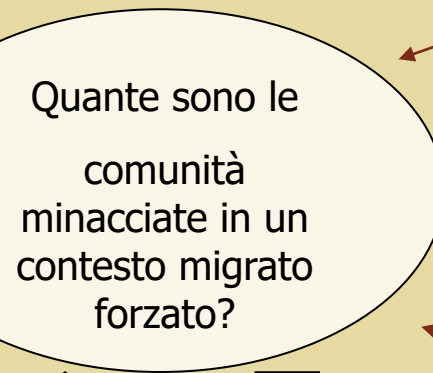
## Perdita dell'ecosistema naturale antropizzato

Degrado ambientale:  
Riduzione della biodiversità  
Alterazione del tasso di crescita demografica  
Erosione del suolo  
Desertificazione  
deforestazione

Degrado sociale  
Perdita dei riferimenti sociali

Degrado economico  
Assenza della microeconomia di sussistenza

Degrado culturale  
Perdita e trasformazione di valori simbolici e L1 erosi



# Refugee settlements in North Uganda: a great challenge for education practices

517,000 children of primary and secondary school age Out of school:

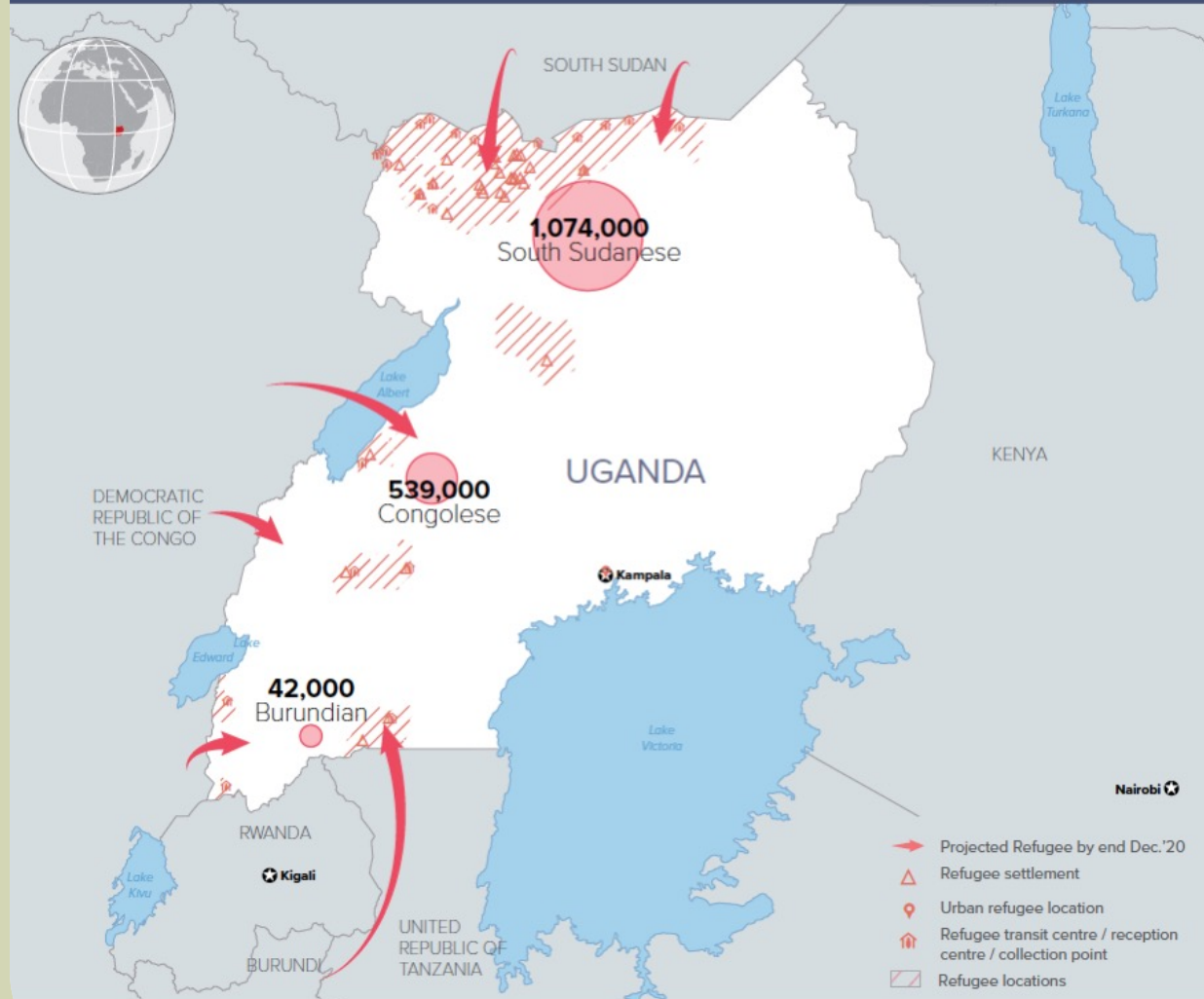
53% of the primary aged  
92% of the secondary aged

## 2019- 2020 PLANNED RESPONSE

**1.73\*M**  
2019-2020 PROJECTED  
REFUGEE POPULATION

**US\$ 1.86B**  
2019 REQUIREMENTS

**61**  
2019 & 2020 PARTNERS  
INVOLVED



# Nyuwmanzi Refugee Camp, Adjumani Uganda



Uganda Country Refugee Response  
Plan UNHCR (2019-2020)  
Education as a priority outcome

Re-opened in 2014  
Hosting 120.000 people  
65% younger than 18



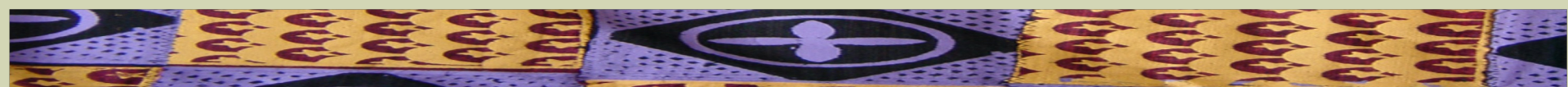


## Sendai Framework for Disaster Risk Reduction 2015-2030 Classification of Disasters

- Small-scale disaster: a type of disaster only affecting local communities which require assistance beyond the affected community.
- Large-scale disaster: a type of disaster affecting a society which requires national or international assistance.
- Frequent and infrequent disasters: depend on the probability of occurrence and the return period of a given hazard and its impacts. The impact of frequent disasters could be cumulative, or become chronic for a community or a society.
- A slow-onset disaster is defined as one that emerges gradually over time. Slow-onset disasters could be associated with, e.g., drought, desertification, sea-level rise, epidemic disease.
- A sudden-onset disaster is one triggered by a hazardous event that emerges quickly or unexpectedly. Sudden-onset disasters could be associated with, e.g., earthquake, volcanic eruption, flash flood, chemical explosion, critical infrastructure failure, transport accident.

# Community Capacity Building: the role of education and individual development, in a slow-onset disaster

- **Contribute to the combination of all the strengths, available within any organization, community or society to manage and reduce disaster risks and strengthen resilience.** Literacy low rates cannot contribute to human empowerment.
- **Enable coping with capacity, as an ability of people, organizations and systems, to use available skills and resources, to manage adverse conditions, risk or disasters.** No access to information corresponds to a general inability in knowing and benefiting from available skills and resources.
- **Enhance development as a process by which people, organizations and society systematically stimulate and develop their capacities over time to achieve social and economic goals.** All these potentials cannot be expressed in communities where poor education cannot expand and empower cognitive capacities.







# Our research aim

- Provide an **analysis of variables** affecting learning achievements
- **Suggest measures** for the improvement of teaching and learning in a suitable 2<sup>nd</sup> language environment
- **Increase the literacy rate** in refugee settlements both for school age children and for adults
- **Provide data** for policy makers and further research

# Mother tongues in curricular studies: which ones? Uganda National Curriculum standards

**1963**

Language policy measures introduced 6 mother tongues into primary education but not as curricular languages, keeping English only teaching:

Luganda, Runyakitara (Runyankole-Rukiga/Runyoro-Rutoro), Luo, Lugbara and Ateso/Akaramojong

**1991**

The program was extended to 30 more mother tongues

**2007**

35 mother tongues become a mean of instruction from P1 to P3P1-P3; the new program is implemented all over the Country, under the supervision of two institutions:

Uganda National Curriculum Development Centre

Uganda National Examinations Board



○ P1-P3

- Literacy and numeracy in the 'local' mother tongue; English as L2 taught in the mother tongue.



○ P4-P7

- English only: Literacy and grammar, Maths, integrated Sciences, Social Studies, Creative Arts, physical Education, Religion
- Mother Tongue: local culture classes (Story telling and reading)

*Aim: To use local languages in order to develop a sense of belonging and pride in indigenous cultures, but also to improve literacy results, which had been rather poor under the English-only language policy in the past. (Wolff 2011, 92)*



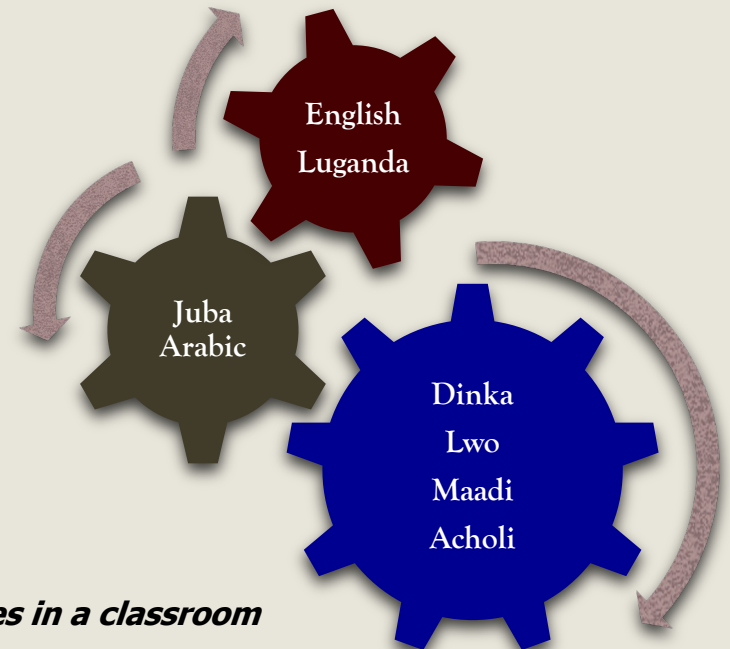
## ***The Linguistic and cultural patchwork in West Nile***

-  South Sudanese refugees: Maadi, Lwo, Dinka (MT), Juba Arabic (2L)
-  Ugandans: Maadi, Acholi (MT), English and Luganda (2L)



Mother tongue teaching P1-P3  
English as 2<sup>nd</sup> language teaching (P4-P7)

154 pupils per classroom ratio  
85 pupils per teacher



***7 Languages in a classroom***

Variable 2 (external factors): Absence of sustainable education practice involving adults and children

- Cultural and linguistic asset of South Sudanese Refugees in Uganda
- Independent Republic since 2011, two official languages (English and Arabic), one national language (Juba Arabic), 58 mother tongues (Dinka, Lwo, Nuer)
- Nilothic cultures, animal husbandry as a main activity.
- Cultural and linguistic asset of West Nile population in Uganda
- Independent republic since 1961, one official language (English) 4 national languages (Luganda, Rutoro, Runyankole, Rutooro), 64 mother tongues. West Nile shows a mingling of Bantu and Nilothic cultures, farming as a main activity.

Variable 3 (internal factors) : mother tongues did not develop any technical variety to express western scientific and literary contents

- Lack of Suitable didactic materials for literacy and numeracy in English (P1-P7)
- Lack of Suitable didactic materials for literacy and numeracy in mother tongues (P1-P3)
- Poor Language documentation



## Variable 4 (internal factors) out of context cultural frameworks offered in teaching. Cognitive gaps induced (NAPE 2015)

- Composition of the P3 Numeracy test by competences:
  - Counting objects
  - Identifying place values on an abacus
  - Completing sequences
  - Writing number symbols from words and vice versa
- Composition of the P3 Literacy test by competences
  - Completing words and sentences
  - Identifying
  - Completing sentences and stories



# Achievement of Primary School Pupils Numeracy and Literacy in English: P3 (UNEB, 2015)

FIGURE 4.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN LITERACY IN ENGLISH

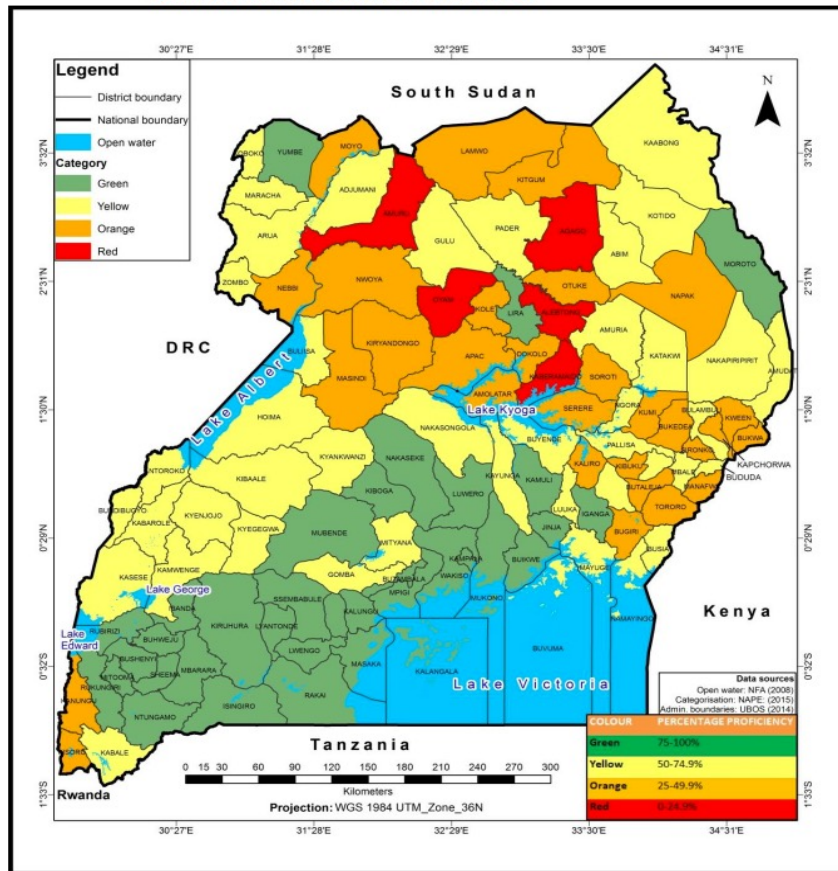
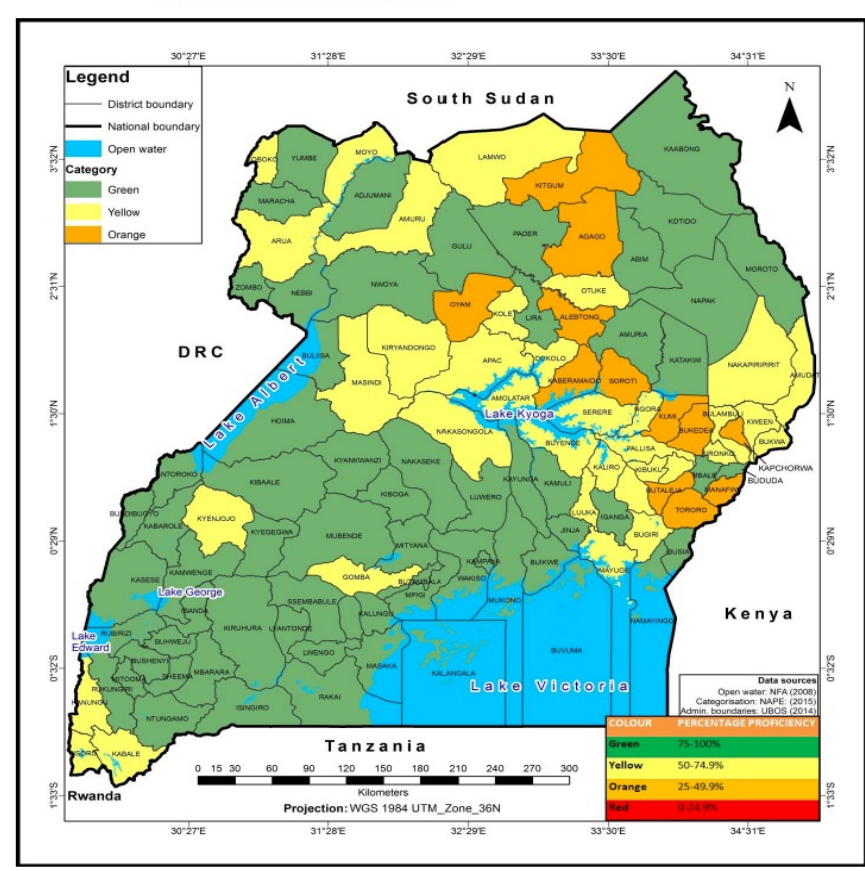


FIGURE 3.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN NUMERACY





# Achievement of Primary School Pupils Numeracy and Literacy in English: P6 (UNEB, 2015)

FIGURE 6.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 6 PUPILS RATED PROFICIENT IN LITERACY IN ENGLISH

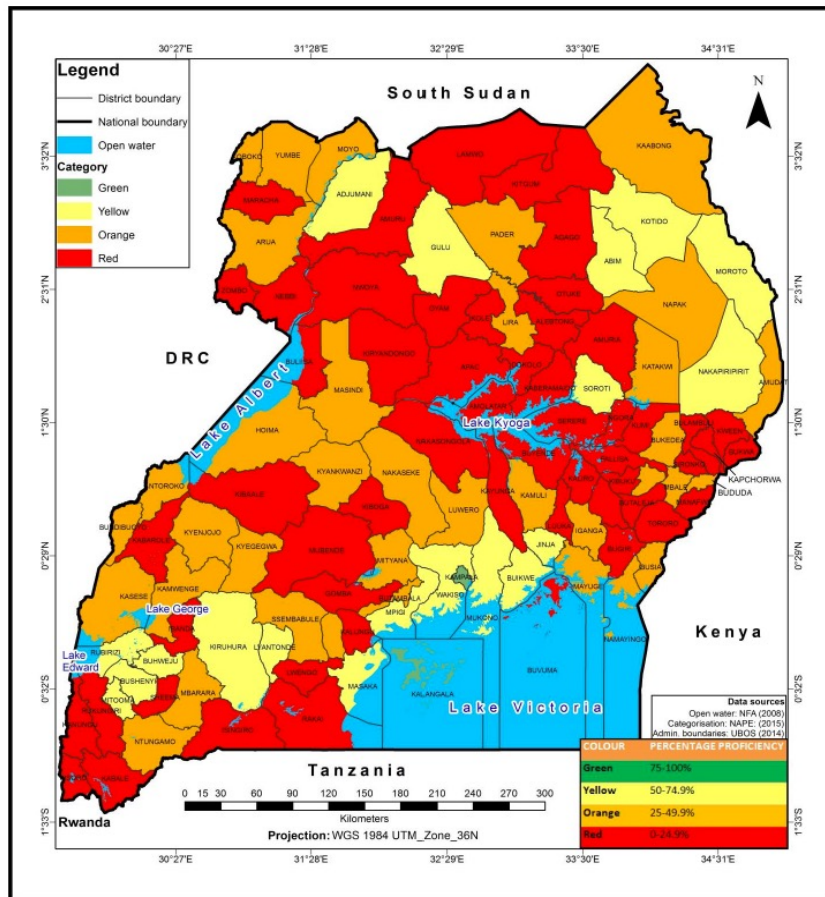
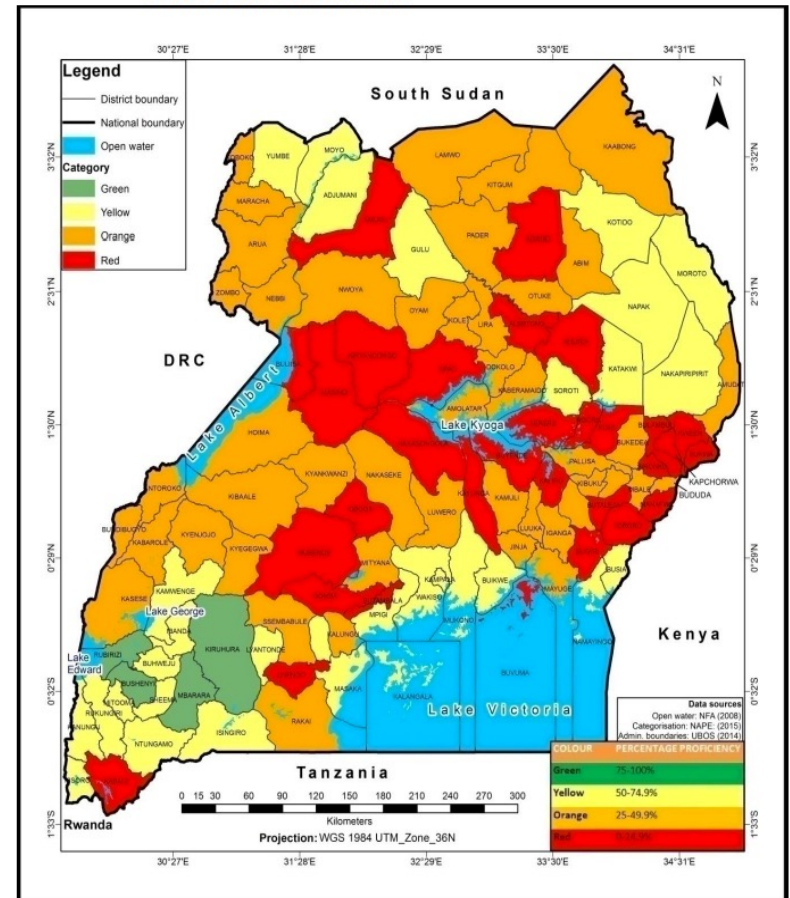


FIGURE 5.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 6 PUPILS RATED PROFICIENT IN NUMERACY



# Some Numeracy gaps in P6

TABLE 5.08: PERCENTAGE OF P 6 PUPILS RATED PROFICIENT IN 'GEOMETRY'

COMPETENCE	BOYS	GIRLS	ALL
Drawing an angle less than 180°	↑ 75.6	↑ 76.4	↑ 76.0
Constructing a circle	→ 70.2	↑ 76.0	→ 73.0
Drawing lines of symmetry	↓ 47.0	↓ 48.0	↓ 47.5
Measuring a given length	↓ 45.7	↓ 40.8	↓ 43.3
Identification of parallel lines	↓ 41.2	↓ 39.3	↓ 40.3
Constructing a triangle	↓ 21.7	↓ 19.3	↓ 20.5
Measuring an obtuse angle	↓ 9.1	↓ 6.0	↓ 7.6

## Nyumanzi

### Boys Girls

50.4 67.3

64.2 68.3

33.4 36.3

28.5 23.5

38.9 32.6

18.4 12.5

8.4 3.4

TABLE 5.09: PERCENTAGE OF PUPILS RATED PROFICIENT IN NUMBER PATTERNS AND SEQUENCES

COMPETENCE	BOYS	GIRLS	ALL
Finding the lowest common multiple of up to 3 numbers each of which is less than 50	↓ 48.5	↓ 45.4	↓ 47.0
Forming number patterns of triangle numbers	↓ 47.0	↓ 43.1	↓ 45.0
Identifying an odd number	↓ 41.1	↓ 40.6	↓ 40.8
Finding the squares of a number less than 50	↓ 27.1	↓ 29.3	↓ 28.2
Finding multiples of numbers less than 20	↓ 29.2	↓ 25.0	↓ 27.2
Completing a number sequence	↓ 10.5	↓ 5.5	↓ 8.0
Finding the square roots of numbers up to 300	↓ 6.7	↓ 5.3	↓ 6.0

## Nyumanzi

### Boys Girls

33.2 35.7

46.4 38.5

39.4 32.7

25.2 27.3


24.3 22.3

8.7 5.2


5.4 3.2

# School attendance in some African Countries (UNICEF 2015)

COUNTRY	Percentage of pupils attending		Percentage of pupils reaching Grade 5
	M	F	
Mozambique	58	53	49
Uganda	78	79	64
Ghana	65	53	63
Ethiopia	55	47	65
Namibia	76	81	92
Angola	80	69	76
Tanzania	83	81	88

 1 official language + mother tongues

 1 official language

 2 official languages

# The Refugees school attendance in some South Sudanese Settlements in Adjumani District



1 curricular African language (Maadi or Dinka)+ English

Settlement	Pupils attendance		Pupils reaching grade 7
	M	F	
Nyumanzi	48%	32%	7%
Maaji 3	41%	28%	4%
Maaji 1	43%	29%	5%

## Lack of adequacy in bilingual teaching processes and consequences

- The acquisition of the 2nd Language (English) starts very late and in the school environment only
- Disciplines cannot be taught in mother tongues because of lack of appropriate technical varieties of the languages
- Switching from mother tongue to English during teaching and learning processes reduces learning capacity and learning speed



## Some suggestions for Policy makers

- Rural areas and refugee settlements do not get any benefit in terms of learning processes in switching from mother tongue to English as curricular languages in primary schools
- Qualified teachers in terms of bilingual and bicultural education are hard to recruit
- No standardization processes have gone through for some mother tongues; therefore no reliable didactic materials are available
- Teaching and learning in mother tongues are strongly affected by expression inadequacy of African languages with no technical varieties and no specific lexicon to sustain teaching of school disciplines
- The first 3 years of mother tongue teaching and learning in Primary school and the sudden switch to English-only further school years threaten cognitive development, discourage learning and communication skills, strongly contribute to deep the already existing gap in human development



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