



## AFRICA

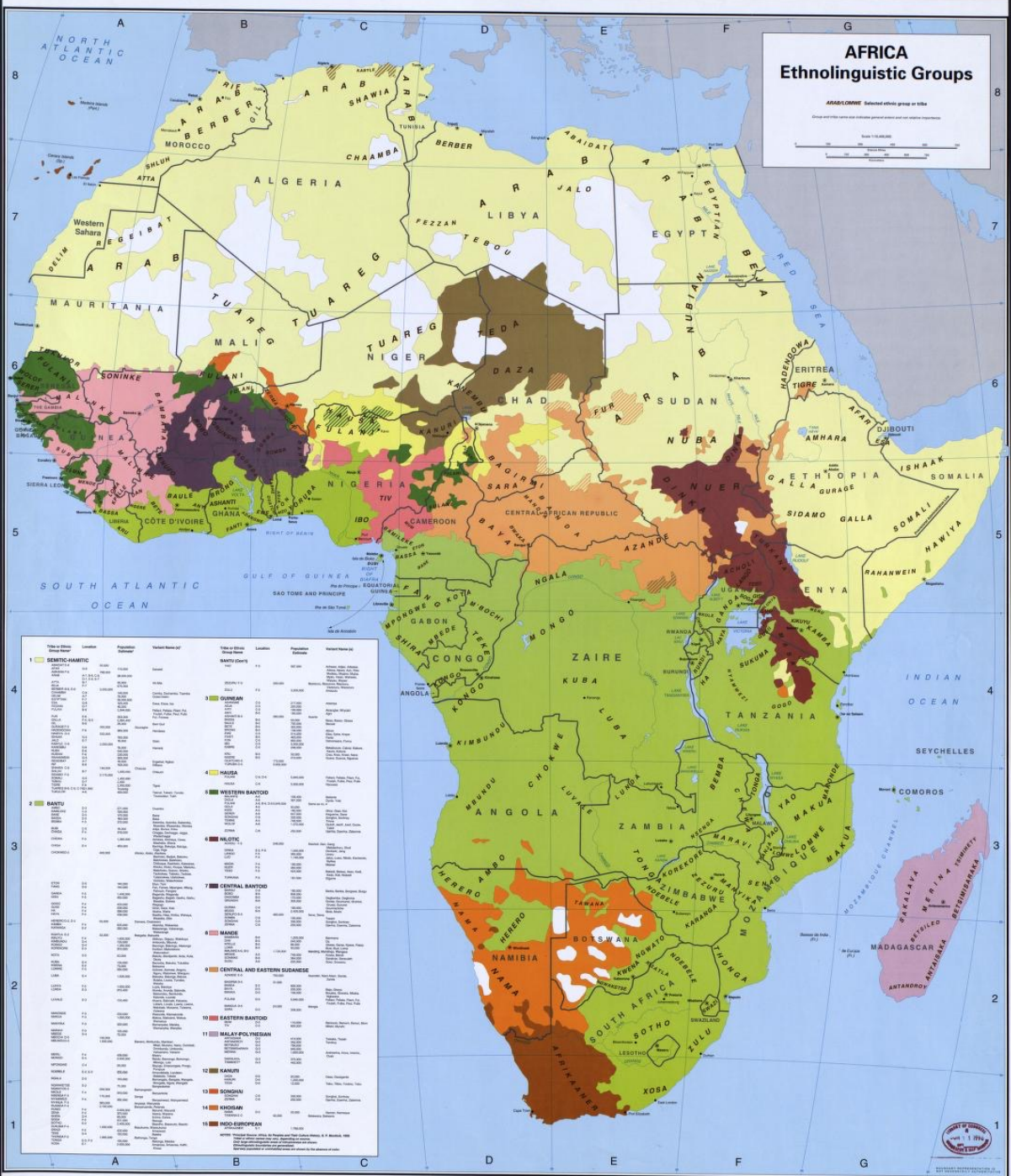
*Lingue di  
istruzione,  
pratiche bilingue  
e biculturali  
Piani di sostegno  
ai rifugiati  
Il caso  
dell'Uganda*

Linguistica  
migratoria 6

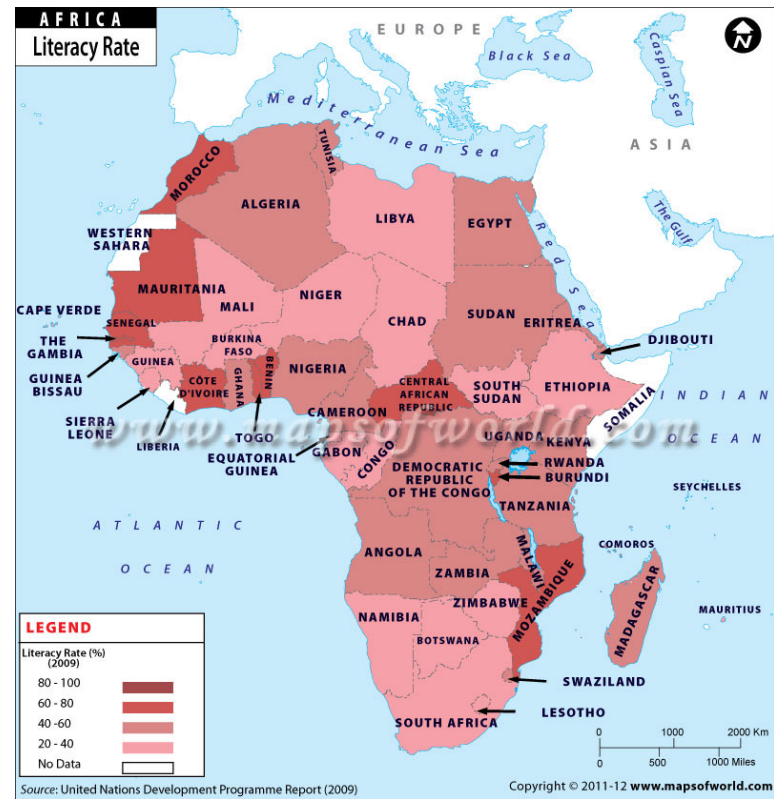
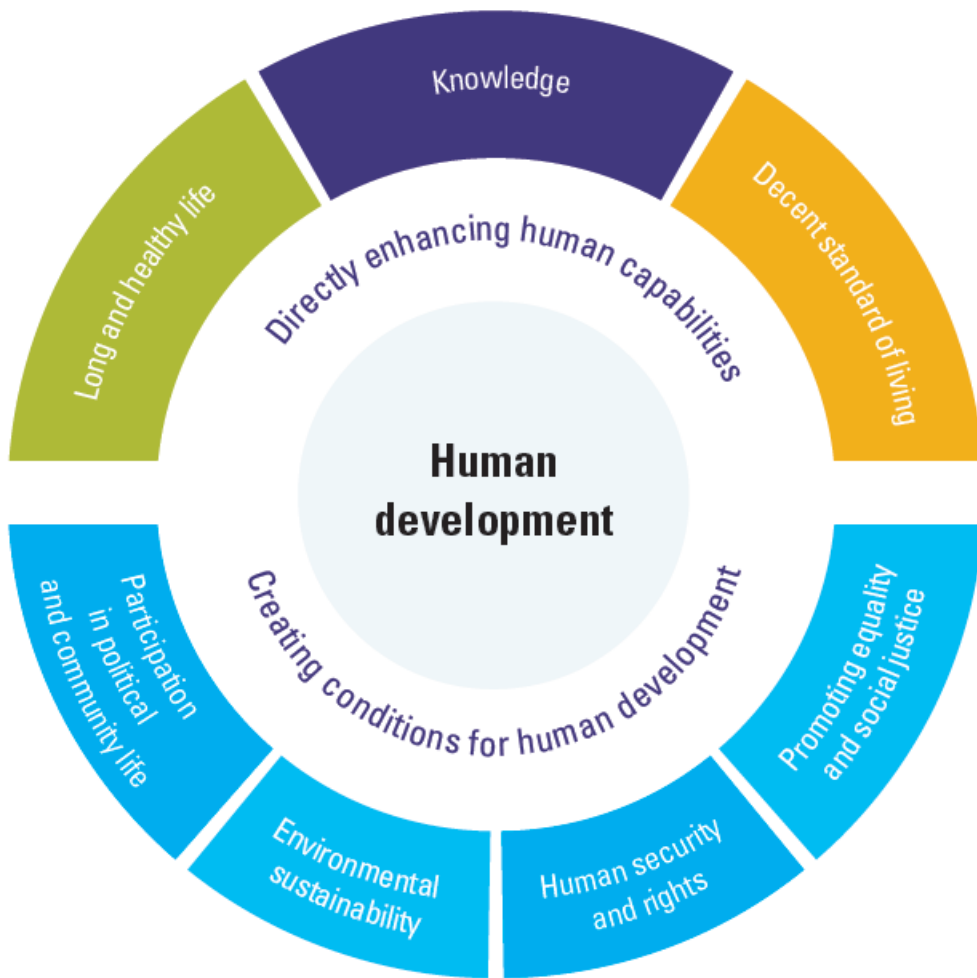
# Sustainable development goals – 2030 AGENDA





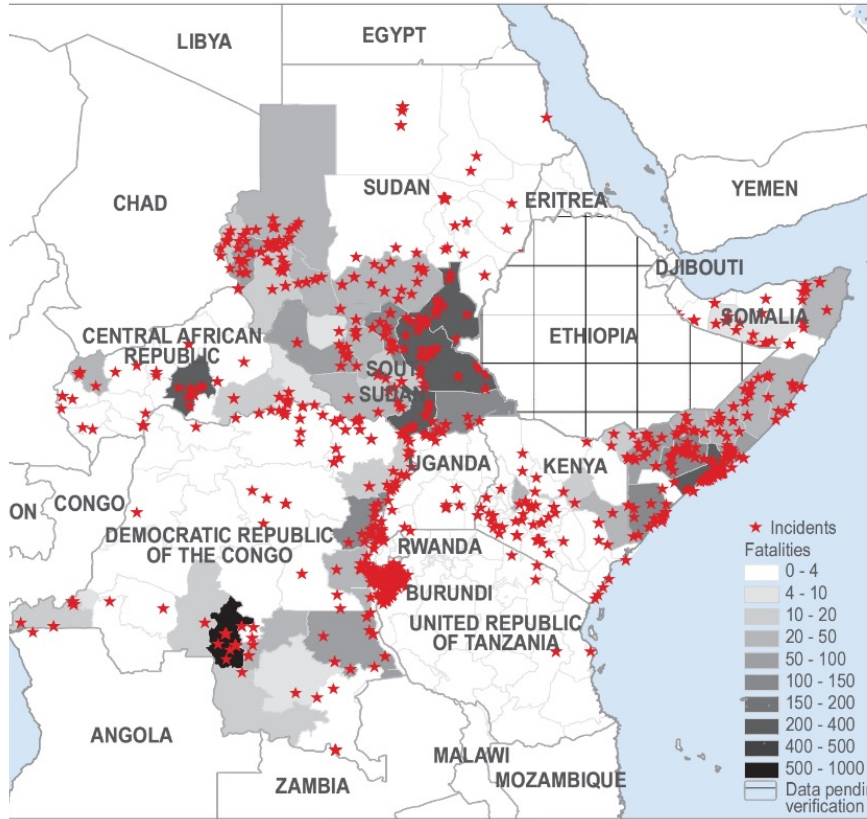


United States Central Intelligence Agency. (1996) *Africa, Ethnolinguistic Groups*. [Washington, D.C.: Central Intelligence Agency] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/96680239/>.

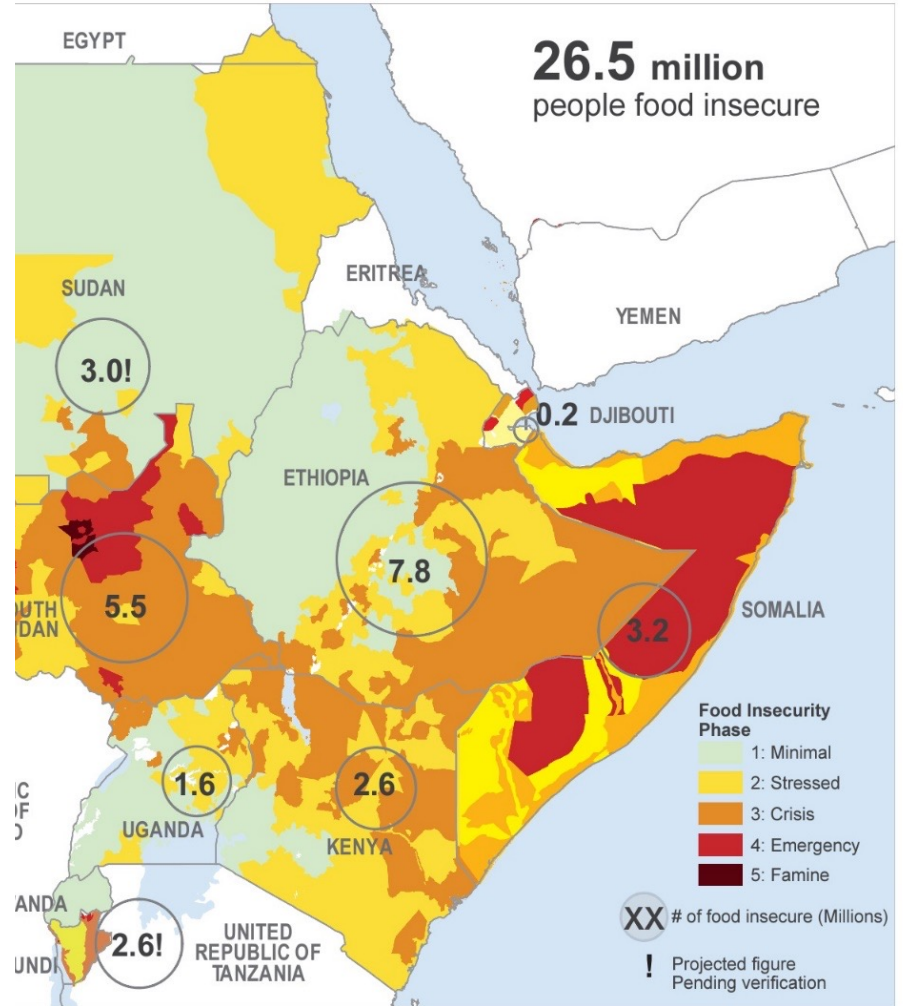




### CONFLICT: JAN TO MAR 2017



### FOOD SECURITY MAP



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





# Ecosistema e migrazione forzata

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

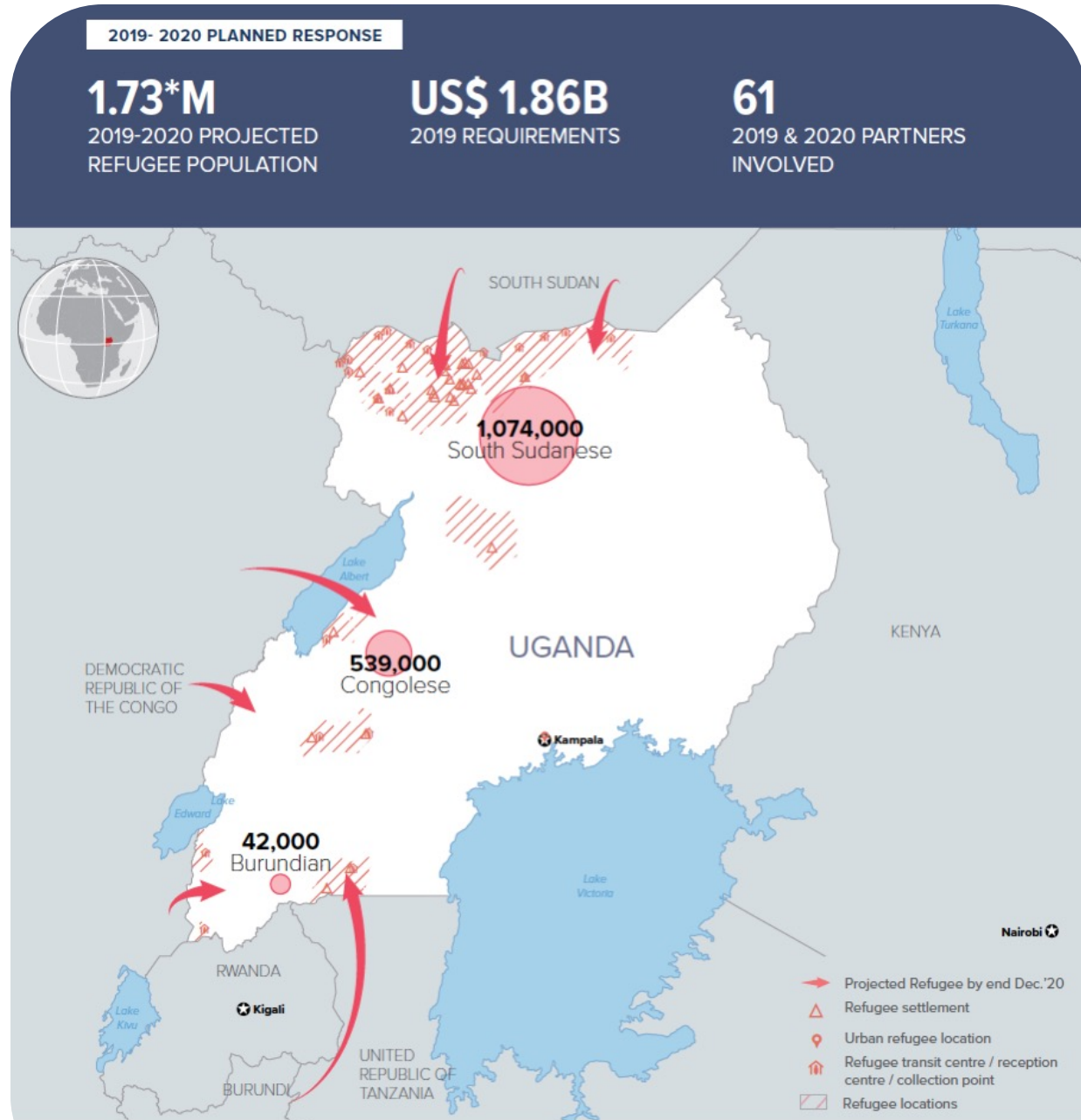
## Perdita dell'ecosistema naturale antropizzato



# 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





# 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





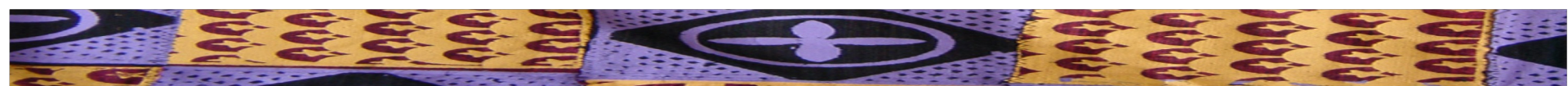
## Sendai Framework for Disaster Risk Reduction 2015-2030 Classification of Disasters

- 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.



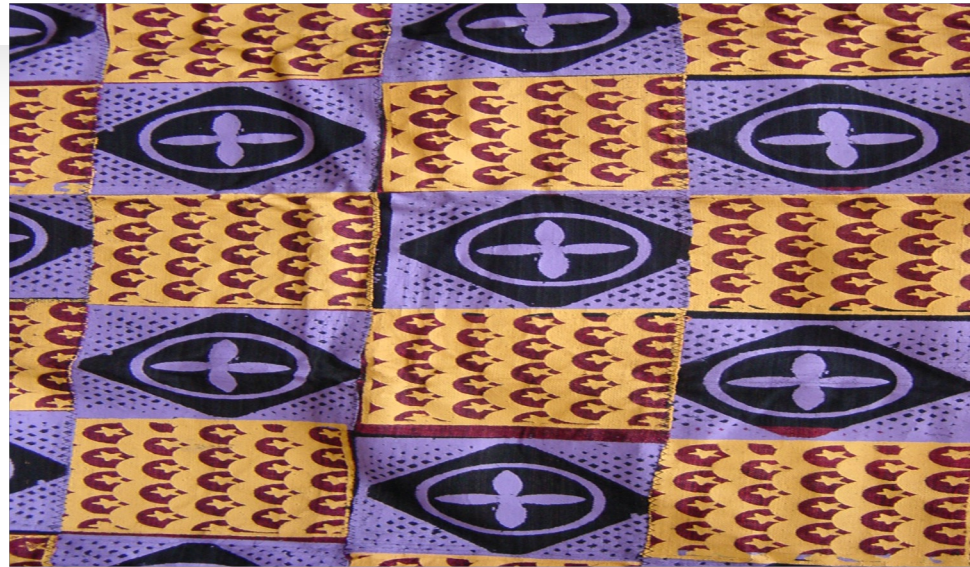
# Community Capacity Building: the role of education and individual development, in a slow-onset disaster

- **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.



# Development programs 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)



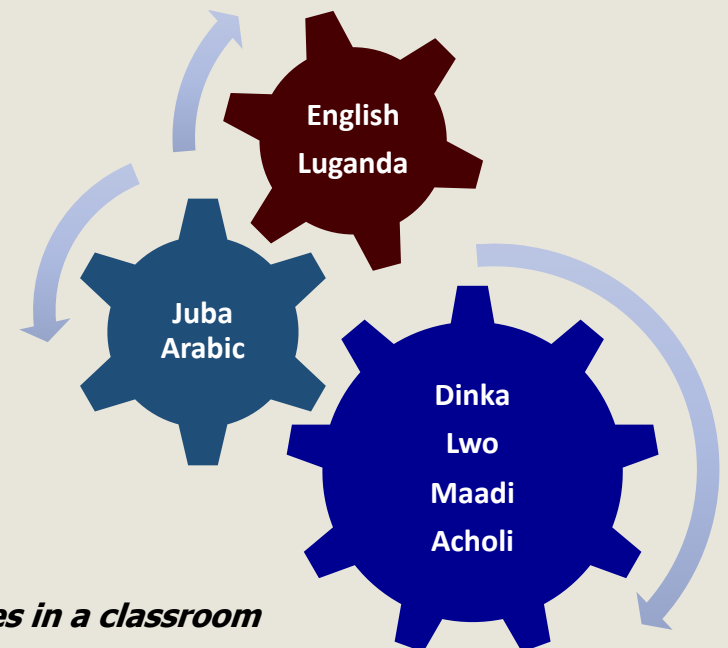
## ***The Linguistic and cultural patchwork in West Nile***

-  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)

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- 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

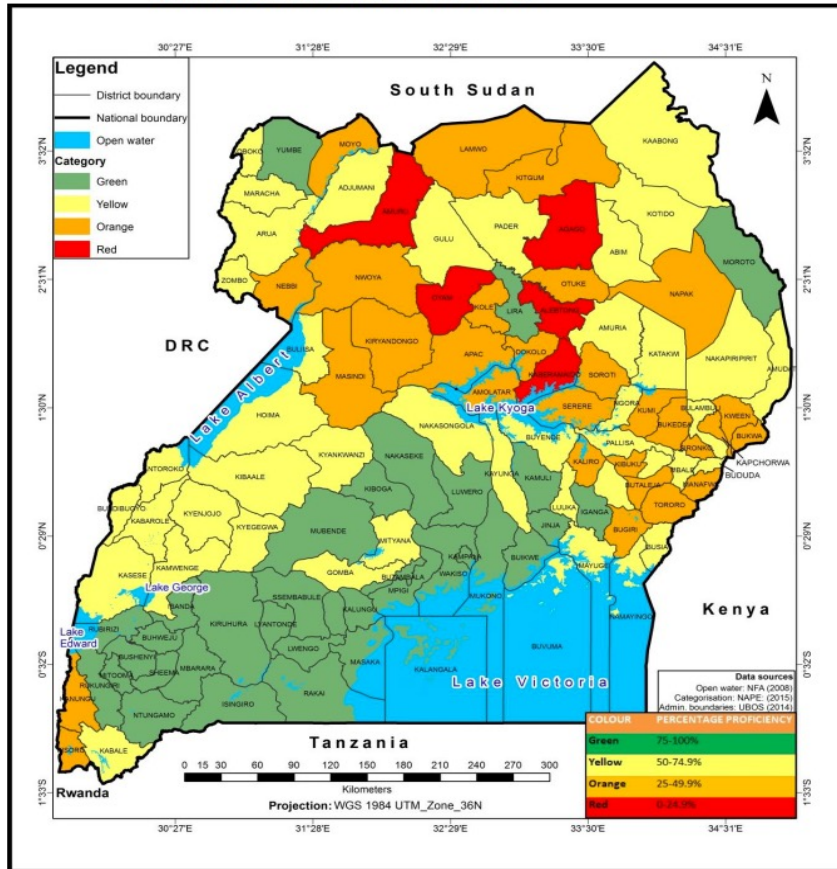
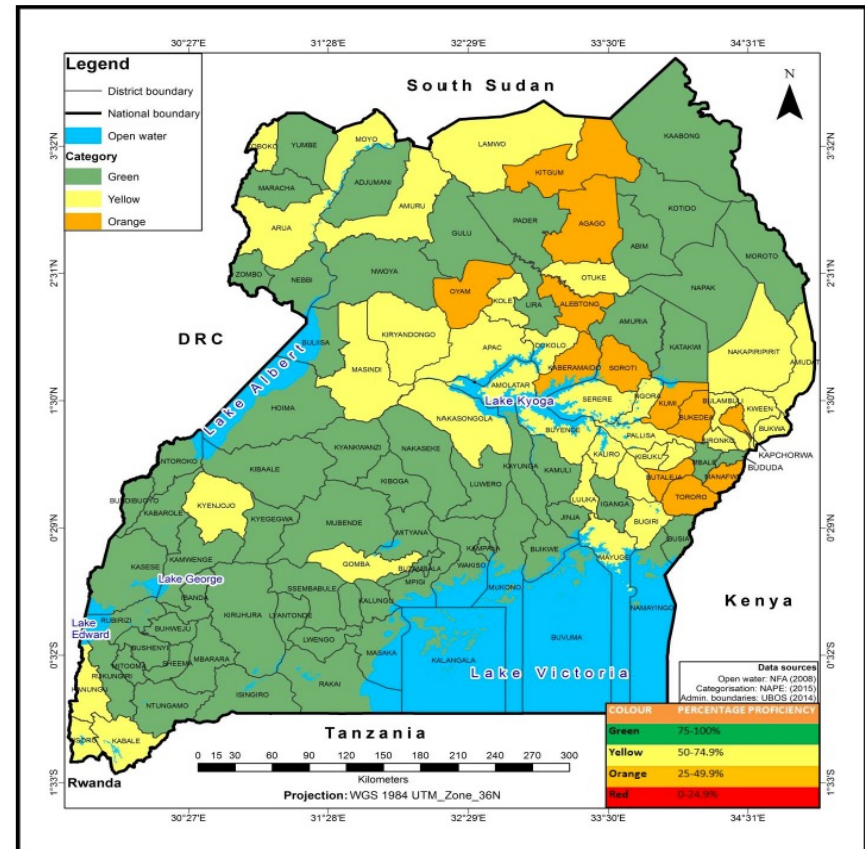


FIGURE 3.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 3 PUPILS RATED PROFICIENT IN NUMERACY





# 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

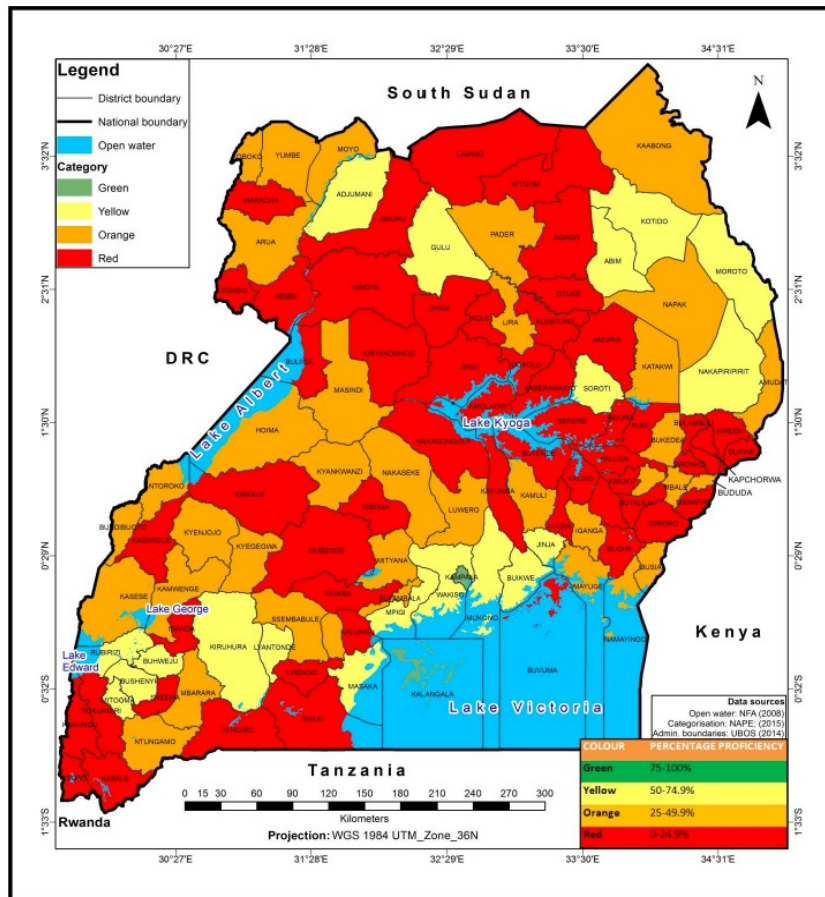
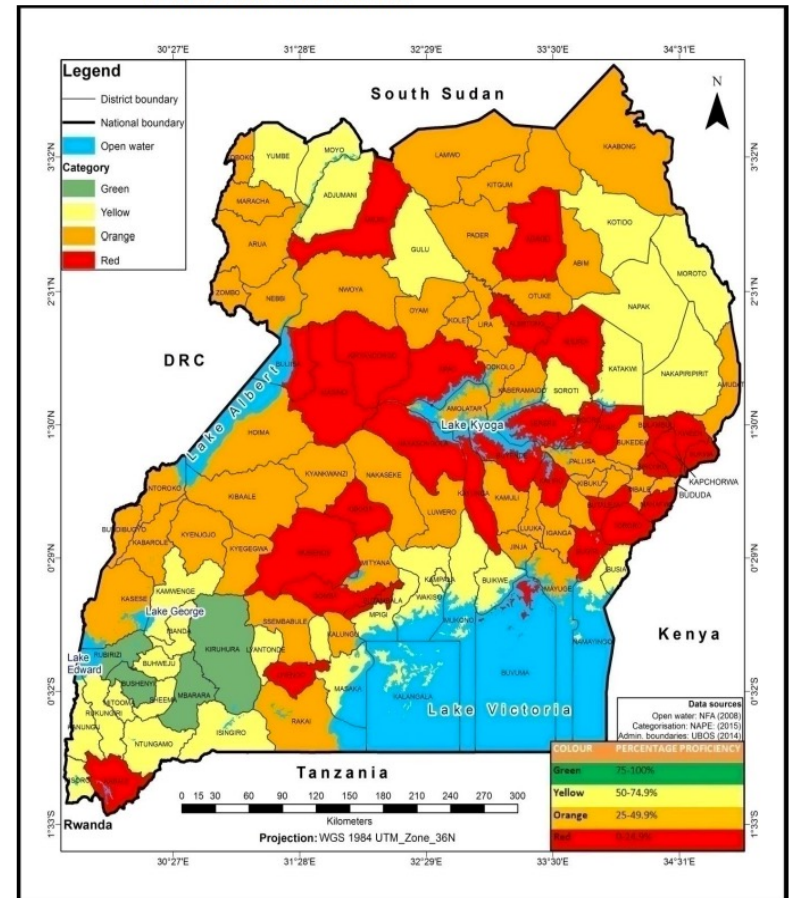


FIGURE 5.05: CATEGORIZATION OF DISTRICTS ACCORDING TO PERCENTAGES OF P 6 PUPILS RATED PROFICIENT IN NUMERACY



# 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)

- 1 official language + mother tongues
- 1 official language
- 2 official languages

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



# 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





St. Gabriel's  
School  
St. Gabriel's  
Father  
Math  
Brother  
Sister  
Mother  
Home





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