• the use of African languages as media of instruction for adult literacy has been firmly established since the 1970s

• Monolingual education in the official foreign language is often found in most of « Francophone » and « Portuguese-speaking » sub-Saharan Africa.

• one of conglomeration in which several vehicular languages are used, according to the zones, for communication by the various communities speaking their own languages
• one of domination in which several dominant languages emerge in specific spaces but do not extend beyond the territories of other languages
• marked by extensive linguistic fragmentation, since each language is typically spoken on its own territory. In this case, the use of local languages as media of instruction is still experimental and has not yet been fully integrated into the educational system
Validation by the African Ministers of Education of the « Policy Guide for the introduction of African languages and cultures in the education system”

Key lines of action

- The establishment of policy and legislative frameworks
- Institutional strengthening and capacity building
- The development of monitoring and evaluation strategies to assess learning outputs
- Curriculum development and training of educators
RESOURCE PACK

Why?

- Share experiences and skills
- Capacity building of trainers of trainers in multilingual and multicultural education
- Promote the mobility of teachers and trainers at the sub-regional level
UNESCO
ALIGNMENT

ODD4

TARGET 4.1
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

In multilingual contexts foster bi- and multilingual education, starting with early learning in the first or home language of children.

AU AGENDA 2063:
Aspiration 5: Africa with a strong cultural identity, common heritage, values and ethics.

Review educational curricula to include values and ideals of Pan Africanism, African cultural values and heritage.
RESOURCE PACK

ELEMENTS

Policy Guide for the introduction of African languages and cultures in the education system

Planner’s Guide for the Introduction of African Languages and Cultures in the Education System

Framework of the training of teachers of bilingual schools in francophone countries in Africa

Training program for bilingual trainers in francophone countries in Africa
Resource pack

Planner’s Guide for the Introduction of African Languages and Cultures in the Education System

OBJECTIVE

to meet the needs to establish guidelines for and thoroughly plan the bi-multilingual education offer for a successful introduction of African languages and cultures in the education system

CONTENT

Introduction: Background and Specific Issues

Part I: Experimenting the multilingual basic education continuum

Part II: The multilingual basic education continuum expansion
Framework of the training of teachers of bilingual schools in francophone countries in Africa (COFEB)

**OBJECTIVE**

- Demonstrate the specificities and needs of trainers
- Support countries in the operationalization of bilingual education
- Demonstrate the relevance of formal and non-formal bilingual education

**CONTENT**

- Importance of bilingual education at the level of reforms in the sub-region, model of additive bilingual education within the framework of lifelong learning
- Mechanisms, implementation process, contributions to achieve an institutional and political framework base de données
RESOURCES PACK

Training program for bilingual trainers
(ProFEB)

OBJECTIVE

- Improve the quality of primary education
- Contribute to the integration of African languages and cultures into education systems
- Harmonize national bilingual education programs

CONTENT

Module 1: General orientation framework
Module 2: Study of the first language
Module 3: Methodologies, didactics and techniques