

Bibliographie thématique

Les politiques d’alphabétisation dans les sociétés africaines

2000 à 2011

Par

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Cette bibliographie thématique est composée d’un ensemble de travaux scientifiques: ouvrages, articles, chapitres de livres, thèses, etc. portant sur les politiques d’alphabétisation dans les sociétés africaines. Ces travaux ont été publiés entre 2000 et 2011 et sont issus des bases de données essentielles et pertinentes des sciences sociales et humaines de la bibliothèque de l’université Laval: FRANCIS, sociological abstracts, Ageline, AnthropologyPlus, etc. Pour chaque écrit, nous avons présenté une référence bibliographique et un résumé. La plupart des travaux référés ici abordent surtout les politiques d’alphabétisation en relation avec leur importance pour les processus de développement en Afrique. Un bref bilan de ces politiques a été présenté pour la plupart des pays africains.

Alors que nous nous attendions à retrouver des documents qui présentent un bilan complet du niveau des politiques sur la thématique, la plupart des auteurs se sont plutôt focalisés sur la place du « savoir lire et écrire » dans les stratégies de développement en Afrique. En effet, ces études portent, pour la plupart, sur des ethnies et des communautés spécifiques. Néanmoins, les travaux présentés ici mettent en évidence les enjeux associés à la langue dans les sociétés africaines, enjeux que l’on situe au plan social, politique, économique et culturel. On y voit également les obstacles et les atouts de « l’apprentissage » des langues locales dans les sociétés africaines connues pour un niveau d’analphabétisme relativement élevé. L’intérêt pour les « Objectifs du Millénaire pour le Développement » vient poser davantage sur le tapis la question de l’importance des langues pour le développement des sociétés africaines.

On note également une faible littérature francophone sur la thématique dans les bases de données consultées par rapport aux à celle anglophone.

Abid-houcine, Samira, 2007. « Enseignement et éducation en langues étrangères en Algérie: la compétition entre le français et l'anglais : L'anglais et les cultures : carrefour ou frontière ? », **Droit et cultures**, no. 54, pp. 143-156.

Résumé

Lorsque l'Algérie obtint son indépendance en 1962, l'une des premières mesures prises fut de déclarer l'arabe langue nationale et officielle du pays afin de rompre avec le français, langue du colonialisme et de l'oppression. Cette officialisation donna rapidement naissance à une arabisation massive de la société savamment orchestrée par les divers organes de l'Etat. Cependant, la tâche qui se voulait rapide et efficace se révéla ardue et de longue haleine. En fait, après plus de quatre décennies de mesures radicales, l'arabisation est toujours au coeur des débats et suscite toujours autant de passions. En effet, en dépit du monolinguisme prôné par l'Etat, la situation linguistique est bel et bien celle d'un multilinguisme. L'arabe est langue officielle mais coexiste avec d'autres langues nationales vernaculaires, notamment le berbère, ce qui donne lieu à une diglossie institutionnalisée. Le français, et ce malgré les efforts vains des gouvernements successifs, est largement usité au quotidien et est essentiellement la langue utilisée dans l'enseignement supérieur. La langue d'instruction du système éducatif algérien est l'arabe standard qui existe exclusivement en situation d'apprentissage. Néanmoins, la récente réforme du système éducatif (2003) met l'accent sur l'enseignement précoce des langues étrangères, à savoir le français dès la troisième année primaire (CE2) et l'anglais en première année secondaire (sixième). Malgré son refus idéologique d'intégrer la francophonie, l'Algérie demeure le second pays francophone de la planète mais subit de plein fouet l'expansion de l'anglais. L'engouement exprimé par une large frange de la société (étudiants, ingénieurs, enseignants, médecins...) pour l'apprentissage de la langue internationale au détriment du français est un signal d'alerte clairement perçu par les promoteurs de la langue française. L'anglais semble inexorablement étendre son influence en Algérie et ce, malgré les efforts déployés par l'agence pour la francophonie pour freiner son expansion. Les Algériens sont conscients que dans le contexte actuel de la globalisation, les échanges, la communication et la reconnaissance passent également - essentiellement - par l'apprentissage de l'anglais. Le conflit langue française/langue anglaise est plus que jamais d'actualité en Algérie ! Dans le présent article, nous ferons tout d'abord un état des lieux de la situation linguistique algérienne puis nous nous intéresserons au système éducatif et à la place octroyée aux langues. Finalement nous tenterons de cerner le conflit émergent entre la langue française et la langue anglaise en essayant d'en définir les enjeux.

Adejunmobi, Moradewun, 2008. « Intercultural and Transcultural Literacy in Contemporary Africa », **Language and Intercultural Communication**, vol. 8, no. 2, pp. 72-90.

Abstract

This paper argues that the challenge of intercultural communication has often been overlooked in discussions of indigenous language literacy in Africa. The omission continues despite the fact that literacy practices in Africa have often served as a means of intercultural communication, especially among highly educated Africans. Proposals for the adoption of indigenous language literacy are not likely to succeed unless a policy is developed that deals with the problematic of intercultural communication. For maximum effectiveness, indigenous language literacy practices in Africa will have to involve a balance between vernacular, transcultural and intercultural literacy. This paper offers definitions for both intercultural literacy and transcultural literacy. It argues that exclusive vernacular literacy coupled with translation between vernacular languages will encourage language shift towards more powerful languages. By contrast, a practice of intercultural literacy will blunt the drift towards monoculturalism, while transcultural literacy will enhance recovery of local agency over African textual production.

Adjah Olive A., 2005. « The Information Needs of Female Adult Literacy Learners in Accra », **Information Development**, vol. 21, no. 3, pp. 182-192.

Abstract

Reports on a study to identify the information needs, information sources, information seeking behaviour and barriers to access to information of 122 female adult literacy learners in Accra, the capital of Ghana. The main information need identified was information to solve day-to-day problems followed by the need to acquire basic conversational skills in English, to communicate with customers they meet in their trades and professions. The information needs of the subjects demand a new concept of service and practice. Literacy agents must team up with librarians to take care of the special needs of women enrolled in literacy classes.

André, G., 2007. « École, langues, cultures et développement. Une analyse des politiques éducatives, linguistiques et culturelles postcoloniales au Burkina Faso », **Cahiers d'études africaines**, vol. XLVII(2), no. 186, pp. 221-248.

Résumé

Cet article tente de saisir le sens du recours aux langues et aux cultures locales dans le cadre de réformes et de mesures scolaires prises par les gouvernements burkinabè de l'indépendance jusqu'à aujourd'hui. À travers une analyse des politiques linguistiques, culturelles et éducatives postcoloniales du Burkina Faso, il établit que, à l'encontre d'une promotion individuelle par le capital scolaire francophone et pour le relèvement socio-économique du pays, les gouvernements postcoloniaux ont cherché à réformer l'institution scolaire. Ce faisant, ils ont mis en place une formule articulant l'éducation, les langues et les cultures locales, et le développement où la dimension identitaire prenait une forme et une direction en relation avec la situation socio-économique de la Haute-Volta, c'est-à-dire celles *d'*un auto-développement. Cette formule éducative, réitérée aujourd'hui par les « *d*éveloppeurs », prend toute sa pertinence dans un contexte éducatif dominé par les injonctions de la Banque Mondiale et caractérisé par un *d*ésengagement de l'Etat à l'égard de ses prérogatives éducatives. // ABSTRACT IN ENGLISH: This text aims at seizing the direction of the recourse to the local languages and the cultures within the framework of reforms and school measurements taken by the governments burkinabè since independence until today. Through an analysis of the linguistic, cultural and educational postcoloniales policies of Burkina Faso, this text argues that, against an individual promotion by the French-speaking school capital and for the socio-economic raising of the country, the postcolonial governments attempted to reform the school institution. In this prospect, they set up a formula articulating education, the local languages and cultures, and the development. This educational formula, reiterated today by the 'developers', takes all its relevance in an educational contexte dominated by the injunctions of the World Bank and characterized by a disengagement of The State with regard to its educational prerogatives. Reprinted by permission of Éditions de l'École des hautes études en sciences sociales.

Asare, Benjamin and Alan Wong, 2004. «An Economic Development of Two Countries: Ghana and Malaysia », **West Africa Review**, vol. 5.

Abstract

Analyzes the economic development of these two former British colonies & suggests reasons why their paths have diverged so dramatically. Statistical data for the period 1998-2000 demonstrate that Malaysia leads Ghana significantly in gross national product, adult literacy, industrialization, % of population above the national poverty line, households with computers

& telephone service, foreign direct investment, & exports of goods & services, along with low levels of infant mortality & inflation. Key factors leading to Malaysia's success include political stability, human capital investment, economic diversification, local entrepreneurship, & a geographical location that fosters economic cooperation with other, more industrialized countries. The economic recovery program implemented in Ghana in 1983 is evaluated & deemed to be on the right track; several directions for improvement are outlined

Barreteau, Daniel, 2002. « Parcours et paroles de jeunes analphabètes (Cameroun, Niger, Burkina Faso) : L'enfant dans le bassin du Lac Tchad », **Journal des africanistes**, vol. 72, no. 1, pp. 189-212.

Résumé

Les AA. proposent une synthèse de propos tenus par des jeunes analphabètes, âgés de 12 à 16 ans, sur leurs modes de vie, les conditions de leur éducation, les rapports qu'ils entretiennent avec le monde des scolarisés et leurs visions de l'avenir. Au total, 125 textes résultant d'entretiens semi-directifs ont été traités, provenant du Cameroun, du Niger et du Burkina Faso. Les parcours et les opinions de ces jeunes se recoupent *d'*une certaine façon, malgré la diversité des terrains d'enquête. Le contexte socio-économique, l'environnement socioculturel et, enfin, la situation de la scolarisation et de l'alphabétisation apportent des éléments de différenciation d'une région à une autre.

Basu, Kaushik; Lee, Travis, 2009. « A New and Easy-to-Use Measure of Literacy, Its Axiomatic Properties and an Application », **Social Choice and Welfare**, vol. 32, no. 2, pp. 181-96.

Abstract

It can be argued that just as there are different kinds of literacy, there are different kinds of illiteracy. A "proximate illiterate," i.e., an illiterate who has easy access to a literate person, is clearly better off than someone without such access. The existing literature that takes account of these differences (1) defines an illiterate person to be a proximate illiterate if he or she lives in a household with at least one literate person and (2) derives new measures of literacy which typically exceed the standard literacy rate. The latter risks generating policy complacency. The aim of this paper is to suggest a measure of literacy that is not limited by (1) and (2). The

measure is axiomatically characterized and its use is illustrated with a numerical exercise for the provinces of South Africa.

Brock-utne, Birgit, 2001. « Globalisation, language and education », **International review of education**, vol. 47, no. 3-4.

Résumé

Cet ouvrage tente de définir les dangers que représente la globalisation au niveau culturel et linguistique et plus particulièrement les menaces pesant sur les langues vernaculaires. Les répercussions culturelles et sociales observées et redoutées à la suite d'une mondialisation économique massive font craindre une transformation radicale des sociétés dites minoritaires au niveau linguistique et une perte identitaire de celles-ci. L'impact de la mondialisation sur l'éducation, les cultures et les langues apparaît inévitable même si certaines résistances subsistent localement.

Carr-Hill, Roy, Fiona Roberts and Elizabeth Currie, 2010. «Approaches to Costing Adult Literacy Programmes, Especially in Africa », **International Journal of Educational Development**; vol. 30, no. 4, pp. 428-437.

Abstract

Background: This study was originally prepared for the African Inter-Ministerial Conference on Literacy (September 2007) with the objective of analysing the costs of successful adult literacy programmes run both by government ministries, as well as international and national non-governmental organisations. **Objectives:** This study aims to increase the evidence base available on costs by examining adult literacy programme costs in the context of operational details and budgeting processes. It was intended to add to the limited amount of data currently available, and to provide broad recommendations regarding the calculation of costs. **Methodology:** In addition to estimates relating to costing currently available in the published literature, details of nine successful adult literacy programmes were obtained through a combination of web-searches, documentation received from organisers in response to an open-ended e-mail questionnaire and telephone calls. These are described, together with a presentation of their cost structure and our calculation of their unit costs. Particular attention was paid to "hidden" costs in terms of central or provincial government costs, to contributions by NGOs and other partners and to in-kind contributions in examining the new empirical data.

Findings: Information from this study suggests that a realistic estimate of the costs of making an adult literate would be a minimum of US\$100, the maximum estimate currently stated in LIFE documents. Despite an up to fivefold variation in unit costs with little obvious reason for this, the large diversity in modalities, objectives and target audience of the programmes explains much of the wide range in unit costs remarked upon by other authors. Conclusions: We believe that it would be premature for any country to pre-define the appropriate costing structures, and what is an allowable range of unit costs, based on this information. Recommendations are made for what factors should be taken into account when calculating unit costs. Each country should consider making an inventory of the large scale programmes that exist or are being developed as a preliminary step to deciding whether or not it is appropriate to impose a costing framework or proposing a specific range of unit costs. However, there is a demonstrable need for more general agreement about the components that should be considered in any costing of an adult literacy programme. Significance: This study contributes to the evidence base for developing a framework for analysing and allocating the costs of non-formal adult education projects in a manner to facilitate future planning.

Carstens, Adelia; Alfons Maes, Lilian Gangla-Birir, 2006. « Understanding Visuals in HIV/AIDS Education in South Africa: Differences between Literate and Low-Literate Audiences », **African Journal of AIDS Research**, vol. 5, no. 3, pp. 221-232.

Abstract

This article reports on a research project aimed at determining the scope & nature of differences in picture comprehension between literate & low-literate audiences in the context of HIV & AIDS. Structured interviews were held with 30 low-literate & 24 literate adult speakers of African languages. The responses were coded & analysed both qualitatively & quantitatively. Consistent with previous research, we found that purely analogical visuals pose relatively few interpretation problems across the literacy spectrum. Literate & low-literate respondents recognised human beings & familiar analogous objects equally successfully. The interpretation of abstract items was problematic for respondents at both literacy levels, but relatively more so for low-literate respondents. Purely symbolic or conventional abstract elements, such as speech & thought balloons, & purely mathematical symbols are difficult for low-literate individuals since they do not have any analogical residue that will trigger relevant meaning aspects of the visual. Metaphors are difficult when they require culture-specific knowledge. The results strongly suggest that designers should exploit the expressive power of

the human body in constructing (abstract) meaning. All humans have comparable experiences with associated basic actions & bodily expressions. Therefore, facial expressions & body postures & positions are powerful in transferring complex messages. We advise that pictorial metaphors, art styles that distort objects, complex pictures with partially symbolic content, as well as abstract symbols borrowed from written language should be omitted where possible.

Cross, Nick, 2004. « Literacy and the Developing World », **Social Work & Christianity**, vol. 31, no. 2, pp. 162-176.

Abstract

Education is one of the basic human rights of all people, but is denied to millions around the world. The reasons are many, including HIV/AIDS, poor sanitation, lack of money, lack of schools, lack of teachers, hunger, violence, & corruption. To combat these factors, citizens must be educated & obstacles must be eliminated. The best way to accomplish this is through holistic methods such as providing free meals to students who attend schools. This article demonstrates the importance of literacy, reviews statistics about literacy in *Africa* & worldwide, enumerates factors affecting education, & finally summarizes some of the literacy efforts internationally.

Downs, Colleen T. and al., 2001. « The Marine theme : A contribution to learning in second language Biology students », **South African journal of education**, vol. 21, no. 1, pp. 48-54.

Abstract

Background knowledge of natural history of pre-university and first year university Life Science students at various tertiary institutions in KwaZulu-Natal was assessed using a marine theme questionnaire at the beginning of the first semester of 1997. These students included: Science Foundation Programme (SFP, pre-university), first year Biology and Zoology students at the University of Natal, Pietermaritzburg (UNP), and first year Biology students at the University of Natal, Durban (UND) and the University of Durban-Westville (UDW). Results of this pre-test (Test 1) revealed poor background knowledge among the SFP and UDW students who were predominately English second language Life Science students. SFP students were then exposed to a thirteen week enrichment programme using a marine theme while the other students continued with their first year Life Science courses. The nature and

components of the SFP enrichment programme are presented. This involved skills-based teaching, emphasis on practicals and comprehension exercises, and included field trips. A repeat of the questionnaire (post-test, Test 2) following this enrichment period showed significant improvement in general knowledge among the SFP students whereas the Biology and Zoology (UNP) students showed little change. Furthermore in another post-test (Test 3) run during the second semester, it was found that the SFP students had retained their knowledge. Questions in the questionnaire were categorised as general knowledge, general biological and specific biological. SFP students fared poorly in all three categories initially and showed improvement in all of these in the later tests. Improvement in the SFP students' performance following the enrichment programme suggests that poor background biological knowledge can be developed. However, other factors external to the course may affect progress.

Dreyfus, Martine, 2006. « Enseignement/apprentissage du Français en Afrique : bilan et évolutions en 40 années de recherches », **Revue française de linguistique appliquée**, vol. 11, no. 1, pp. 73-84.

Résumé

Cet article essaie de montrer comment le développement des recherches sur la variation du français parlé en Afrique francophone au contact d'autres langues a accompagné l'évolution des représentations vis à vis du français et de son enseignement. Les études menées sur l'appropriation du français à travers l'analyse de modes informels et empiriques d'acquisition ont également influencé les perceptions et les représentations vis-à-vis de l'apprentissage du français. Actuellement, les recherches se déplacent vers l'analyse des interactions effectives dans le cadre de la classe. Sont abordées ici à la fois la constitution d'un vaste corpus de données sur l'acquisition et l'apprentissage du français, et les perspectives qu'offrent ces études pour un renouvellement de l'enseignement/apprentissage du français en Afrique.

Ellis, Justin, 2004. « Making Space for Adult Education in Independent Namibia », **Convergence**; vol. 37, no. 3, pp. 105-113.

Abstract

Namibia is a vast and arid African country neighbouring South Africa, Botswana, Zimbabwe, Zambia, Angola and the Atlantic Ocean, with a population of only two million. Namibia

achieved its independence in 1990 after a protracted and brutal struggle, latterly against South African occupation, but rooted in the resistance to German colonisation that started 105 years before. This article talks about adult education in Namibia since independence. In particular, it discusses the National Literacy Programme in Namibia, developments in the field of open and distance learning, the struggles of the whole area of skills and vocational education, and the challenges for adult learning in Namibia. One of the most recent developments in Namibia is the adoption in 2003 of a National Policy on Adult Learning, born of the discovery that almost every agency of government and many bodies in the private or NGO sector, are engaged in some form of adult education programme.

Fabunmi, Felix Abidemi, 2004. «The Status of Yoruba Dialects in Communicative Competence and Language Proficiency », **Africa Development**, vol. 29, no. 3, pp. 103-113.

Abstract

This paper attempts to explore the status of Yoruba dialects in communicative competence and language proficiency. Dialectal identities are quite strong among the Yoruba people; they form an integral part of sociolinguistic behaviour in any of the Yoruba communities. So, during speech acts or communication, the centralised version of the language will invariably depict the native speaker's version as deviating from the so-called standardised rules of speaking. But such dialectal identities and expressions actually mirror the people's mind, most covertly when deciding the topics that are appropriate to a particular speech event. This is the essence of communicative competence. It is however discovered in this paper that such proficiency could not be enhanced among the Yoruba people unless skilled dialectal knowledge is allowed to thrive. The Yoruba people appear to have rather strong views on the appropriateness of their dialects in different situations. The work is conceptualised within the framework of Chomsky's 'states' of mind where the adult native speaker's knowledge is fully developed static competence. Our corpora are largely taken from various dialectal renditions and written texts. Oral and structured interviews were also conducted among Yoruba language students and among Yoruba native speakers. This was decided in order to reduce introspection in diverse forms.

Heugh, Kathleen, 2009. «Into the cauldron: An interplay of indigenous and globalised knowledge with strong and weak notions of literacy and language education in Ethiopia and South Africa», **Language Matters**, 2009, 40, 2, Nov, 166-189.

Abstract

This article draws attention to a long, pre-colonial as well as contemporary history of successes in mother-tongue literacy and bi/multilingual educational provision in Africa. Two case studies of literacy and language education in Ethiopia and South Africa are presented in order to demonstrate, even under resource-poor conditions, that it is possible to provide bilingual and multilingual education in Africa. System-wide studies in Ethiopia show that such opportunities, developed as a response to the domestic needs of an African country, deliver more successful learning outcomes than do second-language, monolingually driven systems. The South African example shows that although there is a multilingual education policy intent, its application is impelled towards expensive monolingual imperatives which draw on contemporary, external-to-Africa debates on education. Such imperatives have not brought the anticipated educational rewards - rather, the reverse. The data from the case-studies are sufficiently compelling to show that neo- and post-colonial obfuscation in education is outdated. Adapted from the source document.

Hinzen, Heribert, 2002. « Adult Education and Development », **Adult Education and Development**.

Abstract

The following papers are included: "Editorial" (Heribert Hinzen); "Skills and Literacy Training for Better Livelihoods: A Review of Approaches and Experiences" (John Oxenham, Abdoul Hamid Diallo, Anne Ruhweza Katahoire, Anna Petkova-Mwangi, Oumar Sall); "Learning to Read Woke Me Up!: Motivations, and Constraints, in Learning to Read in Pulaar (Senegal)" (Sonja Fagerberg-Diallo); "Literacies and Livelihoods: the DFID (Department for International Development) Kathmandu Conference" (Julia Betts); "A Case for Renewed Engagement with Adult Basic Education in Africa" (Jon Lauglo); "Questions for Adult Educators" (Usa Duongasaa); "Uganda's Exemplary Fight against AIDS" (Sabine Ludwig); "Inaugural Address of the 11th German Adult Education Conference" (Johannes Rau); "Lifelong Learning in Europe" (Viviane Reding); "Globalization: Is the South Losing Touch?" (Franz Nuscheler); "Reflections on International Cooperation and New Partnerships

in the 'Age of Globalization'" (Marcie Boucouvalas, John A. Henschke); "A Forum for Information and Exchange. Impressions from 'The Future Needs Learning Needs a Future' Conference" (Heribert Hinzen); "Development Policy in the 21st Century: Potential and Options for Action" (Michael Bohnet); "From Leisure Education to Lifelong Learning: 50 Years of the UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute for Education" (Joachim H. Knoll); "Communique from the First Meeting, UNESCO, Paris, 29-30 October 2001)" (High-Level Group on Education for All); "Participants' Bill of Rights: Declaration of Rights of Adults in Education"; "Participation in the ICAE (International Council for Adult Education) World Assembly: Thematic Workshop on Documentation and on Training of Adult Educators" (Anthony Okech); "Adult Learning: A Key to Democratic Citizenship and Global Action" (International Council for Adult Education); "Third International Meeting of the Network of Pedagogical Universities of the South Caucasus Region (Yerevan, Armenia, 14-16 November, 2001)" (UNESCO); "Global Learn Day, a 24-Hour Celebration of Distance Education and Technology" (Terrence R. Redding); "Adult Learners' Week: The Australian Experience" (Roger K. Morris); "A System of Lifelong Learning--Aims and Direction of Reforms in Georgia" (Wachtang Sartania); "Education for Nation Building: The Contribution of Non-Formal Education in Fiji" (Akanisi Kedrayate); and "Popular Education and Improved Material and Cultural Prospects for Kondh Adivasis in India" (Dip Kapoor, Kumar Prasant). Some papers contain substantial bibliographies. (MN).

Hunt, Sally, Ros Dowse, Chris La Rose, 2008. « Health Literacy Assessment: Relexicalising a US Test for a South African Population », **Southern African Linguistics and Applied Language Studies**, vol. 26, no. 2, pp. 267-281.

Abstract

The problems of illiteracy in health contexts have been well documented in the literature & include such serious repercussions as medication non-compliance & failure to seek medical help during the course of an illness. The Rapid Estimate of Adult Literacy in Medicine (REALM) is a standardized health literacy test developed in the United States that has been previously administered & researched in South Africa (Lecoko, 2000). It is an objective vocabulary test, designed as a screening instrument to identify the health literacy levels of patients in clinics, which uses item recognition of 66 health-related words. Lecoko found that, in a South African setting, only 8 out of the 66 words in the US-developed test could be

deemed acceptable. Therefore, the current study focused on the principled relexicalization of the REALM, using words gathered from health information & promotional texts in local clinics, hypothesizing that this would improve its applicability. After administration to a statistically similar group of respondents, the number of acceptable words on the test increased from eight to 38. Thus it is concluded that principled relexicalization may be one way of improving the applicability of standardized health literacy tests to local populations & settings. However, the limitations of standardized tests may prove to be a significant barrier overshadowing the value of relexicalization.

Indabawa, Sabo A., 2000. « Overcoming Destitution through Literacy: A Case of the Disabled Persons' Literacy Programme in Kano State, Nigeria », **Journal of Social Development in Africa**, vol. 15, no. 1, pp. 15-25.

Abstract

Describes an experimental literacy program for the disabled in Kano, Nigeria, 1989/90, whose objective was to help the destitute disabled overcome some of their socioeconomic drawbacks. Of 380 participants, 70 newly literate people found jobs in the civil service bureaucracy, while 250 were able to continue their education in the postliteracy programs organized by the State Agency for Mass Education. However, lack of funds, inadequate professional preparation of the instructors, & discontinuity of the program limited its potentially wider impact. A plea is made for multilateral & international donor bodies such as the British Council, UNICEF, & the UN Development Program to provide fiscal assistance to such programs as a means of promoting greater global equity.

Juillard, Caroline; Andrée Tabouret-keller, 2005. « Hétérogénéité des plurilinguismes en Afrique à partir du terrain sénégalais », **La Linguistique (Paris. 1965)**, vol. 41, no. 2, pp. 23-36.

Abstract

This paper considers African plurilingualism and its heterogeneity through different aspects: sociolinguistic constructs and field research, verbal repertoires, linguistic uses in interactions, ways of learning and transmitting languages, and, finally, heterogeneity of norms, models, and connotations. Senegal provides an exemplary illustration of the processes at work in Africa, and of the afferent ways through which heterogeneity can be investigated.

Kamwangamalu, Nkonko M., 2010. « Vernacularization, Globalization, and Language Economics in Non-English-Speaking Countries in Africa », **Language Problems & Language Planning**, vol. 34, no. 1, pp. 1-23.

Abstract

Research into language policy in Africa has addressed the impact of colonial language policies on efforts to formulate and implement post-colonial language policies aimed at vernacularization, defined as the use of indigenous African languages in higher domains such as education. What seems to have received very little attention to date, however, is the effect of globalization, through the medium of English, on vernacularization not only in Anglophone but also in non-English-speaking countries in the African continent. Focusing on the latter territories, this paper explores this issue from the perspective of recent theoretical developments in the field of language economics, an area of study whose focus is on the theoretical and empirical ways in which linguistic and economic variables influence one another. It argues that the spread of English to these historically non-English-speaking territories in Africa represents the second challenge to largely symbolic language policies aimed at promoting vernacularization, the first one being other western languages (e.g. French, Portuguese, Spanish). Drawing on language economics, the paper argues that the prospects for the indigenous languages will continue to be bleak, especially in the era of globalization, unless these languages are viewed as a commodity rather than as a token for cultural preservation, and are associated with some of the advantages and material gains that have for decades been the preserve of western languages. Resistance against, and successful case studies of, vernacularization informed by language economics in various parts of the world are presented in support of the proposed argument for the promotion of Africa's indigenous languages in education. Adapted from the source document.

Kanyane, Chris, 2004. « Informing Approaches in Establishing Stand Alone Community Literacy Programmes in South Africa », **Africa Development**, vol. 29, no. 3, pp. 40-57.

Abstract

Literacy is usually considered the ability to read at a basic level. Now it is beginning to be defined more broadly to include applying reading, writing, and mathematical skills to obtain and use information and solve problems at levels of proficiency necessary to function in

society, to achieve one's goals and develop one's knowledge and potential. 'Family Literacy' is an intergeneration approach to literacy activities. Comprehensive family literacy services provide a holistic, fully integrated, family-focused approach, providing parents and children most in need of improving their literacy skills with intensive, frequent and long-term educational and non-educational services. Through the Technikon Northern Gauteng Research Capacity Building project, I initiated the Soshanguve Family Literacy programme in the surrounding community of Soshanguve. The Soshanguve Family Literacy Programme provides the following activities: Adult Education, Childhood Education or Program Your Child for Success, Parent Education, Interactive Parent/Child Activities (PACT TIME).

Kishindo, Pascal, 2001. « Language and the Law in Malawi: A Case for the Use of Indigenous Languages in the Legal System », **Language Matters**, vol. 32, pp. 1-27.

Abstract

In Malawi's legal system English is used as the language of legal proceedings & records. In cases where the plaintiffs/defendants do not speak English interpreters are provided. However, there are two factors which militate against this state of affairs. First, Malawi is a highly non-literate country with an estimated non-literacy rate of 48%. Second, English is not the vehicle of communication for the majority of the Malawian population. In the light of these facts, the paper argues that the legal system should make use of indigenous languages; not only will this facilitate communication but also eliminate the need for court interpreters. It will also give the feuding parties the confidence that they are not being misrepresented. Since communication is only successful when the receiver can interpret the information the source has put in the message, there is need, therefore, to render the law into the languages(s) that is/are familiar to the receiver(s). This will save citizens from being poorly defended, misjudged & unjustly condemned.

Matlosa, Lits'episo, 2010. « Language Policy and Literacy among Deaf People in Lesotho », **South African Journal of African Languages**, vol. 30, no.1, pp. 72-78.

Abstract

The acquisition and development of literacy has been widely studied. However, little attention has been given to deaf people. This has resulted in the high levels of illiteracy and low academic achievements that are persisting among this group of people in most parts of the

world. The present article reviews the current language-in-education policy in Lesotho in relation to literacy acquisition and development. It posits that despite the fact that the policy supports mother-tongue education as a positive means towards improving the learners' school achievements, it has, as yet, failed to change the trend whereby deaf learners remain the most discriminated against. The article further argues that denying deaf learners an opportunity to acquire literacy through the Lesotho Sign Language, which is their primary language, contributes to the unsatisfactory state of deaf education in Lesotho.

McTavish, Sarah and al., 2010. «National female literacy, individual socio-economic status, and maternal health care use in sub-Saharan Africa», **Social Science & Medicine**, vol. 71, no. 11, pp. 1958-1963.

Abstract

The United Nations Millennium Development Goals have identified improving women's access to maternal health care as a key target in reducing maternal mortality in sub-Saharan Africa (sSA). Although individual factors such as income and urban residence can affect maternal health care use, little is known about national-level factors associated with use. Yet, such knowledge may highlight the importance of global and national policies in improving use. This study examines the importance of national female literacy on women's maternal health care use in continental sSA. Data that come from the 2002-2003 World Health Survey. Multilevel logistic regression was used to examine the association between national female literacy and individual's non-use of maternal health care, while adjusting for individual-level factors and national economic development. Analyses also assessed effect modification of the association between income and non-use by female literacy. Effect modification was evaluated with the likelihood ratio test (G^2). We found that within countries, individual age, education, urban residence and household income were associated with lack of maternal health care. National female literacy modified the association of household income with lack of maternal health care use. The strength of the association between income and lack of maternal health care was weaker in countries with higher female literacy. We conclude therefore that higher national levels of female literacy may reduce income-related inequalities in use through a range of possible mechanisms, including women's increased labour participation and higher status in society. National policies that are able to address female literacy and women's status in sub-Saharan Africa may help reduce income-related inequalities in maternal health care use.

Mpofu, Stanley T. and Frank Youngman, 2001. «The dominant tradition in adult literacy: A comparative study of national literacy programmes in Botswana and Zimbabwe », **International review of education**, vol. 47, no. 6, pp. 573-595.

Résumé

Cet article met en lumière le regain d'importance de l'alphabétisation des adultes dans les politiques éducatives nationales et internationales, déclenché par le Forum mondial sur l'éducation en 2000, qui a préconisé une nouvelle conception de l'alphabétisation. L'auteur étudie la différence entre l'ancien et le nouveau modèle. Il constate que l'approche traditionnelle, qui domine le débat international sur l'alphabétisation des adultes, exerce une forte influence sur les décisions nationales. Il illustre cette emprise à travers une analyse comparative des programmes nationaux d'alphabétisation des adultes au Botswana et au Zimbabwe, qui dénotent une grande similitude, en dépit de contextes nationaux différents. L'analyse révèle que l'approche traditionnelle est relativement inefficace pour améliorer les niveaux des adultes en compétences de base. Les propositions de réforme suscitées par le nouveau modèle n'ont cependant pas été entendues. Les exemples du Botswana et du Zimbabwe montrent donc la difficulté à remplacer la notion prédominante de l'alphabétisation des adultes au niveau de la conception nationale de politiques.

Muller, Anne and Teresa Murtagh, 2002. « **Literacy--The 877 Million Left Behind** », **Education today**, no. 2, pp. 4-7.

Abstract

In 2000, approximately 877 million adults worldwide were illiterate and 113 million children did not attend school. More than two-thirds of those individuals lived in East and South Asia, and two-thirds were females. Functional illiteracy remains high in developed and developing nations alike. The reasons include weak training in how to teach reading and insufficient emphasis on reading in school curricula. Action Aid's innovative grassroots project REFLECT has achieved success by using reading materials developed by local communities. The community learning centers that are run by the United Nations Educational, Scientific and Cultural Organization's Asia-Pacific Programme of Education for All in 18 countries, provided outside the formal education system and managed by local people constitute another successful initiative. Despite their success, nonformal education programs, including adult literacy programs, rarely receive more than 5% of national education budgets. Various

theories have been proposed to explain governments' reluctance to fund such programs. Research confirms the effectiveness of literacy campaigns, particularly sustained campaigns that took place in "mobilizing" societies and were conducted by socialist movements. Governments must realize that creating a literate society is a process requiring generations and that the keys to literacy campaigns' success include sustained support, adequate provision of materials, and relevance to local community needs. (MN)

Muthwii, Margaret J., 2004. « Language Planning and Literacy in Kenya: Living with Unresolved Paradoxes », **Current Issues in Language Planning**; vol. 5, no. 1, pp. 34-50.

Abstract

This paper is a critique of the interaction between language planning and literacy in Kenya. It demonstrates that, contrary to the reasons given at independence for not favouring indigenous languages as languages of instruction or as languages for communication in public discourse, the very things that the language policy was meant to safeguard have happened. As in many African nations today, such a policy contributes to many ills in Kenya in particular, the high levels of illiteracy that have persisted because a big portion of the Kenyan population does not manage to attain meaningful literacy levels through the school system. Consequently, many are not able to participate meaningfully in the important discourses and thoughts which are by and large expressed in a foreign tongue. A close look at Kenya's literacy statistics, literacy working definitions used in Africa, language attitudes, and school language practices underlines this worrying trend. Several practical suggestions are offered to combat illiteracy; a major one is the need to redefine literacy in Kenya because a peoples' perception of what counts as literacy plays an important role in determining their approach to it.

Nassimbeni, Mary; Tandwa, Nobubele, 2008. « Adult Education in Two Public Libraries in Cape Town: A Case Study », **South African Journal of Libraries and Information Science**, vol. 74, no. 1, pp. 83-92.

Abstract

This paper reports the findings of research (Tandwa 2007) into adult literacy programmes offered by two public libraries in Cape Town with a focus on their use of literacy materials. The study is a contribution to the documenting and analysis of the public library's role in the

struggle against illiteracy, a serious socio-economic problem in South Africa. Using the case study approach the researcher made an in-depth study of the programme offerings from the perspective of the adult learners, and tried to establish how and whether they made use of literacy materials, since their availability is so important in literacy instruction and the development of a reading habit. The paper describes the programmes and the cohorts of learners and their expectations, and analyses the availability and role of reading materials in the learners' lives. It concludes by identifying the factors required for the successful implementation of a literacy programme in a public library.

Nassimbeni, Mary and Bev May, 2009. «Place, Space and Time : Adult Education Experiences of Learners and Librarians in South African Public Libraries », **Libri (Copenhagen)**, vol. 59, no. 1, pp. 23-30.

Abstract

Drawing on results of a national survey, this article examines adult education in South African public libraries from the perspective of adult learners and librarians. Quantitative data from 589 libraries from the total sample of 1295 libraries was collected. This was supplemented by qualitative data collected during site visits to eleven libraries selected to cover geographical spread. The activities of the 26.7% of the libraries involved in adult education are analysed with a view to understanding the interventions through the experience and perceptions of the participants, and so arriving at an understanding of the contribution of the libraries' role in the fight against illiteracy which is acknowledged by the South African government as a serious impediment to its development efforts. An attempt is made to assess the extent to which the experiences in the libraries can be said to be particular to the local situation, or whether the lessons learned form part of a broader pattern of adult education policy and practice observed in other parts of the world, especially developing countries. It is concluded that, in spite of the modest scale of the interventions, the impact is sufficiently encouraging to recommend intensifying and spreading initiatives in the public library's drive for social inclusion.

Ndiaye, A. Raphaël and Jacques Bugnicourt, 2000. «Langues locales et élaboration de matériels à la base », **Environnement africain**, vol. 11, no. 1-2, pp. 103-116.

Résumé

L'élaboration de matériels écrits à la base et/ou pour la base, en langues locales, est conditionnée par un ensemble d'éléments relatifs : aux langues locales elles-mêmes (diversité, statut, maîtrise scientifique et technique...) ; aux lectorats et aux marchés ; à l'intérêt pour les différents matériels, et aux possibilités d'élaboration de produits adaptés ; à l'existence de métiers du livre (infrastructure d'édition, réseaux de distribution et de diffusion) ; au degré d'organisation du secteur et à la volonté de coopération locale, sous-régionale et internationale, à l'existence et à la pertinence des politiques publiques (facilités législatives, réglementaires et pratiques). Centrant son analyse sur l'Afrique Occidentale francophone, et sur le Sénégal en particulier, l'A. propose un survol de ces différents paramètres afin de les livrer à un large examen critique.

Ojogwu, C. N., 2009. « The Challenges of Attaining Millennium Development Goals in Education in Africa by 2015 », **College Student Journal**; vol. 43, no. 2, pp. 375-383.

Abstract

Millennium Development Goals were established by the United Nations to help underdeveloped countries to overcome problems of illiteracy, poverty, low health status and quality of life. Much emphasis was placed on the attainment of MDG targets in education because of its pivotal role in national development. The targets include education for all through 100% gross enrolment rate by 2015, gender equality in access to education opportunities, eradication of adult illiteracy, and improvement of the quality of education. Nigeria was used as an example to examine challenges faced by the African continent in pursuit of MDG targets in education. Nigeria's experience revealed great increases in school enrollments with improvements in gross enrolment rates. But big gaps still exist between states and regions, and between targeted expectations and real achievements, particularly in reduction of gender disparity and adult illiteracy. To raise the prospects of goal attainment, African governments must see education as a right rather than a privilege, and therefore increase budgetary allocations to education. There is also critical need for prudent management of available funds and resources. All African countries should mobilize to provide free and compulsory basic education for the citizens, and organize more mass literacy and public awareness campaigns on the role of education in personal and national development.

O Jogwu, C.N., 2010. « Adult Illiteracy: The Root Of African Underdevelopment », **Education**, vol. 130, no. 3, pp. 490-498.

Abstract

All African Nations belong to the category of third world underdeveloped countries of the world. UNDP Human Development Index uses factors like per capita income, health of the people, and educational attainment to classify countries. Adult literacy and gross enrollment ratios are indicators of education status. This paper uses Nigeria, a typical African country, to illustrate the problems posed by adult illiteracy to national development. Statistical data are used to show the low levels of adult literacy with disparities between males and females; urban and rural areas, and between different zones of Nigeria and the continent. and completion rate in adult literacy programmes are presented. Nigeria's policy on adult and non formal education as reflected in the Nigerian constitution (1999), National Policy on Education (2004 edition), Decree 17 on the National Commission for Mass Literacy, Adult and Non formal education (1990), and the Universal Basic Education Law (2004) is analyzed to assess the extent of programmes implementation and attainment of desired goals. The social, economic and political consequences of not paying adequate attention to mass literacy and adult education are great. Suggestions are made for partnership and collaboration between governments, NGOs, and the private section in seeking viable solutions.

Okpala, Amon O and Okpala, Comfort O, 2009. « Economics and Religious Implications on Adult Literacy in Sub-Saharan Africa », **Journal of Applied Business Research**, vol. 25, no. 1, pp. 83-90.

Abstract

Although literacy rates have improved somehow in recent years, there are still large numbers of people that are illiterates in developing countries. This paper examines the impact of public education expenditures, the percentage of urban population and religious affiliation on adult literacy rate in Sub-Saharan Africa. In this study, a cross-sectional data of 34 Sub-Saharan African countries with adequate data information were analyzed. The results from the ANOVA and Ordinary Least Square (OLS) regression analysis are quite conclusive--that urban population, government expenditures on education and religious affiliations do have strong statistical impact on literacy.

Omolewa, Michael, 2008. « Adult Literacy in Africa: The Push and Pull Factors », *International», Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue Internationale de l'Education*, vol. 54, no. 5-6, pp. 697-711 .

Abstract

This paper examines the question of why Africa has made such slow progress towards the goal of eradicating illiteracy, & why it remains an exceptionally disadvantaged region in this respect. The article surveys the history of the development of literacy in Africa from colonial times to the present day, focusing on the role of adult education in pursuing the goal of universal literacy. The author seeks to identify both the "push" factors (those favoring the pursuit of this goal) & the "pull" factors (the obstacles & hindrances), examining these factors at the local, national & international levels. The author concludes that, while the literacy challenge in Africa remains a formidable one, there are examples of successful initiatives that give hope for the future. References.

Omolewa, Michael, 2008. « Programmed for Failure? The Colonial Factor in the Mass Literacy Campaign in Nigeria, 1946-1956 », *Paedagogica Historica: International Journal of the History of Education*, vol.44, no. 1-2, pp. 107-121.

Abstract

This paper is an account of the earliest attempt in Africa to make education available to all within the context of what has been called fundamental education or a mass education programme. The paper draws attention to how the demand for mass education during the Second World War years was met by the British government, which, following what appeared to be a revision of its initial policy of exclusion, restriction of access and general hostility to mass education, made an unprecedented "large capital and recurrent grant" available for medical and educational work in its Colonial Development and Welfare Fund, and subsequently published the historic document entitled *Mass Education in African Society*. Using materials from the archives in Nigeria and Britain, the paper seeks to examine the reasons for the collapse of the promising literacy campaign in that country. In the process, it attempts to address, in particular, the issue of colonial policy and practice towards literacy acquisition by the "natives", and in particular the attitude of colonial government to mass literacy promotion. It draws attention to the complex colonial machinery, involving

ideological differences and a personality clash that may have frustrated concerted efforts that were required to translate the programme into reality and contributed to the collapse of the literacy efforts. For while some of the officials were receptive to the idea of assisting the colonies in developing a literate citizenry, some remained strongly opposed to providing access to a large population. In the end, the frustrations and neglect led to discouragement and the end of the campaign, which could therefore not achieve its objective of making Africans literate. It then asks whether the failure of the literacy campaign may have been deliberately programmed for failure by the colonial administration to prevent the provision of mass access to literacy for the African population.

Omoniyi, Tope, 2009. «The sociolinguistics of colonisation: a perspective of language shift », **Sociolinguistic Studies**, vol. 3, no. 3, pp. 307-328.

Abstract

In this chapter I want to propose an alternative paradigm for understanding the dynamics of multilingualism, language competition and politics in the complex sociolinguistic terrain of sub-Saharan Africa. Particularly for the purpose of explaining language shift, it is important to note that African states had fought wars of expansion and taken vassal states in a 'colonial' era before European colonialists arrived in the region. Adapted from the source document.

Parmegiani, Andrea, 2009. « The power of English and academic literacy: Students' perceptions and theoretical, political, and pedagogical implications. A case study of students at the University of KwaZulu-Natal », **Dissertation Abstracts International, A: The Humanities and Social Sciences**.

Abstract

My dissertation seeks to problematize widespread assumptions about language ownership in the context of post-apartheid South Africa, a country where English proficiency is a precondition for professional employment, political participation, and often, academic success, despite the fact that less than 10% of the population speaks English as a first language. My argument is based on a critical literature review and a case study. Chapter I provides an excursus on the fundamental conceptual tools of analysis (language, power, identity, and discourse) and is followed by a historical overview of how language and identity have been used to define and challenge power relations in South Africa. I discuss the discrepancy between South Africa's language policy and practice and I review the literature

produced by theorists who have engaged in a critical discourse about the power of English. I show how the limitations of these theories can be ascribed to the "birthright paradigm," or a set of assumptions about language, power and identity that restrict language ownership to the native speakers of a language. I suggest an alternative model for understanding language ownership built on the assumption that additional languages can be fully appropriated. Chapter II discusses my research methodology, which comprises a questionnaire, ethnographic observations, and in-depth interviews. My research questions look at black South African students' language practices, their attitudes towards language ownership, and towards language policies. Chapter III presents my findings and Chapter IV discusses their epistemological, political, and pedagogical implications. Epistemologically, the assumptions of the birthright paradigm do not do justice to the complex socio-linguistic reality of black South Africans such as the students in my sample, who have taken ownership of English as an additional language in various ways. Politically, the birthright paradigm reifies the linguistic effects of English as a dominant language and the power of English to function as a proxy for race for maintaining inequality. Ironically, the birthright paradigm also impedes the promotion of marginalized indigenous languages. From a pedagogical point of view, questioning the birthright paradigm can help students exercise discursive ownership as they appropriate the dominant language

Ramasomanana, Rolande and Maitre DeConferences, 2005. « Langues et interculturalité », **Cahiers du RIFAL**, no. 25, pp. 49-51.

Résumé

À Madagascar, pays ayant une langue officielle, le nombre des analphabètes, demeure élevé. Malgré des efforts de scolarisation, le niveau d'éducation rencontrera des difficultés face à la mondialisation, qui engendre des mutations profondes et rapides. L'apprentissage des langues pour communiquer et pour mieux comprendre sa propre langue, aboutit à une rencontre des cultures et éveille la curiosité. Des réflexions sur les lacunes intellectuelles relevées dans le cadre de l'enseignement et un entretien avec un ancien étudiant amènent à proposer une « formation interculturelle » et une élaboration de pistes de recherche communes aux pays de l'Afrique subsaharienne.

Rice, Laura; Hamdy, Karim, 2008. « Situating Senior Women in the Literacy Landscape of North Africa », **International Journal of the Sociology of Language**, no. 190, pp. 27-47.

Abstract

Although literacy programs in North African countries vary in method, management approach, and in content emphasis, their discourse is strikingly similar: It focuses too often on learners' deficits and considers the condition of these "illiterate" subjects, i.e. persons lacking the 3Rs, as a "disease" against which a war of eradication must be waged. For Government Agencies, NGOs, and other institutional actors in literacy projects, such lexicon of combat, in which the lack of print culture becomes a physiological scourge, becomes a convenient framework to develop measurable outcomes for the literacy efforts. However, as will be demonstrated in this paper, there is a serious risk that their reductive discourse will result in their losing a real opportunity to significantly enhance learning outcomes if the local knowledge of women, and particularly, senior women, are not integrated in the literacy efforts. Senior women are repositories of wisdom in their communities. From life experience, they have developed multiple literacy skills, unrelated to schooling, by which they contribute significantly in caring for the health of their kin and neighbors, in teaching survival and subsistence skills, and in transmitting their pragmatic wisdom to younger generations. Based on fieldwork conducted in rural Tunisia and Morocco, the authors provide examples to demonstrate that including senior women's knowledge in the literacy landscape would strengthen the literacy efforts upon which sustainable development depends.

Scribner, Sylvia and Michael Cole, 2010 . « Literacy without Schooling: Testing for Intellectual Effects », **Langage & Societe**, no. 133, pp. 25-44.

Abstract

There has been much discussion of the relationship between literacy & schooling. In these discussions, literacy, particularly in combination with schooling, is seen as an index & precipitator of intellectual development. Sylvia Scribner & Michael Cole challenge many of the generalizations made about the consequences of literacy & advocate examining the use of literacy in different social contexts. Through the observation of unschooled but literate adults, the Vai of Liberia, a people who have invented a syllabic writing system to represent their

own language, Scribner & Cole consider the effects of becoming literate separately from the effects of attending school.

Seri-Hersch, Iris, 2011. « Towards Social Progress and Post-Imperial Modernity? Colonial Politics of Literacy in the Anglo-Egyptian Sudan, 1946-1956 », **History of Education**; vol. 40, no. 3, pp. 333-356.

Abstract

This article explores the politics of literacy in late colonial Sudan. Drawing upon hitherto untapped archival sources in English and Arabic, it focuses on two key questions: What were the purposes and uses of literacy in the eyes of colonial authorities? What means were used to spread literacy skills among Sudanese people? Positioning these issues in the context of British imperial policy in Africa, it is argued that mixed teams of British and Sudanese educationists came to view literacy as a central tool to foster social progress and political modernity. The analysis puts special emphasis on literacy campaigns and follow-up literature as experimental means used to promote and perpetuate Arabic *literacy* in Northern Sudan. Examining both "nationwide" and provincially based magazines, it highlights their multifaceted role as pedagogic materials, vehicles of political, cultural and ideological representations, social networks, as well as public platforms of expression for young Sudanese literates

Sibiya, Solomon and Linda VanRooyen, 2005. « Illiterates in South Africa : Who are they and what motivates them to participate in literacy campaigns? », **International review of education**, vol. 51, no. 5-6, pp. 479-497.

Résumé

Cette étude cherche à identifier les facteurs clefs influençant la participation des apprenants adultes à des campagnes d'alphabétisation en Afrique du Sud. Une enquête préliminaire a indiqué que, très souvent, les éducateurs adultes ne connaissent ni ne comprennent ce qui amènent les apprenants adultes à participer à un programme d'éducation en alphabétisation. La présente étude souligne le fait que les analphabètes ont tendance à être motivés par un désir semblable de réalisation de soi-même que tout autre membre de la société, et qu'ils peuvent très bien cesser de participer aux cours, à moins que les éducateurs ne soient pas plus sensibles à leurs besoins et leurs aspirations. Attentes professionnelles ou économiques,

éducation des enfants, relations familiales, santé, motifs d'ordre social, et questions de différences des sexes aussi bien que le simple espoir en un meilleur avenir : tous ces besoins doivent être pris en compte. Il est également montré qu'une alphabétisation fonctionnelle en tant que telle ne confère pas automatiquement plus de pouvoir aux femmes dans leur travail.

Smith, Lahra, 2008. « The Politics of Contemporary Language Policy in Ethiopia: Articles », **Journal of Developing Societies**, vol. 24, no. 2, pp. 207-243.

Abstract

Language is political in Ethiopia because it has both structured and symbolized the nation-building project, and because, in the context of limited resources, any language policy change would require a significant realignment of resources. In modern Ethiopia, the historical distribution of the political goods of communication, recognition and autonomy has been highly skewed, benefiting native Amharic-speakers disproportionately. Since the early 1990s, the decentralization of language choice under the federal constitution has led to the use of other languages by members of select ethno-linguistic communities. This study considers the politics of language choice, drawing from the rich literature in political theory which addresses the role of language in the identity politics of multiethnic and multilingual societies. The historical trajectory of language politics in Ethiopia is presented, but the focus is on evidence gathered in parts of Ethiopia in 2001 and 2003. These findings indicate the relationship between language identities, citizenship formation and identification in the country. They are based on structured interviews and participant observation in select regions of the country.

Trudell, Barbara, 2010. « Language, Culture, Development and Politics: Dimensions of Local Agency in Language Development in Africa », **Journal of Multilingual and Multicultural Development**, no. 4, vol. 31, pp. 403-419.

Abstract

Support for the use of local languages for learning and communication is currently in fashion among national policy-makers in Africa. This position has been promoted by UNESCO and other local-language advocates for years; more recently it is being seen favourably by a range of influential international institutions. However, even positive language policy usually depends on local action to give it shape and sustain it. In many countries across sub-Saharan

Africa, community-level institutions--language committees--are taking an active part in a wide range of processes for language development including orthography development, the production of local-language literature, literacy programmes, multilingual education programmes and advocacy at local and national levels. These institutions share a core commitment to seeing increased use and/or recognition of the language of the local community. This paper explores the defining dimensions of local-language committees in sub-Saharan Africa, including their place in the interplay between national policy and local practice.

Van der Linden, Manuel Josje and , Alzira Munguambe, 2011. «Beyond Literacy: Non-Formal Education Programmes for Adults in Mozambique Auteur van der Linden, Josje; Manuel, Alzira Munguambe », **Compare: A Journal of Comparative and International Education**; vol. 41, no. 4, pp. 467-480.

Abstract

Thirty-five years after independence the Mozambican illiteracy rate has been reduced from 93% to just over 50% according to official statistics. Although this indicates an enormous achievement in the area of education, the challenge of today still is to design appropriate adult basic education programmes including literacy, numeracy and life skills. Studies carried out in the framework of the research programme of the Adult Education Department of Eduardo Mondlane University in Mozambique reveal the dilemmas encountered in designing such programmes. By uncovering these dilemmas this article aims to display critical issues regarding the content and the implementation of literacy and non-formal education programmes for adults relevant to their context. As the Mozambican research programme was part of a cooperation with universities in South Africa and the Netherlands, the issues will be discussed against the background of this international cooperation.

Verner, Dorte, 2005. « What Factors Influence World Literacy? Is Africa Different? », **The World Bank, Policy Research Working Paper Series: 3496**.

Abstract

Ninety-five percent of the world's illiterate people live in developing countries, and about 70 percent are women. Female illiteracy rates are particularly high in Sub-Saharan Africa. In Niger and Burkina Faso, for example, more than 90 percent of women are illiterate. This

paper presents a model of literacy. It shows that the main determinants of worldwide literacy are enrollment rates, average years of schooling of adults, and life expectancy at birth. Income has a weak nonlinear effect, negatively affecting literacy until a threshold level of per-capita income of about \$2,200 a year is reached and positively affecting literacy thereafter. Finally, African countries do not have a significantly higher literacy rate when controlling for other factors. This paper--a product of the Social Development Family, Latin America and the Caribbean Region--is part of a larger effort in the Bank to reduce poverty and social exclusion.

Walley, Christine J., 2002. « They Scorn us Because We are Uneducated': Knowledge and Power in a Tanzanian Marine Park », **Ethnography**, vol. 3, no. 3, pp. 265-298.

Abstract

This article addresses the relationship between science and popular knowledge within Tanzania's Mafia Island Marine Park. It examines the ways in which various forms of knowledge circulate within the park, as well as how knowledge is evaluated and used by representatives of international organizations, national government officials, and Mafia residents. Despite the ostensibly 'participatory' goals of the marine park, island residents continue to be excluded because they fail to speak the language of the 'educated'. At the same time, forms of knowledge within the park serve as potent cultural markers of class status, ethnicity and 'modernity' in ways that buttress the social position of national and international elites and undermine that of island residents.

Warsame, Ali A., 2001. « How a strong government backed an African language: the lessons of Somalia », **International review of education**, vol. 47, no. 3-4, pp. 341-360.

Abstract

Although Somali is the mother tongue of over 95 per cent of the population of Somalia, when the country received independence in 1960 it took English, Italian, and Arabic as its official languages. Because of controversy involving technical, religious and political questions, no script for the Somalia language could be agreed upon, either in the colonial era or in parliamentary years, 1960-1969. The consequences of this non-decision were considerable for Somali society. However, when the authoritarian military rulers came to the power in the early 1970s, they made a final decision in regard to script. They also issued a decree to the

effect that Somali was to be the language of political and administrative discourse in the Somali Republic. That act marked the beginning of the restoration of cultural and linguistic rights for Somali society. This article examines how Somalia, under a strong and totalitarian regime, was able to promote its language. The article also presents an overview of the organisation and the implementation of the literacy campaigns carried out in Somalia, as well as some notes on planning and the theoretical framework behind the campaigns.

WhiteOyler, Dianne, 2001. « A cultural revolution in Africa: Literacy in the Republic of Guinea since independence », **The International journal of African historical studies**, vol. 34, no. 3, pp. 585-600.

Résumé

S'il est plus difficile de définir la décolonisation culturelle que ses équivalents économique et politique, l'approche de la République de Guinée dans ce domaine peut être analysée à la lumière du processus formel de la Révolution culturelle initiée par Sékou Touré en 1958. L'A. examine plus particulièrement la révolte interne de la Guinée contre l'impérialisme culturel européen telle qu'elle s'est exprimée dans les domaines de la langue et de l'alphabétisation. Il discute également le concept de l'apprentissage par la langue maternelle, élément central de la décolonisation, et la politique de Sékou Touré mise en oeuvre avec le soutien de l'UNESCO : le Programme linguistique national (1968-1984). Plus important, l'A. décrit l'un des aspects de ce programme qui s'est autonomisé en dehors du contrôle gouvernemental, le mouvement populaire d'alphabétisation centré sur l'alphabet N'ko. La diffusion du N'ko montre l'extension d'un mouvement d'*alphabétisation* qui prend actuellement de l'ampleur à travers les frontières internationales en Afrique. Un aspect important de cette question fut l'implication de Souleymane Kanté, un intellectuel vernaculaire parlant le Maninka qui a inventé l'alphabet N'ko en 1949.

Willenberg, Ingrid, 2005. « Starting at the Beginning: Early Childhood Literacy Intervention as a Strategy for Reducing Adult Illiteracy », **Language Matters**, vol. 36, no. 2, pp. 162-175.

Abstract

It is estimated that approximately one third or 8.7 million adults over 20 years of age in South Africa may be functionally illiterate. As a signatory to the Framework for Action for achieving Education for All by 2015, South Africa committed to the goal of achieving a 50% improvement in levels of adult literacy by 2015. The goal of reducing illiteracy is thwarted by problems in delivery of adult basic education & training (ABET) programs as well as challenges faced by learners participating in programs. In addition, the existing pool of adult illiterates is likely to increase over time as the children currently unable to access schooling, or receiving minimal or inadequate schooling reach adulthood. This article proposes a multi-faceted approach that includes a focus on curtailing illiteracy in children by improving the quality of early literacy instruction, & introducing intervention in families & communities to promote early literacy development.

Zahorik, Jan and Wondwosen Teshome, 2009. «Debating language policy in Ethiopia », **Asian and African studies (Bratislava)**, vol. 18, no. 1, pp. 80-102.

Abstract

This paper is focused on the development of language policy in Ethiopia from the reign of Haile Selassie 1 (1930-1974) until the present day. After the Federal Constitution was introduced in 1994, Ethiopia has been divided into eleven regions along ethno-linguistic borders. The constitution gave every nation the right to develop its own language and its own culture, though only Amharic, Tigrigna, Somali, and Afaan Oromo became major regional languages. This situation caused growing ethno-linguistic nationalism, which can be seen especially in the Oromiya region as well as the SNNPR (Southern Nations, Nationalities, and Peoples' Region). This paper will examine theoretical principles as well as case studies that seem to be important for a comprehensive analysis of language policy in Ethiopia. While the

period until 1974 was characterized by a policy of Ethiopianization, the Derg government (1974-1991) introduced a policy of literacy and alphabetization. Several languages were standardized, including Somali, Oromo, Sidama and Wolayta. In reality, Amharic prevailed as a lingua franca and became the main administrative language.