



United Nations
Educational, Scientific and
Cultural Organization

UNESCO BAMAKO OFFICE

RESOURCE PACK FOR BILINGUAL EDUCATION IN FRANCOPHONE WEST AFRICA COUNTRIES



CONTEXT

Literacy

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

Formal education

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

3 major situations of the use of the mother-tongue in schools

- 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





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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



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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



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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.



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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**



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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



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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



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