

Language and Development Advocacy Network (LDAN): Relevance to a Developing Context

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About Uwezo

Uwezo – means ‘Capability’ in Kiswahili

*Learning assessment: Are Our Children Learning?**

Research: What works to improve learning outcomes

*Engagement: advocate support for quality education for all children**

Language is one of the issues we interrogate

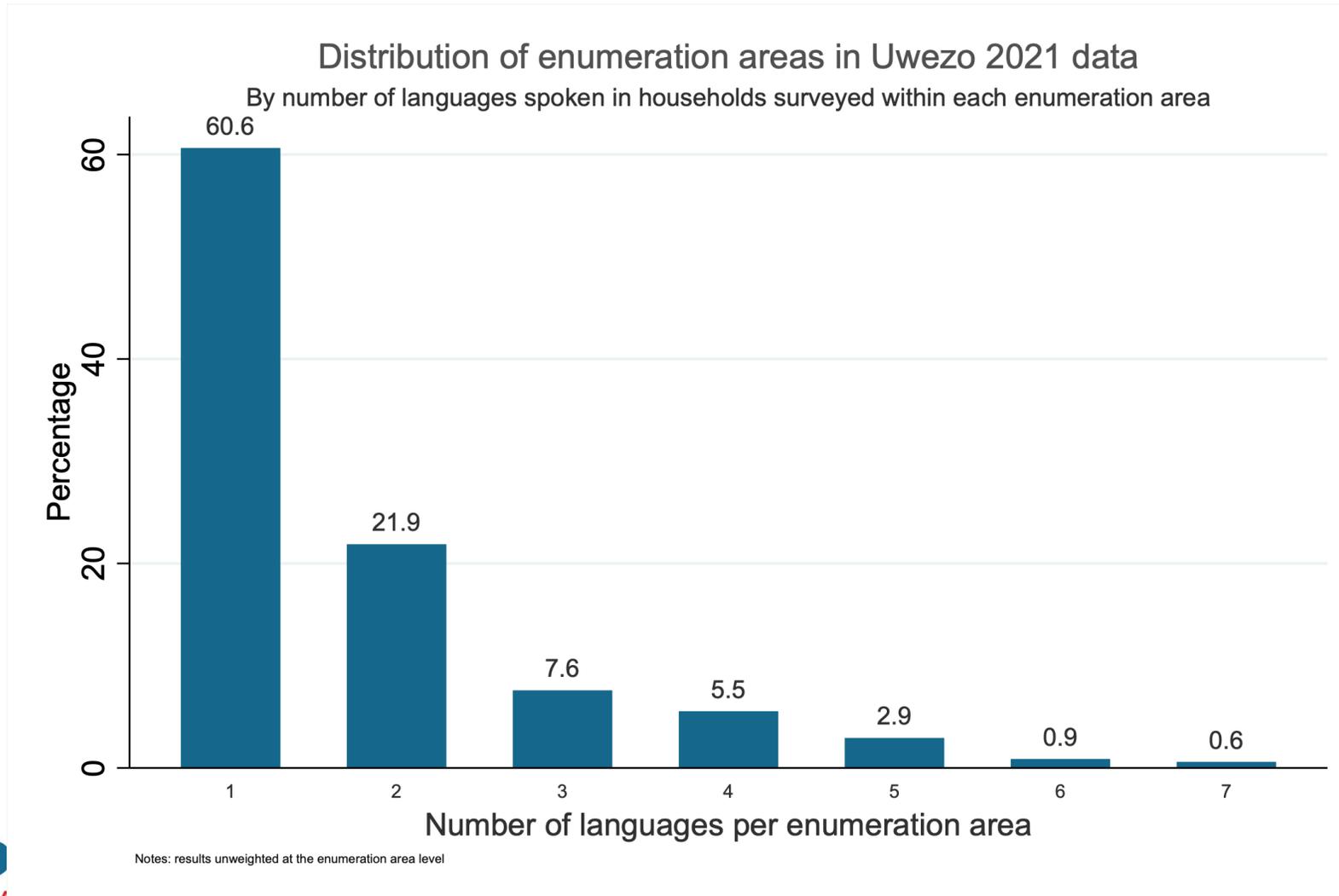


Language & Development in Uganda



- Linguistic diversity* – even within smaller geographical areas
- English as the medium of instruction
- Mother tongue in the first 3 years of primary education
- But English still widely used a Lol incl. in preschool

There is a large degree of linguistic diversity in Uganda, even within smaller geographic areas



Language & Development: An inseparable duo



- Language as a tool for **thought** and a means of **social interaction** right from birth. (Piaget and Vygotsky)
- Language as a tool of **inclusion** or **exclusion** (e.g. South Africa, Rwanda)
- A tool for **active citizenship** and social participation
- Language as a tool of **economic empowerment**: individuals and nations prosper

Impact of L&D Conference Series



1. The Senegal 2017 conference
2. A role for Facilitated Advocacy

- Equitable participation*
- Children's involvement and participation*
- Consensus-building*

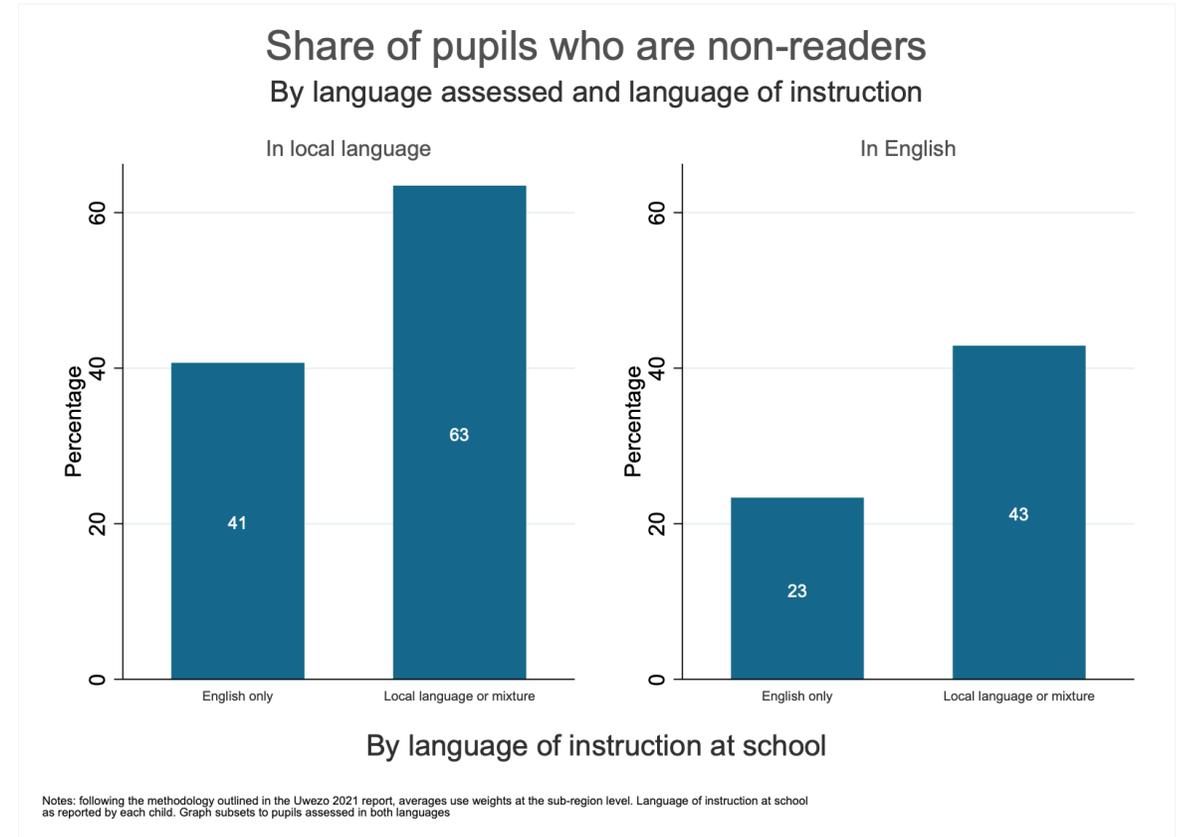
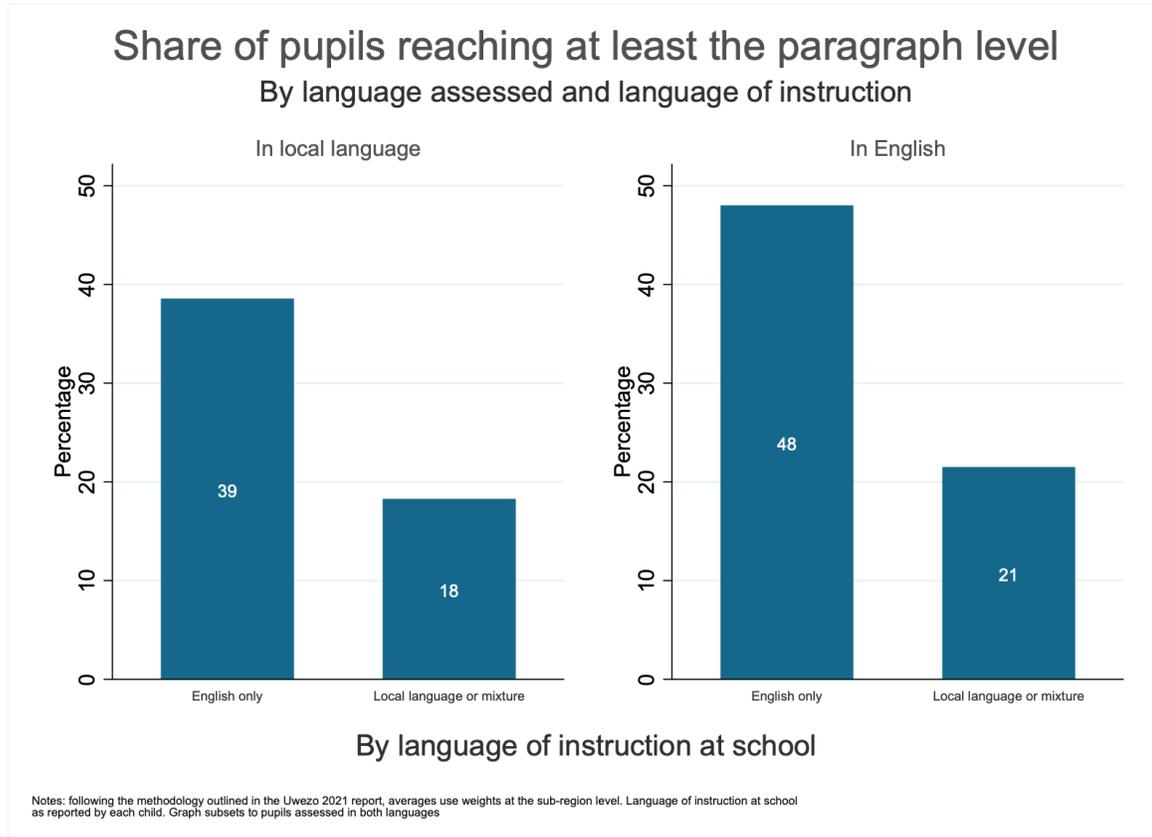
Graham Haylor and William Savage 2019
Facilitated Advocacy for Sustainable Development: An Approach and Its Paradoxes.
Oxford, England and New York, USA: Routledge.

Is enough attention being paid to issues of languages?



- Been given lip service
- Sometimes a political gimmick
- Even where there's mother tongue instruction, little effort has been made to support teachers (Nakabugo et al 2024)*
- Limited public sensitisation and conviction
- Mother tongue doesn't necessarily equal good learning (low learning outcomes)

Pupils that attend schools that use local languages in instruction have much lower outcomes in both languages



What can the LDA Network do?



- Advocate combining **words and action**:
Policy doesn't automatically equal change
- Evidence-based advocacy i.e. what works?
- Increasing Demand for Mother Tongue-Based Instruction: **Better learning, convinced parents**
- Advocate targeting languages with **larger homogeneous communities** as languages of instruction (the South African case)*

Existing Relevant Networks:

- Global Education Monitoring Report (GEMR)
- People's Action for Learning Network (PAL Network)
- Regional Education Learning Initiative Africa (RELI-Africa)
- Action for Life Skills and Values in East Africa (ALiVE)
- Education Advocacy Network (EAN)
- Reading Association of Uganda (RAU)



Thank you!

Contact Us!

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