AFRICAN ACADEMY OF LANGUAGES

(ACALAN)

National policies:
The role of vehicular cross-border languages, the
place of less disseminated languages in Africa.

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General Synthesis
Of the Five Regional Conferences'
Reports

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Summary

1. Introduction

1.1. Presentation of the report

This paper is a synthesis of the reports of the five regional conferences organized by ACALAN on "National policies: he role of vehicular cross-border languages, the place of less disseminated languages in Africa". It highlights the main arguments in favor of the promotion of multilingualism in Africa. The data from all the regions are analyzed in order to identify similarities and regional specificities which must be taken into account for policy formulation.

The synthesis is structured into 5 main sections:

1. The introduction which recalls the plan of the report and the objectives of the conferences
2. Participants: states, organizations, special guests and resource people;
3. The appraisal of works, which is the main part of report
4. Structures of ACALAN
5. The synthesis of the recommendations

1.2. Objectives of conferences

ACALAN organized several colloquia in order to analyze the linguistic situation of Africa. Such analysis is necessary in order to determine the main issues related to language planning on the continent characterized by the existence of at least three types of languages in each country:
- Cross- border languages most of which are vehicular;
- lesser disseminated languages;
- languages inherited from colonization, which are official languages of respective countries.
ACALAN has organized since 2006 sub-regional conferences, in co-operation with UNESCO and the host countries. The main objectives of the conferences were:

First, to make an inventory of fixtures of the use of national languages in all life's domains;
Secondly, to develop arguments justifying and enabling the promotion of cultural and linguistic diversity. Such approach will contribute to strengthening national, regional and continental integration as well as the development of research,language planning (corpus planning as well as acquisition planning), and curricular development ;
Thirdly, to invite decision makers, on the one hand, to strengthen and develop experiences of introducing national languages in educational systems with the view of curricula harmonization, and on the other hand, to identify and coordinate networks of languages promotion;
Fourthly, lastly, to contribute to the establishment of working structures of ACALAN.

2. Participation

2.1. States

Thirty nine member states of African Union (out of 50) attended these conferences:

West Africa 12 states out of 15.
Benin, Burkina Faso, Côte d'Ivoire, Gambia, Ghana, Guinea Bissau, Guinea, Mali, Niger, Nigeria, Senegal and Togo.

Central Africa : 6 out of 9.
Cameroun, Central Africa Republic, Rep. of Congo, Democratic Rep of Congo, Chad, Sao Tome and Principle.

Southern Africa: 8 states out of 9.
South Africa, Mozambique, Lesotho, Botswana, Angola, Zimbabwe, Namibia and Malawi.

East Africa: 10 states out of 12.
Ethiopia, Eritrea, the Comoros, Seychelles, Madagascar, Mauritius, Uganda, Kenya, Tanzania, Rwanda.

North Africa : 4 states out of 6.
Algeria, Lybia, Egypt, Arab Republic Democratic Saharaouian.
(Morocco not being a member of the African Union, was not represented at the conference).

2.2. Organizations

The conferences recorded the permanent participation of the technical and financial partner organizations of ACALAN, namely:

UNESCO, International Organization of the Francophonie and Swiss Co-operation.

During the the first regional conference held in West Africa, other international organizations having their headquarters in the region actively participate during the conference. These organizations include:

ROCARE, Central Bank of West Africa, UEMOA, ADEA.

For all the other conferences, it is necessary to underline the very invaluable participation of the institutions which hosted the conference and collaborated with ACALAN. These organizations include:

CERDOTOLA in Central Africa, PANSALB in Southern Africa, the University of Dar-es-Salam in East Africa and Pedagogic and Linguistic National Center for the Teaching of Tamazight (CNPLET).

2.3. Special guests and resource people

Since the first conference which took place in West Africa, fifty or more scientific and university personalities were involved in order to ensure that the work and analysis of the linguistic situations done during the conferences are of high quality with regard not only to the contents but also the organization. Therefore during each conference the following individuals (namely experts-linguists) were involved:

1. Focal points of ACALAN:
2. Members of the scientific committees of each conference.
3. Members of the Scientific Committees of each host country
4. Special experts and guests
5. Staff of ACALAN.

3. Results achieved during the conferences

3.1. Stock-taking

Before the holding of the conferences, a questionnaire was sent to national structures via the ministries in charge of language issues in order to collect more precise information on the use of languages in all domains of public life. The information obtained by the examination of this questionnaire was supplemented by the papers of the national delegations, which also depicted a review of the situation of the languages in their respective countries. In the workshops organized during the sub-regional conferences, the results of these contributions were presented and analyzed thoroughly by taking into account the three main themes of the sub-regional

conferences (Cross- border languages most of which are vehicular);
- lesser disseminated languages;
- languages inherited from colonization, which are official languages of respective countries).

For this reason,these results are presented hereafter only once in the sections relating to the sub-topics.

3. 2. Definitions of concepts

Throughout the conferences, extensive reflections and discussions were carried out in order to develop among participants a common understanding of the concepts as well as a common approach to data analysis.

a) Languages or dialects?

1. Linguistic dimension.

From the point of view of linguistics, the difference between a language and a dialect is perfectly clear. Dialect is always one variety of a language. Two dialects of the same language become two different languages if they are no longer mutually intelligible (immediate inter-comprehension) and their respective speakers need to learn the non native variety or non familiar variety before they can understand it.. This is a strictly linguistic definition. It does not take into account social, ideological, psychological and emotional dimensions of what a speech represents in the eyes of its speakers. However, this definition can be used to practically categorize a particular variety of speech as a language or a dialect.

2. Sociolinguistic dimension.

Since the society enters into account, one often calls "language" the dominating speech which one covers with all prestige and welfare benefits, and "dialect" a lesser estimated variety of speech that one associates with the private sphere. In most cases such variety has a lower statute than the variety which is considered language. This is particularly clear in a situation of diglossia, even of triglossia like that of North Africa.

b) Cross- border languages.

It was strongly underlined that in fact the artificial borders of Africa divided the geographical scopes where languages were always spoken. The cross-border character is not and should not be a valid criterion to discriminate languages. Indeed, languages of widely spread as well as lesser spread languages randomly divided or not by history. One is reminded that languages of great extension which are not cross-border are factors of national integration, and can become factors of regional integration where no language of great regional extension is available. The expression "vehicular cross-border languages" used in the terminology of ACALAN is thus understood like synonym of "languages of great extension crossing official borders".

The problems of cross-border languages are arbitrary creation just like the artificial borders of the African states. These borders do not take into consideration the populations and languages that they speak. The closed bonds which founded these populations and their cultural identity creates among them a linguistic nationalism which is opposed to official nationalism. This linguistic nationalism can and must be positively exploited in the development of cross-border languages. One should point out also the artificial boundaries between the nations leads to the development of dialects among cross-border languages. Consequently the written forms of the same language are different from one country to the other. If cross-border languages become

international languages of co-operation, countries should work together to develop human resources which can undertake together the work related to standardization and all language planning activities.

c) Intensity of use

The intensity of use of a language is a concept defined by the conference of North Africa. This concept was also discussed and described during the conference held in South Africa. The idea is that a language which is used intensively by its speakers will resist better its decline if it is in unfavorable position, and will strengthen further its dynamism if it is in position of expansion. It follows that any development action of language should result in developing the intensity of its use.

Linguistic pluralism always results in a natural phenomenon of expansion of some languages and the decline and even extinction of other languages. The legal fate of all these languages, whether they are official, vehicular or of less use, depends on a certain number of factors among which linguistic needs of the populations namely the use of languages for development and social functions. Each time one plans to intervene on a language, it is necessary to take into account the importance of the language namely what is it used for and how it is used in society and for the development of the country.. The logic which underlies this reflection is that the development of the country requires the full participation of the populations. The population must be able to understand, control and monitor and evaluate the the process. That is only possible if the languages spoken by the majority of the population are used. In other words, the development of the population goes hand in hand with the development of the language.

The dynamism of vehicular languages just like their decline, and even the disappearance of the least used languages, is a natural phenomenon, according to some researchers. It is this dynamism between the languages which sustains the development of certain languages and the decline of others. This phenomenon is intensified because of massive urbanization, the mixture of the different ethnic groups, the easiness of movement and the democratization of the means of communication. Most of the African cities and especially in the most linguistically heterogeneous regions, a diglossic situation is occurring involving the most spoken languages, the most vehicular ones and the least used ones. The first group of languages namely the vehicular ones are used as languages of communication within and outside national borders as well as within and outside their original socio-cultural borders.. They tend to simplify their phonological system and their grammatical structures as their use extends to the two domains and non native speakers.

3. 3. Sub-topic 1 : Identification of vehicular cross- border languages.

1. West Africa.

The identification of vehicular cross- border languages was not made with the same degree of reliability everywhere. In West Africa, the lack of recent data was underlined on several occasions. Nevertheless the following ten languages have been identified as the most vehicular of the cross-border languages.

Ten vehicular cross-border languages of West Africa.

Nber*	Languages	Countries
1	Mading (mandenkan)	Mali, Senegal, Guinea, Guinea-Bissau, Liberia, The Gambia, Sierra Leone, Côte d'Ivoire and Burkina Faso.
2	Fulfulde (fulani/pulaar/pular)	Senegal, Gambia, Guinea, Guinea-Bissau, Sierra Leone, Mali, Burkina Faso, Niger, Nigeria, Benin, and Mauritania
3	Hausa	Niger, Nigeria, Ghana
4	Songhay	Mali, Niger, Togo, Benin
5	Soninké	Niger, Mali, Senegal, Mauritania
6	Yoruba	Nigeria, Benin, Togo
7	Gulmancéma	Mali, Niger, Burkina faso
8	Wolof	Senegal, Mauritania, Gambia
9	Gen/Éwé/Mina	Benin, Togo, Ghana
10	Kanuri	Nigeria, Niger.

*These numbers do not imply a orderly classification..

2. Central Africa.

Twelve cross- border languages were identified and classified on the basis of two criteria:
- territorial extension of the language, i.e. the number of countries where the language is spoken and
- the number of speakers in all the countries.

We present below the synthesis of the conferences. Languages are classified into subgroups: Group A and group B. The languages classified in group A are widely spread on in three countries of central Africa. Language classified in group B are languages which are spread over two countries. A weighting index marked by a sign + is added to the languages which extend on other areas beyond central Africa. It is important to take into account their potential to be used as inter-regional languages of integration. Thus, a language A+ is a language which extends on three countries from central Africa to at least a country outside this region.

Clearly languages per geographical extension and demographic weight

LANGUAGES	Number of countries	Geographical extension	Order per extension	LANGUAGES	Populations in Million	Demographic order.
arabic dialect	3	Chad, Cameroon,CRA	A	kiswahili	21	1st
beti fang	3	Equ.Guinea, Cameroon, Gabon	A	lingala	18	2nd
Fulfulde	3	Chad Cameroon, RCA	A+	kikongo	9	3rd
Sango	3	RCA, Congo, RDC	A	fulfulde	7, 07	4th
Kiswahili	2	RDC, Burundi	B+	arabe dialectal	5, 10	5th
Lingala	2	RDC, Rep. Congo	B+	sango	4, 15	6th
Hausa	2	Cameroon, RCA	B+	sara	3, 74	7th
kikongo	2	RDC, Rep. Congo	B+	beti fang	2, 35	8th
sara	2	Chad, CRA	B	Pidgin english	2	9th
kanembu-kanuri	2	Cameroon, Chad	B+	hausa	0,26	10th
Pidgin english	1	Cameroon	C+	kanembu-kanuri	0,06	11th

3. Southern Africa.

A great number of cross-border languages have been identified in Southern Africa. Among them, ten have been selected by the conference as the vehicular cross-border languages which ACALAN can prioritize at the beginning of its program.

The first ten cross-border languages of Southern Africa

Nber*	Languages	Countries
1	Chinyanja/Chichewa	Mozambique, Zambia, Malawi, Zimbabwe
2	Setswana	Botswana, Namibia, South Africa, Zimbabwe
3	Sesotho	Lesotho, South Africa, Zimbabwe
4	IsiZulu /isiNdebele	Lesotho, South Africa, Zimbabwe
5	Chiyao	Malawi, Mozambique
6	Oshiwambo/Oshikwanyama	Angola, Namibia
7	Afrikaans	Botswana, South Africa, Namibia
8	Emakhuwa	Zimbabwe, Malawi, Mozambique
9	Chishona/Manyika	Zimbabwe, Mozambique
10	Nama (al. Khoekhoewagab)	Angola, Botswana, Namibia, South Africa

*A priority order classification established by the Synthesis Colloquium held at Addis-Ababa. (5-7 feb. 2009)

4. Eastern Africa.

The eastern African region has been divided into three sub-regions::
- East Africa : Kenya, Rwanda, Tanzania, Uganda
- Horn of Afica : Djibouti, Eritrea, Ethiopia, Somalia, Sudan
- Indian Ocean Islands : Comoros, Madagascar, Mauritius, Seychelles

4.1. Sub-region of East Africa.

Fifty cross-border languages of which 5 vehicular were identified in East Africa :

Vehicular languages in East Africa.

	Languages	Countries
1	Kiswahili	Tanzania, Kenya, Uganda, Rwanda, Burundi, DRC
2	Luganda	Uganda, Tanzania
3*	Kinyarwada/Hangaza/Rundi/Rufumbira/Giha	Tanzanie, Uganda, Rwanda & Burundi
	Luhaya/Runyakitara	Tanzania, Uganda
5	Somali	Kenya, Somalia, Ethiopia

*Dialects cluster mutually understandable, though each has its own name.

4.2. Sub-region of the Horn of Africa.

Six vehicular cross-border languages have been selected by the Horn of Africa.

	Languages	Countries
1	Arabe	Eritrea, Sudan, Djibouti
2	Nuer	Ethiopia, Sudan
3	Oromo	Ethiopia, Somalia
4	Tigrinya	Eritrea, Ethiopia,
5	Berta	Ethiopia, Sudan
6	Somali	Somalia, Djibouti, Ethiopia

4. Sous-région Îles de l'Océan indien.

Three vehicular cross-border languages have been identified by the Islands of Indian Ocean.

	Langues	Pays
1.	Malagasy	Madagascar, Comores
2.	Kreol	Seychelles, Mauritius, La Reunion
3.	Kiswahili	Comores, Madagascar, Seychelles

5. North Africa.

North Africa presents a quite complex situation under an appearance of great simplicity. First of all, one could identify two cross-border languages of great extension; Arabic and the Tamazight, and some languages of very weak extension but some of these languages are cross-border ones. The least disseminated cross-border languages are Nubian languages spoken in Egypt and Sudan. However, neither the Tamazight, nor Arabic are homogeneous entities. In spite of the divergent views among the specialists, the conference manage to to classify certain Northern African languages . The following table presents the cross-border and least disseminated languages identified during the conference:

<u>1. Vehicular cross-border languages</u>

Order	Languages/dialects	Countries	Comments
1	Standard modern Arabic (alias Literary Arabic, School Arabic)	All African Arabic countries and elsewhere.	It is the official language of the States. Some assimilate it to the Koran Arabic, others don't. It is spoken only by the elites, and so is regarded in North Africa as a vehicular of less dissemination.
2	Dialectal Arabic (alias the *maghrébi*)	Tunisia, Algeria Morocco	This language would result from Arabic and the Tamazight and would be spoken by the majority of the people of the three countries. It is regarded as vehicular of great extension and definitely distinct from the Lybian and Egyptian dialectal Arabics. .
3	Tamazight (alias berber)	Morocco, Algeria, Tunisia, Lybia, Egypt.	Often presented as a single language whereas it is rather a continuum clustering a hundred dialectal speeches in which one can

			distinguish the dialects of the north of the Sahara and those of the south. To this is added invincible leadership competitions among the various national communities
4	Dialectal Arabic (aias *hassanya)*	RASD, Mauritania	This dialectal Arabic would be close to *maghrébi.*

According to the North-African specialists, the current situation of dialectical Arabics does not enable to predict if the *maghrebi* will become stronger and emerge as a language of integration of the Maghreb, especially the Western part of North Africa which goes from Tunisia to Morocco, or if it will split up in national dialectical Arabics (Tunisian, Algerian, Moroccan) like those of Lybia and Egypt.

6. Conclusion.

We must take into account that some inter-regional languages such as Kiswahili, were selected several times (3 times: East, Central Africa, and Islands of the Indian Ocean) Arabic (2 times: North Africa, Horn of Africa) the fulfulde, the hausa and the kanuri (2 times: West and Central Africa) the somali (2 times: East Africa and Horn of Africa). The five conferences made it possible to identify a total of 41 vehicular cross border languages for the whole continent. They are classified alphabetically in the following table:

Summary table of the 41 vehicular cross border languages of the Continent.

Number	Languages	Countries
1	Afrikaans	Botswana, South Africa, Namibia
2	Arabe standard moderne	All North African countries + Eritria, Sudan, Djibouti
3	Berta	Ethiopia, Sudan
4	Beti-fang	Equ.Guinea., Cameroun, Gabon
5	Chinyanja/Chichewa	Mozambique, Zambia, Malawi, Zimbabwe
6	Chishona/Manyika	Zimbabwe, Mozambique
7	Chiyao	Malawi, Mozambique
8	Choua	Cameroun, Chad
9	Emakhuwa	Zimbabwe, Malawi, Mozambique
10	Fulfulde (/Pulaar/Pular/Fulani)	Senegal, Gambia, Guinée, Guinea-Bissau, Sierra Leone, Mali, Burkina Faso. Niger, Nigeria. Benin, et and Mauritania, Cameroun, Chad, Central Republic of Africa
11	Gen/Ewe/Mina	Benin, Togo, Ghana
12	Gulmancema	Mali, Niger, Burkina faso
13	Hassaniya	Mauritania, Arab Republic Democratic Sahraouian
14	Hausa	Nigeria, Niger, Chana, Cameroon, Central African Republic

15	Kanuri/Kanembu	Nigeria, Cameroon
16	Kikongo	Democratic Rep. of Congo, Angola
17	Kinyarwada/Hangaza/Rundi/ Rufumbira/Giha	Uganda, Tanzania, Rwanda, Burundi
18	Kiswahili	Madagascar, Sychelles, The Comoros, Tanzania, Kenya, Uganda, Rwanda, Burundi, Democratic Rep. of Congo
19	Kreol	Seychelles, Mauritius
20	Lingala	Democratic Rep.of Congo, Rep. of Congo,
21	Luganda	Uganda, Tanzania
22	Luhaya/Runyakitara	Tanzania, Uganda
23	Maghrebi	Tunisia, Algeria, (Morroco)
24	Malagasy	Madagascar, The Comoros
25	Manding (mandenkan)	Mali, Senegal, Guinea, Guinea Bissau, Liberia, The Gambia, Sierra Leone, Côte d'Ivoire and Burkina Faso.
26	Nama (al. Khoekhoewagab)	Angola, Botswana, Namibia, South Africa
27	Nuer	Ethiopia, Sudan
28	Oromo	Somalia, Ethiopia
29	Oshiwambo/Oshikwanyama	Angola, Namibia
30	Sängö	Central Rep. of Africa, Congo, Democratic Rep. of Congo, Chad
31	Sara	Chad, Central Rep. of Africa
32	Sesotho	Lesotho, South Africa, Zimbabwe
33	Setswana	Botswana, Namibia, South Africa, Zimbabwe,
34	Somali	Somalia, Djibouti, Ethiopia, Kenya
35	Songhay	Mali, Niger, Togo, Benin
36	Soninké	Niger, Mali, Senegal, Mauritania
37	Tamazight	(Morocco), Algeria, Tunisia, Libya, Egypt.
38	Tigrinya	Eritria, Ethiopia
39	Yoruba	Nigeria, Benin, Togo
40	Wolof	Senegal, Mauritania, The Gambia
41	IsiZulu /isiNdebele	Lesotho, South Africa, Zimbabwe

3.4. Sub-topic 2 : Instrumentalization and domain of use of the languages

The volume of written materials available in a language and studies on a particular language indicates the level of development of that language. During the regional conferences, three types of documents were identified:

1. Reference materials , such as dictionaries, grammars, encyclopedias, descriptions and scientific and academic analyses of various aspects of the languages.
2. Learning materials, such as manuals, educational tools, school textbooks, etc
3. Dissemination documents, which enable people to learn and use languages for a variety of purposes such as professionalor leisure related activities: literature, press, media, advertisement, any working paper written in the language, belong to this category.

The following strategic domains were unanimously identified as key and fundamental elements which must be considered for linguistic development:

1. *Education*, it is important to implement multilingual and intercultural policies in education, "lieu par excellence" where the training of the citizen of tomorrow takes place..
2. The media, both traditional and the most modern media should integrate communication and Information Technologies and the contents should be African languages. (or first languages). The importance of the media for mass communication is obvious. One does not need to argue for it.
3. *Public services*, in particular the regular services (town hall, police force, dispensary, station, post office, etc). It should be possible to provide these services in the languages which are used by the populations. This implies the training of multilingual public servants. An education policy which integrates multilingualism can produce multilingual public servants.
4. *Justice*, place where the civil rights are upheld, must be carried out in the languages which the citizens master, namely the mother tongues and the languages which are widely spread..
5. *Trade and economy*. To structure, organize, reinforce national, regional and international markets by systematically integrating the languages of the populations beyond the simple use in the market place. This is done by developing and harmonizing the necessary technical terminologies and by producing multilingual documents for economic and financial transactions.
6. *Culture and arts*: literature, translation and publication of multilingual books, festivals, dramas, cinema, etc. The types of cultural events that can be developed through regional co-operation are unlimited.
7. *The scientific research* is an essential domain where an international cooperation can be developed in order to produce relevant documents in the languages and to use them like tools for knowledge generation.
8. *Parliament and legislation*. The spoken languages by the greatest number of people should be used like working languages for parliamentary debates and the drafting of legislative texts.
9. *Religion*. It is surely the domain where African languages are most present. However, they are rarely used to carry out advanced theological studies.

3.5. Sub-topic 3: Cross-border languages, factors of integration

To be or become true factors of regional integration, the cross-border languages must

- be largely widespread in at least two if not several states of the same region, or even several regions;
- have a significant number of speakers which can guarantee an intensity of dynamic use;
- To be enough attractive to be selected like second languages by other speakers
- To have a level of consequent development (volume of publications, technicality, etc)
- To have an international recognition (use in the media foreigners, to be taught abroad, etc)
- and to be used in the domains of formal or institutionalized relations.

The majority of cross-border languages are spread out in only two states. Among the cross-border languages which are spread out over three or more states only a small number of languages carry all the features presented abve.. It is thus completely possible to establish regional policies of integration while being based on these languages.

A collaborative approach of the development of vehicular cross-border languages of the same region increases considerably the possibility of unifying linguistically the region while preserving its linguistic diversity. Moreover, vehicular cross-border languages are not only cultural vehicles but also of essential supports of socio-economic exchanges. The joint efforts to develop languages promote economies of scale and can profit from the dynamism and dynamics which emerge on the African continent, as testify by the activities of the following organizations:

1. The current initiatives of the African Union for the development of African languages
2. The establishment of panafrican programs such as the NEPAD, the African cultural rebirth
3. Setting up of regional organizations like SADC, EAC, CEMAC, the UEMOA, ECOWAS, CENSAD, UMA, IGAD.
4. Revitalization of scientific institutions like ACALAN, EACROTANAL, CICIBA, CERDOTOLA; CELHTO
5. The remarkable support of international organizations like UNESCO, OIF, the Swiss Co-operation, ADEA, NGOs.

3.6. Assets and challenges

a) Assets

The first assets among others is multilingualism. It is necessary to recognize that multilingualism is the norm not the exception not only on the African continent but in the whole world. Not only the majority of the African populations speaks several languages but still a multilingualism which associates at least a first language, a vehicular language and an European official language is the best combination to be integrated at the same time in its local community, its region and the world outside Africa.

Many African countries have promoted bilingual or multilingual education with use of mother tongues in basic education and adult literacy. The results of these experiments are sufficiently satisfactory to justify more ambitious actions in this domain.

All vehicular cross-border languages which are widely spread (such as the kiswahili, the hausa, the mandeng or the fulfulde, etc) have a writing and a stable orthographic systems. They are also well documented, even if they all require continuous study and development.. Some of these languages benefit from advanced data-processing equipment which makes of them working

languages in the cyberspace and ICT, even if their level of use is not comparable to the use of the Asian and European languages.

The conferences showed, if necessary, that Africa has an important breeding ground of experts and professionals of very high level for all the disciplines which relate to language. It is an enormous asset because that means that Africa has the potential to design and apply the linguistic policies of its choice.

b) Challenges

One of the main challenges which is important to highlight is the temptation to reduce the ambition at the level of the means one has, instead of seeking means required to carry out the so large ambitions. Africa suffered for a long time from declaratory policies which are not pursued facts.
The obstacles related to regional integration are numerous and they constitute challenges which must be address:

a) The voluntary and concerted development of a language always takes a long period of time.. If it is reasonable to start with vehicular cross-border languages which can most likely accelerate regional integration, it is also important to ask if the development of other languages will not be impacted negatively. Therefore these languages may regress in terms of development and they can become endangered and bound to disappear or die before they are paid attention and developed.

b) The introduction of African languages as subject matter and languages of instruction in the educational system, not only in the first years of primary education but during all the cycles of the formal education system is one of the biggest challenges to address because it requires many efforts. These efforts include training teachers, creating and publishing textbooks, convincing students' parents, convincing reluctant elites who show resistance to the use of African languages in formal domains even if all the experiences show positive outcomes and that one gains there well more than the expenditure carried out at a loss to perpetuate an unsuited blown and budget consuming educational system.

c) The progressive reform of public services and administration seek to introduce the use of African languages as working languages, in order to employ multilingual agents who graduate from the new multilingual school systems.. The aim is not to fire the current civil servants but to undertake courageous reforms with appropriate measures and intensive mobilization campaigns whose purpose is to address resistance, reluctant attitudes and the bad interpretations misrelated to the use of African languages.

d) The creation of multilingual literate environments relates to public posting (sign, road signs, arrowing in the offices, titles and functions, etc) but also a book policy accompanied by an appropriate support for publishing, the press, the development of ICTs, the computerization of languages.

The main challenges presented above require that states cooperate to overcome them, although to cooperate is already in oneself a challenge to address.

4. Structures of the ACALAN

One of the objectives of these conferences was to identify vehicular cross-border languages. After such determination, it is expected that in order to a commission for each vehicular cross-border language will be created. Thus, the following criteria were proposed and used during the conferences to identify approximately a dozen languages among the 41 vehicular cross-border languages. The language development and language planning activities will start by taking inot consideration the following criteria:

1. Number of regions of Africa in which the language is spoken
2. Number of countries in which the language is spoken
3. Total number of speakers
4. Rates of vehicularity (determined by the percentage of speakers who use it or learn it like second language:umber of speakers).
5. Level of development of the language shown by the expansion of the vocabulary, the terminological innovations and the publications;
6. Extended from the available literature, including the fiction and all written works in the language.
7. Domains of use, in particular education, the media (press and electronics), and use as working language;
8. International recognition through foreign radio broadcasts and translations (such as History of Africa of UNESCO)

The confernce of synthesis will propose the application modalities of these criteria

5. Annex 1 : Synthesis of the Recommendations

5. 1. To States :

The confernces recommend:

1. The application of all the decisions taken for the promotion of African languages by the AOU, the African Union, UNESCO, OIF and ADEA.

2. The corpus planning (coding) of the African languages at the national level (tasks of the national structures in charge of promotion of national languages).

3. The involvement of the private sector in the promotion and use of languages for integration.

4. Establishment of a close cooperation among countries for the development of human resources as well as the promotion of cross-border languages.

5. The development of synergy through sharing of experiences and expertises among countries in the domains of linguistic research and the promotion of African languages.

6. The use of the cross-border languages as means to achieve the objectives of Education For All and means to reduce illiteracy.

7. The development and the implementation of appropriate policies and programs appropriate at both the national as regional.

8. The use of African languages as means of teaching in primary education and by taking them into account in the examinations.

9. Pre-service and in-service training of trainers at all levels of teaching.

10. The creation of departments of African languages in universities and the creation of African language teaching as modern languages and foreign languages.

11. The use of African languages in the domain of communication and information technologies (ICT).

12. Localization of free and accessible softwares and also paid softwares in national languages.

13. The development of publishing in African languages by co-publishing and producing multilingual publication of translated works.

14. Ppublishing of monolingual dictionaries, reading works for children and adults, of descriptive grammars and pedagogic grammars.

15. In accordance with article 23 of the Statutes of African Academy of the Languages, it is recommended the establishment and/or reinforcement of national structures (there they do not exist) in charge of the promotion and development of national languages/African before the end of 2006.

16. Holding in West Africa of a meeting of the Ministers in charge of languages issues in order to officially set up the commissions of Cross-border Languages (CLT).

17. The Ministry in charge of ACALAN of each country should involve all the other Ministries in charge of languages issues In all the activities related to the implementation of language programs.

5.2. To the African Academy of Languages (ACALAN):

The Conferences recommend:

1. To take advantage of the expertise and the experience of the invited experts to the Confernces for the establishment of the Commissions of cross-border Languages in each region of Africa.

2. To establish a structure for documentary research which will provide:

   - names of all languages and related statistics;

   - a database of all spellings of languages;

   - a compilation of technical terms to translate in all cross-border languages;

   - a collection of legal texts concerning languages;

     All the information should be disseminated through ACALAN's website.

3. To support the development of technical vocabularies on life and life skills; e.g. sewing, carpentry, etc.

4. To carry out evaluation of all experiences on languages in order to capitalize the results.

5. To take initiatives for harmonization and standardization of spellings of national languages used in the region for education, communication, trade, health and agriculture.

6. To support national projects and regional development of lexicons and terminological dictionaries of cross-border languages.

7. To take initiatives for the translation of regional instruments in cross-border languages (e.g. the African Charter of the Human rights and People, treaties of regional organizations, etc)

8. To establish, co-operation with specialized States and international agencies, a network of scientists and linguists to develop/translate scientific terminologies in cross-border

languages.

9. To promote and use cross-border languages in workshops, regional conferences and conferences.

10. To establish a mechanisme of collection and mobilization of funds for the perpetuation of its activities.

11. Setting up of ACALAN excellency award in various domains of enhancing African languages, confered annually.

12. To encourage ACALAN to continue and initiate a dynamic partnership with bi- and multilateral organizations for the promotion of African languages

13. To establish a network of intellectuals linguists in the regions.

14. To establish a strategy to revive the kiswahili in the Islands of the Indian Ocean;

15. To establish a policy which supports national regional and cross-border languages; Such policy should be recognized and implemented by the governments .

16. To revitalize EACROTANAL and to clarify its members and its work program. It was however reported that Tanzania, through EAC, was charged to examining the logistics of the revitalization this regional organization.

17. To facilitate the voluntary use of the kiswahili in tertiary education and research.

5.3. To UNESCO:

The conferences recommend:
1. The sharing of experiences and research results on African national languages.
2. The support of the establishment and reinforcement of structures/organizations of national languages promotion in all countries of the region.
3. Capacity building with regard to the revalorization and preservation of national languages.
4. Providing adequate support to national, regioanl and continentalprograms whose main purpose is to mobilize and sensitize the population about the language policies andthe importance of African languages as means of development and integration.

5.4. To International organization of the Francophonie:

The Conferences recommend:

1. Continuation of its support to the computerization of African languages.

2. Reinforcement of its support to the promotion of African languages in new technologies of information and communication.

3. The support to the African Academy of Languages for the establishment of the Panafrican Center of Interpretation and and Translation of Bamako.

5.5. To the Swiss Co-operation:

The Conferences recommend:

1. Continuation of its support to the promotion of African languages.

2. Continuation of support to ACALAN for the development of a Linguistic atlas of Africa.

5.6. To UEMOA, ECOWAS, ADEA, ADB and BOAD:

The Conference recommends the combination of the efforts to the African Academy of Languages for a synergy of action.

5.7. To CEEAC:

The Conferences recommend:

1. to help its Member States to implement the decision of the Summit of Khartoum on the link between education and culture. Therefore African educational systems need to be revised with the support of ACALAN

2. 2. to encourage the partnership between ACALAN and CERDOTOLA in order to equip vehicular cross-border language and reinforce the integration process development of the region

3. Along with the African Academy of languages undertake studies which allow the use of few vehicular cross-border languages as working languages of the community along with the languages inherited from the colonial era.

5.8. To all Governmental and Non-Governmental Organizations:

The Conference recommends:

1. The continuation of the support given to the African Academy of Languages.

2. Making available to the African Academy of Languages of all the texts published on African languages.

3. Promoting joint efforts between the governmental organizations; non-governmental organizations and the African Academy of Languages for a synergy of action.

Annexe 2 : Abbreviations

ACALAN	Académie Africaine des Langues *(African Academy of Languages)*
ADEA	Agence pour le Développement de l'Éducation en Afrique *(Agency for the Development of Education in Africa)*
BAD	Banque Africaine de Développement *(AfricanDevelopment Bank)*
BOAD	Banque Ouest Africain de Développement *(West African Development Bank)*
CEEAC	Comunauté Economique des Etats d'Afrique Centrale *(Economic Comunity of the Central African States)*
CENSAD	Communauté des Etats Sahélo-Sahariens *(Community of Sahelo - Saharan States)*
CEDEAO/ECOWAS	Communauté Economique Des Etats d'Afrique de l'Ouest *(Economic Community Of the West African States)*
CELHTO	Centre d'études linguistiques et historiques par tradition orale *(Center for linguistic & historical study of oral tradition)*
CEMAC	Communauté Economique et Monétaire d'Afrique Centrale *(Economic and Currency Central African Community)*
CERDOTOLA	Centre de Recherche Documentaire sur la Tradition Orale et les Langues Africaines *(Center for Documentary Research on Oral Tradition and African Languages)*
CICIBA	Centre International des Civilisations Bantoues *(International Center for Bantu Civilizations)*

CNPLET	Centre National Pédagogique et Linguistique pour l'Enseignement de Tamazight *(Pedagogical and linguistic national Center for the teaching of tamazight language)*
EAC	East African Community *(Communauté de l'Afrique de l'Est)*
EACROTANAL	East African Center for Research on Oral Tradition and African national Languages *(Centre d'Afrique de l'Est pour la Recherche sur la tradition orale et les Langues nationales africaines)*
IGAD	Intergovernmental Authority on Drought and Development *(Autorité Intergouvernemental pour la Sécheresse et le Développement)*
NEPAD	Nouveau Partenariat pour le Développement de l'Afrique *(New Partnership for the Devlopment of Africa)*
OIF	Organisation Internationale de la Francophonie *(Intenational Organization of the Francophonie)*
ONG/NGO	Organisations Non Gouvernementales *(Non Governental Organizations)*
PANSALB	*Pan-South African Language Board* (Bureau pan-sud-africain de langue)
ROCARE/ERNWCA	Réseau Ouest et Centra Africain pour la Recherche en Education *(East and Central African Network for Research in Education)*
TIC/ICT	Technologies de l'Information et de la Communication *(Information and Communication technologies)*
UEMOA	Union Économique et Monétaire de L'Ouest Africain *(Economic and Currency Union of Western Africa)*
UMA	Union du Maghreb Arabe *(Arab Maghreb Union)*
UNESCO	*United Nation Education Science and Culture Organisation* (Organisation des nations Unies pour l'Éducation et la Science)
SADC	Southern African Development Community *(Communauté de Développement de l'Afrique australe)*

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African Academy of Languages (ACALAN) National Policies: The role of vehicular cross-border languages, The place of less disseminated languages in Africa. Conference of Synthesis Addis-Ababa 5 -7 February, 2009 General Synthesis of the five regional conferences reports

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