

## Curriculum Vitae

# OJO, Babajide Johnson

### *Correspondence Address:*

**Académie Africaine des Langues (ACALAN)**

**African Union Commission**

B.P. E 2097 Hamdallaye ACI 2000

Bamako Mali

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### **Other Personal Data:**

**Nationality:** Nigerian

**Marital Status:** Married

### **Educational History**

<b>Educational Institutions Attended</b>	<b>Qualifications</b>	<b>Dates Attended</b>
University of Ibadan- Nigeria	PhD	<b>1998-2003</b>
University of Ibadan-Nigeria	M.Ed	<b>1997-1998</b>
University of Ado-Ekiti-Nigeria	B.Ed (Hons) English and Literary Studies	<b>1990-1994</b>
College of Education Ilesha- Nigeria	National Certificate in Education	<b>1984-1987</b>
Nigeria Police College, Ikeja Lagos	General Police Duties Training in Law and Law Enforcement at the national and international Scene	<b>1982</b>
Christ Apostolic Church Grammar Schl; Efon-Alaaye, Ekiti State, Nigeria	SC/WASC (OL)	<b>1975-1981</b>

Tianjin University of Technology and Education	Certificate	<b>2016</b>
The Regional Partnership for Resource Development	Certificate	<b>2015</b>

**Specialized Trainings:**

- 1) Specialized training in Fund Raising (2015)
- 2) Specialized training in Project Management (CPM) 2015
- 3) Specialized training in Policy Formulation, and Report writing 2015
- 4) Specialized training in ICT and corpora development Dar es Salaam 2015
- 5) Specialized training in crisis management and team building 2010

**Competencies:**

- 1) Ability to use Archstone's commitment to GREAT program
- 2) Computer literacy
- 3) Motivator and motivational speaker
- 4) Innovator and innovative teacher
- 5) Versatile on musical (local and foreign) instruments
- 6) Can work under any condition and in different cultures
- 7) Astute writer, poet and editor

**Work Experiences (National and International) with Dates:**

**1.1 Senior Programs and Projects Officer**

Académie Africaine des Langues (ACALAN)  
African Union Commission  
B.P. E 2097 Hamdallaye ACI 2000  
Bamako Mali **2009-Date**

**1.2 Asst. Professor, (Educational Leadership and Management)**

Department of Pedagogical Science  
Faculty of Education Haramaya University, Ethiopia **2008-2009**

**1.3 Asst. Professor, (Pedagogical Science/EDLM)**

Department of Pedagogical Sciences  
Faculty of Education Bahir Dar University, Ethiopia **2006-2008**

- 1.4 **Visiting Professor, (Research Method for Social Science)**  
Alpha University College,  
College of Distance Studies,  
Addis Ababa, Ethiopia **2008**
- 1.5 **Assistant Chief Education Officer (ACEO)**  
Federal Ministry of Police Affairs, Abuja **1999 –2006**
- 1.6 **Visiting Lecturer (Management Studies)**  
Houdegbe North American  
University, Akure Campus **2005 – 2006**
- 1.7 **Senior Lecturer (Visiting)**  
National Teachers Institute  
Calabar **2001 – 2005**
- 1.8 **Visiting Lecturer**  
Adekunle Ajashin State University (AAU)  
Akungba **2000 – 2002**

**Management Positions Held:**

1. **Head of Department**  
Department of Languages  
(Foreign and Nigerian Languages)  
Nigeria Police Force Schools **1997 – 2006**
2. **Head of Department**  
Department of English Language Studies  
National Teachers Institute Calabar **2005**
3. **Ag. Head of Department**  
Department of Pedagogical Science  
Faculty (now College) of Education  
Haramaya University, Ethiopia **2009**
4. **President/Editor- in-Chief**  
African Research Review, Ethiopia  
An International Multidisciplinary Journal (Print & Online),  
[www.afrevjo.org](http://www.afrevjo.org), [www.ajol.info](http://www.ajol.info) **2007-Date**
5. **Founding Editor-in-Chief**

The Legacy Magazine Lagos  
Nigeria. **2006**

**6. Editor-in-Chief**

The Pilot Magazine  
Police Educational Journal  
P. S. S. Calabar **2001 – 2005**

**OTHER MANAGERIAL APPOINTMENTS (NATIONAL AND INTERNATIONAL):**

1. Acted as the Executive Secretary of ACALAN-AUC Bamako Mali, at different times between 2010 to Date
2. Acted as National Overseer DLBC( International/Worldwide Organization) from 2014 to Date
3. Appointed member of the cultural panel for the Pan African Congress Accra Ghana 2015
4. Appointed the coordinator of DLBC (Both youths and adult-men and women) Faladie Sokoro Bamako, Mali in 2013
5. Appointed Secretary to the Graduate Studies Examination Committee of the University of Bahir Dar Ethiopia in 2007
6. Appointed vice principal (academics) of the largest Police Force school in Nigeria based in Minna, Niger State Nigeria in 2006
7. Appointed National Coordinator (NPF Wing) for Military and Police Force Schools meets and competitions for Youths in 2005
8. Appointed into the Editorial Board of International Journal of Curriculum Studies University of Ilorin, Nigeria in 2008
9. Appointed President of the International Association of Researchers and Reviewers publishers of AFRREV in 2007
10. Member of the Nigerian Contingent on Technical Assistance to Ethiopia in 2006
11. Appointed Internal/External Examiner, Bahir Dar and Haramaya University, Ethiopia in 2007

12. Appointed course advisor/ Supervisor for many graduate students in Bahir Dar and Haramaya Universities Ethiopia in 2007-2009
13. Appointed an International Supervisor at the International School for Advanced Leadership Studies Addis Ababa in collaboration with the Greenwich University, London in 2009
14. Appointed into the International board of Editors of multidisciplinary journals worldwide in 2009
15. Became Associate Editor of KUWALA an International and multinational journal of the African Academy of Languages (ACALAN) Bamako Mali in 2011
16. Appointed Youth Leader, DLBC 1996

**MAIN DUTIES AND ACHIEVEMENTS:**

1. Overall supervision and coordination of the implementation of policies, programs and projects of the African Academy of Languages (ACALAN) in African Union Member States. (See list of projects in the appendix)
2. Putting in place the current strategic plan in operation in ACALAN in 2014
3. Initiating Policy formulation, Policy development, Policy implementation and Education Reform programs. For example, putting in place the developmental blue print on the policy for organizational expansion and implementation for the Nigeria Police Education reform in 2005 and have been actively involved in policy formulation and implementation on Teacher training in L1 Methodology within the Member States since 2009 to date
4. Writing of project proposals for funding from donors and partners, writing of project concept notes and terms of references for project implementation within the member states of the African Union in relation to prioritizing of ACALAN's activities and work flows
5. Providing leadership and supervision of student projects especially UNDP and World Bank Projects (for students on Post graduate studies) in both Bahir Dar and Haramaya Universities

6. Planning and budgeting for projects from conception to implementation every financial year and ensuring deliveries through report writing or concrete products since 2009 to date
7. Done several research into good practices in education, leadership and organizational development/effectiveness especially in the area of Organizational climate and workers performance since 2003 to date with several publications and presentations
8. Organizing and coordination of various conferences at the continental level for the achievement of the aims of the founding fathers of African Union in relation to sustainable development and peace. Such conferences include the African Renaissance conference in South Africa in 2011, African Languages in the Cyberspace in Niamey, Lagos, Nairobi and Gaborone. the outcomes of which are well documented and presented at the meeting of the African Ministers of Culture
9. Advocacy campaign for the development and use of African languages in Africa especially at the inter ministerial conference of Ministers of Education of the Francophone countries on the use of African languages in education in Africa and also at the conference of ICT experts on the need to make the African languages to be present on the world wide web in Accra Ghana and Ouagadougou, Burkina Faso
10. Training and capacity building for both staff and other experts working on ACALAN's projects
11. Teaching, research and publishing of findings
12. Contribution to the establishment of eighteen (18) Vehicular Cross Border Language Commissions in Africa and their operational plans for African languages development since 2009
13. Establishment of the African Research Review (an International multi disciplinary journal) which provides a platform for scholars worldwide to discuss and publish their scientific research reports since 2007
14. Establishment of KUWALA (Light) an international Journal of ACALAN to provide a platform for scholars in African languages and those in the

Diaspora to showcase their works and to make contributions to the development of African languages

15. Contributed to the building of a website for the development of Kiswahili Vehicular Cross Border Language corpora

### **INTERNATIONAL CONFERENCES AND WORKSHOPS ATTENDED**

- ACALAN Operational Workshop for the launching of the first vehicular Cross-border Language Commissions of West Africa ECOWAS/CEDEAO, 2009
- Southern Africa Regional Operational Workshop Johannesburg November 3-5, 2009
- Central and Eastern African congress on African languages in Libreville, Gabon and Ethiopia in 2011
- Setswana and Cinyanja harmonization conference in 2011
- The free software and open source foundation for Africa (FOSSFA) fourth African conference on FOSS and the digital commons – Idlelo, Accra – Ghana 17-21 may 2010
- Bridging the 6” digital divide between the computer and the African user conference, Lagos, Nairobi and Gaborone 2013, 2014 and 2018
- 8<sup>th</sup> Pan African Congress Accra Ghana 2015
- Leadership strategy congress Lagos Nigeria since 1995

### **Projects Supervised so far for ACALAN/AUC since 2009-Date:**

- 1) The Linguistic Atlas for Africa(ongoing)
- 2) The Pan - African Master’s and PhD Program in Applied Linguistics (PANMAPAL) University of Yaoundé 1, Cameroon (Project is in the process of being merged with the Pan-African University in Cameroon)
- 3) Stories Across Africa
- 4) African Languages and the Cyberspace
- 5) The Pan-African Centre for Interpretation and Translation (For in-service training of interpreters)

- 6) The Terminology and Lexicography project for the development of dictionaries in different African Languages and for translations
- 7) Corpus development for use in Kiswahili, Fulfulde, Wolof and Yoruba Languages
- 8) Spell Checkers on the web for Hausa language
- 9) Capacity building for African media practitioners in the use of developed terminology in African languages
- 10) Training of teachers of African languages in L1 methodologies

**Completed project Proposals for Funding from partners:**

- 1) Corpus Building for African Languages with a Special Focus on Kiswahili and Setswana VCBL
- 2) African Folktales and Digital Technology Project
- 3) African Languages Atlas Project for the ECOWAS Countries

**As an Asst. Professor/ University Lecturer the following are courses I have taught and also published on:**

**1) Courses Lectured at Postgraduate Level: (M.A, M.Ed & M.Sc)**

1. School of Business Administration (General Management Practice in Education)
2. Advanced Educational Research Methods and Applications
3. Philosophy of Science Education Theory and Practice
4. Educational Leadership and Management
5. The Economics and Planning of Education
6. Organizational Behavior and Conflict Management
7. Foundations (Sociological, Psychological, Historical and Philosophical) of Technical and Vocational Education
8. Policy Making and Management of Change in Organizations
9. Research Supervision

**2) Courses Lectured in Education /Management Science**

1. Basic concepts in Educational Management



2. Introduction to Educational Management
3. Principles of Educational Management
4. Supervision of Instruction
5. Theories of Leadership
6. History of Educational Administration in Nigeria
7. Research Methodology in Educational management
8. Modern Techniques in Educational Management
9. Practical Teaching
10. Financing Primary, Secondary and Tertiary Education in Nigeria
11. Personnel Management in Education
12. Educational Organization and Management
13. Educational Psychology
14. Curriculum Studies 1
15. Curriculum Studies 11
16. Sociology of Education
17. Organizational Psychology
18. Social Science Research Methodology

### **3) Courses Lectured in English Language and Linguistics**

19. Phonetics and Phonology of English Language
20. Studies in Fiction
21. English for Specific Purposes
22. Sophomore English
23. Elements of Grammar (structure)
24. Literature Methodology
25. Introduction to Literature
26. Stylistics and Pragmatics
27. Non-segmental Phonology
28. Structure of Modern English Language
29. Reading for Specific Purposes
30. Elements of Tragedy and Comedy

31. Selected European Authors
32. Summary Skills
33. Letter Writing
34. Introduction to Literary Appreciation
35. Introduction to Writing Skills
36. Introduction to Reading Skills
37. Others

### **Graduate Students Supervision (M.Ed Theses)**

1. Ten M.Ed Students Graduated between 2007 and 2008 Bahir Dar University, Ethiopia
2. 20 M.Ed Students Haramaya University, Ethiopia 2008/2009 Session
3. Four MBA and MPA Students, International Leadership Institute, Addis-Ababa, Ethiopia

### **Publications:**

#### **1. Dissertations:**

- (i) "Collective Heroism in the African Context Using Ngugi's works as a Case Study"; College of Education, Ilesha (1987)
- (ii). Comparative Influence of Home Background on Student's Academic Achievement in Police and Public Schools in Akure L.G.A of Ondo State; University of Ado Ekiti (B.Ed) Original Essay (1994)
- (iii). Staff Welfare and Students Academic Achievement in the Nigerian Police Force Schools; University of Ibadan (M.Ed.) Thesis, (1998)
- (iv). Commandant Managerial Capacity and Workers Productivity in Nigeria Police Force Schools (Ph.D.) Thesis, (2003)

#### **2. Books:**

- (i) **College Writing Skills.** (Co-Authored) Ibadan; Royal Edge Global Concepts (2007) ISBN 978-37212-2-4
- (ii) **Fundamentals of Administration in Vocational Education** (2008) Haramaya University, Ethiopia

- (iii) **Organizational Behavior and Conflict Management:** (2009)  
Haramaya University, Ethiopia

### **3. Paper Presentations at National and International Conferences**

1. Managing Quality in Education: A Challenge for Educational Administrators in Ethiopia; International Workshop on Educational Research in Support of the Millennium Development Goals, Organized by DelPHE, DFID, British Council and Haramaya University Faculty of Education; 27-28 Jan., 2009 Haramaya University Ethiopia
2. Total Quality management Culture in Ethiopian Higher Institutions Using Bahir Dar University as a case study; (Paper presentation at the 26<sup>th</sup> annual May Seminar of the Faculty of Education, Bahir Dar University Ethiopia; 9-10 May 2008.)
3. “English Language as a Medium of Communication”, PEN FHQ (Paper Presentation at Police Education Seminar at P.S.S Minna, Niger State Nigeria (1995)

### **4. Published Journal Articles**

- (i) “Time Management: Published in *The Pilot*, Volume 1 (6) (2002)
- (ii) “Leadership Effectiveness: Making the Most of the Best”. Published in *The Pilot* Vol. 2 (1) (2004)
- (iii) “Competitive Strategy and Total Quality Management in Organizations”. African Research Review; Vol.1 (1) (2007) [www.ajol.info](http://www.ajol.info)
- (iv) Supervision and Quality Assurance Strategies in Education: Implication for Educational Policy Making; African Research Review, Vol.1 (2) (2007)
- (v) B.J Ojo and Nneka Umera-Okeke (2007). “English Pronunciation Errors: A Case Study of Amhara and Oromia Regions of Ethiopia”; African Research Review; Vol.1 (2) [www.ajol.info](http://www.ajol.info), [www.afrrvjo.com](http://www.afrrvjo.com)
- (vi) Commandant Managerial Capacity and Worker Productivity in Nigeria Police Force Schools ARR Vol.1 (3) (2007) [www.ajol.info](http://www.ajol.info), [www.afrrvjo.com](http://www.afrrvjo.com)
- (vii) B.J Ojo & Yilma Tsehaw (2008). Comparative Study of the Influence of the Home Background on Student’s Achievement in Mathematics Baselius Researcher, A Journal of Inter-Disciplinary Studies; Baselius Research Guidance Centre Baselius College, Kotiayam Karela-686001

India vol.9 (1) Jan-June 2008

- (viii) B.J Ojo & Asmamaw Biabeyin (2008). Effects of Continuous Assessment On Mathematics Achievements of High School Students in Ethiopia; African Journal of Educational Research, Faculty of Education, University of Ibadan Nigeria vol.11(1) Dec. 2008
- (ix) B.J Ojo (2008): Total Quality management Culture in Ethiopian Higher Institutions; Published in the Academic Leadership Journal online [www.academicleadership.org](http://www.academicleadership.org) United States of America; Volume 6 Issue 3 - Aug 14, 2008
- (x) B.J Ojo (2008). Corruption in Education: its effects and implication for Educational policy making in Ethiopia: Nigerian Journal of Educational Administration, Nnamdi Azikwe University, Awka- Nigeria, Vol.8 November 2008.
- (xi) B.J Ojo & Ato Yilma Tsehaw (2009): Impacts of Students' Attitude And Gender Difference on Mathematics Achievement in Ethiopian Secondary Schools; Nigerian Journal of Curriculum Studies, University of Ilorin, Ilorin Nigeria Vol.1 (2) 2009
- (xii) B.J Ojo & Umera- Okeke, Nneka (2009): Effective Communication: Towards a Successful Organizational Management; Nigerian Journal of Curriculum Studies, University of Ilorin, Ilorin Nigeria Vol.1 (1) Jan. 2009.

**Other Publications/Readings:**

- 1) Organizational Climate and workers effectiveness, Bamako Mali 2015(in progress)
- 2) Africa's quest for Integration and development, FOSFA Ghana 2010
- 3) African Languages as medium of instruction in schools, Burkina Fasso 2013 and Lagos State University, Nigeria 2014
- 4) English Language and Globalization- Accepted for reading at the University of Botswana 2009
- 5) Advanced Research Methodology Manuals, Ethiopia 2009
- 6) ACALAN Reports Series up to date
- 7) Book of Proceedings ARC 2011

**Extra Curricular Activities:**

Creative Writing, Youth Development, Extensive & Intensive Reading, Singing & Playing Volley Ball

**Referees:**

1. Srinivas Ranganayakula,  
Professor,  
Department of Pedagogy,  
Jikjiga University,  
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2. C. Arum,  
Professor,  
Faculty of Civil Engineering,  
Federal University of Technology,  
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3. Nneka Umera Okeke, PhD  
Associate Professor,  
Department of English and General Studies,  
Faculty of Arts,  
University of Port Harcourt,  
Port Harcourt,  
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Signature

Date

Appendix/Addendum:

**AFRICAN LANGUAGES PROMOTED AND DEVELOPED FOR PEACE AND SUSTAINABLE**

**DEVELOPMENT IN AFRICA**

*“Put a people in chains, strip them, plug up their mouths, they are still free. Take away their job, their passport, the tables they eat on, the bed they sleep in, they are still rich. A people becomes poor and enslaved when they are robbed of the tongue left them by their ancestors: they are lost forever” -Ignazio Buttitta*

The creation of a culture of peace and sustainable development relies heavily on the intrinsic interrelation between the citizenry and their environment (physical and cultural). In the case of Africa, this interaction is very strong and profoundly imbued with cultural meaning. There are many factors that are responsible for the recurrence of conflicts in Africa; chief among them is the lack of meaningful dialogue amongst all segments of the population. Experience has shown that the linguistic factor can play a role in conflict resolution. However, it has often been played down, when preventing, managing or searching for peaceful conflict resolution strategies. It also evident that the conventional mechanisms used in the search for lasting peace in Africa don't seem to yield the expected results; therefore, it becomes necessary to broaden the spectrum for the search of strategies that would effectively prevent, manage, solve conflicts and subsequently bring about peace and sustainable development in Africa. Thus, it becomes imperative that the languages most Africans, particularly those affected by conflicts, speak, i.e. African languages, are brought into the equation of creating lasting peace in Africa. Socio-Economic transformation in Africa as of today has been conceived and tied exclusively to the use of western knowledge and languages. The African elites who should have shared knowledge and help the local communities increase their productivity also acquired their knowledge in foreign languages thus making communication with the vast majority in the native languages very difficult. If development is to happen in Africa as envisaged, then it has to follow the bottom-up process and the use of the national language as the working languages for development.

Considering the foregoing, The African Academy of Languages (ACALAN) was established as a specialized institution of the African Union in 2006. Its statutes were approved by the Executive Council of the African Heads of State and Government in Khartoum - ref. Assembly/AU/Dec. 96 (VI). It is placed in the Department of Social Affairs but, politically, it reports to the Council of Ministers of Culture of the African Union Member States. ACALAN's mandate is to develop and

promote the use of African languages as a pragmatic means of securing and fostering African integration and development. ACALAN, in order to achieve its aims, has identified the following four (04) strategic domains: institutional and policy making, partnership and cooperation (networking and meeting), development and promotion and valorisation of African languages, and communication, these have been translated into several core projects and activities for example the Linguistic Atlas for Africa whose aim is to:

- (a) To gain a clear knowledge of the linguistic situation in Africa, i.e. the precise number of African languages on the continent and their varieties
- (b) To facilitate language planning policies for multilingual education
- (c) To encourage the development of competencies for higher education and research
- (d) To promote socio-economic development and African integration

The activities which ACALAN has been undertaking are not only in pursuance of its mandate, but also as its contribution to the efforts to create a culture of peace and sustainable development on the continent. Specifically, the activities are aimed at harnessing the power of African languages to build sustainable development and peace in Africa in line with the provisions of Africa's Agenda 2063. The activities deal with the following:

- 1) Creation of Vehicular Cross Border Language Commissions
- 2) Creation of African Language Platform on the Cyberspace
- 3) Creation of African Linguistic Atlas
- 4) Creation and development of linguistic corpus for use in Kiswahili and other African languages.
- 5) Creation and development of terminology in different Vehicular Cross Border Languages for use in Health/Medical, Human Rights, Science and Technology and Education Sectors
- 6) Training of Trainers of Teachers of African Languages.(Journalists, interpreters and dictionary compilers, linguists-thru PANMAPAL program, etc)

### **A brief Synopsis ACALAN's core Projects**

After its inauguration in 2006, ACALAN identified the following four (04) strategic domains of operations which are:

- a) Institutional and policy making,
- b) Partnership and cooperation (networking and meeting),
- c) Development and promotion and valorisation of African languages, and
- d) Communication

These have been translated into six (06) core projects namely:

- (a) The Linguistic Atlas for Africa
- (b) The Pan - African Master's and PhD Program in Applied Linguistics (PANMAPAL)
- (c) Stories Across Africa
- (d) African Languages and the Cyberspace
- (e) The Pan-African Centre for Interpretation and Translation (For in-service training of interpreters)
- (f) The Terminology and Lexicography project

Apart from these core projects, ACALAN has developed other projects which includes the establishment of **Reading Clubs for children across Africa**.

#### **The Linguistic Atlas for Africa**

The number of languages spoken in Africa has been a subject of speculation. As a result, scholars have proposed different numbers, up to 2035 (Grimes, ed.1996). However, this number is not steady because some languages are becoming extinct from not being spoken, and are therefore discarded and new ones are being discovered. When one discards Indo-European and Malayo-Polynesian that were introduced in Africa in the past two millennia among which Arabic, Malaga, Afrikaans, Portuguese, English, French, Spanish, Hindi, bouchpourri, Urdu, Chinese, there are 2000 languages left as suggested by Brend Heine and Derek Nurse (2000). In order to gain precise knowledge about African languages, both the existing ones and the ones in danger of extinction, the Atlas project becomes necessary as it would provide Africa with a real knowledge of the linguistic situation in the



continent, provide information for linguistic planning policies through multilingual education, provide information for the development of competencies for higher education and research and will also provide vital and useful information on socio-economic development and communication within the continent and it will also inform corpus and status planning for multilingual education in Africa in line with the goals of the second decade of education for Africa, ACALAN, has consequently undertaking this project to produce a linguistic Atlas for Africa. This project will also make it possible to provide Africa, through ACALAN, with a multilingual documentation base on the African languages, with revised and corrected data. In addition, the designed Atlas will permit ACALAN to produce when requested geo-linguistic maps useful for both research and teaching nationally and continentally. The purpose of this project will be to better ensure the empowering of African languages and to reinforce the process of harmonization of the concepts in a global referential terminological frame at continental level. One of the main tasks of this project is to train not only dictionaries compilers and terminology developers but also to make research, support and counselling, and provide services in these fields in the major African languages

The aims of the Linguistic Atlas for Africa are:

- (e) To gain a clear knowledge of the linguistic situation in Africa, i.e. the precise number of African languages on the continent and their varieties
- (f) To facilitate language planning policies for multilingual education
- (g) To encourage the development of competencies for higher education and research
- (h) To promote socio-economic development and African integration

In providing information on languages expansion and notably those mostly used in communication in a given region, the linguistic atlases will be very useful for economic studies that can be conducted by the Member States.

### **The Pan - African Master's and PhD Program in Applied Linguistics**

The Pan-African Master's and PhD Program in African Languages and Applied Linguistics, (PANMAPAL) as a core project of ACALAN, started in 2006 in three Universities namely, University of Yaoundé 1, Cameroon, University of Cape Town, South Africa and Addis Ababa University, Ethiopia. Its aim is to train qualified linguists, language professionals, educators and other practitioners to become specialists in African languages and the application of relevant linguistic theory in the resolution of issues and challenges that arise in the implementation of status, corpus and acquisition planning connected with the intellectualization project in relation to African languages. In this regard, ACALAN is especially concerned about the facilitation and establishment of mother tongue-based bi/multilingual educational systems on the continent. As in most other regions of the world, African culture in general and African languages in particular are also threatened by the current trend of globalization, manifested in, among other phenomena, the global hegemony of English. ACALAN will work with African universities in this context to ensure that the languages of the people are appropriately positioned in all domains of life. If African languages are to be strengthened in order to be one of the decisive features of the African renaissance and of the "African century" (with all that this implies in social, economic and political terms), a dedicated, competent corps of language professionals has to be created and consolidated in the course of the next ten years, more or less. So the creation of research expertise through this Programme will make easy the implementation of the other ACALAN core projects. Taking into account that the first phase of the project, which ended in June 2010, has trained a considerable number of students successfully in line with ACALAN's mandate and goals, ACALAN is therefore seeking to expand the program across Africa. The creation of research expertise through this Programme will make it easy for the implementation of the other ACALAN core projects.

### **Stories Across Africa (StAAf)**

The Stories across Africa project (StAAf) aims at producing anthologies of stories for children in their own languages. Old and new Stories are in the process of being

collected, written, rewritten, translated and illustrated for a range of modern – day African children in rural and urban settings.

**The aims of the project are**

(a) To promote a sense of common African identity

(b) To promote a culture of reading among African children and youths

The StAAf project collaborates with African publishers in all 5 regions. Initially books will be printed in the AU official languages (English, Kiswahili, French, Portuguese and Arabic) and five regional Cross-Border Languages. Other languages will be added as and when funds permit. Central co-ordination is at the Project for the Study of Alternative Education in South Africa (PRAESA), University of Cape Town with regional sub - centers in each of Central, West, East and North Africa as well as in the Diaspora.

**African Languages and the Cyberspace**

Following the workshop organized for experts African Languages and the Cyberspace in Bamako in 2006 and the conference on the second phase of the World Summit on the Information Society (WSIS) in Tunis, under the auspice of African Union Commission, during the African week of ICT from 14<sup>th</sup> to 21<sup>th</sup> of November 2005, it was agreed that to promote mother tongue based multilingual education that contributes to value the capacity of free linguistic and cultural expression of the community in order to guaranty both social and gender equality; promote software localization and equal access of all languages to cyberspace; facilitate the empowerment of language communities worldwide in developing and defending their own languages and its usage; contribute to the creation and sharing of language resources; observe the implementation of language policies, ensure technological monitoring and serve as a focal point for linguistic research projects, a network which must aim at giving value to linguistic diversity as a building block of uni-city of human communications in African languages becomes necessary. This will serve as a tool of developing African languages and cultures in this era of globalization. This project will make it possible to guarantee the adaptation conditions of ICTs to the African languages.

Bearing in mind that access to Information and Communication Technologies (ICT), is an essential means to support and to achieve durable and sustainable development in any society and in order to safeguard, preserve, develop and promote African languages it is necessary to equip them with appropriate terminology and technology that will allow them to respond to the demands imposed by ICT, which is the cornerstone of a knowledge-based society. ACALAN, as a specialized institution of the African Union mandated to develop and promote African Languages has made a continuous efforts to equip African languages with the appropriate terminology and technology that will allow them to respond to this demands imposed by ICT.

The project aimed at identifying and disseminating works done on African languages in the cyberspace by various experts on ICT and African languages to and to assess the availability the presence of African languages on the cyberspace in terms of quality and quantity. It also aimed at establishing a thematic database and development of various softwares on the writing systems and translations pertaining to African languages with a view to making African writing symbols available on the cyberspace.

### **Pan-African Center for Translation and Interpretation**

The pan African Center for translation and Interpretation was instituted with the aim of building up and enriching national languages in order to make them working languages throughout the continent. It aims at training interpreters from the member states on an in-service basis.

Objectives:

The project has its objective the following:

- (a) To encourage the culture of reading by making available in the major African Languages key texts from all over the world (histories, literature, classics as well as volumes on contemporary issues, short stories)

- (b) To ensure the efficacy in communication and in mutual understanding in cross border languages in general, and in AU's working languages in particular
- (c) To build the African and citizen consciousness through the development of African languages;
- (d) To develop tools and methods of translating and interpreting;
- (e) To promote inter- language harmonization at continental level
- (f) To facilitate the creation and production of bilingual texts (African languages –African languages, African languages – European languages and vice versa;
- (g) To develop linguistic cooperation between specialists in common languages in view of modernizing them ;
- (h) To promote socio- cultural and socio- economic exchange between African communities in order to contribute to the realization of AU's integration and unity.
- (i) To harmonize (to some extent) varieties of some languages for learning/teaching purposes;
- (j) Contribute to the world's literatures
- (k) To promote the process of African Integration

The center and the Documentation Center for ACALAN will be located in the same premises at the Headquarters in Bamako, but later on, other possibilities will be explored in the sub-regions. Existing centers can be improved upon and be used as required by their missions.

### **The Terminology and Lexicography Project**

Based in Dar-Es-Salaam, Tanzania, the purpose of this project is to better ensure the empowering of African languages and to reinforce the process of harmonization of the concepts in a global referential terminological frame at continental level. One of the main tasks of this project is to train not only dictionaries compilers and terminology developers but also to make research, support and counseling, and provide services in the major African languages. The project will also bring together all works done in lexicography and terminology building in major languages all over

Africa with a view to publishing the unpublished ones and updating the already published ones using the unified methodological frameworks developed by experts in lexicography in collaboration with ACALAN in July 2010.

It is also aimed at producing a unified methodical framework for the development and usage of terminologies in African languages. Currently, a compendium has been submitted for publication by experts working on this project and it has been sent to member states for inputs, editing and further improvement before it released for public usage.

Also, experts from Kenya and Tanzania have been commissioned to develop a pool of corporals for use in Kiswahili language in the countries where the language is being spoken.

### **Reading Clubs**

Against the lack of culture of reading amongst school age children and youths, ACALAN, has initiated a project aimed at instilling the culture of reading in schools across Africa. The project which was inspired and informed by Vulindlela Reading Clubs spearheaded by PRAESA, a non-governmental organization based at the University of Cape Town, is part of a much wider project ACALAN is facilitating across Africa in collaboration with the Members States of the African Union and other stakeholders. The Vulindlela reading clubs project has confirmed that children learn better when adults, especially parents, show interest in their children's school activities, particularly reading; and that the involvement of the community in the education can greatly enhance the leaning process in various forms, including adverse behaviour.

### **Objectives of the Project:**

- (a) To contribute towards the implementation of ACALAN's mandate.
- (b) To improve education performance through instilling the culture of reading amongst school-age children and youths across Africa.
- (c) To establish a network of reading clubs.
- (d) To get parents to be involved closely in the education and learning processes of their children.

- (e) To increase the participation of the community in the school activities and programmes.

### **The Teacher Training Project on In-Service Basis**

In order to achieve the objectives expressed in the declaration and the aims of the second Decade of Education for Africa (2006-2015) along with the Millennium Development Goals of the United Nations and global movement of Education for All led by UNESCO, ACALAN has deemed it fit to embark on the training and re-training of the teachers of the African languages. It is incontrovertible that the success of any education system, amongst other things, depends largely on the availability of well trained teachers. Therefore the introduction of L1 education programmes in Africa necessitates the availability of well trained teachers of mother tongue who would be responsible to ensure the continuity of the system. In other words, high quality mother tongue teachers must inexorably be trained and be available to guarantee the effective running of the programme with the appropriate curricula. The idea of training mother-tongue educators, based on L1 methodologies in the Vehicular Cross-Border Languages is hence to upgrade the quality of the education system in Africa by constructing a solid foundation of the human resources that render this possible. As more and more VCBL Commissions are created, the need for teacher training cannot be downplayed.

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