



Universiteit
Leiden
The Netherlands

Language, education and identity in Africa

Pinxteren, L.M.C. van

Citation

Pinxteren, L. M. C. van. (2021, September 16). *Language, education and identity in Africa*. *LOT dissertation series*. LOT, Amsterdam. Retrieved from <https://hdl.handle.net/1887/3210293>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3210293>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <https://hdl.handle.net/1887/3210293> holds various files of this Leiden University dissertation.

Author: Pinxteren, L.M.C. van

Title: Language, education and identity in Africa

Issue Date: 2021-09-16

References

- Abbink, Jon (2011). Ethnic-based federalism and ethnicity in Ethiopia: reassessing the experiment after 20 years. *Journal of Eastern African Studies* (5)4, 596-618.
- Abdulai, Abdul-Garafu; Hickey, Sam (2016). The Politics of Development under Competitive Clientelism: Insights from Ghana's Education Sector. *African Affairs* (115)458, 44-72.
- Adebajo, Adekeye (2010). *The Curse of Berlin: Africa After the Cold War*. London (UK): Hurst & Company.
- Adejumobi, Said (2004). Civil society and federalism in Nigeria. *Regional & Federal Studies* (14)2, 211-231.
- Adibe, Jideofor (2017). Who is an African? Reflections on Ali Mazrui's notion of the African. In: Njogu, Kimani; Adem, Seifudein (Eds). *Perspectives on Culture and Globalization: Intellectual Legacy of Ali A. Mazrui*, 178-191. Nairobi (Kenya): Twaweza Communications.
- Agbedor, Paul; Johnson, Assiba (2005). Naming Practices. In: B. Lawrance (ed): *The Ewe of Togo and Benin*, 161-182. Accra (Ghana): Woeli Publishers.
- Agugua, Augustine (2018). Theories of Social Change and Development in Africa. In: S.O. Oloruntoba and F. Toyin (eds): *The Palgrave Handbook of African Politics, Governance and Development*, 103-121. New York (US): Palgrave Macmillan.
- Ake, Claude (1993). What is the Problem of Ethnicity in Africa? *Transformation* (22), 1-14.
- Akkari, A. (2008): Education in the Maghreb: From the Construction to the Consolidation of Educational Systems, *Analytical Reports in International Education*, 2(1), 89-1.
- Albaugh, Ericka (2014). *State-Building and Multilingual Education in Africa*. New York (USA): Cambridge University Press.
- Alesina, Alberto; Devleeschauwer, Arnaud; Easterly, William; Kurlat, Sergio; Wacziarg, Romain (2002). Fractionalization. *Journal of Economic Growth* (8)2, 155-194.
- Alexander, Neville (1998). The Political Economy of the Harmonisation of the Nguni and the Sotho Languages. *Lexicos* (8: 1998), 269-275.

Alexander, Neville (2001). Language Politics in South Africa. In: Bekker, Dodds, Khosa (eds): *Shifting African Identities*, 141-152. Pretoria (South Africa): Human Sciences Resource Council.

Altbach, Philip (2012). *International Higher Education - an Encyclopaedia: Volume 1*. Abingdon (UK): Routledge.

Altinyelken, Hülya Kosar; Moorcroft, Sarah; Draai, Hilde van der (2014). The dilemmas and complexities of implementing language-in-education policies: Perspectives from urban and rural contexts in Uganda. *International Journal of Educational Development* (36), 90-99.

Ameka, Felix (2016). "Child of" is a universal molecule too. Comment on Anna Wierzbicka's Back to 'Mother' and 'Father': overcoming ethnocentrism in kinship studies through eight lexical universals. *Current Anthropology* (52)4: 421-422.

Ameka, Felix (2017). The Uselessness of the Useful: Language Standardisation and Variation in Multilingual Contexts. In: Tieken-Boon van Ostade, Ingrid; Percy, Carol (eds): *Prescription and Tradition in Language: Establishing Standards across Time and Space*, 71-87. Bristol/Buffalo: Multilingual Matters.

Ammah, E.A. (edited by Marion Kilson)(2016). *Kings, Priests, & Kinsmen: Essays on Ga Culture and Society*. Legon-Accra (Ghana): Sub-Saharan Publishers.

Anderson, Benedict (1983). *Imagined Communities*. New York (US): Verso Books.

Ansah, Gladys (2014). Re-examining the fluctuations in language in-education policies in post-independence Ghana. *Multilingual Education* 2014 4:12.

Anyidoho, Akosua (2018). Shifting Sands: Language Policies in Education in Ghana and Implementation Challenges. *Ghana Journal of Linguistics* (7)2, 225-243.

Anyidoho, Akosua; Kropp Dakubu, M.E. (2008). Ghana: Indigenous Languages, English, and an Emerging National Identity. In: Andrew Simpson (ed.): *Language and National Identity in Africa*, 141-157. Oxford (UK): Oxford University Press.

Appadurai, Arjun (1996). *Modernity at Large - Cultural Dimensions of Globalization*. Minneapolis (US): University of Minnesota Press.

Appiah, Kwame (2012). Misunderstanding cultures: Islam and the West. *Philosophy and Social Criticism* (38)4-5, 425-433.

- Appleyard, David; Orwin, Martin (2008). The Horn of Africa: Ethiopia, Eritrea, Djibouti, and Somalia. In: Andrew Simpson (ed.): *Language and National Identity in Africa*, 267-290. Oxford (UK): Oxford University Press.
- Arkorful, Kingsley (2014). Ghana's Complementary Education Program. In: Zsiga, Elisabeth; Boyer, One Tlale; Kramer, Ruth (eds.): *Languages in Africa - Multilingualism, Language Policy and Education*, 71-80. Georgetown (US): Georgetown University Press.
- Asiwaju, A.I. (1985). *Partitioned Africans: ethnic relations across Africa's international boundaries, 1884-1984*. London (UK): C. Hurst & Co.
- Athanasiou, Efthymios; Moreno-Ternero, Juan; Weber, Shlomo (2016). Language Learning and Communicative Benefits. In K. Kosonen and C. Benson (eds), *Language Issues in Comparative Education Inclusive Teaching and Learning in Non-Dominant Languages and Cultures*, 212-230. Rotterdam (NL): Sense Publishers.
- Attah, Mark (1987). The National Language Problem in Nigeria. *Canadian Journal of African Studies / Revue Canadienne Des Études Africaines*, (21)3, 393-401.
- Ayittey, George (2010). The United States of Africa: a revisit. *Annals of the American Academy of Political and Social Sciences* (632)1, 86-102.
- Ayittey, George (2015). Post-MDGs and Africa's Development Conundrum. *Journal of International Development* (27)3, 345-361.
- Bagamboula, Elise (2019). Laari, kikoongo, kisuundi, kigaangala ou création d'une mega-identité laari dans la région du Pool. In: Laurentian University, *Languages en contexte/Languages in Context*, Série monographie en sciences humaines (22), Sudbury (Canada): Laurentian University, 175-192.
- Baka, Jean (2005). Problématique pour une meilleure gestion du multilinguisme social de type Afro-Européen en Afrique au Sud du Sahara. *Afrika Focus* (18)2, 95-118.
- Bamgbose, Ayo (2000). Language planning in West Africa. *International Journal of the Sociology of Language* (141), 101-117.
- Bamgbose, Ayo (2011). African Languages Today: The Challenge of and Prospects for Empowerment under Globalization. In Bokamba, Eyamba (ed), *Selected Proceedings of the 40th Annual Conference on African Linguistics*, 1-14. Somerville (US): Cascadilla Proceedings Project.
- Banda, Felix (2009). Critical perspectives on language planning and policy in Africa: Accounting for the notion of multilingualism. *Stellenbosch Papers in Linguistics PLUS* (38), 1-11.

234 Language, Education and Identity in Africa

Banda, Felix (2016). Language policy and orthographic harmonization across linguistic, ethnic and national boundaries in Southern Africa. *Language Policy* (15), 257-275.

Barac, Raluca; Bialystok, Ellen (2012). Bilingual Effects on Cognitive and Linguistic Development: Role of Language, Cultural Background, and Education. *Child Development* (83)2, 413-422.

Barro, Robert; Jong-Wha, Lee (2015). *Education Matters: Global Schooling Gains from the 19th to the 21st Century*. New York (US): Oxford University Press.

Batibo, Herman (2004). Setswana: An under-exploited national resource? In: Katrin Bromber, Birgit Smieja (Eds.): *Globalisation and African Languages - Risks and Benefits*, 53-63. Berlin (Germany): Mouton de Gruyter.

Bekker, Simon (2001). Identity and Ethnicity. In: Bekker, Dodds, Khosa (eds), *Shifting African Identities*, 1-6. Pretoria (South Africa): Human Sciences Resource Council.

Benson, Carol (2015). The Language Barrier. *Fixing the Broken Promises of Education for All*, Montreal (Canada): Unesco Institute of Statistics, 70-76.

Beugelsdijk, Sjoerd; Maseland, Robbert; Van Hoorn, André (2015). Are Scores on Hofstede's dimensions of national culture stable over time? A cohort analysis. *Global Strategy Journal* (5), 233-240.

Beugelsdijk, Sjoerd; Klasing, Mariko (2016). Diversity and trust: the role of shared values. *Journal of Comparative Economics* (44)3, 522-540.

Beugelsdijk, Sjoerd; Welzel, Christian (2018). Dimensions and Dynamics of National Culture: Synthesizing Hofstede With Inglehart. *Journal of Cross-Cultural Psychology* (49)10, 1469-1505.

Beugelsdijk, Sjoerd (2019). Nederlandse waarden en normen internationaal vergeleken – Analyse. In: Beugelsdijk, de Hart, van Houwelingen, Versantvoort (eds), *Sociaal en Cultureel Rapport 2019 – Denkend aan Nederland*. The Hague (Netherlands): SCP, chapter 9.

Beugelsdijk, Sjoerd; de Hart, Joep; van Houwelingen, Pepijn; Versantvoort, Maroesja (2019). *Thinking of the Netherlands - Social and Cultural Report – Public Magazine*. The Hague (Netherlands): SCP.

Beyogle, Richard (2014). Language Contact and Language Attitudes in Two Dagara-Speaking Border Communities in Burkina Faso and Ghana. In: Zsiga, Elisabeth; Boyer, One Tiale; Kramer, Ruth (Eds): *Languages in Africa - Multilingualism, Language Policy and Education*, 81-91. Georgetown (US): Georgetown University Press.

Blommaert, Jan (2013). Citizenship, Language and Superdiversity: Towards Complexity. *Journal of Language, Identity & Education* (12)3, 193-196.

Blommaert, Jan (2014). *State Ideology and Language in Tanzania* (2nd ed.) Edinburgh (UK): Edinburgh University Press.

Bobina, Mariya; Grachev, Mikhail (2016). Cross-Cultural Studies as a Resource for Management Development in Africa. In: Kazeroony, Hamid; du Plessis, Yvonne; Puplampu, Bill (eds.): *Sustainable Management Development in Africa: Building Capacities to Serve African Organisations*, 99-122. New York (US): Routledge.

Bokamba, Eyamba (2014). Multilingualism as a Sociolinguistic Phenomenon: Evidence from Africa. In: Zsiga, Elisabeth; Boyer, One Tlale; Kramer, Ruth (Eds): *Languages in Africa - Multilingualism, Language Policy and Education*, 21-48. Georgetown (US): Georgetown University Press.

Boone, Catherine (2003). *Political Topographies of the African State: Territorial Authority and Institutional Choice*. Cambridge (UK): Cambridge University Press.

Bourdieu, Pierre; Passeron, Jean-Claude (1979). *The Inheritors: French Students and Their Relation to Culture*. Chicago: University of Chicago Press.

Brock-Utne, Birgit (2013). Language and liberation. Language of instruction for mathematics and science: A comparison and contrast of practices focusing on Tanzania. In K. Kosonen and C. Benson (eds), *Language Issues in Comparative Education - Inclusive Teaching and Learning in Non-Dominant Languages and Cultures*, 77-93. Rotterdam (NL): Sense Publishers.

Brock-Utne, Birgit (2017). Multilingualism in Africa: Marginalisation and empowerment. In: H. Coleman (ed): *Multilingualisms and Development*, 61-77. London (UK): British Council.

Bulcha, Mekuria (1998). The Politics of Linguistics Homogenisation in Ethiopia; trends in the Development of the Oromo Language. In: Kwesi Prah (ed.): *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*, 91-124. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).

Buzási, Katalin (2016). Linguistic Situation in Twenty sub-Saharan African Countries: A Survey-based Approach. *African Studies* (75)3, 358-380.

Calvès, Anne-Emmanuèle (2009). Empowerment: The History of a Key Concept in Contemporary Development Discourse. *Revue Tiers Monde* (200)4, 735-749.

Camic, Charles (1991) (ed.) *Talcott Parsons – the Early Essays*. New York (US): McGraw-Hill.

Campbell, Horace (2017). Ali Mazrui: Transformative Education and Reparative Justice. In: Njogu, Kimani; Adem, Seifudein (Eds). *Perspectives on Culture and Globalization: Intellectual Legacy of Ali A. Mazrui*, 64-100. Nairobi (Kenya): Twaweza Communications.

Chaudenson, Robert (2006). *Éducation et langues - Français, créoles, langues africaines*. Paris (France): l'Harmattan.

Chebanne, Andy (2016a). Writing Khoisan: harmonized orthographies for development of under-researched and marginalized languages: the case of Cua, Kua, and Tsua dialect continuum of Botswana. *Language Policy* (15), 277-297.

Chebanne, Andy (2016b). Found and Lost Languages: A Survey of the Past and Current Situation of Botswana Ethnic and Linguistic Communities. *Botswana Notes and Records* (48), 160-175.

Chebanne, Andy; Dlali, Mawande (2019). The curse of poverty and marginalisation in language development: the case of Khoisan languages of Botswana. *Stellenbosch Papers in Linguistics PLUS* (58), 2190233.

Chumbow, Beban (2005). The language question and national development in Africa. In: Mkandawire, Thandika (ed.): *African intellectuals - Rethinking politics, language, gender and development*, 165-192. Dakar (Senegal): Codesria.

Chumbow, Beban; Atindogbe, Gratien; Domche, Engelbert; Bot, Dieudonné (2007). Classification of the Languages of Cameroon and Equatorial Guinea on the Basis of Lexicostatistics and Mutual Intelligibility. *African Study Monographs* (28)4, 181-204.

Clifford, James (1983). On Ethnographic Authority. *Representations No. 2*, 118-146.

Cloete, Nico; Maassen, Peter (2015). Roles of Universities and the African Context. In Cloete, Nico; Maassen, Peter; Bailey, Tracy (Eds). *Knowledge Production and Contradictory Functions in African Higher Education*, 1-17. Cape Town (South Africa): African Minds.

Christopher, Nkechi (2008). Social and Educational Impact of Language Assessment in Nigeria. *Nordic Journal of African Studies* (17)3, 198-210.

Cochrane, Logan; Bekele, Yeshtila. Politics and Power in Southern Ethiopia: Imposing, Opposing and Calling for Linguistic Unity. *Language Matters* (50)3, 26-45.

Council of Europe Language Portal,
http://www.coe.int/t/dg4/linguistic/cadre1_en.asp accessed 12 May 2017.

- Cummins, Jim (1979). Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. *Working Papers on Bilingualism*, 19.
- Cysouw, Michael (2013). Predicting language-learning difficulty. In: Borin, Lars; Saxena, Anju (eds.): *Approaches to Measuring Linguistic Differences*, 57-81. Berlin (Germany): Mouton de Gruyter.
- Davis, Lewis; Abdurazokzoda, Farangis (2016). Language, culture and institutions: Evidence from a new linguistic dataset. *Journal of Comparative Economics* (44)3, 541-561.
- Dahl, Øyvind (2014). Is Culture Something We Have or Something We Do? *Journal of Intercultural Communication* (36), 3.
- Davidson, Basil (1992). *The Black Man's Burden: Africa and the Curse of the Nation-State*. New York (US): Three Rivers Press.
- Desmet, Klaus; Ortuño-Ortín, Ignacio; Wacziarg, Romain (2016). Linguistic Cleavages and Economic Development. In: V. Ginsburgh and S. Weber (eds): *The Palgrave Handbook of Economics and Language*, 425-446. Houndsmills (UK): Palgrave Macmillan.
- Devisse, Jean; Vansina, Jan (1988). Africa from the seventh to the eleventh century: five formative centuries. In: M. El Fasi (ed): *General History of Africa, III*, 750-793. Paris (France): UNESCO.
- Dietz, Ton; Akinyoade, Akinyinka (2018). *Africa in the 21st Century*. Leiden (Netherlands): African Studies Centre.
- Dimmendaal, Gerrit (2004). Capacity building in an African context. In Peter K. Austin (ed.) *Language Documentation and Description, vol 2*. 71-89. London: SOAS
- Dimmendaal, Gerrit (2019). Comparative African Linguistics. In: E. Wolff (ed): *The Cambridge Handbook of African Linguistics*, 139-165. Cambridge (UK): Cambridge University Press.
- Djité, Paulin (2008). *The Sociolinguistics of Development in Africa*. Clevedon (UK): Multilingual Matters.
- Doornbos, Martin; van Binsbergen, Wim (2017). *Researching Power & Identity in African State Formation - Comparative Perspectives*. Pretoria (SA): UNISA Press.
- Dorvlo, Kofi (2008). *A Grammar of Logba (Ikpana)*. Utrecht (Netherlands): LOT.

Dotson, Kristie (2014). Conceptualizing Epistemic Oppression. *Social Epistemology* (28)2, 115-138.

Dowden, Richard (2015). *Africa – Altered States, Ordinary Miracles*. London (UK): Portobello Books.

Easterly, William; Levine, Ross (1997). Africa's Growth Tragedy: Policies and Ethnic Divisions. *Quarterly Journal of Economics* (111)4, 1203-1250.

Education Indicators - Technical guidelines. UNESCO Institute for Statistics, Montreal, 2009. (Online version accessed 22 February 2017 at <http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>)

Eldredge, Elizabeth (2007). *Power in Colonial Africa: conflict and discourse in Lesotho, 1870-1960*. Madison (US): University of Wisconsin Press.

Englebert, Pierre (2005). Back to the Future? Resurgent Indigenous Structures and the Reconfiguration of Power in Africa. In: O. Vaughan (ed): *Tradition and Politics – Indigenous Political Structures in Africa*, 33-60. Trenton (US)/Asmara (Eritrea): Africa World Press.

Erk, Jan (2015). Iron Houses in the Tropical Heat: Decentralization Reforms in Africa & their Consequences. *Regional & Federal Studies* (25)5, 409-420.

Etounga-Manguelle, Daniel (2000). Does Africa Need a Cultural Adjustment Program? In: L. Harrison and S. Huntington (eds): *Culture Matters*, 65-77. New York (US): Basic Books.

Fabb, Nigel (2016). Linguistic Theory, Linguistic Diversity and Whorfian Economics. In: V. Ginsburgh and S. Weber (eds): *The Palgrave Handbook of Economics and Language*, 17-59. Houndsmills (UK): Palgrave Macmillan.

Faingold, Eduardo (2004). Language rights and language justice in the constitutions of the world. *Language Problems & Language Planning* (28)1, 11-24.

First European Survey on Language Competences - Executive Summary (2012). Brussels (Belgium): European Commission.

Fiseha, Assefa (2012). Ethiopia's Experiment in Accommodating Diversity: 20 Years' Balance Sheet. *Regional and Federal Studies* (22)4, 435-473.

Fishman, Joshua (2008). Rethinking the *Ausbau-Abstand* dichotomy into a continuous and multivariate system. *International Journal of the Sociology of Language*, issue 191, 17-26.

- Fougère, Martin; Moulettes, Agneta (2007). The Construction of the Modern West and the Backward Rest: Studying the Discourse of Hofstede's Culture's Consequences. *Journal of Multicultural Discourse* (2)1, 1-19.
- Geertz, Clifford (1973). *The Interpretation of Cultures*. New York (US): Basic Books.
- Gellner, Ernest (1983). *Nations and Nationalism*. Ithaca (US): Cornell University Press.
- Gerschman, Boris; Rivera, Diego (2018). Subnational diversity in Sub-Saharan Africa: Insights from a new dataset. *Journal of Development Economics* (133), 231-263.
- Gervedink Nijhuis, Chantal; Voogt, Joke; Pieters, Jules (2012). The cultural complexity of international collaboration: Conditions for sustainable curriculum development in Ghana. *International Journal of Intercultural Relations* (36)5, 647-658.
- Gewald, Bart-Jan (2007). Researching and Writing in the Twilight of an Imagined Conquest: Anthropology in Northern Rhodesia 1930-1960. *History and Anthropology* (18)4, 459-487.
- Gilbert, Jeremie (2013). Constitutionalism, ethnicity and minority rights in Africa: a legal appraisal from the Great Lakes region. *International Journal of Constitutional Law* (11)2, 414-437.
- Gillis, Hugh (1999). *The kingdom of Swaziland: studies in political history*. Westport (USA): Greenwood Press.
- Ginsburgh, Victor; Weber, Shlomo (2016). Linguistic Distances and Ethnolinguistic Fractionalization and Disenfranchisement Indices. In: V. Ginsburgh and S. Weber (eds): *The Palgrave Handbook of Economics and Language*, 137-173. Houndsmills (UK): Palgrave Macmillan.
- Gooskens, Charlotte (2013). Experimental Methods for Measuring Intelligibility of Closely Related Language Varieties. In: R. Bayley, R. Cameron, C. Lucas (eds): *The Oxford Handbook of Sociolinguistics*, 195-213. New York (US): Oxford University Press.
- Gooskens, Charlotte; Heeringa, Wilbert; Beijering, Karin (2008). Phonetic and Lexical Predictors of Intelligibility. *International Journal of Humanities and Arts Computing* (2)1-2, 63-81.
- Gordon, Lewis (2010). Fanon on Decolonizing Knowledge. In: E. Hoppe, T. Nicholls (eds): *Fanon and the Decolonization of Philosophy*, 3-18. Plymouth (UK): Lexington Books.

Greenfield, Patricia (2000). What Psychology Can Do for Anthropology, or Why Anthropology Took Postmodernism on the Chin. *American Anthropologist* (102)3, 564-576.

Grin, François (2003). Language Planning and Economics. *Current Issues in Language Planning* (4)1, 1-66.

Grotenhuis, René (2016). *Nation-Building as Necessary Effort in Fragile States*. Amsterdam (NL): Amsterdam University Press.

Guidi, Pierre (2012). Les enfants du Wolaitta n'apprendront pas en wogagoda : les enjeux linguistiques et politiques d'un conflit scolaire en Éthiopie (1999-2000). *Cahiers de la recherche sur l'éducation et les savoirs* (11), 129-148.

Gulbrandsen, Ørnulf (2012). *The State and the Social - State Formation in Botswana and its precolonial and colonial genealogies*. New York (USA): Berghahn Books.

Hammarström, Harald (2016). Linguistic diversity and language evolution. *Journal of Language Evolution* (2016), 19-29.

Hammarström, Harald; Forkel, Robert; Haspelmath, Martin; Bank, Sebastian (2020). *Glottolog 4.2.1*. Jena (Germany): Max Planck Institute for the Science of Human History. (Online at <http://glottolog.org>, accessed 22 June 2020.)

Heller, Monica; McElhinny, Bonnie (2017). *Language, Capitalism, Colonialism - Toward a Critical History*. Toronto (Canada): University of Toronto Press.

Heeringa, Wilbert (2004). *Measuring Dialect Pronunciation Differences using Levenshtein Distance*. Groningen (Netherlands): Groningen dissertations in linguistics, vol. 46.

Heugh, Kathleen (2011). Theory and Practice – Language Education Models in Africa: Research, Design, Decision-making, and Outcomes. In: Ouane, Adama; Glanz, Christine (eds). *Optimizing Learning and Education in Africa – the Language Factor. A Stock-taking Research on Mother-tongue and Bilingual Education in Sub-Saharan Africa*, 105-158. Hamburg (Germany)/Tunis (Tunisia): UNESCO Institute for Lifelong Learning / Association for the Development of Education in Africa.

Heugh, Kathleen (2014). Shades, Voice and Mobility: Afar pastoralist and Rift Valley communities (re)interpreting literacy and linguistic practices. *Multilingual Margins* (1)1, 21-52.

Heugh, Kathleen (2016). Harmonisation and South African languages: twentieth century debates of homogeneity and heterogeneity. *Language Policy* (15), 235-255.

- Heugh, Kathleen (2019). Multilingualism and Education in Africa. In: Ekkehard Wolff (ed): *The Cambridge Handbook of African Linguistics*, 577-600. Cambridge (UK): Cambridge University Press.
- Higgins, Kate (2009). *Regional Inequality and Secondary Education in Ghana - Policy Brief No 1. Prepared for the World Development Report 2009*. ODI (UK).
- Hirji, Karim (2017). *The Enduring Relevance of Walter Rodney's How Europe Underdeveloped Africa*. Montreal (Canada): Daraja Press.
- Hobsbawm, E. and Ranger, T. (1984). *The invention of tradition*. Cambridge (UK): Cambridge University Press.
- Hofstede, Geert (1980). *Culture's Consequences: International Differences in Work Related Values*. London (UK) and Beverley Hills (USA): Sage.
- Hofstede, Geert (1986). Cultural Differences in Teaching and Learning. *International Journal of Intercultural Relations* (10), 301-330.
- Hofstede, Geert (1995). Multilevel Research of Human Systems: Flowers, Bouquets and Gardens. *Human Systems Management* (14), 207-217.
- Hofstede, Geert (2001). *Culture's Consequences – 2nd edition*. Thousand Oaks (USA): SAGE.
- Hofstede, Geert (2002). Dimensions do not exist: A reply to Brendan McSweeney. *Human Relations*(55)11, 1355-1361.
- Hofstede, Geert; Hofstede, Gert-Jan; Minkov, Michael (2010). *Cultures and Organizations - Software of the Mind - 3rd edition*. New York (US): McGraw-Hill.
- Hofstede, Geert; Garibaldi de Hilal, Adriana; Malvezzi, Sigmar; Tanure, Betania; Vinken, Henk (2010). Comparing Regional Cultures Within a Country: Lessons from Brazil. *Journal of Cross-Cultural Psychology* (41)3, 336-352.
- Holman, Eric; Brown, Cecil; Wichmann, Søren; Müller, André; Velupillai, Viveka; Hammarström, Harald; Sauppe, Sebastian; Jung, Hagen; Bakker, Dik; Brown, Pamela; Belyaev, Oleg; Urban, Matthias; Mailhammer, Robert; List, Johann-Mattis; Egorov, Dmitry (2011). Automated Dating of the World's Language Families based on Lexical Similarity. *Current Anthropology* (52)6, 841-875.
- Inglehart, Ronald; Welzel, Christian (2005). *Modernization, Cultural Change and Democracy*. Cambridge (UK): Cambridge University Press.
- International Standard Classification of Education - ISCED 2011*. UNESCO Institute for Statistics, Montreal, 2012. (Online version accessed 22 February 2017 at <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>)

Ives, Peter (2008). A Marxist Philosophy of Language. *Capital & Class* (94), 162-166.

Jackson, Terence (2011). From cultural values to cross-cultural interfaces: Hofstede goes to Africa. *Journal of Organizational Change Management* (24)4, 532-558.

Joswig, Andreas (2020). Language Standardization Dilemmas in the Ethiopian Context. In: Wal, Jenneke van der; Smits, Heleen; Petrollino, Sara.; Nyst, Victoria; Kossmann, Maarten (eds): *Essays on African languages and linguistics: in honour of Maarten Mous* 81-100. Leiden (Netherlands): African Studies Centre.

Kaasa, Anneli; Vadi, Maaja; Varblane, Urmas (2014). Regional Cultural Differences within European Countries: Evidence from Multi-Country Surveys. *Management International Review* (54)6, 825-852.

Kamwangamalu, Nkonko (2016). *Language Policy and Economics - the Language Question in Africa*. London (UK): Palgrave MacMillan.

Kanana, Fridah Erastus (2013). Examining African Languages as Tools for National Development: The Case of Kiswahili. *The Journal of Pan African Studies* (6)6, 41-68.

Kaschula, Russell; Nkomo, Dion (2019). Intellectualization of African Languages: Past, Present and Future. In: Ekkehard Wolff (ed): *The Cambridge Handbook of African Linguistics*, 602-622. Cambridge (UK): Cambridge University Press.

Kloss, Heinz (1967). 'Abstand Languages' and 'Ausbau Languages'. *Anthropological Linguistics* (9)7, 29-41.

Kortmann, Bernd; Lunkenheimer, Kerstin; Ehret, Katharina (eds.) 2020. *The Electronic World Atlas of Varieties of English*. Zenodo. DOI: 10.5281/zenodo.3712132

Kru, K. Ernest; Ansah, Margaret (2018). An Overview of the Language-in-Education Policy in Ghana: Emerging Issues. *The Social Sciences* (13)3, 596-601.

Küspert-Rakotondrainy, Sophie (2014). Language Policy and Social Identity in the Light of Socio-Political Changes in Ethiopia. A Comparative Case Study among the Gumuz and Shinasha. *Ethiopian Renaissance Journal of Social Sciences and the Humanities* (1)1, 41-72.

Kymlicka, Will (2013). Multicultural states and intercultural citizens. *Theory and Research in Education* (1)2, 147-169.

- Laitin, David (1992). *Language repertoires and state construction in Africa*. New York (USA): Cambridge University Press.
- Lamola, M. John (2019). Breaking the Gridlock of the African Postcolonial Self-Imagination. *Angelaki, Journal of the Theoretical Humanities* (24)2, 48-60.
- Leach, Edmund (1984). Glimpses of the Unmentionable in the History of British Social Anthropology. *Annual Review of Anthropology* (13), 1-23.
- Lebeau, Yann; Ogunsanya, Mobolaji (eds)(2000). *The Dilemma of Post-Colonial Universities*, Ibadan (Nigeria): IFRA.
- Li, Shaofeng (2016). The Construct Validity of Language Aptitude - A Meta-Analysis. *Studies in Second Language Acquisition* (38), 801-842.
- Lo Bianco, Joseph (2008). Educational Linguistics and Education Systems. In: B. Spolski, F. Hult (eds), *The Handbook of Educational Linguistics*, 113-123. Malden (USA): Blackwell Publishers.
- Lüpke, Friederike; Storch, Anne (2013). *Repertoires and Choices in African Languages*. Berlin (Germany): De Gruyter Mouton.
- Lüpke, Friederike (2019). Language Endangerment and Language Documentation in Africa. In: Wolff, Ekkehard (ed): *The Cambridge Handbook of African Linguistics*, 468-490. Cambridge (UK): Cambridge University Press.
- MacGaffey, Wyatt (2013). *Chiefs, Priests, and Praise-Singers. History, Politics and Land Ownership in Northern Ghana*. Charlottesville (USA): University of Virginia Press.
- Machobane, L.B.B.J. (1990). *Government and Change in Lesotho, 1800-1966*. New York (USA): St. Martin's Press.
- Machobane, M.; Mokitini, M. (1998). Problems in the Development of Sesotho Orthography. In: Kwesi Prah (ed.): *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*, 203-212. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).
- MacLean, Lauren (2010). *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Côte d'Ivoire*. Cambridge (UK): Cambridge University Press.
- Maho, Jouni (2004). How many languages are there in Africa, really? In: Katrin Bromber, Birgit Smieja (Eds.): *Globalisation and African Languages - Risks and Benefits*, 279-296. Berlin (Germany): Mouton de Gruyter.
- Maho, Jouni (2009). *NUGL Online - The online version of the New Updated Guthrie List, a referential classification of the Bantu languages*. Available online

at https://pdfs.semanticscholar.org/887a/3570883e1810b2c81be86d139617dfd89b0c.pdf?_ga=2.177329893.1731164584.1573721144-454447670.1573721144
retrieved 14 November 2019.

Makoni, Sinfree (1998). In the Beginning was the Missionary's Word: the European Invention of an African language: the Case of Shona in Zimbabwe. In: Kwesi Prah (ed.): *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*, 157-164. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).

Makoni, Sinfree; Meinhof, Ulrike (2006). An Argument for Ethno-Language Studies in Africa. In: Paul Zeleza (ed): *The Study of Africa, vol. 1*, 117-134. Dakar (Senegal): CODESRIA.

Makoni, Sinfree (2016). Romanticizing differences and managing diversities: a perspective on harmonization, language policy, and planning. *Language Policy* (15), 223-234.

Malan, J.S. (1985). *Swazi Culture*. Pretoria (SA): Africa Institute of South Africa.

Mamdani, Mahmood (1996). *Citizen and Subject – Contemporary Africa and the Legacy of Late Colonialism*. Princeton (USA): Princeton University Press.

Maris, Berthold van (2010). Tellen tot de dag des oordeels - Hoeveel talen zijn er nu écht in de wereld? *Onze Taal*, (2010)9, 248-249.

Matiki, Alfred (2010). The Case for the use of Indigenous Languages in the Legal System in Botswana. In: *Mapping Africa in the English Speaking World: Issues in Language and Literature*, 182-190. Monaka, Kemmony; Seda, Owen; Ellece, Sibonile; McAllister, John (Eds). Newcastle upon Tyne (UK): Cambridge Scholars Publishing.

Maurer, Bruno (Ed.) (2015). *Mesurer la francophonie et identifier les francophones - Inventaire critique des sources et des méthodes*. Paris (France): Éditions des archives contemporaines.

Mazrui, Alamin (2019). Sociocultural and Political Settings of Language in Africa. In: Wolff, Ekkehard (ed): *The Cambridge Handbook of African Linguistics*, 419-441. Cambridge (UK): Cambridge University Press.

Mazrui, Ali (1993). *General History of Africa, VIII, Africa since 1935*. Paris (France): UNESCO.

Mbembe, Achille (2001). *On the Postcolony*. Berkeley/Los Angeles (US): California University Press.

Mbembe, Achille (2002). On the Power of the False. *Public Culture* (14)3, 629-641.

- Mbembe, Achille (2015). *Decolonizing Knowledge and the Question of the Archive*. Johannesburg (South Africa): WISER lecture transcript.
- McArthur, Tom (2003). World English, Euro-English, Nordic English? *English Today* (19)1, 54-58.
- McGroarty, Mary (2008). The Political Matrix of Linguistic Ideologies. In: B. Spolski, F. Hult (eds), *The Handbook of Educational Linguistics*, 98-112. Malden (USA): Blackwell Publishers.
- McKenzie, Katherine; Milton, Meagan; Smith, Glenys; Ouellette-Kuntz, Hélène (2016). Systematic Review of the Prevalence and Incidence of Intellectual Disabilities: Current Trends and Issues. *Current Developmental Disorders Reports* (2016)3: 104-115.
- McLeod, John (2010). *Beginning Postcolonialism* (2nd ed.). Manchester, UK: Manchester University Press.
- McSweeney, Brendan (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith – a failure of analysis. *Human Relations* (55)1, 89-118.
- Michalopoulos, Stelios; Papaioannou, Elias (2016). The Long-Run Effects of the Scramble for Africa. *African Economic Review* (106)7, 1802-1848.
- Miles, William (2014). *Scars of Partition: Postcolonial legacies in French and British borderlands*. Lincoln (USA): University of Nebraska Press.
- Minkov, Michael (2013). *Cross-Cultural Analysis*. Thousand Oaks (USA): SAGE.
- Minkov, Michael; Dutt, Pinaki; Schachner, Michael; Morales, Oswaldo; Sanchez, Carlos; Jandosova, Janar; Khassenbekov, Yerlan; Mudd, Ben (2017). A Revision of Hofstede's Individualism-Collectivism Dimension: A New National Index from a 56-Country Study. *Cross-Cultural & Strategic Management* (24)3, 386-404.
- Minkov, Michael; Dutt, Pinaki; Schachner, Michael; Morales, Oswaldo; Sanchez, Carlos; Jandosova, Janar; Khassenbekov, Yerlan; Mudd, Ben (2018a). A Reconsideration of Hofstede's Fifth Dimension: New Flexibility versus Monumentalism Data from 54 Countries. *Cross-Cultural Research* (52)3, 309-333.
- Minkov, Michael (2018b). A revision of Hofstede's model of national culture: old evidence and new data from 56 countries. *Cross-Cultural & Strategic Management* (25)2, 231-256.

Minkov, Michael; Hofstede, Geert (2012). Is National Culture a Meaningful Concept? Cultural Values Delineate Homogeneous National Clusters of In-Country Regions. *Cross-Cultural Research* (46)2, 123-159.

Miti, Lazarus (2015). Cultural and Linguistic Aspects of Development in Africa: the missing ingredients. *Nawa Journal of Language and Communication* (9)1, 2-24.

Mkandawire, Thandika (2015). Neopatrimonialism and the Political Economy of Economic Performance in Africa – Critical Reflections. *World Politics* (67)3, 563-612.

Mokibelo, Eureka (2010). English: a Disempowering Language for Khoe Learners in Botswana. In: *Mapping Africa in the English Speaking World: Issues in Language and Literature*, 191-203. Monaka, Kemmony; Seda, Owen; Ellece, Sibonile; McAllister, John (Eds). Newcastle upon Tyne (UK): Cambridge Scholars Publishing.

Mokibelo, Eureka (2016). Implementation of the Language-in-education Policy and Achieving Education for All Goals in Botswana Primary Schools. *Universal Journal of Educational Research* (4)1, 157-164.

Molosiwa, Annah; Bokhutso, Keene (2016). Low educational participation of marginalised children in Botswana's rural and remote schools: Interface between cultural, structural and institutional factors. *Africa Education Review* (13)2, 48-63.

Moran, Steven; Prokić, Jelena (2013). Investigating the Relatedness of the Endangered Dogon Languages. *Literary and Linguistic Computing* (28)4, 676-691.

Morton, R.F. (1985). Chiefs and Ethic Unity in Two Colonial Worlds: the Bakgatla baga Kgafela of the Bechuanaland Protectorate and the Transvaal, 1872-1966. In: Asiwaju, A.I. (1985). *Partitioned Africans: ethnic relations across Africa's international boundaries, 1884-1984*, 127-154. London (UK): C. Hurst & Co.

Mous, Maarten (1995). *The Making of a Mixed Language: the Case of Ma'a/Mbugu*. Amsterdam / Philadelphia: John Benjamins.

Müller, Louise (2013). *Religion and Chieftaincy in Ghana. An explanation of the persistence of a traditional political institution in West Africa*. Vienna (Austria): Lit Verlag.

Msimang, T. (1998). The Nature and History of Harmonisation of South African Languages. In: Kwesi Prah (ed.): *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*, 165-172. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).

- Munene, John; Schartz, Shalom; Smit, Peter (2000). Development in Sub-Saharan Africa: Cultural Influences and Managers' Decision Behavior. *Public Administration and Development* (20)4, 339-351.
- Muthwii, Margaret (2002). Status Language Planning in Multilingual States in Africa. In: Bekker, Dodds, Khosa (eds), *Shifting African Identities*, 77-87. Pretoria (South Africa): Human Sciences Resource Council.
- Muzale, Henry; Rugemalira, Josephat (2008). Researching and Documenting the Languages of Tanzania. *Language Documentation & Conservation* (2)1, 68-108.
- Mwinsheikhe, Halima Mohammed (2003). Science and the Language Barrier: Using Kiswahili as a Medium of Instruction in Tanzania Secondary Schools as a Strategy of Improving Student Participation and Performance in Science. In: Birgit Brock-Utne, Zubeida Desai and Martha Qorro (eds). *Language of Instruction in Tanzania and South Africa (LOITASA)*, 129-149. Dar es Salaam (Tanzania): E & D Publishers.
- Naidoo, Rajani (2004). Fields and institutional strategy: Bourdieu on the relationship between higher education, inequality and society. *British Journal of Sociology of Education* (25)4, 457-471.
- Ndhlovu, Finex (2015). *Hegemony and Language Policies in Southern Africa: Identity, Integration, Development*. Newcastle upon Tyne (UK): Cambridge Scholars Publishing.
- Ndlovu-Gatsheni, Sabelo (2020). The cognitive empire, politics of knowledge and African intellectual productions: reflections on struggles for epistemic freedom and resurgence of decolonisation in the twenty-first century. *Third World Quarterly*, published online 8 July 2020.
- Ndofirepi, Amasa; Gwaravanda, Taurai (2019). Epistemic (in)justice in African universities: a perspective of the politics of knowledge. *Educational Review* (71)5, 581-594.
- Neocosmos, Michael (1995). *Towards a History of Nationalities in Southern Africa*. Copenhagen (Denmark): CDR Working Papers no 95.6.
- Nimni, Ephraim (2007). National-Cultural Autonomy as an Alternative to Minority Territorial Nationalism. *Ethnopolitics* (6)3, 345-364.
- No Author (1953). *African Languages and English in Education*. Paris (France): UNESCO Education Clearing House.
- No author (2017). *RISE Tanzania Research Programme Overview January 2017*. Washington DC (USA): Georgetown University Initiative on Innovation, Development and Evaluation (gui²de).

Noorderhaven, Niels; Tidjani, Bassirou (2001). Culture, Governance, and Economic Performance: An Explorative Study with a Special Focus on Africa. *International Journal of Cross-Cultural Management* (1)1, 31-52.

Nugent, Paul (2005). A Regional Melting Pot: The Ewe and their Neighbours in the Ghana-Togo Borderlands. In: B. Lawrance (ed): *The Ewe of Togo and Benin*, 29-43. Accra (Ghana): Woeli Publishers.

Nugent, Paul (2019). *Boundaries, Communities and State-Making in West Africa - The Centrality of the Margins*. Cambridge (UK): Cambridge University Press.

Oloruntoba, Samuel; Falola, Toyin (2018). Introduction: Contextualizing the Debates on Politics, Governance and Development. In: S.O. Oloruntoba and F. Toyin (eds): *The Palgrave Handbook of African Politics, Governance and Development* 1-32. New York (USA): Palgrave Macmillan.

Olowu, Dele; Chanie, Paulus (2016). *State Fragility and State building in Africa - Cases from Eastern and Southern Africa*. Dordrecht (NL): Springer International Publishing. UNU Series on Regionalism # 10.

Ouane, Adama; Glanz, Christine (2010). *Why and how Africa should invest in African languages and multilingual education - An evidence- and practice-based policy advocacy brief*. Hamburg (Germany): UNESCO Institute of Lifelong Learning.

Pennycook, Alastair (2010). *Language as a Local Practice*. Milton Park (UK): Routledge.

Peterson, Mark; Barreto, Tais Siquiera (2014). The *like it or not* proposition: Implications of societal characteristics for the cultural expertise and personal values of organization members. *Journal of Organizational Behavior* (35), 1134-1152.

Peterson, Mark; Pike, Kenneth (2002). Emics and Etics for Organizational Studies - A Lesson in Contrast from Linguistics. *International Journal of Cross-Cultural Management* (2)1, 5-19.

Piller, Ingrid (2016). *Linguistic diversity and social justice: an introduction to applied sociolinguistics*. New York (USA): Oxford University Press.

Pinxteren, Bert van (2018a). What Do Enrolment Data Say About Education? In: A. Breedveld and J. Jansen (eds): *Education for Life in Africa* 35-50. Leiden (Netherlands): African Studies Centre.

Pinxteren, Bert van (2018b). *African Identities – a New Perspective*. Unpublished Master Thesis, Leiden University: <http://hdl.handle.net/1887/64766>.

- Pinxteren, Bert van (2020a). National Culture and Africa Revisited: Ethnolinguistic Group Data From 35 African Countries. *Cross-Cultural Research*, 54(1), 73 - 91.
- Pinxteren, Bert van (2020b). Is Iraqw an easy language to learn? In: Wal, Jenneke van der; Smits, Heleen; Petrollino, Sara.; Nyst, Victoria; Kossmann, Maarten (eds): *Essays on African languages and linguistics: in honour of Maarten Mous* 133-155. Leiden (Netherlands): African Studies Centre.
- Pinxteren, Bert van; Emirhafizović, Mirza; Dailidienė, Inga; Figurek, Aleksandra; Hălbac-Cotoară-Zamfir, Rareș; Mętrak, Monika (2020). Education for Resilience: How a Combination of Systemic and Bottom-Up Changes in Educational Services Can Empower Dryland Communities in Africa and Central Asia. *Journal of Asian and African Studies*. Online first, 21 September 2020.
- Posner, Daniel (2004). Measuring Ethnic Fractionalization in Africa. *American Journal of Political Science* (48), 849–863.
- Prah, Kwesi (1991). *Culture, Gender, Science and Technology in Africa*. Namibia: Harp.
- Prah, Kwesi (1998). *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).
- Prah, Kwesi (2004). African Wars and Ethnic Conflicts – Rebuilding Failed States. *HDR Occasional Paper no. 10*. UNDP.
- Prah, Kwesi (2008). *Anthropological Prisms - Studies on African Realities*. Cape Town (South Africa): CASAS.
- Prah, Kwesi (2010a). The burden of English in Africa: from Colonialism to Neo-Colonialism. In: *Mapping Africa in the English Speaking World: Issues in Language and Literature*, 128-148. Monaka, Kemmony; Seda, Owen; Ellece, Sibonile; McAllister, John (Eds). Newcastle upon Tyne (UK): Cambridge Scholars Publishing.
- Prah, Kwesi (2010b). African languages and their usages in multicultural landscapes. *Journal of Multicultural Discourses* (5)2, 83-86.
- Prah, Kwesi (2012). The language of development and the development of language in contemporary Africa. *Applied Linguistics Review* (3)2, 295-313.
- Prah, Kwesi (2014). *Tracings. Pan-Africanism and the Challenges of Global African Unity*. Cape Town (South Africa): CASAS.

250 Language, Education and Identity in Africa

Prah, Kwesi (2016). Has Rhodes Fallen? Decolonizing the Humanities in Africa and Constructing Intellectual Sovereignty. *Inaugural Humanities Lecture, HSRC, 2016*. Pretoria (South Africa): Academy of Sciences of South Africa.

Prah, Kwesi (2017). The Intellectualisation of African Languages for Higher Education. *Alternation*(24)2, 215-225.

Pratt, Mary-Louise (1992). *Imperial Eyes: Travel Writing and Transculturation*. London (UK): Routledge.

Qorro, Martha (2013). Language of instruction in Tanzania: Why are research findings not heeded? *International Review of Education* (59): 29-45.

Rajagopalan, Kanavillil (2010). The Soft Ideological Underbelly of the Notion of Intelligibility in Discussions about 'World Englishes'. *Applied Linguistics* (31)3, 465-470.

République du Congo. *Stratégie Sectorielle de l'Éducation, 2015-2025*. Brazzaville (Congo), Government of the Republic of Congo. Available online at <https://www.globalpartnership.org/fr/content/plan-sectoriel-de-leducation-2015-2025-republique-du-congo>

Raynaut, Claude (2001). Societies and nature in the Sahel: ecological diversity and social dynamics. *Global Environmental Change* 11, 9-18.

Reid, Richard (2011). Past and Presentism: the 'Precolonial' and the Foreshortening of African History. *Journal of African History* (52)2, 135-155.

Roach, Steven (2004). Minority Rights and an Emergent International Right to Autonomy: A Historical and Normative Assessment. *International Journal on Minority and Group Rights* (11), 411-432.

Rodney, Walter (1972). *How Europe Underdeveloped Africa*. London (UK): Bogle l'Ouverture Publishing and Dar-es-Salaam (Tanzania): Tanzania Publishing House.

Roy-Campbell, Zaline (2019). Revitalizing African Languages for Transformation. *Contemporary Journal of African Studies* (6)1, 27-45.

Sagna, Serge; Hantgan, Abbie (2021, forthcoming). African multilingualism viewed from another angle: Challenging the Casamance exception. *International Journal of Bilingualism (in press)*.

Saint-Jacques, Bernard (2012). Intercultural Communication in a Globalized World. In: L. Samovar, R. Porter, E. McDaniel (Eds), *Intercultural Communication, A Reader*, 13th Ed., 45-56. Boston(US): Wadsworth.

- Santiago, Paulo, et al. (2016). School education in Estonia. *OECD Reviews of School Resources: Estonia 2016*, Paris (France): OECD Publishing.
- Savà, Graziano; Tosco, Mauro (2008). "Ex Uno Plura": the uneasy road of Ethiopian languages toward standardization. *International Journal of the Sociology of Language (191)*, 111-139.
- Schapera, Isaac; Comaroff, John (1991). *The Tswana – Revised Edition*. London (UK): Kegan Paul International.
- Schepens, Job; Silk, Frans van der; Hout, Roeland van (2013). The effect of linguistic distance across Indo-European mother tongues on learning Dutch as a second language. In: Borin, Lars; Saxena, Anju (eds.): *Approaches to Measuring Linguistic Differences*, 199-230. Berlin (Germany): Mouton de Gruyter.
- Schlechty, Philip (2001). *Shaking Up the Schoolhouse: How to Support and Sustain Educational Innovation*. Hoboken (USA): Wiley.
- Schwartz, Shalom (1992). Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries. *Advances in Experimental Psychology (25)1*, 1-65.
- Schwartz, Shalom (2006). A Theory of Cultural Value Orientations: Explication and Applications. *Comparative Sociology (5)2*, 137-182.
- Seid, Samson (2014). Ethnic Language Shift among the Nao People of Ethiopia. In: Zsiga, Elisabeth; Boyer, One Tlale; Kramer, Ruth (Eds): *Languages in Africa - Multilingualism, Language Policy and Education*, 102-109. Georgetown (USA): Georgetown University Press.
- Sefue, Ombeni (2004). What went wrong in Africa – It is partly the Manner of its Birth and Upbringing. *Development ISSues (6)1*, 23.
- Shankman, Paul (1984). The Thick and the Thin: On the Interpretive Theoretical Program of Clifford Geertz [and Comments and Reply]. *Current Anthropology (25)3*, 261-280.
- Sharp, John (2002). The question of cultural difference: anthropological perspectives in South Africa. *South African Journal of Ethnology (24)3*, 67-75.
- Shils, Edward. (1957). Primordial, personal, sacred, and civil ties. *British Journal of Sociology (8)*, 130- 145.
- Skattum, Ingse (2018). Language of Instruction in Anglophone, Francophone and Lusophone Africa: An Overview. In: A. Breedveld and J. Jansen (Eds.), *Education for Life in Africa*, 67-81. Leiden (Netherlands): African Studies Centre. <http://hdl.handle.net/1887/67229>

Skuttnab-Kangas, Tove (2012). Mother tongue medium education. In *The Encyclopedia of Applied Linguistics*, General Editor Carol A. Chapelle; part Bilingual Education, Area Editors Jasone Cenoz and Durk Gorter. Malden, MA (USA): Blackwell. DOI: 10.1002/9781405198431.wbeal0776.

Skuttnab-Kangas, Tove (2013). Today's Indigenous education is a crime against humanity: Mother-tongue-based multilingual education as an alternative? *TESOL in Context* (23)1&2, 82-125.

Smelser, Neil (1992). Culture: coherent or incoherent. In: R. Munch & N.J. Smelser (Eds), *Theory of culture*, 3–28. Berkeley (US): U. of California Press.

Smith, Lahra (2013). *Making Citizens in Africa - Ethnicity, Gender, and National Identity in Ethiopia*. New York (USA): Cambridge University Press.

Smith, Peter (2002). Culture's consequences: Something old and something new. *Human relations* (55)1, 119-135.

Sow, Ali; Abdulaziz, Mohamed (1993). Language and Social Change. In: Mazrui, Ali (Ed). *General History of Africa, VIII, Africa since 1935*, 522-552. Paris (France): UNESCO.

Spear, Thomas (2003). Neo-Traditionalism and the Limits of Invention in British Colonial Africa. *The Journal of African History* (44)1, 3-27.

Stoffelsma, Lieke; De Jong, John (2015). The English Reading Proficiency of Future Teachers in Ghana. *Nordic Journal of African Studies* 24(2), 94–117.

Stokroos, Willem (1998). *Transformatieprocessen en Onderwijsconcepties. Over de rol van onderwijsconcepties in het cultureel transformatieproces van enkele Afrikaanse samenlevingen ten zuiden van de Sahara*. Dissertation, Groningen (Netherlands).

Storey, John (2001). *Cultural Theory and Popular Culture: an Introduction*. 5th Ed. London (UK): Pearson/Longman.

Stroud, Christopher (2004). Revisiting reversing language shift: African languages in high modernity. In: Katrin Bromber, Birgit Smieja (Eds.): *Globalisation and African Languages - Risks and Benefits*, 85-102. Berlin (Germany): Mouton de Gruyter.

Swaan, Abram de (2001). *Words of the World: the Global Language System*. Cambridge (UK): Blackwell Publishers.

Swaan, Abram de (2004). Endangered languages, sociolinguistics, and linguistic sentimentalism. *European Review* (12)4, 567-580.

- Syrotinski, Michael (2007). *Deconstruction and the Postcolonial: at the Limits of Theory*. Liverpool (UK): Liverpool University Press.
- Taylor-Leech, Kerry; Liddicoat, Anthony (2014). Macro-language planning for multilingual education: focus on programmes and provision. *Current Issues in Language Planning* (15)4, 353-360.
- Tausch, Arno (2015). *Hofstede, Inglehart and Beyond. New Directions in Empirical Global Value Research*. Munich (Germany): Munich University MPRA paper no. 64282.
- Temu, Arnold (1998). The Development of National Language – a survey of Kiswahili in Tanzania. In: Kwesi Prah (ed.): *Between Distinction and Extinction: the Harmonization and Standardization of African Languages*, 143-155. Cape Town (South Africa): CASAS Book Series no. 1 (repr. 2000/2005).
- Tibategeza, Eustard; Du Plessis, Lodewyk (2018). The Prospects of Kiswahili as a Medium of Instruction in the Tanzanian Education and Training Policy. *Journal of Language and Education* (4)3, 88-98.
- Tonah, Steven; Alhassan Sulemana Anamzoya (Eds.) (2016). *Managing chieftaincy and Ethnic Conflicts in Ghana*. Accra (Ghana): Woeli Publishers.
- Topan, Farouk (2008). Tanzania: The Development of Swahili as a National and Official Language. In: Andrew Simpson (ed.), *Language and National Identity in Africa*, 252-266. Oxford (UK): Oxford University Press.
- Toumey, Christopher (1993). Praying with Creationists. *Soundings: An Interdisciplinary Journal* (76)1, 59-84.
- Trudell, Barbara; Adger, Carolyn (2014). Early Reading Success in Africa: the Language Factor. In: Zsiga, Elisabeth; Boyer, One Tlale; Kramer, Ruth (Eds.) *Languages in Africa - Multilingualism, Language Policy and Education*, 12-20. Georgetown (US): Georgetown University Press.
- Trudell, Barbara (2016). Language choice and education quality in Eastern and Southern Africa: a review. *Comparative Education* (52)3, 281-293.
- Trudgill, Peter (2002). *Sociolinguistic Variation and Change*. Georgetown (USA): Georgetown University Press.
- Ugwuanyi, Lawrence (2018). Theoretical Foundations of Nation-Building. In: S.O. Oloruntoba and F. Toyin (eds): *The Palgrave Handbook of African Politics, Governance and Development*, 123-133. New York (USA): Palgrave Macmillan.
- United Nations (2015). *Transforming our world: the 2030 Agenda for Sustainable Development. A/RES/70/1*. New York (USA): United Nations.

United Nations Declaration on the Rights of Indigenous Peoples.
https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf accessed 6
March 2020.

Vansina, Jan (1990). *Paths in the Rainforests: Toward a History of Political Tradition in Equatorial Africa*. Madison (US): University of Wisconsin Press.

Vansina, Jan (1992). A past for the future? *Dalhousie Review* (68)1-2, 8-23.

Veen, Roel van der (2004). *What Went Wrong with Africa: A Contemporary History*. Amsterdam (Netherlands): KIT.

Venkatasawmy, Rama (2015). Ethnic Conflict in Africa: a Short Critical Discussion. *Transcience* (6)2, 26-37.

Venkateswaran, Ramya; Ohja, Abhoj (2019). Abandon Hofstede-based Research? Not yet! A perspective from the philosophy of the social sciences. *Asia Pacific Business Review* (25)3, 413-434.

Vlasblom, Dirk (2013). *The Richer Harvest – Economic development in Africa and Southeast Asia Compared*. Leiden (Netherlands): African Studies Centre.

Vijver, Fons van de; Hambleton, Ronald (1996). Translating Tests. *European Psychologist* (1), 89-99.

Wa Thiong'o, Ngũgĩ (2004). African Identities: Pan-Africanism in the Era of Globalization and Capitalist Fundamentalism. *Macalester International* (14) Article 9.

Wa Thiong'o, Ngũgĩ (2005). Europhone or African memory: the challenge of the pan-Africanist intellectual in the era of globalization. In: Mkandawire, Thandika (ed.): *African intellectuals - Rethinking politics, language, gender and development*, 155-164. Dakar (Senegal): Codesria

Walter, Stephen (2008). The Language of Instruction Issue: Framing an Empirical Perspective. In: B. Spolski, F. Hult (eds.): *The Handbook of Educational Linguistics*, 129-146. Malden (US): Blackwell Publishers.

Walter, Stephen (2014). Investigating Teacher Effects in Mother-Tongue-Based Multilingual Education Programs. In: Zsiga, Elisabeth; Boyer, One Tiale; Kramer, Ruth (Eds.) *Languages in Africa - Multilingualism, Language Policy and Education*, 59-70. Georgetown (US): Georgetown University Press.

Warmelo, N.J. van (1937/1974). The Classification of Cultural Groups. In: W.D. Hammond-Tooke (ed), *The Bantu- Speaking peoples of Southern Africa*, 56-84. London (UK): Routledge & Kegan Paul.

- Wen, Zhisheng; Biedron, Adriana; Skehan, Peter (2017). Foreign language aptitude theory: Yesterday, today and tomorrow. *Language Teaching* (50)1, 1-31.
- Wichmann, Søren; Holman, Eric; Brown, Cecil (eds.) 2018. *The ASJP Database (version 18)*.
- Wierzbicka, Anna (1997). *Understanding Cultures Through Their Key Words – English, Russian, Polish, German and Japanese*. New York/Oxford: Oxford University Press.
- Wiley, Terence (2002). Heinz Kloss revisited: National Socialist ideologue or champion of language-minority rights? *International Journal of the Sociology of Language* (154), 83-97.
- Willerslev, Rane; Meinert, Lotte (2016). Understanding Hunger with the Ik Elders and Turnbull's The Mountain People. *Ethnos*, 1-26.
- Woldehanna, Tassew; Jones, Nicola (2006). *How Pro-Poor is Ethiopia's Education Expansion? A benefit incident analysis of education since 1995/6*. London (UK): Save the Children UK Working Paper # 23.
- Wolff, Ekkehard (2016). *Language and Development in Africa - Perceptions, Ideologies and Challenges*. New York (USA): Cambridge University Press.
- Wolff, Ekkehard (2018a). Postcolonial education and language in Africa. *Research Africa Reviews* (2), 6-10.
- Wolff, Ekkehard (2018b). Multilingualism, translanguaging and linguistic superdiversity: an Africanist's perspective on 'language'. *Nordic Journal of African Studies* (27)2, 1-21.
- World Bank (2019). *Ending Learning Poverty: What Will It Take?* Washington DC (USA): World Bank.
- Wursten, Huib (2019). Democracy and the Need for Autonomy. *Journal of Intercultural Management and Ethics* (3), 25-32.
- Yeros, Paris (1999). *Ethnicity and Nationalism in Africa: Constructivist Reflections and Contemporary Politics*. Houndmills (UK): Palgrave.
- Yevudey, Elvis; Agbozo, Edzordzi (2019). Teacher trainee sociolinguistic backgrounds and attitudes to language-in-education policy in Ghana: a preliminary survey. *Current Issues in Language Planning* 20(4), 338-364.
- Yuka, Lenzemo; Okolocha, H. Oby (2011). Rethinking our Strategies towards the Development of Indigenous African Languages. *postamble* (7)1, 1-14.

Zezeza, Paul Tiyaambe (2006). The Inventions of African Identities and Languages: The Discursive and Developmental Implications. In: *Selected Proceedings of the 36th Annual Conference on African Linguistics*, ed. Olaoba F. Arasanyin and Michael A. Pemberton, 14-26. Somerville (USA): Cascadilla Proceedings Project.

Zsiga, Elisabeth; Boyer, One Tlale; Kramer, Ruth (2014). *Languages in Africa - Multilingualism, Language Policy and Education*. Georgetown (US): Georgetown University Press.

Appendices

Appendix – Chapter 3.4: Hierarchical clusters and dendrogram¹

Countries, number of ethnolinguistic groups, cluster membership

Country	Country code	Number of groups	Cluster number(s)	Largest number of groups in one cluster:
Algeria	DZ	2	3b	2
Bénin	BJ	7	8c, 24a, 32	4
Botswana	BW	9	13	9
Burkina Faso	BF	3	17a	3
Burundi	BI	1	1a	1
Cameroon	CM	4	2c	4
Cape Verde	CV	1	2a	1
Côte d'Ivoire	CI	5	8b, 24b	4
Egypt	EG	1	3b	1
Eswatini	SZ	1	6a	1
Ghana	GH	5	25b, 30a	4
Guinea	GN	5	11a, 20b, 20d	2
Kenya	KE	11	16a, 26, 28, 31	5
Lesotho	LS	7	16b	7
Liberia	LR	12	9	12
Madagascar	MG	6	14a	6
Malawi	MW	7	15a, 20a	5
Mali	ML	7	17b, 25a, 27	4
Mauritius	MU	4	22	4
Morocco	MA	2	3b	2
Mozambique	MZ	10	3a, 5b, 18a, 35	4
Namibia	NA	5	18c	5
Niger	NE	4	21a	4
Nigeria	NG	6	6b, 11b, 33b	4
São Tomé and Príncipe	ST	1	5c	1

¹ This information has also been published in Pinxteren, Bert van (2020a).

Senegal	SN	3	20c	3
Sierra Leone	SL	6	15c, 20c	5
South Africa	ZA	13	7a, 12b, 12d	8
Sudan	SD	1	4	1
Tanzania	TZ	14	1b, 10a, 15b, 19b,	6
Togo	TG	8	8a, 8c, 24a	4
Tunisia	TN	1	7b	1
Uganda	UG	14	1a, 1c, 5a, 10b, 18b,	3
Zambia	ZM	4	2b, 12a, 12c, 33a	1
Zimbabwe	ZW	8	14b, 16c, 29a	6

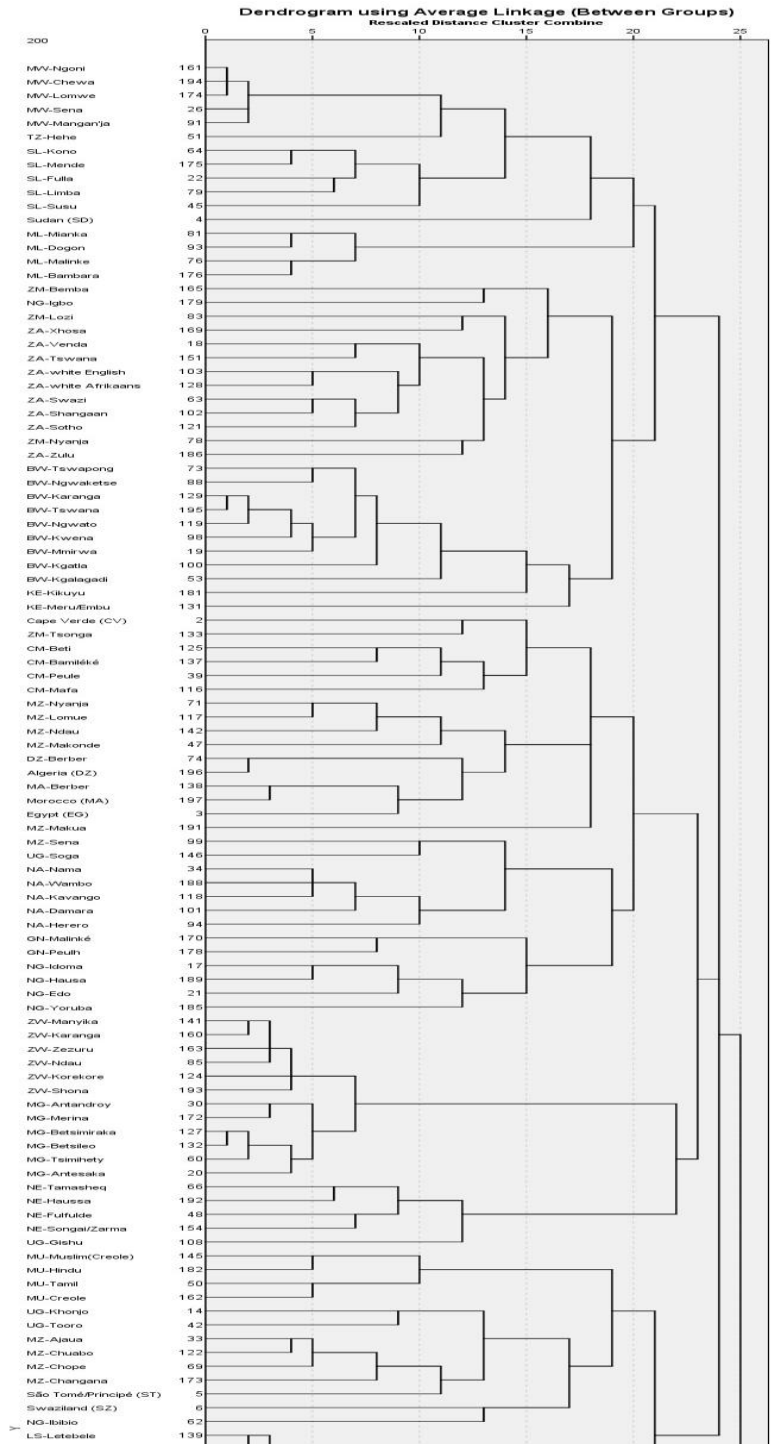
Ethnolinguistic group clusters

Cluster	Subcluster	Groups
1	1a	Burundi ; Kenya, Kalenjin; Uganda: Acholi, Ateso
	1b	Tanzania: Fipa, Makonde, Ngoni, Nyakyusa, Nyamwezi
	1c	Uganda: Ganda
2	2a	Cape Verde
	2b	Zambia: Tsonga
	2c	Cameroon : Bamiléké, Beti, Mafa, Peule
3	3a	Mozambique: Lomue, Ndaou, Makonde, Nyanya
	3b	Algeria , Algeria-Berber; Egypt ; Morocco , Morocco-Berber
4		Sudan
5	5a	Uganda: Khonjo, Tooro
	5b	Mozambique: Ajaua, Chuabo, Chope, Changana
	5c	São Tomé/Príncipe
6	6a	Eswatini
	6b	Nigeria: Ibibio
7	7a	South Africa: "Coloured" Afrikaans, "Coloured" English, Indian, Pedi
	7b	Tunisia
8	8a	Togo: Ben (Mola), Kabye, Nawdem (Losso), Tem
	8b	Côte d'Ivoire: Akan, Gur, Mandé-Sud, Mandé-Nord
	8c	Benin: Beriba, Ditanari, Peulh, Yao; Togo: Lama
9		Liberia : Bassa, Gio, Gola, Grebo, Krahn, Kissi, Kpelle, Kru, Lorma, Mandingo, Mano, Vai
10	10a	Tanzania: Gogo, Ha, Haya, Iraqw, Sambia, Sukuma
	10b	Uganda: Alur

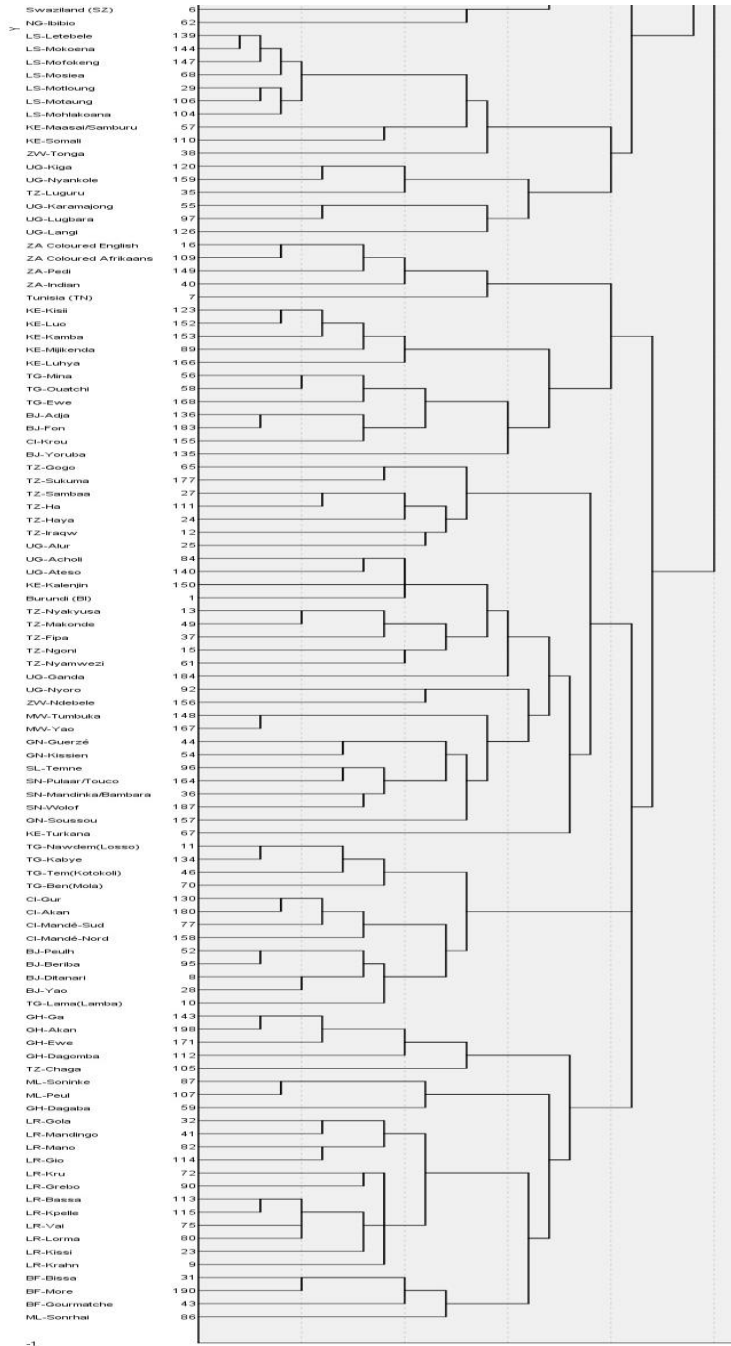
11	11a	Guinea: Malinké, Peulh
	11b	Nigeria: Edo, Hausa, Idoma, Yoruba
12	12a	Zambia: Lozi
	12b	South Africa: Shangaan, Sotho, Swazi, Tswana, Venda, "White" Afrikaans, "White" English, Xhosa
	12c	Zambia: Nyanja
	12d	South Africa: Zulu
13		Botswana: Karanga, Kgalagadi, Kgatla, Kwena, Mmirwa, Ngwaketse, Ngwato, Tswana, Tswapong
14	14a	Madagascar: Antandroy, Antesaka, Betsileo, Betsimaraka, Merina, Tsimihety
	14b	Zimbabwe: Karanga, Korekore, Manyika, Ndau, Shona, Zezuru
15	15a	Malawi: Chewa, Lomwe, Mangan'ja, Ngoni, Sena
	15b	Tanzania: Hehe
	15c	Sierra Leone: Fulla, Limba, Kono, Mende, Susu
16	16a	Kenya: Maasai/Samburu, Somali
	16b	Lesotho: Letebele, Mofokeng, Mohlakoana, Mokoena, Mosiea, Motaung, Motloung
	16c	Zimbabwe: Tonga
17	17a	Burkina Faso: Bissa, Gourmatche, More
	17b	Mali: Sonrhai
18	18a	Mozambique: Sena
	18b	Uganda: Soga
	18c	Namibia: Damara, Herero, Kavango, Nama, Wambo
19	19a	Uganda: Kiga, Nyankole
	19b	Tanzania: Luguru
20	20a	Malawi: Tumbuka, Yao
	20b	Guinea: Guerzé, Kissien
	20c	Senegal: Mandinka/Bambara, Pulaar/Toucouleur, Wolof; Sierra Leone: Temne
	20d	Guinea: Soussou
21	21a	Niger: Fulfulde, Haussa, Songai/Zarma, Tamasheq
	21b	Uganda: Gishu
22		Mauritius: Creole, Hindu, Muslim(Creole), Tamil
23		Uganda: Karamajong, Langi, Lugbara
24	24a	Benin: Adja, Fon; Togo: Ewe, Mina, Ouatchi
	24b	Côte d'Ivoire: Krou

260 Language, Education and Identity in Africa

25	25a	Mali: Peul, Soninke
	25b	Ghana: Dagaba
26		Kenya: Turkana
27		Mali: Bambara, Dogon, Malinke, Mianka
28		Kenya: Kamba, Kisii, Luo, Luhya, Mijikenda
29	29a	Zimbabwe: Ndebele
	29b	Uganda: Nyoro
30	30a	Ghana: Akan, Dagomba, Ewe, Ga
	30b	Tanzania: Chaga
31		Kenya: Meru/Embu
32		Benin: Yoruba
33	33a	Zambia: Bemba
	33b	Nigeria: Igbo
34		Kenya: Kikuyu
35		Mozambique: Makua



262 Language, Education and Identity in Africa



Appendix – Chapter 3.5 - a: scores per country and per ethnolinguistic group

The data for Ethiopia and Rwanda are taken from the analysis of the World Values Survey data.

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Algeria	96	30	65	61
Algeria-Berber	96	11	69	65
Benin	72	33	96	86
Benin-Adja	79	43	78	88
Benin-Beriba	77	31	87	74
Benin-Ditanari	77	4	88	74
Benin-Fon	78	56	95	84
Benin-Peulh	78	12	88	78
Benin-Yao	82	4	88	70
Benin-Yoruba	84	33	93	76
Botswana	51	22	65	71
Botswana-Karanga	52	15	68	72
Botswana-Kgalagadi	96	-4	60	68
Botswana-Kgatla	47	30	59	71
Botswana-Khurutshe	72	14	73	75
Botswana-Kwena	77	13	72	73
Botswana-Mmirwa	45	18	70	77
Botswana-Morolong	95	17	73	69
Botswana-Ngwaketse	73	11	58	66
Botswana-Ngwato	36	15	62	72
Botswana-Sarwa	96	-16	57	63
Botswana-Tswana	49	28	66	71
Botswana-Tswapong	44	9	59	73
Burkina Faso	79	20	79	69
Burkina Faso -Fulfulde	76	48	68	60
Burkina Faso-Bissa	51	5	77	74
Burkina Faso-Gourmatche	71	11	56	73
Burkina Faso-Gourounsi	71	40	95	85
Burkina Faso-Marka	74	2	95	70
Burkina Faso-More	78	11	75	67
Burundi	106	9	93	76
Cameroon	85	52	70	68

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Cameroon-Bamiléké	77	53	76	72
Cameroon-Bassa	77	41	72	70
Cameroon-Beti	84	71	72	64
Cameroon-Kapsiki	100	59	57	50
Cameroon-Mafa	96	18	69	71
Cameroon-Peule	120	42	95	61
Cape Verde	51	37	59	61
Côte d'Ivoire	82	38	78	68
CdI-Akan	80	25	94	67
CdI-Gur	73	10	78	67
CdI-Krou	73	38	69	76
CdI-Mandé-Nord	79	5	79	67
CdI-Mandé-Sud	72	19	91	68
Egypt	98	6	65	63
Ethiopia	60	37	64	
<i>Ethiopia-Amharic</i>	63	49	62	
<i>Ethiopia-Gurage</i>	73	49	55	
<i>Ethiopia-Oromo</i>	58	50	68	
<i>Ethiopia-Sidama</i>	56	30	58	
<i>Ethiopia-Tigrinya</i>	69	52	72	
Ghana	106	72	87	89
Ghana-Akan	108	84	89	90
Ghana-Dagaba	101	58	86	74
Ghana-Dagomba	98	39	84	86
Ghana-Ewe	114	79	94	70
Ghana-Frafra	91	37	71	77
Ghana-Ga	100	77	90	86
Ghana-Gonja	75	44	82	86
Ghana-Kusaal	77	72	85	65
Guinea	73	39	94	75
Guinea-Guerzé	96	55	86	78
Guinea-Kissien	92	49	75	69
Guinea-Malinké	73	20	84	70
Guinea-Peulh	84	15	75	89
Guinea-Soussou	50	15	82	86
Kenya	80	29	67	69
Kenya-Kalenjin	75	37	94	71

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Kenya-Kamba	83	29	60	72
Kenya-Kikuyu	51	29	70	70
Kenya-Kisii	74	60	67	77
Kenya-Luhya	76	65	66	71
Kenya-Luo	81	37	67	78
Kenya-Maasai/Samburu	71	40	66	71
Kenya-Meru/Embu	67	11	53	68
Kenya-Mijikenda	50	20	48	74
Kenya-Somali	108	29	64	60
Kenya-Turkana	78	14	64	65
Lesotho	94	-1	58	69
Lesotho-Letebele	82	0	56	72
Lesotho-Mofokeng	77	-4	60	67
Lesotho-Mohlakoana	116	-11	59	70
Lesotho-Mokoena	77	12	55	70
Lesotho-Mosiea	74	-7	59	63
Lesotho-Motaung	75	12	51	72
Lesotho-Motlounng	107	-20	55	68
Liberia	73	31	78	87
Liberia-Bassa	96	34	75	76
Liberia-Belle	40	37	67	87
Liberia-Gbandi	51	38	96	91
Liberia-Gio	71	36	78	87
Liberia-Gola	91	42	83	88
Liberia-Grebo	46	63	91	88
Liberia-Kissi	66	21	60	87
Liberia-Kpelle	80	22	91	87
Liberia-Krahn	49	48	70	85
Liberia-Kru	77	61	74	87
Liberia-Lorma	48	43	96	88
Liberia-Mandingo	72	43	92	87
Liberia-Mano	71	29	82	87
Liberia-Vai	78	53	76	91
Malagasy	42	30	58	78
Malawi	45	41	65	72
Malawi-Chewa	35	51	62	71
Malawi-Lomwe	48	56	64	71

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Malawi-Mangan'ja	77	53	70	70
Malawi-Ngoni	50	32	61	75
Malawi-Sena	44	56	62	66
Malawi-Tumbuka	50	40	76	65
Malawi-Yao	50	69	64	73
Mali	82	29	92	87
Mali-Bambara	83	48	82	87
Mali-Bozo	75	60	76	88
Mali-Dogon	72	29	94	87
Mali-Malinke	81	32	88	88
Mali-Mianka	81	12	74	85
Mali-Peul	75	29	96	87
Mali-Senufo	107	31	95	86
Mali-Soninke	78	36	84	88
Mali-Sonrhai	71	11	54	88
Mauritius	108	44	76	73
Mauritius-Creole	110	20	93	68
Mauritius-Hindu	111	24	77	76
Mauritius-Muslim(Creole)	111	30	76	89
Mauritius-Tamil	122	40	76	78
Morocco	75	0	66	62
Morocco-Berber	113	-15	60	55
Mozambique	79	22	51	63
Mozambique-Ajaua	21	-10	54	46
Mozambique-Bitonga	105	52	61	53
Mozambique-Changana	91	31	61	54
Mozambique-Chope	73	49	63	52
Mozambique-Chuabo	79	-3	38	52
Mozambique-Lomue	65	0	34	49
Mozambique-Makonde	100	-2	60	55
Mozambique-Makua	73	15	58	51
Mozambique-Ndau	73	-8	53	51
Mozambique-Nyanja	66	-22	27	48
Mozambique-Sena	82	-4	49	50
Namibia	76	-2	76	74
Namibia-Damara	74	8	70	68
Namibia-Herero	100	-8	77	72

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Namibia-Kavango	70	-8	96	75
Namibia-Nama	77	-2	74	65
Namibia-Wambo	78	-4	77	76
Niger	73	2	93	72
Niger-Fulfulde	71	11	72	68
Niger-Haussa	71	7	92	75
Niger-Kanuri	83	-7	72	76
Niger-Songai/Zarma	78	-3	88	76
Niger-Tamasheq	98	-12	74	78
Nigeria	90	59	78	89
Nigeria-Edo	71	47	71	88
Nigeria-Efik	93	62	71	63
Nigeria-Hausa	97	59	71	87
Nigeria-Ibibio	74	66	77	76
Nigeria-Idoma	98	62	73	75
Nigeria-Igbo	97	67	94	89
Nigeria-Ijaw	99	55	59	71
Nigeria-Nupe	135	23	78	101
Nigeria-Urhobo	78	56	92	89
Nigeria-Yoruba	99	67	86	88
Rwanda	84	46	66	87
São Tomé and Príncipe	82	61	68	60
Senegal	73	37	69	69
Senegal-Diola	79	19	73	73
Senegal-Mandinka/Bambara	75	44	61	88
Senegal-Pulaar/Toucouleur	76	26	69	71
Senegal-Wolof	70	47	69	69
Sierra Leone	104	62	94	68
Sierra Leone-Fulla	99	47	88	63
Sierra Leone-Kono	74	21	72	46
Sierra Leone-Limba	112	48	84	75
Sierra Leone-Mende	96	60	97	61
Sierra Leone-Susu	121	87	74	71
Sierra Leone-Temne	113	70	95	76
South Africa	78	34	56	86
South Africa Coloured-Afr	74	34	49	87
South Africa Coloured-English	82	60	42	87

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
South Africa-Black	75	38	58	86
South Africa-Indian	78	68	56	89
South Africa-Pedi	77	29	49	88
South Africa-Shangaan	83	39	60	87
South Africa-Sotho	72	33	64	88
South Africa-Swazi	68	34	53	89
South Africa-Tswana	51	29	55	78
South Africa-Venda	51	37	60	87
South Africa-white-Afrikaans	72	73	53	88
South Africa-white-English	52	88	47	89
South Africa-Xhosa	79	40	59	78
South Africa-Zulu	74	37	56	74
Eswatini	77	29	71	72
Tanzania	107	35	73	75
Tanzania_Zigua	98	20	67	76
Tanzania-Chaga	102	24	74	85
Tanzania-Fipa	72	26	95	72
Tanzania-Gogo	135	6	62	75
Tanzania-Ha	115	12	69	86
Tanzania-Haya	95	54	78	73
Tanzania-Hehe	100	-5	63	68
Tanzania-Iraqw	77	54	79	77
Tanzania-Luguru	144	-29	62	60
Tanzania-Makonde	109	25	75	84
Tanzania-Mwera	121	6	95	86
Tanzania-Ngoni	92	2	77	74
Tanzania-Nyakyusa	95	38	94	76
Tanzania-Nyamwezi	102	10	59	77
Tanzania-Nyiha	91	17	92	74
Tanzania-Pare	109	53	71	77
Tanzania-Sambaa	121	17	77	72
Tanzania-Sukuma	123	29	71	87
Togo	84	37	82	72
Togo-Adja	66	47	82	67
Togo-Ben(Mola)	75	-5	88	68
Togo-Ewe	74	73	91	73
Togo-lfe(Ana)	80	68	82	75

Country/ethnolinguistic group	'Fix vs Flex'	IVR	IDV	PDI
Togo-Ilposso	74	59	95	68
Togo-Kabye	72	38	86	68
Togo-Lama(Lamba)	82	26	82	69
Togo-Mina	66	68	93	87
Togo-Nawdem(Losso)	71	35	83	67
Togo-Ouatchi	74	53	93	86
Togo-Tem(Kotokoli)	79	35	91	68
Tunisia	51	68	63	88
Uganda	74	27	70	66
Uganda-Acholi	69	30	74	68
Uganda-Alur	97	-5	72	65
Uganda-Ateso	49	11	91	67
Uganda-Ganda	68	37	72	66
Uganda-Gishu	83	17	73	72
Uganda-Karamajong	97	-5	58	61
Uganda-Khonjo	97	11	64	64
Uganda-Kiga	131	-9	57	69
Uganda-Langi	73	23	75	71
Uganda-Lugbara	84	-3	73	65
Uganda-Nyankole	103	0	62	71
Uganda-Nyoro	73	5	93	63
Uganda-Soga	71	47	73	62
Uganda-Tooro	94	11	64	70
Zambia	104	32	65	75
Zambia-Bemba	104	36	68	71
Zambia-Kaonde	97	39	66	78
Zambia-Lala	126	41	54	71
Zambia-Lozi	104	29	66	85
Zambia-Namwanga	124	83	66	76
Zambia-Ngoni	78	14	52	88
Zambia-Nyanja	101	35	56	89
Zambia-Tsonga	103	39	66	75
Zimbabwe	101	37	77	72
Zimbabwe-Ndebele	93	28	79	71
Zimbabwe-Shona	102	29	76	73
Zimbabwe-Tonga	107	-1	71	64

Appendix - Chapter 3.5 - b: technical information on the analysis

For the analysis, the latent variable (the Hofstede/Minkov dimension) is taken as a given and variables in the new data set are sought that correlate in larger or smaller measure with these dimensions. They are then given different weights (somewhat comparable to factor analysis), with a view to maximising the correlation.

Variables may correlate with a dimension in an imperfect way: it could be that, for example, lower values are structurally too low or too high. In order to (partly) compensate for that, it is possible to assign different weighing factors to different parts of the scale at the variable level. In addition, it is possible that the scale that results from combining the constituent variables shows a similar imperfection that can be (partly) compensated by assigning different weighing factors to different parts of the scale. These weights are given below.

However, before any of this can be done, it is important to first get a data set with as large a number of overlapping countries or groups as possible. For the Afrobarometer data and the published Hofstede/Minkov data, that is not directly possible: the number of overlapping countries is not more than a handful, and that only for the dimension of IVR. Therefore, an indirect approach was necessary, using the World Values Survey as intermediary step. World Values Survey data are appropriate, because there are between 31 and 47 countries for which both World Values Survey data and Hofstede/Minkov scores are available.

This led to a four step – approach:

- 1) replicating the Hofstede/Minkov dimensions in the WVS data for overlapping countries;¹
- 2) using this replication for calculating scores for countries and ethnolinguistic groups for which no Hofstede/Minkov dimension data are available yet;
- 3) replicating this information in the Afrobarometer data for overlapping countries and groups; and lastly,
- 4) using this replication for calculating scores for new countries and ethnolinguistic groups.

For the dimensions of PDI, MAS, UAI and IVR, I used as starting point the scores as normalized to a range between zero and 100 as published on the website of Geert Hofstede.² For IDV and Fixed versus Flexible (LTO), the latest data are based on a new study done by Minkov et al in 54 countries. I used the factor scores as published in Minkov et al (2017) and (2018a).

¹ Compared to Hofstede/Minkov, I have reversed the scores for IDV and Fix-Flex (LTO), making for better scale alignment (i.e. extreme scores all oriented towards the same end of the scale).

² <http://geerthofstede.com/wp-content/uploads/2016/08/6-dimensions-for-website-2015-12-08-0-100.xls> retrieved 13 February 2018

A detailed description of steps 1 and 2 is available from the author, but it is basically the same as that followed for steps 3 and 4, detailed below. In these steps, it turned out to be possible to correlate four out of the six Hofstede/Minkov dimensions to data from WVS, at correlations r of between .87 and .90, all with $p < 0.001$. These were the dimensions of Fixed versus Flexible (LTO), IVR, IDV and PDI. Unfortunately, it was not possible to establish clear correlations between WVS data and the MAS and UAI dimensions. Step three led to information on between 29 and 41 countries or ethnolinguistic groups that are included both in the WVS data and in Afrobarometer round 6 data. In order to distinguish ethnolinguistic groups the same method was used as that employed in the previous section.

Fixed versus Flexible (or LTO)

There are 41 countries and ethnolinguistic groups that are both in the WVS and in the Afrobarometer survey with sufficient sample sizes.

It turned out to be possible to construct a scale for this dimension based on ten Afrobarometer questions:

- Q4b. Your present living conditions
- Q10a. How often felt unsafe walking in neighbourhood
- Q26b. Citizens avoid criticizing government
- Q35. Opposition parties examine government vs. cooperate
- Q42b. People must obey the law
- Q52k. Trust traditional leaders
- Q69a. Who responsible: MPs do jobs
- Q69c. Who responsible: president does job
- Q71a. People can fight corruption
- Q75a. Right or wrong: not paying for the government services

Those who feel less safe walking in the neighbourhood also tend to be less 'fixed'. On the other hand, those who are more 'fixed' are more likely to disapprove not paying for government services. Conceptually, it seems that those who are more 'fixed' seem to feel more secure as part of the community and place a higher absolute value on community norms. These Afrobarometer items seem to measure this.

The best individual correlation between a question and the index was Q75a, $r = .56$. The lowest correlation was with Q42b, $r = -.01$. However, removing that question from the set gave lower overall correlations. The correlation that was achieved between the WVS-derived data and the Afrobarometer data was .87, $p < 0.001$.

Theoretically, it is of course possible that adding new countries will lead to scores that are outside of the zero to 100 range. For LTO, this is what happened. Several countries show as being outside this range. In the Afrobarometer data, country scores above 100 were registered for Ghana (106), Mauritius (108), Sierra Leone (104), Tanzania (107), Zambia (104) and Zimbabwe (101). The

highest-scoring ethnolinguistic group were the Lala of Zambia, with a score of 126.³

Indulgence versus Restraint (IVR)

There are 42 countries and ethnolinguistic groups that are both in the WVS and in the Afrobarometer survey with sufficient sample sizes.

It turned out to be possible to construct a scale for IVR based on three questions:

- Q4a. Country's present economic condition
- Q5. Your living conditions vs. others
- Q38. President free to act vs. obey the laws and courts

Those who are more indulgent tend to be more optimistic about their own living conditions, but less optimistic about the economy as a whole.

The best individual correlation between a question and the index was Q4a, $r = -.57$. The lowest correlation was Q38, $r = -.28$. Removing that question from the set and replacing it by other questions gave lower overall correlations. The correlation that was achieved was .91, $p < 0.001$.

Whereas for 'Fixed versus Flexible' the top part of the scale was too low (leading to scores of above 100), the reverse was true for IVR. Several African countries show as more restrained than what can be shown at the minimum of the scale: Namibia scored -2. Again, this effect was stronger at the ethnolinguistic group level. The lowest score was for the Luguru of Tanzania, with a score of -29.

Individualism versus Collectivism (IDV)

As with 'Fix vs Flex' (LTO), there are 41 countries and ethnolinguistic groups that are both in the WVS and in the Afrobarometer survey with sufficient sample sizes.

It turned out to be possible to construct a scale based on four questions:

- Q10a. How often felt unsafe walking in neighbourhood
- Q26d. Citizens request personal assistance from elected leaders
- Q52k. Trust traditional leaders
- Q89e. Neighbours: immigrants and foreign workers

Statistically, comparing many countries, IDV and PDI are related, although the two scores can be different from each other in individual countries. Like with PDI, in more collectivist countries citizens expect personal assistance from leaders more (Q26d). They place more trust in traditional leaders (Q52k). Who their neighbours are is more important to them (Q89e).

The best individual correlation between a question and the WVS scale was Q89e, $r = .73$. The lowest correlation was Q52k, $r = -.44$. The correlation that was achieved was .92, $p < 0.001$.

Power Distance Index (PDI)

³ Sample size is minimal, $n=39$

For PDI, there are 29 countries and ethnolinguistic groups that are both in the WVS and in the Afrobarometer survey with sufficient sample sizes.

It turned out to be possible to construct a scale based on seven questions:

- Q3. Overall direction of the country
- Q26d. Citizens request personal assistance from elected leaders
- Q26f. Citizens agree with community on political issues
- Q37. Parliament makes laws vs. president does
- Q68a. Performance: President
- Q69c. Who responsible: president does job
- Q75a. Right or wrong: not paying for the government services

Conceptually, there seems to be a clear relationship between these questions and PDI. Groups that value power distance more seem to be more inclined to expect personal assistance from leaders. They are less inclined to hold the President responsible for not doing his job.

The best individual correlation between a question and the WVS scale was Q37, $r = -.71$. The lowest correlation was Q75a $r = -.02$. The correlation achieved was .89, $p < 0.001$.

Not every question was asked in every country. In case of missing values, I used a value for my calculation that was taken from the country or ethnolinguistic group that scored the most similar on all the other questions relevant for that dimension. This same value was then used for all ethnolinguistic groups from that country. This means that the scores for certain dimensions in a few countries should be treated with some caution.

Specifically, this concerns:

- Burkina Faso, Mozambique, Eswatini and Tunisia for PDI;
- Algeria, Cape Verde, Egypt, Mauritius, São Tomé and Sudan for IDV;
- Cape Verde, Mauritius, Mozambique, São Tomé and Príncipe and Eswatini for 'Fix versus Flex'.

For all these countries there was only one missing value, with the exception of 'Fix versus Flex' for Eswatini, for which there were three missing values.

In most cases, the scores on the individual variables are the statistical mean for that variable, as calculated in SPSS. Raw scores were calculated by multiplying the scores with their weights and then taking the average. The general formula for converting these scores to a range that fits with a scale running from zero to 100 is:

$$S_{\text{Dim}} = \text{Min}_{\text{ref}} + ((R - \text{Min}_{\text{raw}})/F)$$

In this formula, S_{Dim} stands for the score on a particular dimension; Min_{ref} stands for the minimum Hofstede/Minkov score for the range of countries and groups that overlap (meaning either the overlap between Hofstede/Minkov countries and the WVS countries, or the overlap between WVS countries and ethnolinguistic groups and Afrobarometer countries and ethnolinguistic groups). R stands for the raw score. Min_{raw} is the lowest raw score for the range of countries and groups that overlap.

F in this formula is $\Delta_{\text{raw}}/\Delta_{\text{ref}}$, where Δ_{raw} is the difference between the highest and the lowest value in the range of raw scores for overlapping countries and groups and Δ_{ref} is the difference between the highest and lowest value in the range of Hofstede/Minkov or WVS scores for overlapping countries and groups.

274 Language, Education and Identity in Africa

The Hofstede scores are already in a zero to 100 range. The Minkov scores were converted to that same range.

The effect of this is that the minimum WVS score on any dimension is equal to the minimum score on that dimension in the overlapping group of countries for which I have a Hofstede/Minkov score.

Each score was then multiplied by a final factor, depending on its position in relation to one or more tipping points for the scale of that dimension.

In some cases, I preferred to reverse the scale. There, $S_{Dim} = 100 - (R - Min_{raw})/F$.

The table below shows which Afrobarometer round 6 variables were included and the weight given to the variables. Column 1 shows the variable. For every dimension, column TP shows the 'tipping point' for those variables where this is applicable: values above this point were multiplied by the factor in column W1, values at or below with the factor in column W2.

Dim:	'Fix vs Flex'			IVR			IDV			PDI		
Var:	W1	W2	TP	W1	W2	TP	W1	W2	TP	W1	W2	TP
Q3										-2.00	-1.00	1.60
Q4a				1.30	1.40	1.90						
Q4b	0.50											
Q5				-1.75								
Q10a	2.00	2.50	1.30				-1.15					
Q26b	-1.50											
Q26d							-1.30			-3.10		
Q26f										0.25		
Q35	2.25											
Q37										-2.70	-4.10	2.30
Q38				0.60								
Q42b	1.00											
Q52k	-0.50						-0.25					
Q68a										-0.75	1.00	2.70
Q69a	2.00											
Q69c	-0.80	-0.30	2.10							-6.00		
Q71a	1.00											
Q75a	-2.50									4.10	3.80	2.50
Q89e							0.40	0.30	2.70			

Variable weights and tipping points

The table below gives the scale tipping points and the weights, used after the calculation of the raw scores.

	'Fix vs Flex'		IVR		IDV		PDI	
	TP	W	TP	W	TP	W	TP	W
>	90	1	55	0.95	87	0.94	86	1.01
>	81	0.87	38	0.75	82	1.11	81	1.04
>	61	1.05	28	1.00				
remaining		0.85		1.75		0.97		0.97

Scale tipping points and weights

Appendix - Chapter 3.6: Full list of country scores used and their sources

The country scores for Africa are those given in chapter 3.5. Scores for Ethiopia and Rwanda (in bold) have been calculated from World Values Survey data. The scores in *italic* (for the non-African countries) are the latest Minkov factor scores for the LTO and IDV dimensions, recalculated to a scale from zero to 100. The scores for the IVR and PDI dimensions are taken from the Hofstede website.⁴ However, compared to Hofstede/Minkov, I have reversed the scores for IDV and LTO (Fix-Flex), making for better scale alignment (i.e. extreme scores all oriented towards the same end of the scale).

Africa	Dimension			
	LTO	IVR	IDV	PDI
Benin	72	33	96	86
Burundi	106	9	93	76
Botswana	51	22	65	71
Burkina Faso	79	20	79	69
Cameroon	85	52	70	68
Cape Verde	51	37	59	61
Côte d'Ivoire	82	38	78	68
Ethiopia	60	37	64	
Ghana	106	72	87	89
Guinea	73	39	94	75
Kenya	80	29	67	69
Lesotho	94	-1	58	69
Liberia	73	31	78	87
Malagasy	42	30	58	78
Malawi	45	41	65	72
Mali	82	29	92	87
Mauritius	108	44	76	73
Mozambique	79	22	51	63
Namibia	76	-2	76	74
Nigeria	90	59	78	89
Rwanda	84	46	66	87
São Tomé and Príncipe	82	61	68	60
Senegal	73	37	69	69

⁴ <https://geerthofstede.com/wp-content/uploads/2016/08/6-dimensions-for-website-2015-12-08-0-100.xls> accessed 11 May 2020.

Sierra Leone	104	62	94	68
South Africa	78	34	56	86
Eswatini	77	29	71	72
Tanzania	107	35	73	75
Togo	84	37	82	72
Uganda	74	27	70	66
Zambia	104	32	65	75
Zimbabwe	101	37	77	72
Arab region				
Algeria	96	30	65	61
Egypt	98	6	65	63
Morocco	75	0	66	62
Tunisia	51	68	63	88
Iraq		17		
Jordan		43		
Asia				
China	22	24	45	80
Hong Kong	8	17	40	68
India	48	26	60	77
Indonesia	38	38	86	78
Iran	86	40	59	58
Japan	0	42	30	54
Kyrgyzstan		39		
Malaysia	52	57	57	100
Pakistan	50	0	86	55
Philippines	52	42	65	94
Singapore	32	46	45	74
South Korea	13	29	33	60
Taiwan	13	49	48	58
Thailand	32	45	64	64
Turkey	63	49	42	66
Vietnam	43	35	80	70
Europe				
Azerbaijan		22		
Belarus		15		

278 Language, Education and Identity in Africa

Cyprus		70		
Estonia	18	16	40	40
Finland	62	57	37	33
France	37	48	29	68
Georgia		32		
Germany	41	40	17	35
Hungary	42	31	20	46
Italy	39	30	24	50
Moldova		19		
Netherlands	32	68	0	38
Norway	65	55	31	31
Poland	50	29	42	68
Romania	66	20	42	90
Russia	41	20	43	93
Serbia	48	28	75	86
Slovenia	51	48	73	71
Spain	51	44	26	57
Sweden	47	78	10	31
Switzerland	26	66	32	34
Ukraine	47	14	36	
United Kingdom	49	69	11	35
Latin America				
Argentina	69	62	40	49
Brazil	70	59	50	69
Chile	85	68	40	63
Colombia	92	83	56	67
Mexico	75	97	52	81
Peru	93	46	63	64
Trinidad and Tobago	87	80	84	47
Uruguay	74	53	64	61