



Register for the  
official online  
launch event



# Multilingualism and Language Transition: Innovations and Possibilities

GENEVA  
GRADUATE  
INSTITUTE

NORRAG  
GLOBAL  
EDUCATION  
CENTRE

# Contents

<b>Multilingualism and Language Transition: Innovations and Possibilities</b>	<b>09</b>
Angeline M. Barrett, Professor in Education, University of Bristol, UK Rachel Bowden, Research Associate, Centre of Teacher Education and Education Research, TU Dresden University of Technology, Germany Anthony A. Essien, Associate Professor, University of the Witwatersrand, South Africa Prem Phyak, Associate Professor in International and Comparative Education, Teachers College, Columbia University, USA Barbara Trudell, Senior Literacy and Education Consultant, SIL Global, USA	
<b>Part 1: School Community</b>	<b>15</b>
<b>01 Navigating Language Barriers Between Formal Education and Community at the Rwanda-DRC Border</b>	<b>16</b>
Jo Westbrook, Professor of International Education & Pedagogy, University of Sussex, UK John Simpson, Senior Advisor English and Schools Education, Sub-Saharan Africa, British Council, Rwanda Jolly Rubagiza, Associate Professor, University of Rwanda, Rwanda Delphine Mukingambeho, Lecturer, University of Rwanda, College of Education, Rwanda Pierre Barayagwiza, Assistant Lecturer, University of Rwanda, College of Education, School of Inclusive and Special Needs Education, Rwanda	
<b>02 Let's Make Way for African Languages and Culture at School</b>	<b>20</b>
Edivanda Mugrabi, Head of Pedagogy and Training, Graines de Paix, Switzerland Cristina Carulla, Specialist in Education (Mathematics Teaching), Enfants du Monde, Switzerland Basile Ndoubalo, Pedagogical Officer, ProQEB-Enfants du Monde, Chad	
<b>03 Deconstructing Boundaries and Building Translanguaging Spaces for Effective Multilingual Learning</b>	<b>24</b>
Colin Reilly, Lecturer in Linguistics, University of Stirling, UK Hannah Gibson, Professor of Linguistics, University of Essex, UK Tracey Costley, Senior Lecturer, University of Essex, UK Nancy Kula, Professor and Chair in African Linguistics, Leiden University, The Netherlands	
<b>04 Violence in Uganda's English-only-medium Secondary Schools: Advancing Multilingual Education for Reparative Futures</b>	<b>28</b>
Bebwa Isingoma, Associate Professor, Gulu University, Uganda Lizzi O. Milligan, Professor, University of Bath, UK Dorica D. Mirembe, Assistant Lecturer, Gulu University, Uganda Tina Aciro, Assistant Lecturer, Gulu University, Uganda Expedito Nuwategeka, Senior Lecturer, Gulu University, Uganda	
<b>05 The Language Friendly School: Fostering a Global Network for Linguistically Inclusive School Communities</b>	<b>32</b>
Anna Cijevschi, Former Fellow, Rutu Foundation, co-founder of Sprachenmehr, Germany Alissa Vogel, Former Intern, Rutu Foundation, co-founder of Sprachenmehr, Germany Emmanuelle Le Pichon, Associate Professor, Ontario Institute for Studies in Education, University of Toronto, co-founder of the Language Friendly School, Canada Ellen-Rose Kambel, Director of the Rutu Foundation, co-founder of the Language Friendly School, Suriname	
<b>Part 2: Multilingual Education for Foundational Learning</b>	<b>37</b>
<b>06 Integrating Language Revitalization and Foundational Learning in Chiapas, Mexico</b>	<b>38</b>
Felipe J. Hevia, Researcher, Centro de Investigaciones y Estudios Superiores en Antropología Social-CIESAS, Mexico Samana Vergara-Lope, Researcher, Institute for Research in Education, Universidad Veracruzana, Mexico Anabel Velásquez Durán, Researcher, Institute for Research in Education, Universidad Veracruzana, Mexico	

<b>07</b>	<b>Addressing Foundational Learning Gaps: The TaRL Language Learning from Familiar to Formal (L2F2) Methodology in Uganda’s Multilingual Education Landscape</b>	<b>44</b>
	Kakula Wandu, Strategic Education Advisor, WVOB, Uganda Stefaan Vande Walle, Global Strategic Education Advisor, WVOB, Belgium Chavi Jain, Deputy Director of Measurement, Learning & Evaluation, TaRL Africa, India Usha Rane, Director of Language Content Development and Training, Pratham International, India Tanvi Banerjee, Manager, Programs & Partnerships, Pratham International, India Elvis Wanume, Education Manager, YARID, Uganda	
<b>08</b>	<b>Navigating Multilingual Pedagogies in Primary Education for Adivasi Children in India</b>	<b>49</b>
	Aparna Dixit, Independent Researcher, India Dhir Jhingran, Founder and Executive Director, Language and Learning Foundation, India	
<b>09</b>	<b>L1-MLE Pedagogy in Teacher Training: Innovations for Multilingual Education in The Gambia</b>	<b>54</b>
	Clyde Ancarno, Senior Lecturer in Applied Linguistics and Education, King’s College London, UK The Honourable Sidia Jatta, Africanist Linguist and Educator, The Gambia	
<b>10</b>	<b>EdTech and Minoritized Mother-tongue-based Learning: Current Practices and Future Directions in Low- and Middle-income Countries</b>	<b>59</b>
	Annette Zhao, Research Manager, Jigsaw and EdTech Hub, UK Saalim Koomar, Research Manager, Jigsaw and EdTech Hub, UK Katrina Barnes, Research Manager, Jigsaw, UK Joel Mitchell, Research Advisor, Jigsaw and EdTech Hub, UK Gentile Gasanabandi, Research Assistant, Jigsaw, UK Noor Ullah, Research Assistant, Jigsaw, UK	
<b>Part 3: Language Transition and Multilingual Pedagogies</b>		<b>65</b>
<b>11</b>	<b>Multilingual and Language-supportive Education in Sub-Saharan Africa</b>	<b>66</b>
	John Clegg, Freelance Education Consultant, UK	
<b>12</b>	<b>Enhancing Reading through the Use of Language Supportive Material in Tanzanian Secondary Schools</b>	<b>71</b>
	Jesse Ndobakurane, Lecturer, The University of Dodoma, Tanzania	
<b>13</b>	<b>Multilingual Practices in Tanzanian Secondary School Classrooms: Implications for Policy</b>	<b>75</b>
	Eliakimu Sane, Lecturer, The University of Dodoma, Tanzania	
<b>14</b>	<b>Harnessing the Epistemic Potential of Multiple Languages in Transitional Multilingual Mathematics Classrooms in South Africa</b>	<b>80</b>
	Anthony A. Essien, Associate Professor, University of the Witwatersrand, South Africa	
<b>15</b>	<b>Identifying and Defining Language Support Needs in Second Language of Instruction Examination Contexts</b>	<b>85</b>
	Mats Deutschmann, Professor of English, Örebro University, Sweden Justin Zelime, Dean of the Faculty of Arts and Social Development, University of Seychelles, Seychelles	
<b>Part 4: Multilingualism in Adult Learning</b>		<b>89</b>
<b>16</b>	<b>Promoting Linguistic Diversity in Ugandan Higher Education: Integrating Indigenous Language Training</b>	<b>90</b>
	Rev. Fr. Cornelius Wambi Gulere, Graduate Fellow, Hellenic College/Holy Cross, USA	
<b>17</b>	<b>Multilingualism and Inclusion: Examining Tibetan Students’ Experiences in China’s Higher Education</b>	<b>94</b>
	Dak Lhagyal, Asia Institute, University of Melbourne, Australia	

<b>18</b>	<b>Multilingual Education for Sustainable Futures: Learning from an International Teacher Development Project</b> Rachel Bowden, Research Associate, Centre of Teacher Education and Education Research, TU Dresden University of Technology, Germany	98
<b>19</b>	<b>The Role of Multilingualism in Online Peer Teaching and Learning: A Typology of Functions</b> Lina Adinolfi, Senior Lecturer in Applied Linguistics and English Language, The Open University, UK Caroline Tagg, Senior Lecturer in Applied Linguistics and English Language, The Open University, UK	102
<b>Part 5: Policy and Planning for Multilingual Education</b>		<b>107</b>
<b>20</b>	<b>Curriculum Coherence and Language Transition: The Case of Tanzania</b> John Misana Biseko, Lecturer, The University of Dodoma, Tanzania Angeline M. Barrett, Professor in Education, University of Bristol, UK	108
<b>21</b>	<b>Multilingual Education in Nepal: Misalignments, Challenges, and Local Realities</b> Devi Ram Acharya, Kathmandu University School of Education (KUSOED), Nepal Rajib Timalisina, Assistant Professor, Tribhuvan University, Nepal Prem Phyak, Associate Professor in International and Comparative Education, Teachers College, Columbia University, USA	112
<b>22</b>	<b>Mother-Tongue-Based Multi-Lingual Education (MTB-MLE) Policy and Its Implementation in the Philippines: Challenges, Advocacies, and Prospects</b> Fernigil L. Colicol, Assistant Professor, Mindanao State University Tawi-Tawi College of Technology and Oceanography, Philippines	116
<b>23</b>	<b>Multilingualism: Teaching Learning and Pedagogic Innovation in the Indian Context</b> Rashi Sharma, Former Director, Ministry of Education and Deputy Director General, Ministry of Communications, India Purabi Pattanayak, Principal Chief Consultant and Researcher, Department of School Education and Literacy, Ministry of Education, India	120
<b>24</b>	<b>Multilingualism: Curriculum, Planning, and Assessment in Multilingual Education</b> Beatrice Malebranche, Project Officer, UNESCO International Bureau of Education (UNESCO-IBE), Switzerland Amapola Alama, Head of Unit Technical Assistance to Member States in Curriculum-related Issues UNESCO-IBE, Switzerland Amy Paunila, Consultant, Advocacy and Communications, UNESCO-IBE, Switzerland	125



Chemin Eugène-Rigot, 2  
1202 Geneva, Switzerland

T: +41 (0) 22 908 45 47  
E: [norrag@graduateinstitute.ch](mailto:norrag@graduateinstitute.ch)  
W: [www.norrag.org](http://www.norrag.org)

Join the NORRAG Network  
[www.norrag.org/norrag-network](http://www.norrag.org/norrag-network)

Follow NORRAG on social media



**NORRAG Special Issue 11**  
English Edition, March 2025

All NSI issues available here  
[www.norrag.org/norrag-special-issues](http://www.norrag.org/norrag-special-issues)



Scan the QR code for the full version of NSI 11 in English.

NSI 11 will also be available in  
AR | ES | FR | RU | ZH in 2026

ISSN: 2571-8010

