**Webinar 4: Handout 7**

Orthography standardization and reading instruction:
The Case of Uganda

Prior to developing reading materials in 12 Ugandan languages under the School Health and Reading Program, project staff worked intensely with technical experts to ensure that several orthographies (language writing systems) that were new or for which consensus had not yet been established were reviewed and standardized (RTI International, 2013b). Over an intense period of approximately six months, the project team and advisors helped establish or strengthen 12 local language boards;

conducted orthography review workshops for each language; prepared 30- to 50-page orthography guides; and collaborated with the language boards to discuss, correct, amend, validate, and adopt the writing systems. The project team then trained writers in the standardized orthographies, assisted in compiling appropriate vocabulary lists for each language, and oversaw the authors' practice in reading and writing their languages. Teaching and learning materials were then developed using the agreed-upon orthographies.
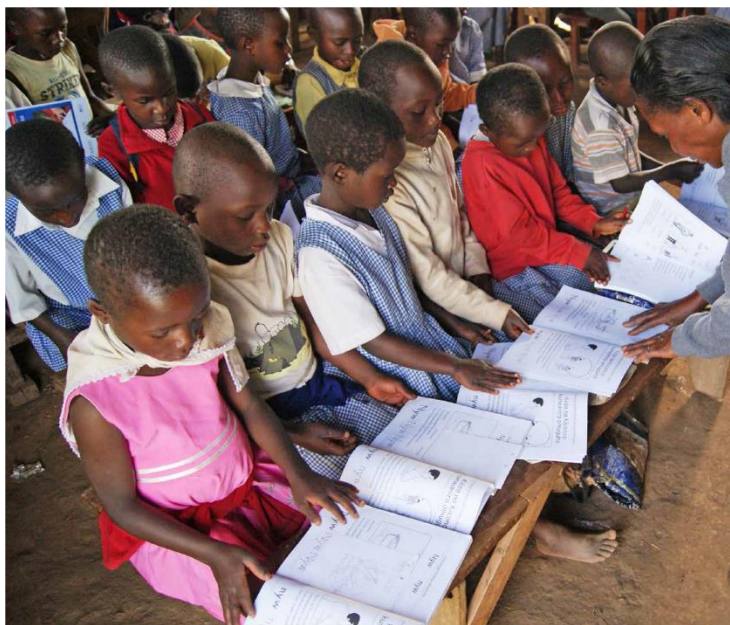
Children read in languages that were standardized prior to materials being developed through the Uganda School Health and Reading Program. Photo: RTI International (USAID)

Excerpted from: Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for Language use in Education: Best Practices and Practical Steps to Improve Learning Outcomes*. Washington, DC: U.S. Agency for International Development. Available at https://globalreadingnetwork.net/eddata/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes