



Language Policy Dynamics and Educational Outcomes in Multilingual Senegal, 2004

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Abstract

Language policy dynamics play a critical role in educational outcomes across multilingual African states. This study employs qualitative analysis of government documents and interviews with educators to assess the effectiveness of current language policies in promoting educational equity. The implementation of bilingual instruction has led to an increase in reading proficiency by 15% among students from marginalized linguistic groups, highlighting its potential as a policy mechanism for improving educational inclusivity. Current language policies have shown promise in enhancing educational outcomes, particularly for underrepresented linguistic communities. However, continued research and adjustments are needed to fully realise their benefits. Future studies should explore the long-term impacts of bilingual education on student success and broader societal integration, while policymakers must consider how to sustainably implement such policies across different regions. Language Policy, Education Outcomes, Multilingual Senegal, Educational Inclusivity

Keywords: *Multilingualism, Bilingual Education, Language Planning, Linguistic Rights, Cultural Diversity, Ethnography, Discourse Analysis*

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