



Language Policy Impacts on Education Outcomes in Multilingual Republic of Congo: A Mixed-Methods Exploration

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Abstract

Language policies in multilingual African states often aim to promote national unity while respecting linguistic diversity. The Republic of Congo is a notable example with multiple indigenous languages coexisting alongside French, its official language. The study employs both qualitative interviews with educators and policymakers, and quantitative data analysis from national education surveys to explore these relationships. Interviews revealed a strong preference among students for learning in their mother tongue over French. Quantitative data showed that bilingual schools had higher literacy rates compared to monolingual settings ($p = .045$). Language policy significantly impacts educational outcomes, with bilingual education showing promise for improving literacy and student engagement. The government should prioritise the development of bilingual curricula in primary education to maximise language proficiency and learning outcomes among students from diverse linguistic backgrounds. language policy, education outcomes, multilingualism, Republic of Congo

Keywords: *Multilingualism, Bilingual Education, Heritage Languages, Ethnography, Policy Analysis, Quantitative Research, Qualitative Inquiry*

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