



Language Policy and Education: An Analytical Framework for Multilingual Uganda

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Abstract

Language policy in multilingual African states like Uganda faces complex challenges due to linguistic diversity. Comprehensive literature review and case study approach to evaluate existing language policy documents and educational data from multilingual regions in Uganda. Language instruction is predominantly in English or local languages with significant variation across regions; a notable trend shows higher student performance in subjects taught in local languages compared to English. Current language policies favoring bilingual education are effective but need regional adaptation and resource allocation adjustments for equitable outcomes. Promote mother-tongue instruction in early grades, allocate resources equitably across regions, and conduct regular assessments of multilingual educational impacts.

Keywords: *Multilingualism, Bilingual Education, Language Planning, Linguistic Rights, Vernacular Languages, Ethnolinguistics, Sociolinguistics*

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