



Language Policy and Education in Multilingual African States: An Egyptian Perspective

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Abstract

Language policy in multilingual African states often faces challenges in balancing linguistic diversity with educational outcomes. Egypt is a notable example where multiple languages are used in education and governance. The analysis draws from existing educational data and interviews with educators and policymakers. It employs a qualitative approach to explore policy implementation and student outcomes. A significant proportion (35%) of Egyptian primary school students reported difficulties understanding instruction in their mother tongue, highlighting the need for more effective language integration strategies. Current language policies in Egypt are insufficient to ensure equitable education across all linguistic groups. Addressing this requires a comprehensive overhaul of educational curricula and teacher training programmes. Policymakers should prioritise the development of bilingual teaching materials and provide additional support for non-dominant language speakers. Teacher training should focus on multilingual pedagogy to enhance inclusivity.

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