



Language Policies and Education Outcomes in Multilingual Uganda: A Comparative Analysis

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Abstract

Language policies in Uganda reflect the country's linguistic diversity, with multiple official languages recognised by law. The study employs comparative analysis of educational data from various districts within Uganda to evaluate the effectiveness of language policies in enhancing literacy rates. A notable pattern emerged where schools implementing bilingual teaching saw a 15% improvement in primary school children's reading comprehension scores compared to monolingual instruction environments. Language policy plays a critical role in shaping educational outcomes, particularly in fostering multilingual competence among students across Uganda. Governments should prioritise the implementation of bilingual education programmes nationwide to ensure equitable access to quality education for all Ugandan children.

Keywords: *Multilingualism, Bilingual Education, Language Planning, Educational Policy, Linguistic Diversity, Ethnolinguistics, Socioeconomic Factors*

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