



Language Policies and Education Outcomes in Multilingual Ethiopian Contexts: A Comparative Exploration

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Abstract

Language policies in multilingual contexts often intersect with educational outcomes, influencing student performance and societal integration. Qualitative analysis of official documents, interviews with educators and policymakers, and secondary data on school enrollment rates and exam results across selected regions. A notable trend found that bilingual education programmes significantly improved student performance in English and Amharic compared to monolingual instruction. Ethiopia's language policies appear effective when blended with bilingual educational strategies, suggesting a path for other multilingual African states. Adoption of bilingual curricula should be promoted as part of broader language policy reforms in Ethiopia and similar contexts. Language Policy, Multilingual Education, Ethiopian Contexts, Educational Outcomes

Keywords: *Ethiopia, Multilingualism, Bilingual Education, Heritage Language Policy, Sociolinguistics, Ethnography, Critical Discourse Analysis*

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