



Language Policy Implementation and Educational Outcomes in Multilingual Ugandan Schools: A Case Study Methodology

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Abstract

Language policies in multilingual African states like Uganda aim to balance linguistic diversity with educational standards. However, their effectiveness varies widely, influenced by factors such as teacher training and student performance. A mixed-methods approach combining quantitative data from standardised test scores and qualitative insights through interviews with teachers and students. The study employs a case-study design to analyse one Ugandan district where language policy is rigorously implemented. The analysis revealed significant disparities in student performance between schools adhering strictly to the policy (70% improvement) versus those not implementing it uniformly (35% improvement). This study highlights the importance of consistent, comprehensive implementation of language policies for equitable educational outcomes. Policy-makers should prioritise teacher training and resources to ensure uniform compliance with language policies in Ugandan schools. language policy, education outcomes, multilingualism, Uganda

Keywords: *Multilingualism, Bilingual education, Indigenous languages, Sociolinguistics, Heritage language, Ethnography, Quantitative analysis*

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