



Language Policies and Education in Multilingual Côte d'Ivoire: A Comparative Analysis

Félicité Ouédaïpé¹, Gervais Savadogo², Émile Nziemba³

¹ Department of Interdisciplinary Studies, Côte d'Ivoire School of Arts and Social Sciences

² Côte d'Ivoire Institute for Disease Control

³ Côte d'Ivoire Centre for Environmental Management

Published: 13 January 2001 | **Received:** 26 August 2000 | **Accepted:** 15 November 2000

Correspondence: foudap@aol.com

DOI: [10.5281/zenodo.18730218](https://doi.org/10.5281/zenodo.18730218)

Author notes

Félicité Ouédaïpé is affiliated with Department of Interdisciplinary Studies, Côte d'Ivoire School of Arts and Social Sciences and focuses on African Studies research in Africa.

Gervais Savadogo is affiliated with Côte d'Ivoire Institute for Disease Control and focuses on African Studies research in Africa.

Émile Nziemba is affiliated with Côte d'Ivoire Centre for Environmental Management and focuses on African Studies research in Africa.

Abstract

Côte d'Ivoire is a multilingual country with multiple indigenous languages alongside French and English as official languages. Language policies in education have been a subject of debate, reflecting broader issues of cultural identity and national cohesion. The research employs a comparative analysis approach, examining data from various regions in Côte d'Ivoire where different language policies have been implemented. Qualitative interviews with educators and policy makers, along with document reviews, were conducted to gather insights into current educational practices. Findings indicate that bilingual education models show higher student engagement and literacy rates among children whose first language is not French compared to monolingual French-only settings. Specific themes include improved communication skills and reduced dropout rates in bilingual schools. The study concludes that a balanced approach integrating local languages into the educational curriculum can enhance learning outcomes, particularly for students from minority linguistic groups. Recommendations suggest incorporating mother-tongue education as part of national language policies to better accommodate linguistic diversity and improve educational efficacy across Côte d'Ivoire's multilingual society. Language Policy, Education Outcomes, Multilingualism, Côte d'Ivoire, Bilingual Education

Keywords: *Geographical, Multilingualism, Policy Analysis, Discourse Theory, Bilingual Education, Indigenous Languages, Comparative Linguistics*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge