



Language Policy Impacts on Education Outcomes in Eritrea: An Action Research Perspective

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Abstract

Eritrea is a multilingual African state where multiple languages are used in various sectors including education. Conducted an action research study involving interviews, focus groups with educators and students across different regions of Eritrea. Found that a significant proportion (45%) of teachers reported challenges in comprehending national education policy documents due to language barriers. Language policies need to be more inclusive and provide adequate support for non-dominant language speakers in educational settings. Develop comprehensive language training programmes for educators, including materials written in local languages used in the classroom. Eritrea, Language Policy, Education Outcomes, Multilingual Context

Keywords: *Geographic, Multilingualism, Policy Analysis, Methodology, Community Engagement, Socio-Economic Factors, Cultural Identity*

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