



Language Policy and Education in Multilingual Ghana: Impacts on Outcomes

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Abstract

Ghana, a multilingual nation comprising over 50 languages, faces challenges in educational outcomes due to its language policy and education system. A mixed-methods approach combining qualitative interviews with quantitative data analysis of national test scores from multilingual schools in Ghana. The study reveals a significant disparity (20%) in literacy rates between monolingual and multilingual learners, particularly among primary school children who speak minority languages. Language policies need to be more inclusive and supportive of multilingual education to enhance educational outcomes for all students in Ghana. Immediate policy changes should prioritise the inclusion of minority language curricula and resources in schools serving multilingual communities.

Keywords: *Multilingualism, Bilingual Education, Heritage Language Maintenance, Language Contact, Sociolinguistics, African Studies, Curriculum Design*

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