



# Language Policy and Education Outcomes in Mali: A Mixed Methods Inquiry

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## Abstract

Language policies in Mali have aimed to promote French as a lingua franca alongside indigenous languages such as Bambara and Soninké. However, these efforts have not always been successful in improving educational outcomes. The research employed a combination of semi-structured interviews and surveys to gather insights from educators, students, and parents. Quantitative data were analysed using descriptive statistics and thematic analysis. Interviews revealed significant challenges faced by educators in implementing multilingual curricula, particularly regarding resource allocation and teacher training. Survey results showed that bilingual education programmes had a positive but uneven impact on student performance across different regions of Mali. While language policy initiatives have contributed to some improvements in educational outcomes, they have also highlighted persistent challenges related to resource distribution and pedagogical support. Future language policies should prioritise equitable resource allocation and comprehensive teacher training programmes to enhance the effectiveness of multilingual education approaches. Language Policy, Education Outcomes, Multilingualism, Mali

**Keywords:** *Multilingualism, Bilingual Education, Heritage Languages, Ethnography, Quantitative Research, Mixed Methods, Sociolinguistics*

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