



Language Policy and Education in Togo: Implications for Multilingualism

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Abstract

Language policy in Togo is a critical aspect of education, given its multilingual context where multiple languages are used in official and educational settings. The study employs a mixed-methods approach combining quantitative data from national surveys with qualitative insights from interviews with educators and community members. A significant finding is that children exposed to multiple languages in early childhood education demonstrate improved language acquisition skills, particularly when the languages are part of their daily life at home. The integration of native languages in educational settings enhances linguistic diversity and proficiency among students, aligning with Togo's commitment to multilingualism. Policy makers should consider mandating bilingual education programmes that incorporate local languages to support national language policies effectively.

Keywords: *Togolese, Multilingualism, Education Policy, Ethnography, Sociolinguistics*

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