



Language Policy and Education Outcomes in Multilingual Uganda: A Comparative Study

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Abstract

Language policies in multilingual African states like Uganda aim to balance linguistic diversity with educational equity. However, their effectiveness varies, highlighting a need for comparative analysis. We employed mixed-methods including qualitative interviews with educators and quantitative data from national educational assessments. Comparative analyses were conducted using statistical software. Our findings indicate that while significant improvements in language proficiency have been observed among Ugandan students, regional disparities persist, particularly in marginalized communities where English remains the dominant medium of instruction. Language policies must be tailored to address these regional disparities and ensure equitable access to education for all linguistic groups in Uganda. Policy makers should prioritise multilingual curricula and teacher training programmes that enhance language skills across all regions, thereby fostering inclusive educational environments.

Keywords: *Sub-Saharan, African, Sociolinguistics, CulturalStudies, Multilingualism, ComparativeAnthropology, Pedagogy*

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