

Analysis of Language Policy and Education Outcomes in Multilingual African States in Senegal: An African Perspective

M, e, l, a, n, i, e, B, u, t, l, e, r, -, S, t, e, v, e, n, s, ,, M, a, n, d, y, C, a, r, t, e,
r, ,, G, a, r, r, y, W, o, o, d, ,, S, t, e, w, a, r, t, H, o, r, t, o, n

DOI: <https://doi.org/10.5281/zenodo.18594401>

| Abstract

This study addresses a current research gap in African Studies concerning Language Policy and Education Outcomes in Multilingual African States in Senegal. The objective is to clarify key debates, identify practical implications, and outline a focused agenda for scholarship and policy. A policy analysis was undertaken using national and regional policy documents relevant to the study scope. The analysis indicates persistent structural constraints alongside emerging local innovations; however, evidence remains uneven across contexts and sectors. The paper argues for context-specific approaches and stronger empirical foundations in future research. Stakeholders should prioritise inclusive, locally grounded strategies and improve data transparency. Language Policy and Education Outcomes in Multilingual African States, Senegal, Africa, African Studies, policy analysis This structured abstract provides a standardised summary to support rapid screening, indexing, and assessment of scholarly contribution.
