



Language Policy as a Framework for Education Outcomes in Multilingual Ghanaian States

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Abstract

Language policy in multilingual African contexts such as Ghana presents a complex challenge for education outcomes. This study employs qualitative research methods, focusing on existing literature and policy documents to construct the theoretical model. This framework highlights the critical role of consistent language policies in supporting equitable educational access and success for multilingual populations. Policy makers should prioritise comprehensive, evidence-based language education strategies that integrate multiple linguistic resources effectively. Language Policy, Education Outcomes, Multilingualism, Ghanaian States

Keywords: *Sub-Saharan, Africanization, Ethnolect, Decolonization, Socio-linguistics*

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