



# Language Policy Implications for Educational Outcomes in Multilingual Uganda

Amadi Okello<sup>1,2</sup>, Semedi Nkowane<sup>3</sup>

<sup>1</sup> Department of Research, Kyambogo University, Kampala

<sup>2</sup> Mbarara University of Science and Technology

<sup>3</sup> Department of Research, Mbarara University of Science and Technology

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**Correspondence:** [aokello@gmail.com](mailto:aokello@gmail.com)

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## Author notes

*Amadi Okello is affiliated with Department of Research, Kyambogo University, Kampala and focuses on African Studies research in Africa.*

*Semedi Nkowane is affiliated with Department of Research, Mbarara University of Science and Technology and focuses on African Studies research in Africa.*

## Abstract

Language policies in multilingual African countries like Uganda aim to balance linguistic diversity with educational outcomes. However, the impact of these policies on student performance remains understudied. A mixed-methods approach was employed to gather qualitative and quantitative data, including interviews with educators and surveys of students and parents. Statistical analysis was used to assess correlations between language policies and academic performance indicators. The findings indicate that a significant proportion (45%) of schools in Uganda implement bilingual education programmes, which are associated with higher student achievement scores compared to monolingual settings. Language policy has a discernible impact on educational outcomes in Uganda. Bilingual education appears to enhance learning environments and positively influence academic performance. Given the positive correlation between bilingual education and better academic results, policymakers should prioritise the expansion of such programmes across all schools in Uganda. language policy, multilingualism, educational outcomes, Uganda

**Keywords:** *Uganda, Multilingualism, Bilingual Education, Language Planning, Sociolinguistics, Quantitative Research, Qualitative Research*

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