



Language Policy and Education in Multilingual Ethiopia: Implications for Outcomes

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Abstract

Ethiopia, a multilingual African state, has faced challenges in implementing language policies that promote educational outcomes. A qualitative approach was employed to analyse existing literature and governmental documents related to language policies and their impact on educational systems. Language policies must be adapted to accommodate linguistic diversity while ensuring equitable access to education for all students. Developing region-specific language policy frameworks and integrating multilingual pedagogies can improve educational outcomes in Ethiopia's diverse educational landscape.

Keywords: *Ethiopia, Multilingualism, Bilingual Education, Language Policy, Linguistic Rights, Educational Inequality, Sociolinguistics*

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