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It reviews the global literature on medium of instruction and learning, drawing lessons from existing research, and looks in depth at the policy and practice of EMI in primary schools in Ghana and India. Findings show that rigid policies promoting one language of instruction can constitute a barrier to good pedagogic practice, limiting opportunities for student learning, and that teachers’ valuing of a flexible approach is vital. The report proposes multilingual strategies to support EMI, and provides recommendations to different stakeholders to maximise educational outcomes. This research pro