

## UN'S 1948 UNIVERSAL DECLARATION OF HUMAN RIGHTS: AN ASSESSMENT OF THE LANGUAGE RIGHTS IMPLEMENTATION IN TANZANIA SINCE EARLY 1980S

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### Abstract

*This paper presents an assessment on the implementation of linguistic human rights in Tanzania since early 1980s when the state adopted structural adjustment programmes (SAPs) as imposed by IMF and World Bank. The government documents, academic reports and the author's experiences on language use and practices in Tanzania were used to build a case and beef up the argumentation. The discussion through assessment has shown that until now, Tanzania language policy is not only in line with UN's 1948 Universal Declaration of Human Rights but also UNESCO's framework on the implementation of linguistic human rights and use of Mother tongue in education. Whereas other African countries like Kenya, Uganda, Zambia, South Africa, to mention a few, protect and promote their indigenous languages, Tanzania has neglected its ethnic community languages (ECLs), perhaps, on fear of tribalism. This paper, therefore, urges the state to rethink and protect ECLs to enhance democratic citizenship of its people and make education available in ECLs at least in the first two years of primary education especially in rural areas.*

## UWEZO EVIDENCE ON MOTHER TONGUE INSTRUCTION

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### Abstract

*More than 200 languages are spoken in East Africa but less than five languages are used for formal education. The debate about the appropriate language of instruction continues to characterise the education discourse in the region, especially in Tanzania where there are two official languages of instruction: Kiswahili and English. In this presentation, using Uwezo assessments and others, we present the trends in learning outcomes when the instruction and assessment was done in mother tongue language. Our analysis shows that mother tongue based instruction and assessment did not significantly improve learning outcomes compared to the English based instruction.*



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