

**LANGUAGE AS A RIGHT IN EDUCATION
A CASE STUDY OF ZANZIBAR CURRICULUM REFORM**

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Over the course of the past two decades globalization and marketization has impacted education in many parts of Africa. African countries are struggling with the dilemma of maintaining local learning context in an increasingly competitive globalizing world. The concern is that the need to be economically relevant will emasculate curriculum resulting in the loss of cultural reproduction.

At the centre of this debate between the local and the global influence on curriculum is the issue of language of instruction (LoI). There are widespread and indisputable findings that the use of a local language promotes both local and global identity, while the English language usage not only results in dependency but is also a denial of implicit right in education.

The literature on language and learning shows high education poverty where children are taught through a language they do not understand. This tends to contend cultural growth, social development, and economic competitiveness. Drawing from the New Curriculum Reform in Zanzibar, we explicate and critically examine the how argument for local LoI as a right in education and the reasons behind the lack of acknowledgement of this right in Africa. This research is necessary as neoliberalism continue to state that English as a LoI serves Africa the best. We do argue contrary as it does not build on inclusive options that ensure language rights in education over rights to education. We conclude in stating that it is only right in education which can make possible cultural identity, the politics of development, and the ways that governments interpret and deal with the issues related to learning process within the curriculum development.