

**Swahili transcript:**

Mtoa mada: Kwa upande wangu mimi naona kwanza suala la kukuza taaluma hapa nchini, limeingiliwa zaidi na siasa ndani yake. Kwa sababu serikali imetaka zaidi kupendeza wahisani mbalimbali kwamba tumeendelea kukuza taaluma. Kwa hiyo ndicho kilichofanyika katika awamu iliyopita ya uongozi wa nchi ni kwamba ilitolewa sera, kwamba kila kata nchi nzima wajenge shule ya sekondari ya kata. Sasa shule zilijengwa nyingi sana nchi nzima. Lakini zile shule zilizojengwa zilikuwa ambazo hazina kiwango na hadhi ya kutwa shule. Kwa sababu ziko ambazo zilikuwa zina madarasa mawili na ofisi ndogo ya mkuu wa shule na ofisi nyingine ndogo ya walimu wote. Kwa hiyo utakuta kuwa ni shule yenye jumla ya vyumba viwili vikubwa na vidogovidogo viwili, lakini ikaitwa shule. Na pale serikali ikamleta labda mkuu wa shule na mwalimu mwenzake msaidizi. Halafu sasa hawa walimu wawili wakasaidiana kufundisha umati wa wanafunzi mia moja arobaini, ambao sabini wanasoma darasa hili na sabini wanasoma darasa hili kama wanafunzi wa kidato cha kwanza. Na ile shule ikasajiriwa, ikawekwa katika takwimu za nchi, kwamba shule zimeongezeka. Sasa hii ilipelekea ghafla idadi ya shule Tanzania ikawa imeonekana imekua mara nyingi zaidi, na serikali ikajisifia kwamba tumekuza taaluma, tumeongeza idadi ya shule, na pia tumewawezesha wanafunzi wengi kujiunga na shule za sekondari bila kuzingatia ubora wa zile shule. Kwa hiyo unaona ni jambo ambalo lilikuwa limekaa kisiasa zaidi ili tu kupendezesha zile takwimu mbalimbali zinazokusanywa ili ionekane serikali inafanya kazi katika kukuza taaluma. Sasa baadae, ilipoingia awamu mpya, raisi wa nne, raisi akagundua kwamba shule nyingi zimeanzishwa lakini hazina walimu. Shule zenye masomo mbalimbali wapo walimu watatu au walimu wawili. Kwa hiyo utakuta mtu ni mkuu wa shule lakini pia ana majukumu ya kufundisha masomo zaidi ya matatu au manne, kitu ambacho kiuhalisia ni kigumu. Kwa hiyo zilianzishwa tu ili mradi watu wasome wamalize bila kuzingatia ubora wa elimu. Sasa raisi mpya alichokifanya yeye ni wale wanafunzi waliomaliza kidato cha sita na matokeo hayakuwa mazuri sana, akawapeleka chuo cha ualimu kwa muda wa mwezi mmoja. Wasomee ualimu ili waje waokoe hili taifa ambalo linateketea sasa, maana wanafunzi wako shuleni halafu hawana walimu. Lakini haya maamuzi sidhani kama yalikuwa mazuri kwa sababu kwa kawaida ili mwalimu aje afundishe kidato cha kwanza mpaka cha nne, anatakiwa asome kwa takribani mwaka mmoja na nusu mpaka miwili. Na miwili ndio ilikuwa miaka ambayo ilitumika miaka yote kwamba mwalimu alikuwa anasoma miaka miwili chuo cha ualimu ndipo aje kufundisha, na bunge lilikuwa limependekeza iwe miaka mitatu. Lakini sasa, raisi kwa kutaka kupambana na hili tatizo la upungufu mkubwa wa walimu, ikabidi walimu wakasome kwa muda wa mwezi mmoja. Kwa hiyo mambo ambayo mwalimu anatakiwa ajifunze ndani ya miaka miwili ama mitatu, alienda kujifunza ndani ya mwezi mmoja. Kwa hiyo, kwa kweli huyu ni mwalimu kwa sababu ametoka chuo cha ualimu, lakini sio mwalimu mwenye sifa anayetakiwa. Kwa hiyo, hakuna chochote kinachoendelea, zaidi ni kuiua zaidi elimu. Ni heri serikali ingejenga shule chache lakini zilizokamilika, ambazo zinaweza zikachukua

idadi kubwa ya wanafunzi na zikawapatia mahitaji yote ya msingi kuliko kujenga shule nyingi zimetawanyika nchi nzima halafu hazina elimu bora.

**English translation:**

Presenter: On my part, I can say that politics has intervened with the issue of improving education. The government always wants to convince donors that the government has made efforts to improve education. The government has established a policy that each section should build its own secondary school. Thus, many schools were built all over the country but those schools don't have a high ranking because the schools consisted of two classrooms, one small office for the headmaster, and another small office for all teachers. You will find, for example, a school with two large rooms and two small rooms. Then the government sent a headmaster and a second headmaster. These two teachers were required to teach 140 students, with 70 students in each classroom as form one students. The school was registered and added to the number of schools in the country. The government was pleased that they had increased number of schools. However, in doing that, they implied they had increased the quality of our education, which is not true.

When the forth phase of leadership came to power, they recognized that many schools had no teachers. Many schools had just two or three teachers, and a headmaster who was responsible for teaching three to four subjects apart from other responsibilities as head of the school. Schools were built without considering the kind of education and knowledge students will get.

The President decided to recruit students who graduated from high school to go into training for one month to become teachers. They were to help students who are now in schools but not being taught because they didn't have teachers. This strategy was not good. If someone wants to teach form one up to form four, that person must attend a teachers' college for about one year and a half to two years. The parliament suggested that it be three years. Because the nation was facing a shortage of teachers, they decided to train people in just one month. Things teachers were supposed to learn in two to three years, they were now to learn in one month. These are called teachers because they graduated from teachers' college, but they are not teachers who have a wide knowledge for being teachers. So what is happening now is not improving education, but hurting education. It would be better if the government would build a few schools with the facilities students need. This would make it possible for students to get a good education. Now they are building many schools all over the country which offer no better education.

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