

**Swahili transcript:**

Nicholaus: Ukiangalia hapa kwetu, mtu kama anasoma masomo ya sayansi, hatilii mkazo sana mamboambayo yanahusu kama uhandishi, kuandika ripoti na vitu kama hivyo, haipewi uzito mkubwa. Kuna watu kama wanasoma masomo tuseme kama historia labda na lugha na vitu kama hivyo, hatilii mkazo kwamba ajue hesabu kiasi fulani, si ndio? Labda kwamba unafikiri ukiangalia kwamba huu ni ujuzi ambao unahitajika sana, kwamba hata ukisoma sayansi unatakiwa ujue kuandika, au ujue kuzungumza vizuri. Halafu na ukisoma masomo ya lugha, ujue pia hesabu kiasi fulani, si ndio? Labda kwamba unafikiri kwamba kutokutilia mkazo vitu hivi kwamba vina athari zozote kwa watu wakimaliza elimu zao? Halafu pia swali jingine ni kwamba ukiangalia kwamba mtu anavyozidi kupata elimu kwa jinsi nilivyoona, matumizi ya lugha yake hata Kiswahili chake anachoongea kinazidi kuwa mseto sana kwamba kinazidi kuchanganyika. Je mnafikiri kwamba sababu kwamba hiyo kuwa mseto ni nini? halafu pia kwamba hii kutokutiliza mkazo kwamba watu wanaosoma sayansi kwamba wajue kuandika au wanaosoma lugha wajue hesabu, ina athari yoyote kwamba wakimaliza na kwenda kwenye soko la ajira?

Mtoa mada: Labda mimi nikianza tu kwa ufupi, tatizo ni kwamba elimu yetu imekaa kimitihani zaidi, kwamba kila unapokuwa katika hatua fulani, una malengo tu ya kusogea hatua fulani hatimaye ufike chuo kikuu kama nilivyosema kwamba mtu anaanza kuitumia elimu katika jamii kama atafika chuo kikuu. Kwa hiyo usipofika chuo kikuu, elimu yote uliyoipata haina msaada wowote. Sasa tumekuwa tukihangaika tufike chuo kikuu. Kwa hiyo mtu akiwa darasa la saba, anawaza aingie elimu ya sekondari, ya awali. Akishaingia elimu ya sekondari ya awali, anafikiria tena aingie elimu ya sekondari ya upili. Akifika pale, anafikiria kwenda chuo kikuu. Kwa hiyo tumeelekeza zaidi kwenye mitihani, kufaulu vizuri zaidi ile mitihani ya darasani kuliko kuangalia matumizi ya ile elimu. Sasa hii inapelekea kama mtu anapenda kuja kusoma masomo ya udaktari, kwa hiyo kuanzia huku kwenye msingi, anakazania masomo yale ili ayafaulu zaidi apate sifa ya kuteuliwa ama kuchaguliwa kwa sababu nafasi ni finyu sana. Utakuta kwamba serikali labda ni asilimia ndogo sana labda asilimia kumi ndio ya watu wanatoka elimu ya kwanza ya awali ya sekondari kwenda ya pili. Sasa nafasi ni ndogo, ili uweze na wewe kuwa mmoja wa wale watu inabidi uhangaika kwa sababu serikali haina uwezo wa kusomesha kila mtu, haina huo uwezo hata kama wote mmefaulu. Kwa sababu tukiangalia hata elimu ya msingi, wanafaulu asilimia labda themanini, lakini shule, serikali inaweza ikasidia watu labda asilimia ishirini; kwa hiyo wale sitini wanarudi kwenye jamii. Kwa hiyo sasa kila mtu anahangaika, inabidi sasa uhangaika kwenye yale masomo ambayo unafikiri yatakupeleka kwenye ngazi ya juu, ndio maana unajikuta unayaacha yale mengine, kwa sababu unajua hata kama nitayajua, hayatanisaidia mimi kuchaguliwa katika kundi la wachache. Ndio inapelekea kwamba tunapuuzia sehemu nyingine. Lakini kama serikali ingekuwa na uwezo wa kutusomesha wote, nafikiri kila mtu angekuwa na uwanja mpana wa kujihusisha kila sehemu. Lakini kwa sababu tunahofia tusidondoke, basi unahangaika na yale masomo ambayo unajua yatakupeleka hatua ya mbele.

## **English translation:**

Nicholas: Many people who major in science don't put much emphasis on other areas like writing, such as writing reports and things like that. Others who major in history or in languages don't study mathematics, isn't that so? I think these skills are needed for everyone. Even if you study science, you need to know how to speak well. If you study languages, you should also know mathematics to some extent. Do you think this has a great impact on those who have finished their studies? Another thing I have noticed is that whenever someone is educated, his Swahili starts to disappear. I mean that he or she starts to code-switch. What do you think is the reason for code-switching?

Presenter: I would like to say that our educational system is based on examinations. For each step one reaches, she or he thinks about taking another step forward to enter into university education. As I said, a person starts applying his knowledge after graduating from the university. So if you didn't get a chance to go study at the university, the education you got at lower levels (from primary to high school) has no impact on your life. When someone finishes primary education, he or she will attend middle secondary school. After finishing middle secondary school, he will go to high school and on to the university. So, we are always thinking about exams. We must perform better in order to reach a higher level of education without thinking about how we can utilize the knowledge gained so far. You will discover that if someone wants to become a medical doctor, he will put the emphasis from the beginning on the subjects that will allow him or her to be selected for medical school, because the opportunities are very few.

He will put more emphasis on those subjects so that he can perform better and get the opportunity to study to become a medical doctor. Our government can't afford to pay school fees for all students who enter high school. About ten percent of all students who finish secondary education will be supported by the government. Here's an example of what happens to students who finish primary education. About 80% will pass the exams, but the government can afford to pay for only 20%. What about the other 60%? That's why people are struggling with subjects that they think will enable them to go further. They don't see the logic of putting emphasis on subjects that they will no longer need for their future. If the government was in a position to sponsor all students, I think everyone would be able to study every subject and get a good understanding of different areas. Because the government doesn't do this, we only study the subjects that will give us a future.

**About CultureTalk:** CultureTalk is produced by the Five College Center for the Study of World Languages and housed on the LangMedia Website. The project provides students of language and culture with samples of people talking about their lives in the languages they use everyday. The participants in CultureTalk interviews and discussions are of many different ages and walks of life. They are free to express themselves as they wish. The ideas and opinions presented here are those of the participants. Inclusion in CultureTalk does not represent endorsement of these ideas or opinions by the Five College Center for the Study of World Languages, Five Colleges, Incorporated, or any of its member institutions: Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst.