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# Kiswahili or English: A Policy Analysis of Language Instruction in Tanzania

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Running head: KISWAHILI OR ENGLISH: A POLICY ANALYSIS OF LANGUAGE  
INSTRUCTION IN TANZANIA

Kiswahili or English: A Policy Analysis of Language Instruction in Tanzania  
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PIM 73

A capstone paper submitted in partial fulfillment of the requirements of a Masters of Art in  
International Education at SIT Graduate Institute, Vermont, USA

April 25, 2017  
Advisor: Sora Friedman, PhD

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## Abstract

In many multilingual countries, the language instruction in classrooms is a continuous debate. Kiswahili is widely used in East Africa, however English is the language of instruction in secondary and tertiary education. In the United Republic of Tanzania, primary school is instructed in Kiswahili and then it abruptly switches to English in secondary school. Many students find the transition from primary to secondary school difficult for many reasons, including the language transition to English. As a result, nearly 1.5 million students are not enrolled in lower secondary school. Tanzania's current president, John Magufuli, has made education a priority by introducing a new education and training policy. This new policy declares 10 years of free compulsory basic education while incorporating the change of language instruction in secondary and tertiary education to Kiswahili.

This paper is a policy analysis course-linked capstone focused on controversial language policies in Tanzania. The purpose of this research is to identify the relationship between Tanzania's language policy and the effects on students in secondary school. It also explores the history of post-colonization, gives an overview of the current state of the policy, examines other countries' practices by comparing statistical findings, and discusses the reality of challenges faced by current Tanzanian students. This paper concludes stating that language instruction is just one of many challenges within Tanzania's education system. The usage of either language has the potential to be successful, however it depends on policy implementation, access to resources, and the quality of teaching.

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## Introduction

Due to globalization, learning the English language has become necessary for countries to strengthen their economic development, international business, academics, and popular entertainment (Warschauer, 2000). There are roughly 380 million native English speakers and over a billion are learning it (Mirabella, 2001). "...by 2050, it is predicted, half the world will be more or less proficient in it" (Mirabella, 2001, p. 1). Many countries in Africa—such as Uganda, Kenya, Malawi, South Africa, Zambia, Nigeria, and Tanzania—have recognized English as their official language.

The use of English today is undeniably important and plays a significant role in education. Students are being exposed to English at an early age in order for their country's workforce to compete globally; however many learners are faced with outdated policies, lack of resources, and unrealistic expectations. While living in Dar es Salaam, I worked with a nonprofit organization called help2kids in Tanzania from July 2014 to January 2016. The organization provides education opportunities and financial assistance for students attending nursery school up to tertiary education. During my time in Tanzania, I worked with students, teachers, headmasters, and the Ministry of Education. I quickly realized the Ministry of Education's requirements were drastically different from the reality of most classrooms.

Government schools in Tanzania currently educate students using both Kiswahili and English. In primary education, Kiswahili is the language of instruction and English is incorporated as a supplemental language course. If students pass primary school and are fortunate to be accepted to secondary school, they are confronted with many obstacles that continue throughout their years in secondary education. One obstacle is the abrupt change of

language instruction from Kiswahili to English. Most students enroll into secondary school with low-level knowledge of English and then are expected to learn fundamental courses such as Chemistry, Physics, and Mathematics in their non-native language (Telli, 2012).

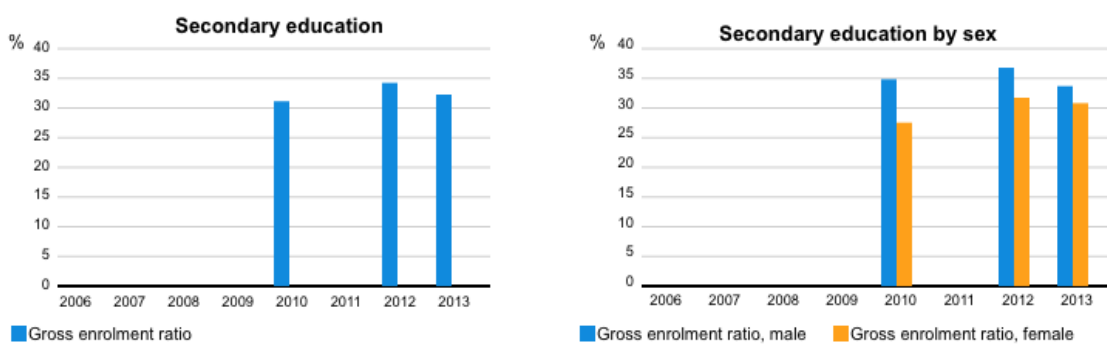
Students were expected to be fluent in English by the time they graduated from primary school, however many of them could not maintain a conversation in English. When observing classrooms, some teachers would have the entire lesson written in English on the blackboard instead of instructing their students verbally. Students spent their class time quietly copying the lesson word for word from the blackboard to notebooks. Students were then required to complete homework assignments by attempting to understand the lesson in their nonnative language. Every day, students were faced with multiple barriers in an uncompromising learning environment, which made my work, implementing assistive education programs, very difficult. Understandably, many of my students failed courses in the first two years of secondary school or dropped out.

“Millions of Tanzanian children and adolescents do not gain a secondary education or vocational training. It is estimated that a total of 5.1 million children aged 7 to 17 are out of school, including nearly 1.5 million of lower secondary school age” (HRW, 2017). The chart below is from UNESCO’s Global Education Monitoring Report (2016), which provides recent statistics regarding Tanzania’s primary and secondary education enrollment. The net and gross enrollment ratio (percentage of students enrolled divided by the total population for that particular group) of primary education remains consistently high in both male and female students between the years of 2006 to 2015. Not many statistics are available for the net and gross enrollment ratio of secondary education but in 2013, the gross enrollment ratio in



secondary school was a mere 32.26 percent compared to primary school enrolment of 86.77 percent in that same year (UNESCO, 2016).

PRIMARY EDUCATION	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross enrolment ratio (%)</b>										
Total	106.63	108.27	108.75	102.8	98.96	...	90.1	86.77	83.72	81.71
Female	104.87	107.26	107.87	102.54	99.29	...	90.54	87.38	84.68	82.93
Male	108.39	109.28	109.62	103.06	98.62	...	89.66	86.15	82.75	80.48
<b>Net enrolment rate (%)</b>										
Total	94.6	...	95.63	...	88.71	...	84.2	80.9	78.05	...
Female	93.67	...	95.29	...	89.01	...	84.41	81.16	78.65	...
Male	95.52	...	95.97	...	88.41	...	84	80.63	77.45	...



SECONDARY EDUCATION	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross enrolment ratio (%)</b>										
Total	...	...	...	...	31.14	...	34.24	32.26	...	...
Female	...	...	...	...	27.54	...	31.73	30.82	...	...
Male	...	...	...	...	34.84	...	36.78	33.69	...	...
<b>Net enrolment rate (%)</b>										
Total	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Male	...	...	...	...	...	...	...	...	...	...

Figure 1. Participation in Education. This figure shows the difference in gross and net enrollment for Tanzanian students in primary and secondary education.

“Education ends for many children after primary school: only three out of five Tanzanian adolescents, or 52 percent of the eligible school population, are enrolled in lower-secondary education and fewer complete secondary education” (HRW, 2017). There are many contributing

factors for the decrease in Tanzania's secondary education enrollment, which is mainly due to challenging standardized tests, financial barriers, transportation/distance, insufficient amount of secondary schools, and the difficult transition from primary to secondary school including the change in language instruction.

The advancement of English has placed a strain on students especially during the transition from primary to secondary education. Kiswahili still serves as the mother tongue language but is being dominated by English in the education sector and oftentimes placing a distinct separation between the upper and lower class. English is used in academic and professional settings but only a small fraction of the Tanzanian's population is conversational. English is used in official government documents, newspapers, on the radio, and creative literature. Its presence is significant and its inception dates back to colonization under British control. Over time, English became a status representation for one's level of education and social standing.

“Education has been a national priority for successive Tanzanian governments since independence. Tanzania has one of the world's largest young populations, and its young people are at the heart of its aspiration to become a middle-income country by 2025” (HRW, 2017). If both languages are necessary for Tanzanian culture and a successful economy, do the current language policies best represent and fulfill the requirements needed for students to succeed?

This paper begins to shed light on the impact of using English as the language of instruction in Tanzanian schools and the possibility of policy changes under the new government leadership. Firstly, it is important to recognize the history of Tanzania and the significance of language during colonization in the early 1900s. After independence, Kiswahili played a vital role in unifying the country and eventually became the language of instruction in primary

schools. Secondly, this paper will discuss the current language policy and the many stakeholders involved. It evaluates the policy's effectiveness by comparing different language policies and practices from other countries including two research studies conducted in Tanzania. I will commonly refer to a study by the Human Rights Watch in 2016, which aimed to identify the main barriers in secondary education for adolescents and the requirements to ensure access to all students (HSR, 2017). Forty children and 45 young adults ranging in ages from 11 to 23 years who were living in six different districts were interviewed and participated in several focus groups. This paper also enabled me to conduct my own research in October to December of 2016. A total of seven students from help2kids participated in a survey, which evaluated their educational experiences in primary and secondary school particularly focused on language instruction. Lastly, this paper will evaluate the overall effectiveness on its target population and determine that both languages are equally important. This research reveals that proper language instruction is one of many factors to consider in order for this new education and training policy to be implemented successfully.

### **Historical Context**

The United Republic of Tanzania consists of the area of mainland Tanzania, Zanzibar, and numerous islands in the territorial waters (Constitution of the United Republic of Tanzania, 1977). Similar to other East African countries, Tanzania has a very diverse population. "The major racial groups include African (who constitute the majority), Asians (originally from Arabia and Indian sub-continent) and Caucasians (mainly British and other Europeans), (Rwezaura, 1993, p. 31). There are over 120 ethnic groups that have their own language, creating a multiracial and multilingual country (Rwezaura, 1993). During the time of slave

trading in Tanzania and Zanzibar, Kiswahili was spoken by slave traders and was verbally transferred and adopted by other trading posts. “During the post-slave trade period Kiswahili became a mother tongue to some of the descendants of the freed slaves as well as Zanzibar” (Rwezaura, 1993, p. 31). Kiswahili originated from a Bantu language that incorporated Arabic and English vocabulary (Rwezaura, 1993). Today, Kiswahili is the most common language spoken in East and Central Africa (Rubagumya, 1991).

After slave trading was abolished in the late 1800s, English became the official language during British control from 1918-1961 (Rubagumya, 1991, p. 74). During the exertion of colonial power and dominance, English was enforced and became the language of instruction while Kiswahili was undervalued and removed from the school curriculum (Rubagumya, 1991, p. 74). Private English-medium schools would sometimes punish their students for speaking Kiswahili on school grounds. “At one prestigious private school, a girl was wearing a burlap vest with the words ‘Shame Upon Me’ written on it, and at another private institution a student had a wooden sign on her chest announcing that she would not speak Swahili” (Vavrus, 2002, p. 377). English had become a byproduct of colonial rule that suppressed the cultural values and identity of country nationals, which continues today (HRW, 2017):

I spoke Kiswahili to the Kiswahili teacher. According to the school, we are not allowed to speak Kiswahili in school. I met my teacher out of class and spoke to him. He hit me on the buttocks. It happens daily, not to me personally [because] now I try to speak English always to avoid this. (p. 108-109)

In 1930, the majority of the population could speak Kiswahili and the Inter-Territorial Language Committee was formed. It was responsible for standardizing Kiswahili in East Africa and published Kiswahili textbooks and dictionaries (Vavrus, 2002). “During the 1950s when the

former President Julius Nyerere began his campaign for political independence, Kiswahili emerged as the unifying language and became an important tool for mass mobilization throughout the country. The radio, local newspapers, and political rallies all used Kiswahili” (Rwezaura, 1993, p. 111). “It cannot be doubted therefore, that by independence in 1961, Kiswahili had attained a high degree of political prestige as well as wide acceptability in the whole country. Even more significantly, Kiswahili was not clearly associated with a particular ethnic group and hence its use did not provoke any of the political problems associated with ethnic domination” (Rwezaura, 1993, p. 32).

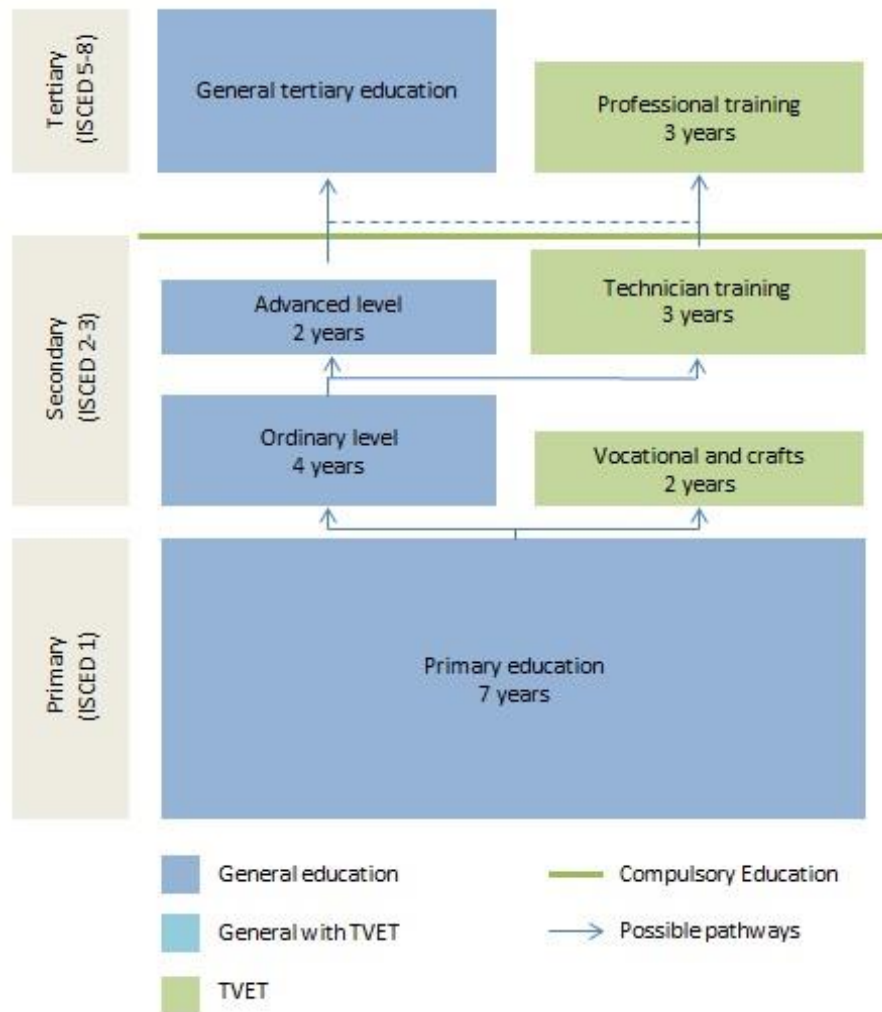
After independence, reactions from years of colonization began to surface. “...people who spoke English in public were accused of having *kasumba ya kikoloni*, i.e., ‘colonial hangover’” (Rubabgumya, 1991, pp. 70-71). In 1962, President Nyerere addressed Parliament in Kiswahili for the first time and the vice president mentioned that the use of English in office settings should be discouraged (Rubagumya, 1991). Political parties Tanganyika African National Union (TANU) and Chama Cha Mapinduzi (CCM: Party of the Revolution) consistently supported preserving Kiswahili and it ultimately became recognized as a national language. It was used within the government and became the language of instruction in primary education in 1967 (Vavrus, 2002, p. 375).

After becoming the language of instruction in primary school education, the initial plan was to extend Kiswahili through the first two years of secondary school by 1973. In January 1982, the Presidential Commission of Education proposed that by 1985, all secondary schools would be conducted in Kiswahili followed by tertiary education in 1992 (Rwezaura, 1993). “Not only were these recommendations put on hold but the government kept silent for several years.

This lack of a definite decision on the matter created much ambivalence and speculation as to government intentions (Rwezaura, 1993).

The combination of restoring the country's national identity with educating students in their mother tongue had tremendous effects nationwide. Besides primary schools using Kiswahili as the language of instruction, it was also being used in informal education settings and adult education. "By December 1977, Tanzania had been able to reduce an illiteracy rate of 75 percent...to 27 percent. The illiteracy rate was further reduced to 10 percent by 1986" (Rubabgumya, 1991, pp. 70-71). Throughout the different regions and the various native languages, Kiswahili became the adhesive that unified the country after colonial rule. "Tanzania is one of the very few African countries which, after 1967, managed to completely replace the imperial language, English, with a widely spoken indigenous lingua franca, Kiswahili, in all the seven years of elementary education—even as English continued to be maintained as a school subject" (Mazrui, 1997).

The chart below illustrates Tanzania's current education system from primary to tertiary education. Primary education consists of a total of 7 years (Standard 1-7) and secondary education is divided into ordinary (Form I-IV) and advance (Form V-VI) totaling 6 years (UNESCO, 2011)



*Figure 2.* Technical Vocational Education and Training (TVET) formal, non-formal and informal systems. This figure illustrates the education system in Tanzania from primary to tertiary education.

Primary education in Tanzania is compulsory and became free of charge in 1967 (Oketch & Rolleston, 2007). When primary education tuition fees were abolished, enrollment increased dramatically. Due to the increased student to teacher ratio, there was a high demand for primary

educators yet many were unqualified and the government lacked effort to expand secondary education (Wedgwood, 2007). “Primary teachers were drawn from populations who had not attended secondary school and [were] trained through distance training programs. The fall in quality of primary education caused parents to lose faith in the value of sending their children to school” (Wedgwood, 2007). Consequently, many affluent families began sending their children to private primary schools where the medium of instruction is English. “...91percent of school age children in Tanzania attend public schools while only 0.9 percent attend private schools” (URT, 2005).

Today, Kiswahili is used in daily communication and English is possibly the third or even fourth language learned, however it is considered an official national language. According to the Ministry of Education’s Curriculum for Ordinary Level Secondary Education in Tanzania (2007), Kiswahili is one tool used in cultural linkage to enhance development and appreciation of national unity, preserve identity, ethic, and personal integrity. Tanzania recognizes Kiswahili as a significant instrument that unified the country when clarity and stability were needed. “His [J. K. Nyerere’s] commitment coupled with his personal contributions enabled Swahili to overcome a critical period in Tanganyika [Tanzania] when the political climate favored consolidating the position of English” (Legere, 2006, p. 391). Tanzania also recognizes English as its national language and it is the lingua franca. “It has become the language of diplomacy, international communication, and the language for the modern styles of life, science and technology” (Abdulaziz, 1994, p. 392).

### **Current State of the Policy and its Impact to Date**



The Ministry of Education and Culture (MoEC) describes the purpose of education in Tanzania as an opportunity for students to achieve their full potential in terms of acquiring knowledge, skills, values, and attitudes needed for various social and economic roles. The language policy practiced for over 20 years from the MoEC (1995) states:

The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject. The medium of instruction for secondary education shall continue to be English, except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to ordinary level.

The purpose and reasoning for English as the medium of instruction coincides with the Tanzania's objective to create a competitive economy by using education as a vital tool. The MoEC (2000) states that education and training are the keys to improving health, increasing productivity of the poor, and creating competitive economies during an era of globalization. With nearly 1.5 million students not enrolled in lower secondary education, these policies and objectives are unrealistic for the majority of students.

Every year, the debate over language instruction in education surfaces. Tanzania's current president, John Magufuli, has made education a priority by introducing a new education and training policy which was initially created by the former president, Jakaya Kikwete in 2014. The new policy has declared 10 years of free compulsory basic education: six years of primary school and four years of lower-secondary education. The policy also states that education in Tanzania will have Kiswahili as the sole language of instruction (Mohammed, 2015). Overall, this policy aims to increase access to primary and secondary education and to improve the quality of education (HRW, 2017). Currently, this new policy has been implemented to some extent. Secondary school tuition has been abolished, but similar to free primary education, items

such as uniforms, learning materials, and school meals are paid for by the students' parents. "In addition, parents have unofficially supplemented teachers' low salaries by meeting the often compulsory costs of remedial training or private tuition offered by teachers. Students reported paying between 10,000 and 20,000 Tanzanian Shillings (\$5 and \$9) per subject for after-school private tuition" (HRW, 2017).

Some researchers agree that Kiswahili should be the language of instruction in secondary school in order to improve learning to the masses. "Language is without a doubt the most important factor in the learning process, for the transfer of knowledge and skills mediated through the spoken or written word" (Bamgbose, 1992). A study from 2004 to 2006 found that students perform better when their native language was used as the language of instruction through primary and secondary education (Brock-Utne, 2010). This study also argued when the non-native language was introduced earlier, after the second or third year, students did not perform as well since their school subjects were not communicated in their mother tongue (Brock-Utne, 2010).

Ngonyani (1997) not only agrees that English as the medium of instruction impairs learners, but he believes the over 50-year-old policy is no longer consonant with present realities. "...English affects education in all subject areas and perhaps especially in the social studies, normally considered the vehicle for forming a new multicultural national identity in postcolonial states" (Ngonyani, 1997). Many parents of students also believe that English will increase their child's possibilities of working abroad or obtaining higher employment positions in business, government, and academia (Brock-Utne, 2004). "They mistakenly think, however, that the best way to learn English is to have it as a language of instruction" (Brock-Utne, 2004, p. 4).

According to Qorro (2002), the opinions to change the instruction language to Kiswahili have many other advantages:

- Eliminates the huge amount of incorrect English to which secondary school students are exposed.
- Enhances students' understanding of the contents of their subjects and hence creates grounds on which they can build their learning of English and other languages.
- Eliminates the false dependence on English medium as a way of teaching/learning English.

Others argue that if the language policy changes, Tanzania will have a larger disparity between the upper and lower classes (Suma & Rajani, 2006). For Tanzania to develop and benefit from globalization, the English language is crucial when competing in the east African region. "This is due to inadequate resources, poor infrastructure, and manpower. The task of providing competitive education is left to the private individuals" (Telli, 2014, p. 11). Telli is referring to Tanzania's elite who are able to afford private education. Wolf and Igboanusi (2006) describe empowerment through English in a post-colonial context. "As a colonial inheritance, English is the second language of most former British colonies, and as the language of the former colonial power, English remains the language of power in most of the important domains in these ex-colonies" (Wolf and Igboanusi, 2006). They later state the "power" of English does not lie in the number of people who speak it as much as the superior roles that are assigned (Wolf and Igboanusi, 2006).

In the private sector, English is the language of instruction from nursery level, thereby diminishing the difficulty to transition from primary to secondary education. Ultimately, these

graduates are more likely to continue to tertiary education and have a more competitive employment advantage. “Consequently, these parents feel that denying their children knowledge of English is like shutting the door for their future career and employment opportunities” (Telli, 2014, p.12). “Concurrently there is the emergence of an elite class that sends its children to private schools in English, whose costs are too prohibitive for most, and whose impact is likely to exacerbate social inequalities” (Suma & Rajani, 2006, p. 6). If the majority of students are not exposed to English in primary and secondary school, prestigious positions such as business communications and government positions will be reserved for those few who are exposed.

Some educators are persistent to keep English as the language of instruction because they consider Kiswahili “not developed fully” enough to be used in higher education (Ngonyani, 1997). Kiswahili dictionaries, literature, and grammar books were developed and it is a compulsory subject but textbooks and examinations in secondary and tertiary education remain only in English. “[Kiswahili] is sufficient for primary education and English had to remain the medium of instruction from fifth grade through higher education” (Ngonyani, 1997, p. 2). Mazuri (1997) claims that having Kiswahili as a medium of instruction at the primary level is partly the reason why Tanzania’s secondary education is inferior to its neighboring country, Kenya. The World Bank (1988) also has criticized and compared Tanzania’s language policy to Kenya’s based on high school students’ performance.

The Tanzanian system also greatly emphasized the use of Swahili at the primary level, which may have made it more difficult for students to learn in English in secondary school. Research indicates that for any given combination of inputs of individual ability and years of secondary schooling in the two countries, cognitive output (as measured by

scores on academic achievement tests) are substantially higher in Kenya than in Tanzania. (p. 185)

The importance of learning English is difficult to dispute. Academic papers, science and technology, and scientific journals are primarily written in English (Nunan, 2003). The Institute of Scientific Information stated that over 95 percent of science journals and 90 percent of social science journals use all or some English (Lillis & Curry, 2010). Other academics believe that even though English literature is becoming increasingly globalized, it threatens to wipe out local cultures (Jay, 2001, p. 34).

Decades ago, students would complete primary school and not attend secondary school “since the goal of education was seen mainly as preparing young people for life in rural areas” (Ngonyani, 1997, p. 2). Today, the use of English is still a barrier to general knowledge since most Tanzanians are not proficient in the language. “...most students and majority of teachers do not understand English. For example, the headmaster of one of the secondary schools once admitted that, of the 45 teachers in his school only three understood English well and used it correctly” (Qorro, 2002). Another student interviewed by the Human Rights Watch (2017) mentioned:

We need more training at secondary schools in English, even in the university it's needed. Sometimes instructors aren't even conversant and they teach in a language that they are not conversant in.... There is a great, great need for teachers in secondary school to get in-service training in English. (p. 109)

Many stakeholders support proficiency in both languages, especially if Tanzania would like to remain in, and increase, foreign investments. It is important for Tanzanians to be fluent in

both languages by the time they graduate. “So it is not ‘A’ versus ‘B’; it is A and B; spoken fully and fluently” (Telli, 2014, p. 14).

### Stakeholder Analysis

The different stakeholders—such as teachers, parents, and policy makers—have many different concerns regarding overall education. During the next few years, stakeholders who have the most significant influence will be directing Tanzanian learners into the biggest educational change in decades. In this stakeholder analysis, the policy will be explored using Mendelow’s Stakeholder Matrix. This approach will examine four categories: (a) Apathetics; (b) Defenders; (c) Latents; and (d) Promoters, which are positioned according to the stakeholder’s level of interest and level of power (Mendelow, 1991).

According to Mendelow (1991), stakeholders categorized as *Apathetics* have low interest and have the least amount of power. In regards to this policy, the *Apathetics* are those who are disinterested in education policies, which may include community members, local business owners, and possibly community leaders. This group should not be ignored, but out of all the categories, due to lack of interest, *Apathetics* will not have an effect on policy decision-making. The next category—*Defenders*—are stakeholders who have high interest and the potential to have more power than *Apathetics*. This category includes students, teachers, parents of students, faculty members of schools, headmasters, education administrators, school board members, and international aid organizations. These stakeholders have an extremely high interest because the policy will directly affect them; therefore, they must be kept informed because they are responsible for implementation of the policy. In order to keep these stakeholders informed, local meetings, including school meetings, should be conducted. *Latents* include government

officials, elected politicians, members of political parties, and the local government. They have power to make changes but may not be necessarily interested in education policies in regards to language instruction. Yet, they must be kept satisfied because they have more power than *Apathetics* and *Latents*. Because they may or may not be interested, *Latents* should be reassured that policy, training, and implementation will have a positive impact in their communities. The most powerful stakeholders are *Promoters*, which include central government, the President of Tanzania, the Ministry of Education and Vocational Training (MoEVT), and education policy makers. “Four government entities are largely responsible for implementing Tanzania’s numerous education plans and national objectives. The Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elderly, and Children (MoHCDGEC), the President’s Office for Regional Administration and Local Government (PO-RALG), and the Public Services Commission. The PO-RALG oversees the implementation of basic education, teacher salaries, and education officials, and coordinates local government activities. The MoEST leads on policy formulation and strategic aspects in the education sector” (HRW, 2017). *Promoters* are the most important stakeholder group and their views should be managed closely due to the impact of their decisions. They play a very important role in creating, establishing, and implementing the policy. For this policy, these *Promoters* (key players) have the highest power and interest. Any modifications must be in favor of their views and plans for the education of Tanzanian students.

Accordingly, the two most crucial groups in this education policy are the *Promoters* and *Defenders*. If and when education policies are successfully implemented, the MoEVT is responsible to monitor and keep *Defenders* informed. External organizations and donor contributors can be categorized as *Defenders* or *Promoters*, in the sense that they support

constructive educational initiatives, encourage the movement towards the betterment of students, and financially contribute to education. “Although external funding has decreased in recent years, a significant proportion of funding is still sourced from donor contributions: in 2014 external aid amounted to over 46 percent of the government’s education budget” (HRW, 2017).

### **Identification and Analysis of the Elements of the Policy**

In 2015, Former President Kikwete and his administration announced their plans to reform education and change the current language policy from English to Kiswahili as the language of instruction. With the current support from President Magufuli, primary and secondary education possibly will be conducted in Kiswahili in the next few years. Many countries face the same challenges of wanting to preserve their mother tongue language and become proficient in an international language. Before the new language policy is implemented, Tanzania may be able learn from other countries practices.

Many East African countries have faced similar challenges but have surpassed Tanzania academically. Comparing Tanzania with Kenya, both have a similar population size and are multilingual with both Kiswahili and English as their official languages. According to Raymond Gordon (2005), over eight million Kenyans are English speakers compared to only four million Tanzanians. Kenya’s current language practice in the classroom is conducted in English as early as grade 1 compared to Form I (grade 8) in Tanzania (UNICEF, 2016). The suspected risk of Tanzania’s decrease level of English may impair its global competitiveness with neighboring countries. “In Tanzania, foreign investors have complained about the lack of capacity in the labor force, with English language skills being a major area of concern” (Mohammed, 2015).



According to Abdulaziz (1991), Kenya and Tanzania have different attitudes towards English, which may possibly be a contributing factor as to why Kenya has more English speakers than Tanzania. “The issue of attitudes towards English must be seen in the context of societal complexities, in the sense of attitudes of governments and the ruling parties, of the various linguistic communities, of the functionaries who implement language policies, of the various socioeconomic classes as well as of individuals” (Abulaziz, 1991, p. 393). Kenya faces education challenges of its own similar to Tanzania’s debate between mother tongue and English medium of instruction. Some argue the need to strengthen Kiswahili, as it is the national language (Mazrui & Mazrui, 1995), while others argue different challenges. Kioko (2010) explains that due to the lack of native models of English available in the school system and the local use of Kenyan English (used in media and conversationally), Kenya faces the problem of speakers using several varieties of English, which are significantly different from one another. Kioko’s solutions are to (1) import native teachers and supervisors, (2) regularly send some Kenyan English teachers for short courses in native-speaker environments, and (3) study English use in Kenya and develop books on common errors for teachers and English learners (Kioko, 2010, p. 209).

Importing native English teachers is a possible solution to improve the quality of language instruction, however it is not necessarily successful in other countries. Many privileged countries have the capability to import native English teachers, including countries in Asia, Middle East, and Europe. Due to the demand for native English teachers, an entire industry was formed including popular organizations such as CIEE Teach Abroad, Green Heart Travel, and Japan Exchange and Teaching (JET). Japan’s investment in native English speakers is tremendous, however it has not considerably increased English fluency amongst learners.

According to the *Japan Times* (2015), students' English proficiency tested low on speaking and writing. "On the exam, 29.2 percent of students scored zero on the writing section and 13.3 percent also scored zero on the speaking portion (Japan Times, 2015). Even with low levels of English fluency, Japan has managed to remain economically competitive.

According to the World Economic Forum (2015), Japan ranks fifth in the Global Competitiveness Report while Tanzania sits towards the end of the list at 120. Compared to other Asian countries, Japan definitely ranks lower in English fluency (Economist, 2011), but has significantly invested in many English teaching organizations and after school programs. "Approximately 5,000 native speakers of English provide support instruction in the schools" (Nunan, 2014).

English is introduced to Japanese learners at age 12 and sets a positive learning culture to understanding the language. "...the Ministry of Education has stipulated that the purpose is not to 'teach' English in primary school, but to provide 'fun' time in English, there will be no textbooks" (Nunan, 2014, p. 599). Nunan (2014) conducted research to explore the impact of English on educational policies and practices in mainland China, Hong Kong, Japan, Korea, Malaysia, Taiwan, and Vietnam. Nunan found that most countries have changed policies to incorporate English as a compulsory language at a younger age. To incorporate English at a younger age is an assumption held by stakeholders that "when it comes to learning a foreign language, younger is better" (Nunan, 2014, p. 605).

Nunan's solution to incorporate English at an early age should be highly considered. Compared to its neighboring countries, English is introduced in the classroom much later in Tanzania. Malawi, an East African country, shares borders with Tanzania, Zambia, and

Mozambique. Malawi is one of the poorest countries in the world with over half the population living on less than 2 USD per day (Education For All, 2009).

Eighty-two percent of the population lives in rural areas where school supply and demand are weaker. Malnutrition prevalence is the highest in the South African Development Community (SADC) region and 44 percent of pre-school children having stunted growth. The adult (15 years and older) literacy rate is estimated to be 69 percent, and this impedes education development because these parents are not likely to enroll their children in school.

Similar to Tanzania and Zambia, Malawi has many local languages and recognizes English as one of the official languages (Chilora, 2000). All three countries were British colonies in the late 19<sup>th</sup> century and gained independence in the 1960's (William, 1998). Malawi's local language, Chichewa, became the medium of instruction from Standard 1 to Standard 4 (6 to 9 years old) with English as a class subject (William, 1998). After Standard 4, classes are conducted in English (Chilora, 2000). Compared to Tanzania, English becomes the medium of instruction approximately 6 to 7 years earlier in Malawi. When free primary education was introduced, there was a massive teacher shortage due to the increase student enrollment (William, 1998). In 2014, Malawi's Minister of Education announced that all pupils from Grade 1 would be instructed in English instead of Chichewa (UNICEF, 2016).

### **Research Introduction and Questions**

Help2kids is a Swiss based non-governmental organization which provides education and health opportunities to students in Dar es Salaam, Tanzania. The organization sponsors children to attend private primary schools and government secondary schools. It also manages an

orphanage, three schools, a volunteer program, and a health project reaching over 500 children. All seven participants were associated with help2kids and completed a survey, which examined their educational experience in primary and secondary school particularly focused on the language of instruction. An in-country coordinator was responsible for explaining, distributing, and collecting the surveys from the participants. The data was then forwarded for processing and analyzed upon completion of the surveys.

Of the seven participants, four were female and three were male. Their ages ranged between 20 to 30 years. Two had attended private schools and the other five attended government schools. All participants graduated from primary education and six graduated from secondary school. Unlike many families in Tanzania who live on under \$1 a day, these participants were associated with the help2kids education program, meaning they had financial assistance to attend schools and pay for supplies and transportation. One participant resided at the children's home, which comfortably houses 31 children in an affluent suburb in Dar es Salaam. All participants received additional tutoring (at some point) specifically for English conducted by native English speakers. The study built on the experience and knowledge gained by working with underprivileged and privileged youth, including the many challenges faced by the majority of students attending government schools. Surveys were written in English and Kiswahili and participants remained anonymous.

The first twelve questions were based on participants' general experience in both primary and secondary school in regards to language. Participants were asked to answer each question by selecting either: *outstanding, very good, good, fair, poor, or unable to rate.*

**Question 1:** How would you rate your overall education experience at your primary school?

Data: Two participants rated their schools as *outstanding*, three participants rated their school as *good*, and one was rated as *very good*.

**Question 2:** What was your level of comprehension when taught in Kiswahili?

Data: All participants, except for one, rated *very good*.

**Question 3:** In English class, how would you rate your level of understanding?

Data: Two participants rated their level of understanding as *fair*, three participants rated *good*, one participant rated *very good*, and one participant rated *outstanding*.

**Question 4:** How effective were the English lessons you received?

Data: Two participants rated the effectiveness of their English lessons as *fair*, two participants rated *good*, two rated *very good*, and one participant chose not to answer.

**Question 5:** How well did your primary school prepare you for secondary school in regards to being instructed in English?

Data: Four of the seven participants rated their school as *fair*, two participants rated *good*, and one participant rated their school as *very good*.

**Question 6:** If you had to rate your level of English at the end of primary school, what would you rate it?

Data: Four participants rated their English level at the end of primary school as *fair*, while one participant rated *good*, and two participants rated their English as *very good*.

From the participants' responses, Kiswahili is an effective language of instruction in primary education. All of the participants attended different schools and two had attended private schools, which were instructed in English. Since Kiswahili is the mother-tongue language, it is expected that all students would be comfortable learning in Kiswahili. When

asked about the effectiveness of English lessons (question 3), answers ranged from *fair* to *very good*. The participants who rated the effectiveness of their English lessons as *very good* both had attended private schools. Private schools in Tanzania have excellent learning environments, better school facilities, and more resources. From the data, participants who attended government schools, felt unprepared for the transition from primary to secondary school. Four of the seven participants rated their school as *fair* when preparing students for secondary education. Surprisingly, even with additional support from help2kids, participants did not feel comfortable with the transition.

The second set of survey questions focused on secondary education and the language instruction change (for some participants) from Kiswahili to English.

**Question 7:** How would you rate the overall education experience at your secondary school?

Data: One participant rated their experience as *poor*, one rated *fair*, two participants rated *good*, one rated *very good*, and one participant rated their experience as *outstanding*.

**Question 8:** In all your classes, how would you rate your level of understanding?

Data: Three participants rated their level of understanding as *good*, two rated *very good*, and two participants rated their understanding as *outstanding*.

**Question 9:** What was your level of comprehension when being taught in English?

Data: One participant's level of comprehension was rated as *fair*, four participants rated their level as *good*, one participant rated *very good*, and one was rated *outstanding*.

**Question 10:** What was the level of your understanding when being taught in Kiswahili?

Data: All participants, with the exception of one who did not choose to answer the question, all rated their level of understanding as *very good*.

**Question 11:** How well did your secondary school prepare you for higher education (university, trade school, etc.)?

Data: Four of the participants rated their school as *good*, two were rated *very good*, and one was rated *outstanding*.

**Question 12:** If you had to rate your level of English at the end of secondary school, what would you rate it?

Data: One participant rated their level of English as *fair*, three were rated *good*, two were *very good*, and one rated their English as *outstanding*.

When comparing question 7 to question 1, participants rated their overall secondary education experience much lower than their primary education experience. The responses were expected to be lower in secondary school as students face more challenges compared to primary school. Firstly, to be accepted to secondary school, students must pass a challenging test after graduating from primary school and their test scores determine which secondary school they may attend. It is mandatory to pay school fees and the student may be placed in a school that is very far from their home. The data also showed that the participants' level of comprehension when being taught in Kiswahili was rated much higher compared to being taught in English (question 9). The overall understanding of English after completing secondary school ranged from *fair* to *outstanding*.

The last portion of the survey asked open-ended questions where participants could express any concerns about their education. Below are questions 13 to 19. Each question is followed by the seven responses from the participants.

**Question 13:** Please state any challenges you faced while attending primary school.

Fees and family.

My family does not want me to study and I remained tending cattle.

School fees: This is because my guardians did not have enough money for my school fees and other school needs.
I used to walk a very long distance.
Fees, distance, and language.
Distance and health.
N/A
<b>Question 14:</b> Please state any challenges you faced while attending secondary school.
Fees
My family was not about to pay school fees. Therefore, I have to work to pay for my fees.
Language: This is because when I started secondary school, I was not good in English therefore it was difficult for me to understand classes.
Fees were a problem and my parents are poor. I used to depend on my brother and other relatives.
Fees and language.
Fees and language.
Fees
<b>Question 15:</b> If you could make any changes to your primary school, what improvements would you make?
Too add more teachers.
I will work very hard so that I can have a good life.
I will make sure that I will study hard in order to achieve my goals.
Increase food availability and make learning environment friendlier.
To change the syllabus and teaching.
I would like to help students to have good transport and better health services.
N/A
<b>Question 16:</b> If you could make any changes to your secondary school, what improvements would you make?
-
I will join with training colleges.
I will make sure that I will try hard to learn English in order to perform well because this was my challenge.
Make learning environment very friendly by buying school facilities.
I know English and so on.
Inform government to make changes to help buy books and pay for transport.
N/A
<b>Question 17:</b> Please describe your transition from primary to secondary school in regards to the change in language instruction.
English language
When I was in primary school, I did not know how to speak English until secondary school where I was able to speak English.
In primary school, I didn't know English but when I reached secondary school I made improvements and I improved my English.
It was not so difficult for me. I considered that it is a thing that I needed to read.



The problem was language change.
Was so difficult because primary I didn't understand English. So, I did not understand what the teacher said but in Standard III and IV was good because I started to understand my teachers.
Perfectly well.
<b>Question 18:</b> Did the transition hinder you from learning? How so?
School fees
Parents lack knowledge on education.
Yes, from primary to secondary was very difficult because of English in primary we learned in Kiswahili.
No! It was the matter of concentrating.
My parents did not have enough money to pay for school fees.
My hinder was money and transport because if you don't have money you can't buy anything like books, food, and health.
No
<b>Question 19:</b> Please include any other comments:
Thanks to help2kids organization to help me to know English. Thank you.
My opinion is that school has to be improved on teachers, books, and good environment for learning.
In my opinion, teaching instruments must be improved as well as having experienced teachers.
Employing very qualified teachers.
Thank you for giving us awareness of English language in order to create a good efficiency for work.
I would like to say that it's very important help kids for education and health, also family talk with parent about kid's education.
-

Table 1: Survey Questions 13-19. This figure shows questions 13-19 and the responses from the seven participants.

There are many common themes that are apparent throughout the responses to these questions. Many participants struggled with paying school fees and traveling long distances to attend school. Many mentioned the difficulty in understanding lessons due to being instructed in English. Six of the seven participants provided ample responses while one participant failed to answer most of the questions. Another participant, who attended private school, was overall satisfied with their education in primary and secondary school. However, the responses from the

participants who attended government schools highlighted many challenges similar to the responses from the Human Rights Watch study. They faced similar challenges including, school fees, transportation, lack of resources, teaching quality, and difficulty with language instruction.

Participants from the Human Rights Watch (2017) stated:

From Form I my parents tried to pay for school fees and other contributions but it was a huge economic hardship to the family. It increased in Form II. Eventually they failed to pay the school fees, the exam fees. The teachers were chasing me home. For a whole week, every morning the teachers would chase me away and [so] I decided to drop out and find another life. (p. 46)

Another common theme is the need to improve schools infrastructure and access to more resources such as books and teaching instruments. Two of the survey participants mentioned the importance of having qualified teachers. Findings from the HRW (2017) research stated, “Key components of a good learning environment—a sufficient number of qualified and motivated teachers, available and accessible learning materials, adequate classroom and sanitation facilities, and inclusive education—were absent in most schools visited by Human Rights Watch”.

It is clearly evident that the transition from primary to secondary school is very difficult for students even with assistance from an external organization. Students who attended private school have an advantage to learn English at an earlier age, which allowed a smoother transition to secondary school. Language instruction surfaced as only one of many challenges faced by students in primary and secondary education. Both studies emphasized the burden of school fees, lack of resources, and the need for quality education.

## Overall Analysis, Recommendation, and Conclusions

### Is the policy working?

It is undeniable that some stakeholders do not accept the current policy of language instruction while others think it is the best option to fairly incorporate both languages. Many students are dropping out of secondary school and regardless of completion, a majority of Tanzanians are not proficient in English. The recent efforts from the Ministry of Education and President Magufuli to implement the new education and training policy are expected to cause apprehension from stakeholders. Concerns include the transition from using Kiswahili in secondary education include creating, funding, and distributing Kiswahili textbooks, curriculum alterations, and tests; larger disparity between the upper and lower class; losing international employment/business opportunities; not being able as globally competitive; and most importantly, implementing teacher training. Human Rights Watch agrees that the biggest challenge in educating Tanzanian youth is the lack of qualified teachers:

One of the biggest factors affecting quality of education is the acute shortage of qualified teachers. According to the Tanzanian Teachers' Union, over 50,000 teachers are needed to fill the gap in secondary schools. As a result, many students, particularly those in remote areas, are learning in difficult conditions. They have no qualified teachers in a number of core subjects like mathematics, science, and English. Most teachers have not had in-service training, and have therefore not been taught new pedagogies, alternative discipline, or subject knowledge in line with changes to the curriculum. (p. 103)

The current policy is not beneficial to the majority of *Apathetic* stakeholders, and the lack of teacher training may be a substantial contributor as to why the policy is not working. With that said, regardless if the language of instruction changes or not, the success of any policy is based

on the overall acceptance from the public, a well organized implementation, and proper training to individuals responsible for the execution.

**Does the policy have the appropriate goals and objectives?**

Tanzania's Ministry of Education and Vocational Training's Education Sector

Development Program goals (MoEVT, 2010) are to:

- (a) Improve the quality of relevance
- (b) Enhance access and equity
- (c) Improve the teaching force and teaching process
- (d) Improve management efficiency and good governance
- (e) Institutionalize cross-cutting issues

The Tanzania Development Vision for 2025 states, "a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international level" (MoEVT, 2010, p.

2). Because the vision directly states the intention to be competent and compete internationally, my hope is the new language instruction policy and goals are in line with MoEVT's vision statement.

One of the objectives of the new Education and Training reform is "To promote the acquisition and appreciation of culture, customs and traditions of the peoples of Tanzania" (MoEC, 2014, p. 20). If the language of instruction changes to Kiswahili in both primary and secondary schools, this objective is in line with the policy.

**Is the policy meeting the needs of the target population?**

Ideally, the intention of the new education and training policy is projected to meet the needs of the target population, as the previous policy was unsuccessful in providing quality and access

to secondary education. This does not necessarily mean the new policy will be a success.

Tanzania's education has many faults and the new policy to provide free secondary education is just the first step. Similar to any conflict, the root of the problem is webbed by the many faults of the system. Because Tanzania is in the midst of the new policy implementation, questions arise such as, how will the government fund free secondary education, what improvements have been made in teacher training, how will the government ensure a successful implementation, and how will the policy be monitored? "The policy challenge is how to teach in a medium with which the vast majority students are comfortable, as well as build proficiency in English – which is increasingly valuable in a globalizing world" (Suma & Rajani, 2006, pp. 6-7). Suma and Rajani (2006) also stated the importance of including the target population (number of secondary schools) in a pilot project using Kiswahili as the medium of instruction. Education materials, textbooks, and teacher training will need to be prepared and implemented prior to the pilot project. Using these subjects to conduct thoughtful debates and research, the results would contribute to inform policy (Suma & Rajani, 2006).

There is the chance that Tanzanian policy makers will not change the language instruction policy. In that case, the government would focus their efforts on English teacher training, curriculum modifications, and better resources in order to attain the MoEVT's vision for 2025. Education policies and implementation need thoughtful consideration and planning that will positively impact the majority of the population. If the policy is implemented successfully and monitored continuously, it will provide access for students to secondary education.

### **What is likely to produce the desired outcomes?**

The desired outcome is to reform the education system and through proper implementation, learners will become more competent and prepared to contribute nationally and

internationally. The key to success is to have the support from stakeholders—mainly educators including headmasters. “Teachers will need to be at the heart of this transformation, and therefore must be meaningfully involved from the beginning and throughout. This is the right time to do it. The question is whether the Government, its development partners, civil society, and all of us are up to the task” (Suma & Rajani, 2006, p. 7).

As stated earlier, a pilot project is worth investigating prior to completely changing the Tanzanian education system and language of instruction. A pilot project of possibly a few primary and secondary schools in each region of Tanzania; some schools instructed in English, some instructed in Kiswahili, and the rest would be taught primarily in Kiswahili but incorporating a significant amount of hours dedicated to English classes per week. If conducted, we could decide which language environment allows students to perform better and/or achieve academic and professional success after secondary education.

It would also be beneficial if secondary students were able to choose their educational path. If a student excelled in science, he/she could choose to attend more classes in that particular subject. If English were the subject of interest (or was the subject the student excelled in), he/she could choose to tailor his/her academic schedule to fit his/her needs. This would ultimately allow students attending government schools the option to learn English while still being instructed in Kiswahili in other courses. Private schools would remain being instructed in English; however, government schools would have students succeeding in their selected area of interest, including the English language.

### **What aspects of the policy are working?**

The current policy and previous government administration incorporated and unified the usage of two major languages not only in the education sector but also, nationally. It unified the

country from using hundreds of local languages to solidifying Kiswahili as the official language. English was also incorporated in education and exposed all learners to a somewhat “fair” advantage of employment and entrance to the global market. The affluent Tanzanian population has benefited from these policies and will possibly have a greater advantage in the future if the new policies are implemented. To some extent, the abrupt change from Kiswahili to English in secondary school has been an easy transition to some, mainly private school students; however for the general population it is a hindrance to their overall educational career.

### **What aspects of the policy are not working?**

Conclusively, Tanzania faces many challenges in the education sector. The findings from the surveys and secondary sources highlight several issues that are prohibiting students to excel in secondary education. The idealistic view regarding the power of policy and the reality of practice can result in generations of changing and modifying policies. “Building a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the societal problems, meet the challenges of development and attain competitiveness at regional and global levels” (MOE, 2007, p. 9). The possible change in language instruction will not drastically improve overall education quality in Tanzania. There also needs to be a complete education reform supported and facilitated by the Tanzanian government and participating ministries. This reform would ultimately halt the implementation of the new policy so that proper planning procedures can take place prior to informing stakeholders. Possible recommendations to ensure better quality of education include providing excellent and frequent teacher training, prioritizing teachers’ salary compensation within the budget, increasing access to secondary schools, modifying the curriculum (which may include the change in language instruction), improving

learning materials such as textbooks, and improving primary and secondary schools' infrastructure.

The change in language instruction could be successful in either language, however it depends on proper implementation, resources, and the quality of teaching. Language barriers in education are not selective to Tanzania's education system. Many countries face the same challenges and are torn between the accessibility of using their local language and the pressure to learn an international language. Balancing the importance of both languages can cause debates and criticism, but solutions such as effective implementation through the investment of training educators are a possible starting point. Furthermore, Tanzania's government must use education to minimize the significant disparity between the upper and lower class, instead of using the basic right of education as the partition.



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## Appendices

### Appendix 1: Survey Questions 1-19

**Question 1:** How would you rate your overall education experience at your primary school?

Data: Two participants rated their schools as *outstanding*, three participants rated their school as *good*, and one was rated as *very good*.

**Question 2:** What was your level of comprehension when taught in Kiswahili?

Data: All participants, except for one, rated *very good*.

**Question 3:** In English class, how would you rate your level of understanding?

Data: Two participants rated their level of understanding as *fair*, three participants rated *good*, one participant rated *very good*, and one participant rated *outstanding*.

**Question 4:** How effective were the English lessons you received?

Data: Two participants rated the effectiveness of their English lessons as *fair*, two participants rated *good*, two rated *very good*, and one participant chose not to answer.

**Question 5:** How well did your primary school prepare you for secondary school in regards to being instructed in English?

Data: Four of the seven participants rated their school as *fair*, two participants rated *good*, and one participant rated their school as *very good*.

**Question 6:** If you had to rate your level of English at the end of primary school, what would you rate it?

Data: Four participants rated their English level at the end of primary school as *fair*, while one participant rated *good*, and two participants rated their English as *very good*.

**Question 7:** How would you rate the overall education experience at your secondary school?

Data: One participant rated their experience as *poor*, one rated *fair*, two participants rated *good*, one rated *very good*, and one participant rated their experience as *outstanding*.

**Question 8:** In all your classes, how would you rate your level of understanding?

Data: Three participants rated their level of understanding as *good*, two rated *very good*, and two participants rated their understanding as *outstanding*.

**Question 9:** What was your level of comprehension when being taught in English?

Data: One participant's level of comprehension was rated as *fair*, four participants rated their level as *good*, one participant rated *very good*, and one was rated *outstanding*.

**Question 10:** What was the level of your understanding when being taught in Kiswahili?

Data: All participants, with the exception of one who did not choose to answer the question, all rated their level of understanding as *very good*.

**Question 11:** How well did your secondary school prepare you for higher education (university, trade school, etc.)?

Data: Four of the participants rated their school as *good*, two were rated *very good*, and one was rated *outstanding*.

**Question 12:** If you had to rate your level of English at the end of secondary school, what would you rate it?

Data: One participant rated their level of English as *fair*, three were rated *good*, two were *very good*, and one rated their English as *outstanding*.

**Question 13:** Please state any challenges you faced while attending primary school.

Fees and family.

My family does not want me to study and I remained tending cattle.

School fees: This is because my guardians did not have enough money for my school fees and other school needs.

I used to walk a very long distance.

Fees, distance, and language.

Distance and health.

N/A
<b>Question 14:</b> Please state any challenges you faced while attending secondary school.
Fees
My family was not about to pay school fees. Therefore, I have to work to pay for my fees.
Language: This is because when I started secondary school, I was not good in English therefore it was difficult for me to understand classes.
Fees were a problem and my parents are poor. I used to depend on my brother and other relatives.
Fees and language.
Fees and language.
Fees
<b>Question 15:</b> If you could make any changes to your primary school, what improvements would you make?
Too add more teachers.
I will work very hard so that I can have a good life.
I will make sure that I will study hard in order to achieve my goals.
Increase food availability and make learning environment friendlier.
To change the syllabus and teaching.
I would like to help students to have good transport and better health services.
N/A
<b>Question 16:</b> If you could make any changes to your secondary school, what improvements would you make?
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I will join with training colleges.
I will make sure that I will try hard to learn English in order to perform well because this was my challenge.
Make learning environment very friendly by buying school facilities.
I know English and so on.
Inform government to make changes to help buy books and pay for transport.
N/A
<b>Question 17:</b> Please describe your transition from primary to secondary school in regards to the change in language instruction.
English language
When I was in primary school, I did not know how to speak English until secondary school where I was able to speak English.
In primary school, I didn't know English but when I reached secondary school I made improvements and I improved my English.
It was not so difficult for me. I considered that it is a thing that I needed to read.
The problem was language change.
Was so difficult because primary I didn't understand English. So, I did not understand what the teacher said but in Standard III and IV was good because I started to understand my teachers.
Perfectly well.

**Question 18:** Did the transition hinder you from learning? How so?

School fees

Parents lack knowledge on education.

Yes, from primary to secondary was very difficult because of English in primary we learned in Kiswahili.

No! It was the matter of concentrating.

My parents did not have enough money to pay for school fees.

My hinder was money and transport because if you don't have money you can't buy anything like books, food, and health.

No

**Question 19:** Please include any other comments:

Thanks to help2kids organization to help me to know English. Thank you.

My opinion is that school has to be improved on teachers, books, and good environment for learning.

In my opinion, teaching instruments must be improved as well as having experienced teachers.

Employing very qualified teachers.

Thank you for giving us awareness of English language in order to create a good efficiency for work.

I would like to say that it's very important help kids for education and health, also family talk with parent about kid's education.

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