

# 2004

// ... iwapo mwalimu ataona kwamba kila kazi yenye kuhitaji nguvu ifanywe na watoto na yeye awe akiangalia tu; au iwapo mwalimu ataona kwamba kila mwanafunzi ni kero, mzembe, kwa hali hiyo watoto watajengeka wakiwa na mawazo kwamba kazi ni kitu cha kuepukwa, kwamba mafunzo ni kitu cha kupita tu, na kwamba jinsi ya kutumia mamlaka ni kuwafanya watu wengine wakufanyie wewe kazi... kwa upande mwingine, mwalimu mwenye hekima anayefanya kazi kwa kujituma na kwa kushirikiana na wanafunzi wake, anayewatia moyo wanafunzi wake ili wasaidiane, na anayewafanulia kwanini anafanya jambo fulani, na kwanini ipo miongozo fulani – mwalimu huyo atakuwa amejenga mitazamo tofauti kabisa (na yenye manufaa sana) katika akili za wanafunzi wake. //

J. K. Nyerere (1966) *Nguvu ya Walimu*

“... when a teacher demands that every bit of physical labour is done by the children while he watches; or when a teacher acts as if every pupil were a nuisance, a dullard, in such case the children will develop the idea that work is something to be avoided, that learning is simply something which one gets through, and that the way to use authority is to get other people to work for you... conversely, a bright teacher who works with enthusiasm and with his pupils, who encourage the children to help each other, who explains why is doing certain things and why certain rules exist – that teacher will be forming quite different (and very much more constructive) attitudes in the minds of his pupils.”

J. K. Nyerere (1966) *The Power of Teachers*



## Januari

## Februari

## Machi

JT	JN	JT	AL	IJ	JM	JP
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JT	JN	JT	AL	IJ	JM	JP
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**// Elimu inaibua udadisi na kuchochea maswali – ni changamoto katika dhana ya kale na taratibu tulizojiwekea. Kijiji cha Ujamaa kilichoelimika, kwa mfano, hakiwezi kuruhusu wala kuvumilia udanganyifu wa wahasibu wao, au utawala wa kimabavu wa viongozi wao. Jamii iliyoelimika itahoji vitendo vya wawakilishi iliyowachagua – akiwemo Rais wao. //**

*J. K. Nyerere (1976) Elimu ya Watu Wazima na Maendeleo*

“Education arouses curiosity and provokes questioning – the challenging of old assumptions and established practices. An educated Ujamaa Village, for example, will neither allow nor tolerate dishonesty among its accountants, or authoritarianism among its leaders. An educated population will challenge the actions of its elected representatives – including its President.”

*J. K. Nyerere (1976) Adult Education and Development*



## Aprili

## Mei

## Juni

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JT	JN	JT	AL	IJ	JM	JP
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**// Elimu itolewayo inatakiwa ... kumuendeleza kila mwananchi katika mambo matatu: mawazo ya udadisi; uwezo wa kujifunza kutokana na vitendo vya wengine, na kuvikataa au kuvikubali kulingana na mahitaji yake; na msingi wa kujiamini katika nafasi yake kama mtu huru na aliye sawa katika jamii, anayethamini wengine na yeye kuthaminiwa kwa yale anayotenda na wala si kwa yale anayopata. //**

*J. K. Nyerere (1967) Elimu ya Kujitegemea*

"The education provided must therefore encourage the development in each citizen of three things: an enquiring mind; an ability to learn from what others do, and reject or adapt it to his own needs; and a basic confidence in his own position as a free and equal member of the society, who values others and is valued by them for what he does and not for what he obtains."

*J. K. Nyerere (1967) Education for Self Reliance*



## Julai

## Agosti

## Septemba

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JT	JN	JT	AL	IJ	JM	JP
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JT	JN	JT	AL	IJ	JM	JP
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**" Wanafunzi wanatakiwa kupewa fursa ya kufanya maamuzi mengi... na katika kufanya hivyo Serikali iepuke kuwawekea sheria nyingi na zenye vikwazo; kila shule iwe na uhuru wa kutosha... ambapo washiriki watatenda – na kujifunza kuthamini – demokrasia ya moja kwa moja... mwanzoni kuna uwezekano wa kufanya makosa mengi... lakini japokuwa watalazimika kupewa mwongozo... wanafunzi wanatakiwa kushiriki katika kufanya maamuzi na kujifunza kutokana na makosa. "**

*J. K. Nyerere (1967) Elimu ya Kujitegemea*

"Pupils should be given an opportunity to make many of the decisions... in the process Government should avoid laying down detailed and rigid rules; each school must have considerable flexibility... Only then can the participants practise – and learn to value – direct democracy... at the beginning it is probable that a good number of mistakes will be made. ... But although guidance must be given...the pupils must be able to participate in decisions and learn by mistakes."

*J. K. Nyerere (1967) Education for Self Reliance*



## Oktoba

## Novemba

## Disemba

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JT	JN	JT	AL	IJ	JM	JP
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JT	JN	JT	AL	IJ	JM	JP
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