

ISN 406

## PRIMARY SCHOOL VOCATIONALIZATION

*".....People cannot be  
developed....they can only  
develop themselves.....  
an outsider cannot give a  
man pride and confidence in  
himself as a human being.  
These things a man has to  
create for himself by his  
own actions....."*

*- Julius Nyerere -*

pilot project  
final report  
december 1978

## TABLE OF CONTENTS

1. SUMMARY
  - 1.1 General
  - 1.2 Aim
  - 1.3 Description
  - 1.4 Procedures
  - 1.5 Conclusions
  - 1.6 Recommendations
2. INTRODUCTION
  - 2.1 Authorization
  - 2.2 Background Information
  - 2.3 Aims
  - 2.4 Sources of Information
  - 2.5 Scope
3. GENERAL SURVEY OF PROJECT
  - 3.1 Relevance of Pilot Project
  - 3.2 Preliminary Assumptions
  - 3.3 Procedures Followed
  - 3.4 Sites of Project
  - 3.5 Participants in the Project
  - 3.6 Division of Responsibility
    - 3.6.1 Operation Bootstrap - Tanzania
    - 3.6.2 Community Development Trust Fund
    - 3.6.3 Ministry of National Education
4. PROJECT IMPLEMENTATION (National Level)
  - 4.1 Supervision
  - 4.2 Instruction
  - 4.3 Production of Materials
    - 4.3.1 Administrative Forms
    - 4.3.2 Project Syllabus
    - 4.3.3 Solar Cooker
    - 4.3.4 Village Food Cooler
    - 4.3.5 Ox Cart
    - 4.3.6 Multi-Purpose Building Design
    - 4.3.7 Handbook-Reference File
  - 4.4 Finance

5. PROJECT IMPLEMENTATION (Local Level)

5.1 Supervision

5.2 Instruction

5.3 Production of Materials and Facilities

5.3.1 Tools

5.3.2 Implements

5.3.3 Facilities

5.4 Finance

6. CONCLUSIONS

6.1 P.S.V.P as a Development Concept

6.2 P.S.V.P as a Viable Programme

6.2.1 General

6.2.2 Ministerial Level

6.2.3 Community Development Trust Fund

6.2.4 Operation Bootstrap - Tanzania

6.2.5 Sites

6.2.5.1 Ihanja

6.2.5.2 Kinambeu

6.2.5.3 Kifaru

6.2.5.4 Leganga

6.2.5.5 Msaata

6.2.6 United States Agency for International Development

6.3 Role of Voluntary Agencies in Development

7. RECOMMENDATIONS

8. APPENDIX

8.1 Agreement CDTF - OBT

8.2 Evaluation - January 1978

8.3 Project Drawings

8.3.1. Solar Cooker

8.3.2. Nest of Beds

8.3.3. Iceless Cooler

8.4 Drawings for Lesson Preparation

8.4.1. Brickwork Wall Patterns

8.4.2. Cross Half Tap Joint

8.4.3. Mortice and Tenon Joint

8.4.4. Table Joint

8.5 Multi Purpose Building Design

8.6 Technical Education in Tanzania

- 8.7 Map of Tanzania with Site Identification
- 8.8 Tanzania Government Organisation
  - 8.8.1 National
  - 8.8.2 Local
- 8.9 Final report 1977
- 8.10 Ministry of National Education Organisation
- 8.11 Administrative Forms
  - 8.11.1 Attendance Record - Craftsmen
  - 8.11.2 Lesson Plan Form
  - 8.11.3 Payment Record - Craftsmen
- 8.12 Woodwork for First Year
- 8.13 Pictures

## 1. SUMMARY

### 1.1 General

This report is being submitted to the Community Development Trust Fund of Tanzania as a Final Report from the Project Director of the Primary School Vocationalization Pilot Project. It will attempt to evaluate from the viewpoint of Operation Bootstrap - Tanzania the project as a whole.

### 1.2 Aim

This report will present the findings in such a way so as to make possible

- 1) an understanding of the pilot project as an experimental exercise.
- 2) general conclusions as to problems as well as successes.
- 3) specific recommendations which relate to O.B.T. and Ministry of National Education of Tanzania for the purpose of facilitating expansion of the Pilot Project into a Development Programme.

### 1.3 Description

The views expressed are those of the Project Director and are not necessarily those of others involved in the project. These opinions are expressed after working with the project for the past two years; one year as Resident Director of O.B.T. and the second year as Project Director.

### 1.4 Procedures

The information presented in this report was obtained from supervision of the project as well as the related discussions, seminars and inspection. In addition to this, the results of the Evaluation done by C.D.T.F. was most helpful.

### 1.5 Conclusions

The project as a whole has proved the feasibility of teaching basic skills at the Primary School level. With proper supervision and assistance, the 'teaching partnership' of classroom teacher and village craftsman can provide adequate technical and professional expertise to justify their involvement.

### 1.6 Recommendation

- 1.6.1. That the project as an experimental exercise be regarded as successful.

- 1.6.2. That consultations begin immediately between the participating members to determine the desirability of extension of programme to a larger number of primary schools in Tanzania.
- 1.6.3. Appointment of one person within the Ministry of National Education and one from Community Development Trust Fund whose sole function will be implementation of this program. These persons to be given authority to make decisions.
- 1.6.4. Negotiations be carried out without delay so as to have a programme ready and seminars coordinated before school year - January 1979.
- 1.6.5. Financial implementation be determined and assumed by relevant organization. O.B.T. begin request to secure funding for all except M.N.E. obligation.

## 2. INTRODUCTION

### 2.1 Authorization

This Pilot Project was implemented on the basis of an agreement between Community Development Trust Fund of Tanzania and Operation Bootstrap - Tanzania. C. D. P. F. in turn negotiated with the Ministry of National Education of Tanzania the form which the project should take. (8.1) This agreement began in July 1976 and was extended until 31 December 1978 to cover the entire length of the project.

### 2.2 Background Information

Tanzania has chosen for herself a road to development that embodies the retaining or strengthening of human dignity by each individual's actual involvement in his/her development. This has led to rethinking much of what has, up to now, been accepted as normal. Few patterns exist which can give guidance. Therefore, much experimentation has to be undertaken in order that from it all a Tanzanian way might emerge.

This is more necessary in the field of education than elsewhere for here the leadership of tomorrow is introduced to thought and practice that will form the basis of development decision making; whether on the national or local level.

P. S. V. P. is one of these many experiments in the field of education, seeking to make education relevant to Tanzanian development, which means, first and foremost, self-reliant.

### 2.3 Aims

This report will have as its aim producing relevant information on the pilot project to permit an honest evaluation to be made as it affects Tanzania as well as other developing nations seeking an educational system relevant to its own particular development needs. To facilitate this it will give

- 1) a background which made such an experiment possible
- 2) a description of the structure used to carry out this experiment and the personnel employed, and
- 3) the sharing of responsibilities between participants which make such an experiment possible.

Based on the evaluation of these it should be possible to make a decision as to the applicability of such a programme or the degree of alteration and modification necessary to adapt it to the present primary school system in Tanzania.

#### 2.4 Sources of Information

The information used for this report comes from previous reports, seminars, consultations, correspondence and numerous discussions with involved individuals. Much guidance was received from the evaluation carried out by Dr. Gottneid in January 1978. This document was made available at that time to all three participants in the programme. (8.2)

#### 2.5 Scope

Since an in-depth evaluation was carried out in the beginning of 1978 (8.2) repetitious considerations of these areas would accomplish little. Post evaluation (1978) activities consisted of (8.3)

- 1) single projects appropriate to village needs and abilities
- 2) simple drawings to be used by the 'teaching partnership' in producing the required lesson plans. (8.4)
- 3) production of a multi-purpose building design for use as a classroom/workshop for the vocationalization project (8.5)

### 3. GENERAL SURVEY OF PROJECT

#### 3.1 Relevance of Pilot Project

Tanzania's insistence on developmental relevance has led to many new and innovative experiments. Some have failed to produce the required or anticipated results. Others have led to alterations of major significance within existing programmes. Since it has been designated as experimental none can be called failure. Even if one proves that a certain programme won't work, that is success. Such is the nature of experiment.

P.S.V.P. has experimented with trying to bring basic skill training into Primary School Curriculum. Until now no such programme exists at this level. - it begins only after the completion to seven standards of Primary School training. This means that the vast majority of Primary School leavers will never receive any such training. (8.6)

Any programme adopted for implementation would have to be capable of almost immediate expansion into over 5,000 existing Primary Schools. Alterations would have to be kept at a minimum until such a programme could be firmly established. Therefore the necessity of a 'Pilot Project' phase where the various ideas could be tested and variations tried.

#### 3.2 Preliminary Assumptions

Various factors dictated the development of an acceptable approach. The main factors being:

- 1) Minimum capital and recurrent financial involvement to initiate such a programme.
- 2) Non-existence of a formally trained cadre of Primary School teachers who would transfer these basic skills.
- 3) Need for self-reliance not only in terms of future production but also in terms of the tools of production itself.

Guided by these factors the following assumptions were adopted and tested during the 'Pilot Project'.

- 1) Existing classroom facilities would be utilized until the participating students would possess skills capable of involving them, together with the rest of the villagers, in the construction process of erecting new facilities better suited to such a programme.
- 2) Most villages contain skilled craftsmen possessing adequate skill to be able to transfer the 'basic skills' in carpentry, masonry and metalwork. If these individuals could be combined into a 'teaching partnership' with the classroom teachers of Standards V, VI & VII, the students would be trained in the skills themselves by the use of proper and modern teaching methods. The only added expense to the existing Primary School structure would be whatever was required to satisfy the craftsmen for the amount of time such an involvement demanded from their wage earning hours in the village. This could be borne by the village and/or the school once a small industry became established which could utilize the newly acquired skills of the students.
- 3) Outside sources of tool and material procurement would be held to a minimum; not because they were unavailable or unwilling but because these sources would prejudice the self-reliant necessity of the programme - were it to be expanded. Only 'basic production tools' would be tolerated in order that these tools would be required in the further production of other tools. These tools of 'self-reliance' could be fabricated from local materials.

When the first students possessing these 'basic skills' graduate it would be possible for them to become meaningfully involved in the progressive development of their own village life as well as supplying a village industry scheme with 'skilled' labour.

### 3.3 Procedures Followed

To test the above assumptions a number of schools were first selected by the Ministry of National Education. The school committees of these villages were to select the craftsmen

from the villages who would then be involved in the 'Pilot Project'. Periodic seminars were to be held which would bring together all participants in the teaching part of the project. They would participate in the various activities of orientation, guidance, discussion and programme & material production. Alterations would be made on recommendations produced from these seminars.

### 3.4 Sites of Project

The following five sites were selected by the Ministry of National Education for the 'Pilot Project' and are representative of a reasonable cross section of social, economic and physical settings. (8.7)

#### A) IHANJA - Singida Region - Singida District

Ihanja School is located in central Singida, a newly settled village in a remote area. The area is low in rainfall. In comparison to the average village, the area is considered poor. There is no cash crop thus very little income. The goats have eaten the grass and the firewood has been used without replanting. Without grass and trees, erosion is taking place. The school exists in an area of extremely low level technical ability. The area was considered a good choice for the pilot because of need for new skills and the development of manpower. There is also the need to test the viability of working with virtually illiterate craftsmen.

#### B) KINAMBEU - Singida Region - Iramba District

Kinambeu School is also located in a dry area of Singida Region. The village is new with good school facilities provided by the government. The area is very poor and the village is similar to Ihanja. There is cultivation of maize and sorghum, and sheep and goat production is widespread.

#### C) KIFARU - Kilimanjaro Region - Same District

Kifaru School is in a village that grew near a sisal plantation. Sugar cane is grown in the area but is not processed in the community. Goat herding is abundant in the village which is located near the main highway from Dar es Salaam to Arusha. The school is located just off

the highway about thirty miles from Moshi. Operation Bootstrap, under its construction program, assisted the villagers to build the school. Through this effort the village has shown a great interest in community development and consistently follows the concept of self-help, that Operation Bootstrap has helped to instill. The village probably is in the middle income range in Tanzania, and near enough to Moshi and good communications that provide an outside stimulus to the villagers and their children.

D) LEGANGA - Arusha Region - Aru-Meru District

Leganga School is located about twelve miles from Arusha at the base of Meru Mountain. It is one of the oldest and better established villages in the region. The school was built by the District Council. The area is above the middle income level for rural Tanzania. Other signs of economic stability is the abundant crop of bananas, some coffee and good herds of dairy animals. The rainfall in the area is above average and very stable. There are good craftsmen in the area who readily transfer the skills that they acquired.

E) MSAATA - Coast Region - Bagamoyo District

Msaata School is just off the main highway from Dar es Salaam and Arusha. The school is located in the Coastal Region about 100 miles from Dar es Salaam. The village is an old established one that is in a poor area which is fairly typical of the outlying villages. Subsistence crops are raised and there is little cash from agriculture. Tobacco is trucked to the village in bulk and packaged by many of the students.

3.5 Participants in the Project

The main partners in the project implementation were

- 1) Ministry of National Education of Tanzania
- 2) Operation Bootstrap - Tanzania
- 3) Community Development Trust Fund of Tanzania

Their involvement was of an over-all nature. Decision implementation and facilitation was shared with the various Regional, District, Village and School officers (8.82) with the main responsibility being borne by the representative of the Ministry of National Education at the different levels.

### 3.6 Division of Responsibility (8.1)

Responsibilities for the project were divided between the following:

#### 3.6.1. Operation Bootstrap - Tanzania

- (1) Provision of funds for materials, running costs, and administrative expenses of C. D. T. F. incurred by their participation in the project.
- (2) Supply and maintain expatriate personnel required for implementation of the project.
- (3) Provide liaison between O.B.T., C.D.T.F. and M.N.E.
- (4) Supply and ship tools required as 'production tools' for the project.

#### 3.6.2. Community Development Trust Fund of Tanzania

- (1) Function as financial liaison between O.B.T. and M.N.E.
- (2) Supervise and control project implementation under authority of M.N.E. through District Education Officers.
- (3) Supply inspection reports of project together with Statement of Accounts each six months.
- (4) Fund craftsmen's remuneration through District Treasuries.
- (5) Secure permission for authorized persons to visit project.
- (6) Arrange necessary consultations between all participant bodies.

#### 3.6.3. Ministry of National Education

- (1) Assume responsibility for all the technical implementation of the project.
- (2) Notify and inform all participants in programme of responsibilities and progress.
- (3) Select teachers and make space available in time table of Primary Schools involved.
- (4) Selection, together with Village School Committee, of participant craftsmen.
- (5) Compensate craftsmen for services performed.
- (6) Organize necessary seminars.
- (7) Pay salaries of teachers involved.

#### 4. PROJECT IMPLEMENTATION (National Level)

##### 4.1 Supervision

The following persons were selected by their respective organizations to oversee the project and to fulfill their responsibilities as specified in the agreement.

- 1) Mr. S. Nzewema - Ministry of National Education  
(he was joined in 1978 by Mr. Chalo)
- 2) Mr. A. Ulaya - Community Development Trust Fund  
(transferred in 1978 and not replaced)
- 3) Mr. D. Sorensen - Operation Bootstrap - Tanzania  
(replaced by Mr. D. Simonson in 1978)

The majority of the 'on-the-spot' supervision was done by the Project Directors supplied by O.B.T. Seminars were conducted by the M.N.E. representatives. Finances were handled by the C.D.T.F. member.

It had been hoped that more direct contact with the project would have been established by the Regional and District Educational Officers. Early in the project a 'communications gap' appeared between the various levels of authority within the Ministry of National Education. <sup>(8.10)</sup> This was pointed out in the 1977 Report (8.9. - page 18) but no subsequent action seemed to have been initiated since the problem continued to exist throughout the life of the project.

An evaluation was carried out on behalf of C.D.T.F. as required in Article V (C) of the 'agreement' between O.B.T. and C.D.T.F. (8.1). Unfortunately the M.N.E. was unable to take part in these evaluation consultations. The results were distributed by C.D.T.F. to the Ministry for the necessary action and reaction.

C.D.T.F. has continued to function as liaison between M.N.E. and the project. Due to administrative reorganization in 1978 they were unable to supply a permanent representative to handle all the matters that needed attention. In spite of this the Executive Director and Mr. Daudi Ricardo were readily available to do what they could to assist with the various problems as they arose.

Since no decision as to the future of the project could be made at the end of 1977, O.B.T. was requested to continue the Pilot phase for one more year. Due to the late arrival of this request O.B.T. was unable to secure a replacement for Mr. Sorensen. Mr. Simonson, the Resident Director of O.B.T. agreed to take a leave of absence from his employment and supervise the second year's activities.

Following discussions between O.B.T., C.D.T.F. and M.N.E., the service of an expatriate was secured who could become Project Director when the new programme would be initiated. Following recommendation 8, page 14 of 1977 Report, Mr. Lindseth arrived in Tanzania in July 1978 and has now completed a six month orientation and language study course. As of 1 January 1979 he will be ready to assume the position of Project Director.

#### 4.2 Instruction

The main means of orientation for the project, as well as providing a forum where constructive analysis and criticism could take place, were the seminars. Invited participants consisted of:

- 1) Regional Development Directors
- 2) Regional Educational Officers
- 3) District Development Directors
- 4) District Educational Officers
- 5) Head Teachers of participating schools
- 6) Classroom Teachers of participating schools
- 7) Craftsmen from participating villages
- 8) Operation Bootstrap representative
- 9) Community Development Trust Fund representative
- 10) Ministry of National Education representatives

These seminars were organized by the Ministry and were conducted at a central location where boarding facilities were available. The plan was to conduct a series of seminars which would be progressive in nature as that by the end of the project a revised Syllabus and Handbook would be produced in a final seminar.

Due to the lack of interest on the part of some invited participants it was impossible to fulfill this plan. Each seminar had to return to the beginning and re-orientate or re-educate because of those who were attending for the first time. A final seminar scheduled for October 1978 was cancelled due to uncertainty within the Ministry as to the future of the project. This seminar was to have completed work on a handbook as well as make the necessary preparation for expansion of the project. This uncertainty, as well as the high cost of these seminars (\$2,500 / \$19,000 per seminar) made it advisable not to proceed at that time.

#### 4.3 Production of Materials

During the course of the project the following items have been produced:

##### 4.3.1 Administrative Forms (8.11)

These were done at the beginning of the project. Many examples were attached to the Appendix of 1977 Report. Additional forms for reporting on hours worked by the Craftsmen and Lesson Plans were produced during the second year.

##### 4.3.2 Project Syllabus

This syllabus, in Swahili, was created by the participants in the seminars during the first year of the project. A revision was carried out during the July seminar in 1978. This revised version is still with the Ministry in Dar es Salaam awaiting action on a project extension.

##### 4.3.3 Solar Cooker (8.3.1)

A solar cooker, capable of roasting meat and vegetables, was received from Rural Industries Promotions of Botswana. Five models were made locally and brought to the schools as patterns for reproducing. The high cost of the glass makes this item's usefulness questionable at the village level. If the project expands it would be more reasonable to import the required glass because the cooker itself is functional and capable of creating temperatures up to 103° C.

#### 4.3.4 Village Food Cooler (8.3.3)

An 'evaporation type' cooler has been designed and is being tested. Working drawings are available and will be distributed once tests and alterations are complete.

#### 4.3.5 Ox Cart

A model ox cart developed at the Nordic Agricultural Project in Mbeya has been used by two of the project schools. They use it as a pattern and when they have finished, the model is moved to one of the other sites.

#### 4.3.6 Multi-Purpose Building Design (8.5)

A building design capable of being followed by graduates of P.S.V.P. has been developed. It is presented in a step-by-step instruction booklet. The instructions are given in English since it has not yet received approval from the Ministry and requests for its use have already been received from non-Swahili areas.

#### 4.3.7 Handbook - Reference File

Originally it was planned to produce and print our own Project Handbook to accompany the Syllabus. As the project progressed it was thought that a more useful exercise at this stage of development would be the gathering together of various materials into a Reference File. These materials would consist of:

- (1) Drawings for Lesson Preparations (8.4)
- (2) Project Design Folders (8.3, 8.5)
- (3) Available Printed Material (8.12)

These materials would be available at each school and would be added to as available. Eventually when they had been tested and when a final Syllabus had been approved, the question of printing such a Handbook could be discussed.

#### 4.4 Finance

Funds for the project were supplied through Operation Bootstrap - Tanzania by a grant from the United States Agency for International Development. These funds needed for use at the school sites were transferred by C.D.T.F. to the District Development Directorates. Craftsmen were subsidized from these funds and were disbursed by the District Treasuries. Seminars were paid for by the project from funds on deposit with C.D.T.F.

## 5. PROJECT IMPLEMENTATION (Local Level)

### 5.1 Supervision

Responsibility for local supervision was placed in the hands of the District Education Officers. He/she was assisted by the Project Director during the periodic inspections. The Headteachers who were responsible for the project at the school sites were responsible to their District Education Officers for reporting and assistance. The Headteachers related to the villages through the Village School Committees.

### 5.2 Instruction

Following the prescribed syllabus the classroom teacher and the local craftsman prepared the lesson plans developed by the project at its seminars. Formal classroom instruction was handled by the classroom teacher. Practical experience was guided by the craftsman assisted by the classroom teacher. This was the 'teaching partnership' referred to earlier.

All students in Standard V received a minimum of two hours a week in carpentry; Standard VI in masonry and Standard VII in metalwork.

The following 'production tools' were supplied by the project to assist with the instruction:

- |                     |                                    |
|---------------------|------------------------------------|
| 1) 5 assorted files | 9) 2 Steel Drills                  |
| 2) 1 Hack Saw Frame | 10) 1 Steel Measuring Tape         |
| 3) 1 Hammer         | 11) 1 Tin Cutter                   |
| 4) 1 Hand Brace     | 12) 1 Bench Vise                   |
| 5) 1 Hand Drill     | 13) 4 Assorted Wood Bits           |
| 6) 1 Hand Grinder   | 14) Assorted blades, nails, screws |
| 7) 1 Hand Saw       | 15) 5 Block planes                 |
| 8) 1 Spirit Level   |                                    |

### 5.3 Production of Materials and Facilities

#### 5.3.1. Tools

Each school had different priorities in terms of tools required and produced. In the project as a whole the following tools were produced:

- |                       |                |
|-----------------------|----------------|
| 1) Carpenter's Square | 4) Cold Chisel |
| 2) Screwdriver        | 5) Wood Chisel |
| 3) Punch              | 6) Knife       |

- |                       |                       |
|-----------------------|-----------------------|
| 7) Blacksmith's Tongs | 11) Cement Trowel     |
| 8) Wooden Mallet      | 12) Marking Gauge     |
| 9) Claw Hammer        | 13) Blacksmith Hammer |
| 10) Block Plane       |                       |

5.3.2. Implements

- |                             |                             |
|-----------------------------|-----------------------------|
| 1) Cooking Basin (aluminum) | 7) Hinges & Hasps for doors |
| 2) Spoon                    | 8) Needles                  |
| 3) Trowel                   | 9) Funnels                  |
| 4) Hoe                      | 10) Coat Hangers            |
| 5) Lantern                  | 11) Forges                  |
| 6) Grass Scythe             |                             |

5.3.3. Facilities

- |                       |   |
|-----------------------|---|
| 1) Teachers' Quarters | bricks, doors, windows also made by students. |
| 2) Classrooms         |   |
| 3) Workshops          |   |
| 4) Brick Kilns        |   |

5.4 Finance

The only investment into the local programme made by the project was the cost of 'production tools' and the subsidy for the craftsmen. All else was supplied by the village, the school, or the pupils themselves.

Through O. B. T. each school received a grant to assist in purchasing materials for the erection of a classroom or a Teachers Quarters. These were built by the students themselves using their newly acquired skills.

## 6. CONCLUSIONS

### 6.1 P.S.V.P. as a Development Concept

There can be no more valid contribution to the development scene than the equipping of those most directly involved in the development process with the skills with which to make that development happen. No avenue is more universally available or receptive than the elementary levels of the educational process.

Despite the failure of some to perceive the importance of vocationalization at the primary school level to the point of personal involvement, those who did provided the insight, enthusiasm and encouragement that proved to us, without a doubt, that this type of educational development - at this level - and using these resources, both human and material, is possible.

### 6.2 P.S.V.P. as a viable programme

With the acceptance of the value of P.S.V.P. concept as fulfilling development needs there is no reason for it not being able to function as a programme within the Primary School curriculum of Tanzania.

#### 6.2.1 General

As with anything new, great effort will be required so that a thorough understanding of the concept is held by all participating leadership. This, combined with a dedication to development expressed in well planned organizational and instructional preparations, will assure success.

#### 6.2.2 Ministerial Level

Communication between the various positions of responsibility within the Ministry will need to be clarified or, if existent, then strengthened. Acceptance will need to be more than a courtesy; it will need to be a commitment. The programme needs to be seen as one which belongs to the Ministry and not as something that has been brought to them and they are being encouraged to accept.

The appointment of the representatives of the Ministry to function with the Pilot Project was much appreciated. They appeared to work well together and possess a rather clear idea as to what was expected. The biggest obstacle or difficulty experienced by them and their relationship to the project was their inability to make or to secure decisions when required. Time, effort, and money were all wasted because of a lack of decision-making authority. Promises made by the Ministry to not remove Head Teachers or Classroom Teachers during the course of the project were not honoured and caused great disruption in the planned progress of the project.

#### 6.2.3 Community Development Trust Fund

The ease with which C.D.T.F. is able to relate to all the various sectors was most encouraging. They have a ready access to needed discussions at all levels. Under-staffing restricted their total involvement with the project, especially during the second year. They would be a most welcome partner in any future involvement with such a programme. They should be encouraged, if involved, to designate one person to this project alone.

#### 6.2.4 Operation Bootstrap - Tanzania

During the Pilot phase of the project, O.B.T. acted more as a co-ordinator and a negotiator than as an implementor. A continuous developmental experiment could not be carried out due to the lack of involvement of a few key persons. Much time was spent in repetitious explanations to late arrivals or recent converts. The geographical area requiring attention was far too great for one person to adequately supervise. If O.B.T. is to be further involved in a project of this type the sites will need to be closer together and additional personnel will need to be made available.

### 6.2.5 Sites (8.7)

#### 6.2.5.1 Site A (Ihanja - Singida District)

This school from the beginning followed faithfully the directions of the Project leaders. Village involvement was evident at all stages. A Head Teacher who obviously had great experience and an even greater dedication assured the project of a fair trial.

A classroom was built by the students as well as various tools and implements. A final Field Day was held when officials from the area, parents and other residents were invited to observe the results of the project. They were pleased with what they saw and encouraged the teachers and craftsmen in their duties.

Movement of Head Teacher and other teachers took place prior to the completion of the project.

#### 6.2.5.2 Site B (Kinambeu - Iramba District)

The craftsmen seemed to understand what was required to a far greater degree than the Head Teacher or the Classroom Teachers. Much time was spent with the school staff - especially the Head Teachers trying to instill a degree of enthusiasm but to little avail. Three Head Teachers were transferred during the life of the project which proved very detrimental to the project results.

The building of a goat house was attempted but failed.

In spite of the many disappointments of this school, the craftsmen were able to lay the base of a school / village industry. This consisted in the gathering of worn-out hoes to which they attached new blades made of heavy iron sheeting. These were sold for \$s 12/- each and supplied some funds for use within the project.

#### 6.2.5.3 Site C (Kifaru - Same District)

One couldn't have wished for a better combination of direction, enthusiasm, understanding and co-operation than that experienced at Kifaru. They excelled in every aspect of the programme. A real 'team effort' produced results that any community, anywhere in the world, could be proud of.

The participating students were able to erect two teachers houses and an outside workshop. They burned their own bricks and even sold some of them to neighboring projects. Doors and windows were made by the students, including the hinges and hasps.

It is possible to say, in all honesty, that this school surpassed expectations of the project.

#### 6.2.5.4 Site D (Leganga - Aru-Meru District)

This school was very much involved in the project during the initial stages. The leadership was aware of what was expected and attempted to produce. The quality of craftsmanship in this area is outstanding; especially the metalwork.

Transfers destroyed the continuity of the project and from then on disappointments set in, not only for those outside the school but also for some of the teachers and craftsmen who had been with the project from the beginning. Nothing happened, co-operation and concern ceased, and no amount of effort seemed capable of creating a desire to proceed beyond the self-imposed limits of excuse-making.

#### 6.2.5.5 Site E (Msaata - Bagamoyo District)

This was very definitely a 'slow starter'. In spite of enthusiasm and understanding on the part of the Head Teacher, Classroom Teachers and Craftsmen no momentum built up. It took a long time for the local leadership to accept the

project as being worthwhile. Once this was established co-operation and understanding developed until near the end of the project the students were able to build a teacher's house as well as producing some very acceptable cultivating implements from scrap metal available locally. They also became involved in brick burning which is relatively new to the area.

The staff at the project at Msaata are to be congratulated on their perseverance which permitted these exciting developments even at a late hour.

#### 6.2.6 United States Agency for International Development

Appreciation is expressed to the local mission of the U.S.A.I.D. for their willingness to back this project with more than funds. They often supplied encouragement when it was most needed; occasionally an insight into their own bureaucratic quagmire, and always a willingness to try whatever was needed to keep things going.

It would be highly beneficial to those of us who are unfamiliar with their 'procedures' if they could develop a set of clearly defined guidelines which could be understood and followed by the 'uneducated' leadership of voluntary agencies. The constant pressure to comply with procedure - which seems to change each time a new committee is formed or appointment is made - makes it most difficult to function as partners in development.

#### 6.3 Role of Voluntary Agencies in Development

The independent nature of a Voluntary Agency generally makes it possible for them to operate at a more personal level with those involved in their own development. They are also free from political obligations. This is what makes them acceptable partners in developmental processes.

Unfortunately many of the Voluntary Agencies are dependent upon grants with which to undertake their larger projects.

This makes it imperative that in order to guard their independent status they must resist attempts to make them part of the organization. This assertiveness can easily be interpreted as a lack of appreciation for assistance when in fact it is nothing more than insistence on remaining independent.

In relating to a host government and its bureaucracies there is the tendency to treat Voluntary Agencies as insignificant in terms of funds available. This is true when compared to the total development financial contribution, but there is more to development than funding. Each has its contribution to make which needs to be recognized and accepted as valid.

#### 7. RECOMMENDATIONS

The following recommendations are offered:

- 1) That this report be made available to the participating partners in this project and that a meeting be convened for the purpose of discussing the possibility of its use in developing a programme of vocationalization within the Primary School System of Tanzania.
- 2) That, if an expansion of this project be desired, all parties concerned discuss at length the areas of responsibility, designate participants and delegate authority.
- 3) That Community Development Trust Fund continue to be involved as a full partner in any future discussions and developments.
- 4) That U.S.A.I.D. be formally approached by Operation Bootstrap-Tanzania with the purpose of securing funding for a five-year project to bring such a programme into the schools of Tanzania.
- 5) That all required discussions and preparations take place at the earliest possible date so as to be able to begin such a programme by January 1979.