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MASTERS OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT

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IMPACT ASSESSMENT OF
IHUSHI JITEGEMEE YOUTH
TRAINING CENTER.
BUJASHI – MAGU DISTRICT

ELIAS KAJELI MAARUGU

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the *Southern New Hampshire University at Open University of Tanzania* the Project Report entitled “*A Project on Impact Assessment for Ihushi Jitegemee Youth Training Centre*” in partial fulfillment of the requirements for the Masters Degree of Science in Community Economic Development of the Southern New Hampshire University.



.....
Augustine A. Rukantabula
(SUPERVISOR)


Date: 18th July 2005

DECLARATION

AND

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I, Elias Kajeli Maarugu, declare that; the contents of this Report are the results of my own study and findings. To the best of my knowledge, the contents of this Project Report have been presented to neither the Southern New Hampshire University at Open University of Tanzania nor any other institution of higher learning for the award of a Masters of Science Degree in Community Economy Development.

Signature.......... Date 20.07.2005

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DEDICATION

I dedicate this work (project assessment paper) to my family Mama Maarugu, Kajeli and Bhwire who stayed side by me throughout the 18 month study period in recognition of their constant support, prayers and encouragement.

ACKNOWLEDGEMENT

The Kiswahili Old adage has it, “Aisifie mvua imemnyeshea”. The English literal translation (or its equivalent) is “the one who praises rain it has rained on her/his crops hence a good yield. Indeed the 18-month study period on the PANUA CBO Ihushi Jitegemee Youth Training Centre has been of good yield-“Production of this Final Impact Assessment Paper”.

The rains for this achievement in terms of support came from a variety of sources covering individual persons, corporate institutions and community Based Organizations. It is almost impossible to recognize all the people, institutions and CBOs who in one way or another supported me in this study endeavor one by one. With an apology to my supporters, I beg too mention a few from the long list.

First I recognize Mr. Emmanuel Buguba the Centre’s Board Chairman and Managing Director, for his invitation to officiate the 2002 graduation ceremony as chief guest.

It was from such a gesture I came into contact with the Centre’s intervention in trying to solve the rural development issue in practical terms – training the youth to be job creators”.

Again there is the Southern New Hampshire University and the Open University of Tanzania team headed by Michel Adjibodou – CED Programme Director. The team has been source of knowledge, adequate reading material and excellent rapportours all the way round. Hand in gloves to this wonderful team of facilitators is Dr. Augustine A. Rukantabula (Director OUT Mwanza Regional Centre) my field supervisor for his tireless support, advice and encouragement.

It will be a crime to shorten this list at the expenses of leaving out two very important people in this research, Enock Kabendela the Director for VETA Lake Zone and Daniel Ole – Njoolay.

The former, responded to my quest for literature review materials auspiciously and gave me all what he deemed necessary to enrich my study. And the later being my Regional Commissioner gave me permission to attend the full course without conditions.

Suffice it to conclude that the list of people who gave their support to this course of my study is endless. However let me end by mentioning one significant person. In our house, the young ones call her grand ma, the older ones call her Mama (Mother) and my deceased mother (died January, 2003 at the age of 96) used to call her Nyamgaya (i.e. daughter of Mgaya) Can you guess who she is. That is my wife Menaelli. I do appreciate her moral and material support, advice, encouragement and I will live to reckon upon her immense investment in my acquired extra academic qualification in our advanced age.

ABSTRACT

PANUA is a community Based Organization at grassroots level in Magu District, Mwanza Region. Its centre of operation is IHUSHI Village in Bujashi Ward, situated about 50 m and 18 km from Magu District Headquarters and Mwanza City respectively.

It also enjoys good proximity with Kisesa Minor settlement (6 km away) on the Mwanza Musoma Road (5 km), the National Vocational Education Training centre (13 km) and it is hardly 15 km from the shores of Lake Victoria. The Mission, goal and objective of the CBO is well embodied in its name PANUA. PANUA is a Kiswahili acronym carrying the words “Panda Mbegu ya Maendeleo, Inua Hali ya Wananchi” The literal translation of these words is, “Plant Seeds of Development to raise the standard of living of the most Vulnerable”.

PANUA Memorandum of understanding defines the most vulnerable as those girls and boys who complete primary education and stay at home without opportunity to be engaged into any gainful and sustainable income generating activity. The rate of youths’ vulnerability is exasperated by two factors: the age at which they finish primary education (13 – 16 years) and the equipment used in the major means of production, farming with hand hoes. These two factors prevent the youth from entering the production market. Once they complete their education, there is a necessary prolonged time-lag period, between primary school completion and acquiring the basic capability to work on farms using hand hoes as major means for production.

However, during this long period, the youths are faced with a number of temptations as they struggle to make a meaningful living. The result is early pregnancy leading to forced marriages for the girls, urban migration for both girls and boys in search of employment as bar and restaurant attendants, house-servants.

On the other hand, the youths, who remain in the village, end up joining fishing villages scattered along the lake. Once in the fishing villages they are subjected to a number of anti-social practices, such as multiple sexual partners, drug-pushing behavior etc.

It is against this background the PANUA CBO was founded in Bujashi ward with an ambitious mission of changing this status quo. After a broad consultation with various groups, the founder Emmanuel Buguba, a former Bujashi Ward Councillor now a private citizen) came up with idea of starting a grassroots Vocational Education and Training Centre under the name of Ihushi Jitegemee Youth Training Centre.

The objective of the Centre is to impart vocational life skills to the youth who do not qualify for secondary education on completing Primary Education, each year. The Centre started in 2000 with 20 volunteer youth trainees in the home compound of the founder. Today, the Centre boasts of a full flagged Vocational Education and Training Centre with basic buildings, like workshops for tailoring and Carpentry, classrooms, for theory teachings, administrative block and a multi-purpose hall. It also has two classes for pre-school facility which enrolls children free of charge within the neighborhood. Subjects being taught at the centre include: Carpentry, tailoring, gardening masonry, cross cutting issues like HIV AIDS, Gender, Environment and academic subjects such as English language, Book-keeping and Arithmetic.

So far 40 trainees have graduated from the Centre of whom 6 have been retained at the centre as instructors and the rest are living in the village running their own income generating activities. Currently it has 25 trainees (12 girls and 13 boys) who will graduate in December, 2005).

The general objective of our study in this Project Paper is to evaluate and assess the growth of this particular grassroots centre, its role, relevance and effectiveness in the struggle against poverty and youth unemployment, chances for sustainability and possible replication to other wards.

Our assessment is totally based on the research findings. Suffice it to mention that , the findings are proving beyond reasonable doubt that the Project and its activities both are fully supported by the whole clientele. A few example of the responses from the findings which verify our above assertion:

Parents- a sample of 30 interviewees have full knowledge about the Centre and have shown willingness and readiness to to give moral and material support to the Centre.

Trainees: The Centre has attracted many applicants in its intakes so far. For example; in the first intake 2000, there were 42 applicants. But for 2002 intake the number of applicants increased to 75 and only 20 were taken on competitive basis.

Job creation: The findings tell it that of 40 graduates 6 are full time employees of the center and the rest are self –employed in various income generating projects such as tailoring, masonry, carpentry and gardening, in their respective villages.

ACRONYM AND ABBREVIATIONS

1.	ATE	-	Association of Tanzania Employers
2.	CBO	-	Community Based Organization
3.	K.K.K.T	-	Kanisa la Kiinjilisti la Kilutheri Tanzania
4.	MOE	-	Ministry of Education
5.	M. T. P.	-	Mid Term Plan
6.	NGO	-	Non Government Organization
7.	PANUA	-	Panda Mbegu ya Mafanikio
8.	...PEDP	-	Primary Reduction Development Plan
9.	R. C.	-	Roman Catholic
10.	S. D. A.	-	Seventh Day Adventist
11.	..SWOL	-	Strength Weakness Opportunities and Limitation
12.	S. T. D.	-	Standard
13.	OUT	-	Open University of Tanzania
14.	UNICEF	-	United Nations Children Education Fund
15.	VETA	-	Vocation Education and Training Authority

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1.0.0 BACKGROUND INFORMATION**1.1.0 INTRODUCTION**

From the eve of Independence (December 9, 1961) Tanzania identified poverty ignorance and disease as its arch enemies threatening the existence of the young nation. Consequently plans and strategies were developed to fight against the three public enemies. Our plans and strategies were based on the fact that:

- Tanzania (by then Tanganyika) was predominantly rural with over 90 percent of the population depending on agriculture.
- Over 85 percent of our foreign earning was agricultural production biased.
- The manufacturing sector accounted for only 4 percent of the Cross Domestic Product (Cliff & Cunningham 1973).

Based on the above pre-determined economic conditions, Nyerere candidly concedes “Land is the only basis for Tanzania’s Development. Development here means that all citizens are able to have a decent and constantly improving life for themselves and their children (Nyerere 1964). According to Nyerere the only way to lead Tanzanians to a meaningful fight against poverty, ignorance and disease was through proper land use. At the peak of independent enthusiasm politicians mobilized small peasant groups to start group plots and or clear unused massive land for group or individual farming. Likewise the ruling party TANU, mobilized its youth wing to form youth farming brigades, where a number of acres of land were cultivated and planted a variety of cash crops such as cotton, tobacco, coffee etc depending on the climate of a particular district. This enthusiasm led the government to initiate a number of rural based settlement development programmes like block farms, villagement development schemes etc:-

This enthusiasm led the Government to search for strategies to improve land production, as the major factor as far as production and consumption were land pre-determined by then. The best alternative was something to do with knowledge attitude and practice change. And that was nothing but provision of general education and vocational training.

1.2.0. THE ESSENCE OF VOCATIONAL EDUCATION AND TRAINING IN DEVELOPMENT.

1.2.1 Defining Education and Vocational Education and Training

The essence of education in development in general is embodied in the fact that it acts as a change agent against negative knowledge, attitude and practice to development. This assertion is supported by the various definitions of education and vocational education and training.

All progressive educationalist define education as “Process by which the individual acquires knowledge and skills necessary for appreciating and adopting to the environment and the ever changing social, political and economic conditions of society and as a means by which one can realise one’s full potential. It makes an individual to be aware of his/her own potentials and responsibility to change and improve his own condition and that of the society. [Ministry of Education and Culture 1998)

Meanwhile Vocational Education and Training is regarded as “a type of education and training associated with acquisition of skills for wage employment, self employment or further vocation and professional advancement. It covers the commercial, technical work, study programmes and apprentice training programmes undertaken by the Ministries, NGOs and private organizations”. (VETA 2002].

Both definitions carry a message that successful graduates from these institutions can join the world of work directly either as employees or self –employed in various income generating ventures.

In Tanzania the history of Vocational Education and Training, started with Trade Schools from the colonial era and was followed by Adult Education classes, Folk Development Colleges, National Vocational Training Centres, Technical Schools and Private vocational Schools and Centres. In other words these institutions are seen as post primary schools which offer craft courses such as tailoring, masonry, painting, carpentry, welding, electrical installation etc.

1.3.0 IHUSHI COMMUNITY BASED ORGANIZATION PROJECT

1.3.1 ABOUT THE PROJECT : IHUSHI TRAINING CENTRE

The Ihushi Jitegemee Youth Training Centre is a grassroots based training institution operating under the auspice of a community based Organization CBO called PANUA. PANUA is a Kiswahili abbreviation carrying the following words “**P**anda Mbegu ya Maendeleo, **I**nua Hali ya Wananchi Waathirika” The literal translation of these words is, “Plant Seeds of Development to Raise the Life standards of the vulnerable citizens. According to PANUA’s Memorandum of Understanding vulnerable citizens (most Vulnerable “Wananchi” Citizens) are defined as those girls and boys who on completion of primary school (Std. VII) are not selected for Secondary education. The problem is made worse by the fact that pupils not selected are not failures of STD. VII National Examination. On the contrary the majority of these primary school graduates do pass their final examination with high marks, as it is being attested by the four-year results from the four available primary schools in Bujashi Ward.

TABLE 1: NUMBER OF PUPILS WHO SAT FOR STD VII NATIONAL EXAMINATION AND SELECTED FOR SECONDARY EDUCATION

YEAR	TOTAL NO. OF PUPILS	PUPILS WHO PASSED	PUPILS SELECTED	PUPILS NOT SELECTED	PERCENTAGE OF NOT SELECTED
2000	170	58	8	50	87
2001	178	80	6	74	93
2002	182	109	18	91	83.5
2003	189	125	13	112	89.6

(Magu District Council -Bujashi Ward Examination Reports 2004)

The table shows that, the percentage of pupils who passed the examination but not selected to join secondary education in the four years ranges from 83.5 to 93. This is a proof that, the majority of those left behind by the present national school system are not underdogs or intellectually weak or inferior. It augurs well to regard them as victims of the present school system, caused by lack of secondary school vacancies. It was against this background the founders of PANUA CBO came out with the idea of establishing the Ihushi Jitegemee Youth Training Centre in Bujashi Ward, as a panacea to the overt problem.

1.3.2 MISSION STATEMENT

The Mission Statement of Ihushi Jitegemee Youth Training Centre as the subject of our study is well embodied in the name of the CBO itself; "Plant Seeds of Development to raise the life standards of the most vulnerable."

The mission calls for a holistic alternative to better living standards for primary school graduates who although mentally capable are not selected for secondary school education. The

founder members of PANUA CBO, found out that the only way to put their envisaged mission into practice was to establish a community based youth vocational education and training centre.

1.3.3 GENERAL OBJECTIVE OF THE CENTRE

The general objective of the Ihushi Jitegemee Youth Training Centre is to impart to the community in general and the youth in particular vocational and life skills to protect them against unemployment, residue unemployment and reducing the rate of vulnerability to earlier pregnancy and forced marriage to girls, HIV infection, child labour abuse etc. This general objective can be realised by providing to the youth:-

- Vocational skills
- Health related skills
- Physical skills and
- Behavioural and interpersonal skills.

1.3.4 SPECIFIC OBJECTIVES

The specific objectives of the Centre are spelt out in the memorandum of understanding of the parent CBO PANUA in terms of programmes and activities carried out such as:-

- To educate the community to understand and identify existing opportunities and obstacles to development and chart out strategies to use them (opportunities) and how to overcome them (Obstacles to development)
- To raise community participation on community development projects within the ward and the district in general.

- To encourage the adoption of better and improved production methods in both crop production per acreage and livestock keeping.
- To promote reproduction health amongst the youth girls and boys as a means to facilitate child spacing in the early stages of their development.
- To sensitise the youth and the community in general against the pending scourge of HIV/AIDS to the population Worldwide.
- To inculcate and promote the sense for gender relations amongst the youth in their early stages of development and the community as a whole.
- To create awareness towards environmental issues by involving the youths in tree planting activities in the centre compound and in their homes
- To promote capacity building at village level through youth skill acquisition.

In fulfilment of the above mentioned objectives, the Centre runs a two year training programme, covering several disciplines such as:-

Carpentry, masonry, tailoring, gardening, agro-forest education, HIV/AIDS/STD, mathematics,

English, Book-keeping, Civics and Kiswahili. Academic subjects (English and

Mathematics) are included in the curriculum as a way to raise the students' scope of understanding and as a preparatory stage to sit for the National Form IV Examination .

In its initial existence of the four year period, the centre has had witnessed two graduations of 40 students [each year 20 students] in the month of November 2002 and 2004 respectively. At the two graduation ceremonies, in which all students passed, each students was awarded with a certificate recognized nationally by the Vocational Education Training Authority. Likewise

students received various working tools from parents and the centre as a way of encouraging them to start small scale personal income generating enterprises.

Among the 40 graduates, 6 have been retained by the centre as supporting teaching staff and at the sometime working on the centre's ongoing projects. The remaining 34 graduates are said to be managing or working on their family supported income generating activities such as tailoring and carpentry workshops, and building.

Suffice it to conclude that in four years the centre has had given working opportunity to 40 youths, who in the absence of the centre were already condemned to farming as the only way of living by the existing school system. But again who knows if these 40 youths would have acquiesced to agriculture as an economic gainful activity. Probably many might have ended in towns as vagabonds and beggars being abused by the worthy community or in fish villages spotted along the shores of Lake Victoria serving in illicit chores. Such questions and many others are the ones which have prompted for our justification to undertake this study.

1.4.0. BASIC FACTS ABOUT THE PROJECT

1.4.1. Project Site

The Ihushi Jitegemee Youth Training Centre is allocated about 6 km. off the Mwanza - Musoma main road at a distance of 50 km and 15 km from the Magu District Headquarters and the Mwanza City Centre. It also enjoys good neighbourhood proximity with the Kisesa Minor Settlement (six kilometres) and the National Vocation Education and Training Authority on the way to Mwanza City Centre (13 km) i.e. Westwards. On the South, the Centres is hardly 15 km from the shores of Lake Victoria.

1.4.2 Centre's Ownership, Source of Funding and Management:

The Centre which started its operation in 2000 is owned by 270 members who operate it under the umbrella of PANUA CBO. The members belong to 16 income generating groups within the Bujashi ward which has three villages, and membership is spread out in all the three villages. Among the 16 groups, 15 are entirely composed of female members and the remaining one is for men. These groups involve in a variety of income generating activities like farming and gardening, handcrafts and petty business. Membership fee per group is Tshs. 20,000/= and annual contribution is T.shs. 12,000/=.PANUA was founded as the brain child of one environmental activist and former ward councillor by the name of Mr. Emmanuel Buguba. The founder happened to meet with one freelance Swedish journalist who was making a film for the HESAWA Project in Mwanza Region. In the course of familiarization, Mr. Buguba told the journalist Mr. Lage Brestram of the Primary School leavers fate in his ward. From hence the idea for a youth training centre was born. At the end of his film making mission November 1990, Mr. Brestram advised the founder to write a formal application to him, so that on his arrival in Sweden he would look for people from his village Tosarker, who might be interested in the project.

Unfortunately there was no reply until 1998 when Mr. Brestram came back to Mwanza on another HESAWA assignment and made efforts to trace Mr. Buguba. With help from the HESAWA staff Mr. Brestram managed to trace Mr. Buguba's home in Ihushi village Bujashi ward, and he was excited by the unexpected visit. However in the course of discussion, the host took his visitor to one of the Bujashi ward Primary school and a dispensary. The unexpected happened, Mr. Brestram was moved by the appalling unfinished primary school

building and the deplorable dispensary buildings. So much moved by the general depleting building sites he pooled Tshs. 400,000/= from his purse and handed it to Mr. Buguba as his personal contribution for the repairing of the two premises.

On arriving back in Sweden, Mr. Brestram mobilized his village to form an association to establish a village sistership with Ihushi. Such an association was immediately formed under the name of Tosarker-Friendship with Ihushi late in 1999, and the CBO PANUA was formally formed in January 2000 with ten founder members 8 men and two women. These initial founder members became the cornerstone for the PANUA activity from registration with the Ministry of Home Affairs, advocacy for new members up to construction of the present site buildings. The ten founder members contributed Tshs. 20,000 as membership fee and annual fee which is pegged at Tsh. 12,000/= (1,000/= per month). The same annual fee amount is being paid by the present members in the name of their groups. But the founder members continue to pay their annual fee as individuals.

In Sweden the Tosarker Friendship with Ihushi Association introduced itself to the CV NGO an NGO which is dealing with adult education programmes and the Swedish Forum SYD. The two Swedish Organization are the sources of funding to Ihushi Jitegemee Youth Training Centre.

So far, the two organization contributions to the project in the fours are shown in table 2 below:

TABLE 2: SWEDISH ORGANIZATIONS CONTRIBUTION TO THE CENTRE

YEAR	TSHS AMOUNT	ACTIVITY
2000	7,000/=	Construction
2002	15,000/=	Construction
2003	22,000,000/=	Construction
2004	15,000,000/=	Construction and running costs
TOTAL	59,000,000/=	

[SOURCE PANUA 2004]

Of late the CBO has found a local source of funding the Lake Victoria Development Programme which in 2004, contributed a total of Tshs. 40,000,000. This amount is meant for the construction of a multi-purpose hall including accommodating a computer class, office etc.; installation of solar power, and construction of 7 water harvesting tanks in the community for any prospective applicants who qualifies for the conditions given. One vital condition is a good house with corrugated iron sheets. The condition acts as a motivation for community members to build better houses. Other conditions include personal contribution of local materials such as sand, aggregates physical labour and water. Cost of all materials bought from shop like cement, paints and construction charges are met by the CBO

The Management of the CBO PANUA and the Centre is under a three tier system Executive Committee, Board of Directors and Members General Meeting. The Executive Committee has three members,; The chairman who is also the Centre Director, the Secretary and the treasurer. The Board of Directors has eight members including the three members of the executive committee. And the General Meeting is composed of all active members who are currently 270 in number.

It is the Members General Meeting which appoints members to the two boards - Executive Committee and Board of Directors. Members to the two committees serve a term of three years and at the end of the term they have an option to vie for re-election. So far there has been two elections, the initial one in 2000 and the other in 2004. The practice proves the existence of true democracy in the CBO.:-

1.4.3 Composition of the Executive Committee

- Chairperson - Director of the Centre
- Secretary - Female and founder member and
Health related subjects facilitator.
- Treasurer - Agriculture related subjects facilitator.

The inclusion of a female member in the Executive committee proves the centre's commitment to gender balancing right at the grassroots.

CHAPTER II

2.0.0 LITERATURE REVIEW:

Through this literature review, we will discuss and review the poverty situation in Tanzania, causes and efforts carried out so far by the Government as a response to the problem and we will end up by giving what we see as a right measure in solving the youth unemployment problem in the country:

2.1.0 THEORETICAL REVIEW.

2.1.1 Poverty Situation in Tanzania Today

Tanzania like any other developing country is experiencing two major problems poverty and youth unemployment, which are interrelated. The 2000/01 Household Budget Survey and the Integrated Labour Force Survey, carried out in year 2000/01, both show the trend of income poverty and non-income poverty in the country as it is being shown below:.

- 19 percent of Tanzanians live below the food poverty line
- 36 percent live below the basic needs poverty line
- 87 percent of the total poor population lives in rural areas
- 39 percent of the rural population lives below the basic needs poverty line compared with 18 percent in Dar es Salaam and 26 percent for the other urban areas
- 80 percent of the poorest families in the country live in rural areas, accounting for 56 percent of the total household spending
- 30 percent of the rural population is illiterate compared with only 8 percent for Dar es Salaam and 13 percent for the other urban centres
- 41 percent of the rural women are unable to read and write

- 53 percent of the rural families depend on unprotected water supply, while 86 and 76 percent of Dar es Salaam and other urban areas have piped water of some kind
- Unemployment in the country has increased from 3.5 percent in 1991/92 to 5 percent in 2000/01, using international definition. However, using the national definition, which was used only in the 2000/01 survey, the unemployment rate was 13 percent. Hence using this definition the rates are 46 percent in Dar es Salaam, 27 percent in other urban areas and 8 percent in rural areas [First Medium Term Plan 2003]. Suffice it to mention that the urban high unemployment rate may be due to youth rural – urban migration in search for green pasture in the urban centres.

The above outlined poverty situation falls into two major categories, namely income poverty and non-income poverty. The former, [income poverty] mainly refers to lack of access to basic needs such as food [food poverty], shelter and clothing. According to the Poverty Reduction Strategy [PRS] indicators [extended and modified in 2002] of achievement the income poverty reduction strategy goals are:

- [a] Halving the proportion of the population below basic needs and food poverty lines by 2010 with particular focus on rural poor,
- [b] Achievement of an agricultural growth rate of at least 5 percent by 2003,
- [c] Expanded and improved investment productivity
- [d] A private sector strategy developed by 2003.
- [e] 4,500 km of feeder, district and regional roads rehabilitated in the 8 poorest regions; 7,000 km upgraded from poor to fair quality in the 12 poorest regions and spot and

emergency repairs carried out of over 50,000 km in all districts. [First Medium Term Plan 2003]

On the other hand, indicators of non-income poverty are grouped under four categories human capabilities, survival, nutrition and extreme vulnerability. Likewise targets to fight non-income poverty [i.e to improve human capability] as stipulated in the Poverty Reduction Strategy Programme include:

- [a] Reduce illiteracy rate by 100 percent by 2010
- [b] Increase the gross enrolment rate in primary school by 70 percent by 2003
- [c] Increase the proportion of children passing Standard 7 examination to 50 percent by 2003
- [d] Raise the transition rate from primary to secondary school to 21 percent by 2003
- [e] Achieve gender balance in enrolment rates in primary school and secondary school by 2003
- [f] Raise the percentage of the rural population with access to safe water to 85 percent by 2010
- [g] Increase enrolment in secondary schools to 7 percent by 2003.

It is in favour of achieving these pro- poverty reduction targets, we are suggesting the idea of mainstreaming community based vocational education and training to the Magu District Council. We are optimistic that these training centres will produce a cadre capable of fighting both income and non-income poverty in the real sense as it being revealed by our research findings in this paper.

2.1.2 Vocational Training and Poverty Alleviation

In discussing the theoretical review we intend to show whether Vocational Education and Training has a positive or negative impact on poverty alleviation. In other words the review requires to respond to two basic questions; does Vocational Education and Training alleviate poverty? or Vocational Education and Training does not alleviate poverty?

2.1.3 The positive Question, VET Alleviates Poverty?

The spirit of Vocational Education and Training (VET) as stipulated by the Ministry of Education is “designed to prepare, update or retain artisans for ‘employment or self employment’ (my own emphasis) as semi-skilled or skilled level in any branch of economic activity”.

This type of education and training may be provided at three levels , before employment, on the job or off the job. Consequently vocational education and training facilities can be divided into four categories,

- Informal Vocational Training Programmes- carried out in out of school settings.
- Apprenticeship Training Programmes. These are normally arranged between school terms or are carried out by employing industries for their employees.
- Skills upgrading programmes catering for those who are already employed but who would like to upgrade their skills.
- Technical and commercial programmes, which are normally carries out in schools with intermittent apprenticeship attachments. (MOE 2003)

Our affirmative position to VET in poverty alleviation stems from the Ministry of Education Statement ; “The transformation from an agrarian to an industrial infrastructure demands a drastic expansion of the vocational and technical education. It is important therefore, that in addition to learning general cognitive skills, efforts be made to ensure that as many Tanzanians as possible develop and acquire specific job-related skills and positive attitudes towards work of all kinds” (MOE 2003)

On practical terms VETA assets “Each year the majority of our secondary schools and University graduates who are more than 27,000 enter the labour market without special skills to facilitate their deployment sector which is declining instead of rising. For instance employment opportunities has had declined from 200,000 in 1970 to about 20,000 in recent years. (VETA) Bulletin 2003). It is against this hard reality we are optimistic that the existence of VET facilities at grassroots – community based Vocational Education and Training will create more opportunity to young people to access to available job opportunities and or to create job opportunities to employ themselves on a self reliance basis.

The theoretical aims and objectives of vocational education and training are three fold:

- To produce trained and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors.
- To provide young and adult persons with opportunities to acquire skills in production, service entrepreneurship and business management.
- To enable the productive and service sectors to train and develop this human resources.

These sound objectives will be implemented if only community based VET are adopted by respective district councils as an alternative to a few run by VETA and other private individuals on commercial profit making basis.

So far Household Budget Surveys (HBS) and Integrated Labour Force surveys (ILFS) carried out with the aim of better understanding poverty levels in the country, their findings confirm that “Employment is a significant factor influencing household welfare. Further more the data indicates a decrease in formal employment and an increased reliance on the non agriculture informal Sector “ (VETA Project Document 2004). This trend of ignoring agriculture as a major income activity in the rural area can only be rectified by introducing vocational education and training which is likely to bring in new technology for improved agricultural production and processing of agricultural products such as fruits, vegetables etc. Simple canning methods can be improvised in the VET centres and hence creating employment opportunities for the VETA graduates.

Further more Wignaraja argues “knowledge and skills often help youth break the vicious cycle of poverty as they become able to contribute effectively to their own community” (Wignaraja 1992). He goes on “The development of youth as active citizens and proactive players in sustainable development of this communities should become central to the objective of training and education.”

2.1.4. The negative Question, VET does not alleviate poverty.

To begin with the Youth employment summit asserts that”

Youth alienation and unemployment, creative work self respect and dignity that poor youth face in particular of being poor and searching for employment creative work self respect and dignity are part of the major challenges we are facing globally in the new millennium.

At the Alexandria YES Summit, the figures for the number of youth searching for employment globally ranged from approximately 500 million to 1.5 billion .”

Again “UNFPA estimates that there are 1.2 billion adolescents entering into the productive work environment with meagre investments and low skill bases” (Palakurth 2003)

Back home VETA asserts, “more than 27,000 primary Secondary schools and University graduates enter the market with no expectation for employment annually (VETA 2003). This is true as for district councils under the Local Government Reforms are not only allowed to employ primary school leavers but even those in employment are being retrenched. The policy is also being extended to Form IV leavers who fail to obtain grade three in their final examination. They are not selected for any course run by different ministers in the country neither are they to be employed in the police forces.

Poverty eradication or alleviation must be fought with an innovative thinking and commitment by all communities to invest into skill developing institutions like community based vocational education and training.

The availability of many stocks of technical knowledge will mean greater choice of technology for sustainable development and poverty eradication as per international Labour Organization quote “It has been increasingly recognized that people’s endowment of skills and capabilities and investment in education and training constitute the key to economic and social development. Skills and training increased productivity and incomes and facilitates everybody’s participation in economic and social life” (quoted by Wignaraja 2003)

2.2.0. EMPIRICAL REVIEW.

2.2.1 Government efforts to create gainful formal and informal education

At independence the country was faced with twin problems, shortage of trained manpower and general illiteracy. The former was tackled through opening more primary school and secondary schools and tertiary colleges. These schools and colleges were for the young generation, who could under go normal classes and eventually become graduates in certain fields and qualify as school teachers, health staff, engineers [etc]. The system was meant to produce cadres to replace the colonial administrators, by enrolling school age children.

But on the other hand, there was the mature people, both male and female who did not know how to read and write. Unfortunately these were the majority, and by virtue of their age they could not be admitted in normal classes. And to leave them in ignorance was a political sin, as they were the main force for our political independence. This group needed education or rather functional education to give them appropriate knowledge on crop husbandry, animal husbandry, health issues, political issues etc through reading news papers, topical pamphlets etc. There was also another group to be given special attention. The group included Std. IV leavers, which was the highest class for primary school by then, middle school graduates, i.e. STD. VIII. Strategies and curricula were developed to make the envisaged rearming process to be a reality to reckon upon, hence an introduction of adult learning.

2.2.2. Adult education classes:

The Government in 1970 first launched the Adult Education Campaign. The objective of the National Literacy Campaign was to achieve full literacy by the year 1975 i.e all Tanzanian could know how to read, write and be able to do simple arithmetic. Consequently evening adult education classes were opened and conducted through out the country. According the first

Adult Education Evaluation done in August 1975, the campaign managed to reduce illiteracy from 69 [1970] percent to 39 percent.

Having recorded such a high achievement, the Ministry planned to repeat the evaluation exercise at interval of two years. As a result four more evaluation were carried out country-wide and the outcome were:

Second evaluation 1977 – results down to 27 percent

Third evaluation 1979- results down to 21 percent

Fourth evaluation 1981- results down to 15 percent

Fifth evaluation 1986 – results down to 9.6 percent

In order to make adult education learning to be a continuous process amongst the community the Ministry of Education in 1996 introduced the Integrated Community Based Adult Education Programme with three objectives:

- To inculcate the sense of continuous learning amongst the adult learners and create interest for further leaning
- To use the acquired knowledge as tool to fight against poverty
- To use adult classes as a forum for cross- cutting, issues, such as HIV/AIDS, Environment, Gender etc.

The programme has its own school curriculum with full Government support to facilitate the teaching of subjects like Agriculture, Economics, Health Education, Arithmetic, Civics and Home Economics. The syllabus stipulates five stages and at each stage there is an examination and certificates are awarded accordingly. This good intervention programme suffers from chronic manpower shortages. It has only one staff at the district headquarters who coordinates all activities using primary school teachers as support staff to the programme. The primary

school teachers are supposed to be given monthly allowances as a motivation, which is not paid on time.

2.2.3 Folk Development Colleges:

The institution was established in 1975 by the Ministry of Education through the financial support of SIDA (Sweden). The institutions major goal was to support adult literacy, promoting post primary training and continuing education. Again the initial objective, describes folk Development colleges as a unique institution located at grassroots geared at problem identification and develop a curriculum to solve existing development problems within the catchments area of particular Folk Development college. The curriculum covered special skills like garden ing, carpentry, masonry, tailoring handcraft, farming and livestock management

The envisaged plan was to have one college in each district Tanzania mainland. As of to date there are only 58 colleges teaching functional skills (functional implies using the acquired skills immediately) such as carpentry, masonry, tailoring, handcraft (using locally available materials) farming and livestock management, metal fabrication mechanics, electrical installation etc.

It is unfortunate that the management of these vital colleges have been haunted by a number of problems such as staff shortage, poor communication facilities between the college and the ministry, poor funding, poor infrastructure basic buildings to facilitate proper teaching.

However in spite of these problems the institution remains standing on its toes, imparting basic technical knowledge to its students. For the year 2001/02, the institution has a total number of 2,029 students male and female 1,376 or 67.8% and 653 or 32.2 per cent respectively who are

taught by 178 teachers out of 273 required teaching staff. (Community Development Women and Children Research Paper 2003).

2.2.4 Vocational Education and Training:

Vocational Education and Training cover subjects driven by commerce and industry in the private, public and informal sectors of the economy. They are subjects which relate school activities with those in the workplace, be in the formal or informal sector. Examples include garment construction, hotel catering, fabrication, masonry. In short “subjects that will enable the school leaver to move directly into the world of work, either formal or informal and living as a semi-skilled or skilled worker” (Mbudzi Joyce 2000). The above description of vocational education and training under scores the significance and essence of that kind of education to a developing country like Tanzania.

Consequently the Government of Tanzania sees vocational education as a powerful arsenal in our fight against massive poverty which is affecting the majority of our population men and women across the country. This assertion is embedded in the fact that Vocational Education and Training produces both job seekers and job creators. Apart from imparting different skills in different trades, VETA provides entrepreneurship skills to its trainees. This process enables some trainees to start their own projects (self employment) hence becoming job creators to employ fellow trainees and other people within the catchments area of the enterprise. VETA asserts. “ We have several ex-trainees who have been very successful as they own workshops and employ workers (Jerome Mwarusha VETA Bulletin 2003).

In Tanzania, like in many developing countries, the ownership or management of vocational Education and Training can be classified into three categories the government, private

individuals/private companies including Missionaries and Non-Government Organization. We will discuss each owned or management to evaluate the effective participation of the stakeholders in achieving the present objectives of Vocational Education and Training in Tanzania.

2.2.5 Vocational Education and Training Authority:

The Tanzania government on realizing the role of Vocational Education and Training, it established Vocational Education and Training Authority through an act of Parliament No.1 of 1994. The Authority has a dual responsibility of regulating and providing vocational education (on one end) and training, i.e. as a player and referee (Nyambo, 2003).

- As a player, VETA owns and operates 20 vocational training centers situated in 17 out of the 21 regions in Tanzania Mainland. It also owns the Morogoro centre for training instructors for its own training centers as well as other vocational education providers

(Mwarusha 2003). The reason behind this role is mainly to ensure equal distribution of this vital institution in the country. It is self evident that if the government pulls out from providing training, regions like Kigoma, Lindi, Manyara and Sumbawanga, regional headquarters where business is still less active when compared with Dar es Salaam, Arusha and Mwanza etc) such regions remote from Dar es Salaam, will have inadequate or no training centers for some time. With such a trend, the government war on poverty in such areas will be less active, as there will be no skilled labour force to increase efficiency product vital in the economy in those regions. Suffice it to mention that the government provides vocational education and training through its institution VETA to ensure equitable distribution of the training centres country wise.

On the other hand, VETA acts as a referee i.e. coordination and regulation for two reasons:-

- To ensure provision of quality training in private owned Vocational Education and Training Centres in the country and
- To use its Training Centres [vocational service providers] as a place of excellence and as model to private owned vocational education and training centres country wide (Mwarusha 2003)

However, the Government's effort to use Vocational Education and Training Centre as factories to produce skilled youths has encountered a number of problems. Consequently, up to date the country has only 58 Folk Development Colleges and 17 Vocational Training Centres - country wide.

There are number of factors which have contributed to the slow growth of these institutions, in terms of numbers and coverage. For the purpose of this paper we are going to site a few examples, such as construction costs and training costs.

On the former, construction cost is very high, above the government budgeting. The Mtwara centre, construction of buildings alone cost VETA a total sum of Tshs.3.07 billion. On Training tools and equipment, VETA has solicited funds amounting to Tshs.2.5 billion from the Japanese Government, as a technical grant to Tanzania. Hence by the time Mkapa was inaugurating the centre April 2002, it has a total cost of Tshs.5.57 Billion. This is a big investment to a poor country like Tanzania. Another problem is on training costs. According to VETA, expenses for one trainee are about Tshs.827,000/= per year, a sum above the financial reach of many parents (Mwarusha Issue No.1 2003).

As a response to solving these problems, the government has introduced three training levies:

- Skills and VET levy
- Housing Levy into skills and
- Development Levy,.

The three levies are payable by respective stakeholders, e.g. Association of Tanzania Employers (ATE), whose contribution has helped to reduce the full board trainee fee to a maximum of Tshs.150, 000/= for a one year full course.

2.2.6 Private Vocational Education and Training Centres:

The ownership of these centres fall into three different categories, private entrepreneurs, missionaries and NGOs/CBOs. Under normal circumstances, private investors. Usually look for areas with big potential markets, which can generate high profit. The big markets are in big business centres like Dar es Salaam, Tanga, Arusha, Morogoro, Mwanza etc. It is only in such towns private training providers concentrate their investments. Hence the prevalence of several training centres, in big cities, whose graduates are meant to address individual or corporate deficits for both self employment and to upgrade competence levels of commerce and industry employees i.e. employees who can up grade their position through short course or part time training. This market driven demand would entice private training providers to base their training centres in big cities, and this is the current practice. A good example is Mwanza Region. Mwanza city is full of training opportunities while its satellite (7) seven districts including Magu district is void of such training private institution. Neither the district has any training centre owned by any of the big four missionaries, i.e. R.C. K.K.K.T. S.D.A.and Anglican. For these districts to have vocational education and training centres, owned and run

by either the government, private companies, or Faith Based Organizations remains daytime dreams. Albeit, it remains a fact and reality that vocational education and training skills are needed in both urban and rural settings. At present, the rural areas are the bee-hive of economic activities and programmes like the on going PEDP, in which a number of classes and new schools are being constructed and built.

For instance the number of permanent classrooms countrywide has increased from 69,777 in 2002 to 80,671 in 2003, a net increase of 10,894 new classrooms (PEDP June, 2003). The forthcoming, Secondary Education Development Plan (SEDP) entails to have a secondary school in each ward, and for 2005 the Mwanza Region has indicated to open 59 secondary schools. Suppose the same trend applies to the other 20 remaining regions. And the majority of these ventures are rural based. So where are the manpower to work on these projects with required technical skills, to come from.

The answer is simple from towns and cities. Hence a new turn of urban to rural migration. The only difference with this new model of migration is the repatriation of resources sent for rural development, back to towns. These urban based artisan/contractors, would be paid for their contracted services in the rural areas, and go back to their houses in towns and invest whatever surplus is obtained from their service. We stand to face two types of migration skilled urban migration to rural areas and unskilled migration from rural to urban, The rural urban migration is a menace to our rural economy and the country in general, while the urban rural migration is a blessing to the skilled cadre which perpetuates rural poverty.

The only alternative to stop or regulating this trend or tendency is to have rural based vocational education training centres. The Government in its over 40 years of independence, it has had failed to build the envisaged Folk Development Colleges in each of 107 existing districts. Neither it has constructed a VETA centre in each of 21 Regions in Tanzania Mainland. Yet we all agree that, in an effort to curb the problem of unemployment and poverty in the country, the government has given first priority to education including vocational education and training. This is one of the tools used by the government in poverty eradication and employment creation campaign in the country. A tool can only be of use once its easily available and carefully nurtured. Both characteristics do not exist, we have to produce and nurture them through a community based programme.

2.2.7 Community based vocational education and training centres:

Community Based Organization are people centred, created or established to solve or address community issues. Likewise vocational education and training in principal focus on short courses meant to address individual or corporate (community) skill deficiencies for self employment. In that case community based vocational education training would help the community and the nation at large achieve the national pre-sent objective of using the institution to fight poverty in real terms. The Ihushi community has established its own vocational Education and Training Centre, targeting graduates from the four primary schools in Bujashi ward. Hence the catchments area is limited to one ward. This is the challenge of this project paper, to discuss and evaluate the essence of this community institution in the fight against poverty through creating employment opportunities for the Bujashi ward youths.

2.3.0 POLICY ISSUES REVIEW.

2.3.1 Policy objective

Tanzania policy issues on development is centred on its pre-independence commitment" To; promote socio-economic development through the transformation from a predominantly rural-based subsistence agricultural economy to a semi - industrialised one with the overall objective to eradicating hunger disease and ignorance."(President's, Office 2003).

In the search to achieve this pre-set objective the country has had attempted a number of policies aimed at creating resources for the improvement of human well being and of the public services on one hand. Likewise creating employment opportunities to meet the growing unemployment gap and resolve social and economic crisis regarding the distribution of income and wealth between urban and rural dwellers on the other hand.

2.3.2 Salient Policies.

Salient policies adopted so far (to mention a few) include.

(i) Socialism and Rural Development

In this policy the author (Nyerere) urged for persuasion rather than force in community resource Mobilization to build a self-reliant country. But alas, the implementers adopted force, hence creating negative policy issues for the expected development. The rural population was forced into un planned collective villages, forcing many to move far away from family farms. It is being argued that the great food shortage experienced at the peak of villagization in 1975 was partly contributed by this massive shift of people toun prepared settlement in the rural areas.

(ii) National transport Policy 2003

The policy, among other several issues identifies rural transport as a critical problem as it is 'predominantly non-motorized, walking and head loading, poor infrastructure development'

(Rural Development Policy 2003). The improvement of this trend needs rural based artisan graduates, from community based vocational education and training centres.

(iii) The National Population Policy 1995.

The policy addresses itself to the cross -cutting issues such as population pressure, unplanned births, family life education in schools, gender related issues, and environment. On family life education the policy stipulates: "This strategy component focuses on accelerating the introduction of family life education in schools in order to reach youth on issues pertaining to development of the family and the individual in the context of the society in which they live". Community based vocational education and training consists of youths in their early marriage life (15-30) years of age). Suffice it to say that vocational education is an ideal training institution for the youth as they get applicable skills to practical situations.

(iv) The National science and technology policy for Tanzania 1996:

Among its general objective, it is "To inculcate a sense of science and technology culture in the Tanzanian society". One of the strategy to achieve this particular objective, is to use primary school leavers as we quote: "At primary school level, the aim is to provide basic knowledge in science and mathematics, and to provide instructional materials suitable for

highlighting the role of science and technology in society in simple and demonstrative. Primary school leavers must be given vocational oriented scientific training including basic training in agricultural operations and/or industrial arts".

This quotation pre -supposes, community based vocational education and training as a ground or potential forum for implementation of the science and technology policy paper. We need to prepare the establishment of this vital institution with multiple results at community such as job creation and reproduction sensitisation.

(v) National Development Vision 2025 1998:

The Vision envisages to achieve five attributes of development by the year 2025.

Namely:-

- [1] High quality livelihood
- [2] Peace, stability and unity
- [3] Good governance
- [4] Well educated and learning society
- [5] Competitive economy capable of producing sustainable growth and shared benefits.

We are of the opinion that training through vocational education and training, Tanzania can produce a cadre capable of producing products to compete on the existing regional market like the East African Community, SADC, COMESA AGOA etc. This is an institution which is conducive for innovation, creativeness and skill- fullness etc can be highly developed leading to high productivity in all spheres of production. Hence the graduates of this institution can be used as instruments to achieve the National vision 2025 objectives, in practical terms.

(vi) Rural development Policy 2003

On the onset, the policy defines a rural area "as a geographical area in which production takes and where population is found in varying densities. In this context, rural areas are all areas in Tanzania under district (rural) councils and areas under the village councils in the peri-urban areas of urban areas. With such a definition the policy goes further to identify five major problems affecting the rural population:-

- [a] Poor social, economic and marketing infrastructure and systems.
- [b] Lack of proper skills to tap the abundant natural resources (land and humane.
- [c] Vulnerability to disaster and economic shocks.
- [d] Inadequate attention to issues of gender environment and HIV/AIDS
- [e] Growing un employment and increasing rural-urban migration.
- [f] Inadequate agro-processing and lack of small and medium enterprises in the rural areas.

These problems and many, others which have continued to strive in spite of various government efforts depicted so far are of our major concern and are the cornerstone of our five questions asked at the beginning of our literature review chapter. Is our underdevelopment due to lack of resources, poor planning and strategies or due to lack of initiative by the youth themselves? This is our concern towards community Based vocational Education and Training facilities. Can they help the nation to solve the twin problems; poverty and youth unemployment?

(vii) Government Policy On Vocational Education And Training

Up to now the Government does not have a national policy on vocational education and training as it is being asserted by the Ministry of Education, the long time caretaker of VET

programmes in the country. 'At present, there exists no national institutional mechanism to promote coordination and allocation of resources, utilization of existing education and training facilities or harmonization of training programmes and awards (MOE 1995)

However on recognizing the role of VET in the fight against poverty the Government established the Vocational Education and Training Authority through an act of Parliament No. 1 of 1994. Through the Act, VETA, is assigned to coordinate and harmonize Vocational and technical education and training country wide. Under the Act Vocational education and training assumed a wider meaning and objective different from the original narrow sense as per quote 'In Tanzania Vocational Education and Training has for a long time been understood by many people in a very narrow sense to only mean provision and acquisition of technical skills and disregard other forms of skills acquisition. Yet the main objective of vocational education and training is the provision of a wide range of employable range of skills, which lead to enhanced productivity in the economy and improved life earnings and welfare of people in all walks of life! (Ministry of Education and Training Policy Draft 2001)

This is the envisaged policy of VET in Tanzania. Once fully put into action, we would witness its impact on poverty being alleviated. The end result will be to increase and widening of the informal sector run and managed by VET graduates, from various training facilities run and managed by the Government, private business people or CBOs NGOs and FBOs..

2.4.0 THE RATIONALE FOR VOCATIONAL TRAINING CENTRES IN THE FIGHT AGAINST POVERTY.

2.4.1 Historical perspective

Our argument for vocational training as an appropriate arsenal in the fight against poverty is historical, traced from the colonial perspective. It remains an historical fact that the first African employees serving the colonial masters (Germany and Britain) were graduates of vocational education training colleges. Ifunda, Dare es Salaam and Moshi technical schools to mention just a few remain as typical examples. Likewise at independence, the majorities of first Tanganyika politicians (with an exception of a few like Nyerere) were graduates of vocational training colleges. The same applied to the majority of employees who served the newly independent Tanganyika, as it has been revealed in the first part of our literature review.

These vocation trained workers were the first to be released from the bands of poverty, by virtue of their employment. However on the other hand middle school leavers and primary school leavers (Std IV) who did not make it to any vocation training centres joined the army of poorest peasants up to now. The same trend remains true to primary and secondary school leavers of today who do not join any of the existing vocational training centres in the country run by either the government or private investors. A study by the VETA Lake Zone office supports the argument.

2.4.2 TRACER STUDY TO LAKE ZONE VET GRADUATES.

Early 2004 VETA Lake zone office embarked on a tracer study covering all the three lake zone regions, Mwanza, Mara, and Kagera. The objective of the study was to determine whether or

not skills provided by various VET centres in the zone are beneficial to VET graduates in the country.

The study covered 1000 graduates for years 2000,2001, 2002, and 20003. The methodology used was self-administered questionnaires, and a total of 1000 questionnaire forms were sent to earmarked graduates between November, 2004 and March, 2005. There were 9 collecting points in all the three regions. By the end of March 2005, 528 graduates were traced and dully filled in the questionnaire. The responses show, the following results:-

TABLE 3

EMPLOYMENT STATUS FOR VET GRADUATES

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Employed	100	18.9	18.9	18.9
Self-employed	167	31.6	31.6	50.6
Seasonal employed	108	20.5	20.5	Employed self wage
Unemployed	153	29.0	29	seasonal
Total	528	100.0	100.0	100.0

(Source VETA 2005)

Our findings show that 71 percent of the responded graduates are income earners, fully employees, self employed and seasonal employed and only 29 percent are not income earners. The majority of our graduates 71 percent are now out of the poverty trap, if it is a correct observation that employment reduces poverty levels in a community.

3.0.0 RESEARCH METHODOLOGY**3.1.0 Research Design and Sampling Techniques.**

Information collection is a vital process in any survey, as once collected (information) it becomes the raw material for any desired outcome. As it is to manufacturing industry there would be no products without raw materials to work on. This vital information can be collected using surveys whereby questionnaire forms are the tools, or focus groups or interviews.

In this assignment I have applied a survey method-using questionnaire to collect the necessary data to be used in my project on impact assessment. The envisaged plan was to use two sets of questionnaire but Later on I added another set. The first set was for the project management personnel. Secondly is a set for the centre trainees present ones and previous students. The last set is for parents from the village who either have children undergoing the training or have prospective students. The survey is intended to cover all the six staff, 40 students (20 from the on going students and 20 from passed students, and 30 parents. Random sampling was used to pick interviewees. In case of students I have a list (done alphabetically) for boys and girls, and I picked the fifth name from each list respectively. For the parents, I counted the number clusters, on paper, shuffle the papers and pick one paper. The cluster picked included in the survey. Then I get the total number of households of that cluster (Kitongoji) listed the names of the households alphabetically, and then picked the fifth name on the list.

Those picked were interviewed using the prepared questionnaire form like in the other two sets.

3.2.0 Selection of the Survey Tools:

As explained in the initial part of this final paper, selection of the survey tools is vital to any information collecting personnel, as it is to a surgeon in an operation theatre. The wrong choice

of surgical equipment can lead to the demise of the patient being operated. The same can be applied in the research rendering the findings being futile to the researcher and the beneficiaries. In this case we have two alternatives, using questionnaires forms and case study cum observations..

There are several tools being used in different methods. Normally, it is the research methodology which determine the tools to be used. So it is pertinent to discuss the tools in relation to methods being applied. Methods seek to establish cause effect relationship, and produce generalized result in order to get qualitative or quantitative data as a final product for the envisaged procedure.

Structured questionnaire tools do generate quantitative (numeric) data,. On the other hand using the “Case study” method one can use an in depth examination of a particular case, a programme, group of participants, single individual, site or location etc. to generate qualitative (narrative) data. Or one can use “interviews” to collect information through talking with or listening to people, observations i.e. collecting information by seeing and listening. Other methods include group assessment, using normal group technique, focus group, brainstorming and community forums, or through expert or peer review i.e. through examination by a review committee, a panel of experts or peers.

Suffice it to mention that selection of the survey instruments depends on a number of criteria such as the purpose of the survey, the users of the intended survey, the type and calibre of respondents, available resources, the degree of intrusiveness, type of information, and advantages and disadvantages of each method (Ellen Taylor Powell & Sara class - Handout. Bearing this principle in mind I have used a combination of tools ranging from structured

questionnaires (close and open ended) oral interviews, case study, observations and group assessment.

In case of the former i.e. structured questionnaire, I had to use two assistants - (teachers from the centre) and myself, and the full exercise took us five days. I was fully responsible for the four remaining methods, case study, observations group assessment and oral interviews. The process is on going process and I was involved in the exercise by having constant contact with the management, trainee's parents and the community at large throughout the study periods.

Let me admit that, the combination of these tools has helped us to come out with, credible and trustworthy results, into the eyes of envisaged stakeholders, i.e. researchers and the community in particular.

3.3.0 Units of Inquiry.

In establishing our unit of inquiry we have to identify, the people to be included in our survey. In the process we identified the centre's management team, trainers (6), CBO Members, trainees in both categories ie ongoing trainees 20 and passed trainees 20, and the 1community in general 30. For researchers we limited our survey team to three people only, two tutors and the researcher (Maarugu).

The first two are all Bujashi residents and the last one (Mr. Maarugu) live about 50 km. From the Youth Training Centre of which 45 km are on the main road – Mwanza to Musoma and the remaining 5 km is an off earth-road. Consequently traveling to the centre from time to time has never been a problem.

3.4.0 Pre-testing

On determining the validity and relevance of the prepared questionnaires I had to do a pre-testing exercise first. The exercise had two sets of questionnaires for the teaching staff and the students. the former has 17 questions and the latter has 13 questions. However it was during this exercise it was discovered that another set of questionnaire including parents was required. Hence I had to construct another questionnaire with 14 questions and pre-tested it. In all cases the questionnaire proved to be valid, clear and relevant.

3.5.0 Phasing of the Research:

Data collection started with an orientation program for the data collectors. We conducted a half day training program for our researchers. In the training session we have to make sure that each researcher is well conversant with the questionnaire, fully aware of the pre-set research objectives, so as to avoid giving false alarm in the community and equip them with the right skills in conducting interviews, i.e. asking questions and recording.

The second phase was conducting interviews in all the three groups; teachers, trainees (present and passed) and parents or community members from Bujashi Ward. All necessary arrangements involving sampling was well accomplished by the Centre Manager himself. The last phase of our research involved a panel of discussion with researchers, interviewees 20 trainees and 7 community members which was held on June 4, 2004.

3.6.0 Data Collection

As scheduled in our work plan our survey intervention covers 76 interviewees, 6 trainers from the PANUA Youth Centre, 25 present trainees and 15 trained who finished training in 2003, and 30 people from the community. In our initial program we have targeted to interview 40

students, 20 from each group i.e. current ones and the ones who did their training in 2003. From the later group we managed to get only 15. In order to maintain our pre-set target we had to get five more from the former group. As it will be noted, later we have to adopt other data collection methods like case study and observation as supplement to the traditional method of surveying process. Hence in our data collection we managed to interview all the 76 earmarked interviewees.

4.0.0. RESEARCH DATA FINDINGS AND DATA ANALYSIS

4.1.0 Data Findings And Analysis of Responses

Our data findings/responses will be dealt with in accordance to the source. We have three sources, trainers, trainees and community members. Consequently we divide our analysis into three groupings, starting with analysis of trainers' responses.

4.1.1 Trainers Responses

the questionnaire for this particular group has 17 variables. the first 7 questions are concerned with the centre itself seeking for information on the identity number of personnel such as: -

TABLE 4 – RESPONSES FROM TRAINERS

VARIABLE	ACTUAL	CORRECT RESPONSE
1. Name of the centre IHUSHI	IHUSHI	6
2. Year started	2001	6
3. Number of staff at the centre	10462	6
4. Number of staff at the centre	11	3
5. Teaching personnel	11	6
6. Sex (teaching staff)	Male 3, Female 8	6
7. Centre staff requirement	15	1

The next three questions seek for information whether all the teaching staff are familiar with or know the centre's major and specific objectives and if the objectives are achievable. On the variable of major objective only three responded giving the under mentioned sentences (copied as are) written:

- To educate youth after school in development activities for self employment.
- To give the youth of technical training

On the specific objectives four responded and their responses are:-

- To empower Youth with self employment
- To train basic education
- To train sewing machine
- To train carpentry
- To train how to employ themselves

Responding to whether the major objectives and specific objective are achievable all ticked yes, thereby making question No. 11 invalid.

The next set of questions Nos.12 to 16 seek vital information on connection with international or local development partner supporting the PANUA CBO. The responses all mentioned a Swedish NGO going by the name of Friendship with Ihushi.

Type of support being provided by the Swedish NGO include Financing construction of all existing buildings, nursery school, administration block including a classroom, two workshop rooms, sewing and carpentry and a new block under construction for computer and assembly facilities. The partner do also provide working tools and machinery. Question 14 was only to be responded to, if the response in question 10 was negative, consequently question 14 like question 11 has no response. The same applies to questions Nos.15 and 16.

The last question No.17 seeks information on the CBO's success in reference to three variables: Number of trainees so far produced by the centre, only 2 responded to this question giving two different answers 60 and 45 trainees . Trainees employed by institutions female 3 and male 11, both responses agree and lastly number of trainees who are self employed is 8, female 3 and male 5. And the last section (d) which seeks information whether the centre do

provide trainees with working tools is unanswered, implying that the centre does not provide working tools to its graduates.

4.1.2 Trainers' Responses Analysis:

The intention of putting a separate questionnaire for the centre's trainers was to know their quality and effectiveness in dispensing knowledge to the trainees. When constructing the questionnaire, I tried my best to avoid direct questions such as highest education qualification one has etc. Suffice it to say that the questions asked have served the purpose. For instance only two trainees know the objective of the centre's major objective, which also has been written in a very poor English – "To gave to the youth of Technical Training". Another one listing specific objectives writes, "To train basic education"

Our analysis shows that, teachers or trainers are of poor quality. There is a need for the centre to make effort to improve their education through; on job training, sending them on short courses or hiring trainers from VETA College which is hardly 15 km from Ishushi centre. Having quality trainers will facilitate the production of best trainees. This is our final analysis on the center's training staff.

4.1.3 Trainees' Responses

The questionnaire for trainees has 13 questions, starting with the sex, age, trainees status current or passed, down to types of skills obtained at the centre and how he can utilize them.

Summary of responses per question are:

TABLE 5: TRAINEES RESPONSES.

1. Sex	Female 16	Male 24
2. Age	16 – 1	17 – 3
	17 – 3	18 – 2
	18 – 6	19 – 4
	19 – 1	20 – 3
	20 – 1	21 – 2
	21 – 2	22 – 1
	23 – 2	23 – 4

3. Present trainees 25 Passed trainee 15

4 Number of skills/subjects being offered at the centre

TABLE 6: NUMBER OF SUBJECTS TAUGHT AT THE CENTRE

FEMALE TRAINEES	MALE TRAINEES
1. Carpentry	1. Tailoring
2. Mathematics	2. Book Keeping
3. English	3. Civics
4. Kiswahili	4. English
5. HIV/IDS/STDS	5. HIV/IDS/STDS
6. Agro-forest	6. Carpentry
7. Book Keeping	7. Agroforest

The responses show there are two electives for boys and girls carpentry and tailoring. Most boys opt for carpentry and many girls go for tailoring. A few boys are taking tailoring about 3 and only 2 girls are taking carpentry.

5. On the question whether courses offered are satisfactory, the answers are:

TABLE 7: EFFECTIVENESS IN TEACHING

Responses	Boys	Girls
Yes	15	12
Not enough	6	3
No response	3	--

6. Recommended skills/subjects to be added in the training curriculum. Girls recommend two subjects only weaving and cookery. On the other hand boys recommend Driving, mechanics, welding, computer and electricity.
7. This question sought information on chances for being employed on completing the training. Total responses are 34, in which 20 are affirmative and 14 are negative. And responses to question 8 which asks if it is easy for trainee to get employment only 11 responded, 4 giving a negative answer and 7 responding positive. No interviewee responded to question 9 which asks interviewees to list down names of institutions likely to employ them.

With question number 10, which asks interviewees whether it would be possible for them to engage themselves in personal income generating activities 38 affirmed to the question and only 2 say no. Equipment listed down to facilitate them to run their own small scale projects include; rough and smoothing planes, cramps, saws, hammers, chisels, square measures, spade,. sewing machines, tapes, pair of scissors, pressing iron, pieces of clothes (to be used in production of clothing products like skirt shirts, shorts etc) spades and wheel barrows.

Out of the 40 interviewees only two listed financial support as capital for project take off. Question 12 sought information on the possibility of getting the initial equipment from parents and other sources, and the responses were:

- Parents - 7
- Other source - 2
- Impossible - 31

The last question is an open –ended one seeking opinion from interviewees, how they will utilize their gained skill in case of failing to get working (seed working) equipment from parents and any other alternative sources. Only 10 interviewees responded to the question:-

- 4 Say they will work on family farms until they raise the necessary amount to buy the necessary equipment.
- 2 Say they will join other Youth groups and work with them at any condition until enough money is obtained and
- 3 Say they will go on looking for employment until when Providence provides a job for them.

4.1.4 Trainees’ Responses Analysis:

Starting with the basic two variables; sex and age, the findings on sex, the centre has 16 girls and 24 boys. These findings show that the centre is popular to both sexes as the ratio is 2:3. The age variable gives a range of 19.5 years, confirming the objective of the centre targeting primary school leavers in the ward is achievable. This is the age being most vulnerable to HIV/AIDS and child labour abuse. Suffice to conclude that giving life skills to this group is the most appropriate service provided by the centre to the Bujashi population.

Another feature from the findings is the type of life skills and academic subjects being offered by the centre. The result shows that the centre is providing vocational training in carpentry, tailoring, and agro forest. While the social life skills include book- keeping, HIV/AIDS, Civics and academic subjects are mathematics, English and Kiswahili. This combination out- rightly produces graduates, capable of knowing their potentialities and how to apply them to make them fit to the universe which make sense all the way round. This assertion is confirmed by the

findings of question five whereby 12 girls out of 16 affirm that the course is adequate as compared to 6 boys out of 24, who say the course, is not adequate. And they suggest extra subjects like, mechanics, welding, computer and electricity to be added to the curriculum.

However the findings reveal the problem on the utilization of skills gained to facilitate a gainful living. The situation is gloom as only 7 interviewees are likely to get a job on completing the course. Worse still, only 9 are likely to get equipment from parents and friends to enable them start their own income generating activities. In the absence of capital, both money capital and tools it, renders the training futile and time wasting as far as gainful living is concerned. And this is the challenge the final paper would address itself to in its alternative suggestions to the problem.

4.1.5 Community Members' Responses:

The questionnaire for this category has 17 questions, all seeking information on vital variables divided into four categories:

1. Personnel data, e.g. sex age, village etc.
2. Knowledge about the centre and its acceptability in the community,
3. Expectations from his/her her child on completing the course
4. Type of support provided to a child while at the centre and after completion
5. Economic status of the family or poverty levels. In this case we seek information on type of houses, whether there are thatched, and type of bricks, burnt or mud bricks or blocks. Number of children who are employment or working with government or public institutions. For those with employed children the open question demands description of the type of support s/he receives from the children.

4.1.6 Community Members' Responses Analysis

In short the interview has covered all the intended number of 30 interviewees from this group i.e. 17 men and 13 women all from the cluster of Ihushi, which was randomly picked. As stated earlier in the initial part of our report, interviewees were selected using a list of all villagers' household number in the earmarked village from the three Bujashi ward. Likewise, the village picked for our survey was randomly picked from the three villages whereby three piece of papers two were written "no" and one was written "yes". The three piece of papers were mixed and each village chairman was allowed to pick one piece. The one who picked the one written "yes" his village was involved in the survey.

Responses from the male category, all interviewees affirmed to know the centre and the courses being provided by the centre to its trainees. And on expectation, all interviewees, expect their children to get employment or engage themselves [trainees] in self income generating activities. The former has 11 and the later has 19 responses respectively.

On type of support, those with children at the centre (17 in total) all pay fees amounting to Tshs.30,000/= for a full course. But on support to facilitate the child to acquire personal equipment to start an income generating activity only four agree to buy simple equipment like saws, hammers, and one is willing and he is ready to give a tailoring machine to his daughter when she completes her training.

Responses to the economic status:- 24 interviewees, live in thatched houses, and the rest six, 4 have houses with corrugated roofs and walls are made of mud bricks, one in a burnt brick house and the remaining one in a block house with basic requirement e.g. good pit toilet and a rain water harvesting tank. Other salient findings are that there are six families whose children are employed, and these are the families with corrugated roofs.

In summary these findings tell it all that, the community is:-

- (i) In full support of the centres training programme, and it is ready to continue supporting the centre.
- (ii) Parents with children at the centre are able to pay the tuition fees, as there is no one who has failed to pay the required fees. However only few are financially capable of buying equipments for their daughters and sons who want to embark on income generating projects on completing the training.
- (iii) Poverty is very rampant, if one uses the existence of poor houses at grassroots as an indicator for poverty.
- (iv) The centre can be used as a weapon against poverty, as its graduates once given working tools can initiate income generating activities hence providing self-employment amongst the youth and their families.

CHAPTER 5**5.0.0 DISCUSSING RESEARCH FINDINGS WITH STAKEHOLDERS****5.1.0 Meeting Composition**

The meeting held on 4th June involved the 11 centre staff, including the centre's director, Village government Chairman, Village Executive officer, Cluster Chairman, 10 villagers (interviewed) - 6 men and 4 women and 14 trainees i.e 8 boys and 6 girls, and it took 4 hours starting from 9.30 to 13.30. The meeting was finalized by lunch offered by the centre. After opening the meeting, I was invited to lead the discussion. The discussion started with presentation of the research findings.

5.2.0 Major Issues Raised From the Impact Assessment

In the presentation, I highlighted on the major issues raised in the research which include:

- (i) Subjects to be added into the centre's curriculum
- (ii) Problems facing the centre's teaching staff, e.g. low qualification, shortage etc
- (iii) Recruitment of trainees and expansion
- (iv) Centre's challenge to find ways in which to generate its own income.
- (v) The possibility of the centre to award equipment to best students, or giving
- (vi) basic working equipment to each of its graduates on completing the training

5.3.0 General Discussion and Recommendations

After a long discussion which was conducted in an earnest atmosphere, it was agreed that, recommended subjects, such as mechanics, welding, weaving, cookery, computer and electricity should be added to the curriculum. The management in supporting the recommendations, said that the issue has been on the training program for sometime and the new building under construction, is meant for computer lessons.

The issue of shortage and low quality of teaching staff, it was agreed that, the management must contact VETA (campus situated 11 km away from the centre) authority to use VETA'S staff to teach at the centre on special arrangements.

On trainees' recruitment, the centre's capacity is only 20 trainees per year, ten for tailoring and ten for carpentry courses, however the number of applicants per year is high for instance there were 84 applicants for 2004 intake, and only 27 were chosen, forcing the centre to recruit 7 more trainees. This is another proof for the center's community acceptability and popularity. Albeit the centre's expansion hinges on two factors, land and teachers. The recommendation is that, ways to sort out the twin problems must be worked out as soon as possible.

The challenge for the centre to engage into income generating activities; the management responded that it has already embarked on a number of income generating activities. For instance at present the centre has three contracts to construct 3 rain water harvesting tanks in three different schools, desks making in two school, roofing three classes in Matela primary school. All these projects once finished would bring in Tshs.1,500,000/= profit. Better still, on going construction projects within the centre is done by the trainees themselves, as part of practical training, and work done is paid for.

Hence the recommendation adopted was to encourage the centre to be more aggressive in looking for contracts in schools which are erecting classes under the on going Primary Education Development Plan. The centre was also challenged to use its tailoring section to make school uniforms for primary school pupils starting with the schools in which the centre has won construction contracts.

Lastly community at large, has been encouraged to work on their farms using improved methods in their production and observe budgeting ethics to save for basic family requirements.

On the other hand, the majority agreed to using the Centre as a demonstration model for a variety income generating projects, with more emphasis on agriculture. Consequently the center was advance to ask for more land from the village government to be used for gardening, tree nursery and for production of commercial crops like cotton and food crops such as cassava and paddy on a small scale.

5.4.0 FINDINGS FROM CASE STUDY AND OBSERVATIONS

In principle, researchers do agree that, “there is no single list or categorization of data collection methods” (Taylor Powell 1966). Alternative methods have gained recognition over the traditional survey methods using structured or open-ended interviews to explore the envisaged situation in depth. To enrich our survey we had to opt for a combination of other methods such as case study, interviews observations and group assessment. The participatory and empowerment research in which we have openly made physical conduct with all stakeholders at the centre and in the villages. Consequently we have obtained vital information, which could not be collected using constructed questionnaires.

Case study is defined as “an in depth examination of a particular case or programme, group of participants, single individuals, site or location. Taylor (1996) goes on to state” A case study rely on multiple sources of information and methods to provide as complete a picture as possible”. On the other hand observations refers “to collect the information by seeing and listening” (Taylor Powell 1966)

Going by the two definitions, one can easily see why we had opted for this second alternative. Suffice to mention that this alternative has given us in-depth findings as are mentioned below:

5.4.1 Existing Buildings at the centre:

The Ihushi Vocational Education and Training centre was founded in 1999 and it officially commenced its training programme in 2000 with two buildings, a tailoring classroom, store and a carpentry workshop, classroom and office buildings.

TABLE 8 : NUMBER AND VALUE OF EXISTING BUILDINGS

Type of buildings	Real costs in Tshs.
1. Administration block containing conference hall, computer class and office	13,000,000/=
2. Carpenter classroom and workshop	4,700,000/=
3. Tailoring class and staff-room	5,600,000/=
4. Pre-school 2 classrooms	3,700,000/=
5. Kitchen 1 unit	1,800,000/=
6. Water harvesting tanks (2)	4,000,000/=
7. Pit-toilet 2 units	800,000/=
Sub-total	33,600,000/=

TABLE 9: TOTAL NUMBER OF EQUIPMENTS AND VALUE

9 A Carpentry Tools:

TOOL	QUANTITY	PRICE	TOTAL COST TSHS
Smoothing plane	10 @	56,000/=	560,000/=
Rebate plane	2 @	65,000/=	130,000/=
C-craps	6 @	12,000/=	72,000/=
Shaft Craps	6 @	10,000/=	60,000/=
Benches	3 @	30,000/=	90,000/=
Other tools (Total)			250,000/=
Raw material timber (annual budget)			500,000/=
	Sub total		1,662,000/=
	Variable	Cost (less)	500,000/=
			1,162,000/=

TABLE 9 .B: Tailoring Tools/Materials:

TOOL	QUANTITY	PRICE	TOTAL COST TSHS COST TSHS
Sewing machines	16 @	70,000	1,120,000/=
Rings for knitting	5 @	1,000/=	5,000/=
Pair of scissors	16 @	3,500/=	56,000/=
Measuring tapes	16 @	300/=	4,800/=
Pressing iron (Charcoal)	2 @	4,000/=	8,000/=
Raw materials clothes & threads annual budget			500,000/=
	Sub total		1,693,800/=
	Less variable Costs		500,000/=
			1,193,800/=

TABLE 9. C: Masonry Tools

Miko	8 @	2,500/=	20,000/=
Measuring tapes 50 mtrs	5 @	15,000/=	75,000/=
Spirit level	5 @	2,500/=	12,500/=
Square	6 @	3,000/=	18,000/=
Spade	8 @	2,500/=	20,000/=
Wheel barrow	4 @	70,000/=	280,000/=
		Sub Total	425,000/=

TABLE 9. D: Cookery Tools:

Cooking pots	6 @	5,000/=	30,000/=
Plates	200 @	500/=	10,000/=
Water jelly canes	10 @	300/=	30,000/=
		Sub Total	70,000/=

TABLE 9.E: Gardening Tools:

Spraying pumps 3 @	70,000/=	210,000/=
Hoses (Hand hoes) 20 @	50,000/=	50,000/=
Seeds annual budget		150,000
	Sub total	410,000/=
	Less variable costs	150,000/=
		360,000/=

TABLE 9. F: Furniture

TOOL	QUANTITY	PRICE	TOTAL COSTS
Classroom chair and table	30 @	40,000/=	1,200,000/=
Office chair	42 @	10,000/=	420,000/=
Conference hall chair	80 @	7,000/=	560,000/=
File Cabinet	1 @	200,000/=	200,000/=
Coach 1 pair			150,000/=
	SUB TOTAL		2,630,000/=

TABLE 9.G: Books/Equipments for Health and Continuing Education:

Reference books (Reading books) (Various readers)	250,000/=
Exercise books annual budget	10,000/=
Pencils and stationery	20,000/=
Screen 12"	250,000/=
Video deck	110,000/=
Generator (header)	450,000/=
Running costs (annual)	250,000/=
Sub total	1,340,000/=
Less Variables	390,000/=
	950,000/=

TABLE 9.H: PERSONNEL AND SALARIES:

	MONTH	YEAR
Permanent technical teacher 4 @ 70,000/=	280,000/=	3,360,000/=
Pre-School teachers 2 @ 40,000/=	80,000/=	960,000/=
Part-time teacher 2 @ 24,000 p.m.	48,000/=	480,000/=
Facilitators for Health and adult education allowances cooks 1 @ 40,000/=	40,000/=	480,000/=
Watchmen 2 @ 45,000/=	90,000/=	1,080,000/=
Sub total		7,360,000/=

5.4.2 Summary of Expenditure:

TABLE 9.I: Fixed Costs:

Building construction costs equipment	33,600,000/=
Carpentry	1,162,000/=
Masonry	425,500/=
Tailoring	1,193,800/=
Gardening	360,000/=
Cookery	70,000/=
Book and Audio – Visual	950,000/=
Furniture	2,530,000/=
Sub total	40,651,300/=

TABLE 9.J: Variable Costs:

Timber for one year	500,000/=
Closing material 1 year	500,000/=
Stationery	390,000/=
Staff salary and allowance 1 year	7,360,000/=
Sub total	11,350,000/=

TABLE 9.K: Grand Total

Fixed cost	40,651,300/=
Variable cost	11,350,000/=
	52,001,300/=

5.4.3 Source of Funding

From verbal interview with the centre's director, it has been established that more than 90% of its funds are external, coming from a sister CBO based in Sweden. The remaining 10 per cent, come from the centre's income generating activities,. Both teachers and trainees are involved in income generating projects as part of teaching practical, on the centre's site and in the community. In case of the former, the just finished conference Hall with the envisaged computer classroom and director's_office has been wholly completed by the students. The same applies to the existing other buildings like, the nursery school, classrooms, water

harvesting tanks, workshops and the toilets. On the later, the centre is now undertaking building projects in the neighbourhood primary schools, like construction of classes, and water tanks. The tailoring section has entered into agreements with the five primary schools in Bujashi ward to manufacture primary school uniforms for standard I pupils next year. Prices for the centre's products are slightly lower than the usual market price. Such lower prices are likely to entice more customers from the neighbour surrounding wards and hence high production. With such a strategy, the centre has a bright future to be self reliance as far as running costs are concerned and that is the goal.

5.4.4. Future Plans

The Centre's future plans are based on finding solutions to the existing problems. The current salient problem is electricity. The Centre is almost 6 kilometres from Kisesa Minor town which has electricity infrastructure. But chances for taking electricity to the centre is too high and above its budget considerations. The Centre has found a temporally solution on adopting solar energy. So far the it has secured funds for energy installation amounting to Tsh 3 million and work is in good process. The energy usage would be limited to lighting and computer use. Hence the problem still lingers on as far as the Centre's envisaged plans are concerned, in particular teaching welding related subjects and turning tailoring into mechanical from the present manual production.

There is also the problem of being donor dependent. As it has been proved from our research funding the Centre is currently getting more than 90 percent from donors both for capital investment and for recurrent expenditure. This is bad omen for the Centre's present and future

survival. To extract itself from that situation the centre has embarked on a number income generating activities [programmes]. The plans include school uniform production, opening a school shop which would serve two purposes as an income earning activity and for practical experience to all trainees. Through such practices trainees will be exposed to management of their own business enterprises once they complete their training. But the major plan is on construction where by the centre would compete for construction tenders floated by either the District Council or private persons. So far the Centre has earned more than Tsh 1.5 million as profits for year 2003 alone.

CHAPTER VI**6.0.0 RECOMMENDATION**

We are making our recommendation on the bases of the SWOL analysis at two levels, National level and at Ward level. At each level we will examine the strength, weakness, opportunities and limitations of plans and strategies used to resolve the rural development issue.

6.1.0 Analysis at National Level - Policy & Strategy

In the first place we have to revisit the meaning for rural development. In our Tanzanian context rural development (by then in the early 1960s) entails five main things:

- [a] Equitable distribution of resources/in puts to various rural communities.
- [b] Collectivization of rural communities into “Ujamaa” villages with a democratically elected leadership to facilitate communal production and equitable distribution of benefits to all.
- [c] Encouraging villages to be self-reliant as far as possible and allocation of village resources based on the principle of self-reliance.
- [d]Achievement of self-reliance to be realized on achieving higher levels of productivity of land per unit input and lastly.
- [e] Mobilization of peasants based on persuasion rather than coercion (Mushi, S.S. 1974).

6.1.1 Measures Taken

In order to realize the above mentioned envisaged rural development two major approaches were development and adopted for implementation. Education and rural resettlement schemes

were given first priority in terms of planning and resource allocation. On the former, our literature review shows the government's concerted efforts to change the colonial educational system, from the racially and discriminative with a narrow pyramid hierarchical shape system into a national diversified education system. We use the term diversified education to connote the two major education system introduced by the newly independent country formal and informal (functional literacy) education soon after flag independence.

Back to the resettlement schemes between 1961 and 1966. Several programmes were zealously started, through out the county. Salient programmes among them were:

- Tanganyika Agriculture Corporation Settlement.
- Licensed Producer schemes
- Village settlement Pilot schemes
- World Food Programme assisted scheme
- Co-operative Farming settlement programmes
- Cattle and coconut schemes
- Ujamaa Village (Collective) Settlements.
- TANU youth league and other spontaneous settlements.
- Agriculture Development Schemes - using modern irrigation farm equipment under expert foreign management.
- Cotton Block farms along Lake Victoria (Cliffe & Cuninghan 1975)

Using our SWOL analysis suffice it to mention that on strength, there was a political will and commitment from both the government and the rural population. The same it can be said of opportunities. The political leadership under Nyerere was a viable opportunity to bring rural change to the masses who fought for independence to enjoy the fruits of abundance.

Foreign investment in rural agricultural production was another fundamental opportunity. The population's response to the call for rural reforms is another opportunity to reckon upon.

However on Weakness and limitation there is much to be desired. Mushi (cited above) asserts. "The ambitious rural settlement schemes of the early 1960s (1962 - 1966) was characterized by weaknesses such as:-

- Capital intensive investment were unable to open up new opportunities for the rural idle labour force.
- Capital intensity brought in bureaucratic supervision leading to alienation of the intended settlers.
- The resettlement programme led to a heavy village reliance on government subvention which killed the much proclaimed self-reliant spirit.
- Non-involvement of the people to identify themselves with the settlement schemes, denying them the chance to participate in decision making resulted into low productivity in all production interventions.

These weaknesses/limitation automatically led to the demise of the expected fruits of Independence, and hence poverty continues to enjoy prominence up to date in our society. Our assertion is attested by the following statistics:

- 19 percent of Tanzanians still live below the food poverty line.
- 36 percent of the population live below the basic needs poverty line.
- 87 percent of the total poor population live in rural areas and only 13 percent are urban dwellers.

- Again 80 percent of the poorest families in the country are predominantly rural based, accounting for 56 percent of the total household spending.
- 60 percent of the rural population live below the basic needs poverty line compared with 18 percent in Dar es Salaam and 26 percent in other urban areas (VP's Office 2003)
- Cotton Production per acre has dropped from 600 - 750 kg (1966 production) to between 400 - 300 kg (Ministry of Agriculture 2002).
- Per-capita Income has dropped from \$ 150 equivalent to Tshs. 300,000/= (Nyerere 1963) to less than \$ 63 equivalent to Tshs.
- The National debt currently stands at above US Dollar 8.7 billion.

6.1.2 Analysis at ward level plans and strategies for the centre

Ward plans and strategies aim at solving the twin problems of poverty and youth unemployment. On the initiative of one person, the community has been mobilized to establish a youth training centre to impart vocational and life skills to enrolled youths. Hence we can determine credibility of the centre to the intended beneficiary clientele by delving into its strengths and opportunities realised so far on one hand and weaknesses and limitations faced by the centre in achieving its pre-set objectives on the other hand. Back to strength and opportunities suffice it to mention that, the centre has survived its four years of existence with a remarkable record:

- It has all the necessary basic buildings, i.e. classrooms, workshops and a multi-purpose hall for community use

- Has basic teaching equipment
- Has mobilized enough fund for capital investment and recurrent expenditure from various sources
- Has sound management system under the Board of directors, Executive Committee and Members General Meeting.
- The project is socially acceptable to the community, the trainee and the trainers.
- Has a large number of applicants and each year the number increases from 40, 75, 40 to 125 for 2000, 2001, 2002 and 2003 respectively.
- Has produced 40 graduates in the two graduations 2002 and 2003 each year 20 graduates respectively. Of the 40 graduates, 6 have been retained by the centre as instructors while the other 36 are self employed in the village running their own small scale economic enterprises. The significance of the Centre's out put makes sense when compared to the member of primary school leavers who joined secondary school education in the same period who are not even of being employed on finishing secondary education. Or the ones who passed the std VII examination, But who where not elected for a Secondary education and remained in their villages without under going any training .
- Our research findings reveal that in the four years only 35 pupils (8, 6, 18 and 13) were selected to join secondary education in year 2000 to 2003. But alas, within the same period the centre has had produced 40 qualified job seekers and job creators. This is not a mean achievement to the centre's objective of creating job opportunities at the grassroots level.

- The project has won contracts for primary school building projects, school uniform making construction of rain water harvesting tanks in the wards' primary schools and in private homes. For the two years 2003 and 2004, the Centre has realised a net profit of over Tshs. 3,000,000/= as labour payment. In the coming year 2005, the Centre is targeting to earn 3,500,000 from services to be rendered to different clients in the ward and out side the ward boundaries.

A sister programme in Kisumu Kenya invited the centre to work on their two buildings in October 2004. This seems to be another chance for the centre to win contracts outside its catchment area. The opportunities are there as the Centre's work remains attractive and masterpiece to the viewers. Back to weakness and limitations threatening the Centre's sustainability and possible future replication there is one obvious problem. The problem stems from the fact that, the Centre's initial capital investment and part of its recurrent expenditure is externally financed. In case of the external source withdrawing at any stage of the centre's existence that would had resulted into the demise of the project.

6.1.3 Summary of Recommendations:

The centre stands a good chance to bring a revolution in the livelihood of the Bujashi ward population, as far as the war against abject poverty is concerned. It is producing a cadre of carpenters, tailors, welders, masons etc to work on a number of community based development projects like PEDP and the forth coming Secondary Education Development Plan starting this budget year. Better still these trainees would start building better houses, using their personally acquired skills and income paid to them as labour wages.

Likewise in the long term the centre will produce job creators once its graduates become entrepreneurs. The majority of graduates whom I happened to talk to, all assert to the ambition of starting their own small income generating projects within their home environment either as individuals or in groups. These enterprises will expand to employ other future graduates from the Centre or other primary school leavers. This is what we mean by the Centre turning trained human resource into “job creators”

We have also noted that the centre is providing health education, civil education and cross – cutting issues such gender, IHV/AIDS, and environment,. In this case, the centre is serving the community as a Folk Development College, the service which the Government has failed to provide as envisaged in its plans from the eve of independence. Again the centre gives pre-school services free of charge to children within its catchment’s area. This is another service which the Government is still struggling to providing within the normal primary school system. But here is a community-based organization giving such vital service to the community. Judging from what is happening at this Centre, I am tempted to strongly recommend that the Centre be replicated to other ward in the district to begin with. With such centres available in many ward our fight against poverty will be real and not imaginary as it is now. I call it imaginary as there is no army officer or commander –in –chief who can go to war without arms neither with an ill equipped army. We need to create a well equipped army using community based vocational education and training centres.

Again bearing in mind the great achievements so far, realised by the Centre within four years

of its operation. I do strongly suggest the replication of the Centre to other wards in the district. However concerted measures should be taken to avoid the weakness found in the funding towards the Centre's construction and recurrent expenditure. In our research we have found out that over 90 percent of the Centre's budget is donor dependence. It is this trend of donor dependence syndrome which killed many of our post independent resettlement schemes and many other development rural interventions.

Hence every effort must be made to avoid all the weaknesses and limitations found in the initiation [project formation] construction and take off stages of our model centre. Such efforts should include formation of a special District Committee to co-ordinate the programme under the name of MAGU District Vocational Education and Training Committee. We strongly advise in advance that the envisaged committee be headed by the present Board Chairman of Ihushi Jitegemee Youth Training Centre, and the Centre's Secretary to be a member of the New Committee. The presence of the two experienced members will facilitate smooth planning and management in the envisaged district committee.

However the committee would be faced by one major problem the funding to the programme. This problem can be tackled through the adopted bottom up planning. Through this system new projects are initiated at village level, adopted by and forwarded to the district council by Ward Development Committee for further scrutiny and approval. So if each ward gives priority to Ward Vocational Training and Education Centre Development projects, it is viable and economically feasible to construct a few Centres in each budget year. Such budgets can be supplemented by UN bodies working in Magu District. For instance UNICEF alone has a two

years budget amounting to Tshs. 370,000,000/=. This amount is to be spent on programmes managed by Youth Out of School Project interventions.

We are convinced that with good planning, UNICEF can commit this sum on the construction of these Centres which are for youths who are out of the normal school system. It is understood currently this budget is spent mainly on running seminars and workshops. I am sorry to say the main beneficiary to this on going Out of School Youth programmes are not the youths themselves but the so called trainers of trainers who move from one corner of the district to another in the name of training the youths. These roving trainers are paid facilitator allowances, daily subsistence allowances etc while the targeted youth end the day with meagre lunch allowances. It is against this background we are of the opinion that UNICEF's support to the districts would be used gainfully, if it were geared at establishing youth vocational education and training centres like the Ihushi Jitegemee Youth Centre.

Another source of funding can be derived by adoption of the National Vocational Education and Training Authority approach. The Government has introduced three levies known as Skill and VET levy, Housing Levy into skills and Development Levy payable by respective beneficiaries such as Association of Tanzania Employers (ATE). These levies are collected through government channels and submitted to VETA. The system can be introduced at district level, and the Council can collect taxes from its identified stakeholders and submit it to the cause of running these institutions in the interest of fighting youth unemployment and massive poverty at grassroots level.

Today we talk of unemployment amongst primary school leavers. With the present government efforts and commitment to build secondary school in each ward tomorrow we will talk of youth

unemployment and massive poverty amongst secondary school graduates. It is high time we got prepared for this extra idle coming labour force by creating training opportunities at ward level as a matter of priority in our district plans. Mwalimu Nyerere once urged the Tanzanians “It can be done play your party”

Suffice it to conclude that the National settlement schemes failed due to lack of proper trained manpower, in spite of the heavy investment committed to the programme. We need a well skilled labour force to fight the real enemy in its place of dominance, the village. The village is a bee-hive of economic activities. But the land remains a sleeping giant surrounded by a toothless army. Let us change this sleeping giant by producing both skilled job seekers and job creators through community based vocational Education and Training Centres. The Ihushi Jitegemee Youth Training Centre pose a test of being a good challenge, We strongly advise the decision makers of this country including planners, politicians etc to take the challenge. Each district must response to the challenge by starting vocational education training centres in their respective places starting with a few wards say a minimum of three to begin with. We urge, each leader, planner etc. to aim at seeing above the MOUNTAIN. And this should be a catchword to any person taking rural development as a priority to bringing national development.

CHAPTER VII**7.0.0 THE IMPLEMENTATION OF RESEACH FINDINGS****7.1.0 EXECUTIVE SUMMARY**

Under the undergoing Local Government Reform, the Magu District Council has made tremendous strives to improve the life standard of its people in all works of life. Using funds from both the central Government allocations and from its own sources, the council has made great advances in the five pro-poor government identified sectors, education, infrastructure, agriculture, health and cooperative ventures through creating SACCOS.

In practical terms, the district council from 2000 up to 2004, has constructed 750 new classes 101 teachers' houses, 7500 desks in the education Sector. In the infrastructure sector a total of 270 km has been rehabilitated to graded level, hence making these roads passable throughout the year. On water supply; rural water supply had increased from 52 percent to 71 percent while urban water supply has risen from 45% to 54 percent. Again on agriculture emphasis has been on irrigation whereby acreage had increased from 750 acres to 984, using natural gravity waters and generator powered machines which have increased from 32 to 64 most of which have been supplied to farming income generating groups. [MDC Statistics 2004].

Back to the health sector, the council boasts of 11 new dispensaries with two health centers, all with basic staff quarters. On cooperative ventures the council has three newly constructed community ward banks and the number of SACCOS has increased from 5 to 18.

On the other hand school enrollment, the district has achieved universal primary education by enrolling 100 percent of 7 year old children for the two year running 2004 and 2005. Likewise secondary enrollment (this year 2005) has increased to 1236 from 446 in 2004. The increase has been due to the opening of 8 new secondary schools, in 2005.

Alas! This trend of progress in the pro-poor sectors is not matched by an increased supply of properly trained and motivated human resource with productive technical skills. However it is being argued that vocational education and training “can have a positive effect on employment and earning especially in remote and infrastructurally poorly provided areas. It is cost effective mainly because it has greater efficiency in promoting the acquisition of skills on the job, as it ensures second mastery of skills as trainees spend relative limited time in formal institutions”. (MOE 1995).

On the other hand, as it has been argued before, vocational education and training is associated with acquisition of skills for wage employment, self employment or further vocational and professional advancement, the combination of which reduces income poverty for an individual and his/her family. Hence fighting individual income poverty would result into the satisfaction of the basic needs of food, shelter, clean and safe water environment as well as better performance in agriculture and industry.

It is against this reality we argue for the mainstreaming of vocational education and training into the council’s priority areas for investment. It is by doing so our achieved progress in the five priority sectors would be a reality and sustainable.

7.2.0. PROJECT TITLE: MAINSTREAMING VOCATIONAL EDUCATION AND TRAINING IN MAGU DISTRICT COUNCIL DEVELOPMENT ANNUAL BUDGET.

7.2.1 Contact person District Executive Officer

7.2.2 Organization name and Address

Magu District Council

P.O. Box 200

MAGU

7.3.0 Project Target: 27 wards.

To establish vocational education and training in each of 27 wards in Magu District depending on the Ward Development Council (WDC) priority settings. The District Council has adopted the bottom up planning approach, and each ward its leaders have undergone training on Obstacles and Opportunity to Development. Hence the population concerned with priority setting is aware of the stages leading to rationale planning.

7.4.0 Objective of the Project.

The general objective of the project is to sustain ongoing Local Government Reforms in all Sectors so as to enable the Society to satisfy their basic needs food; shelter, clean and safe water and cross cutting issues like gender, HIV/AIDS, environment, corruption democracy.

7.4.1 SPECIFIC OBJECTIVES

- (i) To develop and promote self-confidence and an enquiring mind, understanding and respect for human dignity and human rights and readiness to work hard for personal self – advancement and national improvement.
- (ii) To produce trained and skilled youth who will provide the needed labour for improved performance in rural based income generating projects and other economic and social service sectors.
- (iii) To provide young persons with opportunities to acquire skills in agricultural production service, entrepreneurship and business management.

- (iv) To enable village government, community based organization, faith based organization and other service sectors to train and develop their human resources depending on local existing resources such as land, rivers, lakes etc (MOE 1995).

7.5.0 Project summary

In our model project, Ihushi Youth Jitegemee Training Centre, we have identified the basic requirement for its establishment which include buildings, equipment, furniture books/equipment for health and continuing education and initial running costs. The total cost for the whole investment is only Tsh 52,001,300/= including running cost for two years.

7.6.0 Replication of the project

The project is an attempt to replicate the Ihushi Jitegemee Youth Training Centre situated in Bujeshi Ward to the other 26 wards in Magu District. The center, which is run and owned by a local Community Based Organization has been the area of my study in partial fulfillment for the degree of Masters of Science in Community Economic Development.

Suffice it to say that during my 18 month study on the activity of the Centre, starting from the initiation stage to its maturity stage, the production of 40 graduates in two phases 2002 and 2004, I have been impressed by its positive performance. It is from this impression I am taking courage to suggest to the District Council authority to see, the rationale of mainstreaming the model into the Council's annual budgetary plans.

7.7.0 SALIENT FEATURE OF THE PROJECT

Apart from its simple and clear objectives, there is the ownership issue and the administrative structure. The center is fully owned by the local CBO composed of 270 Members from 16 income generating groups of which 15 groups have women members only. Hence the center is gender sensitive and it is grooming women into entrepreneurship a rare factor of production amongst rural women in the country.

Hence its replication would bring more women into the arena of property owners and decision makers.

The center being a vocational education and training, it teaches handcraft subjects like carpentry, tailoring, masonry, gardening. With this bias the center is producing job seekers and job creators. It also, teaches subjects in the domain of life skills and academics.

It is true that human beings needs some basis skills in order to be responsible citizens, mothers and fathers,. The life skills in the centre's curriculum cover cross- cutting issues such as environmental skills, personal health skills, social or community skills and family skills. Lack of such skill to Tanzanian youth lowers their dignity and respect in their own society and it increases their vulnerability to income poverty and mental poverty.

Likewise the centers caters for continuous education through provision of academic subjects like Home Economics, Mathematics, English and Kiswahili, for students intending to sit for Form IV examination in future. In this perspective the center serves as vocational and training Centre, a Folk Development College and an adult education class, all of which are none existing in many of our wards. Hence institutionalizing

Vocational Education Training into the district annual budgets will be of great advantage to our youth and adult learners.

The other area of great interest in our Model is the minimal construction cost for the basic building requirement, training materials, running cost and the number of staff. In our model we have classified the cost under two items fixed cost and variable cost which give a total of 52,001,300/= in four years as are shown in the two tables below.

7.7.1 Summary of Expenditure:

Table I Fixed Costs:

Building construction costs equipment	33,600,000/=
Carpentry	1,162,000/=
Masonry	425,500/=
Tailoring	1,193,800/=
Gardening	360,000/=
Cookery	70,000/=
Book and Audio – Visual	950,000/=
Furniture	2,530,000/=
Sub total	40,651,300/=

Table II Variable Costs:

Timber for one year	500,000/=
Closing material 1 year	500,000/=
Stationery	390,000/=
Staff salary and allowance 1 year	7,360,000/=
Sub total	11,350,000/=

Table III Grand Total

Fixed cost	40,651,300/=
Variable cost	11,350,000/=
	52,001,300/=

Compare this figure with that of constructing one National Vocation and Education and Training Centre the Mtwara Model whose total construction and equipment amounts to over Tshs. 5.57 billion (Mwarusha 2003)

However let it be noted at this juncture that we must try to avoid all the weakness noted in the Management of our Model.

One Major weakness is the foreign dependency syndrome. From our findings it has been established that, the center is over 90 percent foreign funded. All the initial finding was coming from one external source a sister village in Sweden. Such a tendency must be avoided when embarking on the replication process.

7.8.0 EXPECTED OUTCOME

Our most expected outcome is to have one vocational Education and Training Centre in each of the 27 wards in ten years. This implies that each year three wards would be encouraged to construct one center on the basis of cost sharing, between the ward, district council and our development partners like TASAF, UNICEF, CARE etc. using the bottom up planning approach.

The general objective of our VET must be:-

- To produce graduates who respond to the needs of that particular ward. Hence curriculum and other requirement would depend on each ward's needs assessment
- To produce graduates who are pro-active players in sustainable development of their communities and their families.
- To produce graduates who are solutions to the Millennium Development Goals and not problems to the goals and should be agents to eradicating extreme poverty and hunger.

- Achieving universal primary education
- Promoting gender equality and improving women welfare
- Reducing child mortality
- Improving material health
- Combating HIV/AIDS, Malaria and other diseases.
- Ensuring environmental sustainability

9.0 TARGET GROUP

The project's targeted group include both primary school and Secondary School leavers who do not qualify for secondary school admission or for selection for high learning/training in any of the available opportunities. The size of the group is large especially the primary school leavers at present is very large. A mechanism of fair and competitive selection must be developed in each of the constructed center to avoid cheating and corrupt practices.

7.9.1 TRAINERS

From the experience of our Ihushi model there will be two types of trainers, technical teachers and academic teachers. For technical teachers we have two alternatives, recruits from the National VETA college graduates and some from Ihushi Jitegemee Youth Training Centre and for academic subjects, given the prevailing teacher shortages in the country we can depend on Form VI leavers who are found within the district.

7.9.2 DURATION

The duration for Ihushi Training Centre is two years, and for VETA it is one year. To begin with we will adopt the two year period for a full course. But there may be short courses running for 3 months for specific disciplines like gardening, fruit canning, knitting, environment depending on the demand and availability of teachers.

7.9.3 CONTENTS OF TRAINING AND TRAINING MODULES

In collaboration with the VETA staff, Ihushi staff and District Adult Education officers, we will develop a training syllabus and teaching modules which aim at transforming the youth into leaders and change agents of their own communities. Hence our curriculum must be one which evoke use of traditional skills and knowledge to spear ahead sustainable development and which encourage the youth to learn, adopted, sustain the skills for poverty eradication ignorance and disease in general.

7.9.4 COST OF CONSTRUCTION AND SOURCE OF FUNDING

We have already noted the weakness in the funding the construction of our model Ihushi Centre. External finding is not limited to Ihushi alone. This is a national problem cutting across the country's various development projects. The National development budget for 2005/6 financial year is over 50 percent. In our case, we have to avoid this dangerous trend from the beginning. In order to be free from this syndrome we suggest the following sources of funding:

7.9.5 FUNDING FROM COMMUNITY OWN SOURCE.

This can be in form of physical labour such as brick making, drawing water, clearing site, sand and concrete production etc.

7.9.6 FUNDING FROM DISTRICT COUNCIL SOURCES

The council can raise special fund by introducing VET levy to its clientele and budget allocation, etc.

7.9.7 FUNDING FROM DEVELOPMENT PARTNERS

The district has a number of development partners like UNCEF, CARE, TASAF CBO/NGO/FBA Forum.. Currently these organization are supporting a number of development projects and income generating projects which are owned by youth and women. With bottom up planning approach wards can attract support to construct VET facilities from such organizations. For instance for two years UNICEF has a budget for “Out of School Youth Programme” amounting to Tshs. 370,000,000/=. This colossal sum is mainly used for seminars, workshops, tours, purchase of bicycles, radio camera etc.

The amount could be well used if it were to be used as seed money for the development of VET Centres.

7.9.8 FINANCING TRAINING

The financing of training can take a two tier shape, from the council own source and fee paid by the students. The former will be included in the council's annual budget which would pay instructor's salaries and allowances and purchase of equipments/tools to be given to graduates at the end of the course. Provision of such tools would encourage graduates to involve into self-employment which must be the goal of the training in our community based vocational education and training centers.

7.10.0 MONITORING AND EVALUATION

Monitoring and Evaluation is as very important component for the better management and running of any would be project. It is a life long process hence it must be an in-built programme throughout the life span of the project.

The best approach for having a scientific monitoring and evaluation is to start with a bench-mark derived from a community needs' assessment. The exercise can be done at a given interval to determine weaknesses and strengthens on the program's performance. Weaknesses at the end of each evaluation report would be worked on with the purpose of improving the project given specific indicators. Likewise strength would be further improved.

Our unit of enquiring during the evaluation process would include:-

Students, parents, instructors, short-time facilitators, centre's body members, community members, physical buildings, teaching materials and environments. Two methods can be used interviewing using questionnaire forms and observations depending on the established benchmark at the project take off stage.

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