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THESIS REFLECTION
TABASAM KWA MAISHA
A NEW PRIMARY SCHOOL IN TANZANIA

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TANZANIA

A NEW PRIMARY SCHOOL IN THE IRINGA PROVINCE

SANDRA AUGUSTYNIAK
GRADUATION PROJECT SPRING 2013
FACTS

CAPITAL: Dodoma
LARGEST CITY: Dar es Salaam
OFFICIAL LANGUAGES: Swahili and English
GOVERNMENT: Republic
PRESIDENT: Jakaya Kikwete (since December 2005)
INDEPENDENCE FROM THE UNITED KINGDOM: 9 December 1961 (Tanganyika)
10 December 1963 (Zanzibar and Pemba)
26 April 1964 (Merger)
AREA: 945 203 km²
POPULATION: 46.2 millions (2011)
41 people / km²
CURRENCY: Tanzanian shilling
RELIGION: 35% muslim
30% christian
35% other indigenous religions
TIME ZONE: UTC +3
HIGHEST MOUNTAIN: Kilimanjaro (5895 m over sea level)
- it is also the highest mountain in Africa
SHORT HISTORY

Ancient Tanzania

The first human beings in Tanzania lived by hunting animals and gathering plants. Agriculture in Tanzania probably began about 1,000 BC but the farmers still made wooden and stone tools. However by the 4th century AD Bantu people began to migrate to Tanzania. They brought iron tools and weapons. Meanwhile people on the east coast of Africa had contact with the Mediterranean civilisations. The Persians and later the Romans sailed to Tanzania. Later, by the 8th century, Arab merchants sailed to the area. The Arabs brought Islam and ever since many Tanzanians have been Muslims. Many Arabs settled along the coast and eventually traders came from as far away as India.

In the 11th century AD the ancestors of the Masai began to migrate to Tanzania from southern Sudan. Most of them arrived between the 15th century and the 18th century. The first European to reach Tanzania was a Portuguese explorer named Vasco Da Gama who arrived in 1498. However Portuguese rule did not extend inland. At first the Portuguese were peaceful but not for long. In 1503 a ship commanded by Rui Lorencio Ravasco came to Unguja Island. The Portuguese captured 20 dhows (Arab sailing ships) and killed about 35 people. The ruler of Zanzibar, the Mwinyi Mkuu was forced to submit. He had to grant the Portuguese access to Zanzibar and he had to agree to provide Portuguese ships with food and water. He also had to pay tribute to Portugal. In 1505 the Portuguese captured Mombassa and in 1056 they captured Pemba Island. In 1510 the people of Unguja Island and Pemba Island rebelled but they were crushed by the Portuguese. During the 16th century the Portuguese took control of the coast and they built forts. In 1560 they founded Zanzibar town. The Portuguese also introduced 2 plants from Brazil, cassava and cashew nuts. However the Portuguese only controlled the coast of Tanzania and in the 17th century they were driven out by Arabs from Oman. The Arabs captured Unguja in 1652. The last Portuguese were expelled from Pemba in 1695. The Arab victory ensured that Tanzania did not become a Portuguese colony like Mozambique. Instead from the end of the 17th century the Arabs were the dominant power in the region. In the 18th century and 19th century Arab slave traders took huge numbers of slaves from Tanzania and exported them from Tanzania. The slaves were sold to Arabs or to European colonies in the Indian Ocean.

In 1812 a man named Saleh bin Haramil introduced cloves to Zanzibar. Soon cloves became a major export. The clove plantations were worked by African slaves.

Colonial Tanzania

In the 19th century Europeans began to explore inland Tanzania. In the 1840s two Germans, Johann Ludwig Krapf and Johannes Rebmann reached Mount Kilimanjaro. In 1857 tow Britons, Richard Burton and John Speke reached Lake Tanganyiaka. In the 1860s missionaries arrived in Tanzania. Then in 1885 the Germans began taking over the region. The Germans were led by Karl Peters and he formed a company called the German East Africa Company (Deutsch-Ostafrikanische Gesellschaft). Peters persuaded African chiefs to make treaties with his company. Legally Peters acted independently of the German government. Nevertheless his government approved his actions. Meanwhile the British had taken control of the island of Zanzibar. In 1890 Britain and Germany signed a treaty dividing the area between them. Britain took Zanzibar and Germany took mainland Tanzania. Then in January 1891 the German government took direct control of Tanzania.

However from the start the Germans faced resistance in Tanzania. The first uprising was the Abushiri revolt of 1888. The people on the coast of Tanzania resented German interference and they rose in revolt led by a man named Abushiri bin Salim al-Harth. However the Germans eventually crushed the revolt. From 1891 to 1898 the Germans fought a war with a people called the Hehe. Eventually the Hehe were defeated and their leader, Mkwawwa, killed himself. In 1905-07 came the Maji Maji rebellion. Africans were forced to work on cotton plantations and eventually southern Tanzania rose in rebellion. The rebellion was crushed after the Germans adopted a ‘scorched earth’ policy. At least 100,000 people died both as a result of the fighting and as a result of starvation.
**SHORT HISTORY**

In 1914 came the First World War. In Tanzania a small German force was led by Colonel Paul von Lettow-Vorbeck. He was a very able man. When a British force landed at Tanga in November 1914 it was defeated and fled leaving many weapons in German hands. The British invaded again in 1916 but they were unable to defeat the Germans. However by 1917 the Germans in Tanzania were running out of food and ammunition so they turned to guerrilla warfare. They continued to fight until Germany itself surrendered in November 1918.

After the war Tanzania was handed over to the British. It was called Tanganyika. In 1925 Sir Donald Cameron became the first governor. In 1926 a legislative council met. Under British rule Tanzania exported cash crops like cotton. Much was grown on European owned plantations. However some was also grown by Africans.

Meanwhile the Africans began to organise themselves. In 1929 they formed the African Association in Dar Es Salaam. Yet in Tanzania the 1920s, 1930s and 1940s were fairly uneventful. However things began to change rapidly in the 1950s. In 1953 Julius Nyerere was elected president of the Tanganyika African Association. In 1954 it was renamed the Tanzania African National Union. It campaigned for independence with the slogan Freedom and Unity (Uhuu na Umoja). The National Union participated in elections for the legislative council in 1958 and 1959. However two-thirds of the seats were reserved for non-Africans.

In 1960 that restriction was removed and in an election TANU won almost all the seats. The move to independence was now unstoppable and Tanzania became independent on 9 December 1961 with Nyerere as prime minister. On 9 December 1962 Tanzania became a republic and Nyerere became president.

**Modern Tanzania**

Unfortunately in 1967 Nyerere adopted a policy of socialism. He made the Arusha declaration in which he outlined his vision of a socialist Tanzania. However in Tanzania, as in other countries, socialism proved to a complete failure. The cornerstone of that policy was called Ujamaa (family hood). Nyerere planned to create huge collective farms. The people were encouraged to move into large villages in which food and other goods would be produced collectively for the whole community. However the policy proved disastrous for Tanzania. Agricultural production slumped and the Tanzanian economy was wrecked. Furthermore by 1973 only about 20% of the population had moved to Ujamaa villages. So Nyerere forced people to move and by 1977 about 80% of the population had been resettled. Meanwhile in 1975 Tanzania became a one-party state.

At that time Uganda was ruled by the tyrant Idi Amin. In October 1978 Amin invaded the Kagera region on Tanzania. In January 1979 a Tanzanian force counterattacked and rapidly overran Uganda. The Tanzanians withdrew in 1981.

Meanwhile Nyerere was re-elected president in 1980. However the Tanzanian economy was in tatters and corruption was endemic. Furthermore Tanzania sank heavily into debt. International donors demanded reform in return for help but Nyerere was unwilling to change his policies. So in 1985 he resigned. He was replaced by Ali Hassan Mwinyi. He spent the next 10 years trying to repair the economy of Tanzania. Mwinyi privatised business and tried to purge corruption. He also encouraged foreign investment. As a result the Tanzanian economy began to grow steadily.

In 1992 Tanzania became a multi-party democracy and in 1995 Benjamin Mkapa became president.

In 2005 Jakaya Kikwete was elected president. Today Tanzania is still very poor. However the government is making strenuous efforts to reduce poverty. In 2001 school fees were abolished and as a result attendance at school greatly increased.

Tanzania is an overwhelmingly agricultural society and many of its people are subsistence farmers. There are also plantations in Tanzania, which grow tea and coffee, tobacco, cotton and cashew nuts. Tanzania also has considerable mineral resources. Along the coast of Tanzania fishing is important. Tanzania also has great potential for tourism. It has several national parks with animals like lions, leopards, crocodiles, giraffes and hippopotamus.

Source: http://www.localhistories.org/tanzania.html
Tanzanian culture is a delightful mix of influences with over 120 tribes. Tanzania is one of the most culturally diverse countries in the world. From the tall graceful Maasai warriors, the ancient ways of the Hadza bushmen, the resourceful agricultural practices of the Wameru, the artistic talents of the Makonde to the Chaga farmers and traders. Each of the 120 different tribes in Tanzania have their own distinct ways of life but together, they gracefully unite to form Tanzania.

Over 120 languages are spoken in Tanzania, most of them from the Bantu family. After independence, the government recognized that this represented a problem for national unity, and as a result made the kiswahili language (Swahili) the official language. The government introduced it in all primary schools to spread its use. Kiswahili was the logical choice because a wide range of people were already informally using it along the coastal regions and it was a perfect language to help unify the country since it did not originate or belong to any particular tribe.

Given the conditions at that time, it was not possible to introduce the language into the entire educational system, because the language was still callow and undisciplined. The task of formalizing kiswahili and writing kiswahili books for all schools was considerable. The government decided to apply Kiswahili exclusively to all elementary/primary education and use English (the colonial language since the end of World War one) in high schools and universities. Kiswahili is still taught as a course in high schools and universities.

Today, a great majority of the population have accepted and fluently use Kiswahili, thus English is generally well known. As a result of this linguistic situation, many of the 120 tribal languages are slowly withering away with every new generation. Kiswahili on the other hand has grown into an international language that is widely used across multiple boarders. Kiswahili is ranked among the top 10 international languages. Apart from Tanzania, it is now used in Kenya, Uganda, DRC Congo, Zambia, Malawi and Mozambique to name a few. Kiswahili is also taught in universities around the world such as; Harvard, Oxford, Yale, Cambridge, Colombia, Georgetown, George Washington, Princeton and many more.

Source: http://www.tanzaniaembassy-us.org/tzepeo.html
POPULATION GROWTH

CLIMATE

Climate data for Iringa

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Source: Weatherbase [1]
SCHOOL SYSTEM IN TANZANIA

PRE-PRIMARY EDUCATION  2 years
Pre-primary education is the first formal level in the education system in Tanzania catering for the children aged 5 – 6 years old. Pre-Primary Education cycle lasts for 2 years with no examinations for promotion purpose. According to the Education and Training Policy (ETP) 1995, Pre Primary Education is intended to promote the overall personality development of the child, his or her physical, mental, moral and social characteristics and capabilities. This level is important in molding the character of the child and enables him/her to acquire acceptable school culture before joining the world of education. In addition, this level helps the child to acquire, appreciate, respect and develop pride in the family, moral values, customs as well as national ethics, identity and pride. Pre-Primary Education also provides the child with opportunities to acquire and develop communication, numerical and manipulative skills. It acts as a ground for preparation of child for primary education.

PRIMARY EDUCATION  7 years
This is the second basic level of education. It is a seven year education cycle which is compulsory in enrollment and attendance for all children of seven years of age. At the end of seven years, pupils usually seat for a Primary School Leaving Examination (PSLE) which is mainly used to mark the end of Primary Education level, selection to Secondary Education, Vocational Training Centres and orientation to the world of work. Primary Education is fundamental to the strengthening of higher level of education, by laying a strong foundation in scientific and technological Literacy and capacity which help to increase self-reliant, personal and national development. It is at this level where the basic and core skills of literacy, numeracy, Arithmetic and life skills are acquired. The Primary Education is also important in inculcating the cultural and moral values; social customs, communication, and problem solving. Thus, preparing the child for world of work.

SECONDARY EDUCATION  4 + 2 years
Secondary Education in Tanzania is undertaken by the Ministry of Education and Vocational Training (Mo-EVT). Basically, this is responsible for Policy Development, Quality Assurance, setting National Standards, and Monitoring and Evaluation of Education Sector Development Programme (ESDP) and related sub-sector programmes including Secondary Education Development Programme (SEDP II). The secondary school system is divided into 4 years of Junior secondary ordinary level and 2 years of Senior secondary advanced level.

THE ASSOCIATION YATIMA HEART TO HEART

In the poor Iringa province in southwestern Tanzania there is the small village of Matanana. In 2005 Ewout van Alphen, started the association Yatima Heart to Heart in this village. When Ewout visited the village in 2004, he had a career as a prominent figure in biodynamic farming behind and had for 27 years been running Magda Farm in Södermanland. He also worked internationally with sustainable development as environmental advisors, including Brazil, Argentina and Uruguay. That experience became the basis for a long-term relief work in Iringa region. The goal is to help the needy, children and adults, village by village.

Through a prayer for help the idea idea of a voluntary association based locally in the province and in Sweden was born. The background was as simple as cruel. In the small village of just over two thousand inhabitants, there were 2004 thirty-one children in great need of help. Most were children who lost one or both parents to AIDS. Others lived in poverty, or with ill caregivers. The Iringa province, as well as large parts of the African continent, is hard hit by AIDS and HIV. In many of the area’s villages, as many as half of the population died of the disease.

In order to distinguish the association from other organizations the name has been given the extension “Yatima”, meaning orphan in Swahili.

Everything started when Matanana’s village councils gave five acres of land and a ruin to rebuild. The villagers donated bricks. It was an ideal start, but the work would take a long time so with regard to the children who needed help immediately the operation started in any room in the village’s Village Goverment House. So far, the association has built up an orphanage in three villages; Matanana, Bumilayinga and Ulole, three poor villages that are close together in the Iringa province, 650 kilometers from Dar es Salaam. In a fourth village, Kisada, we support a child minder’s business.

Early Childhood in Matanana is the center of the project. Here’s Salome van Alphen, director and coordinator of the project. She is also “host mom” for the arriving volunteers. It is also here that the leading work on site for Yatima Heart To Heart is stationed. Here you have an overview of the other daycare centers and co-ordinates the association’s other projects. Kindergarten complex, with its fifty children, have a home-like feel, the main building has become something of a gathering place for people in the neighborhood who have problems.

Day care centers provide children with a home-like environment to be in, with animals and their biodynamic cultivation. In this way, they are also working to ensure access to food in an area where supplies are often lacking, and both are expensive.

Thanks to the positive development in the district, the need for orphanages and kindergartens is less, the orphaned children grow older and start school. At the school, they are sadly battered and may not get a safe and good education. The need has changed direction, and now that we follow. For Sustainable development it requires good education, not just in big cities but also in smaller villages. We now want to build a school in creative environments, without chastisement, and with a good cohesion between students and teachers. We also want to build the school on a creative basis, close to singing, dancing and drawing. This will supplement the existing school because it is based on entirely different grounds. Through personalized teaching with creative direction, we believe that we can develop more and create a new thinking among children. We work for these children to grow and grow up in safe, creative environments in order to develop new ideas about how to bring society forward by its own means and goals.

Source: http://www.yatima.se/om-projektet/#axzz2Eetn7u76
LINNEA AND THE NEW PRIMARY SCHOOL

The project about building a new school was initiated by Linnea Öhman. A normal swedish girl that in the fall of 2009 went to Matanana in Tanzania for the first time. As a volunteer there she mainly painted with the children in the nursery. In February 2012 she returned for six weeks to work in the primary school in Matanana, and new collected material ended up in a drawings exhibition back in Stockholm, on the theme of dreams of the Tanzanian children. It was here that Linnea felt that she wanted to do more, and decided to start the project to build a new school. Her passionate engagement made her chairman of the association Yatima Heart to Heart and in October 2012 she yet again went back to Matanana indefinitely. The collecting of money has started and a site for the new school has already been chosen.

The task is to create a new pre-primary school as well as a primary school where the children can be inspired and get the will to learn. Today the classes in most of Tanzania are way to big, often with 50-60 children per one teacher. The class rooms are too small and the teachers not enough engaged. In this way there is no room for the children to learn to think by themselves as the teacher do not have time to give each child the attention it needs. Another big problem is corporal punishment. It is difficult to prevent children from being beaten as this is something deeply cultural, but the idea is to build up this new school without such violence and in that way become an inspiration to other schools. Therefore the new school will have a new educational system with 10-20 children in each class where the meeting between student and teacher will become closer. The surroundings should be creative and encourage the students to individual thinking and development.

The first stage is to build the pre-primary school. When it is finished a new primary school and a library will be built.

The building of the school will take help from swedish volunteers through Volontärresor, but local people will also be hired in order to create more job opportunities. This require that salaries will be paid and therefore requires a higher amount of collected money through the association.

The idea is also to develope a secondary school and even higher education for adults in the future.
Hon bygger skola för barn i Tanzania

I vinter startar Linnea Ömans projekt i Afrika.

Linnea Öman ság hur lärare i Tanzania slog eleverna och mästrade dem. Nu vill hon hjälpa eleverna genom att starta en humanare skola.

Linnea Öman från Skördal hade själv alltid drömt om Afrika. Väl där kände hon att hon ville uppfylla andras drömmar – och nu börjar snart arbetet med en skola i Tanzania.

När jag var i Afrika 2009 föddes ett barn till projektet. Drömmen för barnen på barnhemmen, i skolorna och i byarna jag träffade var att få det bättre.


– När ett barn målade en skolbyggnad, kände jag att jag ville bygga en ny skola här. På den befintliga skolan i byn, i dag sår lärarna barnen, de får ingen individuell undervisning och det finns inget fritt tänkande.

Linnea Öman, här med ett barn hon hjälper i Tanzania, har startat ett projekt med en skola i bergsbyn.

Skolan byggs i bergsbyn Matalama, i tringa-distriktet central i Tanzania. Linnea Öman och hennes medarbetare utför projektet genom en förening i Tanzania och stödföreningen Yatima Heart to Heart här i Sverige.

Hon bloggar om projektet på oegonbadskopp.blogg.se

För att starta undervisningen i somma andra som vi tänkt för vår skola. Vi räknar med att ha fått in tillräckligt med pengar för bygget i slutet av året. Och då eller åt början av nästa år hoppas vi att skolan kan börja byggas.

Pengarna till bygget sam- lar de in från privata företag och stiftelser. Dessutom har de sökt många olika bidrag, men några svenska skatte- medel handlar det inte om.

– Vi har ett genuint intresse för barn och deras rättigheter, säger hon.

Filip Magnusson
filip.magnusson@mittt.se
Tel 350 551 05
ANALYSIS STRATEGY AND QUESTIONS

- How do teachers and pupils move to the school?
- Which ways do they take from their homes to the school?
- How do they enter the school territory?
- Which room do they enter first?
- Do the teachers have their own “offices”?
- How do the teachers and pupils use the rooms?
- Where do the children play during breaks?
- Is there a difference between girls and boys?
- Do they even have breaks?
- Are there toilets in the schools?
- How is the hygiene in the villages around and in the schools?
- What is the goal within the point of hygiene?
- Do they have running water?
- If not, is it realistic to install running water?
- How long is a school day?
- What happens to the school during dark hours?
- Is street lighting realistic?
- Could it be driven by solar cells?
- What dreams do the pupils have?
- What dreams do the teachers have?
- Does it cost to go to school here?
- How much then?
- Who can afford it?
- Who owns the land?
- Are there any building regulations?
- Should the rain water be collected and re-used?
- What are the future goals with the school compound, as this is only the first step?

Firstly when on site it is important to get a good feeling of the surroundings. What is the culture? How are the people?

After a few days we would have a few workshops to collect information about what is needed and expected from the school.

A workshop with the teachers would explain what they want. What are their dreams?

A workshop with the children would explain what they expect from school and how they want it to be. What are their dreams?

One of the first steps when in Matanana will be to create a schedule together with Linnea, where we develop these workshops with the inhabitants.

If possible, a study visit to a building company would be very useful to understand which building materials there are available.

Visits so schools closeby would contribute to a better understanding of the existing school situation.

First simple sketches could be presented and discussed to the organizations, if there is time.
My diploma project, a new primary school in a small village in Tanzania, has developed immensely during these hundred days. I had only met Linnea Öhman (the client) once before, and spoken to her just a few times on the telephone before she left for a period of six months to Tanzania. I had still not gained a completely clear vision of what she had in mind, except that she wanted to build this new school somewhere in a poor village in Africa. To me this sounded very exciting. As I made a housing developing project in Addis Ababa in Ethiopia for the architect and professor Dick van Gameren during my exchange year in Delft last year, I had gained some knowledge about designing in Africa as a western architect and felt that I wanted to explore it further. There is a very interesting discussion about our role and how our co-operation with the locals should and could be.

For me it was very important to visit the village of Matanana to gain a clear understanding of the current conditions and issues regarding the current school situation that Linnea had tried to explain to me. I wanted to see how they build, which techniques they use, which materials they have, try to understand what is important to them, what to spend money on and what not to. All this to get a bottom up approach to this project.

As I stayed in the village for almost two weeks I gained many different inputs from people involved in the project. I also visited the Ministry of Education and Vocational Training in Dar es Salaam which gave me school regulations and restrictions. After four weeks in Tanzania I came home with a pile of information that I needed to go through and start sorting out. This appeared to be very difficult for me to combine with starting a creative and inspiring school design. Until the first mid-critique and even a few weeks after I felt completely locked to the clients wishes and the regulations, and realized that somewhere on the way I had forgotten about myself and my abilities as an architect. This made me realize how it actually is to have a real client and what role the architect have. As soon as I saw that, I stepped back and started looking at the project from MY angle. What are the issues and what are the possibilities. How can I make this project to become a better one than if the locals would have built it themselves? What can I as an architect from Sweden contribute with?

Firstly of course the budget to travel around in the country and gain inspiration. Secondly that I do not demand to get paid of it. Thirdly I realized that we have other technical solutions that they have not yet implemented. For example the green roofs, which I truly believe would solve several issues regarding rain water and insulation.

Further on I would like to discuss these technical solutions with the locals and Tanzanian architects to see if this could be something that could be implemented elsewhere. I already have a contact person on the school of Architecture at the Ardhi University in Dar es Salaam who could help me to start a discussion regarding the topic. Another huge issue that I hope this new school will solve is the current school pedagogic. Hopefully this new school that both pedagogically and architecturally is inspired by the Waldorf pedagogic could function as a role model for other schools in the country. My contacts at the Ministry of Education are already aware of this and I see them as highly potential people to bring up and continue the discussion in order to improve the primary education in Tanzania.

Finally this has been a test in form for me. As I have mostly worked with right-angled volumes in previous projects it was firstly a very difficult and challenging task for me. As the process went on I started to feel more comfortable with organic shapes and felt more and more confident to let the curves take over the project. In the end I got very happy with the result and feel that it is a nice and suitable solution for such a school. I realized that there are other shapes than the box shape as so many contemporary architects stick to.