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Report from Afr'can National Congress (SA)'S
Vocational Training Centre, Dakawa _ Tanzania.
1988-1992.

. From Practical Skills
9 to Trade Education.

Report from AN C Vocational Training Centre, Dakawa.
By Lars J akob Berg, Wenche Svela and Daryl Sturrock

Page 2

Thank you to all the students and staff at ANC - VTC, Dakawa. You made these achievements possible. We hope your skills will be useful in a free, democratic and non-racial South Africa

Preface I.

The ANC Vocational Training Centre (VTC) closed 25 May 1992 after nearly four years of operation. During this period the centre both managed to instruct personnel for sitelwork in the local settlement Dakawa, and more recently educate more than 50 students for a recognised certificate.

We are three volunteers who have worked in the centre for more than half of the period of VTC. We wanted to sum up our experience from the project. We then hope to contribute to a true picture of ANC VTC, Dakawa.

From the first two years the report is based on minutes of meetings, written reports from the principal, and talks with former staff and volunteers.

From the last two years the report is based on personal experience, reports and discussion with the staff in general and the last principal.

The report was put into words by Lars Jakob Berg.

We hope the report will be useful for further projects like Dakawa VTC.

In memory of the Soweto uprising, Dakawa 16.06.92,

Lars Jakob Berg, Wenche Svella and Daryl Sturrock.

Preface II. -

We finished our draft report on 16th June 1992. We had planned to discuss the content with the principal and staff, but it was not possible. The repatriation process was speeded up, and

during May and June, the remaining ANC staff and almost all the remaining students returned to South Africa.

ANC had decided to concentrate fully on the struggle inside South Africa and to hand over the settlements of Dakawa and Mazimbu earlier than previously planned. They wanted the centres in Dakawa and Mazimbu to be a symbol of solidarity between the people in South Africa and Tanzania. The settlements, which by late 1991 had more than 5000 inhabitants, were handed over to the Tanzanian government on July 9th 1992.

The Tanzanian authorities moved quickly and by 5th October Dakawa VTC was re-opened. But lack of sponsors made it impossible for the South African students to fulfil their plans, and resume their education in Dakawa at that time.

Page 4

We thought that the last principal may also come back if the South African students could have returned to complete their studies at VTC, and we could discuss the report with him.

But
this did not eventuate.

As of January 1993 it has still not been possible to discuss this report with any of the former principals or staff. The report is therefore based on earlier discussions, written material, and

our experiences at the VTC. Accordingly we take full responsibility for any shortcomings or inaccuracies in the report.

Throughout the report we have used specific examples and facts from our own departments, that is, Electrical, Supporting Subjects and Catering.

We have tried to update the information from Dakawa and VTC before finalising the report. We hope the report may be useful for further development at Dakawa VTC and other projects.

Dakawa 22.01.93

Lars Jakob Berg, Wenche Svela and Daryl Stunock.

Contents.	
Preface	
Contents	
Part 1:	
Main Dates and Events.	
Part 2:	
What is ANC Development Centre, Dakawa ?	
Part 3:	
The Structure of Dakawa.	
Part 4.	
ANC Vocational Training Centre, Dakawa (VTC)	
4.1 The Structure of VTC.	
4.2 Building Pen'od.	
4.3 The Start-up Period and Early Consolidation.	
4.4 From Practical Skills to Trade Education.	
4.5 VTC under Tanzanian Curriculum.	
4.5.1 Six More Months of Struggle.	
4.5.2 A Recognised VTC/ Grade 111 Exam.	
Part 5:	
Conclusions.	
5.1 Experience from ANC VTC, Dakawa.	
5.2 Future for the South African Students.	
5.3 Future for the Dakawa VTC.	
Pan 6:	
Appendices.	
Appendix 1: About our ogganisations and ourselves.	
Appendix 2: Abbreviations.	
Appendix 3: Organisations and donors in Dakawa.	
Part 7:	
Maps and plans.	
Map 1: Southern Africa.	
Map 2: The area around ANC Development Centre, (Including the waterpipeline from Wami to the Centre).	
Map 3: ANC Development Centre, Development Plan from 1984.	
Map 4: ANC Development Centre, 1991.	
Map 5: Vocational Training Centre, 1992.	
Map 6: Dakawa Development Centre, 1993.	
continues next page	
Page	
12	
12	
13	
13	
15	
20	
20	
23	
27	
29	
29	
32	
34	

Page 6_

Footnotes:

We have written small "anecdotes" in cursive script, for illustrating the life at VTC and Dakawa.

Headline: page

A PYTHONATTHE FACTORY. APARTYIN V-4 10

THE EXAM THA T NE VER STARTED. 15

HOME FROMSITE 17

BOERS AND ELECTRICITY 22

PRESENT A TION CEREMONY 26

Part 1:

Main

Dates and Events.

Dakawa in General.

1982

1984

1985

1986

1987

1988

1989

1990

1991

1992

" First tent camp in Dakawa.

' Ruth First Orientation Centre

opens.

11 Plan for Dakawa complete:

settlement for 5000.

1'1 Main roads, water and electrical
supply constructed.

1'1 Emergency houses in V-4 built. .

"' Garment and Leather factories built
in V-2.

1': First housing cluster in V-2 complete.

1' New Education Orientation Centre

(EOC) opens.

11 Donor conference in Arusha (February) .

8 First two repatriation planes (April).

" Fa_tal accident involving repatriation bus.

8 V-2 complete.

1'1 Dakawa (and Mazimbu) handed over
to Tanzanian Government, 9th J uly 1992.

VTC.

8 Original VTC complete.

"' VTC opens 3rd October.

'1 VTC students complete their first
construction site.

" VTC Kitchen/Dining hall built

'K Morogoro Workshop (J anuary).

'1 The factories incorporated in VTC,
three new trade lines established.

1' VTC switches to Tanzanian curriculum
(July).

8 First attempt at Grade HI examination
arranged in September (25 students).

8 VTC recognised under NVTD,

Tanzania

f Exam for Interim Certiificate in March.

' " Grade III exam for 63 students,

51 PASSED 1!

'1 ANC VTC Dakawa closed 25th May.

Page 8

Part 2:

What is Dakawa Development Centre ?

Dakawa Development Centre is one of two settlements that African National Congress (SA) has built and run near Morogoro, for South Africans in exile.

Schools in exile.

The police brutality during the Soweto uprising shook the world. More than a thousand were

shot in peaceful protests and hundreds had to leave the country. This together with years of

dissatisfaction with the racist "Bantu education" were the reasons for the ANC decision to

build schools in exile. The schools should both give South Africans in exile a chance for education, and ANC the opportunity to create a fair education system.

Solomon Mahlangu Freedom College (SOMAFCO) was built in Mazimbu settlement 5-6 km

north-west of Morogoro town in Tanzania. The land was donated by the Tanzanian

Government. The school was opened in 1979 and further developed during the eighties.

Dakawa.

Dakawa was a continuation of Mazimbu. ANC wanted to build a complete settlement with houses, community centre, schools and factories.

Dakawa is located 60 km from Mazimbu/ Morogoro near the main road between Morogoro and Dodoma. The land was donated in the late seventies. It covers 28 sq. km area. The area

has been farmland (for growing sisal among other things) and grazing land (Maasai area).

The first South Africans shifted to Dakawa in 1982. They were accommodated in tents in an area called PP, near the main road. Some months later they also established a "tent camp"

near the today's EOC. Here ANC built the first "Orientation Centre", called the Ruth First

Centre. EOC was later on the first stop for most newcomers to Tanzania, and after some months some exiles went to SOMAFCO (Sec. School, Mazimbu) while others settled in Dakawa.

The final plans for Dakawa were developed in the mid-eighties. There was planned a settlement for nearly 5000 refugees. The settlement was to include 10 villages, inter-village

centres, Education Orientation Centre, Vocational Training Centre, Secondary School, Primary Schools, nurseries, factories, farm, and administration buildings.

Donors and expatriates.

The total cost of the centre has been 70 million dollars. The main donors for the centre have

been Denmark, Finland, Germany (former DDR) and Norway.

As well as the South Africans, personnel have included expatriates from Australia, Britain,

Denmark, Finland, Germany, Nigeria and Norway. Tanzania has also provided a large number of personnel both as workers and experts.

The centre has continuously been developed during the eighties. The centre was never completed because of the changes in South Africa, but it accommodated nearly 2000 people by late 1991.

Part 3:

The structure of Dakawa.

Dakawa developed according to plan until early 1991. Then ANC and the donors decided to complete the current projects, but stop further development.

Dakawa today consists of:

" The main infrastructure.

The main infrastructure is established according to the original plan from 1984. Roads are

well constructed and maintained.

The centre has been electrically connected to the National Grid through a 33 KV high voltage

line, and the distribution system is established within the camp. There were problems before

with water supply, but a complete new pipeline (13 km) and a pump station was completed by

June 1992. This advanced waterplant gives reliable and clean water to the whole community.

The water and electrical distribution systems have the capacity to allow for considerable further development of the centre.

" The schools.

There are three schools in the centre: The Educational Orientation Centre, Primary School and the Vocational Training Centre. '

The Educational Orientation Centre is located in the western part of the camp. The centre consists of classroom buildings, administration, dispensary, a small library, dormitories

(32 rooms) and nine staff houses.

The Primary School is in the centre between Village 1 and 2. It was built in connection with

the community centre.

h The Vocational Training Centre, see part 4.

"' Construction and Administration.

The Construction Department consists of maintenance section, construction section, garage,

a brick factory and a planning office. In the Construction area there are three office buildings

and three large warehouses. The garage and the brick factory are located in their own buildings. In the compound there are also two staff houses and a multi-room house, used for

or visitors.

The ANC Co-ordinator for Dakawa had his office in the eastern part of the settlement 0.5 km

from the main access road.

" Plot 18.

This area and "PP" were the first sites used by ANC in Dakawa. "PP" is located near the main

road and includes some (old) houses, used by the farm. Plot 18 is located at the opposite end

of the camp, near EOC. Here the exiles stayed in tents while they started to build up the camp. The first orientation centre, the Ruth First Orientation Centre, was also located here.

Plot 18 is located near the river which was used for water supply until the Warni water supply

was completed during 1992. Plot 18 has also two domestic houses and a security building.

h Farm.

The farm has a dairy, an agriculture garage and a small office building. The farm has had up to 100 beef cattle and 10 dairy cows. Four hundred hectares have been cultivated for crops.

't Villages and services.

Village-1 and Village-2. V-2 is almost complete according to the original plan (83 out of 94

housing units). The houses are well constructed and self-contained. In V-2 there are 83 housing units. In V-1 12 housing units are complete.

In between the two villages there is an inter-village centre (WC 1). This centre includes a

nursery (three departments), primary school (4 classrooms), two staff houses, a gas/ electric

kitchen for the nursery and primary school, an inter-village hall for community activities, and

a small clinic.

Next to V-2 is the "Industrial area" (1-2) which contains the Garment and Leather factories,

and four staff houses. The factories are now incorporated into VTC.

Two of these staff houses have now been converted (late 1992) into a classroom block and resource centre.

In Village 2 there also is a Common House including small and bigger rooms for different activities. In one part of the Common House a well-stocked library has been established.

V-4/Hawaii; V-4 was the first village in Dakawa. It was built of emergency houses from Zimbabwe and located the main part of the community from 1987-91. These emergency houses were dismantled and removed in early 1992..

Hawaii was a tent camp near V-4.

A PYTHON AT THE FACTORY, A PARTY IN V-4.

Dakawa is located far from Dar Es Salaam and other cities. It is in the bush. We experienced that in early 1991. The factories were still factories, and VTC just the four building trades

lines. The rumours started. There is a python at the Leather factory. We had had snakes in the

camp before, but not that many. And this one was said to be more than 4 meters Rumours

are rumours. But still. We finished lunch and we passed the factory. All of us.

There it was. The 4 meter python, without head. Caught in the outskirts of Dakawa. The body

was more than 15 cm wide, an impressive sight. Its stomach was empty, but the skin was beautiful. Beautiful for shoes and other purposes for the Leather factory.

And then meat of course. V-4 was awake that night. There were fires on the charcoal. A python was fried with curry, salt and oil. People were relaxing outside their houses. Talking

quietly, and eating python. Shared as it often was in V-4.

Hospital and Logistic.

The hospital is newly rehabilitated. There are both consultant rooms and some ward rooms. Logistic has been responsible for "supply" (food, clothing and other essentials). Their offices are located near the hospital and include store rooms, a room for cutting meat and two cold-store chambers.

Library.

There were two small libraries in Dakawa, in EOC and VTC. The libraries were working together with the main library in Mazimbu. The VTC library was shifted to V-2 in 1992.

Part 4:

ANC Vocational Training Centre, Dakawa (VTC).

4.1 The Structure of VTC.

The original part of VTC is located midway between the main gate and Village 2, the rest near Village-Z. Up until its closure in May 1992 it had 7 trade lines: Bricklaying, Carpentry,

Plumbing, Electricity, Shoe Making, Tailoring and Sewing Machine Mechanics.

All schools in Mazimbu and Dakawa were under the Director of Schools in Mazimbu.

However because of the location, direct sponsorship and VTC as the only vocational school

, it has been more autonomous than the other schools. .

The building trade lines are located in the original VTC. There were workshops for Carpentry, Plumbing and Electricity. The Bricklayers had a temporary workshop near the charcoal kitchen. Their new workshop was completed by June 1992.

There is also an office building with 5 offices and a staff room. In the classroom block there

are two ordinary classrooms and a technical drawing classroom.

The kitchen/dining hall structure was completed in early 1991. The kitchen installations were

completed in October 1992.

The Garment and Leather factories have been incorporated into VTC. The factories are located next to V-2 and included the three trade lines Shoe Making, Tailoring and Sewing Machine Mechanics.

In the main part of VTC there is a student dormitory with 9 rooms. An ablution block was rehabilitated, and a new dormitory (8 rooms) was under construction during 1992 (completed

by September). There are also 9 stag houses.

There was a library in the classroom building, but because of space problems it was shifted

to Village 2. It also developed more into a community library. Because there was no decision

about the curriculum for such a long time it was difficult to order appropriate books for the

library that supported the teaching.

Electrical Department.

The Electrical Department educates students in Electrical Installation, both in theory and

practice. The practical instruction is conducted both in the workshop and on the building sites. a

The Electrical Department and Plumbing Department occupy the same building, each self-contained in its respective half. The Electrical Department consists of a workshop, a classroom, an office and a store room. The workshop is nearly 100 sq. m and there is space

for 16 students. With good planning it is possible to have two groups, of 16 students each, in

the department. (When one group has theory, the other one has practice). The workshop was equipped with the material and tools for the basic part of the education.

There were no text books for students, but some reference books for the staff. Supporting Subjects Department.

The department was responsible for teaching English, Mathematics, Science and Technical Drawing for all the seven trade lines. The teaching was conducted in co-operation with the trade lines.

The department was using classrooms at VTC and two classrooms in the former primary school in V-2 (the latter for the Tailoring, Shoe Making and Sewing Machine Mechanics tradelines).

There were no text books for the students, and very few reference books for the staff. Catering Department.

The department was responsible for three meals a day: breakfast, tea break and lunch. They

also ordered and bought items and ran the kitchen/dining hall.

The department had a charcoal kitchen for 150 students. A new gas/ electric kitchen is located in the kitchen/dining hall together with necessary store rooms. The installations for

this were completed in August/ September 1992.

4.2 Building Period.

The original VTC was completed in 1987. It included the three building trade workshops for

Carpentry, Plumbing and Electricity. The Bricklayers were located in a temporary shed nearby the charcoal kitchen.

The classroom and office buildings were also completed together with the first dormitory building. The school was not connected to the main electrical grid, but received electrical

supply from a generator (up until late 1992).

The school was funded by F INNIDA.

4.3 The Start-Up Period and Early Consolidation, October 1988 to mid-1990.

The main aim for this period was to establish and consolidate a centre for instructing practical skills.

In 1988 ANC still was banned and Mandela and other political leaders were still in prison.

There were few signs of progress and ANC wanted to continue both the struggle inside and activities in exile.

The exiles first shifted to Dakawa in 1982, but by 1988 only a small part of the settlement

was still developed. The plan for VTC was to educate/train workers for the further development of Dakawa.

In 1988 ANC appointed the first principal Cde. MW. Njobe. The buildings were already complete and there were tools and equipment for the four trade lines.

By mid-1988 the necessary teachers and instructors had been found. They were both South Africans and volunteers (from Britain and Norway).

Staff Late -1988.

South African Volunteers.

Bricklaying 2 . 0

Carpentry 1 1

Plumbing 2 1

Electricity 3 1

VTC had also obtained its own budget, sponsored from Norway and run by Norwegian Peoples Aid (NPA).

VTC finally commenced formal training on October 3rd 1988. There were no curricula for the trade lines, but they were to be developed during the first period. In those days the emphasis of training was almost completely on practical work. It was necessary to teach the students the use of hand tools, and then they would go for practice on actual sites in Dakawa.

The students were enrolled regardless of the level of their academic education.

Electrical Department.

From reports we can see that this department was running successfully. But the teaching plans seem to have been mainly based on the different instructors' experience.

In the period from 1989 onwards the department received much site work. (EOC, main part of . V-4 and nursery).

Curriculum Development.

According to reports from the principal and the departments there were discussions on the curriculum during the whole period. There were proposals on limited skills education, trade

education and technical education on a higher level. The school obtained curricula from Tanzania and educational material from International Labour Organisation (ILO).

Main achievement.

Through hard work during this first period the school managed to set up a regular operational

full-time vocational program. This was essential for the future of VTC.

The school made also some progress in curriculum development.

Cde. Njobe left at the end of this period. J udas Madlala was appointed acting-principal, and

later became principal.

4.4 From Practical Skills to Trade Education, mid-1990 to mid-1991.

SUMMARY OF EVENTS.

56 students were enrolled in the school.

Morogoro Workshop was conducted in January 1991.

The Amsha Donor Conference was conducted in February 1991.

The factories were incorporated into VTC July 1991.

Official adoption of Tanzanian curriculum in July 1991.

THE SITUATION IN DAKAWA.

When the VTC started its second full year in early 1990, the changes in South Africa had started to materialise. The ANC and other organisations were unbanned, and Mandela was released.

Mandela's visit to Dar Es Salaam and Mazimbu in April 1990 was of course a major celebration for the community. The future South Africa and repatriation were the main topics for discussion.

The first rumours of repatriation rights occurred already in July/August 1990 (in fact the first planes did not leave until April 1991). Nevertheless the whole community was affected by these rumours.

The development of Dakawa still continued. No one expected fast changes or immediate repatriation. New refugees started in fact to arrive at the camps, because of the violence in the townships in South Africa and because camps elsewhere were closing. Dakawa would still possibly be needed for many years.

THE EXAM THAT NEVER STARTED.

It is nearly Christmas 1990. The VTC has a break, but first the exams. Everything is well prepared for the "practical". The boards and workshop are clean. Tools and equipment are ready, and the workshop open just after eight. There is nearly an hour left for the exam at nine. An hour and breakfast.

Just before my newspaper is placed out, but not a single student has turned up. It's a quarter past nine and still no students, and the exam papers are still lying untouched in the office. Dakawa is Dakawa. Small problems created other problems. Failure in the truck, and it is not possible to buy charcoal. Without charcoal no tea and no bread.

A solution was not possible immediately. The exams had to be postponed. But as usual, the camp managed. We got our breakfast and we completed the exam. There are just so many things to keep in order when you run a society like Dakawa.

During 1990 the VTC enrolled a new first year group and kept some of the old students for a second year. Due to the uncertainty about the future there were some problems of attendance and some students left the school.

Irregular attendance was a persistent and serious problem at VTC (right up to Easter 1992).

There were two major reasons for it: lack of proper certification for the students on completion of the course, and uncertainty about the future of Dakawa and VTC (caused by rumours of repatriation).

FACTS ABOUT VTC, FEBRUARY 1991.

Students:

Department F first Year Second Year

Carpentry and Joinery 15 2

Plumbing 11 0

Bricklaying 15 2

Electn'cig 15 2

Total 56 6

Thirty of the students stayed in the dormitory, the remainder and staff stayed in other parts of

the settlement (mainly V-4).

The structure of VTC February 1991.

Principal

(Judas Madlala)

Deputy Principal Deputy Principal

for Administration for Instruction

1 "Chief Instructor"

Office/ Supporting Staff Teaching Staff

Personnel Officer 1 Carpentry 2

Accountant 2 Plumbing 1

Secretary 2 Electrical 2

Security 6 Bricklaying 2

Maintenance 3

Boarding 1 Technical Drawing,

Catering 12 Supporting Subjects 4

Drivers 2

Background, education and experience of the staff.

The principal and deputy principals were South Africans. Out of eleven instructor/teachers

eight were South Africans and three were foreigners (Volunteers from Britain, Australia and

Norway).

In the supporting staff there were 15 South Africans and 14 Tanzanians. All leading positions

were occupied by South Africans.

The leadership had trade education and some pedagogical education. They also had unique knowledge about the movement and South African students, and the will to develop the school into a real Vocational Training school. But the leadership at VTC had little teaching experience or experience in running Vocational Training Schools.

The volunteer instructors had mainly practical experience. One Supporting Subject teacher had teaching experience in secondary schools.

MOROGORO WORKSHOP JANUARY 1991.

VTC opened a new academic year in January 1991. But the past experience and the possibilities of going home forced the school to make a decision about developing the curriculum.

Together with donors the school prepared a workshop in Morogoro late January 1991. At the workshop there were representatives from ANC headquarters, donors, staff and students.

The main results from the workshop:

- VTC should provide a recognised trade education for South African students. The school should at first adopt the Tanzanian curriculum and afterwards upgrade the curriculum to "City

- & Guilds" and/or adapt to the South African system.

- Improve the connection between VTC and the rest of Dakawa, mainly for keeping the work site practice, but also for general information.

- Within the established framework run a fairly autonomous school.

HOME FROM SITE.

We heard them before we saw the truck, more than 30 students at the back of the Isuzu. We heard the song. The song from the truck was like a powerful chorus.

The students arrived from site. Concrete dust all over after chiselling electrical boxes into the concrete. A dirty job, but the first part of an electrical installation, and of a trade worker's

responsibility. Simple, but impossible to do without knowing the drawing and knowing the job

up to the complete installation.

There were 30 trade students crowding the truck, using a proud culture, to celebrate themselves. You experienced it in Dakawa.

Page 17

NEW GOALS.

A staff meeting after the workshop, summed up the main aims for VTC:

1. a. Give 160 students one year of instruction in a trade (the four building trades of that time).
- b. Give students an approved certificate:

First Tanzanian certificate - then City & Guilds.

2. Give students knowledge in running small jobs (workshop supervision/ business skills).
3. ANC should get experience in running Vocational Training Schools/ Practical schools.

ARUSHA DONOR CONFERENCE FEBRUARY 1991 - MORE CHANGES.

VTC had managed to establish itself as a vocational institution during the first two years of

running. Now after the workshop in January, the plans for a recognised VTC were quite concrete.

Due to the changes in South Africa the ANC and also the donors were questioning the original plans for Dakawa. The ANC presented a revised plan for Dakawa in the donor conference at Amsha early February 1991. The plans for Dakawa were scaled down, but the centre would still be developed to house 2500 inhabitants. A new secondary school, three more villages, complete farm etc. were still included in the plans. A complete VTC (200 students) was also included.

The conference did not accept the revised plan. They wanted a different revised plan that limited the new constructions, after which the ANC and donors should start discussion on projects inside South Africa.

VTC AND THE DONOR CONFERENCE.

The donor conference made the situation in Dakawa even more uncertain. But VTC decided to continue, based on the decisions from the Morogoro workshop.

The main aim was that VTC would be registered with the Tanzanian authorities by June. VTC should start a new academic year in July and the final exam for a Tanzanian trade certificate (Grade I) should be in June 1993.

The school summed up its needs: Continuing practice on site, new staff (Supporting Subject teachers and some trade instructors), text books, more tools and equipment, adapt the

departments to take 40 students each (20+20), solve the problems related to food and catering, and complete the formalities towards integration with the National Vocational Training Division of Tanzania (NVTD). We had an ongoing vocational institution, but needed

to improve the running of school if the students should pass their exams.

IMPLEMENTATION OF THE DECISIONS.

The school started discussion with the Tanzanian authority, NVTD. The NVTD was positive and clarified the conditions for registration of VTC.

The VTC introduced a compulsory entrance test to ensure that students could achieve some basic standards in English and Mathematics. The timetable was changed and totally based on the Tanzanian curriculum. But the unstable situation made it difficult to solve the numerous problems which were still affecting the daily running of the school.

REPATRIATION

The first two repatriation planes left from Tanzania in April 1991, but then there was a long break. These flights showed the community that the changes in South Africa really had an influence on their situation. The dream of going home was more than ever a part of the daily conversation.

FINLAND BACK AS THE MAIN DONOR.

During the first period of 1991 FINNIDA through TSL (Finnish NGO) made an agreement with ANC to support VTC. The project should run until the South African students finished their last exams (Grade I) in June 1993. Then the Norwegians decided to stop the budget they had sponsored since the opening in 1988. The support included both money and personnel. Two teachers and an advisory principal arrived in July and after from Finland.

THE FINAL DECISION ON DAKAWA (7).

As stated before, the donor conference did not support the revised plan. During the months after the conference ANC worked out a new plan, and this was presented in May. The ANC National Executive Committee (NBC) decided to wind up the centre in a period of 2-5 years, depending on developments inside South Africa. Based on discussions in Dakawa and Mazimbu they had decided to continue operating: the Secondary school in Mazimbu, an Adult Education centre in Dakawa (planned at EOC) and the VTC. (Other projects were to start closing down, some almost immediately).

The VTC had got its final go-ahead and would start a new academic year 1st July 1991.

ELECTRICAL DEPARTMENT.

In May 1991 the department still had two instructors. Some new students had been accepted since the number in February and we had still a first-year and second-year group.

The Tanzanian curriculum had since May 1990 been the main guide but, due to the "ups and downs", difficult to follow up. The department made some changes in its timetable and tried

to follow up the important practice of site work. During this time we electrified houses in V-

2, the temporary dairy and did maintenance work in the camp.

The main problems for the department were lack of text books and lack of contact with other

VTCs for assistance to implement the curriculum.

SUPPORTING SUBJECTS.

The department had as in the earlier period a high staff turn over. For a lot of the S.A. Supporting Subject teachers the department seemed to be a posting on the way to something else. New ANC contracts for the next two years were offered to only seven VTC staff. This included administration personnel and trade instructors but no Supporting Subject teachers.

But academically the department had obtained curriculums and some text book ideas from co-operation with Dodoma VTC. They also started systematic testing of all new VTC applicants to determine their abilities in English and Maths.

CATERING DEPARTMENT.

The department still was dependent upon supply from the common logistic in Dakawa. There were daily problems in serving the meals on time, but the students received on most days all three meals.

4.5 VTC Under Tanzanian Curriculum.

4.5.1 SIX MORE MONTHS OF STRUGGLE, July 1991- December 1991.

SUMMARY OF EVENTS.

300 students for entrance test.

Three new trade lines.

118 students remaining in December.

First recognised exam September 1991.

VIC proposed closed in December.

SITUATION IN DAKAWA.

The recent decision to wind-up Dakawa and Mazimbu in 2 to 5 years had supposedly clarified the situation for the community in general, and the VTC in particular. The ANC Management Committee was in the position to make a decision about the future, and South African staff in

the various projects still operating were offered two-year contracts. These contracts were to start from July 1991, and included some staff at VTC. The contracts specified much improved salaries, including part-payment in foreign currency. However up to December it was not possible to implement these contracts.

The VTC had received more applications than ever, but the daily problems also increased. The school was trying to build up a stable professional program within the community, while

the community prepared themselves for going home. In November the next repatriation flight occurred, after a six-month break. Then in December the repatriation process, now under UNHCR, went into "full-swing", with one or two flights every week.

THREE NEW TRADE LINES.

The VTC was assured during first half of 1991 of being one of the main remaining institutions in Dakawa. The old proposal of incorporating the factories was then implemented. VTC offered from 1st July 1991 three new trade lines: Leather Work, Tailoring and Sewing Machine Mechanics. It made the range of choice from VTC more complete.

STUDENT NUMBERS, SECOND HALF 1991.

Segment July 91 October 91 Mmber 91

Carpentry 20 43 21

Plumbing 7 25 16

Bricklaying 16 20 17

Electricity 26 49 26

Shoe Making(Leather Work) 15 15 15

Tailoring (Garment Work) 5 14 16

Sewing Machine Mechanics 3 4 7

Total 92 170 1 18

From June to August more than 200 new applicants sat for the entrance tests, together with

the 92 students that already were enrolled. More than 20 students were rejected because of

extremely low results, and some other applicants just disappeared. But nearly 200 students

were enrolled during August/September. The numbers then decreased. Some were enrolled apparently because they could receive a better "incentive" (stipend). Some enrolled and then

attending for a short time just changed their minds. After strict attendance checks most of

these students were taken off the rolls. Later the resumption of repatriation also had an effect

on the number of students.

NUMEROUS PROBLEMS.

The school was running and the departments were working more seriously than before, but we were struggling with many problems. The main problem was still uncertainty about the future of the camp, but there were also numerous other problems:

- Many students still did not have any faith that they would receive recognised certification on

completion of the course.

- Catering. The school had during the whole period severe problems with catering. These problems increased with the increasing number of students. There were delays and lack of meals. The monthly budget was often finished after the first three weeks of the month

- Accommodation. There were nearly 2000 in Dakawa before Christmas. We had students in tents in "Hawaii", some coming from Mazimbu, others living 15 to a house in V4 etc.

- Incentive. During the changes in Dakawa the students expected an increase in the incentive.

- Teaching aids. We managed to teach, but were still lacking text books and some materials

and tools for the workshops.

- Lack of Supporting Subjects teachers. For much of the time from July onwards VTC was able to offer only a limited Supporting Subjects program. ANC teachers in English, Maths and TD. had all left by mid-August. One (expatriate) Maths and Science teacher remained. After some time a Nigerian member of the community offered to teach T.D. on an unpaid voluntary basis. It was only in late-November that adequate Supporting Subject teachers were

obtained - from staff now made redundant by the closure of SOMAFICO (Mazimbu).

- Problems at the Leather Factory. Due to the former Leather Factory managers continued opposition to its incorporation into the VTC, the students and staff were denied access to the factory. They finally gained access for the first time in mid-October. We had started a new academic year in July. We were following the curriculum, but were struggling all the time. Teachers and instructors were fetching items for the kitchen, providing transport etc. The students (Students Representative Committee, SRC) also took part in problem solving for keeping the school running. But we persisted. Even if we lost 20-30 % of the teaching time due to numerous disruptions during these months, the students and staff were still aiming for the first exam (Grade II I) in June 1992. .

AUTONOMY FOR CATERING DEPARTMENT.

There were difficulties in the supply and catering for VTC for a long period and it interrupted the running of the school. It was one of the main reasons that we lost teaching time. The decision of keeping VTC as one of the main institutions made it important and necessary to solve these problems. Otherwise it was difficult to reach our academic goals. The location of Dakawa and a central logistic made it difficult to ensure common supply. VTC therefore secured its system by a small extra budget for emergency use (from NPA). Together with that, a new catering staff with some of the remaining South Africans, Tanzanian workers and an expatriate was established. After some months the meals were served every time on time. The FINNIDA budget made it possible, together with the NPA money, to prepare a limited , but totally autonomous budget for the catering department. And this improved control made it possible both to serve on time and make a variety of meals. The meals changed from being a problem to be an incentive for the students to attend every day.

THE FIRST ATTEMPT AT GRADE HI (SEPTEMBER 1991).

In September 1991 the NVTED gave permission for 19 ex-VTC students (now working on building sites in Dakawa) and 6 current students (whom we thought had a reasonable chance of passing) to sit for the Tanzanian National Grade 111 trade exam.

BOERS AND ELECTRICITY.

An instructor has to use images. Images that clarify the topic, images that the students understand. Electrical Installation has its laws and the students have to know and understand them! Imagine these invisible electrons "travelling" around in wires, making light in the bulbs and motors to move. Electrical resistance makes it difficult for the electrons to "travel ". It is like the black majority fighting against the Boers 1 stubborn resistance for many hundred years. An example understood by all the students. (We look forward to the short circuit)..

The results were disappointing. None passed the Grade 111 exam. Of 25 students, 23 passed the practical part. However all the students failed the trade theory part of the exam. It reflected the emphasis placed on practical work from the beginning of the VTC. The results showed that VTC had to make significant improvements in implementing the curriculum, and also its day to day running.

NEW TASK FORCE. NEW CLOSING DATE.

During Christmas a new task-force visited Dakawa. ANC now wanted to wind up their projects in Dakawa faster than the original schedule. All activities would be closed during

the next few months and Dakawa/Mazimbu handed over in June 1992. There were obvious reasons for the decision for closing Dakawa and Mazimbu. After the unbanning of ANC and developments in South Africa ANC now wanted to put all their emphasis on projects at home.

But the VTC was one project which had good reasons for continuing. More than a hundred students wanted to complete the in-school part of their trade courses. The students explained

the situation to the task force. They also sent a letter to headquarters to further plead their

case. The VTC was allowed to continue for the time-being.

4.5.2 A RECOGNISED VTC/ GRADE 111 EXAM !, (January - May 1992).

SITUATION IN DAKAWA.

During November and December a lot of ANC exiles repatriated to South Africa. The task force arrived in December and the VTC was the only remaining educational institution. VTC had 118 students in early December, but many left in the next few weeks.

' STUDENT NUMBERS IN JANUARY 1992.

Department 1st year

Carpentry 4

Plumbing 10

Electricity 18

Bricklaying 12

Shoe Making 6

Tailoring 11

Sewing Machine Mechanics 7

Total 68

The number of instructors remained at the same level. However the South African staff had received a letter from the Management Committee informing them that their new contracts were "nullified" as from December 31st. In January a new principal took over. The deputy principal from the factories, Sonny Leshika, was appointed as Principal for VTC, after Judas

Madlala left for South Africa.

ACCIDENT AND DISTURBANCES.

UNHCR was responsible for the repatriation since November 1991, but a lot of practical problems were still to be solved. There were problems with clearances, cancelled flights and so on. The repatriation process therefore experienced a lot of delays. In January this also caused problems with supply to Dakawa. Some people used this situation for causing disturbances. The tension in the camp had increased. The planes started to leave again at the end of January. But in early February a repatriation bus was involved in a head-on collision. Fourteen South Africans and the Tanzanian driver died on the spot. Comrades and friends had died some hours before they were to reach South Africa after years in exile...The communities of Mazimbu and Dakawa were shocked, and it took some time to return to normal.

PROBLEMS AND POSSIBILITIES.

The school was still facing problems, but it persevered in implementing the curriculum. The school had established a tradition of practical work, but needed improvement in theory. Even if we had lost a lot of time and the time until the exam was limited, the remaining students really wanted to obtain Grade 11 certificates. They wanted to go back to South Africa after years in exile with a "paper" in their hands. '

INTERIM CERTIFICATE.

The school wanted good results and it had to continue developing and establish a more professional program, in spite of all the problems. During the early months of 1992 the school developed its contacts with the NVTD and made an agreement for Interim Certificates for the students. An Interim Certificate issued by NVTD indicates that the student has successfully completed the first 12 months of his/her trade course. The exams for Interim Certificate were scheduled for mid-March.

The time table was reorganised, some evening classes were established and we put focus on the students' attendance. The staff worked closely with the student representatives to achieve the academic aims of the VTC.

The exams were internal, and were conducted in supporting subjects and trade theory and practice. The attendance was 69 students, of whom 62 passed. (Seven students in a Shoe Making Group II were excused from sitting for the exams because they only had been attending since January).

The school had finally managed to put emphasis on both the theoretical and practical training.

SECOND ATTEMPT AT GRADE III EXAM FOR ANC VTC, DAKAWA -

PASS RATE IS 81 %!!!

The VTC was in March finally registered as a school within the NVTD system, and started the negotiations for the Grade 11 exam. The VTC had originally planned the second attempt for Grade 11 in June 1992. But as a registered vocational training centre under NVTD VTC

wanted to conform the official exam dates in September 1992. However because of uncertainty about the WC 5 continuation an earlier date was requested from NVTD. The NVTD then proposed April 27th, however VTC requested a postponement of two more weeks (to May 12th) to give the students more time to prepare properly. The NVTD agreed. This was very good timing in view of the imminent closure of the VTC.

New Closing.

The handing over of Dakawa (and Mazimbu) was proposed for June and we were informed that it was not possible to run the VTC after the handing-over. The ANC Management Committee at first proposed that the VTC close on April 1st. Unfortunately the school did not

get official notification until the end of March. The school then immediately sent a delegation

to the Management Committee (Mazimbu/ Dakawa) to explain the situation. Their response was positive - the VTC was allowed to continue until the proposed examination date of May 12th, but was to close soon after.

Exam preparations.

More reorganising of the timetable took place and some evening classes were held. Some departments prepared study booklets for their students. Three extra Tanzanian instructors were engaged to assist the Electrical, Carpentry and Bricklaying departments which were understaffed at the time. Some students organised themselves into groups and helped each other. The VTC prepared itself for the first "all-out" attempt at the Grade III exam. The results speak for themselves. Out of the 63 students who sat for the Grade III exam 51

passed. This is a pass rate of 81 %.

(As well as the 51 student Grade III passes, three instructors in the Bricklaying Department

succeeded in upgrading themselves. One instructor sat for and passed Grade III, and two instructors sat for and passed the Grade II exam).

Figures for Grade III (and II) exam May 1992.

Department Number sitting Number aged

Carpentry 4 2

Plumbing 9 6

Electricity 16 15

Bricklaying 10 10

Leather work 7 5

Garment 10 7

Sewing Machine Mechanics 7 6

Total 63 51

Instructors 3 3

Total 66 54

The VTC had finally achieved passes in a formally recognised trade exam.

The ANC VTC in Dakawa then closed after four years of operation with its "Presentation and

Closing Ceremony" held on the May 25th.

PRESENTATION CEREMONY.

It is 25th of May. Dakawa has become dry after the rainy season. The Caterpillar has levelled

and cleared the surroundings of VTC and improved the roads. The dining hall has been decorated for the ceremony. Flowers, banners in green, yellow and black. It is the first

and last graduation at ANC VTC, Dakawa.

In the hall are more than 50 students. ANC leaders, representatives from all the main

donors and the whole of Dakawa VTC has run for four years. Some of today's students have been at VTC for one and a half years or more. Today they will get a paper for their knowledge. These students who have spent years in exile because of a criminal racist regime.

One of them is more than 50 years of age. He has been in exile for the last 30 years and had

taken no exams since he was forced to leave S.A.. He and the rest had managed.

Conclusions.

5.1 Experience from ANC VTC, Dakawa.

ANC VTC, Dakawa managed to establish itself as a real vocational training centre during its four years. During this short period approximately 250 students attended classes for 6 months or longer, and gained practical experience from site-work and practical exercises in the workshop. The instructors/ teachers and other staff gained experience in running a vocational centre. In the end more than 50 students received recognised certificates. When the school closed it was, in spite of problems, running professionally as an academic institution. ANC had in exile managed to underline the importance of practical training, and gained experience for future practical training in a free, non-racial South Africa. ANC VTC showed clearly that there are many factors to take into consideration for running a school like Dakawa VTC.

LEVEL OF TEACHING.

During the period of VTC the discussion on curriculum, and "the level of teaching", continued for more than three years. There was little experience or knowledge of practical education and the needs for a clear curriculum either at VTC or higher levels. There were also different opinions about the aim of the school. This was for a long period a main obstacle for real improvement.

There were three choices for VTC: short practical courses for simple on-site work, practical trade education, or education on a technical level. Finally in 1991 the school chose practical trade education both because the centre saw that practical work was needed in the continuing construction of Dakawa and because the students could get a recognised certificate. Trade education is needed for trade work.

During the period from VTC's establishment to when it became fully operational we gained experience in how to develop a school into a real academic institution. We had good experience in co-operation between instructors, teachers and professionals in the detailed discussions of the "teaching level" (Morogoro Workshop 1991). Staff with experience in practical training and practical work were able to clarify the differences between the various types of practical training courses, and make appropriate suggestions for Dakawa VTC. Input was also obtained from the community; and the VTC students themselves. We saw that trade work needed both practical skills, and a theoretical foundation for the practical work. Based on this we could also choose a recognised certificate that would benefit the students in the future. The workshop decided first to aim for a trade certificate within the Tanzanian system, because the VTC could then call upon assistance of the NVTDC itself, and other VTC's in the area. The longer term aim was to further upgrade the curriculums and prepare the students to sit for internationally recognised certificates (e.g. City and Guilds, London).

The staff, students and community participated in discussing the "teaching level", but the final

decision of "teaching level" is of course one which has to be taken by those who are politically responsible. It may be a community-based decision, a ministerial decision, or in

case of Dakawa a decision made at senior level in ANC.

PRACTICAL WORK DEMANDS ADVANCED EDUCATION.

Trade workers need to link theoretical knowledge with their practical skills for doing a good

job. In the teaching and instruction the aim should be to provide an education in which the students acquire both the practical skills in a field and theoretical knowledge for understanding the job. An important advantage for Dakawa VTC was the opportunity for practical work on site, and the availability of tools and equipment for doing practice on site

and in the workshop. It made it possible to base the instruction on reality and link a lot of the

trade theory to practical examples.

Trade education also needs supporting subjects such as English, Mathematics, Science and Technical Drawing, and teachers who understand the links between the supporting subjects and the trade.

Dakawa VTC never managed to obtain text books for the students. This made it more difficult for the students to study by themselves, and for the teachers and instructors to plan

lessons according to the curriculum. We had also a lack of qualified teachers and instructors.

A school has to be aware of weaknesses in its academic program, and try to compensate.

Dakawa VTC tried to build up a co-operation with other VTCs as one way of compensating for the problems.

DAY TO DAY, RUNNING, AUTONOMY.

There are many day to day problems in the running of a vocational school, especially when the location and the conditions are like those that existed in Dakawa. Also)to build up a school in exile is difficult.

Nevertheless, if you want a school to achieve academic success it has to overcome these day

to day problems. In some periods Dakawa VTC lost nearly 30 % of the lessons because of food and accommodation problems, late coming of students, staff etc.

VTC clearly realised that the daily running of a school has to be done by the school itself.

The school has to be run under conditions that make it possible to solve daily practical and academic problems. It is the people working on the spot who register the problems and can best propose solutions. The VTC needed a certain autonomy within the broader political and

social structure of the settlement. The Morogoro Workshop stated these needs and by late 1991 the VTC had more control over both budget and resources.

STUDENTS AND STAFF.

The determination of the students, especially those who remained after January 1992, was an advantage for VTC. Centres like Dakawa, because of their difficult situation, depend more on dedication and strength of will of students and the staff than other centres.

5.2 Future for the South African students.

When the ANC students left Dakawa and repatriated to South Africa the hope was for them to come back in August so that they could continue at the "new" Dakawa VTC until completing their trade education. That is, go for Grade II and Grade I in the next one and a half years

(until June 1994). The VTC re-opened in October 1992 but there were no sponsor to support the continuation of the ANC students. At the end of 1992 it still seems difficult for the ANC students to fulfil their education in Dakawa.

We know it is still difficult for non-white people to get an education in the racist South

Africa, and significant changes will not take place immediately. Nevertheless we hope the foundation from Dakawa VTC will be useful. We also hope the international society continue in some way to support the students that were here. They have spent 5-10-15 years in exile in the fight against a criminal regime, for developing a free, democratic and non-racial society.

5.3 Future for Dakawa VTC.

WELL-DEVELOPED CENTRES.

Dakawa and Mazimbu were handed over to the Tanzanian government in July 1992. The NVTDC has re-opened the VTC in the Dakawa centre. Both centres have obvious advantages. The infrastructure is established, including water, roads, sewage and electricity. There is also

an adequate number of well-built houses. Together with this Dakawa has land that both may be used for producing food for students, staff and the broader community, as well as for cash crops.

At VTC the infrastructure is also established. In late 1992 the VTC was connected to the

... r ...
main electrical grid and the new boreholes at Wamt give clean and sufficient water supply. The workshops, classroom and office buildings, kitchen/ dining hall, dormitories and staff houses are modern, well-built structures.

VTC HAS ADVANTAGES.

And some VTC departments have special advantages:

- The electrical department has a "mini-society" at Dakawa. They can use Dakawa itself for teaching about electrical distribution systems. There are a lot of "advanced" installations, including 150 electric motors with motor control gear: at the sewage stations, pump stations and in the factories and the workshops. There are also links between the school and the Maintenance Department that may give a lot of "nice" practice for the students.
- The Leather and Garment factories are well-equipped and may give the students various kinds of practice. These traditions are continuing to receive support from an overseas sponsor (COSPE of Italy).

- The kitchens in Dakawa are modern gas/electn'c institutional kitchens which may in the future give students in a "Catering" tradeline valuable practical experience.
- The other trades are building trades that may be linked to maintaining and further developing the settlement, as it expands and becomes more integrated with the broader community.

A RICH, EXPENSIVE AND ISOLATED ISLAND ?

There are also difficulties. Dakawa is isolated, and covers a big area. It is like a "n'c h island"

in the district. The villages around may both support and have contradictions with the centre.

Two ways of gaining local support for the VTC could be to give local youths opportunities for enrolling at the VTC and to give priority to local people in certain types of employment.

In the end it depends very much on the policy for the centre.

It also seems that the centre is expensive to run. In the past it certainly has been, but Dakawa

has never been run on an ordinary basis. During the last six years the centre has been continuously under construction and some "heavy installations" , for example the 13 km wa

ter supply system from Wami River, have only j ust been completed (late 1992). During the construction period it may have been difficult to divide running costs from construction costs,

and to keep the running costs as low as possible while the main expenses (and attention) were

for constructions in the area.

The ANC decided upon the type and extent of development of their settlements in Dakawa and Mazimbu, but the donors also influenced the practical solutions. It is easy to use materials, solutions and a way of working that the donors are used to, and for some it is also

the condition for aid and support. For example in Dakawa there are European locks and mor e

than 10 different makes of fuses/ circuit breakers; and the centre is used to companies a nd

experts from far away. Dakawa is a well-built centre, but it is naive to think all these foreign

components; systems and advice from experts were necessary, and that, at least in the sho rt-

term, they will not increase the running costs of the centre.

The settlement will still depend on material from abroad, in many cases many different makes. But the centre now has the possibility of fitting into the Tanzanian society staff ed by

people who know the most appropriate materials and solutions for this society - and just standardising and using local material and experience should reduce a lot of running cost s.

Dakawa has also a lot of land and water. The schools may produce a lot of vegetables and crops themselves, and the teachers and instructors may get "shamba" (fields). At VTC an "Agiti-mechanics" tradeline would both fit the academic aims and assist the school to beco me

more self-supporting. In setting up this tradeline co-operation with the garage and the f arm

may also be looked into.

When VTC manages to start second-year courses and obtain sufficient human and material resources, it should be possible to combine instruction and income-generating activities.

The Carpentry, Leather and Tailoring ttadelines may be able to run small production lines, an d the

building tradelines may be able to compete for small-scale building contracts(as they di d before).

The centre has many possibilities which have to be looked into. In this period following the practical handing over, and for some years to come the centre will need some outside support.

It also needs people who can clearly see all the problems and possibilities, and who readily accept the challenge to overcome these problems and achieve these possibilities.

FUTURE.

We hope the Dakawa VTC can consolidate its position in the Tanzanian society, and increase

Tanzania's capacity in practical education.

The Dakawa Development Centre will then truly continue to be a symbol of solidarity between Tanzania and the ANC . A symbol of the fight against apartheid

OUR ORGANISATIONS:

Norwegian Council for Southern Africa (FSA 3. (The Anti-apartheid movement in Norway). It is a solidarity organisation for Southern Africa. The organisation has run the boycott campaign in Norway, and it is both working with information about Southern Africa in Norway and supporting projects abroad.

The organisation has projects in Zimbabwe, Mozambique and the project in Dakawa/Mazimbu.

The N(irwegjan Volunteer Service (N.V.S. 1 has volunteers in four African countries: Mozambique, Botswana, Zambia and Tanzania, as well as Nicaragua. The aim is to give support through volunteers, and stimulate information-exchange between different cultures

The Overseas Service Bureau O.S.B.1, in Melbourne Australia, runs the Australian Volunteers Abroad program (AVA). Under this program approximately 300 Australian volunteers are working in 36 different countries around the world (as of July 1992).

OURSELVES;

Lars Jakob Berg.

Lars Jakob Berg was working for ANC through Norwegian Council for Southern Africa (FSA) and the Norwegian Volunteer Service (NVS). At VTC he worked as instructor in and head of Electn'cal Department.

He was born in Norway in 1958. His education includes Vocational Training Centres, Sr. Secondary School and Trade Certificates, and working practice in Norway. He has twelve years experience in electrical installation work and several years in organisational work . ANC

VTC was his first job abroad

Wenche Svela.

Wenche Svela was working for ANC through FSA and NVS. In Dakawa she worked as nutrition adviser, and from October 1991 she worked purely for VTC as catering manager. She was born in Norway in 1957. Her education includes Secondary School, Vocational Training Centres and Trade Certificates and working practice in Norway. She has 4 years experience in banks and 6 years experience in Institutional kitchens. ANC VTC was her first job abroad.

Dy! Sturrock.

Daryl Sturrock was working for ANC through the Australian Volunteers Abroad program. At VTC he worked as teacher and coordinator for the Supporting Subjects department.

He was born in 1951. He has completed Sr. Secondary school and has degrees in Science and Education. He has taught in Secondary schools in Australia for 8 years and in Western Samoa (South Pacific) for 4 years. The placement in Western Samoa was also under the A.V.A. program.

Appendix 2.

ABBREVIATIONS.

A.V.A. Australian Volunteers Abroad.

COSPE Co-operation for Developing Countries (Italian NGO)

EOC Education Orientation Centre (former SOC, Students Orientation Centre).

FSA Norwegian Council for Southern Africa (The Norwegian Anti-Apartheid Movement).

GVS German Volunteer Service.

ILO International Labour Organisation.

NGO Non Governmental Organisation.

NPA Norwegian Peoples Aid.

NVS Norwegian Volunteer Service.

NVTD National Vocational Training Division (Tanzania).

O.S.B. Overseas Service Bureau (Australia).

SOMAFCO Solomon Mahlangu Freedom College.

UNHCR United Nations High Commissioner for Refugees.

V-1 ' Village 1.

V-2 Village 2

V-4 Village 4

VTC ANC Vocational Training Centre, Dakawa.

Appendix 3:

ORGANISATIONS SUPPORTING ANC VTC, DAKAWA.

Overseas Service Bureau (Australia), teacher in Supporting Subjects 1990 - 1992.

German Volunteer Service, instructor in building trade 1991-92.

International Labour Organisation (ILO), textbooks for the building trades.

Non-Norwegian Council for Southern Africa, instructors in building trades and nutritionist adviser.

1988-1992. -

Norwegian Volunteer Service, administrative responsibility for the volunteers working for the anti-apartheid movement.

Norwegian Peoples Aid, handled the Norwegian funds for Dakawa, and the budget for ANC VTC from 1988-91.

'TAKSVARKKI (Operation Day's Work, Finland), instructors in Leather work, Sewing Machine Mechanics and Tailoring, working for VTC from 1991-92.

TSL (Workers Educational Association, Finland), sponsor for VTC 1991-92, advisory principle and instructors in trade during the same period.

Voluntary Service Overseas (VSO, Britain), instructors in building trade, 1988 - 1990.

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