

COOPERAUONE

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DEIPAESIEMERGENT

Ref. Contract no. 90/9531/22

Project:

"Pre-school Education for the Resettlement Programme of South African Refugees, Dakawa - Tanzania"

proposal of change

into

"Vocational training programme for South African Refugees in the Resettlement Camp of Dakawa - Tanzania"

Florence, August 1991

Via dclln Colonnz1, 33 - 30121 FIRENZE - Tel 035/2346311- Fax 035/334651-1 , Telex 380(m(3('0SPH (indiu- Fvsmlc(11008370486

Succnrm/e: Viale Vicini. 16 - 401228010gna Tel. 031 //H3.()18

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DEIPAESIEMERGENT

Ref. Contract n0. 90/9531/22

Project:

VOCATIONAL TRAINING PROGRAMME FOR SOUTH AFRICAN REFUGEES IN THE
SETTLEMENT CAMP - DAKAWA - TANZANIA

SUMMARY

The present proposal aims to provide training opportunities, both vocational and professional, for the South African refugees, settled in the Dakawa Camp, Tanzania.

The project will implement Vocational Training Workshops in "Leather" and in "Garment", as a whole complex, providing equipment, teaching support and facilities for students.

The project will be implemented through the transformation of the existing small factories in instructional structures.

A part of the material resources will be allocated in order to strengthen the exiles' capability in management, administration and organization.

1- OBJECILYES

- to give exiles vocational training in order to facilitate them in obtaining jobs when they repatriate in SA.

- to give exiles professional training opportunities (planning, management, administration and organization of income generating activities and small scale production) in order to support their organizational and socio-economic capability when they are repatriated to SA.

2; TARGET GROUP

The project is focused on the refugees settled in the Dakawa camp, giving priority to the women exiles.

The Camp will collect ex- combatants coming from the region.

3- ACTIQNS

3.1. VOCATIONAL TRAINING:

3.1.1. To transform the existing leather and garment factories into workshops for vocational training, by adding two trades Leather (L) and Garment (G) to the existing Vocational Training Centre (VTC).

The transformation requires

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-- the addition of new machinery and equipment in the existing ones.

- the purchase of laundry training equipment

finance for the running costs of the 2 new workshops

- the increase of the number and the training skills of the staff

- the transformation of 8 parts of the existing school into classrooms, dining room, ablution facilities and dormitories for adult students.

- the provision of a proper staff, uniforms and vehicles for the running of the two new training centres.

- the provision for: the support of 60/70 trainees (allowances including living expenses, insurance, transport, pocket money, medical assistance)

3.1.2. To organize the vocational training of the graduates, providing not only vocational skills, but also the improvement of the trainees' general education, in order to enable them to continue their education and (70% of the total) skills.

3.1.3.110 support the development of the VET, through the provision of a technician, expert in the maintenance of the machinery and structures. This expert will train the trainees in maintenance, according to their specific needs.

3.2. SCHOLARSHIPS

To provide scholarships in different training fields at Tanzanian Institutions, such as ESAMI -Eastern and Southern African Management Institute- located in Arusha, IDI -Institute for Development Management- located in Morogoro, and others to be identified, especially in the Educational and Vocational field. Women will be preferred in the assignment. The scholarships.

I. BACKGROUND AND REASONS OF THE REQUESTED CHANGES

Some Changes of the project are proposed taking into consideration the following factors.

1.1. LATEST DECISIONS ON THE FUTURE OF THE SETTLEMENT CAMP:

NEW FUTURE PROSPECTS FOR THE DAKAWA CAMP

During the Donors' Conference in Arusha -Tanzania (February 91) the ANC presented The Revised 1984 Dakawa Plan, in which they expressed the need to continue to maintain the camp in spite of the new possibilities for repatriation of South African refugees. After that and in consequence of some other new steps in the dismantling of the apartheid, the arising of the possibility of a massive repatriation, the immediate necessity of the reconstruction of the ANC as legal organization, the ANC decided to review all its projects and activities outside South Africa.

The ANC has decided to phase out the two Settlement Camps in Tanzania, Dakawa and Mazimbu, within the time frame of two to five years and has appointed a Task Force to administer the phasing-out period and to discuss with the Government of Tanzania the handing over of the Camps.

Meanwhile, ANC has requested the Donors to continue with their assistance to the camps during the phasing-out-process.

e(see Annex 1: - ANC National Executive Committee: Statement on ANC projects in Tanzania, 22.4.91).

see Annex 2: - ANC official request to Change the project, 16.7.91)

In connection with the above mentioned changes, on the basis of the Task Force proposal, ANC has decided to implement the following policies:

- To give priority to the repatriation of children and Primary and Junior Secondary Students (expected to leave in July 1991)
- To repatriate women, families and all the refugees in the position to be repatriated, except a core of between 90 to 100 ANC personnel who will remain to attend the community of the camps after the repatriation of the others.

Those remaining have to be remunerated to ensure the needed professional and skilled presences to the community.

- All the building previously planned have to be suspended.

Only the constructions and the infrastructures in progress will be completed as well as those that will be necessary for the viability of the settlement as a whole;

- According to the resolution of the Arusha Donors' Conference, the Camps will have the main function of educational centres: Mazimbu for the Secondary School and Dakawa for vocational training (at Vocational Training Centre) and Adult Education (literacy and numeracy, at Education and Orientation Centre).

- The camps will accommodate approximately 600 learners and trainees, i.e. the senior secondary students, who will remain to

complete their education (to graduate in January 1993), and the adults.

- The VTC has to be consolidated and will provide 2 -years -courses, certificated by the Tanzanian Vocational Training Institutions, in the existing four trades (carpentry, electrical installations, bricklaying and plumbing) to which will be added two new trades, Garment and Leather, transforming the existing factories into Vocational Workshops.

t(see Annex 3 : ANC Task Force Proposals concerning Dakawa and Mazimbu, 25.5.91)

The camps are still needed to facilitate the rehabilitation and re-entry of the exiles and to solve the problems involved in the effective re_entry of displaced persons in the Front Line States.

The ANC planned a period of 2-3 years of permanence in its camps in Tanzania with an option for 3 years more, if the negotiation process in South Africa is either reversed or delayed. The ANC suspended the further development of the Dakawa camp, but intends to complete the ongoing construction and the existing facilities either in the view of the future hand- over to Tanzania, or to guarantee itself in case of a reversal of the present positive trend in South Africa.

1.1.2. THE HANDING- OVER TO TANZANIA

The ANC had consultations with the Government of Tanzania on the phasing out process. The ANC proposed the setting up of a Joint Tanzania /ANC Group to coordinate the phasing out plan. The Tanzania Government wishes to leave the ANC in full control of the settlements for the present, and only at the appropriate time it will decide on the future use of the camps; meanwhile a full support will be guaranteed in order to facilitate the completion of the educational goals, and to secure the safety of personnel and property.

Since ANC intends to maintain only a small core of qualified personnel, ANC wishes to increase the recruitment of Tanzanian personnel in its educational structures.

1.2. PRESENT SITUATION OF THE DAKAWA CAMP

1.2.1. THE REFUGEE POPULATION

At the Dakawa camp will be collected all the ex combatants coming from the region; they will be trained to facilitate their successful re- integration into the civil life and South African labour market.

At presents, the Camp population presents considerable fluctuations in numbers, changing week by week (with an average of 1200/ 1500 persons) and, at the moment, it is still difficult to foresee the future number of the refugees, which depends upon

many factors, including the development of the internal situation in SA and the success of the repatriation.

The ANC intends to maintain in the Camp only people attending to specific and determined tasks.

After the planned repatriation, in the next 2 years the projection of the Dakawa Camp population should be approximately 600 persons, with the following break-down:

- the trainees of the VTC (approximately 200)
- the adult learners, attending literacy and numeracy courses at the Education and Orientation Centre (EOC)
- the adults waiting for assigned scholarships
- the ANC members who have been requested by the ANC to postpone their possible repatriation in order to guarantee the management of the camp and the presence of skilled personnel.

- the refugees who are not in the position to be repatriated
- a reduced number of women (approx. 10% of the population; ex-combatants, relatives, refugees still remained, students)

a small number of children of the above mentioned population.

It should be stressed that the ex-combatants are adult soldiers, but also extremely young people, in the teen-age, deeply disorientated by the guerrilla experience.

They need to be re-educated, but they lack motivation and lack of motivation and the capability to assess their actual educational needs.

1.2.2. THE REPATRIATION

The planned repatriation is suffering a considerable delay because of many different reasons:

- difficulties in the negotiation between UNHCR and the South African Government
- ANC's will to repatriate autonomously its exiles, raising funds from friendly sources
- the damage, by two successive bomb-attempts, of the school already prepared in Pretoria for the Children and the junior students and the need to find another suitable accommodation for the students.

1.2.3. THE ACCOMMODATION FACILITIES

At present, the Camp is over-crowded in respect of its accommodation capacity.

The present situation of housing, accommodation and catering of the students is affected by the delayed repatriation, the contemporaneous arrival of the ex-combatants, the construction-in-progress of some houses, the unforeseen difficulties in the implementation of the common kitchen and dining hall for the VTC.

Then, the constnltion of the planned durnritory and hrieklaying shed by Finnida has not yet been implemented.

II. THE VOCATIONAL TRAINING CENTRE (VTC) IN DAKAWA

11.1. BACKGROUND

During the 1983-85 period the TLC, with funding provided by the Governement of Finland, rendered support to the ANC to construct a Vocational Training Centre (VTC) at Dakawa.

Subsequently, a number of other multi- and bi- lateral aid agene- cies have further expanded and developed the Training Centre's facilities, providings funds and/ or volunteers instructors and experts and equipment.

The VTC became operational in terms of training for certain craft occupations in 1988 with a total of 63 trainees.

At thas time the exiles were being trained for jobs associated with the construction trades, namely bricklaying and concrete ma- king, plumbing, carpentry and domestic electrical installations. This occupational Cluster was considered to be critically impor- tant because Of the need to develop the constructions in the Da_ kawa settlement and for its maintenance.

The radical Changes in South Africa and the perspective of repatriation, the consequent Changes in the South African Rere gees' Settlements in Tanzania, required a totally different ap- proach for the VTC too.

In order to evaluate the previous results, the present si- tuation and the future development perspectives of the VTC, a Planning Workshop was held in January 1990 (Morogoro, 28-30 Ja- nuary 1990), attended by ANC, VTC staff members, Donors and Tan- zanian experts.

A Plan of Action was the outcome and its implementation and moni- toring was committed to a "Task Force for the VTC", composed by ANC, Donors, Tanzanian NVTD advisor.

a(see Annex 4 : "VTC Planning Workshop - Proceedings":

App. III: The present situation and future perspectives of VTC, Dakawa

By J. Madlala, VTC Principal

App. VI: Plan of Action

App. XIV: Summary of reports and evaluations on Dakawa VTC

App. XV: Finnida: Report of a survey mission, 1990

i see Annex 5 :Memo from Task Force Meeting - 24.4.91

9 see Annex 6 :Memo from Task Force Meeting - 29.5.91)

II.2. THE VTC PRESENT SITUATION

11.2.1. THE VTC VENUES

The Vocational Training Centre is formed by:

- 2 workshop blocks, including 4 workshops:
electricity, bricklaying, plumbing, carpentry
- 1 administration block
- 1 classroom/ library block
- 1 dormitory (under renovation)
- 1 main hall block (dining room, kitchen and social hall)
(built - equipment under implementation)
- 5 semidetached staff houses (total of 25 bedrooms)
(built - under furnishing)

One new dormitory (30 beds) and a bricklaying shed have to be implemented in a short time by Finnida, to answer the double need of providing more accomodation and as apprenticeship for the trainees.

11.2.2. THE VTC EDUCATIONAL PROGRAMME

On 15 August 1991 the trades have officialy started, but the present floating of the refugees and some vacancies among the instructors, have created some delay in the effective implementation of all courses in all subjects.

On 15 August '91 all the trades will be fully operating.

In the last months all the candidates have been tested and, on the basis of their results, have been enrolled either to the VTC or, in case of lack in their basic education, to the Adult Education Courses (literacy and numeracy).

The destination to the different trades has been made on the basis of personal requests by the applicants and of the fulfillment of the entry level requirements.

More ex combatants are expected, and they will be tested within the end of August.

The present applicants at VTC are 163, but the existing workshops have an estimated capacity of 200 students.

The implementation and the enlargement of the Leather and Garment workshops, proposed in the present project, will increase the capacity of the VTC to 224 students.

h(see Annex 7: VTC Trades and students number)

The VTC Principal, his Advisor and the Curricula Designer expert (the latter belong both to Finnida), in close contact with the Director of National Vocational Training Department (NVTD) of Tanzania and other Tanzanian authorities of the Education and Labour Ministries, are studying and drawing the Curricula and the Syllabi for each trade.

The Curricula for the VTC have to be tailored both on the pattern of the Tanzanian Vocational training Curricula and the South African one, to satisfy both the final certification by Tanzania and the future needs of the labour market and the recognition from the SA.

a(see Annex 4: "VTC Planning Workshop - Proceedings":

App. II: "Vocational and Technical Training

in South Africa" by Stelios Comminos

A programme of support to the VTC by UNDP- ILO is under study and waiting for approval, including a study of occupational and job analysis in SA.

At present, the trades at present are organized in 2-year-courses, the first year as basic training, the second as upgrading level.

The lessons are divided into theory and practice, with strong emphasis on the latter, supported by lessons in general education (english, math and sciences) and in technical drawing.

i(see Annex 8: Subjects and suggested training period)

The trades are organized in 5- daySe week, 35 hours/ lesson per week.

i(see Annex 9: VTC- Dakawa Timetable 1991, July- December)

11.2.3. THE VTC STAFF

The training staff for each trade should include 1 senior instructor and 2 junior instructors, but there are still some vacancies.

The teaching staff includes 3 teachers (1 Australian volunteer and 2 ANC teachers); the Technical Drawing teaching is run by the ANC Construction Department.

The Library is run by a Senior Librarian (Finnish) and 2 ANC junior librarians.

i(See Annex 10: Organizational Chart of the VTC)

III. DEFINITION OF THE PROPOSED ACTION

III.1. THE LEATHER AND GARMENT WORKSHOPS jLGWl

In the camps there are three factories (1 in Mazimbu, producing FURNITURE and two small in Dakawa producing GARMENT and LEATHER goods).

The factories were meant as "self- supply" production units, for the internal needs of the camps.

The former has reached a satisfactory level of production, and, besides covering the existing needs, is reaching the stage of trading its products; the both latter have never reached the same level of efficiency.

The GARMENT FACTORY, implemented by Finland for small scale production - mainly uniforms for the students-, has a quite efficient and modern equipment.

The LEATHER FACTORY is a small handicraft workshop rather than a factory for the production of shoes and is unfitted for serial production because it lacks the machinery.

The ANC decided to transform the existing Leather and Garment factories into Workshops for vocational training (LGW), adding two trades more, Leather (L) and Garment (G), to the existing VTC 4 trades (plumbing, bricklaying, electricity, carpentry).

III.1.1. ACTIONS

The transformation into vocational workshops requires

- a) - the addition of new machinery and equipment to those existing at the Garment factory, in order to provide a sufficient number of working units for 16 trainees and the supply of machinery to complete the existing equipment.
- b) - the equipment necessary for the semi- industrial production of shoes in the Leather workshop.
- c) - the provision of consumption material (high cost in the local market and lack of leather for shoes in TZ)
- d) - the increase in the number of instructors
- e) - the upgrading of the skills of the junior instructors
- f) - the transformation of a part of the existing school into classrooms, dining room, ablution facilities and dormitories for adult students.
- g) - the provision of a proper staff, venues and vehicles for the running of the two new trades.

h) - finance for the running costs

1) - provision for the support of 60/ 70 trainees (allowances including food, insurance, transports, pocket money, medical assistance)

III.1.2. EDUCATIONAL OBJECTIVES

THE CURRICULA FOR THE LEATHER AND GARMENT TRADES

The LGW planned in the present project aim to train sufficiently specialized workers, by developing those professional skills that are required for mass- production, and by providing a basic knowledge of the use of the machinery usually utilized in the industrial production process.

It should be stressed that, up to now, only few women attended the VTC courses, either because of logistical problems (inadequate dormitories), or because of the type of vocational training offered.

The Garment factory had the higher number of women involved, and it's worth to strengthen such vocational trade. In fact, in the garment industrial production, preference is usually given to recruitment of for many reasons, but especially because they are thought to possess a higher degree of subtle manual skill.

The curricula for the new trades are designing by the Finnish experts, advisors to the Principal of VTC, in consultation with COSPE. (see par.II.2.2.)

The L. and G. trades should provide not only vocational skills , but should improve also the general education.

The L&G trades will provide teaching in the following fields:

- vocational skills
(with strong emphasis on practice)
- maintenance of sewing and leather machine
- English
- mathematics and science
- rudiment of basic management, organization, accountancy and commerce (to be planned).

The courses will be certificated through the Tanzanian Government.

The possibility to introduce some practical fashion design inputs is under study. The garment trade would require it, but the trainees have neither skills and nor previous basic rudiments.

Attempts will be done to develop purely practical skills in the creation of fashion garments, thus trying to overcome the trainees total lack of skill in drawing.

After the first year of basic training, the aspect of income generating from the trainees' production will be taken into account as an important issue, to guarantee a partial viability of the trades, as well as to strengthen the personal motivation and to give incentive to the trainees themselves.

III.1.3. THE STUDENTS

The courses will have 32 trainees each for a total of 64, who will attend at the lessons and at the practice in 2 shifts (16 trainees x 2 workshops x 2 shifts : 64 trainees).

At present, 40 candidates have been already selected for the two trades. t(see Annex 11: Students selected)

More ex combatants are expected, and they will be tested as soon as possible.

III.1.4. TIME TABLE AND DURATION

The courses will be designed according to the general scheme adopted by other trades, in hours/ week, time table, duration.

i(see Annex 9: VTC- Dakawa Timetable 1991, July- December)

The courses will have a duration of 2 years.

III.1.5. LOCATION AND VENUES -

TRANSFORMATION OF EXISTING BUILDINGS

The factories are placed in 2 sheds, opposite to the Nursery School and the Day Care Centre, at Inter Village Centre (IVC), quite far from the VTC complex.

i(See Annex 12, 13, 14: drawings)

The aim of the project is to create and equip the LGW as a whole complex, including a part of accommodation facilities.

The LGW will utilize a part of the already existing Nursery school buildings, where 3 classrooms, the administrative and staff offices, the dining hall will be placed and equipped.

A part of the classrooms of the former school will be transformed into dormitories for the students, replacing the existing ablution facilities (sized for children) with others for adults and providing the furniture.

(A detailed plan of the rehabilitation will be sent to the CEC shortly after the eventual approval of the present proposal).

The priority in the accommodation in the new dormitories will be given to the women students, who at present have no proper shelters.

The existing community kitchen will be utilized for the catering and will provide food both for the children remaining in the Day Care Centre and for the LGW students.

III.1.6. TRAINING EQUIPMENT, WORKSHOP MACHINERY, MAINTENANCE ASSISTENCE

The training equipment for each workshop and classroom will be sized for 16 trainees each, who will attend the lessons and the practice in 2 shifts (16 trainees x 2 workshops x 2 shifts : 64 trainees).

The Leather workshop needs to be almost completely equipped with proper machinery and working furniture.

The Garment workshop needs to be equipped with some more items of machinery to complete the existing one and to increase the working units so as to accommodate 16 students in each shift. A central office will be established and equipped for the educational and administrative tasks.

a(see Annex 15: Machinery and equipment, main items).

The ANC requested COSPE to support the general maintenance of all six workshops of the VTC; in this connection, COSPE will provide a technician, expert in the maintenance of the machinery and structures. This technician should be recruited in Tanzania or in the region.

This expert will train the trainees in maintenance, according to their specific trade.

III.1.7. EDUCATIONAL AND MANAGEMENT STAFF

The staff of the LGW will include COSPE, Finnida, GVO, ANC and Tanzanian personnel, coordinated by the Principal of the VTC, supported by his expatriate advisors.

i(see Annex 16: Project Organizational chart)

At present, the factories suffer from a lack of properly trained instructors and from some vacancies.

Three volunteers (1 German Volunteer Organization, 2 Finnida/ Taksvarkki NGO) are employed as instructors at the factories, but their organizations do not provide any running funds.

The Finnida/ TSL (Worker's Educational Association of Finland)- is providing for a curricula developer and an advisor to the Principal of the VTC.

a(see Annex 17: Donor's VTC input)

COSPE and Finnida have already agreed to cooperate on the educational and organizational tasks of the LGW; this commitment will be formalized if the present proposal is approved.

The basic training will be run by three instructors for each trade (1 senior, 2 juniors).

The ANC shall guarantee that a tutor will supervise the attendance to the lessons, the discipline and the behaviour of the trainees.

The COSPE will provide the following expatriate personnel (total 24 months/ person):

- 1 coordinator, counterpart of the VTC Principal, responsible for the implementation of the project and administrator of the funds locally available, competent in training.

- 1 expert in Garment,

- 1 expert in Leather,

both with high technical and production experience, supporting the senior instructors.

The COSPE will provide financing for the following local personnel:

- 1 technician in maintenance for the VTC (TZ)
- 1 project responsible - part time (ANC)
- 1 VTC principal _ part time (ANC)
- 3 instructors - full time (2 TZ, 1 ANC)
- 3 teachers _ part time (TZ or ANC)
- 1 secretary/ accountant
- 2 drivers
- 1 cook

4

cleaners/ watchmen

As already approved by the CEC in the previous project, (and by the other Donors), the ANC personnel employed in the project will be provided with substantial allowances to guarantee the management of the camp and of the LGW.

III.2. SCHOLARSHIPS

The ANC's decision to maintain at the Camps only a core (around 100 persons) of skilled ANC personnel for the next 2-3 years to guarantee the management of the settlements, implies the necessity, in some cases, of a completion of the training for some of the refugees.

In fact, the South African refugees usually have a common experience of former training opportunities which have been frequently fragmentary and not homogeneous.

COSPE has been requested to allocate a part of the financial resources of the project to give exiles training opportunities (short term scholarships in planning, management, administration and organization of income generating activities and small scale production), in order to support their organizational and socio-economic capability, which are necessary both for the present needs of the settlement and for their professional chances when they are repatriated to SA.

The scholarships in different subjects will be utilized at Tanzanian Institutions, such as ESAMI -Eastern and Southern African Management Institute- located in Arusha, IDM -Institute Development Management- located in Morogoro and others to be identified, especially in the Educational and Vocational field.

Women will be preferred in the assignment of the scholarships.

III . 3 . FINANCIAL PLAN

N.B.: EVENTUAL FROZEN FUNDS

As illustrated above, -k (see par , I . 2 . 2, I. 2 . 3 ., ' see Annex F'),
6: MEMO, Task Force V'I'C), at present in Dakawn there is a lack of
proper accommodation and catering for the students: hence the new
arrival and the. fact that the repatriation has been delayed:
this situation affects deeply the regular running and hence the
constant attendance to the courses.

The ANC is confident. that , with the contribution of the 101%)-
tertiary education process, such problems will not (n 180 in the future.
But, if the process of repatriation is going to be delayed (or 811-
suspended and the students have not yet been given any accommodation
tion, it would be necessary to build a new dormitory (30 beds;
drawings and plans already available).

To ensure the implementation of the project aims, COSPFI requests the CEC the possibility, by 1.0 " freeze" a part of the budget
items (ECU 88.200, as detailed in the financial plan), until, 4
months have elapsed (end 1991) after the official start, in May (1.11 n
of the project itself.

Otherwise, if all the plans proceed as foreseen, the funds will
be utilized as indicated in the financial plan.

TRAINING PROGRAMME FOR SOUTH AFRICAN REFUGEES
IN THE RESETTLEMENT CAMP OF DAKAWA - TANZANIA

III.3. FINANCING PLAN

(tt) June 1991 Ratio ECU/USD : 1,134 1 ECU : 1529 Lit.

1 USD : 1348 Lit.

1 ECU 1 USD 1 FROZEN

1 1 (tt) 1 until

1 1 1 end 91

1 1 1 ECU

1 1 1

1. TRAINING in management, planning, income generating 1 1 1

and administration, education and vocational training 1 1 1

1 ' 1

Short-term scholarships in Tanzanian Institutions 1 1

1 1 1

(medium cost \$ 650/week x 180 weeks of training 1 1 1

: 30 courses x 6 weeks each x s 650) 1 1 1

(included accomodation, food, transportation 1 1

costs in TZ, medical care and insurance) 1 ----- 1 ----- 1

1 103.175 1 117.000 1 40.900

2. TRANSFORMATION OF THE LEATHER AND GARMENT FACTORIES

INTO VOCATIONAL WORKSHOPS

2.1. Machinery and equipment 1 118.995 1 134.940 1

2.2. spareparts and maintenance 1 12.787 1 14.500 1

2.3. 1 expert in maintenance for the VTC machinery 1 1 1

(coming from ACP countries) 1 1 1

(\$ 1500/m x 12 m) 1 15.873 1 18.000 1

2.4. Transformation of 4 classroom at Primary School 1 1 1

into furnished dormitories and ablution facilities 1 17.637 1 20.000 1

1 165.291 1 187.440 1 2.645

3. MANAGEMENT AND RUNNING COSTS OF THE VTC

LEATHER AND GARMENT TRADES

3.1. Using material for the workshops 1

3.2. office furniture, equipment, training equipment 1

running costs 1

25.000

1

1

28.192 1 31.970

1

1

1

1

1

3.3. STAFF

-1 Project responsible/ supervisor part- time
(\$ 500/m x 12 m)
-1 Principal VTC part-time
(s 1000/m x 12 m)
3 instructors
(\$ 1000/m x 12 m x 3)
-3 teacher part-time
(\$ 400/m x 3 x 12 m)
-1 secretary
(S 400/m x 12 m)
-1 driver
(3 400/m x 12 m)
-4 cleaners/ watchmen
(S 100/m x 12 x 4)
-1 cook
(\$ 400/m x 12 m)

3.4. TRAINEES

64 trainees allowances
(including food, dresses, transports, insurances,
medical costs, pocket money)
(\$120/m x 12 m x 64 person)

4. COSPE OFFICE

1. portable computer equipment (PC, printer)
2. 1 driver/ caretaker
(\$400 x 12 m)

4.

4.

5. VEHICLES AND TRANSPORTATION

5.1. VEHICLES

2 4x4- wheel- drive cars
fuel, spare parts, maintenance
10 bicycles, spare parts, maintenance

5.2. TRANSPORTATION

costs for transportation to Dakawa of the
equipment to be bought in Europe, in the
region, in Tanzania or elsewhere in the
ACP countries

A. FIRST TOTAL

5.291 6.000
10.582 12.000
31.746 36.000
12.698 14.400
4.233 4.800
4.233 4.800
4.233 4.800
4.233 4.800
32.060
687

6.UNFORESEEN CONTINGENCY

(calculated as the 7% of the First Total)

I 39.957 I 45.311 I

7.ADMINISTRATION COSTS

purchasing and sending of the equipment;

communications with the project;

consultans to be employed in Europe;

selection of personnel;

management from Italy;

evaluation visits;

project administration.

(calculated as the 5% of the First Total)

I 28.541 I 32.365 I

B. GRAND TOTAL I 639.313 I 724.980 I

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LIST OF ANNEXES

ANC National Executive Committee: Statement on projects in Tanzania, 22.4.91).

ANC request of re- designing of the COSPE/ EEC Dakawa Project

ANC Task Force Proposals concerning Dakawa and Mazimbu, 25.5.91)

"VTC Planning Workshop - Proceedings":

App. 11: "Vocational and Technical Training in South Africa" by Stelios Comminos

App. III: The present situation and future perspectives of VTC, Dakawa

By J. Madlala, VTC Principal

App. VI: Plan of Action

App. XIV: Summary of reports and evaluations On Dakawa VTC

App. XV: Finnida: Report of a survey mission, 1990

Memo from Task Force Meeting - 24.4.91

Memo from Task Force Meeting - 29.5.91

VTC Trades and students number

Subjects and suggested training period

VTC- Dakawa Timetable 1991, July- December

Organizational Chart of the VTC

Students selected for the VTC trades

Maps of Dakawa - general

" _ Garment and Leather Factories

" - The VTC

List of main machinery and equipment

Project Organizational chart

Donor's VTC inputs

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-.
1.0' The Policy Statement on MC Projects 0t 20 April 1990,
notes that the 2 February, 1990 unbanning of the ARC
ushered in a fundamentally new era in the struggle against
apartheid. with the reconstitution of the ANC an a legal
organisation in South Africa being an Immediate challenge,
necessarily, the future of all the ARC projects and
activities outside South Africa hasphad to be reviewed.
2,01 In carrying out this review it has been necessary to take
Into account the declared intentions of the De Klerk
government and the prevailing situation of politicalrunrestm u-u
in the country. In the circumstances," the NBC has decided
to phase out the .Hazimbu and Dakawe' projects in Tanzania
within the time frame of two to flvevyears.
3.0 The NIC has appointed a Task Force to aduinister the -
phasing out of the educational and other activities. High-
level deliberations will commence soon with the Govethnent
of the United Republic of Tanzania to discuss the handing
over of the MIC development centres in Tanzania.
4.0 The ARC has been the proud beneficiary of conaideznble
assistance from donors of the international con-unity. Thl:
agaistance has made possible the establishment of the large
projects Complexes of Hazimbut and Dakawa through Which
human resources development for self-reliance and for a
liberated South Africa has been the majot achievement.
5.0 ,t'l'he ANC appeals to donors to continue with assistance to
theee'projects for maintenance and running costs for a
period'of two to five years during which the process of
phasing out will take place.
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NATIONAL CONGRESS
Luciana Sassatelli
President
COSPE
Via Della Colonna
25_50121 FIRENZE 16/7/91
Italy

Dear Ms. Sassatelli,

REwDESIGNING OF THE EC DAKAWA PROJECT

Further to my letter dated 11 June 1991, and our consultations in Rome on 20/6/91 and in Johannesburg on 12/7/91, we wish to confirm our request to redesign the Project Proposal for a Multipurpose Centre for Women and Children at Dakawa.

Instead, because of the decision of the ANC not to continue with projects outside South Africa which require capital expenditure, we wish ix) Change the main objective of the Project to be training, either through our own Vocational Training Centre at Dakawa or through training opportunities in Tanzania or other FronteLine Country institutions. As before, emphasis will be given to Women's development.

We hope that this will be acceptable to the European Community. With gratitude for COSPE'S assistance and cooperation.

Yours sincerely

Mohamiea Tikly

cc. Chief Representative, ANC, Rome
Director of Mazimbu/Dakawa, Tanzania
Regional Projects Officer, Tanzania:
Chief Representative, ANC, Dar es Salaam

. WWVWF EIPTWF

The People Shall Govern!

ANNEX 3.

ANC TASK FORCE PROPOSALS
CONCERNING DAKAWA AND MAZIMBU.

- 25 MAY 1991.

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4.0

4.1

POLICY STATEMENT ON PROJECTS.

According to the ANC statement on Projects in Tanzania, the settlements of Mazimbu and Dakawa will be used for another 2 years, with the option of another 3 years if the negotiation process goes into reverse or is delayed. The phasing out process was guided by the need to allow senior secondary students to graduate in January 1993 and vocational trainees to complete their trades training in June 1993.

TASK FORCE ON MAZIMBU AND DAKAWA.

A Task Force on Mazimbu and Dakawa was set up headed by a member of the NEC. Its primary role is to plan and monitor the phasing out process. During its first mission between April 30 to May 6, 1991, the Task Force began the implementation of an Action Plan and will convene periodically to effect its mandate.

PRIORITY TASK.

The Task Force gave priority to the repatriation to South Africa of SOMAFCO'S Primary and Junior Secondary Students. With the help of the NCCR Schooling facilities are being arranged for them in South Africa and they are expected to leave in July 1991.

MANAGEMENT COMMITTEE

Another priority matter attended to by the Task Force was the strengthening of the administration of Mazimbu and Dakawa. A MANAGEMENT COMMITTEE for MAZIMBU AND DAKAWA and a new Director were installed. The MANAGEMENT COMMITTEE will have authority to make decisions affecting the phasing out process and will liaise closely with the Government of Tanzania and the principal donors concerned with Mazimbu and Dakawa.

To improve the administration of the settlements and the management of specific projects the TASK FORCE :-

- a) Mandated the MANAGEMENT COMMITTEE to review the administration structures of Mazimbu and Dakawa, and,
- b) Established a PROJECTS MANAGEMENT BOARD to direct Project activities, especially those concerned with production and services.

4.2

5.0

The strengthening of the Dar es Salaam Mission was also considered a priority by the Task Force and towards this end it has recommended to the Treasurer General that the Norwegian allocation originally intended for the construction of a new building in Darees-Salaam now be used to rent and maintain new office premises.

The TASK FORCE drew up a proposal for the remuneration of a core of between 90 to 100 ANC personnel who will remain after the repatriation of the rest of the communities of Mazimbu and Dakawa. In its view, those remaining to carry out tasks should be comparably remunerated as those members working in South Africa for the ANC. Those approved as essential personnel will work according to a contract of service and defined job descriptions. The ANC has already secured US\$250 000 of US\$ 1,2 million from SIDA towards the salaries Budget for Tanzania and requests other traditional donors to make contributions.

CONSTRUCTION ACTIVITIES AND PRIORITIES.

The accompanying document specifies the construction activities and priorities for Dakawa as approved by the TASK FORCE. Essentially, ongoing contracts will be completed and those new construction and infrastructure activities will be undertaken that are necessary for the viability of the settlement as a whole.

The TASK FORCE gives top priority to the provision of a permanent water supply. In the event of a reversal or slowing down of the negotiation process towards a new democratic South Africa, the facilities so far available at Dakawa will be of considerable importance. The settlement is endowed with facilities in regard to housing, administration premises, roads, electrification, sewerage, health, education and training that are sufficient, or soon will be, for a population of at least 1500 and could be extended in an emergency. It is only in regard to a permanent source of water sufficient to meet the present and future demand that provision has yet to be made. There is an existing' water reticulation system with adequate capacity for both storage and distribution.

RESTRUCTURING OF EDUCATION AND SRAINING FACILITIES.

There will be approximately 600 learners and trainees (senior secondary students, adult learners and vocational trainees) who will remain during the phasing out period. SOMAFCO at Mazimbu and the EDUCATION ORIENTATION CENTRE AND VTC at Dakawa are being restructured to accommodate the increased number of vocational trainees and adult learners.

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The VTC is currently being consolidated and will provide certificated courses in carpentry, electrical installations, bricklaying and plumbing. Two new trades will be added when the Garment and Leather Factories are transformed into VTC workshops. A 2 year programme will commence in July 1991 for these 6 trades.

FINNIDA has approved the construction of a dormitory unit and a bricklaying shed as part of the training programme of the VTC.

CONSULTATIONS WITH THE GOVERNMENT OF TANZANIA AND DONORS.

The TASK FORCE had consultations with the Government of Tanzania on May 4, 1991 on the phasing out process. The ANC proposed the setting up of a Joint Tanzania / ANC Working Group to coordinate the phasing out plan. Concern about security and future donor assistance were also discussed. The Tanzania Government wishes to leave the ANC in full control of the settlements for the present and said that Chama Cha Mapinduzi will decide at the appropriate time the future use of the settlements. However, the Government of Tanzania has jointly with the ANC already taken certain security measures to safeguard personnel and property. A briefing was given by the TASK FORCE to members of the NORDIC EMBASSIES and Development Agencies on May 4, 1991. A summary of the briefing will be made available.

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Vocational Training Centre, Dukawu

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28th to 30th JarnJarv 1990

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Enclosed you xA/ill find:

?k Minutes Of the xA/orkshor)-

?k #premdixes:

i' Address by Semtse Choabi, Secretary for Lduation of ANC

ii Address by Stelius (lomnjnos On Vocamnn and Technical lmining in South Africa

iii Address by J. Madlala, Principal of VTLJ: "H19 present. situation and future perspectives of VVI'C, Dakawa"

iv Recommendations from groups as adopted by workshop participants

V Resolution on "The status of women as regards to vocational training" as adopted by workshop participants.

Vi Plan of Action For VH3. Dakawa, as; adopted by wurkshnp partjuipantxa 9!:

vii Closing address (11" the workshop LJV Smrrutnrv Of Educaunn. f3, Iilmahi

viii Revised list of participant.s

ix Questionaim

x UJOFKShOp Programme

xi TUpiCS for group discusmonss

xii List. of group participants

xiii txtraCLs from Revised 1981. Development Plan

xiv Summary of reports and ("avaluaLiUns

xv Report, of a Survev Mission, Hnnida. 1990

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(This paper has
Education Department
been compiled
from information
and used at a seminar last year
obtained from the NUHSA
on vocational and
technical training in South Africa - most of the information was taken from
a document written by Monica Bot from the SAIRR)
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a major problem ia the lack ol matha and science ukillz MWOHH

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Colleges work on a trimester basis
exams can be written 3 times

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(periods of 13 weeks) and
per year- A national certificate
is issued after successful completion of at least 7
appropriate subjects per level.

Maths and science is required

In certain trades std 7 with

for admission, in others std 8-

There is a lack of knowledge about

industry and a dwindling financial

state only pays salaries-

colleges among public and

support from business - the

In the Natal/KwaZulu area young Africans enter technical

colleges usually only after they have exhausted other avenues

of employment or post school training. For the most part,

trainees aspire to apprenticeships- The creation

options was the fundamental

technical college. But, very

an apprenticeship.

of employment

reason for enrolment into

few students are able to

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Apprentice must undergo a minimum of 15 weeks

of practical

training, excluding theory, before they

may undergo the trade

test. If they do not pass, they have to do an additional

period of practical training after which they will

automatically become qualified artisans whether they have

failed the tests or not. There is a fairly low pass rate on

trade tests. In 1989, 56% of apprentices passed trade tests.

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Few blacks are accepted into white colleges - they only admit

Indian and Coloured colleges.

all races are accepted provided it

blacks in exceptional cases- In

does not deprive student:

of their own rate group: of a place-

There were only 2031

black students in white

colleges in 1989 most of whom (800x

-) m. J

attend the correspondence college"- Where a white college is

in an area where there are no other colleges, it will be

likely to accept blacks- White colleges are spread throughout

the country but for blacks they are concentrated in the

Transvaal (with two to three in other provinces), Natal for

Indians and Cape for coloured. In C

q of the homelands there is;

only one college while KwaZulu is relatively well off with 10,

Because of segregation there is a

variation in quality and

standard of

training- Where there is no college to

race group in a specific area, employer: will

employ that race group because

transport and accommodation

employees elsewhere- Because of

and the difficulty of finding

black: register with

here is: that there is

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they would have to pay

costs to send their trainee

the lack of places in college:

a place in white collegegq
Correspondence 53\$13QEE_ The drawback
no personal SSiStance or teedbact
provided and thus students have to be highly motivated-
Separate facilities for SEDarate race; mean: that often white
facilities are underhutilised and overstaffed while the

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Technikons train human resources in specific industrie: and thus the courses are career oriented and students are immediately employable. Technicians are trained for 4 years and technologists are trained for 5 years"

The official entrance requirement is Std 10 but, because of the demand for places only good matriculants are selected.

Courses are full/part time or sandwich courses-

About 30% of the courses may include local content to suit the industry in the area where the institution is situated- all technikons offer the core courses with specialization in area: such as forestry, mining, hotel industry etc depending on the location-

Due to the lack of finance, technikons cannot cope with the demand for places- Because of the way in which government subsidies work, they can no longer grow- Fees and subsidies (including grants from the private sector) cover running costs but not development. as a consequence, not all students can be taken in. For example, Mangosuthu Technikon turned away 600 students in 1989. Wits Technikon turned away 3000 out of 7000 applications and Pretoria Technikon turned down more than half (4500)-

at the corresponding technikon (Technikon R30; enrolment for 1984 was 3714? but 1988 it was 15200, in 1989 it was 19 000 and in 1990 it was almost 25 000, Couraeg al Technikon REM arc management rather than engineering oriented

Another problem is the lack of bursaries available for technikon students: - the universities tend to receive most private sector bursaries. Technikons have only operated bursaries schemes for the past 5-6 years and they are only partial bursaries - there are also some loans available- In 1989 there were 68 318 technikon students, the majority of whom attended one of the white institutional followed by the correspondence college. Only 161 attended one of the black technikons. The majority of Of technikons student; 5ft white (about 70%)

There are relatively few Technikons for Black; and thus they are an extremely small number of students; as a proportion of the population compared to white (There has been improvement

as the number of Africans receiving technikon education has increased by 377% between 1988 and 1990.

For many years now the technikons have been allowed to set their own admission criteria as regards race- Integration is servative or not). the

he vicinity and partly by determined by location (ie con availability of black technikons in t

1
subject to government permission. The Natal Technikon
to do so in September 1989-
decided

Of students attending white teehhikons in 1989, 17% were black
compared to 11% in 1988" Since white technikons are situated
in every major urban area and black technikons nota employers
tend not to take on black trainees or are forced to send
to other areas for training at greater cost- This also mean:
that the employer can3t give extra tuition and family life is
disrupted.

them
CHDFQTTEFIT' ()F' CIJLHQESEIS:

Collaboration with industry is haphazard and an academic haw
said that "there is no single pattern of coursee, or planning
of the relationships of the component of the coursest or clear
planning of intservice training". Practical work is 3130 not
sufficiently structured-

More technical education ie not enough because the current
content ia too specific. Students are trained in a particular
trade and leave ekpecting a job that is often not available -
this applies specially to the secondary schools providing
technical courses- What should be introduced is a business
literacy component so that selfemployment is another career
prospect. Students should be taught to start and run an income
generating project of their own- Education should be suitable
for the realitieg of the current and future South erica with
its high leVer of unemployment and a growing informal eectoru
Learning by doing the Skill (training with production) should
be promoted and industry can specialiee training to suit theil
themselves at collegee and develop Tacilities there to do 50.
This would increase the facilitiea To: the use of all.

In KwaZulu, a study found that school leavers who received
post school technical and vocational training remain
unemployed. Only 30% of technical college school leavers
manage to secure full-time employment or to create self
employment and the reason is that there is a concentration on
theory and there is little provieion for adequate practicaT
experience- Post school training in technical or vocational
skills holds little promise of skilled employment despite a
L.

current and projected technical skills manpower shortagv in
South Africa. The study conclude: that technical training in
iteelf is not a solution to the skills shortage in South
Africa, and to introduce technical education in schoolx
without a corresponding increase in the availability of
apprenticeship openings is in fact to increase unemployment-
Therefore it is important to include development criteria in
curricula.

Because employer& are cutting back on training during these
difficult economic times, less money is available for Study
Opportunities and fee paying :Ludehte often
thei rt studie'" _ Col J 9985.

cannot Tirnance

ShOuld Specialise in certain traddee to
minimise the cost Of obtaining equipment and machinery and try

to reduce their operational costs to keep down 1963_ The Peninsula Technikon had to start its own factory to cover coats " an indication of the fact that production in training can subsidise costs and provide practical training. ML Sultan college in Durban may have to abbreviate the practical components of some courses due to the lack of finance _ thus negating the very essence of technikon training- FQEECIEEBFT ilhfie) EE)(F3EECITWEID CHdt%f!EEEE\$;

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The Manpower Training Amendment Act of 1990 tries to make industries responsible for training and creates a modular training system based on competency to replace the system of time based training of artisans- Provision is also made for the establishment of a fund to train unemployed person: for existing job opportunities_

Regional Training Boards have been set up to act as watchdogs and to decentralise training this means that artisans will not have to go to Olifantsfontein (previously the only place where trade testing was done) to qualify but they can now do it locally-

Industry Training boards are also provided for in the act and artisan training will come under their wing. A number of industries have set up their own training schemes based on Competency Based Modular Training (CBMT) programmes. They have set up training boards and planned new systems. Each board will make its own decisions and plan schemes according to its own industries-

The advantages of CBMT 13 That there is a shorter period of training because this is directed specifically at the needs of the industry; apprentices will direct their modules: Specifically to their job situation and thereby increasing employment opportunities. Certain modules can be developed which are identical for the basic training of all apprenticeship. Thus there will be a greater degree of rationalisation in the field of training. This contributes to cheaper and more effective training- Apprentices can also be screened on the basis of having completed certain identical basic modules. Semi-skilled worker: can fit into certain training modules that will improve their skills and allow them to build their training gradually through competency of modules.

a further investigation is being made and what is envisaged is voluntary partnership of government, organised industry employers and trade unions. It will frame and update an overall training strategy for South Africa, including the identification of priority areas Each industry will still be free to formulate its own national strategy-

The Department Of National Education announced an education reform strategy last May and committees are now looking at

entrance requirements for universities and technikone which
selection of studentszitin
feasibility of loan Sihemes; overlap
technikon education; developing a
between the public and private
will result in a more careful
between university and
framework for cooperation
sectors in respect of
education. Another committee is looking at the
relevant school and technical college curricula thal will
include vocational education. The department said that the
formal education system cannot Satisfy the demand: for
educational opportunities and therefore a framework needs to
be created for cooperation between the public and private
sectors-

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There are still many constrainta on skills training at all
levels. Many reforms have taken place but their impact cannot
be assessed as yet but a number of them have been welcomed by
employers and trade unionc. Most changes have occurred in the
manpower training field but not in education ittself m but
change is expected in this area- Most importantly, spending on
education and training should go hand in hand with job
creation or the opportunities therefore-

What we must also take into account is the general level of
and reflects the
directed at the

skills of adults- lf change is initiated
current realities Of South Africai ii will be
institutiona as they are presently airmctured. Thl\$ will mean
that the young will henefil bui thoge who missed an
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The cost of training is high and unless the state
sector involve themselves to a greater degree"

no appreciable Change- The idea of
should be promoted because of it: twofold purpose namely
providing a practical and realistic training environment and
producing income to cover some, if not all of the costs Ol
training. This could also decrease the dependency on gtate
funding and allow for more flexibility in curricula and a more
progressive approach to training.

and private

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training with production

Training should also provide participants with akilla thal
will enable them to create their own employment if they cannol
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20% of the working pepulation is working
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- We must therefore look at alternativea to the
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allow me to convey warm regards from the VTC staff

The problems experienced at Dakawa have been identified and are known to you all. Solutions and recommendations have been proposed so our task today is to select appropriate and to determine ways of implementing them- and Students.

solutions

I would like to commend the various reports that have been made so far as regards the VTC

11 "Report of the survey concerning the QNC Education System in Mazimbu and Dakawa" by TeftUUtLiisB Aho and Tuija Stenback - FINNIDA 16-01-1990

2- HEvaluation of QNC Vocational Training Centre, Dakawaq Morogoro, Tanzania" M. H- Manyahga, N-V.T-D., Dar ee Salaang 1989.

EHHEXDaHCiOH of the HNC Vocational Training Centre" UNDP Project Document ANC/001/A/01/11 Gwyn Morgan 1989

4 "Development of ANC Vocational Training Centre, Dakawa, Tanzania)" ANC Project Document 198

These documents are an objective reflection of the status of the VTC- Common to all 13 the recommendation that there is a need to improve the quality of the Centre with specific reference to the following:

i. The need to recruit suitably qualified staff and ensure permanency

T The need to establish certificated courses and entry levels

The need for full utilization of facilities

4. The need to establish a suitable administrative infrastructure

The need to upgrade current staff with better skills-

6. The planning of practical inputs in accordance with the syllabi that will be implemented.

There are many other areas mentioned and I refer you to your dossier containing the reports.

We are not here to discuss the reports in any kind of detail or to talk about where we may have gone wrong or to place blame on anyone, we are here to plan the future development of the project and how we can make it appropriate to our needs_

I would like to give you a brief account of the current status

CM' the LJTC.

At the start of the 1991 academic year 05 students were enrolled at the VTC in plumbing, electrics, carpentry and joinery, bricklaying and masonry. The enrolment procedure was not well planned and students were taken in prior to proper assessments being done - this will result in the same kind of problems experienced in past years such as a high dropout rate and lack of commitment on the part of the students. In addition the instructors will become demoralised.

We have 7 trade instructors (which includes two expatriates). Out of these only 3 have undergone proper training. We propose that an in-service training programme should be conducted at the centre to upgrade their skills. We also have 4 support teachers; only one of whom has a vocational teacher diploma. The other three need to have proper training - we are expecting an Australian instructor who has training in curriculum development who will help us in the teaching of maths and science. This year the teaching timetable was extended so that students receive instruction from 7-00 to 16-00pm to give students more time to assimilate the course contents.

Presently we have three training workshops for the various skills which are now operating at capacity. Attached to the workshops are classrooms for theoretical instruction. We have a technical drawing classroom and another for general purpose teaching. There is an urgent need to construct a bricklaying shed which we hope will be erected soon. Part of the construction work will be undertaken by students themselves. This will help us secure practical sites for training. There is a need for a laboratory for the science content of the skills especially to demonstrate the strength and composition of building materials. One of the most pressing problems is the lack of proper student accommodation - we presently have one block accommodating 27 students, an additional block has been planned and will be built in the near future. The balance of the students are accommodated in tents, and this explains the urgency of constructing an additional dormitory block and ablution facilities. Electricity is still supplied by a generator which is expensive to run and consumes a large part of our constrained budget. A speedy installation of the VTC to the TANESCU supply would solve this problem. Water is supplied from a tap and this is sufficient for our needs.

I would like to thank FINNIDA for alleviating some of our transport constraints by giving us a mini-bus recently. Transport of raw materials is still undertaken by our Isuzu truck which is due for replacement. For the efficient operation of the school we urgently need a modest administrative car.

One of the major problems that I hope that this seminar will help resolve is the lack of proper planning for the future of the school and how it relates to our return home and the settling in of our students in some kind of employment where they can use

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 situation otherwise we Wlll be doing our etudents a disservicv
 When we look at structures we should attempt to find a means of
 decentralising decision making that does not relate to policy-
 Wt; are Sometimee conetrained by the distance and meanu of
 communication and this affects operational work at the VTC. we
 need to be able to make immediate decieions dh basic operational
 issues and thus require a structure that will facilitate this"
 apart fxom the iseues contained in the guidelines for dineussiou
 we would we want this seminar to consider the following peintm:
 1- We have to conscientise our students so that they
 understand the value of labour ancl do not scorn manual work"
 The students must understand the practical application of
 their skillm We should add into our courses a component that
 will assist OUI students in setting up their own income
 generating projects when they graduate- This will prepare
 them for the already difficult employment market- The
 training should relate to what. is acceptable in South
 Africa-
 1. We must convince our leaderehip that the operation;
 costs of a training centre are substantial and, if adequate
 finance is not .available then operational work becomes
 difficult if not impossible- Operational coste should be
 determined realistically and not merely estimated. One way
 of subsidising training costs it. for the Construction
 Department to pay'the VTC for its labour input. Thie labour
 input has already been coated into the conatruction
 propoeale and it the VTC received this component" it would
 facilitate our needs.
 3. Proper vocational guidance and counselling heed; to be
 conducted at the centre to prOvide studente with information
 on the application of their skill; and opportunities
 available for them after graduaiion. We also need to advi30
 them on further training possibilities e ewhere-
 4. Permanency of staff can only be secured through
 iHCGfM_lV83w N(r CfUHIOT EDQ)CCii Tc) have qualitwn Ltaii if we
 pay them wagea that do not reflect their level ol grill anH
 Iesponseibility_ ll you pay peanut; you get monkeys!
 5. Students should be recruited on merit and in accordance
 with fixed admittiOH criteria" However, allowances should
 be made where possible and we 3hould be flexible lT the
 individual applying for a place demonstrates an ability to
 performlwell_ The VTC should not be seen as a dumping ground
 f0! reject: fronxother centre"- ll we are to provide quality
 training we must begin to cmeate standards that can be
 improved UpOHl to do this we must ensure that QHI student;
 are appropriate and committed to their course:.
 mu We must establish links with progressive organisation;
 in South Africa who will be able to advise and agsist U3

in creating a basis for a future policy regarding vocational training. We should not forget that we will all go home eventually and we should therefore be in tune with the training issues, latest trends and technology currently existing in South Africa- We must establish what is acceptable in industry in South Africa and see if we can utilise the existing training courses available there. The objective of the VTC should not only be to provide trade skills but should also be available for those who would want to continue their training that may have been disrupted and also those who want to use the VTC as a basis for further study.

Many other issues will arise during the following two days and in conclusion I would like to say that the deliberations and resulting recommendations of this seminar will have a lasting impact on the future of Durban-

Plan of Action AW T7!

ANC Vocational Training Centre, Dakawa

He, the participants at the VTC Planning Workshop, having discussed and examined the conditions of the VTC, adopt the following plan of action:

1. The ANC educational authorities should begin discussions with the relevant Tanzanian authorities within Ministry of Labour.

2. Familiarisation study to be started by the VTC of the Tanzanian vocational training system (which also includes City and Guilds)

Responsible: The Vice Principal of VTC to be responsible with Mr. Ngobe, Director of Training, Min. of labour.

3. Identification of relevant South African educational institutions to start immediately.

Responsible: Stelios Comminos.

4. Identification of somebody inside South Africa to

- assist with above,
- collect and provide information on the labour market/the employment situation,
- South African curriculum and trade testing,
- resources for staff recruitment and conditions.

Responsible: Stelios Comminos.

5. The Secretary for Education to set up the Regional Educational Board which should immediately look into the entry level and the recruitment of trainees.

6. VTC to make contact and arrange for the appropriate way of VTC representation in the Project Management Unit and interaction with the contractors.

Responsible: The Principal with NPA.

7. VTC staff meeting to be arranged to discuss and come up with recommendations for improving working conditions and studying conditions other than salaries and stipends.

Responsible: VTC administration.

8. VTC to start negotiations with the relevant present donors about transfers of money to a VTC. bank account.

Responsible: The Principal and Bursar. Donors.

9. Budgets for the realistic running costs of the VTC to be worked out irrespective of existing funding. This will require expert assistance.

Responsible: Principal and VTC administration may start this immediately.

10. Staff requirement plan for the VTC should be worked out including job descriptions and qualifications requirements.

Also in this connection preparatory work for setting up up-grading programmes should be initiated, i.e. identification of individual training needs and identification of training availability.

Responsible: Principal and VTC administration may start this immediately.

11. The recruitment resources and possibilities for qualified staff to be investigated. In South Africa, Tanzania and Europe with the assistance of ILO/UNDP.

12. Policy clarification on the issue of salaries for staff and stipends for students should be initiated immediately.

Responsible: The Secretary for Education.

Points 9, 10 and 11 to be finally prepared and presented jointly by the Principal and his assisting technical advisers.

A Task Force to follow up and monitor the implementation of the Action Plan consisting of the Principal, Mr. H.M. Manyanga and donor representatives should meet quarterly, the first meeting to take place before the arrival of the Finnish technical advisers.

The Principal will chair the Task Force.

Morogoro, 30th January, 1981

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"Report of the Survey Concerning the ANCtEducation System in Mazimbu and Dakawa" by Terttu-Liisa Aho and Tuija Stenback, Finnida, 18.01.1990.

"Evaluation of ANC Vocational Training Centre, Dakawa, Morogoro, Tanzania" by M.H. Hanyanga, N.V.T.D., Dar es Salaam, 1989.

For the information of workshop participants summaries of informations, recommendations etc. of relevance to the ANC VTC in Dakawa is given below:

Mazimbu and Dakawa" By Terttu-Liisa Aho and Tuija Stenback, a "Report of the survey concerning the ANC Education System in Finnida, 18.01.90.

The report expresses concern over the high turnover of teachers and the lack of qualified teachers in all the educational institutions. Furthermore it calls for more recreational activities within the student care system.

About the VTC specifically the report states that "not enough attention has been paid on the role of the VTC in a larger context", and "It would be vitally important to recognize the VTC 5 position as a post primary or preferably post junior secondary institution which has pre-set entrance requirements and a right to certificate for further studies in higher level: of vocational trainingN.

The report states the lack of qualified teachers _ out of seven teachers trained in Finland only four were left. The training period in Finland (7 months) was noted as being "too short to qualify both pedagogically and in the respective vocational trade." "There was also a lack of teachers in the theoretical subjects (e.g. mathematics, English, technical drawing and technical science)."

About curriculum development the report states: "The curriculum development relates to the broader question of the goals of the vocational training. The two seemingly contradictory demands are on the other hand the need to train manpower to the construction of the houses in Dakawa and on the other hand to offer the students the education needed for obtaining vocational competence with an official recognition and possibilities for further training elsewhere. It is evident that both demands have to be met in developing the VTC."

About the students the report states: It was noted that because of the low status of the VTC it had difficulties in student recruitment and also the student permanency. Also the

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heterogeneous backgrounds in their previous education causes pedagogical problems because the ILO HES syllabuses do not allow differentiation in the teaching. The students were not very motivated in the name of education to work as labour force in the constructions doing only similar types of work exercises."

The report gives the following recommendations about the VTC:

"First it has to be noted that despite of the rather critical previous remarks the VTC forms an important part of the educational opportunities available for the ANC youth.

The curriculum development is of vital importance. They should be developed to form two year basic vocational branches leading to officially recognized competencies. In deciding the contents of the teaching the factual employment and further education possibilities should equally be considered. The training should also take into account the on-going production units in Dakawa and Mazimbu as well. E.g. the house constructions and the furniture factory should receive manpower from the VTC. This is also in line with the needs of other production units and their needs for trained manpower as well. The need to establish new vocational study branches in VTC (e.g. textile, leather) should be carefully studied. The curricula for the practical work should cover larger areas than the actual construction work. The practical studies should be done mainly in the workshops and only partly in the constructions (preferably on later phases of studies). If the VTC could adapt the role of providing skilled manpower to the different production units in the settlements the additional subjects dealing with management, planning, marketing and accountancy should be included as optional ones in the curricula. Also curricula for the brush up courses for the trainees with inadequate educational background need to be designed.

Teacher training and upgrading is needed to obtain the demanding goals of the education. It is evident that the VTC cannot send all its present teachers for a two years teacher training program. That is why in service training and expatriates are needed for at least a few years. It is recommended, however, that two year scholarship programs should be used to give basic teacher training in e.g. Morogoro VTTC or some other institute in an African country.

In a short time span the VTC needs a management and curriculum adviser to help the principal of the school to reorganize and to develop its functions and curricula in a broader perspective (e.g. identifying new areas of training). Beside that all three on-going studyfields (electricity, carpentry and plumbing) would need expatriate professionals to give in-service training for the teachers in pedagogical and subject related matters and help designing the new curricula. These specialists should work in Dakawa approximately for two years to ensure the sustainability. FINNIDA could take the responsibility of providing such experts through the bilateral aid to ANC and possibly through the NGO channels. It is recommended that only after this basic development work of the VTC, FINNIDA would supply assistance to new construction projects in the VTC."

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"Evaluation of ANC Vocational Training Centre, Dakawa, Horogoro, Tanzania" by M.H. Hanyanga, N.V.T.D., Dar es Salaam, 1989.

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Summary:

t 1. Concern was expressed regarding the quality of training provided at the ANC Dakawa Vocational Training Centre by the working group on the VTC. The working group agreed to engage a consultant to investigate among others the standard of training at the VTC. The investigation will be required to establish whether the training standards at the VTC are satisfactory and are in keeping with internationally recognized criteria for professional competence in Vocational skill training. ANC and NPA should jointly identify and engage a vocational training consultant to conduct the investigation.

t 2. The vocational Training Centre was established by the ANC for the purpose of imparting technical skills to contribute to the building of Dakawa Settlement and also for skills which will be required in a liberated South Africa. It was also anticipated that both aspects of skill (training) acquisition will contribute to building up a higher level of education in general. For an individual trainee, this will reinforce his/her ability to work and function productively and constructively in Dakawa as well as in the future free South Africa. For the movement this implies reinforcement of the manpower situation. Thus the VTC is an integral part of the ANC education promotion efforts.

t 3. The consultant carried out his assignment as per terms of references in close consultation with ANC officials at Dakawa and Hazimbu and NPA officials in Dar es Salaam. The Principal of the Centre worked as a counterpart to the consultant and he willingly provided the consultant with all the materials which were necessary for the investigation or evaluation. The consultant's findings have been presented in a page report and are summarised herewith.

t 4. The training facilities: workshops and classrooms were constructed before curriculum for each trade was developed. The workshop areas and equipments for each trade are normally determined by the curriculum and the syllabus.

t 5. Attempts were made by a Scandinavian Educational Consultants (SEDCO) to develop curriculum but they were stopped after they had developed a few modules for carpentry, masonry/bricklaying, plumbing and technical drawing.

t 8. The Centre decided to adopt the I.L.O. Modules of Employable Skills. All the instructors were unable to use the M.E.S. learning elements because of lack of guidance and training on how to use the learning elements during lessons planning and when conducting instructions.

h 7. Instructors lacked workshop organisation and management skills. As a result all the workshops have not been properly organised and equipment and tools placed at their appropriate places. Some equipments have not yet been installed.

t 8. Adapting Of I.L.O. MES meant that the training must be

- 3 _

organised in training stations to facilitate individual training approach and at the same time to make effective utilisation of the learning element. At present all the learning elements for each trade are stored in the instructorst offices, instead of being placed in the workshops at their appropriate learning stations.

y 9. The execution of training cannot be monitored by the centre management because the instructors are teaching without schemes of work, lesson plans and instruction sheets. Also practical training in the workshops was conducted without operation and illustration sheets. It is therefore very difficult to evaluation the effectiveness of the training programme.

X 10. The time table is heavily loaded with practical work at construction sites. Practical training at the sites starts everyday from 8:45 a.m. to 13:00 p.m. Trainees were not recording what they have done at the site as there were no log books. It is therefore very difficult to evaluate what skills have been acquired by the trainees during the period they have been working at the various sites. What you will hear from the instructors is that masonry/bricklayers were doing plastering, electricians were doing surface wiring, carpenters were doing roofing work and plumbers plumbing work. Practical work at the site must be organised and properly planned according to the syllabus of each trade.

t 11. Trainees were exposed to on the job training at construction sites before they were exposed to the basic skills of that trade like for example carpenters were doing roof work before learning how to make the basic joints like tenon, mortice etc. This is the same in all the other trades. If you visit the training workshops you will not be able to find any displays of trainees' practical projects. Experience has proved that the instructors with basic training will always start with what they were taught during their first period of practical training lesson. It has also been established empirically that the first three months, basic training projects for skills training in any training centre are universal.

t 12. More than 95 of the instructors have acquired their skills informally and their academic background when they left South Africa was primary four or six. This makes it more difficult for them to be able to be involved in the development of the curriculum, lesson planning and schemes of work.

x 13. The different levels of educational background of the trainees gave rise to problems in their achievement in both supportive and skill courses and unequal understanding of the latter. This meant that each course comprised of two groups, one with a higher and the second with a lower educational background.

i 14. Lack of storage facilities for training materials is a big problem when taking into account that procurement functions for the centre are executed by the accounts section. A procurement section is not yet established at the centre. Training materials for each trade are stored in their respective tool grip stores

instead of being stored in a central store.

t 15. The centre does not have its own budget from the ANC. The operation budget is a contribution from the Norwegian Government. The budget is controlled and managed by the Norwegian Peoples Aid (N ?A.) Procurement of materials is considerably delayed because everything must be approved and procured by N ?A. in Dar es Salaam.

t 16. Compared to general education, vocational training is a more complex pedagogic system in terms of inputs to be procured and deployed, staffing, cost, equipment, consumables. curriculum and materials. Because of this complexity, vocational training systems are very difficult to manage. The consultant is of the opinion that a team of experienced vocational training administrators and skills training experts comprising of a curriculum-cum-training materials developer, one expert each for carpentry, masonry, plumbing and electrical installations should be contracted. The main objective of the team would be to organise the workshops by establishing training stations and appropriate training systems.

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REPORT OF A SURVEY MISSION _91__S.-24.1Qr_.7_1_99'0
RROPQSALS_EQB FINNIQA.SUPPORT
JUKKA PAKKKONEN
Programme Officer
TIMO VUOLIO
d Principal
Helsinki 19 _ 12 - 1990

1. BACKGROUND AND PURPOSE OF THE MISSION

work as an implementing agency of a project aimed at developing the ANC Vocational Training Center (VTC) in Dakawa. Tanzania. According to a preliminary agreement between FINNIDA and ANC, FINNIDA was prepared to finance the working of two vocational training experts at the VTC supporting the center with expertise on school administration, workshop management and curriculum development. Development of an upgrading programme for ANC instructors at the VTC was also included in their responsibilities. Employing of the experts was proposed by a FINNIDA delegation visiting Dakawa in December 1989. The proposal was well in line with the recommendations of the evaluation made in the center earlier the same year. The purpose of the present mission was:

Education.

b) To study the plans and activities of other donors of the VTC in detail.

c) To produce a detailed project proposal for FINNIDA within the limits of costs allocated during the annual negotiations between FINNIDA and ANC.

2. COMPOSITION AND TIMING OF THE MISSION

Mr. Timo Vuolio. Principal of the Rovaniemi Vocational Training Institute. participated in the mission as an experienced vocational training expert invited by TSL. TSL was represented by Mr. Jukka Paakkonen, Programme Officer responsible for the development projects of the association. FINNIDA'S representative in the mission was Programme Officer, Mr. Johan Schalin. Mr. Mohamed Hussein, Chief Representative of the ANC in Finland, took part in the programme of the delegation in Mazimbu and Dakawa centers.

The mission was carried out in 15th - 24th of October 1990 according to the schedule annexed.

3. MAJOR FINDINGS

3.1. General remarks

presented in an evaluation report by Mr. M.H. Manyanga, Director of the National Vocational Training Division of Tanzania. The major observations of the situation of the VTC made by Mr. Manyanga in June-July 1989 have remained valid. as well as most of the proposals made by the consultant. The same applies to the observations of the representatives of FINNIDA, Ms. Tuija Stenback and Terttu-Liisa Aho, from December 1989. Even though, the authors of this report could not avoid concluding the following remarks also referred to in the previous reports:

8) Setting up the VTC has been carried out as if the first and most important thing in starting a school were the construction of the buildings. The actual purpose of the school, its role in the educational system of ANC and - furthermore - that of future South Africa has remained most unclarified. This seems to be one of the major important than the VTC. As a result of lack of coordination, plans have remained unexecuted, allocated resources unused and a great deal of the given support has arrived either too late or in an inappropriate form. status of the ANC exiles and the uncertainty of their future. The present situation in South Africa has even increased the feeling of temporarity in the centers. The present proposals, though, base on an assumption of still more 3-5 years' lifeespan for the ANC centers.

d) All the problems and shortages pointed out in the previous reports are still present in the VTC with most of them having become worse. Frustration and disillusionment among the teachers and the students of the school has reached a stage, where something has to be done urgently in order to prevent a complete stop of the acitivities of the school. Without any concrete steps, everything that may be left of the VTC within a few months' time are the buildings.

3-2. Curriculum and syllabi

According to the previous reports, the main motive of setting up vocational training in Dakawa was the need of producing skilled manpower for the construction of the ANC centers. When looking at the present situation of the VTC it can be clearly seen that the approach has been rather that of providing vocational skills as side products of construction than receiving houses as side products of vocational training. The VTC still has no curriculum leading to any officially recognized competence. For the students the VTC represents open ending studies with no certificate valid in applying for jobs or further studies. As pointed out by Mr. Manyanga, the lack of proper curriculum and syllabi has even had an effect on the planning and layout of the workshops constructed to the school.

A curriculum was drafted for the VTC by a consultant hired by the Norwegian government. The plan was, though. rejected as too expensive. ILO later on had a project plan made for the UNDP to finance it. This plan, too, was set aside as too expensive and inappropriate in view of the poor academic background of the students to be enrolled.

To fill in the gap of missing syllabuses and study materials the VTC decided to adapt the ILO Modules of Employable Skills (MES). The "adaption" of the MES-learning elements has only taken place into an extent of purchasing the booklets and having them transported to

the school. The leaflets are still lying in untouched piles in the offices, because no one has advised the instructors in using them. Furthermore, the training has not been organised into the so called training stations presupposed by the MES-method.

In his evaluation report, Mr. Manyanga made a clearcut proposal of affiliating the National Vocational Training Division with the VTC to use the existing Tanzanian trade testing system in assessment and certification at the VTC. The proposal has, by far, not led to any concrete action nor has it been rejected because of any reason.

Lack of officially recognized examination and certificates is the major source of the present frustration and poor motivation of the students of the VTC. It has already had a severe effect on the reputation of the VTC among the refugees in Mazimbu and Dakawa, thus weakening the possibilities for recruitment of new students. Organising the certification should, therefore, be started immediately. The authors of this report recommend that instead of creating a completely new and unique examination for the VTC, the local expertise and experience of the Tanzanian NVTD should be used as proposed by Mr. Manyanga. In case the Tanzanian trade tests are felt to be inappropriate, modification of them should be started immediately together with the experts of the NVTD. The standard of the present vocational training and trade testing of South Africa should be studied as reference information. A separate testing, if necessary, should be considered for the present students of the VTC to give them a possibility of receiving certificates of their studies.

Organising the examination/ testing is the most urgent task of the curriculum adviser to be appointed to the VTC. When developing the curricula of the school, new branches such as motomechanics, textile and leather should be considered. It is, though, most important to get the present branches (bricklaying/ masonry, carpentry, plumbing, electricity) first properly running with relevant syllabuses, well prepared teaching materials and organised workshops for each subject.

3.3. Teachers

Lack of qualified teachers already noted in the previous reports has remained one of the most difficult problems of the VTC. During the visit, there were 8 trades teachers and 7 teachers of related subjects (2 for English, 2 for Maths, 3 for Science) working at the school. Three trades teachers were volunteers from Britain and Norway with vocational training background but only little or no previous teaching experience- Only three of the ANC teacher trainees trained in Finland were still left at the school. One newly arrived ANC teacher was a university trained engineer from South Africa whereas most ANC teachers did not carry even skilled workers' certificates.

When interviewed, practically all of the teachers seemed to be badly disillusioned and frustrated by their present job. The reasons mentioned were lack of proper

guaranteed, he will return to South Africa. The latest developments in the country, however difficult the circumstances might still be, have certainly encouraged this kind of thinking among the most qualified instructors.

training and upgrading for the VTC. Referring to these proposals, the authors of this report wish to conclude the following:

need of organised on the job training given by qualified experts. Organising and - at least partly - executing the training can be included in the job descriptions of the c) For the future needs, a teacher training programme should be developed leaning - preferably - on locally/ regionally available services rather than scholarships in Europe.

recruiting plan of teaching personnel must be prepared urgently according to the curricula. The teachers will have to be employed either from Tanzania or from abroad e including South Africa. They will have to be payed salaries satisfactory enough to enable at least 1-2 years' working periods at the VTC instead of short visits. At the same time, the salary/ allowance system of all the personnel of the VTC will most probably have to be reconsidered.

e) Side by side with the recruiting plan, qualifications for the VTC instructors should be developed as well as skilled workers' trade tests for instructors without official certificates.

3-4- Students

if continued. During the visit, only 24 stydents altogether were attending the lessons. This means that, during the ongoing academic year, half of the students

had left the school. Most of the dropouts had taken a contract on the construction sites, some had managed to start studies in one of the Tanzanian vocational schools. When interviewed, many of the remaining students seemed to be frustrated and disillusioned in relation to their further studies at the VTC.

The main reason given for the frustration was the lack of officially recognized certificates. From the students' point of view, studying at the VTC now is studying for nothing, since they regard the certificate as their only passport to either further studies or the national labour market of South Africa. The students seemed to be extremely dissatisfied with the vision of being forced to start it all over again in a Tanzanian vocational school in order to receive a certificate. As pointed out in the previous reports, the academic background of the students entering the VTC is poor and also very heterogenous. Entry tests have not been used nor developed so far. A group of 15 students was about to attend a preparatory course in November-December. During the visit, the student recruitment potential of the VTC remained unclarified. A satisfactory answer was not given to the following questions: Who are actually the people who are supposed to attend the VTC? How many are they and where do they come from? The Solomon Mahlangu Freedom College in Mazimbu was mentioned to be one source of students for the VTC, "other ANC centers" an other one. Even recruiting students from South Africa was regarded as a possibility. It seems evident, that a proper survey on the student recruitment potential of the VTC has not been made although it is the most crucial background information for setting up a school. It must be admitted, at the same time, that under the present circumstances of people moving into and out of South Africa, keeping updated record is difficult. It was noted during the visit, that the amount of students at the VTC is also limited by the capacity of accommodation of the center. The present dormitory block only allows a maximum of 34 students to be accommodated within the VTC. In case no other accommodation/ transport possibilities are found, new dormitory blocks will have to be constructed.

Concluding the present chapter, the following remarks are made:

- a) For the following academic year, the VTC needs more students to be called a real school. The amount of students should preferably be raised to meet the present capacity of the workshops.
- b) Entry tests for the students should be developed and introduced. Preparatory courses on related subjects should be considered for applicants unable to pass the entry test.
- c) A survey of potential applicants for the VTC in the ANC centers should be produced to form a basis of student recruitment.
- d) The accommodation capacity of the VTC should be increased to meet the amount of students targeted.

3.5- Organisation of schoolwork, teaching facilities

During the visit, teaching was going on from 7.00 am to 13.15 pm with seven periods a day. There were no afternoon lessons because of the heat, as explained by the school authorities.

Practical training was executed in the workshops.

except for the electricity students, who were installing electricity in the dining hall. Bricklaying/ masonry did not have a workshop, because the construction of a bricklaying shed (financed by FINNIDA) had been delayed. Building carpenters did not have any practices at the construction sites. According to the instructor, the students can not be taken to the construction sites, since they couldn't meet the strict dead lines of the contractors responsible for the sites. The school did not have practicing sites of "its own" to be able to conduct practical training according to its own time schedule.

The workshops, in turn, were suffering from lack of teaching materials and some equipment. According to the instructors, the materials were not delivered to the center according to a list prepared by the school, but according to a standard list of UNESCO. As a result, all the deliveries do not meet the actual needs of the school. Most of the machinery of the workshops was standing idle during the visit of the delegation. In the carpentry workshop some of the expensive machines had not even been installed and the rest had been installed by the personnel of the furniture factory in Mazimbu. The school still has no budget of its own nor a procurement system to purchase materials locally for educational purposes. Timber for carpentry has originally come from Soviet Union. Procuring building materials through the construction unit of ANC has not worked out because the everyday needs of construction seem to have constantly overrun the needs of VTC. The VTC itself, in turn, does not seem to have a proper method/ability of planning the resources needed nor organising the procurement of them either directly from Tanzanian suppliers or together with other units of the Dakawa and Mazimbu centers.

As already pointed out by Mr. Manyanga, the school has no storing facilities for the materials and equipment needed to run a vocational school.

Even though rough ones, the authors feel it necessary to make the following conclusions:

- a) Organising the everyday schoolwork at the VTC does not meet any standards of true vocational training with the exception of the electricians branch. Merely the inexistence of the school's own budget and procurement system makes it practically impossible to run a school how elegant a curricula it ever had.
- b) The VTC needs administrative support in the form of expertise on overall school administration, resource allocation and budgeting, procurement, planning and administration of staff as well as workshop organisation and management.
- c) The school needs to have its own budget and financial resources administrated locally on the spot and "r-e" "Fices in Dar-Es-Salaam or Lusaka.

Furthermore, the school must have its own procurement system and real possibilities of using it without being forced to wait for acceptance for every single purchasement of teaching materials.

d) An educational construction programme needs to be opened for the VTC independent of the dead-lines of hired contractors and free of danger of being overrun by other than educational needs. The programme should be executed by the school as part of the practical training of the students.

e) It should be considered modifying the plan of the bricklaying shed/ storehouse earlier agreed upon to make it possible to have the construction work done by the students.

f) The present organisational structure of the VTC should be reconsidered to clarify the position of the VTC within ANC. Setting up a schoolboard as a decision making body for the VTC should be considered. '

4. PROPOSALS

4.1. Organising the support

During the visit, the delegation drafted an action plan for the ANC and her donors. By that time, it was already known that a workshop on the VTC will be organised early 1991. The action plan consisted of the following elements:

a) Preparing a concrete proposal of the examination board to be adopted by the VTC and making the policy decision as soon as possible.

b) Immediate improving of the educational facilities of the VTC in the form of opening an educational construction programme for the school (first item: a dormitory block for new students) and delivery of the most urgently needed teaching materials according to a purchasing list produced by the school.

c) Appointing a vocational training expert to assist the school in curriculum development, adapting the new examination and organising on the job -training for the instructors.

d) Appointing a vocational training expert to work as an administrative advisor of the VTC.

e) Teacher training and upgrading programme.

f) Appointing qualified and experienced teachers to the VTC.

When drafting the action plan, it became evident, that all the elements will not fit in the financial frame allocated by FINNIDA to the VTC. This applies especially to items e-f, which have to be further developed and financed by other donors than FINNIDA. It is, though, advisable to organise the support in such a way, that one agency/ body represented locally at the VTC would be responsible for administrating the support and reporting to the donors.

4.2. FINNIDA'S support

The proposals for FINNIDA are made bearing in mind, that the following items of support are already being executed directly by FINNIDA:

a) releasing funds to finance the purchasing of building materials for one dormitory block for the VTC (the construction work to be executed by the students as part of their practical training);

b) financing the construction of a bricklaying shed/storehouse for the VTC (according to the present plan the construction work to be executed by the planning department of the ANC, see proposal e, chapter 3.5.).

Although the action plan drafted to ANC by the delegation is subject to further development and changes during the workshop, it is proposed, that the implementation of the following proposals be started immediately allowing TSL to finish the recruiting process of the experts by mid February 1991. It is proposed, that the FINNIDA support to the VTC consist of the following elements:

A. Participation of a representative of TSL and a vocational training expert invited by TSL in the workshop to be organised in Dakawa late January 1991. Visits-to Tanzanian vocational training institutes to be connected to the trip.

8. Preparing a detailed project document of the FINNIDA support to the VTC according to the available material and recommendations of the workshop.

C. Appointing an experienced vocational training expert to work at least 2 years at the VTC helping the school in curriculum development, preparing of syllabi and teaching materials and improving workshop management. The expert will also participate in planning teacher training and upgrading as well as implementing in service training for the instructors of the VTC. The working period on the site to be started latest from the beginning of May 1991.

D. Appointing an experienced vocational training expert to work at least 2 years at the VTC as administrative advisor helping the school in restructuring and developing the school administration and workshop management. The expert will also participate in planning of teacher training and upgrading as well as implementing in service training for the instructors of the VTC. The administrative advisor will be the representative of TSL on the spot responsible for financial reporting. The working period on the site to be started latest from the beginning of May 1991.

E. Financing the equipment and materials needed

a

by the experts in their work including two vehicles (see separate allocation).

F. Financing the most urgent teaching materials and equipment according to a locally prepared necessity list including costs of transport (see separate allocation).

G. Financing the administrative expenses caused by the project to TSL including costs of preparing and training of experts (see separate allocation).

Annexed: travelling programme (annex 1), draft allocation of costs (annex 2)

MEMO

ANNEX .5?

from TASK FORCE MEETING

date: 24.4.91

time: 9 am

venue: NPA Office

Present:

Invited,

AGENDA:

Ag. Principal, DKW VTC

Vice Principal, DKW VTC

Mr. H.M. Manyanga

UNDP - Ms Pirjo Sinikallio

Finnish Embassy/Finida - Ms Raili

German Volunteer Organization

N P A - Mrs Brit Volden

not present: a

NORAD

V S O

1 Plan of Action - progress

2. Present situation

Any other Business

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1. PLAN OF ACTION _ PROGRESS

The Ag. Principal of VTC went through the Plan of Action point by point, reporting on progress:

1.

The application form for affiliation to the Tanzanian Vocational Training system has been collected and is being filled, however some of the detailed information is not yet worked out. (Detailed information on staff and their qualifications, accommodation facilities etc. depend on decisions not yet made - on exactly who will remain in View of present repatriation, and pending decisions on future from Johannesburg).

The Secretary of EducaLion being occupied and difficult to reach, VTC will try to follow up this application through the Regional authorities (i.e. the Chief Representative). Since the VTC is already known to the Tanzanian Vocational Training authorities (Mr. Manyanga), the application would be processed fast.

Vice Principal reported:

1 trip by Vice Principal and 2 instructors to Changlombe, where they got much useful information (also complete Tanzanian curriculum), and were advised to make contact with Dodoma VTC.

3 trips to Dodoma VTC, first a small delegation on general level, then entire staff (including Principal and also support subjects teachers) to discuss details and specific questions with counterparts, then also students

were taken to Dodoma with purpose to "see a properly functioning VTC" _

The relation with Dodoma VTC is properly established and will be maintained. Dodoma VTC can offer assistance in arranging for more varied practicals, an exchange programme for instructors, and ossibi ' ' i recruitment of (g! Elgmbing_lnSLLuQLQLLSJ.

on acts also made with Morogoro VTTC (Vocational Teachers Training Centre) and the VTC in Mikumi.

Mr Manyanga suggested to contact the Morogoro VTC, and assured of assistance in mediating.

3&4 Stelios Commnos has worked on para 3 & 4 (and partly para 11) The results of his work will be arriving on 28/4, in form of 35 KG of material.

;

5. Director of Schools (who should have chaired this Board) has left and the Board has not been set up.

In view of the possibly different management structure which could come out of the new situation, the composition of such a board may become different from the Workshop recommendations.

In meantime meetings are being held by an "informal body" consisting of the Principals of the various schools, especially the EOC.

The importance of a responsible Board was stressed by Mr. Manyanga.

6. Letter written to PMU, no answer yet. This assumably also due to the situation, awaiting firm decision on future construction policy for Dakawa.

/. Staff meeting (reported by Vice Principal):

Staff:

Bettor/properstaffaccommodation/housing.Improvcmcniof the transport situatiOn.

Students:

Improvement in food and accommodation,

improvement of transport situation

improvement of stud)ing conditions

improvement of recreational facilities.

Food (supplies) are being looked into, meetings have been held with the Regional Treasury about the situation.

Students accommodation could be improved by maintenance of the present dormitory, scheduled this year.

Mr. Manyanga stressed the importance of recreational facilities. Some sports equipment has been procured, a TV/Video will be bought as partly recreational, partly means of instruction.

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10.

11.

12.

A condition to implementation is that the VTC come to a stage where they have a qualified bursary/accounts section. At present some flexibility is provided by a pettycash system, accounted for on monthly basis.

Based on extracts from the Dodoma VTC budget, and information from previous years' running expenses, the VTC with assistance from NPA have worked on a tentative, rough realistic running budget.

Based on 100 students the additional amount needed would come to approx. USD 80 000. Although the Finnish experts when they arrive should have the opportunity to work through this budget before officially presented, the rough outlines can be presented to the next Task Force meeting.

The matter of INCOME from the trainees' production was raised by the German Volunteer representative. Mr. Manyanga pointed to the Dodoma VTC's system. Income generation can become an important aspect. Another angle could be to undertake "self supply" e.g. of furniture for dormitories. .

A preliminary Staff Development Plan has already been worked out, but will be modified from reflecting people's individual wishes to the VTC's actual requirements. Some gap analysis in order to assess who of staff will remain is needed before the plan can be presented.

The plan will have a Skill Upgrading requirement section (present ANF staff), a plan of recruited personnel already available, and will then show which positions are yet vacant and must be filled.

For Skills Upgrading contact has been made with Morogoro VTC who can offer a specially tailored programme for 2 of the present instructors. In-house training programmes have also been discussed.

For South Africa: refer material gathered by Stelios Fomninos, for Tanzania: refer arrangement reviewed with Dodoma VTC (which can be further elaborated).

Europe: 30 in-house recruitment (for further instruction through Volunteer Agencies, recruitment procedure is long (approx. a year), also UNDP. 4 additional German Volunteers possible, but request must come soon.

Emergency recruitment could be looked into, though.

UNDP informed they are attempting to get Odera Oteng assigned for 1 - 2 weeks to assess staffing situation and needs.

UNDP stand is clearly not willing to pay competitive salaries for staff based on South African level.

Willing to pay regional level salaries only, as well as

PO

stipends. Salaries and stipends would be paid in TAS only.

PRESENT SITUATION:

There are Clear indications that ANC have drastically shortened their period of transition/trapping down.

The Finnish delegation was requested to delete the construction items on their VTC proposal.

A delegation consisting of ANC NEC members is expected to Tanzania in 2 weeks time, i.e. to discuss with the Tanzanian authorities about the future of Dakawa. This delegation (ANC Task Force) will present recommendations which will be decided by July this year. No further detailed information available until arrival of this delegation. U

Unwillingness (among students and staff) about Dakawa VTC's future constitutes a problem, as students would like to remain and acquire skills before return to SA, but are reluctant to "run the Chance", since a Clear answer cannot be given to them as to whether or not the VTC will continue.

The Donor point of view of wanting to stop the Project to a successful end may come to involve a post-ANC aspect.

3. ANY OTHER BUSINESS

Next Task

31.1.91

/ln

The importance of proper information about the decisions taken regarding VTC being given to the VTC, and through VTC to the Donors involved was stressed.

For a meeting was set for May 1991

MEMO

ANNEX 6.

from TASK FORCE MEETING

date: 29.05.91

time: 9 am

venue: NPA office

Present: Ag Principal DKW VTC iJ.iMadlala

Deputy Principal DKW VTC ANC

Regional Projects Officer - Z. Mankazana ANC

UNDP - Markku Visapaa

Finnish Embassy - Ms. Raili Lahnalampi

I L O - Mr. Christopher Mlosy

N P A - Ms. Brit Volden

Invited, apologies:

V S O

German Volunteer Organization

AGENDA; 1. MOM last meeting/progress

2.

1. PLAN OF ACTION - MINUTES FROM LAST MEETING AND PROGRESS SINCE LAST MEETING.

VY)

I was decided to adopt the method of going throughkemo from last meeting for adoption, point by point, but at the same time comment and discuss on progress.

3/4

recomme ation will be attached to application which is then completed.

Mr. igfm/of ' will spend next week at VTC, his Rough outline of Leather & Garment curriculum secured at Chang,ombe, but their Curriculum Developer not available until 29.5 - Madlala will meet after this meeting.

Material received from SA, (Stelios Comminos) impressive and very useful. VTC will study this material further, but action affecting currciulum development of Choice of institutions to make contact with in SA will be made after the arrival of the 2 Finnish experts.

The importance of the VTC to have a Board was stressed.

1. VTC Principal will seek a meeting w/ Mr. Manyanga for advise in this matter, 2. ANC will convene a meeting of all Heads of Educational institutions to come up with a proposal to the Management Committee, to 3. set up a decision making Board/Unit.

10.

PMU still important to VTC. PMU will make a formal answer to letter, stating that VTC will be represented. Principal to draft "TOR" for this representation (to secure certain issues go on permanent agenda).

Many VTC matters now on agenda in PMU:

- installation of gas kitchen
- Electrification
- Comprehensive maintenance/renovation

These issues are presently given high priority by ANC. The state of the dormitory was immediately attended to after last meeting: lists have been worked out for what is needed. Students will do the work.

Food supplies/logistics may have improved a little, but the matter is being discussed and an overall solution to this problem for all Dakawa is being looked into.

Transport situation: The Management Committee will be asked to look into the possibility of creating a pool of busses to serve all the educational institutions, needs.

Important to keep the students informed that improvements are going to come.

New financial structures are being worked out for ANC overall, but the work is a little delayed as the Regional Treasurer has had to travel to SA. UNDP is providing consultancy assistance in setting up these overall structures. Financial administration of VTC will be part of this structure.

Rewriting of UNDP Proposal by Gwyn Morgan - M&Rku Visapaa informed about background and delays.

Situation is now one of urgent need as time is running out. ANC strongly requested that Gwyn Morgan be asked to do this revision immediately.

UNDP would want to see the distribution of other Donors' inputs reflected in this document. Frame: over two years USD 800 000. No construction. Else very flexible.

The background for the staff dev. plan has changed drastically: longer term staff development not any longer relevant in the context of securing qualified staff at Dakawa VTC.

Upgrading of (former) VTC staff falls outside VTC Task Force matters.

ANC policy is that only a necessary MINIMUM of ANC members to remain. Approx 8 for VTC.

Staff needs will be sought firstly among Tanzanian

11.

12.

instructors available. (This also corresponds with ANC overall wish to phase out ANC activity and work towards Tanzanian take-over of the institution). Support subject teachers urgently needed, but will probably be available from those SOMAFCO teachers who will not be needed when lower grades close down.

In view of above staffing seems to be adequate.

Raili raised the question of the Finnish staff at Garment and Leather only being funded out 1991. ANC will find a solution to this in their overall staff plan which will be presented to various donors for funding or reallocations of funds.

As recruitment of expatriate personnel from abroad takes far too long in this context it will not be sought as a solution. Refer para 10. Tanzanian instructors.

Mr. Visapaa clarified on the development of this matter: UNDP have accepted to pay those salaries as per ANC requests, no limitation to "Regional Salary Level" - however there is a clause on a percentage paid in local currency. Awaiting (and depending on) ANC proposal.

Item "PRESENT SITUATION" from last meeting:

ANY OTHER

On the request to Finland to stop VTC construction, an agreement was later made that construction of dormitory and bricklaying shed will be implemented.

The Post-ANC aspect is so far: it is clear that ANC are going to hand over to Tanzania, phasing out ANC involvement. A lot of the work done now is guided by the future Tanzania-perspective. ANC wish to hand over institutions which are in a position to continue running.

MATTERS:

Present policy on students intake is that priority should be given to people who are already in M28 and DKW, but if open places, ex-combatants will be priority target group. (Many of those already there belong to this group)

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ANNEX ;g;

MACHINERY AND EQUIPMENT:

ROUGH ESTIMATE FOR THE MAIN ITEM

1. LEATHER WORKSHOP

1. folding machine S 11,000
2. lasting machine S 70,000 ECU 61,728
3. skiving machine (edge skive) S 4,500
4. skiving machine (plate machine) S 7,000
5. finishing machine S 23,000 ECU 20,282
6. working chairs
(20 units x S 200 each) S 4,000
7. handtools for cutting (different
shapes, sizes or figures)
2 series x S 500 1,000
8. row trainig material
32 students x 100 sq.ft. leather/a
x S2.5/sq.ft. 8,000
128,000

2. GARMENT WORKSHOP

1. iron table (big size) 23,000 ECU 20,282
2. lockstitch machine 4,500
3. cutting machine 2,500
4. working chairs
(20 units x S 200 each) 4,000
5. row training material
6. 32 students x 200 m/a x S 3/m 19,200
53,200

3. TRAINING AND OFFICE EQUIPMENT

1. furniture - (local production) (to be detailed)
2. notebook personal computer ECU 2,600
3. portable computer printer 700
4. personal computer 1.466
5. computer printer 3,264
6. typing machine 450
7. air conditioner 1,700
8. binding machine 450
9. photocopy machine 2,546
10. video 1,500
11. locker wardrobe 1,426
12. stencil machine 1,775

13. Stabilizer 1,200
14. office supplies and stationery (to be detailed)
ECU 29,707

VEHICLEg

1. 1 LAND ROVER 110 station vagon ECU 18,936
2. 1 Land Rover Discovery ECU 22,354
3. 10 bycycles ECU 2,134
4. 1 small car (Peugeot or other) 9

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It is important to note that the ANC Settlement at Dakawa, Of which the Vocational Training Centre is a focal point, is receiving technical and material assistance form a number of sources Who are sympathetic to their cause. Those currently providing support are:

(a)

'(b)

(d)

(f)

the EEC, which provides resources to conduct training to up grade and expand a wide range of rural community skills largely associated with domestic catering and household hygiene

the Government of Australia and the Commonwealth is committed to funding the training of agricultural workers as a means of augmenting the ANC's existing labour force the Government of Finland has and continues to provide financing for:

- the training of ANC staff members in administrative and some instructional skills
- an expert in leather goods and garment making
- vehicles and construction equipment and materials
- a curricula developer
- an adviser to the Principal (administration)

the Government of Norway has and continues to provide funds for:

- the major part of the VTC's Operational expenses
- the construction of a dining hall and kitchen
- the construction of a sewage and waste disposal system

Additionally, NORAD is providing:

- a senior electrical instructor
- an instructor in carpentry

the V50 provides:

- a senior plumbing instructor

the GVD provides:

- an instructor for brick laying
- an instructor for garment making
- an instructor for carpentry

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