

SFi/003/0014/43 24.02.89

African National Congress

INTERNAL MEMORANDUM

TO: CDE MASONDO

DEPARTMENT: _____

FROM: M. TIKLY

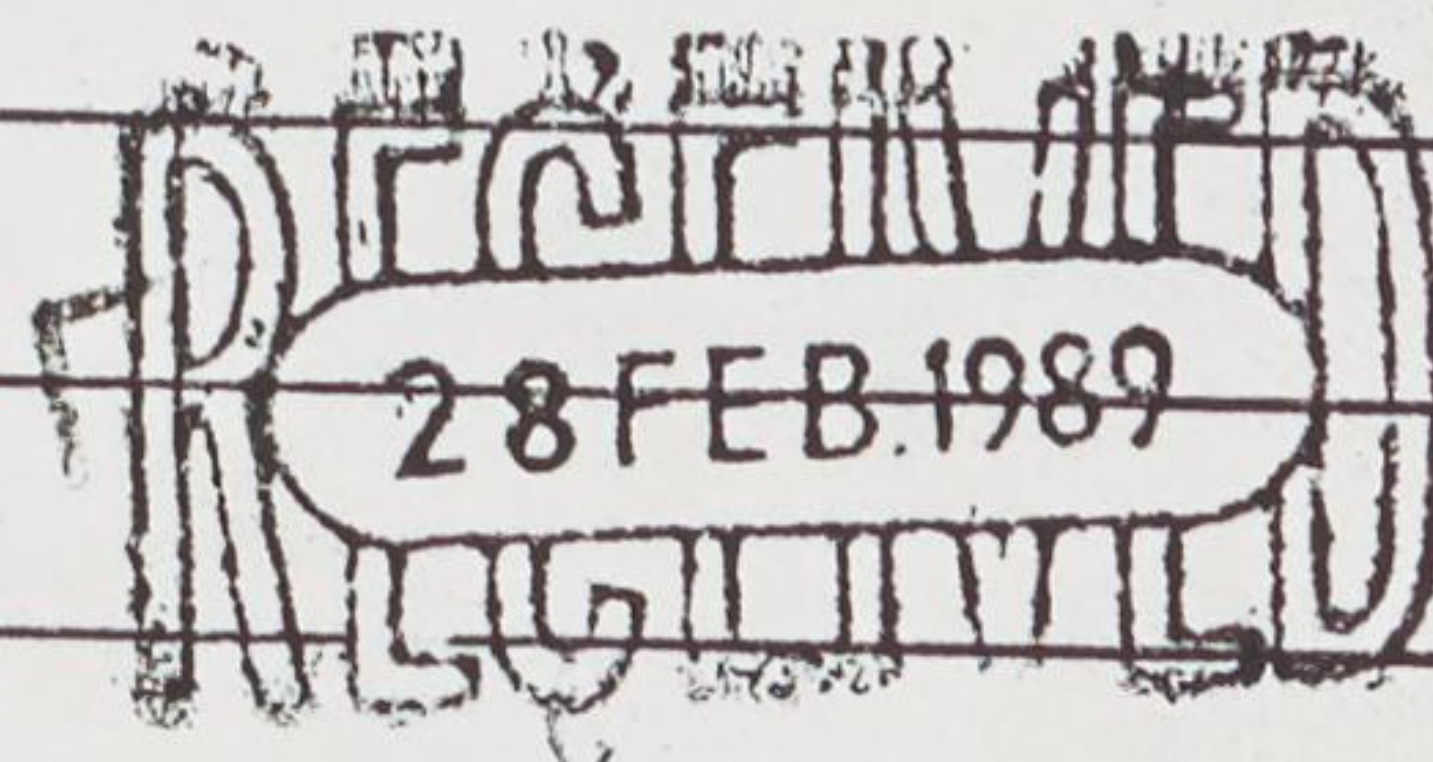
DEPARTMENT: _____

DATE: 24/2/89

SUBJECT: SIDA ANC Educ Coord Progl Anne.

Please discuss the Linköping
University Proposals with Cde Ch
Our response is urgently
requested by SIDA.

Robert





AFRICAN NATIONAL CONGRESS

DEPARTMENT OF EDUCATION

PO BOX 31791
Lusaka, Zambia
Telephone: 219656/7
Telex: 45390

23/02/89.

MEMORANDUM

TO: A. MASONDO
B. SEPTEMBER,
F. MUSSAGY,
E. MANAMELA,
M. MAPHISA,
A. BUDELI, E. MASEKO.

Dear Cde Masondo

REF: SIDA ANC EDUCATION COOPERATION PROGRAMME.

Herewith please find the minutes of our meeting with Berit Rylander and Roland Axelsson of SIDA.

Mrs. Rylander will visit Mazimbu on February 25th and 27th 1989 and wishes to discuss the Proposals attached and referred to in the minutes. Please favour us with

- (a) minutes of your discussion with her, and
- (b) your response to the Proposals, especially regarding the BED COURSE and other support services.

Futhermore, the NSC and the Head of Health are expected to comment on the NURSE TRAINING PROPOSAL, the PROPOSAL ON SUPPLEMENTARY OFFICE MACHINE TECHNICIAN'S COURSE and the Outline Proposal for the Course in PUBLIC ADMINISTRATION (attached). In particular, we wish to know if we are likely to have suitable candidates for all the courses under discussion.

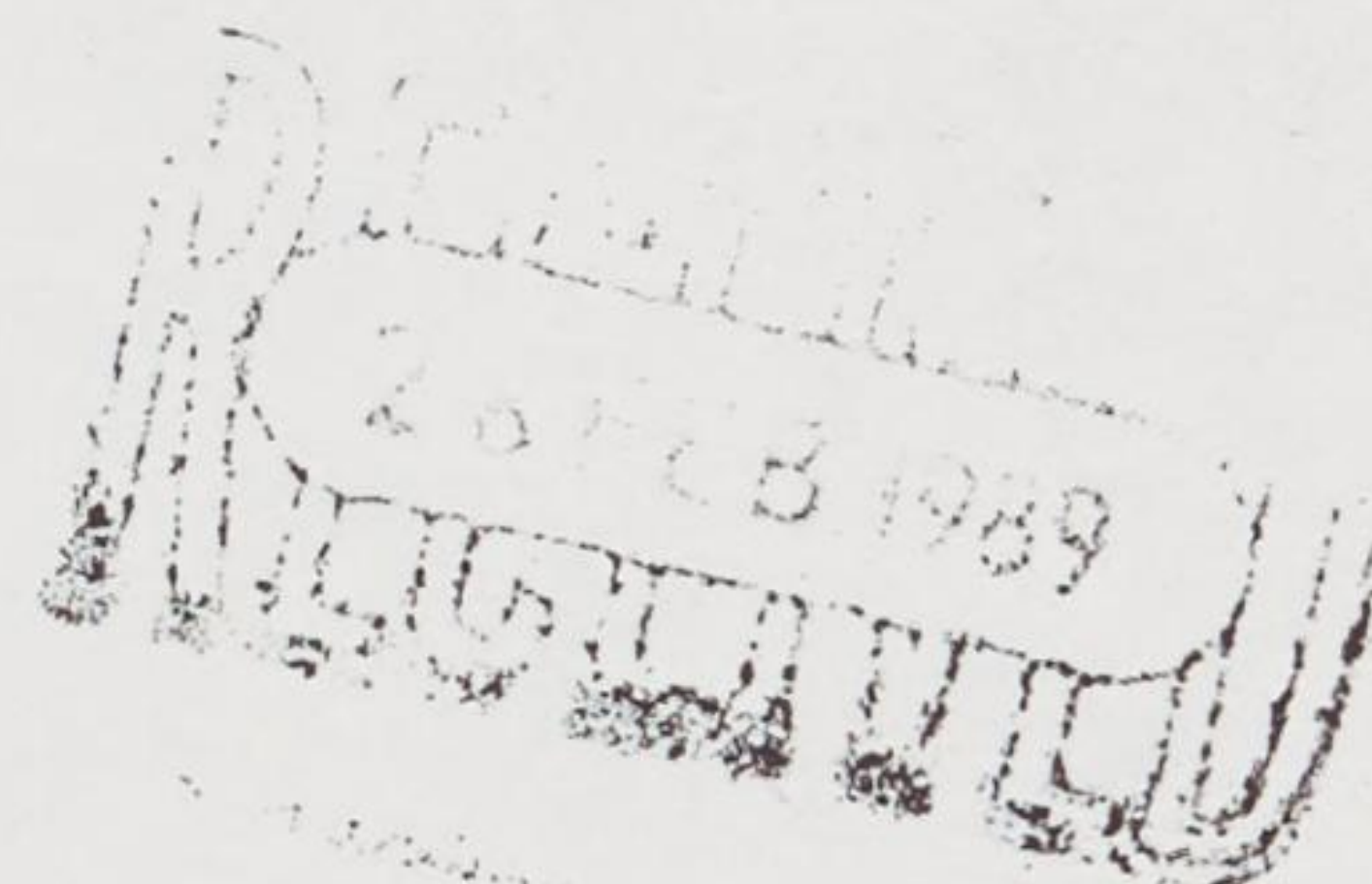
Your early response will be appreciated.

In the Year of Mass Action for People's Power.

M. Tikly

Administrative Secretary.

cc DOH, Lusaka
cc DMD, Lusaka
cc Chief Representative, Sweden.



} Sent by
Separate
Copy to C
Alan Budel
NSC

LINKÖPING UNIVERSITY
Proposals are
attached.

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(d) In service teacher training seminars and workshops.

4.3. Linköping University's department of Teacher training has produced a Project Proposal dated 13/2/89. In it, the support service it can provide are elaborated. Another PROJECT PROPOSAL dated 6/1/89 elaborates a 15 week in service training through seminars and distance courses, as well as a further 20 week in service programme. Those eligible will then be able to undergo a 40 week course in Sweden leading to a BED Degree.

4.4. Sven Andersson, Director of studies, Department of International Teacher Training, Linköping University will be at Mazimbu from March 10 to 24 1989 and he will discuss these Proposals with the Primary Principal and the Acting chief administrator. Mrs. Rylander will discuss the Proposals with them during her brief visit next week.

4.5. As regards the African National Congress overall plan for the training and recruitment of teachers, a brief statement will be prepared for SIDA. Martin Maphisa, Education Officer in DSM will further inform Mrs. Rylander about the TEACHER TRAINING PROGRAMME in Tanzania under UNESCO.

5.1. Mrs. Rylander provided the African National Congress Delegation with a PROPOSAL FOR A SUPPLEMENTARY COURSE FOR OFFICE MACHINE TECHNICIANS dated 10/2/89. This course is designed for some of the trainees who did the basic office machine technician's course. Those deemed to be eligible are Leo Ramafatse, Micheal Mbeya, Headman Porteur, Teddy Moore, Lancelot Nduna, Kehla Notola and Titus Mashaba. There will be an equal number of SWAPO candidates. The course is broader and deeper than the basic one.

5.2. It will be a 40 week course which could begin in September 1989.

5.2. If required a consultant could be sent from Sweden to discuss the details of the course.

5.3. the course could lead to relevant O Level examinations.

6.1. SIDA's proposal for a second group for the course in Public Administration was submitted to the Department dated 18/11/88 requires an urgent response from the African National Congress. It was felt that the selection and preparation of the group should be given careful attention.

6.2. SIDA was thanked for the CONFIDENTIAL REPORT on the PARTICIPANTS OF THE JUST ENDING PUBLIC ADMINISTRATION COURSE AT SANDO U CENTRUM. This was in response to the request made by the Secretary for Education.

6.3. Margaret Garding, the Course Coordinator will come for an evaluation visit and to prepare for the 2nd course in Public Administration. The Tutor for Office Administration too is scheduled to come to monitor the trainees while they are attached to Departments. The DOE must decide when both should make their visits.



January 16, 1989

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SIDA
att Berit Rylander
Undervisningsbyrån
105 25 Stockholm

ANC SIDA	
Datum	89. 01. 19
Dnr.	1780
Doss	1.12.1 ANC

PROJECT PROPOSAL

LIND

SIDA - ANC Education Co-operation Programme
Training of ANC Primary School Teachers and
Support Services to SOMAFSCO

INTRODUCTION

The earlier project proposal on the TT programme (August 19, 1988) has been discussed in Lusaka by the ANC dept of Education. Follow-up discussions were held in Sweden by the Standing Committee for the TT-programme on January 13, 1989. Chief representative B. Modise reported that for the time being there will be no new group of teacher trainees sent to Sweden the main reason being that there is not a sufficient number of candidates available. However, the ANC HQ, department of Education in Lusaka is interested in pursuing the programme with support services, including

- Development and supply of teaching aids for SOMAFSCO
- Development of curriculum and long term plans
- Research project on Child Development and Learning
- In-service teacher training seminars and workshops

In connection with these areas possible future co-operation ought to be looked upon from a holistic point of view. Since the project was established in February 1985, there have been three groups of teachers trained in Sweden. It was found during the training of the two first groups that the course was too short in relation to the students' needs of training. Therefore the programme for the third group was extended so that the students arrived at a deeper knowledge in the main sub-courses. On organisation level the students also arrived at different amounts of academic credit points (p) according to a slight change in course structure. Universities in Sweden are using the system of one academic point corresponding to one week of

full time studies for students who at least reach a pass on the scale: fail, pass and distinction. Hence, the different course structures resulted in the following points for the three groups:

Table 1. Results on the TT-programme, 1985-1989

	No of students	trained for	graduation year	length of course
Group I	5 3	pre-school primary school	1986 1986	45p 45p
Group II	7	primary school	1987	45p
Group III	6	primary school	1989*	60p
Total	21			

* Graduation, March 22, 1989

As indicated in the table there is a difference of 15 points between the two first groups and the third group. Therefore the following suggestion on the first part of the in-service training would be provided as a compensation for primary school teachers in the two first groups which would bring them up to 60 points. This would form equal foundation for the primary school teachers to continue their studies, in the longer perspective, up to 120 points which is equivalent to the level of Bachelor of Education. The other suggested areas on support services are compatible with this model of in-service teacher training seminars. During the running of seminars situations can be created for e.g. curriculum planning, development of teaching aids and planning of research projects.

PROJECT PROPOSAL

Aim

The aim, in short terms, is to strengthen SOMAFSCO primary school at Mazimbu in Tanzania and, in long terms, to prepare ANC teachers for a future liberated South Africa.

Method

The University of Linköping is prepared to arrange a 15 points course for primary school teachers of groups one and two. The subject areas of proposed in-service training seminars and work-

shops will be equivalent to those provided to the third group of primary teacher training. The content is suggested to include 10 points (theory):

General Science*

Seminar 1

English as a Second Language*

Seminar 2

Education and Teaching Methodology*

Seminar 3

Project Studies and Teaching Aids*

Seminar 4

5 points (practical implications):

Teaching practice, SOMAFSCO primary school

- * Development of curriculum and long term plans, teaching aids and research project on child development and learning will be integrated in the seminars.

Apart from seminars on location working procedures will include distance studies whereby literature, relevant tasks and examinations are supervised by project staff from the Department of TT in Linköping. The five weeks of teaching practice are also suggested to be supervised by project staff. The additional activities of support services will be detailed after discussions with the leaders of SOMAFSCO primary school and anchored at ANC, Dept of Education in Lusaka, to ensure that action taken is in compliance with the educational policies of the ANC.

The participants of the 15-points seminars and distance course will be able to carry out their teaching at SOMAFSCO alongside with the course. The seminars will be scheduled in accordance with the vacations at SOMAFSCO.

Certificate

A university certificate will be awarded to students who have at least passed in the areas of subject theory, project study and teaching practice. The certificate will indicate that the course is complementary to the already awarded certificate of 45 points and will specifically indicate the level of 46-60 points which entitles the students to enter the final part (61-120 points level) of the Bachelor of Education.

Seminar participants

The seminars and workshops on location at SOMAFSCO of this proposed programme will also be open to teachers in general at SOMAFSCO primary division. However, there will only be a certificate awarded to students who answer to the requirements of 45 academic points mentioned earlier, or its equivalent.

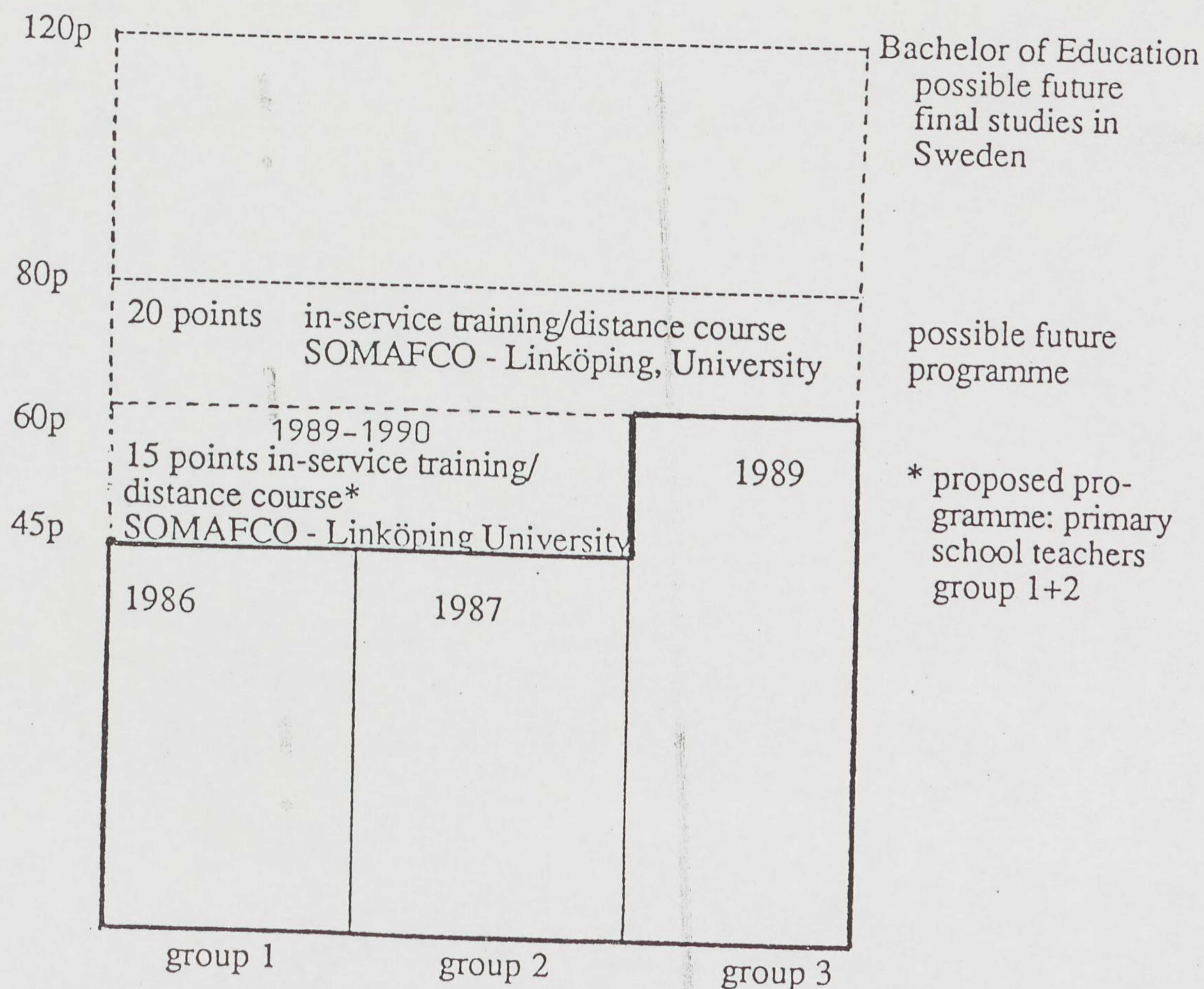
Tentative possible plans for the future.

If this project plan is found useful for the strengthening of SOMAFCO a new situation on the question of B Ed is created. Will it be possible to establish a continuation with distance/seminar studies as a second part for all Swedish trained primary school teachers? Possibly, one third of the remaining 60 points could be carried out as a distance/seminar course and definitely to a much lower cost compared to running the whole course in Sweden.

Schedule

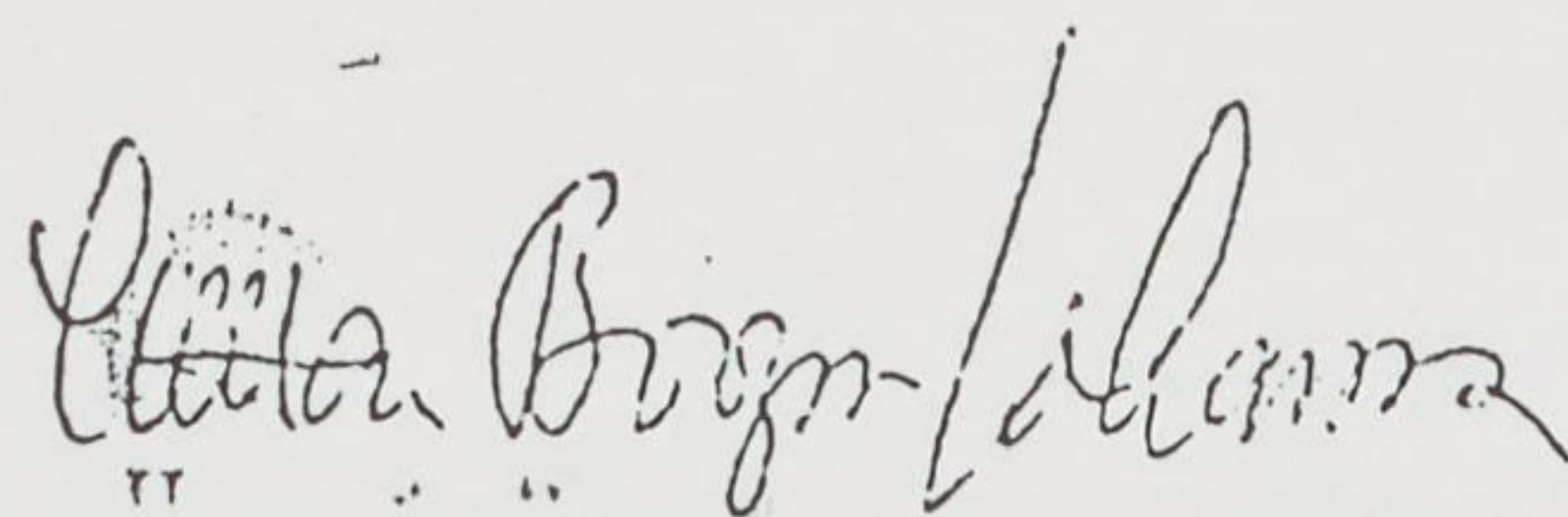
The proposed programme is recommended to be scheduled for one and a half year from July, 1989. The main reason for suggesting approximately one point/month is our knowledge of teachers' heavy workload at Mazimbu. The University of Linköping is aiming at a high educational quality for SOMAFCO and it is therefore strongly recommended that sufficient time be made available so that the study process will be thoroughly developed.

Fig 2. Summary of Linköping University TT-programme and project proposal

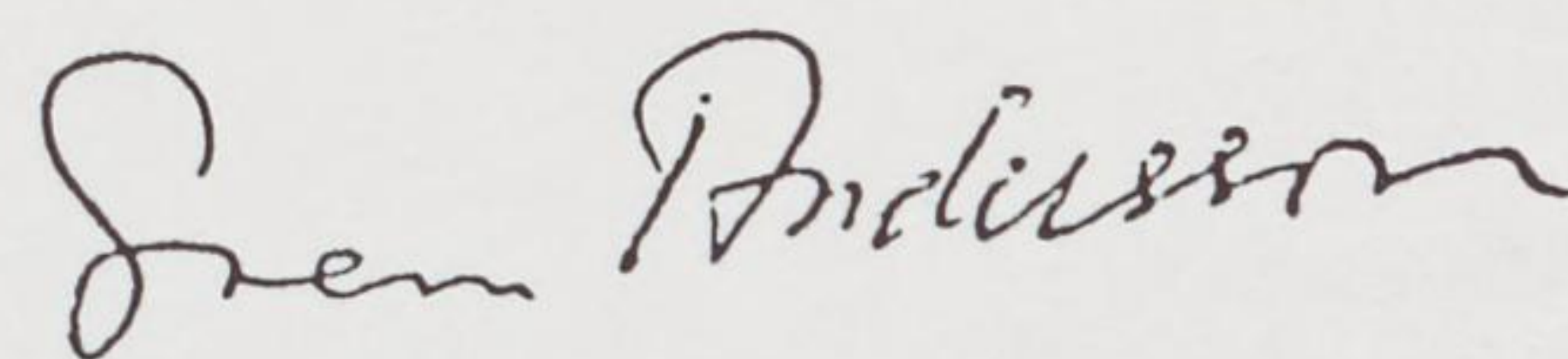


Final remarks

Based on these first guidelines for a partly new model of the co-operation between the ANC and Linköping University, it is felt that it is important to reach an agreement in general terms very soon. If so, there will be opportunities to meet the hitherto trained teachers' expressed wishes for further training in close connection with their teaching services at SOMAFSCO. Should the ANC-teachers again be associated with the University of Linköping they will be guaranteed support from lecturers experienced in the context of teaching at the Freedom College. At the same time they will be integrated in an educational system which will serve the needs of SOMAFSCO as well as individual demands at a level of an internationally recognized teacher training which in the long run results in a Bachelor of Education.



Stellan Bozoon Johansson
Principal
Dept of Teacher Training
Linköping University



Sven Andersson
Director of studies
Dept of International
Teacher Training
Linköping University



Department of Teacher Training

89-02-13

SIDA
att Berit Rylander
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105 25 Stockholm

SIDA

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Suggestion for Support Services to SOMAFCO to be associated
with proposed Programme on Training of ANC Primary School
Teachers

In addition to earlier Project Proposal (University of Linköping, January 16, 1989) the following suggestions are to be looked upon as a first draft on possible parts of the support services to SOMAFCO/Dakawa.

The services are designed in relation to previous IT-Programmes and possible future training on location. Hence, teaching aids, long term plans, research and in-service training will be based on gained experiences and established relations with leaders of the ANC and hitherto trained teachers. The following areas (here in brief points) have already been implemented during previous projects and are in future projects suggested to be broadened and extended:

1. Development and supply of teaching aids for SOMAFCO
 - Science kits in Physics, Chemistry and Biology
(eg investigation and slide production of local insects, birds, mammals and plants)
 - Text books and reference books
 - Classroom equipment
 - Audio-visual aids: Slide - and overheadprojectors and tape-recorders
 - Slides (pictures) accompanied by teacher's guide for integrated topic-teaching.
 - Materials for overheadprojector (film, pictures, maps etc)
 - Equipment for pupils' leisure activities (Sports, games and pedagogical equipment)

2. Development of curriculum and long term plans

- In relation to the ongoing curriculum development at SOMAF CO the support services will mainly be carried out as scheme of work in connection with in-service training seminars and workshops. Subjects for planning:
 - Science (Physics, Biology and Chemistry)
 - Mathematics
 - English as a second language

The work will be based on diagnoses, teachers' record keeping and weekly plans as introduced during teaching practice periods.

3. Research project on Child Development and Learning (Follow-up of development programme, earlier implemented by previous groups of IT.)

In connection with students' project studies - within the 15 point course - the following areas will be suggested for follow-up studies:

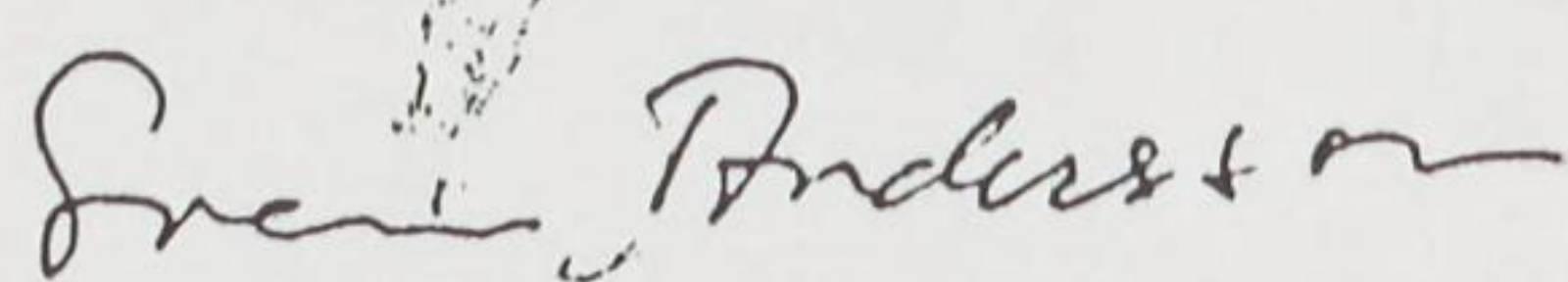
- Children's construction of meanings in mathematics
- Various aspects of children's development of knowledge
- Children's conception of reality
- Children's development and learning
- Children's language development.

4. In-service teacher training seminars and workshops

As defined in the proposal of January 16, 1989 the subjects to be examined during the in-service training (seminars - workshops - distance studies) will be equivalent to those provided within the extension of the third group.

This proposed programme is to be read in the context of earlier presented overall project proposal. The details in this paper are open for further discussions.

In solidarity



Sven Andersson
project co-ordinator