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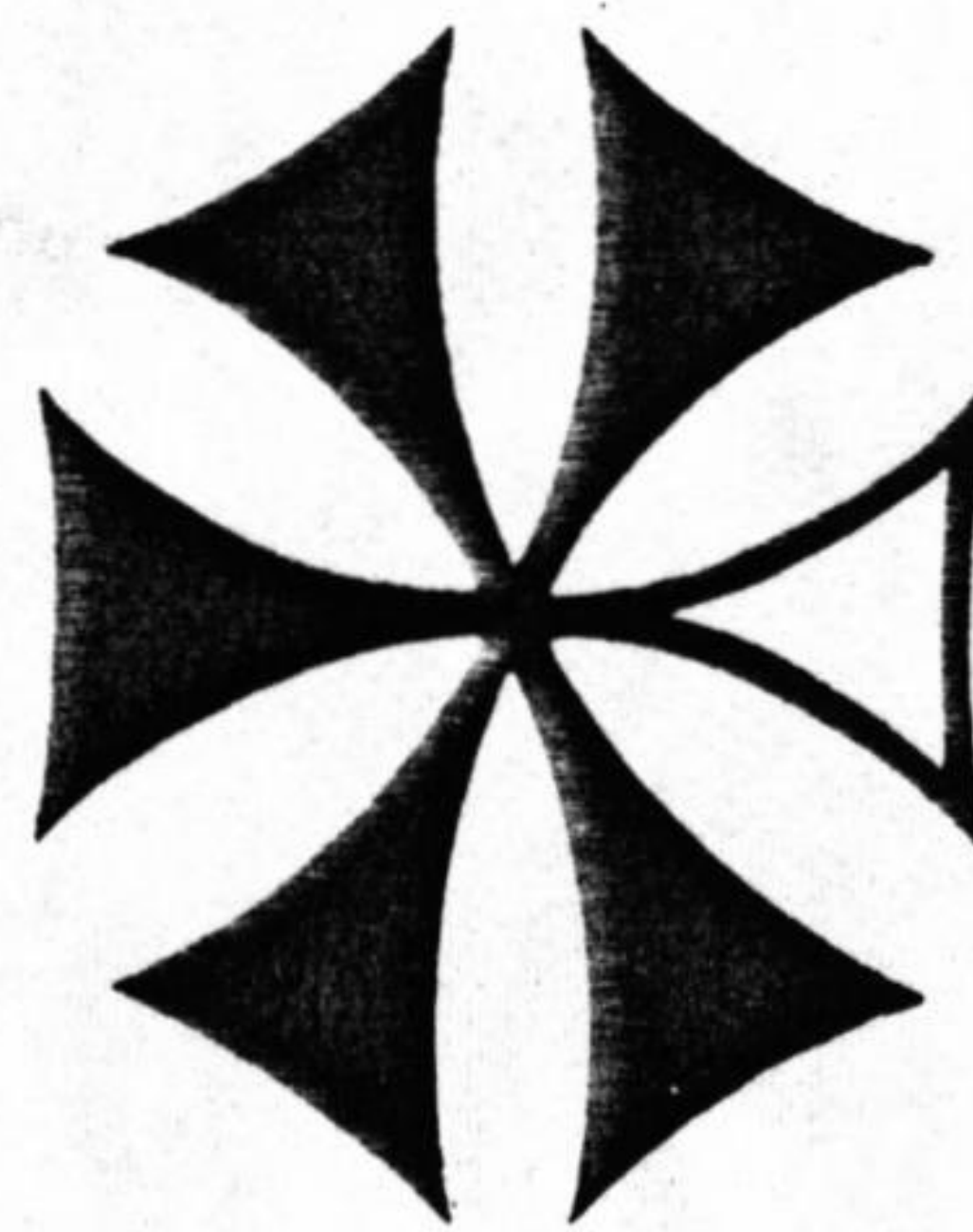
09/12/85

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International  
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Please reply to Cambridge ~~London~~

C8

9 December 1985

Mr Terence Dormer  
Commonwealth Fund for  
Technical Cooperation  
Marlborough House  
Pall Mall  
London SW1Y 5HX

Dear Terence OR.

I enclose a copy of my report to CFTC on my recent consultancy visit to Tanzania. As I mentioned to you I believe it would be very useful to send a copy of the report to Dr Chale as a record of our discussions. Naturally such a copy should come from yourselves with whatever comments you think appropriate.

I also enclose an invoice from IEC for the fee, per diem and travel cost incurred for my trip.

I hope both of these are satisfactory.

Yours sincerely

*K. Day*

Tony Dodds

dictated by Tony Dodds  
and signed in his absence.

enc: report  
invoice

Mr. Spelton

You will wish to read Mr. Dodds' useful report prior to our meeting with Cde. Tikly at luncheon today. Pl. return it to me, after perusal. *GDH* 20/12/85.

→ Cde. Tikly

It is most kind of you to offer to provide us before 28 Dec. with your comments concerning the many important issues raised in Mr. Dodds' report, a copy of which we are providing to you on a personal and in-confidence basis. *GDH* 20/12/85.

Report on Consultancy and Training Visit to SAEU,  
4 - 26 November 1985.

Purposes of Visit

1. The original purpose of this visit, as planned in January 1985, was to assist the SAEU to train potential tutors and study group-leaders drawn from the settlements in which their courses were to be studied immediately prior to the launching of the initial basic courses. This remained the purpose when it took place in November 1985, between one and two months later than originally planned. Added to it was the possibility of discussing with senior staff of the SAEU the detailed final timetable and activities which needed to be carried out during the final few weeks before launch, to provide advice on these activities where necessary, and to look ahead to the next stages of development for the SAEU after the basic courses had been put into action.

Timetable of the Consultancy

2. In order to achieve these purposes the following timetable was follows:

Tues. 5 Nov:	Arrival in Dar es Salaam )	tutor training
Sat. 9 Nov:		) seminar
Mon. 11 Nov:	Meetings with SAEU senior staff	
Tues. 12 Nov:	)	Group leader and tutor training workshop
Thurs. 14 Nov:	)	in Masuguru settlement
Frid. 15 Nov:	Meetings with SAEU senior staff	
Sat. 16 Nov:	Meetings with SAEU senior staff	
	Visit to ANC Office, DSM.	
Mon. 18 Nov:	Travel to Mazimbu: meeting with Administrative Co-ordinator of Mazimbu; visit to Dakawa and discussions with Co-ordinator and tutors there.	
Tues. 19 Nov:	)	Group leader and tutor training workshop
Thurs. 21 Nov:	)	for Mazimbu and Dakawa settlements in Mazimbu
Frid. 22 Nov:	Meetings with SAEU senior staff	
Sat. 23 Nov:	SAEU Advisory Committee 6th Meeting	
Mon. 25 Nov:	Final meetings with SAEU senior staff	
Tues. 26 Nov:	Depart from Dar es Salaam for London.	

Tutor and Supervisor Training Seminar

3. | There were five participants from the PAC, their educational planning officer who has been involved as a writer in the English Course and is the main SAEU contact person at the PAC office in Dar es Salaam, one other potential tutor from Dar es Salaam and three potential tutors from Masuguru, one for each of the three subjects. There were six potential tutors from the ANC, three each from Mazimbu and Dakawa. In addition the three senior staff members of SAEU participated regularly. The seminar was led by Mr John Ngaillo, study groups specialist at the Institute of Adult Education, and the IEC consultant.
4. The purposes of the seminar were to discuss and provide introductory training in the skills of study group leadership, to introduce participants to the course materials and to begin to work out together the administrative, tutorial and supervisory systems which were needed in the settlements and which it was realistic to expect. The timetable of the seminar is attached as appendix 1 of this report. The recommendations of the participants on the third item or purpose as listed above is attached as appendix 2. The quality and commitment of the participants was extremely high and the speed with which they adapted themselves to the SAEU approach together with their suggestions as to how the programme could best be implemented in their settlements hold out considerable hope for its success.

Good.

## Group Leader Training Workshops in Masuguru and Mazimbu

5. The same basic timetable was followed in the two workshops. They are attached as appendix 3. Both workshops were led by Mr Victor Msinde who is acting as the Tutorial Services Co-ordinator, Dr Chale and the IEC consultant. We involved the tutors who had attended the tutors training seminar in Dar es Salaam in both workshops, helping to train and prepare the group leaders for whom they will be responsible when the courses start. Because the workshops were so short we concentrated entirely on introducing the potential group leaders to the duties they will be expected to perform and the skills these require, as well as to the first units in each course. At the end of each workshop we raised, for further internal discussion, the administrative and organisational questions which will need to be answered for each settlement individually.
6. In Masuguru there were six potential group-leaders for the four study groups planned. The three Masuguru-based tutors and the PAC educational planning officer also participated. After two brief demonstration role-plays of good and bad group-leadership techniques and some discussion of what those techniques were, the participants were divided into three groups, each consisting of one tutor and two group leaders, to prepare to lead a study-group role play on one of the initial study units, Agriculture, English and Maths respectively. These role-plays were then carried out in succession, with each group leader demonstrating how to lead a group for 30 minutes. The whole group then discussed and evaluated their performances. The final session on group leadership techniques attempted to summarise, through discussion of their experiences, the main tasks of group-leaders before, during and after study group sessions. The group leaders at Masuguru were of a surprisingly high educational level and showed in the final session that they seemed to have begun to understand what was to be expected of them when the programme starts.
7. In the Mazimbu workshop there were three tutors and two potential group leaders from Dakawa (one group leader fell sick in Mazimbu when they arrived and three more were unable to obtain transport in time to attend) and three tutor/supervisors and eight potential group leaders from Mazimbu. The latter were drawn from the various different work-groups or living sections in which the five groups in Mazimbu are likely to be located. These included Agriculture, Plumbing, cobbling, clothes factory, and the youth and young mothers sections. As it is planned that there will be three groups in Dakawa not enough group leaders have yet received initial training from that settlement. The same timetable was followed as in Masuguru. On this occasion there were four demonstration leadership exercises on English, three on agriculture, and two on Maths. The educational levels of the participants varied much more widely than in Masuguru, with a minority having some difficulty with English. They also varied considerably in terms of age. These factors, however, reflected the real situations in the work-groups and in no way detracted from the commitment and hard work put into the training.
8. As a result both of the short time available and the amount of new ground to be covered, as well as the nature of the roles and skills being learned these workshops no more than started the process of group leader training. Initial reactions were encouraging. A lot more work is needed, however, between now and the actual launch both on the skills of leadership and on the mastery of the study units themselves. Most of this can and should be done in the settlements by the tutors working with the group leaders. It will be necessary for the SAEU central office to distribute the materials to the settlements (both printed and audio) as they are produced to enable this to happen and also to liaise closely with the settlements to ensure that it actually does happen.

## Meetings with SAEU Senior Staff Members

9. In between the various workshops and seminars the senior staff of SAEU and I held a series of meetings to review progress, to examine the work programme for the next few months and to discuss future plans. These issues were also discussed at the sixth meeting of the SAEU Advisory Committee on Saturday 23 November. The following paragraphs summarise the points raised and recommendations agreed at these meetings.
10. Production Progress on Basic Courses: to date (23/11/85) four units out of 15 of the English course are already printed and six more are edited and in camera-ready copy with the printer; two units of agriculture are printed and eight more (out of 20) are in camera-ready copy with the printer; two units of maths are printed and eight more (out of 19) are in camera-ready copy with the printer. All other units are written and in the final stages of editing. Two audio cassette programmes for each course have been recorded. Four additional Agriculture scripts and one additional maths script are ready to record. The remaining six agriculture, 13 English and nine maths programmes will be scripted by and recorded during a further audio cassette workshop to be held for the equivalent of two weeks between 15 December '85 and 15 January '86.
11. What remains to be done? The remainder of the units need to be printed. A minimum target of four units of each course had been fixed but it was agreed that it would be better to aim for at least one-third in each course as it appears some groups might move quite quickly through these courses. Similarly at least one-third of the audio-cassettes need to be produced during the next audio-cassette workshop (i.e. with scripts prepared in advance) and at least twenty copies made of each of them before the courses begin. It is also necessary to have obtained and distributed the cassette players by then. In addition it is necessary to prepare and print (enough for group leaders and tutors) the following support documents:
- group leaders 'how-to-do-it' manual
  - group leaders' individual unit notes
  - group leaders' audio-cassette notes
  - tutors' assignment marking guides.

It was also agreed that the following records and report forms were required:

enrolment form - (settlement-based)	
master student card	(to be devised)
subject/student progress cards	(CFTC has printed)
study-group attendance register	(model produced)
study group meeting report form	(model produced)
settlement to HQ monthly student progress report	(to be devised)
tutor/supervisor student progress record	(to be devised)
tutor/supervisor face-to-face tutorial report forms	(to be devised)
tutor/supervisor group-leader support meetings report forms	(to be devised)
course materials/equipment delivery/receipt form	(to be devised)

As noted above it is also necessary that further training and familiarisation sessions be held with the group leaders. At least one of these, probably early in January, should be used as a full-scale test of some of the units, together with audio cassettes, and of the operation of the study-group system.

12. Timetable of immediate activities: it was agreed that in order to fulfil these requirements the following outline of activities should be set:

<u>25 Nov - 31 Dec:</u>	final revision and printing of 5/6 units per course.
<u>15 Dec - 15 Jan:</u>	audio-cassette production workshop (2 weeks)
<u>15 Dec - 15 Jan:</u>	Planning and training in Kigwa
<u>1 Jan - 15 Jan:</u>	Dress rehearsal testing of units
<u>15 Jan - 28 Jan:</u>	Launching of courses in Masuguru, Dakawa and Mazimba.

13. The next stage: secondary level courses: it was agreed that the SAEU aims to launch an initial programme of secondary level courses as soon as possible after the middle of 1986. At first these courses would be restricted to courses aimed to lead students to GCE 'O' level in English, Maths, Physics, Chemistry and Biology. Because of problems both of internal requirements (e.g. 5 subjects in 1 sitting including Swahili and Siasa) and external recognition it was agreed that the London GCE 'O' level was the certificate to be aimed at. Courses would be offered simultaneously at the equivalent of Form I and Form III entry levels. The point at which students entered would be determined by diagnostic tests to be set by SAEU in consultation with the movements and in the light of the courses recommended to be followed. Where necessary both Tanzanian and external courses would be adapted and supplemented by SAEU. IEC would be asked to explore what courses were suitable and available and what was likely to happen with London GCE 'O' level.

14. Senior SAEU Division of Functions: in the light of the work-load which emerges from the above activities, and in order to increase speed and efficiency and avoid overlap, it was agreed that the following divisions of functions should be recommended:

- Nd. Jane Joseph:
- continued editing, proof-reading, correction and printing of existing course units
  - preparation, editing, production and printing of additional support materials
  - liaison re appropriate secondary courses;
  - obtaining required secondary course materials
  - planning, writing, editing and printing of adaptations and supplementation of secondary courses.
- Nd. Victor Msinde:
- production, duplication, distribution of audio cassette programmes for basic courses.
  - development of records and reporting system and forms
  - liaison with and supervision of continued group-leader-training in settlements and approval/establishment of admin. and supervision system
  - development of and supervision of tutorial system for secondary courses.
- Nd. Dr. Egino Chale:
- overall co-ordination and supervision
  - central (incl. staff) administration
  - liaison with liberation movements
  - liaison with Board of Trustees
  - liaison with Tanzanian institutions (NCI, IAE etc)

- policy development and direction
- financial administration and budgetting.

15. Formal Agreements with IAE and NCI: SAEU has now obtained and/or installed a considerable amount of equipment and/or spare parts in the IAE studio and the NCI printing shop. It has also made use of considerable manpower services from both these sections, as well as from NCI tutorial staff. It is now of urgent importance that the SAEU draws up formal agreements with the IAE and with the NCI which detail and specify SAEU contributions to IAE and NCI, IAE and NCI contributions to SAEU course development and production, and the ways in which SAEU can/should reimburse IAE and NCI for its services.

16. Immediate SAEU Equipment and supplies requirements from CFTC: The following supplies and equipment are urgently required in order to enable SAEU to launch its courses on schedule as detailed above:

- printing supplies, chemicals, etc. as ordered on 14/11/85
- 30 audio-cassette players as ordered
- twin-deck cassette recorder with fast-record facilities as recommended by John Thomas
- 100 C90 audio cassettes
- additional accessories for VHER cassette recorders:
  - a) VHER power supply/battery recharger unit Z131 x 2
  - b) VHER special storage battery Z217 x 2
  - c) connecting leads (VHER) K638 x 2

#### Proposed Consultancy and Support Services 1986-87

17. In the light of the SAEU work programme for 1986 and its plans for further development in 1986-87 the following support services were proposed. The SAEU Director will be writing formally to the CFTC to put forward these proposals and to seek CFTC support for them.

17.1 An administrative and records review consultancy: originally planned for the beginning of 1986, two or three months after the launch of the first courses, it is now suggested that this takes place towards the end of March to review with SAEU staff the working of the administrative and records systems instituted for the initial courses both at the centre and in the settlements. It is expected that it will last one week to ten days.

17.2 Distance Teaching Science Courses Adaptation and Supplementation Workshop: The SAEU Advisory Committee has recommended that Physics, Chemistry and Biology, as separate subjects, should be among the first secondary level courses offered by the Unit. Because of the dearth of such courses produced in Africa it is expected that it will be necessary to examine any external courses thought to be suitable very carefully and to adapt and supplement them to the conditions in the settlements. It is proposed that this should be carried out in a workshop which will bring together science specialists from Tanzania and the settlements and science teachers with distance teaching experience from outside Tanzania. Such a workshop should take place in late March or early April for two or three weeks.

17.3 Survey and advice on suitable secondary courses: the SAEU asked the CFTC to provide information, search and advice services on suitable secondary level courses for its prospective secondary level students through the IEC in its original proposal for support services in early 1985. Now these courses are planned to start in July/August '86 and in response to the information it has obtained about demand and the

MR. Jassuddin  
is taking action  
Re. these items.

See my comment on  
previous page

recommendations of its advisory committee on choice of subjects, it is renewing this request. At present it will entail a survey of suitable 'O' level and JC correspondence courses (or pre-'O' level courses) in English, Maths, Physics, Chemistry and Biology, obtaining samples producing recommendations concerning their comparative suitability to SAEU students and their adaptation and supplying the samples and advice to the SAEU for selection. It would also involve detailed discussions with London, Cambridge, and Associated Examining Boards concerning their future plans for overseas GCE 'O' levels. It would also require getting and providing to SAEU information about the cheapest ways to obtain and supply such courses to Tanzania including copyright conditions. This needs to start very soon if the courses are to be available by mid '86.

17.4 Course Writing and Audio Production Workshop for new courses SAEU now plans to prepare new courses, at a lower level than the existing Basic Courses, and with a more practical orientation, for introduction probably in the middle of 1987. Such courses as Study Skills, Health and Child Care and Garment Making have been suggested. In order to do so it would be necessary to hold a course writing and audio production workshop in about August/September 1986. It is proposed that such workshops should be combined into a single workshop and run for about five weeks.

17.5 Editing Workshop: as these would only be the second batch of courses to be produced by the SAEU it is proposed that a second editing workshop should be held to help to edit and produce these courses. Such a workshop would be necessary in January/February 1987 probably lasting for three weeks.

17.6 Tutorial Services Review Workshop: during 1986 the SAEU tutors in the settlements for the Basic Courses will have started work. The secondary courses now planned for July/August 1986 will also involve part-time tutors both in and outside the settlements. It is proposed that a two week seminar reviewing their work, their problems and progress should be held towards the end of 1986, probably in November or December. It was agreed that the participation of an IEC specialist to work with the SAEU staff and the tutors would be advantageous.

18. *Gene* It is recognised that this is a rather heavy programme of support over the fourteen months beginning January 1986. It reflects the rapid expansion of the SAEU programme which is planned without major staff expansion and the experimental nature of much that they plan to do. It is, however, expected that after the completion of this proposed series of workshops together with the workshops held in 1985, the SAEU staff, both full-time and part-time, will be well equipped to continue the Unit's work from 1987 onwards with a much reduced level of external support consultancies.

#### Summary of Impressions of SAEU Progress

19. The SAEU has now existed for little over a year. It is just about to launch three courses for South African exiles in four settlements in Tanzania which it has devised, written and produced from scratch. In order to launch them it is now in the process of training tutors and study group leaders to run and support study groups in those settlements through which the courses will be run. This, by any standards is a remarkable achievement in so short a time. It would have been impossible without three preconditions: Tanzania's existing experience of distance teaching; the co-operation of the Institute

of Adult Education and its National Correspondence Institution in which this experience lies; and the cooperation and commitment of the educational leaders in the movements to which most of the prospective students will be affiliated.

20. | The production operation both as regards printed courses and audio-cassettes has progressed smoothly. The printed units will almost certainly be ready with at least a third of the course in hand by the launch date; the audio-cassettes present a larger problem but there should also be enough in hand for each course by mid January. Though there have been problems in obtaining the necessary supplies and facilities at the right time this marks considerable success since the Unit itself has very limited production capacity or personnel. It has also had to rely on Tanzanian institutions which are plagued with lack of supplies and equipment and facilities which do not function because of lack of spares.
21. | By design the SAEU is a small unit heavily dependant on other organisations for both production and administrative resources and personnel. Much of its progress therefore depends on successful liaison with other bodies. The fact that the programmes are nearly ready for launch show that this has worked. Nevertheless, at present, too much of that liaison is between individuals on an informal basis. Though informality is highly desirable, such a situation inevitably is prone to personality disputes and can be seriously disrupted by sudden changes in leadership. As the dependence of the SAEU on the IAE and the NCI involves considerable exchanges of expensive resources both in terms of equipment spares and staff hours it is vital, now that a satisfactory working relationship has been established, that it be formalised and accepted officially by all sides and that a careful record is kept of the exchanges of resources that take place. Only on such a basis can it be ensured that the relationship is, and is seen to be, mutually beneficial. The same applies as regards formal agreements about respective responsibilities for the central and settlement administrative and supervision systems between the SAEU and the settlement authorities. All such agreements must naturally be subject to revision as the programme settles and develops. The role of the Advisory Committee, as a subcommittee of the Board, is of vital importance in ensuring the continued co-operation of all these bodies.
22. | It is not yet finally clear how many students there will be in the first enrolment. This is partly because the UNHCR/CCT settlement in Kigwa has not yet been visited, and partly because of uncertainty in some of the settlements. However, it seems likely that there will be 60 students in Masuguru, approximately 75 to 80 in Mazumbu and 45 to 50 in Dakawa. This probably means between 200 and 250 in total, each doing three courses (i.e. 600 to 750 student-course enrolments). This is considerably lower than initially predicted, partly because of the slower build-up of numbers of potential students in some settlements, partly because of a reasonable reluctance by the settlements to launch into this experimental programme on too large a scale. It is important, however, that the numbers do rise, as far as possible, quite rapidly over the first year to 18 months if the distance teaching approach is to be justified economically. There are four ways in which student numbers can be increased: by enrolling new groups in the settlements to study the basic courses only a few months after the first intake (it seems likely that in Mazimbu and Dakawa there is the capacity to do this); by introducing new courses, such as the secondary-level courses and the more basic practical courses which are planned;

by expanding access to the courses and to SAEU's services to other frontline states; and by offering SAEU courses and services to non-South African refugees in Tanzania. The first two options are already under discussion, the second two require more careful long-term planning. All, however, are within the capacity of the SAEU over the next two to three years, and can and should be explored well in advance by the SAEU, its Board and Advisory Committee, and its sponsors if the Unit's full potential is to be exploited.

Tony Dodds  
28.11.85

Appendix I:      Timetable of Tutors/Supervisors Training Seminar

Tuesday 5/11

INTRODUCTION:	a.m.	Self-introductions; introduction of SAEU and of the Seminar
	p.m.	Objectives and expectations of the seminar, expected study-group environment in the settlements (Group-work)

Wednesday 6/11

CASE STUDIES:	9.00-10.30	The Namibian Extension Unit (T.D.)
	11.00-12.30	The Somali Institute of In-Service Teacher Training (T.D.)
	2.00- 4.00	Tanzanian Radio Study Group Campaigns (J. Group exercise on roles and skills of group leaders

Thursday 7/11

STUDY-GROUP LEADERS:	9.00-10.30	) Group-leadership demonstrations by
		) participants on English Unit I
	11.00-12.30	) and Agriculture Unit I
	p.m.	Summary and discussion of the roles, qualities and skills of study group leadership (J.N.)

Friday 8/11

TUTORS/SUPERVISORS:	9.00-10.30	Report-back on Group Leadership exercise.
	11.00-12.30	Introduction on the Roles, Tasks and organisation of tutors and supervisors.
	2.00- 4.00	Group planning exercise on the organisation of tutoring and supervision in the settlements.

Saturday 9/11

SUMMARY:	9.00-10.30	Report back and discussion of tutor planning exercise.
	11.00-12.30	Detailed discussion on SAEU programme

Appendix IIa.

SOUTH AFRICAN EXTENSION UNIT  
P.O. BOX 70074  
DAR ES SALAAM

ORGANISATIONAL RECOMMENDATIONS ON THE FIELD OPERATION OF SAEU COURSES  
FROM TUTORS TRAINING WORKSHOP, DAR ES SALAAM  
4 - 9 NOVEMBER 1985: MAZIMBU AND DAKAWA GROUP

The marking of the scripts/papers is to be done by the respective tutors in the settlements with a turn round time of 2-3 days. This will be done by the tutors who will have to be subject specialists or be people whose educational background is such that they have the potential of quickly grasping the material to be studied/marked.

The records that will be kept by the tutors are as follows:

- (i) Attendance (obtained from the group leaders)
- (ii) Marks and Performance (Individual)
- (iii) Occupation of students

These records will be handed over to who will be based in Mazimbu. It is recommended that lessons/meetings be held 4 times a week for an absolute maximum of 1½ - 2hrs per session. The timetable to be drawn up basing itself on the following:

two Maths  
one Agriculture  
one English

The face to face tutoring will be done once a week for Dakawa and twice a month for Mazimbu. The subject tutor will meet his group leaders before the beginning of lessons in Dakawa, these meetings will be for the purpose of briefing the group leaders and also noting problems/difficulties etc. the students will be facing. This will be done after the lessons for the people in Mazimbu.

The Dakawa settlements hopes to involve members of the community as tutors e.g. newly arrived students who have been studying abroad. It was noted that this will have problems in terms of high turn-over of tutors, but the effects of this will be minimised by strict keeping of records. Mazimbu will also use members of the community including teachers from SOMAFCO.

SOUTH AFRICAN EXTENSION UNIT  
P.O. BOX 70074  
DAR ES SALAAM

ORGANISATIONAL RECOMMENDATIONS ON THE FIELD OPERATION OF SAEU COURSES  
FROM THE TUTORS TRAINING WORKSHOP, DAR ES SALAAM

4 - 9 NOVEMBER 1985 : MASUGURU GROUP

1. Marker & face to face tutor - same person.  
Group leader supervising: 4 group leaders to be divided equally between 2 tutors for supervision. One of the two will be responsible for coordination of all groups.
2. All activities will be conducted within the settlement.
3. Meeting or contact:
  - Marker tutor's activities will depend on written material directives and required exercises/assignments for tutor marking.
  - Face-face contact - once a week.
  - Supervisor/Group leader - contact should be made regularly prior to every group meeting and if possible soon after each group meeting.
  - Prior to group meeting - planning
  - Post group meeting - review, feedback, future planning.
4. Record Keeping:
  - The tutor marker/face to face tutor will keep two sets of records covering the two district responsibilities serving both functions:-
    - a) As Tutor Marker
      - Educational background of each student - reason make comments that take into account the particular (individual) needs of the student e.g. level of education compared to the rest of the student population.
      - Grades for each student
      - Record indicating which exercises were completed and which ones were omitted in any in the sequence of each unit.
      - Reason - where learning is incremental such that understanding of one lesson depends on successful completion on others in a sequence then tutor is able to detect difficulties arising from such omissions.

b) as F/F tutor

- Notes on student participation - as individuals.
- Student attendance
- Student learning abilities (note slow learners) use fast learners as resource persons to assist slow learners.
- Keep record of each contact with student - note problems and how solved (or suggestions made).

Reason - as reminder for follow up

- helps student feel you care when you ask about how they feel about the problem they had. (That you remember so you will listen to what they have to say this time).

c) Supervising records

- Group leader problems
- Resolution of problems
- Contact with group leaders
- Record of contacts and nature of contact with H/Q Educ. Dept. Resolution of problems (if any) associated with the contact.

Records to be kept

- Individual tutor to have personal records
- Supervisor a record of individual tutor records
- H/Q Supervisor records + individual tutor records.

Turn around period

- all assignments (from previous meeting) to be graded before next group meeting

Senior tutor supervisor - liaison with Ed. Dept - H/Q

- Records
- Communication
- Problem resolution needing professional expertise (Subject Specialist)
- moderation of grading (standardisation)

Extra-organisational resources:

- F.A.O. on the spot answers in agric. + demonstrations on fields.
- Sch. of agric. motivational experience visits - fields; labs; occasional lecture (slide show, etc.).

Appendix III : Group Leader Training Workshop Timetables

a) Masuguru : 12/13/14 November 1985

<u>Tues 12/11:</u>	11.30-12.30	Introduction of SAEU, and of workshop
	2.00- 3.00	Demonstrations of good and bad group leadership techniques
	3.00 -4.00	Preparation in groups of group-leadership demonstrations by participants
<u>Wed 13/11:</u>	11.00-12.00	Demonstrations of group leadership on English Unit
	2.00- 3.00	Continued group leadership demonstrations on English Unit
	3.00- 4.30	Demonstrations of group leadership on Agriculture Unit
<u>Thurs 14/11:</u>	11.00-12.30	Demonstrations of group leadership on Maths Unit
	2.00- 4.00	Summary session on roles, tasks, skills of group leaders; introduction of administrative and supervision questions

b) Mazimbu : 19/20/21 November 1985

<u>Tues 19/11:</u>	10.30-12.00	Introduction to SAEU, the courses and workshop
	2.00- 3.00	Demonstrations of good and bad group leadership techniques and discussion
	3.00- 4.00	Preparation in subject groups for group leadership demonstrations
<u>Wed 20/11:</u>	8.30- 9.15	Continued preparation
	9.30-11.00	Demonstrations of group leadership on English Unit
	11.15-12.30	Demonstrations of group leadership on English Unit continued.
	2.00- 4.00	Demonstrations of group leadership on Agriculture
<u>Thurs.21/11:</u>	8.30-10.00	Demonstrations of group leadership on Maths
	10.15-11.15	Summary on roles and skills of study group leaders.
	11.30-12.30	Introduction on Administrative and Supervision questions; Question/Answer Session on SAEU.