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ounau: CFTC/SAEU/1 13 November 1985

Dear Comrade Mohamed,
Nigel Hartley informed me recently of his delight that you had been able to accept WUS's invitation to participate in their Annual Conference on 18 and 19 December 1985, and that you had very kindly agreed to be a guest speaker on that occasion. The theme of the Conference, with its emphasis on South Africa, is most timely and highly pertinent to the important work in which the SAEU is involved at Mazimbu and Dakawa.

My colleague, James Allie, will be representing the Commonwealth Secretariat at the WUS meeting and looks forward to seeing you then. I wish that I was able to attend, but I cannot as I shall be in Malta that week on a joint mission with SWAPO to visit Namibian trainees under Commonwealth support. I am, however, due back in the office on the morning of Friday 20 December and my Director, Peter Snelson, and I would be delighted if you could give us the pleasure of your company to luncheon that day, arriving at Quadrant House (immediately opposite Marlborough House) at about 1245. We know how very busy you always are during your visits to the United Kingdom, and hope that your schedule of meetings will permit us to have the opportunity of exchanging views with you in five weeks' time.

With warmest personal regards,

Yours sincerely,

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11 October 1985
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Dear Hilary

Here are my responses to the questions about SAEU's interest in secondary level correspondence courses. I've used the numbers in your note of 7 August. Some comments on these earlier points are necessary before it is possible to offer advice on courses that may be available.

2.1

2.2

2.3

Michael Young

I'm not sure quite what kind of vetting is proposed for the students applying for secondary level courses. It will probably be wisest to devise some sort of diagnostic test to ensure that they have adequate study skills and educational background for each subject. I don't know that there will be educational advisors with sufficient skill to advise on choice of courses in every case.

Given the need to train tutors for these students I would be concerned if five were taken as the minimum number for obtaining a course. I doubt whether that would be economic. It would probably be better to state that the minimum was fifteen or so, and then in individual cases where courses were easily available or a tuition was easily obtained exceptions could be made.

The tutoring arrangements suggested are in principle adequate, but this raises the question of tutor training. SAEU will need to develop tutor training materials and also run tutor training workshops. NCI staff ought to be able to help with this.

The examination question is the difficult one. Probably the most sensible exams to go for would be African examinations. One would therefore be limited to those where it was possible to sit the exams in Tanzania for the time being, or in future in the country of residence of the South African exiles. The problem with the British qualifications is the imminent death of the GCE. We have been in touch with all the Exafining Boards to try to discover what their plans are for overseas and adult candidates. We made our initial enquiries the moment the new examination structure was announced. We have as yet received no satisfactory reply from the Exam. Boards, who have no idea what they will be doing themselves. It is of course inadVisable

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Extension Unit!

to set up a system which depends on exams which may no longer be available. The other side of it of course is that GCE's are internationally acceptable, and will continue to be so. If you want us to look into this further, we could do so, but it would be quite a substantial job.

2.5 I note from the information that you give from Tanzania that the main subjects required are English language, physics, mathematics, chemistry and biology 'O' level. It is impossible to advise on any specific courses until further information is available on the Examining Boards. We need to know from Tanzania what examining boards have in the country. First requirement is that students can actually sit the exam of the syllabus that they follow. We can then move on to looking for suitable courses, but again a first step should be to enquire of the NCI in Tanzania about which ones they have available at O level. A further major question concerns the science subjects. Do the students really want to study the three conventional sciences at O level? If they want to do that then it is desirable that they have laboratory facilities available. These would not be available in all the centres in Tanzania, I presume. We would therefore need to know which students come from centres with laboratory facilities. A more satisfactory approach could well be to take the O level in integrated science developed by Zimsci in Zimbabwe. This has its own course materials and is, I believe, examined by Cambridge examining board.

A further question takes us back to the first point. It is not much point looking for courses unless we have some knowledge that the students who wish to do them are genuinely able to do so. It is often the case that students who have been out of schools for some time need some sort of refresher or access course before they can embark on a more conventional mainstream course of study. I can suggest some possibilities here if this is necessary.

I'm afraid this is not a very helpful letter, but it's really difficult to go further without more thorough information from the Tanzanian end. If you can get the basic information about numbers and syllabuses then at least we can make a start on suggesting particular courses where we know about them. '

Yours sincerely

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Janet Jenkins