



THE TROLIMO HISTORY

NORWEGIAN - ZAMBIAN SCHOOL COLLABORATION | 2007-2020

Audhild Løhre

With contributions from:

Linda West Primary and Secondary School

Nalituwe Primary and Secondary School

Libala Basic School

Zambezi Basic School

Malengwa Basic School

Holy Cross Girls Secondary School

Mongu College of Education

Professor Ann Sylvi Larsen, NTNU

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Faculty of Social
and Educational Sciences
Department of Teacher Education

The program we are running now came in because of the mutual trust and the mutual relationship that we had developed.

Stephania Maseka

*International collaboration is always important and necessary!
When you meet people, in such a way that you almost develop a personal relationship – then something happens. Such meetings invite respect, and you get a different attitude.*

Ola Moe

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Preface

The Department of Teacher Education at the Norwegian University of Science and Technology highly appreciate the collaboration with the Zambian school system. We are proud of the possibility to send our students to have practice studies in local schools in Livingstone and Mongu, and we highly value the cooperation with several persons and actors in Zambia.

The Department of Teacher Education comprises Norway's largest academic environment within teacher education and educational research for primary and secondary schools. We offer profession-oriented and practice relevant study programs at the bachelor, master and PhD level. In addition, we have a broad portfolio of in-service education for teachers and school leaders. The focus of all our activity is geared towards schools, classrooms and workplaces. Our research contributes to developing national and international knowledge about several aspects of education.

Our homepage at <https://www.ntnu.edu/ilu> gives an impression of our activities today. However, there have been great developments since the lecturer Ola Moe 15 years ago took the first steps to initiate collaboration between local schools in Zambia and the former Faculty of Teacher Education at Sør-Trøndelag University College in Trondheim (HiST). Moe had long lasting experiences in international work. After a successful international Norad project, which included Zambian schools, he looked for options to link the Teacher Education at HiST to local schools in Zambia. Supported by the Ministry of Education in Lusaka, Moe's initiative led to the TROLIMO school collaboration.

In February 2020, it is the 14th year we send students in this program. Returning back home to campus studies in Trondheim after five weeks in Zambian schools and Zambian culture, our students have exciting new experiences on teaching and new perspectives on multiculturalism that they will bring into Norwegian classrooms after graduation. In the chapter Evaluation of the project, there are citations like: "I had some of the best weeks in my life, and really, I would not have been without these weeks." Several students report that they got more self-confidence by teaching in Zambian classroom compared to practice studies in Norway. We are confident that their experiences in Zambia make them better teachers.

One year ago, I had the pleasure to visit all our collaborating schools in Mongu and Livingstone, and the Teacher Colleges in both cities. As head of the Department it was a pleasure for me to see the interaction between our students and the learners in the classrooms.

I thank for all the support that is provided to our students by teachers, coordinators and school leadership at the Zambian local schools. I also strongly acknowledge the support from the Ministry of Education and the District Office's engagement for development in the collaboration. I also use this opportunity to thank lecturers and professors at Department of Teacher Education that takes part in the collaboration and regularly travel to Zambia to follow up our students and to develop the cooperation. It is essential to have dedication persons in both countries. A special

thank to Professor Geir Botten, who led the TROLIMO project over several years, and to Professor Ann Sylvi Larsen, who took over the leadership of the project. In particular, I want to thank Professor Audhild Løhre for taking on the challenge from Geir Botten to write the history of the cooperation and the TROLIMO project.

I end this preface with a telling quote from Mrs. Stephania Maseka:

*Yes, and the link between us, we didn't look at it as weak.
We looked at it as each one of us had something to give,
something potential good that we could contribute to
the education system in Zambia, to the education
system in Norway.*

Trondheim, February 2020

Torberg Falch, Head of department, Department of Teacher Education, Norwegian University of Science and Technology



Head of department Torberg Falch visiting local
Zambian schools, February 2019

Acknowledgements

I would like to extend a warm thank you to everyone who have contributed in the school collaboration between local Zambian schools and the Department of Teacher Education at NTNU, and at former HiST.

Five persons have shared their thoughts, knowledge and experiences in interviews, and without this information it would have been impossible to write the collaboration's history. Therefore, with the greatest respect, I thank Mrs. Stephania Maseka, Mr. Mike Kaniini, Mr. Ola Moe, Mr. Geir Botten, and Mrs. Ingrid Thowsen.

The next ones to be honored are the local Zambian schools. The head teachers and deputy heads have opened their schools to us, and the class teachers introduce our student teachers to the learners and the Zambian classrooms. The Zambian culture is new and different to our student teachers, and in this respect the coordinators at the schools play an essential role in making the young student teachers feel comfortable and well. Additionally, the District Office is there to secure the visitors' safety. Thank you to everyone for your support.

The student teachers who get the opportunity to travel to Zambia return with personal experiences that enrich their lives and give a stronger multicultural perspective in their teaching career. A warm thank you also to the student teachers for sharing your thoughts and experiences in reflection notes that adds to the holistic picture presented in this history. Further, a respectful thank you to the leadership at the Department of Teacher Education, the deans and vice deans who have given priority to the TROLIMO school collaboration over the years.

I feel privileged being part of the team of lecturers travelling to Zambia to supervise the student teachers in the local Zambian schools. As colleagues we work closely together to solve any challenges we might meet on our way. A special thank you, though, to Ann Sylvi Larsen for your support during the years and for your help to complete the TROLIMO history.

For the school collaboration to run smoothly, the administrative staff at the Department of Teacher Education are of utmost importance. At former Hist, Kristin Alfer was the one who knew everything about TROLIMO and later, being a part of NTNU, Barbora Skjærseth is the one we turn to. Thank you for all your help in the practical and formal issues.

Finally, I would like to thank my colleague Ingunn Ofte for proofreading the text, and Geir Botten for inspiring me to write the history of TROLIMO.

Trondheim, January 2020.
Audhild Løhre

About the document – the Why, How, What and for Whom questions

Why did I sit chatting with Professor Geir Botten at Chanters Lodge, Livingstone in February 2016, and why did I take the responsibility to write the history of the TROLIMO project? In August 2014, the Teacher Education at former HiST, Sør-Trøndelag University College, needed a lecturer in pedagogics to join the TROLIMO group, and some weeks later I met Professor Geir Botten who informed me about the project. In the academic year 2014–2015 I took part in planning and organizing the trip for the Norwegian student teachers and lecturers who were traveling in February 2015. Additionally, I had the pleasure to supervise twelve of the student teachers' bachelor theses with data from Zambian schools. This gave me the first insight into the Zambian culture. The following year, in February 2016, I travelled to Zambia with the Norwegian delegation for the first time, with Professor Botten as my mentor. During the two weeks, I walked two steps behind him to absorb as much as possible when we visited schools in Mongu and Livingstone.

In the evenings we sat at our lodge discussing. I wondered where I could read about the project, as I wanted to learn and understand more. Botten answered that nothing was written in English. To me, that was a pity. Botten glanced into the air, the soft and soon dark night, - and said: "*You* can write the history." I thought for a few seconds, knowing I was rather flexible between March and June, leaving me more time to write in this period. Before leaving Zambia, I had two interviews recorded, thanks to Professor Botten.

The first interview was done with Mr. Mike Kaninii March 6th when Botten and I visited his farm. The next informant I interviewed was Mrs. Stephania Maseka. She came to Chanters Lodge early in the morning on March 9th, the same day I left to go back to Trondheim. At home I transcribed and organized the information from Kaninii and Maseka. Professor Geir Botten was the third person meeting me for an interview, on June 15th at Rotvoll. The fourth person I interviewed that year was Mr. Ola Moe, who accepted to come to Rotvoll on August 29th. In connection with the interview, he gave me documents about the partnership between Norway and Zambia in a Norad project. After transcribing and organizing the information, a preliminary version was ready to be presented to our Zambian partners in February 2017.

Botten had taught me that for the cooperation to work well, it was important to meet the school leaders both individually and as a group. Therefore, the idea about writing down the history of the collaboration was presented first at each school and later in meetings with head teachers, deputy head teachers and coordinators, with the same procedure in Mongu and in Livingstone. In Mongu, the college took part in the meetings.

The Zambian schools and the college applauded the idea, and accepted to write the history of their own school, which was to be included in the ‘TROLIMO history’. Thereafter, each school wrote their local school history and sent it to me in an email. I received some files, while other files did not arrive. The reason why some files did not reach my computer might be because they were blocked by the NTNU protection wall, an IT expert told me. Consequently, it was necessary to collect the documents during the February 2018 meetings in Livingstone and Mongu, in which files were copied from one memory stick to another.

Now, the history was almost complete, but we did not have enough information from the Department of Teacher Education at NTNU. To fill this gap, Associate Professor Ingfrid Thowsen met me for an interview at Kalvskinnet on January 14th, 2019. The interview was later transcribed and included in the history together with selected parts from reflection notes written by Norwegian student teachers who had been in the Zambian local schools. So, four years after Professor Botten suggested I should write the history, the document is now complete.

The history of the Norwegian – Zambian school collaboration is based mainly on interviews. In this report, I let the interviewees present their thoughts, experiences and points of view, often cited directly without too many comments from my side. My effort has been to analyze and select from the rich information in interviews, reports and the student teachers’ reflection notes, and organize the document in such a way that all voices and parts of information together formed the story. Sometimes I write from a first-person perspective as I am responsible for most of the text, in other sequences I use the plural form we when that is closer to what I feel is best. My wish is to highlight the text and pictures from each local Zambian school and from the college in Mongu. These contributions greatly add to our understanding and knowledge.

For whom is the document written? The Norwegian student teachers who travel to Zambia, may find it interesting to read about the local school in which they

are going to teach. Other parts of the document may inform them, too. The same is true for the Norwegian lecturers who are going to the Zambian schools to observe and supervise the student teachers. To the NTNU Department of Teacher Education, the documentation of the background and what has been done is valuable and will add to the platform on which later decisions regarding international collaboration can be taken. Correspondingly, our Zambian partners may find the documentation interesting and beneficial. This relates to the head teachers, the deputy head teachers, the coordinators and the rest of the staff at the local schools and colleges as well as the the Ministry of Education in Zambia.

My hope is that everyone in the partnership is proud of what the Norwegian – Zambian school collaboration has achieved in the period 2007–2020. And new aims are waiting. The interviewees emphasize the need for research in the field, the Zambian local schools ask for student active learning forms, and this fits well with strategies in the Norwegian teacher education that advocate the same.

Professor Geir Botten, the pioneer in establishing the TROLIMO project, has now retired and his close partner in the project throughout the years, Professor Ann Sylvi Larsen, is now heading the project. I want to express my gratitude to Botten and Larsen for being included in the project, a project that has turned out be a stable and solid program for sending Norwegian student teachers to the local Zambian schools.

Precursors of the TROLIMO project

This chapter describes an international Norad (Norwegian Agency for Development Cooperation) project in which Norway and Zambia were collaborating partners. We first present insight from the Norwegian perspective, and thereafter from the Zambian perspective. Experiences from the Norad project inspired the creation of a new project involving school collaboration with local schools in Zambia and the Teacher Education at former HiST.

The Norwegian journey

We join this journey together with Ola Moe, the former Director of Education at Sør-Trøndelag County. Moe was interested in development, improvement of quality, evaluations and leadership in the school systems. During the 1990s, this interest brought him into several international projects and study trips in Europe, Canada, and US, - mostly financed by the European Union. Moe was also engaged to produce a review of the Policy Investment Framework for Malawi, for one year.

Late in the 1990s, Norwegian authorities decided to transfer the management of some school projects from Norad to the Department of Education and Research, and furthermore it was decided that the Norwegian collaboration with Zambia should be strengthened. At that time, Director General Hanna Marit Jahr and Minister Trond Giske initiated and organised bilateral school collaboration. Jahr, who knew Moe's previous national as well as international work, invited him to lead one part of the Inter-Ministerial Cooperation between Norway and Zambia (the information above was given by Moe). To show the framework of this large bilateral cooperation, we cite the Evaluation Report 1/2006:

In 2000 the Norwegian Ministry of Education and Research (MOER) established a ministry-to-ministry cooperation with the Ministry of Education (MOEZ) in Zambia. It was based on the assumption that such collaboration represented a new and effective model for capacity development. The approach included sharing of experience between colleagues, application of lessons learned from educational reforms in Norway (...). In Zambia, the cooperation was initiated by Norad and the Norwegian Embassy. (...) Southern Province was selected by MOEZ as a pilot for the Cooperation. The areas of cooperation were:

Theme 1: Capacity building on policy and reform management.

Theme 2: Multi-grade teaching and general teaching and learning methods. Theme 3: Information systems.

Theme 4: Decentralisation and implementation of reforms.

Theme 5: Twinning of schools (not a central activity of the cooperation).

Theme 6: HIV/AIDS in education (included in the cooperation as requested by Norad) (Norad, 2006, p 4).

Moe was to be in charge of Decentralisation and implementation of reforms and, according to Moe, those topics were later more or less merged with the theme Information systems. The subprojects were anchored at the county level and the district level in Norway and Zambia respectively. The subproject on HIV/AIDS was linked to Moe's field (theme 3 and 4) through the schools, as much of the preventive work on HIV/AIDS took place in schools. As emphasised by Moe, it was necessary to work closely with the school authorities and administration at the Zambian district level, and thereby establish contact with the schools and the head teachers.

Moe's work included quality improvements and decentralisation of management in schools. This gave him a broad insight into the Zambian school culture and a solid network, as expressed by Moe:

This was a unique possibility to establish close and good contacts, not only personal contacts but also professional contacts, within the school administration and school leadership at all levels; from department, through district to school level.

Ola Moe's pioneer work in the collaboration with Zambia proved to be of great value to the TROLIMO project.

The Zambian journey

From the Zambian side, former Head Teacher Stephania Maseka was my key source of information regarding the early history of the school collaboration. Maseka remembers that in 2000, a group of Norwegian researchers came to her school to carry out a survey on the educational system. The researchers asked how the Zambians ran the school and about the academic results of the pupils. Looking back, Maseka told me: "First I thought it was just a major interview not knowing that later on we were going to have something big that was coming up."

At that time, Zambia, like most countries in Africa, had a great challenge in fighting HIV/AIDS. The epidemic affected the entire population: individuals, families, and institutions. Likewise, the schools were vulnerable. Teachers became sick or affected in other ways. The important question for the Zambian Ministry of

Education was how they could intervene through education, how they could educate people about HIV/AIDS. Having a shortage of teachers, they had to look for organisational solutions. In this situation, collaboration with Norway seemed expedient.

The first group of Zambian visitors came to Norway by invitation in 2000 to study the Norwegian school system. They were primarily interested in multi-grade teaching and decentralisation, but also in information technology. The group visited small schools applying multi-grade teaching in the western part of Norway. Maseka, who joined this first group, reflected the Zambian visions in this way:

We felt multi-grade teaching would be of hope, not only in rural areas or smaller schools but also in schools in urban areas. (...) We felt that was going to be very, very useful because at that time the HIV/AIDS epidemic was quite high. (...) We were looking at how we could assist to teach it effectively in the education, in the classroom, to make the pupils aware, to make the teachers aware, and to make the communities aware because at that time the prevalence was quite high.

There were a lot of misunderstandings about HIV/AIDS among people, such as: ‘when you get it, you will die there and then’. Maseka emphasised that they wanted to reach the communities through the pupils: “We wanted to give people the knowledge about HIV/AIDS: How does it come, how can we prevent it, because at that time many people did not know it, (...). We wanted to reach the communities, we wanted through the pupils whom we teach.” Seen in this light, it was easy to understand that the Zambian partners strongly welcomed the invitations from Norway.

Ola Moe was one of those who organised several excursions of Zambian school leaders to study the Norwegian school system in the years 2000–2010. Zambia and Norway shared an interest in decentralisation of school management, a field in which Moe had special competence. As expressed by Maseka, they met Moe in this process: “We felt that Norway had gone a long way in issues of decentralisation at that particular time, (...) so we felt that was also an area we could learn from Norway.”

The value of the Inter-Ministerial Cooperation

The exchange visits were one of the cooperation's strategies of capacity building. First, people from the school level and the district level went to Norway, and after a couple of years, people from the Ministry of Education in Zambia joined the groups to study decentralisation, multi-grade teaching and different themes of information technology. The cooperation was located in the Southern Province of Zambia and reached out to the districts within the province. According to Maseka, the collaboration included a wide range of groups in the society:

I just want to report that the cooperation included quite a number of persons; the parents, the teachers, the pupils and also people at the province and at the Ministry headquarters and at the district. (...) The capacity building, in short, was not only to people at higher levels but also to people on the grassroots, including the parents themselves. So, it ran from 2001 actively to 2008 when I wrote a report on the same.

In collaboration with the organisation Save the Children, the schools were encouraged to form Pupil Councils where the pupils were part of the school management. Maseka said: "the children would sit at the board of management, the finance board to decide. (...) we need maybe to use the money in this way or that way. So that actually helped our schools in the Southern Province to be better than before the cooperation started".

And, Maseka added: "So in terms of knowledge, in terms of skills, in terms of capacity building we benefited actually a lot from our Norwegian counterpart. (...) I feel that it was actually a very fruitful and very, very workable cooperation. And, that as Zambians we benefited actually quite a lot, not only in terms of funding, but to me, in terms of what we received in education, the methods of teaching that we came to apply, the multi-grade teaching, the capacity building that was done to our board members, that helped in the running of the boards because at that time they had just started. (...) I think, in short, Southern province actually came up with the best educational board because of the help and assistance we received actually from our Norwegian friends who came to help us with the capacity building."

In 2007, the two parties in the cooperation agreed that the goals had been reached and decided to end the project. For the Zambian side, Maseka summarised "Now we could pick up ourselves, and were satisfied to say we got the help that we needed in terms of information, in terms of knowledge, in terms of sharing ideas that

could help the parents and the pupils and the teachers (...).” Norad hired external evaluators from the Netherlands to report on the results in the Inter-Ministerial Cooperation. The subproject on school development and improvements including how quality in schools were defined and supported, under the direction of Ola Moe, received a positive evaluation (Norad, 2006).

New ideas about school collaboration

When Ola Moe understood that the Inter-Ministerial Cooperation was in the final phase, he searched for other projects that might combine the Norwegian and Zambian school systems.

Moe was by now teacher at HiST, the University College of Sør-Trøndelag, and one idea was to strengthen the relationship between HiST and DALICE, the David Livingstone College of Education in Livingstone, in terms of giving academic support from HiST primarily in mathematics to help develop the college in Livingstone. The Dean at HiST, Arnulf Omdal, supported this idea, as did central persons at DALICE and the Ministry of Education in Zambia. Therefore, in September 17th–25th 2005, Ola Moe went to Zambia together with Vivi Nilssen and two mathematicians, Geir Botten and Ole Enge, to discuss some possibilities with lecturer Mike Kaniini, and his colleagues at DALICE. The college-college collaboration was, however, not formalised as a project with its own financial framework at that time, but up until now, professors from NTNU have given lectures once a year at DALICE.

Rooted in the experiences above, a new idea was born. Moe was aware that the university college in Sogndal, Norway had succeeded in linking exchange of student teachers to their part of the Inter-Ministerial Cooperation. As former Director of Education and by now lecturer at HiST, Moe strongly believed that getting international experiences would be of great value to young students. Botten had similar worldviews, and he had positive experiences with sending student teachers to Keren in Ethiopia in the period he was dean at HiST. For safety reasons, the Ethiopian collaboration had to stop, and Botten had been looking for alternatives. Thus, the next step was obvious; namely to develop a school project based on giving student teachers from HiST the opportunity to take a part of their school practice in Zambian schools.

The leadership, the administration and the academic professionals at HiST welcomed this new idea, as did the Zambian education system. Maseka clearly remembered the initiative from Ola Moe to create a new school project:

So he wrote an email back to me, and also through the district administration board secretary who shared the idea, to say; look, already we started a good thing, suppose now we go to the school level, to the lower level and ask

student teachers from Trondheim to come and practise in your schools, would that be a better idea? So we felt it was already this mutual understanding, this relationship between ministry of education in Zambia and ministry of education in Norway. And he was the advisor that had worked with us all those years, and now he is at the college, and now he says that this time we could have a direct link; school, college, school and so forth.

When he brought this idea, we felt this is a brilliant idea (...). So we said here, there is no problem because we have our students from the college (DALICE) and from different colleges to come to practice in our schools, so it would not be a bad idea that the students (from Norway) came. Of course, we looked at different things, the bigger classes as compared to the classes in Norway. But he (Moe) said it is also good that they have to feel what it is like, because they also had to learn from us, the methods that we are using. Also, the cultural things, discipline also, and in so many areas. (Maseka)

In May 2007, Ola Moe travelled to Livingstone together with Margret Hovland, the international coordinator at HiST, and Kristin Alfer from the administration. Moe and his team met colleagues at the college in Livingstone and from this point, the school project was developed in a process where both parties contributed. Mike Kaniini described the process in the following way:

Mister Ola led the team from Norway and, he was holding the discussions at the Teacher College, and we used to hold the meetings at that place where we talked about pedagogical issues. We talked about how to mobilize resources and we talked about how to solve the problem of shortage of teachers. And, these people were very important. The lecturers at Livingstone college, mister Ola and his team from Norway, - when these teams sat together, they worked out the modalities which led to the birth of this project.

According to Kaniini the important people at the college were Patric Kayawe, who did all the coordination, Fidelis Mumba and the Principal, in addition to Mike Kaniini himself. Kaniini pointed to the Zambian teachers working in the schools as a third category of people who were important to make the project a reality, “because the project was looking forward to bring Norwegian student teachers into the Zambian schools, (...) the college was just showing the way”.

Kaniini continued: “The interests in the project were twin faced. The interest from Zambia was to learn from partners on pedagogical issues, while Norway was interested in finding a space where their trainee people could come and do teaching practice in Zambia.” Botten underlined that the Norwegian interest was to “give the student teachers a different experience base upon which to reflect and understand Norwegian schools, the multicultural aspect of the Norwegian school, and bring back new impulses and thoughts. In line with this, and supported by Maseka, the aims were twofold, and formulated as follows:

1. From the Norwegian point of view: The University College in Trondheim wanted to give their teacher students a chance to get international experiences by doing some of their teaching practice abroad, in Zambia.
2. From the Zambian point of view: Educational leaders wanted to give their teachers in local schools the chance to learn from the Norwegian student teachers, as there was still a need for school development.

This work resulted in the TROLI project (TRondheim and LLivingstone), later expanded to the TROLIMO project (TRondheim, LLivingstone and MOngu).

Development of the TROLIMO project

The first agreement between HiST and schools in Zambia was signed in 2007, May 25th, by Maseka, the Head Teacher at Linda West Basic School, Hanguwa, the District Education Board Secretary in Livingstone District and Mjøen, the Vice Dean at Hist (Attachment 1). Maseka remembers they had a boat cruise on the Zambezi River where they discussed the framework of the project. Ola Moe, Kristin Alfer and Margret Hovland constituted the delegation from Norway and among others, Mike Kaniini and Stephania Maseka represented Zambia. At that time, Kaniini was a lecturer at DALICE, the college in Livingstone. As he was already a central person in the Inter-Ministerial Cooperation, he now became the link between the college and the Zambian schools. The college and Mike Kaniini recruited the first school in Livingstone, and later he facilitated the cooperation with schools in Mongu. Botten characterized Kaniini as the door opener to DALICE, and both Kaniini and Maseka were essential in introducing the Teacher Education (HiST) to the school authorities in the Southern Province.

Different educational institutions in Zambia were involved in the development of the project, as will be described below, but first we will look at the strategies of recruitment and see which schools were included.

Strategies of recruitment of Zambian schools

The head teachers and thereby the schools were carefully selected, first to the TROLI project, and later to the TROLIMO project. The first schools were selected on the basis that the College knew the head teacher from the Inter-Ministerial Cooperation. Kaniini underlined that they wanted schools where they “already had key people who had the origin of what this project was”. Linda West Basic School was the first school to be identified because Stephania Maseka was then the head teacher and she had been a part of the team working with Ola Moe.

The second school to be recruited was Nalituwe Basic School, and the reason was simple: Maseka was now moved to be head teacher at that school. Likewise, knowledge of the head teachers and the schools led to the selection of Libala Primary School and Zambezi Primary School. The expansion of the project to Mongu followed the same strategy, namely through personal knowledge of the head teachers.

When Kaniini moved to work at Mongu College of Education he was the one who recruited two schools in Mongu; Malengwa Basic School and Holy Cross Girls Secondary School. Kaniini argued: “We selected schools that already were working with the college, because it was so easy to connect them to the idea, and it started there”.

The historical line

The first four Norwegian student teachers travelled to Zambia in October-November 2007 to have their teaching practice at Linda West Basic School. The leadership at HiST looked upon those students as a pioneer group. According to Botten, the evaluation was positive, and HiST decided to continue sending students. However, October-November is a hot season in Zambia, and Maseka told me the Norwegian student teachers taught in the mornings and that she asked them to leave the school at lunchtime because of the temperature. Therefore, the next four student teachers were sent to Linda West Basic School in March 2008, and since then the Norwegian students always travel in February-March.

Ann Sylvi Larsen joined the project in 2008 and went together with Geir Botten to visit the Norwegian student teachers that year. Larsen and Botten were the two central persons who ran the TROLIMO project from the Norwegian side the following years.

In 2010, four student teachers had teaching practice at Nalituwe Basic School for the first time, and again it was successful for the Norwegian students. Now we take a break from the history line in Livingstone to look at what happened in Mongu. Botten and Larsen were the ones who initiated the collaboration with schools in Mongu. Below is the story told by Mike Kaniini:

When Mr. Botten, Geir, when he came to Zambia to monitor this project at Livingstone, he was told that Mike Kaniini was transferred to the Western Province, and then he started tracking me, and then he found me. At that time, I was at the University. He made an appointment to meet me in Lusaka, and I met (with Botten and Larsen) to discuss the idea of starting this project in Mongu as well. So, when I finished my program at the University and went back to Mongu Mr. Botten followed me and we discussed the plans to start the project in Mongu, and that was how it (the idea of the expansion) was born. And there Kaniini myself, became the coordinator.

The first eight students were sent to Mongu in February-March 2012 and, like in Livingstone, the student teachers as well as the lecturers and administration at HiST in Trondheim were happy. From Mongu, we now return to Livingstone again to hear about inclusion of more schools. Maseka describes:

Way back here in Livingstone we felt later on as the program progressed, we felt we could extend the number of schools because each time the lecturers came from HiST to have a meeting, to review what we are not doing in the project and how best we could handle the project for the betterment of the pupils, for the betterment of the teachers and for the betterment of everybody else. So, we felt we could still extend it to two other schools. That is how we came up with Libala and Zambezi, where we are now, and each time in a new school we would sign an agreement.

The first student teachers were sent to Libala Primary School and to Zambezi Primary School in February 2012. Up to now, each of the collaborating schools in Zambia receives four student teachers from Trondheim every year. That means the Teacher Education at former HiST, now NTNU, has had the pleasure of offering teaching practice in Zambia to 24 students each year and, in this way, supports the development of much needed international competence in Norwegian schools.

In addition to teaching practice in Zambia, there has been twinning of schools in such a way that a Zambian local school has a twin school in Trondheim or the surrounding areas. It was Professor Larsen who established the Twinning school project (see Attachment 2) with exchange of letters between Norwegian and Zambian schools. The project started in 2008 with Åsvang school in Trondheim and Linda West in Zambia as the first twins. According to Maseka, the twinning of schools has been of great value to the Zambian schools. Some Norwegian teachers have visited their twin school in Zambia, and the pupils write letters to each other. The student teachers are couriers and bring letters from the Norwegian pupils to the Zambian pupils when they arrive to Zambia and return to Norway with letters from the Zambian pupils. Those of us who have seen the face of pupils when they read the letter from the other side of equator, knows the value of linking children and young people together across countries and cultures. It may resemble what Ola Moe said about preventing racism among the Norwegian teacher students, a quote presented in the chapter “Long-term effects”.

Another choice for the Norwegian student teachers is International Term (see Attachment 3), consisting of three months of study at DALICE or MOCE. The TROLIMO project facilitated this possibility.

The role of the Ministry of Education

The information in this chapter is given by Kaniini. He told that the Ministry of Education in Lusaka as well as the University of Zambia took part in planning and monitoring the present project. Likewise, the District and the College were strongly involved. I let Kaniini's words describe the process:

Right from the beginning of the project the government was involved. Because first of all the ideas were discussed at the Ministry of Education in Lusaka. The Ministry of Education also involved the University of Zambia. So some lecturers there were also involved in discussing this project. And then the Ministry was very much aware of receiving the reports from Livingstone. So, we worked hand in hand with the Ministry of Education. The Ministry of Education and the University of Zambia together discussed and gave authority to this program, and they were also interested in monitoring to see how it was working. And they supported us by giving us some financial support to develop those schools so that they had the capacity when the students come. They supported us materially by bringing learning and teaching aids which the pupils needed for use in the schools. The Government and the Ministry of Education played a very wide role by bringing up this project. And not only the Ministry Headquarter and the University, - the local districts educational administration were equally involved when it came to monitoring. They worked hand in hand with the college to see what we were doing in this course. Yes, and also to call for the due meetings in order to discuss how we were performing, so the local administration was equally involved.

Evaluation of the project

Everyone I have talked with in the process of preparing this report felt sure that the TROLIMO project has been successful and has further potential. The informants emphasised different aspects of the collaboration, based on the context each of them knew best. Some have seen it primarily from one side, the Zambian or the Norwegian, whereas others point to topics of bilateral interest. This chapter is structured in four parts, where the first reflects on the importance of the collaboration to the Zambian schools that are involved; the second focuses on the importance to the NTNU Department of Teacher Education; and the third describes experiences and thoughts reported by Norwegian student teachers. The last part considers possible long-term effects of the project.

Importance to the Zambian schools

First, we will look at the value of this project to the Zambian teachers and thereafter, what it has meant to the pupils and the schools in general. Both Kaniini and Maseka took part in the processes that led to the TROLIMO project, and both know the project schools and thus, have firsthand information to evaluate. The two have distinguished teacher competence and they are highly respected. Kaniini as well as Maseka express gratitude on behalf of the Zambian teachers. Kaniini strongly emphasized: “This project is very, very important for the teachers, – in so many ways”, and he continued:

The Zambian teachers having worked together with Norwegian students, they came up with some knowledge that improved the standard of creating new learning involvement – how to be creative, in terms of using the local environment to come up with teaching aids.

Correspondingly, Maseka refers to the eye-opening experiences related to pedagogical issues. She emphasized that the Zambian teachers now have “a new way of looking at teaching; the teaching methods and the preparation part of it.” Kaniini obviously shared this point of view, and to illustrate he told me a story about a young Norwegian student teacher, - an observation that had made a great impression on him:

I remember a concrete example in Mongu. The student from Norway was teaching the topic about how the lungs in humans are working. She went to Shoprite, she bought the plastic balloons. She also requested for straws that

are used for drinking. And she used the straws and those balloons to make lungs. She pushed the straw this way and this way and she used the straws to bind the lungs together. – And that was very interesting to the pupils, the learners, because they actually saw the practical example of how lungs are working. And by looking at the two balloons, one at the right and one at the left, and that was very important because they saw a practical example of how these two lungs were connected.

Kaniini reflects on this and comments: “The air demonstrated by such a way was a very clever way of being innovative. It motivated Zambians. Those balloons that were bought in Zambian shops and straws that were found in Zambian shops and the Zambians teachers never realized how those could be used to handle a topic like that. And it opened up their mind, to see how local environment can be used for learners, learning practically.” Kaniini adds a reflection on the interaction between pupils and the teacher: “Yes, - and that was a hand on experience, because pupils, the learners, were helping the teacher to inflate the balloons.”

In the same way as Maseka and Kaniini were grateful on behalf of the teachers, they were likewise grateful on behalf of the pupils. Maseka says:

It was not only what was started in 2000. Now it came down to our pupils in the classroom. Now they started learning, the methodologies, - our teachers and the teachers from Norway would sit together to see how best the classes could be taught despite they were bigger classes.

Kaniini points to the value of observation, collaboration between pupils, participation, and letting the pupils be creative and organise their own learning, and he acknowledge that this has been learned from the Norwegian colleagues. Let us listen to his own words: “(...) to let the learners actually do (things) and be participating in the learning process more than just hearing – because most people loose what they have heard, forgetting, and this have actually improved the way that Zambian children are now learning. It was because of this project, which brought a new shift in the aspect of teaching those issues.”

Apart from just hearing, the power of observation and the act of manipulating what they learn also came into the process of learning. So, we started to see the educating of the whole person. And that improved the way learners learn because we saw now that learners can be creative, innovative and using their

initiatives even to organize learning themselves and learn from discussion with the others. And also, the strategy of asking questions because curiosity now was created in them. (Kaniini)

Kaniini continues: “Zambian schools have improved their methods of teaching by learning from these Norwegian students who are doing teaching practice here, because of collaborating on those issues.” Adding to this Maseka comments that: “(...) each time the students came, and they saw a need, (the schools) felt that they had to buy books, textbooks for the students to use.”

From the last citation, we see that the school authorities experienced a need to buy new materials. This could be at a cost that was unbearable to a poor school and a poor country. However, at this point the payment from the Teacher Education came into play. In the interview with Geir Botten, he seemed to be happy that the Norwegian money from the student exchange had meant a lot to the Zambian schools. He mentioned, for instance, water supply to the schools, the building of security fences and purchasing computers. Maseka pointed to the agreements between each Zambian school and the Teacher Education in Trondheim, and highlighted that the payment they get in return for mentoring the Norwegian student teachers, gives new possibilities for the school:

I want to talk about the schools where I have been, for example, at Linda West when we first received the money. I think at that time, we did not have electricity at the school. In addition to the Norwegian money, the parents brought in something. We (the school) also added a little bit and later, we extended the electricity to the other block. We also bought the chairs for the teachers' staffroom and I think, also other things that we needed for the pupils at that particular time.

As we can see, the money from Norway was spent on giving the school electricity and equipment for pupils and teachers. When Maseka moved to Nalituwe that school also bought equipment, and even a photocopier:

And at Natlituwe, I remember very well. The first time we bought the sit forms, the tables, and the chairs for the teachers so at least they could have a room for preparation. Also, we felt it was coming very expensive, because we had to take the pupils materials for tests and for exams to be photocopied in town so we bought an industrial photocopier where we could make our own tests.

Maseka continues to reflect and includes the other schools in the cooperation.

Yes, so each grade from the first grade to the ninth grade have their own paper, have their own exam to be tested on because we felt this kind of preparation was good for them. So, it did not only benefit the teacher who sat on that chair in that staffroom being comfortable enough to prepare the work for the pupils to benefit, but it also went down to the pupils so they could have something that could help them to advance.

So, in different schools the money helped, may be to finish a building or to finish a classroom depending on the need that particular school had. (Or) they had gone ahead to buy the text books (...). Just to mention a few things that had come out of the cooperation. (Maseka)

Importance to the NTNU Department of Teacher Education

The Teacher Education at the former Sør-Trøndelag College (HiST) had a long history of sending students abroad for teaching practice. According to Botten, this strategy and especially the collaboration with Zambia has grown to be a trademark for the NTNU Department of Teacher Education. Many young students apply for admission because of the opportunity to have teaching practice in Zambian schools.

The TROLIMO project has provided great benefits to Norwegian educational institutions as well as to individual persons. Ingrid Thowsen, formerly responsible for international affairs at the Department of Teacher Education, NTNU, highly valued the collaboration with Zambian partners. Thowsen underlined that the TROLIMO school collaboration is in line with intentions at the top level of the University and the Department of Teacher Education, and thus the project underpins the strategy plans of NTNU and ILU which state that the university is obliged to collaborate with low- and middle- income countries. In 2019, ILU sent about 100 students abroad and of those one third traveled to Zambia. It provides the student teachers, the lecturers and the institution with unique experiences that in the next turn will enrich educational systems in Norway.

The Norwegian school leaders who were interviewed, highlighted the value of Zambian school practice for the young student teachers. I will first point to Ola Moe's strong statements about avoiding fascism (see the chapter of "Long-term effects") and before we let the student teacher express themselves, we turn to some messages from

Thowsen and Botten. When the student teachers return to Trondheim after the practice period in Zambian schools, they all write a report on their experiences. Professor Geir Botten is one of the Norwegian teachers who have read most of those reports over the years. Botten's general impression is that the stay has great influence on the students, both personally and for their professional development:

When I see who goes and what they get in return, almost no-one emphasizes the exotic part like being a tourist. Rather they emphasize what the stay means to them as teachers, the experiences and the friendships they build with Zambian teachers and pupils. (Botten)

Likewise, Ingfrid Thowsen expressed: "I think this is a very good practice for the students". Thowsen pointed to the experience of being different. Coming to Zambia the Norwegian student teacher is the one who is different, and then each one must learn how to behave in another culture, and "not step over some boundaries that may be invisible". What the student teachers learn, they will bring back to Norway and Norwegian classrooms. Norway has become increasingly multicultural over the last years and, consequently, the teachers need multicultural competence.

The TROLIMO project has also led to other positive effects for the university. An example is the International Term (see Attachment 3) which gives the student teachers the opportunity to study at DALICE or MOCE, and additionally, lecturers from Zambia and from Norway may meet to discuss educational topics.

Student teacher reflections

When the student teachers return to the university after the five weeks in Zambian schools, they write an individual reflection note about their experiences. This reflection serves several purposes. First and foremost, the procedure gives each individual student the opportunity to sit down and debrief and sort out impressions that might be overwhelming. The lecturers who visited the Zambian schools and classrooms read the reflection notes and respond in writing. In addition, all the student teachers are invited to a meeting, and individual verbal communication may continue afterwards when needed.

Since 2017, we have asked the individual student for the permission to use the reflections for research, and the students return an informed written consent. Therefore, we use student quotes from the last years in this presentation. However,

the student teachers' experiences from Zambian school practice seem to have many similarities over the years, as judged by Professor Ann Sylvi Larsen and Professor Geir Botten. Below we will emphasize the overall personal impressions, experiences and reflections about teaching and the classroom as well as perspectives on multiculturalism and values in life as presented in the students' reflection notes.

The best weeks in my life

It is typical for the student teachers to be extremely pleased with the weeks they stay in Zambia, as exemplified by the following quotes: "This period is something of the best I ever have experienced, and I'm so happy I got this possibility!" and "During the five weeks in Zambia, I had some of the best weeks in my life, and really, I would not have been without these weeks." In general, the student teachers appreciated the hospitality, the kindness and joy they met in the African culture.

Several of our student teachers also underlined that they gained more self-confidence during the stay; after a while they felt comfortable teaching in English and being alone in a classroom that is different from the ones they are used to. Although they were prepared as they had attended lessons and looked at pictures before they left NTNU, it is not possible to be fully mentally prepared. Each of the student teachers need to breathe the air, meet the classroom, the learners, the Zambian teachers, the coordinator, the deputy head and the head teacher – and over time, these impressions typically melt into a love for the school, the culture and the country.

Teaching and the classroom

Most of the students write that they felt the teaching was more challenging than they had anticipated. As one of them said: "I have the classroom, the blackboard, a book and myself." However, as reported by many students, the limited equipment forced them to be creative. They had to think outside the box, find material in the surroundings and prepare the lesson to fit the classroom and the learners. And as we can read from the notes; the student teachers had to be both creative and flexible.

Perhaps the most astonishing classroom experiences for the student teachers, we find in their reflections of how the Zambian learners often reacted to their pedagogical methods. Summed up, the Norwegian student teachers seem to get an impression that the learners were not very well trained to reflect and be creative. We let this point of view be represented by the following quotes:

The pupils in the class were used to copying text off the blackboard, and as a result they were very good at this. When my co-student, NN, and I gave them tasks where they had to think independently and use the creative part of the brain, it became very challenging to them. That was very intriguing to discover.

To illustrate, the student teacher gives an example from a lesson in mathematics:

The learners had about prime numbers, which they found very difficult. My class teacher had made a poster which listed all the prime numbers. NN and I discovered that the learners did not master simple multiplication, and therefore we decided to spend some time on that. Then, we discovered that many of the learners had great problems with addition tasks with numbers below 20. This was perhaps when we understood how important it is to be aware of one's own learning processes. When the learners copied down everything, they did not think for themselves and as a result, independent thinking and reflection in the process of solving tasks was low.

Further, we see that the student teachers often noticed that the Zambian teacher's way of giving feedback in the learner's personal notebooks were very different from what they were used to. First, they asked themselves what the purpose behind all the "hooks" was. After a while, when they gained more insight into the culture and procedures, they realize that in addition to giving feedback, it is about communication. A communication between the teacher, the parent and the child. Many parents can't read what their child write in the book, and therefore the sign of "a red hook" inform both that the child appeared at school and that the teacher was satisfied with the work.

We will continue with reflections from a lesson where the student teachers felt they succeeded in inspiring the Zambian learners to think, discuss and write down their thoughts. The learners were happy about the task, and perhaps this small project opened for wider perspectives in some of the learners' minds:

We chose to bring a globe to class and teach the learners about the world by letting them choose which country we should travel to, and they wrote down questions they might have, and we answered them to following day. We started with Norway and continued with some other countries. There were so many interesting questions, and the learners were very interested and engaged!

Their ambitions to travel to these countries were fantastic, even though they will perhaps never go there. On the last day, several of the learners thanked us for having taught them so much about the world, and they wished to go out and experience it! Perhaps they have gained insight into all the possibilities they actually have if they work for it.

When the student teachers leave for Zambia, they generally have the idea that they want to work with student active learning methods. Coming back to Trondheim, some of them feel that they partly succeeded and are satisfied with their teaching, while others tell in the reflection notes that they tried hard the first weeks but after some time they lost energy and turned more to the method used in most classrooms; the blackboard and transcription.

Discipline and relationships

The student teachers get the impression that discipline is very important in Zambian schools and classrooms, and that Zambian teachers seem to use different methods to achieve discipline. One of the methods that affects the student teachers, is physical and psychological punishment. This concern has been found in most of the students' reflection notes from the very beginning of the school collaboration. However, the theme will not be elaborated upon in detail in this presentation. We will just mention that the student teachers tell about instances inside and outside the classroom, and likewise, they feel affected when some teachers try to hide the behavior to protect the Norwegian students from seeing it. At this point, we will add that punishment has been discussed in meetings with the school leaders and coordinators – who strongly disapprove of this practice (see Closing remarks, from the author).

One the other hand, the Norwegian student teachers report many stories about class teachers who controlled their class through other methods than punishment. Especially, the student teachers valued Zambians who used humor in the classroom. This typically happened when the class teachers talked with the learners in their native language. Often, there were laughter in the smiling faces. According to the student teachers, some class teachers were conscious and out-spoken about building relations with the learners in their classes, and from the quote below, it is obvious that the student teacher admired her Zambian class teacher:

The teacher-pupil relations were very good. The teacher followed the same learners over several years, and among other things she always used their names in her teaching. The learner had great respect for her (and they were, at times, perhaps even a little bit afraid of her?), but at the same time I experienced the classroom to be filled with humor and laughter. I thought it would be much stricter, but in my experience, there was a good balance between joy and serious focus on learning.

In this respect, we will highlight that some of the Norwegian student teachers are genuinely interested in methods to help slow learners. The following quote reflects this view:

During my stay, I worked very hard to help the slow learners to experience mastery. To me, it became important to make sure that these learners felt “seen” and could feel mastery during the time I was there.

In Norwegian student teacher education, in addition to subjects such as language and mathematics, students take a course called “Pedagogy and knowledge about pupils”. In all subjects, but especially in the latter, they learn about the importance of building relationships with the pupils in class. Thus, the student teachers felt very happy when they succeed in helping a Zambian learner, exemplified by the following:

One incident which was made a special impression on me was when we had a lecturer visiting from Norway, and she asked one of the slow learners which color her skirt was (we had just recently worked with adjectives in English), and he answered perfectly. I don't think I have never been so proud of a learner before.

The white student teacher being different

As the last theme we will present the student teachers' feelings of being 'different' in the African culture, and what they have learned from this. Several of the student teachers point to the experience of being different from the majority. At the same time, they recognized the friendliness and felt welcome, as expressed in this utterance:

There are few tourists in Mongu and as white people we clearly stood out. When we walked along the road, children would shout “How are you?” from the other side of the street, and they followed us. They received us in a very

good way, but at the same time it was my impression that they were afraid we would be dissatisfied.

All student teachers who have written about the feeling of being different, also reflect on the consequences of this experience for their later work as teachers in Norwegian schools. They appreciate the experiences and look upon them as valuable as Norwegian classrooms are getting more and more multicultural. The student teachers know they will meet language barriers and cultural barriers, and they think the interaction with Zambian learners have taught them alternative ways of communicating. We let a couple of quotes speak for the student teachers:

The teaching practice in Livingstone will probably affect me in the way that I will have a greater understanding of the fact that all the learners in the classroom have different backgrounds and histories. It is my responsibility as a teacher to take this into consideration and help the learners in the best way possible.

After this journey I have gained an increased understanding of other cultures. I see the value of having knowledge of cultures other than the Norwegian one and I hope I can use learners with close ties to another culture as a resource in my teaching.

I will close this chapter by citing Maseka, who mentions benefits for both parties: “(...) student teachers are leaning from us, and we are also learning from them.”

Long-term effects

“International collaboration is always important and necessary!” This statement is from Ola Moe. He points to the overall importance of international collaboration for the world, and to the formation – the *bildung* – of young people. He tells about his experiences through years:

When you meet people, in such a way that you almost develop a personal relationship – then something happens. Such meetings invite respect, and you get a different attitude. None of our students, who have been to Zambia, will be close to developing a racist mindset. They get a completely different understanding of other cultures and other people. It’s a pity we can’t send more students.

In the quotation above, Moe reflects on differences in culture and the importance of knowledge in the prevention of racism as long-lasting effects for the Norwegian students. Likewise, Maseka saw the student teachers' possible benefits of teaching practice abroad, summarized to 'become better teachers':

I want to believe that the student teachers who has come to Zambia, from 2007, have really become better teachers in the sense that they have had an experience, and different circumstances, sometimes limited materials, for example, text books that we use, but they have come into it as much as possible.

Maseka's thoughts also centered on the future of youngsters in Zambia. She seemed to be convinced that having Norwegian student teachers in the classroom would enrich the Zambian pupils in the long run, as she says: "their minds are now exposed (...) what has been communicated from the fellow student in Norway will interest them, (...) and one day they will travel (...) saying: Let me go and visit as a tourist." Maseka saw the value of peers advocating for better education, and highlighted that they planned for the future:

That child who is actually in the classroom today will one day grow up, and will give a testimony, will encourage others by saying: This is the importance of education! We had this teacher who came from Norway. We learned this and this and that.

The TROLIMO project has also had impact across generations. Botten and the Department of Teacher Education have invited Zambian collaborating friends with families to Trondheim twice. Some people came with their children or a grandchild, and Maseka reflected: "(...) it is an experience also for our children. They are back now to tell others about the experiences that they had. So, experience is not only limited." On the other hand, the Norwegian student teachers may go back to visit Zambia, like Sigrid did. She was one of the first student teachers in 2007 and she later went with her mother to show places that had become significant in the young teacher's mind. Maseka made this comment:

So, it is not only about student teachers coming to teach in our schools, it has gone further, to develop this deep relationship where we are saying: it's a lifelong program.

Moe underlined the long-term importance of international collaboration to the institutions. What you and your institution learn in one context may later be useful in other arenas. This includes application expertise, such as the competence of applying for a project with necessary financial backing. As illustrated in the quotes below, Maseka showed great awareness and gratitude regarding the economic impact of receiving visitors, saying: “it goes beyond the classroom”. I will let Maseka’s thoughts round up the chapter about long-term effects:

When the students come here, they just do not end up in the classroom. They lodge and the lecturers lodge. They also get interested in the tourism of Zambia; they would want to see the Victoria Falls, and other places of interest. When they go back they are selling Zambia, when they go back from Chobe they are selling Botswana; this is what is found in Africa. So in the same time, they are bringing in also the economy. So from this program that was started, it is not only restricted to education, it has gone further, into tourism, we are enriching Zambia, enriching Africa.

So, everyone is a beneficial: Zambia is a beneficial, because the economy is growing, we are marketing the country, we are marketing our schools, we are marketing our pupils for the future – because one day they will travel, and they will not get lost. They will know where Norway is, they will know the people, they will know the language they speak, and the friendship that they had. So it goes beyond the classroom.

Success factors

To learn from the TROLIMO project we need to search for factors that may have contributed to the success. I have analyzed my informants' viewpoints based on what they seem to put most emphasis on: the importance of education, the value of personal relationships, equivalence in collaboration, the glue of the project, and recruitment.

The power of education

Firstly, I want to draw attention to the power of education. The United Nations and WHO have been fighting poverty through education for many decades. Moe told me that he met a positive attitude and culture for education in Zambia, and the authorities gave high priority to education. Therefore, the Zambian Ministry of Education welcomed the invitation from Norway to join the Inter-Ministerial Cooperation. Moe suggested to me that the positive attitude and culture for education in Zambia created a basis for school collaboration to be successful. In light of this, I propose the attitude and the culture for education was the first and necessary cornerstone for the TROLIMO project. The Norwegian lecturers and student teachers met the Zambian teachers and their school system in an optimistic atmosphere for collaboration. The many statements included here from Mike Kaniini and Stephania Maseka support this.

Personal relationship and network

My informants pointed to the great value of personal contact, as illustrated by the following statement: “One of the most important factors; that is the network level. Personal contacts; that you are acting in a professional manner; yet in a humane manner; respectful.” These words are from Ola Moe who added that he put much effort into helping his Norwegian colleagues in the TROLIMO project to be mentally prepared before they traveled to Zambia. He told them about the culture and about different expectations that they could meet as visitors.

Mike Kaniini gave me the impression that he felt a deep respect for his Norwegian colleagues. In the interview, he often mentioned Mister Ola as administrator: “Mister Ola led the team from Norway...he was holding the discussions”. In 2016, I had the pleasure to go with Geir Botten to visit Kaniini's farm, and there I saw the warm welcome between the two men, and the humorous and respectful tone between them. Therefore, it is understandable that Botten pointed to

the intrinsic value of relationships, saying that the establishment of “such contacts have a value in itself on the personal level”. Throughout this report, there are several statements from Maseka showing her emphasis on personal contact and relationships. Here I will highlight the following quote:

What we have received ourselves, if I can talk about this from my side, is something we not expected to receive. More so, in terms of relationships which facilitate any program to be effective. If there are no mutual understanding, no matter how many moneys you can pump in the project, without working on the one-to-one relation it cannot succeed.

Symmetry in the project

Mutual respect and trust characterized the Inter-Ministerial Cooperation, as expressed in these lines: “Yes, that is why we are calling them advisors, (they were) working in the way that fits us. (...) was not coming to dictate (us). We were working as colleagues, sharing information (...). It was from there that we developed the mutual trust and the mutual understanding.” (Maseka)

For Geir Botten such values fit like a glove. From the very first time Ola Moe invited him to Zambia, Botten felt comfortable being on the same level as his Zambian colleagues. During the years that Botten was responsible for the TROLIMO project, he worked hard to establish symmetry. He emphasized avoiding asymmetry between the Zambian and the Norwegian parties in the school collaboration. The establishment of Twinning schools is one example. Some of the project schools in Livingstone got a twin school in Trondheim. The children wrote letters to each other, and teachers from the Norwegian schools visited the local school in Zambia. For more information, see Attachment 2.

Another action to prevent asymmetry has been the re-visits to Norway. Botten told me he gave this high priority. We – the Norwegians – should not come as visitors to Zambia without inviting our collaborating friends to Norway, was his vision. Twice we have had groups of Zambians coming to Trondheim. The first group came from Livingstone with five adults and three children aged 11-14 in May 2014 to attend the bicentennial celebration of the Norwegian Constitution. The second group came from Mongu in September 2015 and included six adults and three children aged 13-14. The last re-visit up to now was in September 2016 when two persons attended a conference in Trondheim arranged by the NTNU Center for Health Promotion

Research. The two were Stephania Maseka who gave a lecture at the conference (see Attachment 4) and our previous master candidate in mathematics, Rose Mbewe.

Yet another action to prevent asymmetry was to receive master students from Zambia at the NTNU Department of Teacher Education. This was a result of Botten's efforts to obtain quota places for Zambian teachers. The two first came from Livingstone in 2010, and the next two came from Mongu in 2013. The last initiative was a pilot project where lecturers from NTNU Department of Teacher Education contributed to master education (mathematics and literacy) at DALICE in Livingstone.

The glue in collaboration

Just as he had a strong awareness concerning symmetry, Botten was committed to nurturing relationships. This was true both within the teacher education program at Rotvoll, Trondheim and in collaboration with Zambian colleagues. In Trondheim, Botten and his team particularly centered the efforts on students who would travel to Zambia or students who had been there. Early recruitment has been one strategy. Students must apply for admission almost one year before they leave for Zambia, and they receive notification three months later. This means Zambia is in their consciousness for a long period of time before they go, and during this period the students and lecturers meet several times to prepare and get to know each other. Moreover, after the students are back, the lecturers usually arrange a Zambian Afternoon where everybody dress up nicely with Zambian clothes, look at pictures and sometimes see a video from the stay, and eat a Zambian dinner together. Leaders from the Teacher Education, as well as teachers from the Twinning schools, also join these Zambian Afternoons.

Likewise, in Africa there are meeting points for the people involved. The Norwegian lecturers visit each school to have a meeting with the head teacher, the deputy head and the school coordinator of the project. In addition, all head teachers, deputy heads and the school coordinators come to a joint dinner with the lecturers from Trondheim, one in Livingstone and one in Mongu. These meeting points provide opportunities for discussions and evaluation of the project. A positive quality with the joint dinners is, according to Botten, that everyone gets the same information and can take part in the communication. The agreements signed by the Teacher Education and

each local Zambian school anchor this procedure saying that the parties should evaluate the project annually.

Recruitment to the project

The TROLIMO project has a plan for recruiting Norwegian lecturers, student teachers and local schools in Zambia. Most of the lecturers have worked in the project for years and thus form a stable core. However, there is some natural turnover. Botten formulated such criteria for the choice of lecturers:

They must have the desire to contribute to the project, be genuinely interested (...), and see this as an important part of the job as a teacher educator. We have established a rather a solid core to operate this project.

Further, the Teacher Education chooses the student teachers carefully. They must have followed ordinary academic progress, have good grades and be fit to be a teacher. In addition, the student's personal interests and engagement are evaluated in an individual interview with the management. It is a saying that the Department of Teacher Education send their best students to Zambia. After the selection, the students prepare thoroughly. They learn about the culture and the schools in Zambia.

Both in Livingstone and in Mongu, the college selected the first schools on the basis that they knew the head teachers and the schools. As a result of this approach, they found people who were genuinely interested, like Kaniini said: "We selected schools that already were working with the college, because it was so easy to connect them to the idea... and it started there. And, - I have to report that it succeeded this project."

Advices for the way forward

The informants gave clear advices about the way forward, and in their opinion, the project should continue. They justified this by pointing to benefits for both Norway and Zambia. Moe highlighted the value of international experiences for the student teachers: “It is very important for those who are going to teach in Norwegian schools (...) any teacher should have been abroad six months or a year.” Further, Moe strongly underlined that it is necessary that the teacher education programs pay attention, because it is, as he said, “extremely important to get international experience, on many levels”. Maseka drew similar conclusions regarding the Norwegian students and she added that the benefits are many for Zambia:

I feel this program need to continue. Because the beneficiaries are many. As for the student teachers when they go back, they have many scenarios; they have a lot to compare. They learn, that after all you can teach this way, after all, you can do this. (...) from the Zambian side, it has been very, very beneficial, and not only to the pupils, parents and teacher, but also to everybody in this county as large because when you come here, you boost the economy of the country.

Kaniini had the same opinion as Maseka and pointed to the lot of work that led to the project and recruitment of local schools, and said, “Because by doing so, we have also increased the number of learners that have benefited from this in their learning. They are very proud of being able to do what they do.” Kaniini uttered the following about the project:

I will highly recommend that this project keep on developing, even for the future. It should grow from strength to strength. I am saying this because Zambian schools have benefited a lot. In addition to learning from the Norwegian students, some of our teachers got the possibility to study in Norway, to learn about the issues on a higher level. When they come back, they even give more support to this project to expand the learning in Zambia. So, I would say, let this continue, and even expand its vision. This is a very good idea. It is a very good project. I highly recommend it.

Evaluation and documentation

Moe highlighted the value of documentation, as this will always be important for the owners of the project, the Department of Teacher Education at NTNU in Trondheim and the schools in Zambia. He suggested that the owners should consider an external evaluation of the project. Further, Moe suggested to link research to the project.

During the last years, almost every student teacher going to local schools in Zambia have gathered data for the bachelor thesis in the schools where they have teaching practice. This gives genuine knowledge on the learners and the teaching practice. However, those bachelor theses are in Norwegian and there is a need of research written in English. One idea suggested by Moe was to initiate a master thesis for students at NTNU's Department of Teacher Education. He also suggested that the colleges in Livingstone and Mongu could be involved in discussions about research on the project.

Closing remarks from the author

Writing the history of the Norwegian – Zambian school collaboration turned out to be a greater challenge than I anticipated, sitting there chatting one evening at Chanters Lodge in February 2016 with my colleague and mentor Geir Botten. However, I don't regret the effort. The relationships with informants, the meetings with Zambian school leaders, coordinators and class teachers, observing the Norwegian student teachers in the Zambian classrooms and reading their reflection notes, have given me valuable insights.

I have worked for four years – in periods, though – with interviews and documents to complete the story. Once again, I want to express my deepest respect and gratitude to all of you who have contributed to inform the history of the collaboration.

Twenty years ago, Ola Moe started to look for possible links with schools in Zambia, guided by previous experiences in the Norad collaboration between Norway and Zambia. This led to excursions of Norwegian lecturers in 2005 and to the signing of the first agreement in 2007. With this 15–20 years perspective in mind, we can define the Norwegian – Zambian school collaboration as stable and solid. In accordance with conclusions at the Livingstone and Mongu meetings with school leaders and coordinators in February 2017, the collaboration deserves to be looked upon as an on-going program in contrast to a time-limited project.

The meeting between Norwegian lecturers and Zambian partners constitute an important component in the collaboration. Yearly evaluation is agreed upon in the formal documents signed by the two partners. This evaluation is carried out and completed both at each local school and in the joint dinner meetings. For some years, the meeting with Zambian school leaders and coordinators was held as an introduction to the dinner, or discussions carried on throughout the meal. In later years, the meetings usually have been held separately, often before the dinner. This latter way of organizing allows better inclusion of all the participants, making it easier to share viewpoints, to evaluate and present new ideas. The participants appreciate this opportunity to meet, discuss and improve the collaboration.

The meetings with class teachers, coordinators and Norwegian lecturers support the student teachers' school practice. Coming together, the participants discuss relevant topics like teaching methods and supervising the student teachers.

These meetings were established in 2018 and are held both in Livingstone and Mongu. The role of the coordinator has grown to be an essential link between the student teachers, the Norwegian lecturers, the Zambian school leaders and the class teachers. The school coordinators help the student teachers in many ways, for instance with practical issues or issues related to health; they are their guides at the schools and provide insight into the Zambian culture (for more information see Attachment 5). The following examples present some of the topics that have been developed in meetings.

In the joint meetings in 2017 with the school leaders and coordinators, it was decided that we wanted to write down the history of the TROLIMO project, with contributions from each local school. This is now fulfilled. In 2018, at the joint meetings in Mongu as well as in Livingstone, the participants put much effort into discussing teaching methods. There was a strong wish from the local Zambian schools to learn more about teaching methods which could increase student active learning. In particular, the Zambians mentioned: “learner centered methods”, “poor performers in school”, “street mathematics against classroom mathematics”. The Norwegian lecturers realized that such themes could be part of the student teachers’ research. However, the lecturers could not promise anything except to inspire the next year student teachers in their choices of topics for their theses. The lecturers knew a change was coming in the institutional guidelines regarding the students’ research. Instead of writing a bachelor thesis, from 2020 the students will write a Research and Development thesis within a subject, as science, mathematics or literacy etc. This change may open for new possibilities!

In terms of research, one vision is that the Zambian wish to learn more about student active learning methods may fit with the research interest of some of the Norwegian student teachers. Additionally, as Ola Moe suggested, master students can do research in Zambian classrooms, observing the Norwegian student teachers and maybe Zambian teachers. Furthermore, we can imagine Norwegian and Zambian professional researchers working together on projects.

Any which way, my wish for the future is that the school collaboration will continue, to the best of Norwegian student teachers, Zambian schools and the education systems in both countries.

*Yes, and the link between us, we didn't look at it as weak.
We looked at it as each one of us had something to give,
something potential good that we could contribute to
the education system in Zambia, to the education
system in Norway.*

Stephania Maseka

References

Norad Norwegian Agency for Development Cooperation. 2006. Evaluation Report 1/2006, Part 2. Inter-ministerial Cooperation. An Effective Model for Capacity Development? Case studies from Zambia and Nepal. Oslo: Centre for Health and Social Development.

Attachments

Agreement between Sør-Trøndelag University College and Linda West Basic School

The Twinning school project

International Term

Lecture by Stephania Maseka

Coordinator Guidelines

Attachment 1 AGREEMENT

BETWEEN

SØR-TRØNDELAG UNIVERSITY COLLEGE
Faculty of Teacher and Interpreter Education
Rotvoll Alle - 7004 Trondheim
NORWAY

Phone no: (+47) 73 55 98 50

Fax: (+47) 73 55 98 51

AND

LINDA WEST BASIC SCHOOL
P.O.Box 60698
LIVINGSTONE
ZAMBIA
Phone no:

ABOUT STUDENT TEACHING PRACTICE

Teaching practice completed abroad will be recognised as part of courses at the Faculty of Teacher and Interpreter Education.

Period: 2007-2011. The Agreement can be subject for renewal. The content of this agreement should be evaluated by the partners once a year and revised if agreed.

Responsibilities – Linda West Basic School:

1. Number of weeks of teaching practice to offer per year: 4
2. Number of students: 4
3. The students should be offered general practice. These students must be given the opportunity to participate in at least 15-20 school lessons per week. Participation is defined as observation, assistance or responsibility for teaching.
4. In addition to the 15 -20 school lessons mentioned under 3 above, the students should receive mentoring each week from qualified teaching mentors (8 hours mentoring per week is preferred).

5. Linda West Basic School is responsible for evaluating each student during the teaching practice and for writing a report on each student at the end of the teaching practice period. The mark should be Pass or Fail.
6. Mentor and students should write a mutual teaching practice commitment at the beginning of the placement period.
7. Should a student fail to fulfil the term according to the conditions in this agreement and the practice commitment, Linda West Basic School should intensify mentoring to support the students' development. If additional mentoring do not help, and the student seriously disregards the conditions, Linda West Basic School can send the student home on the students' expense.
8. Linda West Basic School is responsible for giving practical assistance in case the students should need medical help.

Responsibilities – Sør-Trøndelag University College

1. Provide students and Linda West Basic School with information as early as possible regarding:
 - a. time
 - b. requirements for students, Linda West Basic School and Sør-Trøndelag University College
 - c. the application process, including the criteria for selection
 - d. notification of selection
 - e. mail and e-mail addresses to all participants
2. Remuneration direct to Linda West Basic School: NOK 4000 per student (approx. 650 USD), to Bank account nr 044 001 0000002869, Zambia National Commercial Bank, Livingstone Branch, after the practice period on completion of the practice period.
3. A subject teacher is appointed for each teaching practice abroad to have contact with the students along practice. Communication will mainly be by e-mail. Students also have to give their mentor phone number and e-mail address to their subject teacher at the University College.
4. Inform the students that they are responsible for arranging their own accommodation. If necessary, they may ask Linda West Basic School for advice.
5. Inform the students that it is their own responsibility to be insured.

6. Help Linda West Basic School to initiate twinning with primary/secondary schools in the Trondheim area.

Common responsibilities

The partners agree on the intention to establish mutual capacity building arrangements, e.g. study visits for mentors or other members of the staff.

25.05.07

For Sør-Trøndelag University College



Odd Morten Mjøen
Vice Dean
Odd.Mjoen@hist.no

For Linda West Basic School



Mrs. Stephania Maseka
Head Teacher
Linda West Basic School

For Livingstone District



Mr. Malambo T. Hanguwa
District Education Board Secretary
Livingstone District

Attachment 2: The Twinning school project

The agreement between HiST (later NTNU) and each local Zambian schools stated that one of HiST's (NTNU's) responsibilities was to help the Zambian schools initiate twinning with primary or secondary schools in the Trondheim area. Ann Sylvi Larsen and Geir Botten drew up the first agreement between Linda West Basic School in Livingstone and Åsvang Primary School in Trondheim in 2009. The twinning school project was a very important part in the student teacher practice during the years of 2009 – 2013. During these years, the Norwegian student teachers had their teaching practice in the Norwegian schools in October, and in the Zambian twinning school in February. The twinning schools collaborated with HiST (NTNU) in the supervision of the student teachers and the student teachers got to know the pupils and the staff in the twinning schools. At that time, most of the Norwegian twinning schools sent staff to visit the Zambian schools during the teaching practice in the Norwegian winter holiday.

We learned that personal meetings are very important in such a project. The Norwegian teachers supervised the student teachers during the visit, and the student teachers visited the Norwegian schools when they returned to Norway, bringing letters from the Zambian schools. The last group of teachers from the Norwegian schools visited Zambia in 2017. Since 2013 the Norwegian student teachers have not had teaching practice in October, but they visit the twinning schools before they go to Zambia and they bring letters from the twinning schools. However, the contact between the student teachers and the Norwegian schools is not as close as before.

The collaboration between the schools has primarily been the individual letters between the pupils. The secondary schools have also exchanged posters and joint letters between the classes. In addition to the contact between the Norwegian and the Zambian schools, the pupils in Norway and Zambia learn about the other country. The Norwegian student teachers teach the Zambian classes about Norway and Norwegian culture. The twinning schools in Norway have been arranging a «Zambian Week» - about Zambian nature, history, and culture as an annual happening.

The twinning schools

- Linda West Basic school – Åsvang Primary School (2008 -)
- Nalituwe Comprehensive School – Charlottenlund Secondary School (2009 – 2014) Rosenborg Secondary School (2014 -)
- Libala Basic School – Nidareid (2013 - 2016)
- Zambezi Basic School – Saksvik Primary School (2013 -)
- Malengwa Primary School, Mongu – Kolstad Primary School (2013 - 2016)
- Holy Cross, Mongu – Hommelvik Secondary School (2013 -)

The letters

In most of the schools, one or two classes have been writing letters for a period of 3 years, from grade 5 to grade 7 in primary school, and from grade 8 to grade 10 in secondary school. Some pupils have had one penpal from the other country, while others have received letters from different pupils. The classes have written one or two letters every year.

The genre “personal letter” is important in both the Norwegian and the Zambian curriculum. However, writing letters are not common anymore, and many pupils do not know the conventions of the genre. The most important thing with a personal letter, is that it has a recipient. Writing a letter to a penpal in another country provides an authentic situation for writing, and therefore it feels more important than writing to an imagined recipient. The pupils in both countries have been eager to write letters and to receive letters from a penpal far away. In many ways, this writing task is different from the usual writing activity in the Zambian classes, which typically is copying from the black board. To write a personal letter can therefore be a challenge, and the Zambian pupils at primary school level often need a lot of supervision.

In this project, the pupils got friends from the other side of the earth, and they have realized that they have a lot in common. The letters are characterized by mutual respect and understanding: “I think many pupils have a feeling that the pupils at Holy Cross are not very different from themselves. They have the same dreams, the same favourite subjects, they are sending pictures to each other and they want to connect on Facebook” (teacher, Hommelvik Secondary school).

Trondheim, December 2017.

Professor Ann Sylvi Larsen

Attachment 3: International Term

NTNU, (former HiST) has since 2013 had an agreement with David Livingstone College of Education (DALICE) and Mongu College of Education (MOCE) to send up to 12 student teachers on International Term in Zambia. The International Term is a part of the subject “International cooperation”, which is offered in secondary school in Norway, and therefore also at NTNU. The main purpose of the subject is to establish contact between students in different countries. Student teachers at NTNU can choose the subject “International cooperation” in their 4th year of their teacher education. The first group of student teachers followed lessons at DALICE from January to April 2014. Since then, groups of 5 to 6 student teachers have had their International Term every year in Zambia, mostly at DALICE. However, one group stayed at MOCE in 2016.

The student teachers receive a brief course on African culture and history at NTNU before they leave for Zambia. In Zambia they follow lessons in one or two subjects, but the final exam is at NTNU, after returning to Norway in May. In March, the student teachers have a two-week teaching practice in Zambia at one of the schools that currently cooperates with NTNU. The student teachers stay on campus at DALICE during their stay. In Mongu they have been renting a house off campus. Teachers from NTNU will visit the student teachers in February. They also provide guest lectures at DALICE and MOCE.

Trondheim, December 2017.

Professor Ann Sylvi Larsen

Attachment 4: Lecture by Stephania Maseka

THE IMPORTANCE OF THE NORWEGIAN-ZAMBIAN SCHOOL COLLABORATION TO ZAMBIAN SCHOOLS

BACKGROUND.

Zambia has enjoyed a cordial relationship with Norway in many areas such as education, economic development and sharing of acceptable norms, values and culture. These have been achieved through many initiatives such as Inter-Ministerial Co-operation between the Ministry of Education Norway and the Ministry of Education Zambia, which was implemented in the Southern Province of Zambia from the year 2000 to 2008 with a bearing on the themes of 'Decentralization, Multi-grade teaching, Information and Technology, HIV/AIDS Education, Twinning of Schools and later on, Capacity building at the Ministry Headquarters.'

Exchange visits and foreign Technical Assistance offered by Norway were among others, the methods of learning.

Another initiative that was introduced in 2007 and is still ongoing at School-level is the Norwegian - Zambian Schools Co-operation between Sor-Trondelag University College, then, now called the Norwegian University of Science and Technology (NTNU) and the selected Basic Schools in Livingstone and Mongu Districts of Zambia.

INTRODUCTION.

The co-operation has brought a lot of benefits to the parties involved not only in the classroom improvements but has also positively transformed both the managers, teachers, learners and the community's response and involvement in the delivery of quality education

The Co-operation between; Sor-Trondelag University College, now the Norwegian University of Science and Technology (NTNU) with our Zambian Schools in Livingstone started in 2007 with Linda-West Primary School being the first initiate. As years went by, the partnership experienced inevitable growth which resulted in the inclusion of Nalituwe Combined School (then a basic school) in 2009.

The year 2012 saw another inclusion of two schools; Libala and Zambezi primary schools which brought the total number of participating schools in Livingstone to Four(4).

The Co-operation has brought so many benefits to the involved parties such as; conducive learning environment and positive transformation of all the stakeholders that are involved in the provision and service of quality education. This has been enhanced through the provision of resources from the University management and student teachers.

Some of the benefits of this partnership are explained under the following themes:

1. MINISTRY OF EDUCATION.

The Ministry of Education in general has benefited from the partnership by having its schools and teaching staff exposed to International teaching methodologies which are discovery and learner centered, and also acceptable cultural practices which promotes learning acceptable values such as openness, honesty, respect for human rights and democratic values. This has inevitably enriched and bettered the practices of the school communities involved in the partnership.

Additionally, the grants which these schools receive after the teaching practice has been concluded and reports submitted, do not only sustain the upkeep of these international students but also help to replenish the stocks of teaching and learning materials as well as enable the schools to carry out some repair and maintenance works to the equipment and existing School infra-structure.

This has created an enabling environment for the provision of quality and sustainable education. There is a notable increase in:

1. Improved lesson preparation and delivery of education by the teachers through the acquisition of text books, printers, photocopiers and scanners in the Four (4) participating schools (Zambezi primary, Libala Primary, Linda West Primary and Nalituwe Combined Schools)
2. The improved ability by the participating schools to procure the much needed computer hardware (Thirty (30) at Linda West and Twenty (20) at Libala Primary) has improved computer literacy for both teachers and pupils which is in line with the Zambian government policy.
3. The improved reading levels by the learners through the provision of a library at Linda West Primary School.
4. Improved attitudes of stakeholders towards education and its delivery.
5. Improved hygiene and general health conditions in the schools, eg, the sinking of a borehole and procuring its submersible electric pump at Zambezi Primary School, which has greatly improved the uninterrupted supply of clean drinking water to the School and the surrounding areas.

2. SCHOOL LEADERSHIP (MANAGEMENT).

The school leaderships, i.e., the Head teachers, Deputy Head Teachers, Senior Teachers and the whole rank and file of the School management benefit a great deal from generally the social interaction that takes place with not only these student teachers and their lecturers who come to these schools but also from the continuous communication and cross-breeding of ideas that take place in the background before, during and after the actual visits by the students and their lecturers from Norway. There is a lot of information exchange that take place among School managers and the lecturers from the two countries in the background which, eventually spur a lot of critical analyses of situations resulting in refined ideas and approaches to teaching and learning. The

teachers and lecturers following the student teachers improve mutual relationships between Zambian and Norwegian teachers and School managers.

3. CLASS TEACHERS.

As already alluded to above, the class teachers too have an opportunity to refine their approaches not only to learning and teaching, but also to materials and device production and usage.

Other aspects of teachers' character also get some positive effects eg, time management, modern and better ways of class management devoid of corporal punishment which has no respect to human liberties and dignity.

Growth of interests in individual pupils' capacities, abilities and inabilities which tends to view learners as individuals rather than a collective body of learners who are erroneously expected to learn at the same pace.

Shared values such as honesty, openness, trustworthiness to mention but just a few are continually being enhanced.

The knowledge gained is being shared with other teachers and this helps to improve the results and the quality of teaching and learning.

4. PUPILS.

Pupils also begin to identify the cultural differences at an early stage which is very helpful to their future need for networking in life as they interact with the student teachers and friends from the twin schools.

The aspects of exchange of letters with their colleagues in Norway is an important aspect because they are made to open up new horizons as they make friends with people they have not met before but still maintain an urge to communicate with the hope that they may meet sooner or later in life.

The pupils also appreciate the fact that they learn almost the same things with their colleagues from as far as Norway which is a motivation to many of them.

The participation of these student teachers in the co-curricular activities enable pupils learn different approaches to various sporting activities which enriches their health.

5. THE PARENTS TEACHERS' ASSOCIATION (PTA).

The grants which the schools receive from Norway is partly used to do a project or two in the respective schools which obviously is bonus to the PTAs whose main responsibility is to maintain the school's infra-structure and see to it that schools are co-managed in accordance with the provisions of the law. This is done according to the individual schools' priorities.

The aspect of maintenance of infra-structure has brought a conducive environment of teaching and learning which has provided motivation to the teachers and learners alike.

6. COMMUNITIES.

The schools are properties of the local communities. The pupils also come from the same local communities. Therefore, anything that takes place at the school, or to the pupils and the teachers, inevitably also affects the communities for the schools are

meant to service. Thus, any development at the school is a benefit to the whole community directly. The pupils who are products of the school are going to serve the same communities. It is therefore, expected that these benefits of the Norwegian-Zambian School's Co-operation is directly having positive impacts to the community in general, as it helps to produce stakeholders who will contribute to the holistic development of the community and Nation at large. This enhances sustainable development, not only to education but also other sectors.

7. CONCLUSION:

In conclusion, the Norwegian- Zambian Schools' Collaboration has added value to service delivery of quality and sustainable education in Zambia through the provision of consented and holistic knowledge, material, financial and moral support to schools and other stakeholders at large.

We appeal, on behalf of Ministry of Education for its continuity in our schools if possible.

We thank all the stakeholders for their continued support in making the collaboration a success.

MAY GOD BLESS YOU ALL.

Report prepared by: Invited Speaker STEPHANIA MASEKA (RETIRED SCHOOL HEAD TEACHER)

Conference in Trondheim September 2016. Session: Health promotion in educational settings

Attachment 5: Coordinator Guidelines

Coordinator Guidelines:

There should be one (1) coordinator for each school, and the coordinators should cooperate to ensure similar conditions for the students at both schools.

- The coordinator should stay in the role as coordinator for several years to ensure continuity.
- The coordinator should be a person who is interested in the students and the collaboration with NTNU, and thus:
 - Function as a contact person (through e-mail) for the students before they arrive in Zambia, to help answer questions the students may have regarding the school, teaching, the curriculum and other school matters.
 - Introduce the school to the students upon arrival in Mongu.
 - Care about the students' teaching and collaboration with Zambian teachers.
 - Care about the students outside school and interact with them.
 - Provide insights into life and culture in Zambia, and particularly in Mongu (for example invite the students into a Zambian home, an excursion to an orphanage).
 - Be the students' contact person at the school in both professional and personal matters (such as medical issues).

The coordinator can take initiative to go beyond the points set out in this guideline.

Trondheim January 2020.

NTNU Department of Teacher Education

The TROLIMO project today

And above all, relationships are very, very important for a project to work. This cooperation that we first started led us together as Zambians and Norwegians. The cooperation, the program we are running now came in because of the mutual trust and the mutual relationship that we had developed. (Maseka)

With these words, we introduce the chapter where each school is presented. The text is written in 2017 or 2018 by staff at the school or college, and some have included pictures. The front page is made by one of the local schools.

Linda West Primary and Secondary School

Nalituwe Primary and Secondary School

Libala Basic School

Zambezi Basic School

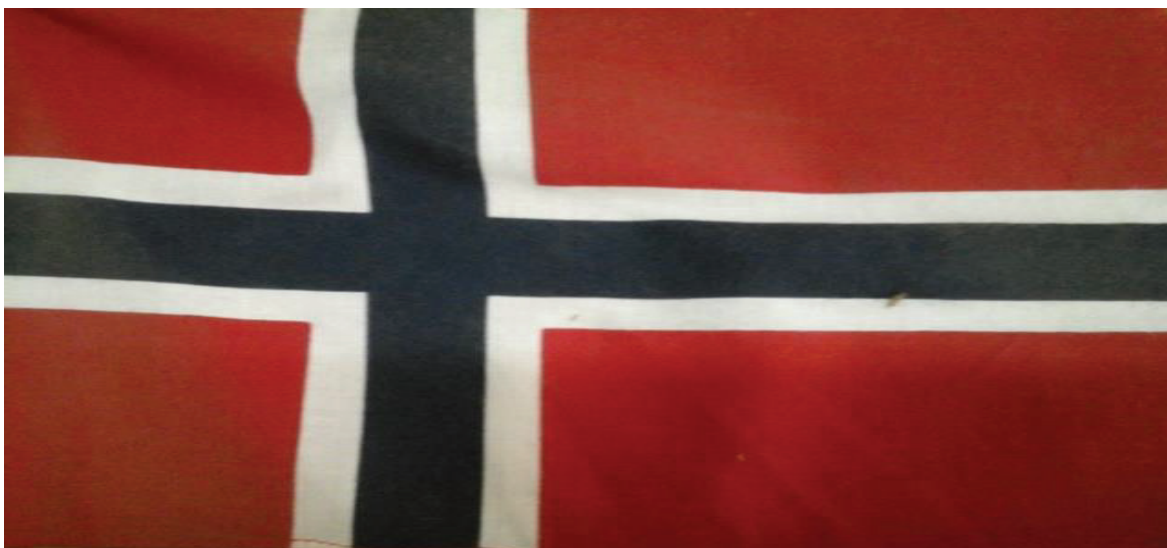
Malengwa Basic School

Holy Cross Girls Secondary School

Mongu College of Education

ZAMBIA-NORWAY

THE TROLIMO, SCHOOL COLABORATION



THE TROLIMO PROJECT
LINDA WEST PRIMARY AND SECONDARY SCHOOL
A TEN YEAR HISTORY
2007- 2017

INTRODUCTION

The collaboration of Linda west combined school with NTNU started in 2007. This collaboration was a brain child of Ola Moe and Stephanie Maseka. This was after the inter-ministerial cooperation between Norway and Zambia was winding up.

This is when Ola and Stephanie has discussions on how best this collaboration could be furthered. That's when the two came up with project of Norwegian students coming to Zambia for their teaching practice.

In October 2007, the first Norwegian students came to Zambia for their teaching practice. The same year it was decided that the period in October was very hot and that it could be a good idea for the students to come to Zambia during the summer of every year. So in the summer of 2008, the second group of Norwegian student teachers came to Zambia. Ever since the students have been coming to Zambia between the months of February and March.

When Stephanie was transferred to Nalituwe Primary school as principal, The collaboration was extended to Nalituwe primary school.

The partnership between parents and teachers has been a long standing one. The parent's teachers association has been very much instrumental in the running of the school. The PTA has helped in the building of the school wall fence. This has helped to curb vandalism which was very rampant as the school is located closer to the compound.

Currently the PTA is helping in the building of 1x3 teacher's flats which has reached an advanced stage. The school flats are helping to alleviate accommodation problems for the teachers. The school has embarked on a project to build a 1x2 science laboratory

GEOGRAPHICAL LOCATION

Linda West Combined secondary school is situated in the sub-urban of Livingstone town. It is about 1km from the Central Business District (CBD) of Livingstone. The school is along Siambele road and its about five minutes drive from the central business district. The school is servicing one of the densely populated areas of Livingstone.

HISTORY OF THE SCHOOL

Linda west combined secondary school was established in 1957 by the Roman Catholic church. The school was established to serve Linda community which did not have a school in the area. The first principal of the school was father Albas. So far nine principals have since been in charge of the school, with Stephanaia Maseka and Owen Kashoti being the seventh and ninth respectively. Currently Edith Chimoka is the school principal.

Linda west combined secondary school has a population of 1,250 students. These students are from pre-school to secondary. The school has 34 primary school classes, 8 secondary school classes and 2 pre-school classes. The school has a total number of 49 members of staff.

SCHOOL DEVELOPMENT

At establishment the school had only six class room, currently the school has eighteen class rooms.

A typical school day at Linda west starts at 07:00 hours and ends at 16:30 hours. This is during the first and second term of the year. In the second term the school day starts at 07:30 hour and ends at 16:45 hours. This is because during the second school term here in Zambia its winter. The school has three sentions, that is morning, mid-morning and afternoon classes

Over the years, the school has grown. From being a primary school to basic school and now to a combined secondary school. This up-grading of the school has been due to the hard work and cooperation of the school management and the members of staff

SCHOOL MOTTO

The school motto is Hard Work for Prosperity.

VISION

To deliver quality education through effective support of l educational programs enhancing effective and sustainable learning that leads to national development

MISSION STATEMENT

As a school, we shall ensure that learners acquire knowledge through academic and core-curricular activities while working together with all stake holders as well as to fight and conquer all cross-cutting issues to serve the community and the nation at large.

VALUE OF THE PARTNERSHIP

The partnership is of great value to Linda West in that Linda west has benefited a great deal in so many ways ranging from computers and other learning and teaching materials either donated by the University or bought by the same. Sometimes students have bought teaching and learning materials themselves. This collaboration has brought about exchanges in the Zambian and Norwegian cultures, exchanges in the earning and teaching methods and also the exchange of ideas. The collaboration has also brought about the twinning of schools where Linda west has been twinned with Asvang school of Norway. It has also brought about friendships among the students, lecturers and some members of staff at Linda west



Norwegian students at Mukuni Village in Livingstone

PROPOSAL FOR IMPROVEMENT

We should improve on communication more specially on the Zambian side. It would be better for students to know their grades they will be teaching the mentor and the pupils before they come to Zambia for better preparation of the teaching practice period.

Research programs can be introduced that would benefit the collaboration mutually for example comparing the teaching methods and overall.

In future exchange visits can could be introduced to promote areas of common interest.



2017 Norwegian students posing for a photo with one of the teachers

2018/02/22

NALITUWE SECONDARY SCHOOL

TROLIMO PROJECT

NORWEGIAN – ZAMBIAN SCHOOLS COLLABORATION

NINE YEARS' HISTORY

2010 - 2018

In the historic city of Livingstone located in southern Zambia, there is a School named **Nalituwe Secondary**.

The School is situated 2 kilometres to the North-east away from the Livingstone Central business (town centre) on plot 199/814, Nchelenge lane.

1. SCHOOL VISION

To Attain a Better Future through Quality, Inclusive and Sustainable Education.

2. MISSION STATEMENT

Behavioural Change and Prosperity through Hard Work, Self-Discipline and Quality Inclusive and Sustainable Education.

3. SCHOOL MOTTO

Side by Side with Survival Skills for life.

4. SCHOOL ENVIRONMENTAL POLICY

We the Pupils, Teachers and the Community of Nalituwe Secondary School will strive to improve our environment by planting grass, flowers and trees, maintaining cleanliness, and caring for our environment.

BRIEF HISTORY OF NALITUWE SECONDARY SCHOOL

Nalituwe, then called Blue-gum Lane Primary school was built by the British Colonial Government in 1955 exclusively for the white infants only. At independence in 1964, the Zambian Government took over the administrative running of the school and changed its name to Nalituwe Primary school.

The school was named after a local Headman known as Nalituwe who was responsible for the area where the school is currently situated. Headman Nalituwe felt there was need to set up a school in his chieftdom.

In 1989 Nalituwe was upgraded to a Basic school and enrolled its first grade 8 class.

In 2014 the school was one of the newly upgraded Secondary Schools in the country. The pre-school section was opened with a single stream and two grade 10 classes.

In 2016 the school conducted the first ever grade 7, 9 and 12 centrally set examinations.

The school has tremendously grown and the infrastructure has since increased.

Initially the School had 8 classrooms but now has expanded to 32 classrooms.

As a result, the status of the school was elevated from a grade 3 level to a grade 1 level School.

Below is an outline of the previous Headteachers who have managed the School from the time it was built in 1955 to date "2018".

FORMER HEADTEACHERS TODATE ("2018")

SR No	HEADTEACHERS	PERIOD
1	Mrs Johnson	1955
2	Mrs Kekana	1975 – 1979
3	Mr Cheepa	1979 – 1983
4	Mr Mukonka	1984 – 1992
5	Mr Lubasi	1993 – 2001
6	Mr Malambo C.	2001 – 2004
7	Mr Hakayobe	2004 – 2008
8	Mrs Maseka S.M	2008 – 2011
9	Mr Ngula S.	2011 – 2013
10	Mrs Mushoke J. M. S	2013 – 2013
11	Mrs Chilala C. N	2014 – 2017
12	Mrs Tembo G.M	2018 – to date

2. (a) PUPIL POPULATION

School pupil population

	MALE	FEMALE	TOTAL
Early Child Education	12	16	28
PRIMARY	258	295	553
SECONDARY	233	316	549
TOTALS			1130

(b) GRADE STREAMING AND ENROLMENT

The school has the following number of classes by grade and enrolment as illustrated below (as at January 2017):

GRADES	CLASSES (STREAMS)	ENROLMENT		TOTALS
		BOYS	GIRLS	
Pre-school	1	12	16	28
1	2	25	29	54
2	2	33	38	71
3	2	37	43	80
4	2	34	47	81
5	2	41	36	77
6	2	36	44	80
7	3	52	58	110
8	3	21	34	55
9	3	55	67	122
10	3	54	71	125
11	3	56	75	131
12	3	47	69	116

	31	503	627	1130
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3. STAFFING

The current staffing levels for both teachers and auxiliary staff are as follows:

GOVERNMENT EMPLOYED STAFF	MALE	FEMALE	TOTAL
TEACHERS	14	42	56
AUXILIARY STAFF	2	3	5
TOTALS	16	45	61

4. SCHOOL INFRASTRUCTURE

Input requirements for the school

INPUT	AVAILABLE	SHORTFALL
Teachers' houses	05	51
Staff room	01	00
Toilet blocks	04	04
Classrooms	22	12
Pre-school classrooms	01	02
Desks	640	00
Text books	1, 501	4, 791
Specialized rooms	01	03
Computer laboratories	01	02
Science laboratories	00	03
Library	00	01
School hall	00	01
School transportation	00	03

5. PRIORITY PROJECTS

The following are the short, medium to long term projects that the school intends to implement in the foreseeable future to enhance the quality and standards of teaching and learning.

- i. Science laboratory
- ii. School library and resource centre
- iii. Multi- purpose assembly hall
- iv. Modern basketball, volleyball and netball courts
- v. School bus

VALUE OF THE TROLIMO PROJECT

By being part of the **TROLIMO** (Norwegian-Zambian schools collaboration), the project is really of importance to Nalituwe Secondary school in that;

- *The mutual trust and understanding between us has enabled the project to run for eight consecutive years now 2010 to date "2017"*

- *The pedagogical approaches used by the Norwegian students has always help the mentors to reflect on their teaching after the Norwegian students have left, The mentors many times make references to the students on how they learnt certain teaching methodologies from them.*
- *The aspect of mentoring adds value to the mentors as it builds them in acquiring some of the managerial skills.*
- *The money the school has been receiving for mentoring the Norwegian students has alleviated the school in many ways;*
 - *It has helped the school to purchase the industrial photo copier and the Riso machine to enable the learners have their examinations run instead of hiring from business people which proved to be so expensive in the past.*
 - *Staffroom chairs and big tables for the members of staff to enable them prepare their lessons were also purchased.*
 - *Connectivity of the internet to the service providers for our communication not to break was done and has been maintained to date. Upgrading to fibres is however needed us our internet is very slow and remains a challenge.*
 - *Purchase of Text books for all grades (from pre-school to grade 12) so that every member of the school benefits has always been considered.*
 - *Orphans and the under privileged children at Nalituwe have also been helped under the guidance teacher using part of the Norwegian money to purchase vital requisites such as exercise books, pens, school shoes and so on to ensure they also attend classes.*
 - *It has also aided in infrastructure such as refurbishing of classrooms, the staffroom that has since been turned into a computer lab and many other areas in school.*
- *The program promotes general awareness between the two countries even when one has not made a physical visit to the other country. For instance, weather patterns, geographical land forms, topography, ethnic groupings etc.*
- *Enhancement of tourism as the students do not only end with classroom situation but also take advantage of the town being the tourism capital hence do travel to so many attraction places.*
- *The programme accords culture and norms exchange. For instance, dress cord, food, beliefs, work culture etc.*
- *It bring about curriculum awareness, educational procedures and general conduction.*
-

*RISO Machine
purchased in 2014 from
Norwegian money
helping the school to
run examination papers
for all grades*



AIMS FOR FURTHER SCHOOL COLLABORATION IN YEARS TO COME

- Strengthen the partnership through the exchange visits by both teachers and learners as one of the strategies for capacity building.

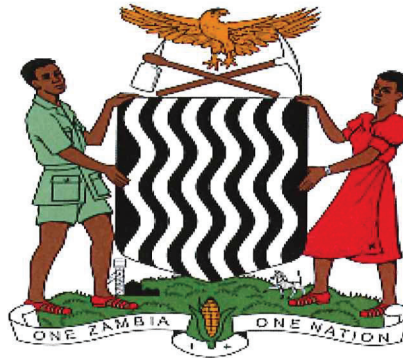
This will help both the Norwegian students and the Zambian teachers to have different international experiences. It will give chance to the teachers to share knowledge and learn systematic presentation of facts, ideas, skills, and techniques to the learners.

- To increase the number of students in the TROLIMO project.

- Our counterpart (the Norwegian side) should create and host a website so that during the course of the year, the (LIMO) Zambian schools can easily carry on uploading the updates in so many aspects concerning the developments in these schools.

- To have teachers train on how to conduct highly advanced ways of presenting classroom lessons

Prepared by
Nalituwe Secondary School Management
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MINISTRY OF GENERAL EDUCATION

LIBALA PRIMARY SCHOOL

P.O. BOX 60270

LIVINGSTONE

SCHOOL REPORT ON ZAMBIA AND NOWEGIAN PARTNERSHIP



MOTTO

Education is the key to success.

VISION

The School that endeavors to provide genuine and quality education.

MISSION STATEMENT

We provide efficient, relevant and unique education through commented teachers who will be exception and productive to the nation.

Libala primary school is a government school which is located along Airport Road. It is about 4 Kilometers from the District Education Board Secretary's office.

The school was opened on 10th July, 1978 and was called Dambwa North Primary School.

The first Head teacher was Mr. E. Bbelemu who worked as teacher – in – charge from 10th July, 1978 to 12th January, 1981. By then the school was from grade 1 to 4.

The second head teacher was Mr. Aaron Moono who worked as teacher in charge from 21st November, 1981 to 8th February, 1982.

The third Head teacher was Mr.B.K. Katapazi and the school was upgraded to grade 7 and had two streams for each grade. He headed the school from 8th February, 1982 to 1st May, 1988.

The fourth head teacher was Mr. D.S Kanyawinyawi. That time the number streams increased to three per grade. A 1 by 2 and 1by 1 classroom blocks were built under parents Teachers Association (PTA) with the help of Micro-Project Unit. At that time, the catchment area was Dambwa North, Dambwa Central, Dambwa Site and Services, Maramba, Railways, Nottie Broad, Highlands and Libuyu Compound. This was as a result of good results by pupils. He headed the school from 1988 to 2003.

The fifth head teacher was Mrs. L.S Mweetwa. During her reign, the school built two 1 by 2 classroom blocks for grade 8 and 9 and it was later upgraded to grade 9 in 2010. In the same year, a special education Unit class was opened. She headed the school from 2003 to 2011.

The sixth head teacher was Mrs. E.L. Muwela who started the process of building the Ablution block and the wall fence. The ablution block was built up to wall plate level while 100 by six inch blocks were molded for the wall fence. The two – 1by 2 classroom blocks were electrified under her leadership. She was head teacher from 7th July, 2012 to 12th January, 2016.

The seventh head teacher is Mr. Filten Munsanje who reported on the 14th February, 2016 and currently heading the school.

However, the current school enrolment is as follows:

Boys: _____	297	
Girls: _____	404	TOTAL: 701

Staffing is as follows;

Male: _____	5	
Female: _____	27	TOTAL: 32

The members of staff and the school parent teachers association had a school self-evaluation meeting and identified the following projects which need sponsorship from well wishers;

1. Building a wall fence around the school to reduce vandalism to school infrastructures and reduce theft.
2. Building computer lab and science laboratory to equip learners and teachers with ICT and Scientific Investigation skills.
3. Sinking a borehole to ensure continuous supply of water to reduce on water bills from water and sewerage company and save money for other projects.
4. Build an Early Childhood Education (ECE) classroom block to establish a firm foundation of young learners before enrolling into grade 1.
5. Complete the Ablution block by buying and doing all the plumbing works in order to improve the sanitary conditions at the school.
6. Build the school Hall and school Library of holding assemblies, examinations and other indoor co-curricular activities and promote reading culture of our learners.

If the above challenges are attended to by any well-wisher, the school performance of our pupils will go to greater heights.

From the time the friendship started our school coordinator Mrs. Judith Chishala Musangu has been helping the Norwegian Students in the school and the different head teacher have helped the program to run smoothly in the school

Current Mr. Filten Munsanje is heading the school and is very keen to see that the relationship continues as there has been more benefits from this friendship.

BENEFITS

The school has been able to supplement in the purchase of computer that is helping in the learning program in the school. A photo copier was also purchased and the school has reduced in the stationary expenses such as running of school examinations and making of learning and teaching aids.

Socially the tree planting project that is done as a memorial park at the school will one day bear fruits as the fruit trees are growing and will give nutrition to both teachers, parents and pupils. This will also help to give shelter to the people and help is preservation of the environment.

There is also personal attachment that doesn't even after the six weeks which helps is exchange of knowledge and brings awareness of different social cultural differences. This is good in learning.

Educationally different approaches and methodologies are exchanged during the class contacts. This is seen in sharing of teaching periods that brings out constant monitoring and evaluation of lessons.

Culturally it has helped the teachers to understand different cultures through songs, visits to different sites and homes and understanding the way of life. The preparation of different meals together helped to exchange information between the two in this case the Norwegian students, pupils and Zambia teachers. Strategies to help the vulnerable children in the learning process is also key at Libala and the Norwegian Students with the help of class teachers have been used to identify these children who need help by allowing them to have case studies of such children which gives information to the school administration who later intervenes.

Visits to other schools by both teachers have helped to understand educational challenges that they may encounter during the teaching practice in Zambia.

CHALLENGES

Language barriers has been a problem but has been overcome by giving student the upper grades for easy communication.

PROPOSALS FOR IMPROVEMENT

The better understanding, an exchange programme of teachers especially the head teachers and the coordinators to visit the university and Norwegian homes so that they know how to handle the student with better understanding as it is based on knowledge. This can also help the Administration in planning meaning education programmes that can better the output of the teacher practice.

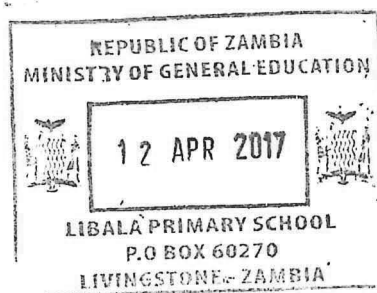
Thanking you in advance,

Handwritten signature
HEADTEACHER

LIBALA PRIMARY SCHOOL (PVT)

Libala Primary School Head Teacher.

Cell: +260 977 422 152



THE TROLIMO, SCHOOL COLABORATION. ZAMBEZI PRIMARY SCHOOL

LOCATION:

The School is located along Mutelo Street, in the town Centre of the city of Livingstone, the tourist capital of Zambia. It is roughly about 500m from the main post office in the Central Business District (CBD) and also lies about 400m from the District Education Board Secretary's office, which is also within town. The school shares its wall boundary with the Hindu hall, owing to the influence the Muslim community of Zambia within the city, had at the inception of the School.

HISTORY:

The Name 'Zambezi', like Zambia, was derived from one of the biggest and longest river in the country; the Zambezi River. Although the school was built in 1952, it only opened its doors to the public in 1959, with a Mr Jani Nandlal Popatal as its first head teacher. The school started with only twenty Zambian pupils. Zambezi primary School, then called the Coronation School, was meant to serve the white community only. However, the school later opened its doors to the Zambians of the Indian Origin and much later on, also to a few black children from the elite families of the time. After independence in 1964, a lot more drastic changes took place to suit the independence mood and the expectations of both the state and its citizens. Inevitably, the school had its name changed to the current Zambezi Primary School in order to fit in the Zambianisation process which kicked in soon after independence.

SCHOOL DEVELOPMENT

The School has evolved over a period of time thereby undergoing tremendous changes. At inception, the school total surface area was about 35, 500m² (3.6ha) but that has been repartitioned or subdivided to seclude the Hindu hall and its grounds and also the swimming pool area (Now includes shops) which both now stand as separate entities.

Currently, the School's total surface area is just 22, 625m² (2.3ha) with Seven (7) classroom blocks which houses 19 classrooms, out of which two (2) classes have been turned into specialized rooms i.e., library and a computer laboratory. The building also houses Nine (9) offices for administrative duties by the Head teacher, Deputy Head teacher, senior teacher and the coordinators.

Although the school infrastructure has increased from inception, the school still has no housing for its teaching and non-teaching staff. Plans to build houses for the staff have for a long time been hampered by lack of funds to undertake such projects.

The school has had a relatively high turnover of Head teachers beginning with a Mr Jani Nandlal Popatal in 1959. It has had well just under twenty (20) Head teachers since it was commissioned.

There was a time when the school was only headed by the Zambians of Indian origin because of its original purpose; to serve the elite (then Indians mostly).

The school which started as a very small entity with just a few pupils now has grown to having a total of One thousand, one hundred (1,100) pupils with Thirty-eight (38) teaching staff.

Zambezi runs on a triple streams from grades one to Nine (1-9). There are also other programmes such as Open and Distance learning (ODL) under which there are classes running at grades Eight (8) and Nine (9) as well as evening classes for grades Eight (8) to Twelve (12).

1. Values: we appreciate the Norwegian school programmes.

As a school and the general community, we so much appreciate the partnership we have with the Norwegian University of Technology (NTNU) of Norway. We value this because of among many other things; it has created a new learning involvement or engagement between the Norwegian and Zambian Students. This has been achieved through the continuous interactions that we have developed over the time and Learning of each other's culture, political, social and educational goals/aims and life in general.

We have for many years now, hosted the Norwegian students who have come to our school for their teaching practice for periods of at least Four (4) weeks. This exercise has proved to have been a great opportunity for our teachers and pupils alike to learn a variety of diverse teaching methods which has enriched our pupils and teachers' skills in class.

It is not a secret that the pupils benefit a great deal from the student teachers who come the school and it can be clearly seen from the visible excitement by the pupils in the classrooms at the new set ups as would be arranged by their new teachers working hand in hand with the local teachers usually referred to as mentors.

Our pupils are very excited about the letter writing exchange between Norwegian school pupils and Zambezi School pupils. This has given our pupils the joy and pleasure of having friends through letter writing from Norway. The whole exercise really lifts up the spirits of our pupils by the fact that they can write a letter which they eventually send to their colleagues. Even if they physically have never met, the letter writing exercise motivates and encourages them so much

We would like to put it on the record that our school receives some money from NTNU after the students have returned home from teaching practice. That money from the Norway has helped to not only to manage the welfare of the Norwegian students but also to change the lives of the students and the teachers of Zambezi primary school in more than one way.

The school has seen some of the most recent and meaningful rehabilitations through that same money which we so gladly receive from the NTNU. The school infrastructure would never have been the same without the grants that we are privileged receive with a great sense of value and appreciation. The now boasts of having in its reprographic section a magnificent photocopier/printer which we procured from the same grants that we are honored to be recipients of. The school also helped itself with a borehole which was sunk from these funds and all related installations which have, since then, guaranteed the constant supply of water to the school's water-points and the improved sanitation in the school Completion of the construction of water tank.

2. Aims

To have an ever-lasting warm friendship and exchange teaching programmes between Norwegian colleges/Universities and Zambezi Primary School.

As the partnerships grow, we hope to have some our pupils also to visit Norway through our twin school and any other potential sponsors.

3. Tours and Village Visits

The Norwegian students are taken to town visit each second day after their arrival. This is done in order to show them places where they can acquire their daily needs of goods and services during their stay. They are also shown banks and eating places which they may need to access.

4. Visitation to the District Education Board Secretary's (DEBS) offices

On the third day after the arrival of the Norwegian students, they are taken to pay a courtesy call at the Education District Headquarters (DEBS) office and meet other members of staff from other schools where the other groups of students would be doing their teaching practice (school attachments).

The students are then taken on a tour of all the four (4) schools where the other students will be doing their teaching practice. These schools are:

It is always day of joy as each group sees the school and members of staff of their fellow students. Pupils are always very happy as they take turns to greet the whole group. Photos are taken by those who feel like so.

5. Visit to the Victoria Falls

Four mentors from Zambian schools take the student teachers to the Victoria Falls. This always is a very memorable time. During this time, photos and videos are always taken as they wish to take some back home and also share on-line while they still here doing their teaching practice. They spend the rest of the evening at a dinner which is arranged by the collaboration four (4) schools mentioned earlier. It is always a great evening as the whole group can also introduce Zambian teachers to their choice of foods.

This usually is the end of the whole group being together, as from the next day, each group has to be with their school programmes.

6. Feeding

The student teachers are given breakfast from the first day they arrive till the last day of their stay. This is breakfast is normally at break-time in the company of some local teaching staff and the administrators as a point at which we share not only meals but also experiences on each day of their stay.

Members of staff are always at hand to prepare their breakfast as “we Zambians take pride to serve our visitors.”

7. Norwegian Lunch

Almost each group, coincidentally have always decided to arrange Norwegian meals at which time the students prepare a Norwegian meal to which the local staff are invited to sample the Norwegian meals as part of the cultural show. This is the most exciting moment as we come to learn how their foods are cooked and served

8. Subject collaboration

The student teachers always find it easier to collaborate with the Zambian Curriculum Subjects being taught at Zambezi Primary School. The most taught subjects by the Norwegian student teachers are:

- Science
- Mathematics
- Physical Education (Gymnastics)
- Religious Education

The student teachers use both the Zambian Schemes writing style and the Norwegian styles. The Teaching and Learning Aids are also always made from the available local materials to a large extent.

The student teachers really engage the learners in Physical Education activities and the learners really enjoy as they always teach Zambian local songs.

9. Assembly Activities

The student teachers usually have assembly activities to show-case their talents of singing and dancing. This always brings joy and jubilation among learners and members of staff.

10. Classroom Parties/pupils Relationships

The student teachers teaching the lower grades (5th and 6th grades) always have farewell parties in their classrooms. This at all time brings joy as the student teachers bring goodies (food and sweets) to be enjoyed by the class members.

This shows how much they appreciate their stay and the bond they have built with the learners.

11. School appreciation to the students

The school administration all the time buys gifts to the leaving student teachers as a means of appreciating their stay and for their work done at our school.

The women student teachers always join the school in the International women's day celebrations."

12. Co-curricular Activities

Drama/Culture

- The school has been doing well in drama and cultural dances. These activities help to develop the skills that the pupils have. In the year 2015, the two groups were selected to represent the Southern Province of Zambia at National festival competitions which took place in Mansa. Although the two groups did not emerge victorious, they still showcased their talents.
- Teaching skills and methods, and the exchange of cultures.
- More projects have been done through the Norwegian funds.
- Handling of pupils in terms of discipline, the language to use to the pupils and also commitment to duties.
- Teacher/pupil interaction of people from other continents

HISTORY OF MALENGWA PRIMARY

A. INTRODUCTION:

Malengwa primary school is situated north of Mongu urban along the main road to Limulunga royal palace the international tourist attraction in western province of Zambia.

B. BRIEF HISTORY.

The school was established in 1956 as a mission school, by the Roman Catholic missionaries'. It started as a girl boarding school and the dormitories are still seen, being utilized as classrooms for 1 and 2 grades.

The first head teacher was Mr. Paul Ngenda. By that time, the school had 15 boys and 17 girls in sub A, 17 boys and 17 girls in sub B. The school motto by that time was **education for life**. It had 1x2 academic classroom block and an administration office and a 1x2 domestic classroom block where girls used to learn home economics and needlework skills by then.

In 1967 the school was taken over by the government of the republic of Zambia. It was under the supervision of Mr. F. I. Muhau from 1967 to 1969. A 1x2 extra classroom block was added giving the school to have a total of 6 classroom learning spaces.

From that time the school has undergone so many developmental transformation whereas, today it has 23 fully utilized classrooms and 16 staff houses. It has four streams per grade from pre grade to the ninth grade. Earlier the school only offered one vocational subject (domestic science by then, but today Home economics and hospitality) among other subjects, but today it has included Design and Technology and Art and Design subjects making three vocational subjects offered. Its motto has also changed in order to sustain the current educational needs.

Motto:

"Holistic living through quality education."

Mission statement:

"To create a conducive learning environment through quality education and produce education competence in both academic and vocational pathways so as to produce a holistic citizen."

C. BACKGROUND OF TROLIMO PROJECT BETWEEN MALENGWA AND NORWAY

By the efforts of Mike Kanini, Malengwa primary school was connected to the trolimo project and in 2012 the agreement was signed for Malengwa primary to start receiving Norwegian students on teaching practice. From that time Malengwa has continued to receive student teachers from Norway.

Every time we receive students, Malengwa primary school do provide the monitoring task to the Norwegian teacher students by well identified and qualified teaching mentors. The school has continued to receive four students each year since 2012, two males and two females respectively.

HOW MALENGWA PRIMARY SCHOOL APPRECIATE THE NORWEGIAN-ZAMBIA COLLABORATION

The cooperation between Norwegian and Malengwa teachers is of great importance in the sense that;

- ✓ Those teachers and mentors who are direct in contact with the Norwegian student teachers each year, do develop and improve their teaching skills, techniques, creativity and methodologies especially in the teaching of science and mathematics.
- ✓ Malengwa school has come to value this collaboration because the funding attached to the project really has changed the face of the school in various sectors such as:
 - (i) Supplementing the school ablution construction in order to improve sanitation.
 - (ii) Acquisitions of teaching and learning materials to achieve a holistic teaching and learning of technology, science, mathematics and language.
 - (iii) To improve the school relationship with the community through meetings which addressed important issues pertaining the learning of the children. Such meetings are also supplemented by Norwegian funding.
 - (iv) Teacher mentors are also given part of this funding every year and this for sure changes the economic status of these teachers and indirectly their families. This is some sort of motivation to malengwa teachers.
- ✓ The programme brought the twinning of Zambian schools to the Norwegian schools, where Malengwa primary school was twinned to Kolstard school of Norway. This again has brought a very big significant benefit to the two schools in terms of cordial interaction that is there between learners of the two sister schools happening through letter writing.
- ✓ This relationship is very important because it has brought us together as teachers of Malengwa and those who comes from Norway. Both party have come to understand and learn some values and customs of each such as traditional foods, ceremonies, dances and language.
- ✓ Malengwa benefited a lot from the programme as it received books, lab and sports equipment.
- ✓ The program has motivated our learners' mindset that they are now ready to be taught by any teacher from any part of the world.



Learners interacting with Norwegian student teachers

D. WHAT MALENGWA SCHOOL AIMS FOR THIS COLLABORATION IN YEARS TO COME?

Malengwa primary school aims in this collaboration with NTNU are as follows;

- The aspect of learning each other's tradition and culture has brought teachers and learners to have knowledge and respect of each other's culture. Therefore, the continuity of NTNU is of great value.
- We aim to improve in the teaching of mathematics, science and other technological subjects by purchasing more teaching and learning aids through the finances the school usually receive.
- The educational exchange visit for both teachers and learners that took place is of great value and should continue for more teachers to have knowledge of new methods of teaching.
- We aim to see the sponsorship of teachers to be extended to Malengwa primary school.

THE TROLIMO PROJECT

HOLY CROSS GIRLS CATHOLIC SECONDARY SCHOOL

A. INTRODUCTION

Holy Cross Girls' Catholic Secondary School is situated in Western Province in Mongu along Limulunga road, opposite Malengwa Primary School.

B. HISTORY

Holy Cross Girls' was established in 1963, a year before Zambia got independence, by the Teaching Sisters of the Holy Cross. These were catholic nuns founded in Switzerland for Girl child education. They had already started Malengwa Primary School as a boarding school for girls. Therefore, Holy Cross boarding secondary school was to take in girls from Malengwa Primary to continue with their secondary education. Wherever the Holy Cross Sisters went, they carried out the purpose of their founders, i.e. holistic formation or education of the youth especially the girls.

When the Holy Cross Sisters arrived in Mongu, they saw how girls were denied a right to education. Parents would hide their daughters when the sisters would visit them. It was a struggle at the beginning to convince parents to send their daughters to school but the sisters never gave up trying to engage parents on the need for a girl child to go to school.

From one classroom, the school has now expanded to fourteen classrooms. These are four grade 8 classes, four grade 9 classes, two grade 10 classes, two grade 11 and two grade 12 classes. From 36 girls in 1963, the school has increased to 620 girls currently. From 06 teachers at its inception, there are currently 44 teachers. The school became a day school since 1994 because the Zambian Government could not fund the mission schools since the missionaries had to go back to their countries due to ill health, old age or harsh weather.

At present, Holy Cross Girls secondary school is managed by Zambian Holy Cross Sisters who work tirelessly with lay teachers in offering girl child education. What

used to be dormitories are now staff houses. There are 31 staff houses in all where both teaching and non teaching staff are accommodated. The school has 3 Science Laboratories, a computer laboratory, Home Economics room, an Art and crafts laboratory, library, conference room, chaplaincy room, 14 classrooms, a school tuck shop and canteen. The school tries to be loyal to the vision, motto and mission statement, thus:-

VISION: Holistic education of the girl child.

MOTTO: For God and Country

MISSION STATEMENT: In line with the needs of the time, we commit ourselves to holistic education of the girl child through hard work. Produce responsible, God fearing qualified young women in order to contribute to meaningful development of our society.

C. VALUE OF THE TROLIMO PROJECT

In the year 2012, we were engaged as a school through the efforts of Mr. Mike Kaniini to be part of the Norwegian school collaboration which had started in Livingstone. A memorandum of understanding was signed where Holy Cross would be taking students from Norway and mentor them to be good teachers. Since then, the school has received four students every year from Norway and values this partnership a lot. There are several ways the school values these visits from both the student teachers and their lecturers:-

- It provides a forum where our teachers are challenged to embrace other cultures and learn from them as they mingle with them outside school hours e.g. during the celebration of International Women's Day on 8th March.
- Pupils are helped to think outside of their familiar and make pen pals where they exchange letters and drawings of Zambia's sights and tourist

attractions with other Norwegian pupils. They are helped to realize that the world is a global village.

- Pupils and members of staff have a broad picture of how things are done in other cultures and the accepted etiquettes in society. Manners are improved and habits are changed as a result of this exchange.
- As we meet with the Lecturers from Norway, our way of thinking is broadened by such meetings. For example, to write about this partnership so that it can help those who will take over from us and value its background and richness.
- The teacher mentors from our school as they mentor these students also learn from them a lot. For example, never to raise a voice to correct a pupil, not to walk around with a whip so as to scare pupils into obeying and sharpening their teaching skills as the students keep inquiring from them daily on how to go about teaching certain topics.
- The funding that comes at the end of the teaching practice has enabled the school to purchase teaching and learning materials, ten computers and some furniture for the computer laboratory.

D. AIMS FOR FURTHER SCHOOL COLLABORATION

- As Holy Cross Girls' Secondary, we aim at continuity of this exchange program. Its value cannot be over emphasized. We have developed mutual trust and respect for one another i.e. the students and teachers with their lecturers.
- We hope to introduce the students to the paramount king of the Lozi people of Western Province called, Litunga. This will enable the students from Norway meet the traditional leader and the custodian of the lozi culture who resides ten kilometers from our school. They will benefit a lot in terms of wisdom as they would interact with the 'wise learned and intelligent Litunga'.
- The twinned schools to be actively engaged with each other throughout the year, not only when students come on Teaching

Practice to carry a few letters to Norway. It would be good for administration of the schools to exchange ideas in the course of the year.

- To have some uniformity in the way Livingstone schools go about handling the NTNU school collaboration as they are the pioneers of the program which has been extended to Mongu.
- Having more time with the students' lecturers from Norway as they only come for a two day working visit. The roads are not that smooth and places are far away from each other.

CONCLUSION

The value and importance of the TROLIMO Project as stated above cannot be over emphasized. This project which has seen the partnership of our school with Norwegian students has helped in uplifting the morale of teachers and pupils broadened their thinking and receptive to other cultures, encouraged the spirit of mutual respect and trust and changed the face of our school. This is so because the funding that comes with the exchange has helped towards purchase of school requisites for pupils. Therefore, there is need for this collaboration to continue and grow from strength to strength.

Mongu Catholic College of Education

Mongu, Western Province, Zambia

Geographical location...

Mongu is situated about 600 kilometres west of Lusaka, the

Capital City of Zambia, a country found in Central Africa. It is the Provincial Headquarters of Western Province, also known as Barotseland. Western Province or Barotseland is the home of the Lozi speaking people of Zambia.



MOCE admin block

This area is renowned for the 'Kuomboka' Ceremony during which the Paramount Chief (the Litunga) of the Lozi people, moves from his Summer Palace in Lealui on the flood plains, to his Winter Palace in Limulunga on the upper land, aboard a very big boat, paddled by over 150 men. Several other boats accompany the Litunga's badge on this voyage. The ceremony is called 'Kuomboka' which literally means, 'coming out of the water.'



A picture showing the 'kuomboka ceremony'

Who we are.....

Mongu Catholic College of Education is a grant-aided institution managed by the Bishop of the Catholic Diocese of Mongu, His Lordship, Mr. Evans Chinyama Chinyemba, OMI. The college is one of the institutions that the Catholic Diocese of Mongu oversees. The members of staff belong to different denominations including the Roman Catholic Church. However, all academic staff are on the government payroll. The students too, are from different denominations, though about 75 % of them are Catholic.

History of the institution

The college was first opened in Lukulu by the Capuchin Fathers as Lukulu Training School, in 1938. The first students came from the then Barotse National School and were all males.

On taking over the school, the Holy Cross Sisters turned the training school into one for female domestic science teachers. The academic section, also for female teachers was established later.

In 1965, the college, under the Principal-ship of Sr. Annunciata Sonnleiter was moved from Lukulu, which is about 120 Km North-west of Mongu town, to Malengwa. At its present site, there were two classrooms and two hostels; there was no accommodation for staff then.

Developments over the years...

In 1969, the college was officially opened by the then Minister of Education, Mr. W.P. Nyirenda. The boarding section had 154 beds for the students. Six houses and two flats for staff and a large house for sisters was put up. In 1976, the first male students were enrolled; they were 150 in total. Since then the college has been a co-education institution.

The following are some of the courses that have been offered: the Zambia Primary Course (up to 1994), the Zambia Basic Education Course, the Zambia Teacher Education Course (1999 – 2007), the New Zambia Teacher Education Course (2008-2012). From 2012 onwards, the college started offering the Primary Teachers Diploma (PTD) a three year programme.

The latter coincided with the affiliation of the college to the University of Zambia, the country's elite tertiary institution. This meant that the Primary Teachers' Diploma was to be run under the auspices of the University of Zambia's Advisory Unit for Colleges of Education (AUCE).

History of MOCE Principals...

The following people have served as Principals of Mongu Catholic College of Education from its inception to date:

1. Sr. Annunciata Sonnleiter: 1965 - 1970
2. Sr. Regina Mc Elroy: 1970 – 1976
3. Fr. John Grace: 1976 – 1979
4. Mr. Leonard Njamba: 1979 -1985 First Zambian Principal
5. Mr. Francis L. Muhau: 1985 – 1994 Second Zambian Principal
6. Mr. Francis L. Belemu: 1994 – 1998 Third Zambian Principal
7. Mr. Francis M. Muyambango: 1999 – 2010 Fourth Zambian Principal
8. Mr. Foster M. Kabutu: 2010 – 2013 Fifth Zambian Principal
9. Mr. Edwin M. Kandala: 2014 – 2015 Sixth Zambian Principal
10. Mrs. B.N.K. Mwala: 2015 to date. Seventh Zambian Principal
(And first female Zambian Principal)

Study areas

Our students receive tuition from the seven study areas; Education and Professional Studies, Mathematics Education, Science Education, Social Studies Education, Literacy and Language Education, Expressive Arts, and Technology Studies. This scenario is not very different from the

arrangement that characterized the Zambia Teacher Education Course. The Junior Secondary diploma in Mathematics, Science and Information Technology education sections have been introduced this year 2018.

Staffing...

The college had 46 academic staff inclusive of the Principal and Vice Principal as at end of 2017. Currently, there are about 80 members of staff. This has been necessitated by the new programmes introduced this year. The non-academic staff are 18.

The current student enrolment...

The student populace currently stands at about 900. Three quarters of the students are Primary diploma students, while the rest fall under two categories: Early Childhood Teachers diploma and Junior Secondary Teachers diploma in Mathematics, Science and Information and Communication Technology Education; the Junior Secondary Teachers diploma was introduced in 2018.

Infrastructure...

The college has grown or expanded since its inception. Houses for staff and hostels for students were increased but they do not meet the demand; there is still need for more houses for staff and hostels for students. Currently, a significant portion of our student populace are day scholars. There are plans to construct more classrooms and hostels for students in 2018.

Some academic activities at MOCE...

Students during lectures...



In the science lab



in the computer room



Students in MOCE library

The Trolimo project history at MOCE...

The college joined the partnership programme in 2012 when Mr. Mike Kanini, a Senior Lecturer then, was transferred from David Livingstone Teachers College in Livingstone. Mike introduced the idea of partnership in the college. Four members of staff, namely Mr. Mike Kanini, Mrs. Simushi, Ms. Mwandawande and Mr. Mubita were nominated as committee members. The Principal was Mr. F. Kabutu. A Memorandum of Understanding was developed between Mongu Catholic College of Education and Trondheim University College in Norway.

Under the MOU international students from Norway are to come to teach at Holy Cross Secondary and Malengwa Primary Schools in Mongu under the supervision of the college. Since 2012, Norwegian students have come to Mongu to teach at the said schools. In 2015, in addition to the usual group of student teachers, a group of other students doing their International Semester, came to study in the college (for the whole duration of term 1).

As at now, two of the founder members of the Trolimo project in Mongu have since left the college on promotion. Currently, there are only three committee members. These are: Ms. A.S Mwandawande, Mr. K. Kakanwa and Mr. E. Mubita There is also a new administration in the college. The Principal is Mrs. B.N.K. Mwala and the Vice Principal is Mr. K. K. Nalishuwa.

Value of the Trolimo project...

Social and cultural exchanges are beneficial to our learners in the schools where the Norwegian students go to teach and the students they interact with in the college. The world is now a global village. That being the case, it is important that our students are exposed through interacting with foreigners both academically and socially. Another benefit that we are enjoying is in the area of capacity building for our staff. Currently, two members of staff are studying for their Master's degree in Norway. Another group of four members of staff are pursuing their Masters degrees by distance mode in Livingstone under the auspices of Trondheim University College.



The 2016 group of Norwegian students with Agatha one of the programme coordinators during the commemoration of Women's Day.

Aims for further collaboration...

We envisage a situation where the college and the University in Norway collaborates in research into current trends in education. We also wish to exchange resources, both human resources and material under what can be termed exchange programme.

We can also use the internet to interact more and more closely in what can be termed video conferencing especially between our members of staff and those of Trondheim, periodically.

Written and edited by: *Mr. Eddie. S. Mubita, Ms. Agatha. Mwandawande and Sir Inambao. Mushe, all of MOCE.*



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