



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Private Bag 13186, Windhoek, Namibia

DIRECTORATE: NATIONAL INSTITUTE FOR EDUCATIONAL DEVELOPMENT

2009/10 ANNUAL REPORT –

1. INTRODUCTION

The main functions of the National Institute for Educational Development (NIED) are curriculum development, material development, professional development and monitoring curriculum and program implementation through research. The report contains activities carried out as per NIED's mandate as well as ETSIP strategic objective of improving system quality and relevance.

2. ACTIVITIES

The directorate carried out the following activities:

- Printing and distributing the revised *National Curriculum for Basic Education*;
- Completing a minor review of the assessment sections of all Upper Primary and Junior Secondary syllabuses;
- Continue with the development and evaluation of learning support materials;
- Continue with teacher training to strengthen the teaching of new subjects and critical areas in the curriculum;
- Monitoring the implementation of the curriculum;
- Develop teachers, teacher educators and education managers professionally through pre-service, in-service and continuous professional development programmes and activities;
- Assure quality of teacher education programmes through revision of curricular documents and the moderation of BETD pre-service and in-service teacher education programmes;
- Improve the effectiveness and efficiency of the TRC network as well as the provision of library books;
- Conduct with evaluation and monitoring research of curriculum implementation in Namibian schools.

3. ACHIEVEMENTS

Curriculum Development

With the appointment of an Education Officer for Pre-Primary Education it was possible to strengthen the development of the curriculum in this area. A test instrument with school readiness indicators was developed and the guide was translated into 12 local languages. A hundred more classes were established, furnished and

provided with playground equipment, teachers' kits, reading boxes and stationery. A further hundred schools were identified for 2010.

The course outline and syllabus for the two-year diploma in Early Childhood Development, to be offered by NAMCOL for training ECD educators and Pre-Primary teachers, was finalised. The one year certificate programme was completed and implemented.

The Special Education working group completed the Braille Syllabus for the UP phase.

28 Curriculum Panels/Committees comprising 290 members met twice to continue dealing with curriculum revision and the development and evaluation of learning support materials.

The assessment sections of all upper Primary and Junior Secondary syllabuses were revised to ensure consistency with the *National Curriculum for Basic Education*.

The annual Textbook Catalogue was updated, printed and distributed in time for schools to place orders for textbooks and teacher resource materials supporting the implementation of the curriculum.

Broad Curriculum Coordinators reviewed changes made to the National Assessment Policy (NAP) of the BETD Pre-service programme and provided feedback on issues referred to the Advisory Council on Teachers' Education and Training.

Learning Support Materials

A teachers' guide and resource book for Learning Support were developed to assist teachers of Grades 1 – 7 learners with Mathematics and Language backlogs.

The teachers' manuals for Special School teachers were completed for piloting in 2010. Grammar textbooks and accompanying teacher guides have been finalised in various African languages.

With facilitation by CIE a coursework manual for the localised Computer Studies syllabus was developed.

Textbooks for Elementary Agriculture, Agriculture, Home Ecology, Entrepreneurship and English have been bought from ETSIP funds and distributed to schools.

Machinery, tools and equipment for Design and Technology were purchased and distributed to schools.

Teacher Development and Teacher Educator Support

To strengthen Arts Education, teachers received training in Arts (Grades 5-7), Arts in Culture (Grades 8-10), Visual Arts (Grades 8-10), Integrated Performing Arts (Grades 8-10) and Art and Design (Grades 11-12).

Teacher training workshops were conducted in Keyboard and Word Processing, Accounting, Entrepreneurship, Mathematics and Additional Mathematics and all practical subjects, including Elementary Agriculture, Home Ecology and Design and Technology.

Teachers of various African Languages, including Rukwangali, Khoekhoegowab, Oshikwanyama and Oshindonga received training in the teaching of Literature.

National English Language facilitators were trained on how to support struggling readers in the Upper Primary and Junior Secondary phases, while Senior Secondary teachers received training in the teaching of the Shakespeare text *King Lear*.

Two induction workshops for teachers teaching the newly localised Computer Studies syllabuses in Grades 11 & 12 were conducted, and two ICT Literacy workshops were offered to teachers of the ICT Literacy Foundation Level Syllabus.

NIED, together with its partners, namely BES 3, IFESH and Michigan State University, continued their support to colleges of education in implementing their annual CPD plans. Various supports were provided in the form of funding, material and facilitators for college based or site-based workshops.

The 2nd CPD National Conference which attracted over 80 local and international participants including teacher educators, education leaders and academicians was held in Walvis Bay.

NIED rolled out the 3rd advanced IMTE syllabus implementation workshop at three northern colleges of education which focused mainly on national assessment.

The school-based studies and summative moderation of the BETD Pre-service programme were successfully conducted and served as tools for ensuring that the programme abides by the expected rigour and quality.

The BETD In-set programme continued its support to a total of 803 teachers that are enrolled for the 2009/10 academic year. A total of 250 Inset teachers of the 2008/2009 academic year graduated during March/April 2010 bringing the total number of teachers who have graduated through the BETD Inset Programme since 1999 (first cohort) to 3,935.

Curriculum Monitoring and Evaluation Research

The Report on mathematics national study for upper primary phase was completed and shared with the relevant stakeholders.

Data collection of the Multi-grade teaching study was completed in all thirteen regions of Namibia.

The Report on training needs for mentors and novice teachers has been completed.

Data collection of the promotion policy study has been completed.

A research laboratory was established at NIED through the support of BES project.

Improved effectiveness and efficiency of the TRC network

11,000 syllabuses and Subject policy documents were duplicated and packaged for all schools and Educational institutions across the thirteen regions. 3,603 more Assessment booklets were printed packaged for all regions in March 2010.

89 new computer PCs were installed at NIED in almost all offices, old computers were upgraded and installed in offices.

A total number of **76** library materials were catalogued, processed and added to our user collections on the shelves.

The Basic Information Science Policy manual was finalized, approved and duplicated for use in schools in 2009.

The revision of the 1996 Teacher Resource Centre Policy and procedures manual concluded in August 2009, the document is to be presented for endorsement at the next TRC Annual General meeting for 2010.

General Services

Budget MoFs for budget 2009/10 and Medium Term Plan for 2010/2011 to 2012/13 were compiled and submitted.

Requests for verimentation and vehicle returns were completed.

Renovations to the NIED administration section, resource centre and hostel were completed.

Tenders for catering, security and laundry services were awarded to the successful bidders.

The stock control system is still having a lot of challenge for the coming year. A plan improve the stock control system is underway.

NIED managed to collect revenues to the amount of N\$ 161, 426.59 from April 2009 to March 2010.

4. CONCLUSION

Although some schools implemented Life Skills meaningfully, some principals still rotate Life Skills amongst their teachers. This hampers continuity and makes it necessary to keep on training teachers. School managers neglect to do classroom observation of Life Skills classes to ensure that learners are assessed properly.

When Regional Offices delay the appointment of Pre-Primary teachers, the training and monitoring programmes are negatively affected.

The end of BES 3's financial and technical support to the Ministry of Education in June 2009 slowed down the implementation of some CPD activities in the colleges due to a lack of financial means.

Insufficient funds to purchase the necessary equipment for research activities hampered the speed for execution of the activities.

NIED was able to meet the targets set for curriculum development and teacher training as well as for the development and evaluation of teaching and learning support materials. These achievements could not have been accomplished without the participation of teachers from all regions and officials from the regional offices and head office.