

NIED ANNUAL REPORT 2012/2013

Professional Development Resource and Research Development & Curriculum Research and Development Divisions

MAIN GOALS AND OBJECTIVES

The main objectives for 2012/2013 were to:

- develop teachers, teacher educators and education managers professionally through pre-service, in-service and continuous professional development programmes and activities;
- enhance local capacity building within Teacher Resource Centers (TRC) by running quarterly meetings and professional development activities;
- conduct research on Namibian Sign Language and converting terminologies used in Life Science into Namibian Sign Language in order to produce a Namibian Sign Language Resource Book in Life Science for Grades 8-10 to be used in schools for the Deaf and Inclusive Schools;
- provide a school curriculum that is relevant, sustainable and balanced, which responds to the needs of Namibia and which contains and transfers the key skills, competencies, attitudes and values that are necessary to move Namibia towards the realisation of Vision 2030;
- conduct monitoring and evaluation exercises in order to assess the implementation of curriculum at school level, the difficulties teachers are encountering with the implementation of continuous assessment activities using criterion based frame-work, including the full and productive utilisation of learners' books, continuous assessment manuals and other related curriculum policy documents distributed to schools;
- train officials in the region on education policy research in order to build educational research capacity among the officials in the region in order to enable them to conduct site base research;
- empower teachers to teach their subjects efficiently by providing facilitator and teacher training for meaningful implementation of the curriculum;
- provide quality, relevant, appropriate and culturally sensitive teaching and learning support materials;
- develop teaching and learning support materials in order to provide quality education and give the participating teachers the opportunity to gain writing skills;
- collect and publish articles and position papers from scholars who wish to publish papers in the Reform Forum;

- disseminate the findings of the multi grade study on the evaluation of multi grade teaching in Namibia schools;
- provide quality, relevant and user-friendly learning support materials, finalise the benchmarks and curriculum of the program, then develop printed materials and DVDs with the pre record lessons;
- hold Novice Teacher Induction Program (NNTIP) consultative meetings in the regions in order to market the NNTIP by sharing information about its introduction in the identified regions;
- solicit the support of the regional education authorities and secure their input on the program components, implementation and the induction strategies of the NNTIP in schools;
- Secure buy-in from the regional authorities on the implementation of the NNTIP in schools;
- provide TUN members with an overview of the new CPD system, the decentralized model for CPD in Namibia and operational guidelines for the RCPDCCs and SCPDCCs;
- submit the revised TRC Policy and procedures manual for approval by the Permanent Secretary;
- maintain the NIED Information Communication Technology infrastructure afloat;
- conduct monitoring and evaluation in target areas;
- update the EDSNet 2006/2007 CDROM in order to provide electronic support materials to schools.

MAIN ACTIVITIES AND ACHIEVEMENTS

The following are completed activities and achievements

- The EDSNet CDROM update is continuing as the office keeps receiving latest documentation from NIED officials in their respective subject areas;
- The editing and proof reading of the TRC Network Policy and Procedures Manual is near completion;
- School board evaluation instrument and the accompanying implementation guidelines were development;
- A number of officials were involved in marking and moderation of national examinations (JSC and NSSC); the involvement of NIED officials in examination activities remains a useful and necessary exercise for Education Officers working on curriculum development;
- Tenders to develop the Mathematics Continuous Assessment Manuals [CAMs] for Upper Primary and Junior Secondary phases were awarded. With the assistance of the successful tender institution,

Brombacher and Associates cc, a South African institution, NIED identified Namibians to assist in the development of the manuals;

- The CPD Unit teamed up with the CPD Unit at the University of Namibia to induct members of the TUN from the 13 education directorates, on the new decentralized CPD system that Namibia has just adopted. This induction workshop took place on July 3, 2012 outside Rehoboth;
- The EGRA roll-out started with Oshindonga, English and Khoekhoegowab (KKG) in three regions (Oshikoto, Kavango and Hardap). The development of EGRA instruments was done in early 2012 with a focus on developing the EGRA piloting instruments in three languages (Oshindonga, English and Khoekhoegowab);
- The CPD office was involved in the development of the school board evaluation instrument and co-facilitated in the working session to finalize it, on September 3 – 7, 2012 at Otjiwarongo;
- The BETD INSET Program carried out regular activities leading to the final phase-out of the program. These included: the BETD INSET graduation in Windhoek and in the North which took place in April 2012 respectively, the administration of EMA and Re-EMAs for the various subjects, the administrators meetings on the 4-15 February 2013, the Moderation of the last cohort on 02 May 2013 and the final Joint graduation ceremony on 10 April 2013;
- The Planning and administering of the supplementary diagnostic placement test was done;
- The pilot of the program was successfully completed and the exit assessment was carried out but the results are yet to be announced. The supplementary diagnostic placement test for the teachers who did not write the test in 2011 was also conducted in September, completed and the result will be given to the teachers when they are ready;
- The Art and Design syllabuses for both Ordinary and Higher level were localised. Twelve (12) Curriculum Panels and fifteen (15) Curriculum Committees met in July and February 2013 to work on the scope and sequence matrix, curriculum standards, and other ongoing activities to improve the implementation of the curriculum;
- A consultant was recruited for the development of a Curriculum Review and Learning Support Materials Bid Cycle. The process included a wide consultation with all stakeholders including Ministry of Education officials and representatives of commercial publishing companies;
- With regard to the CPD Consortium's intervention on SAT results, an attempt was made to bring about improvement in SAT performance, where a number of Mathematics experts around the country convened to map out the way forward on how best to develop self instructional teacher's guide.

Research reports

- Study findings on the literacy and numeracy study were presented to the Ministerial Policy and Coordinating Committee (MPCC);
- Research findings on the literacy and numeracy in the lower primary phase were presented to lower primary teachers, heads of departments, education officers for lower primary phase and to some few principals in all 13 regions;
- The development of regional strategies for improving literacy and numeracy at lower primary were done. A combined national document on strategies for improving literacy and numeracy is underway;
- Research on sign language terminologies, used in the Life Science subject for grades 8 to 10 was conducted in the 13 Regions;
- Research findings on literacy and numeracy were disseminated to the 13 Regions;
- The Monitoring and Evaluation of the ELPP program was done successfully and the report is yet to be shared;
- School board evaluation instrument and the accompanying implementation guidelines were developed;
- The Literacy and Numeracy study report for the lower primary phase was completed and is to be uploaded on the NIED website for publication. A few draft copies of this report were printed for discussion purpose during the dissemination time.

Monitoring and evaluation

- Monitoring and evaluation of Mathematics and Natural Sciences was carried out in the Caprivi region: A total of 16 schools in Caprivi region were visited;
- Monitoring and Evaluation of Craft, Design and Technology visits were carried out in Oshikoto, Khomas and Caprivi regions. The visits proved to be valuable in ascertaining what is going on in schools and to give a helping hand and guidance to teachers where no subject advisors are appointed for certain subjects;
- Basic Pre-vocational skills syllabuses were piloted at selected special schools;
- Monitoring and evaluation of the teaching of literature in especially Second Language was done. The weakest performing schools were selected and visited. The main finding was that the teaching of literature is grossly neglected in the Junior Secondary phase. The reason for this is not only the unavailability of literature titles in the schools, but also the lack of knowledge on the side of the teachers. A further contributing factor is the fact that there is no formal literature examination paper at the end of the year;

Extended Meetings

- The Annual General Meetings for Teacher Resource Centre (TRC) Managers and Education Resource Officers (ERO) were held and completed as per schedule;
- Consultative meetings on Namibia Novice Teacher Induction Program (NNTIP) were held with the following Education Directorates: Erongo, Caprivi and Oshikoto. All three regions welcomed the NNTIP and commended NIED for adopting a consultative approach which promotes a participatory working relationship between itself and the regions;
- The Continuous Professional Development (CPD) unit at NIED collaborated with the CPD Unit at the University of Namibia to establish the Regional Continuous Professional Development Coordinating Committees (RCPDCC) in the remaining 8 regions, bringing the total to 13 during the months of February and March 2012;
- The CPD office participated in a joint planning meeting involving all members of the RCPDCCs and some members of the CPD consortium. This meeting took place in Tsumeb on 3-4 October 2012;
- The English language proficiency program office attended ELPP Steering Committee meetings scheduled through the year of 2013, including monitoring the rollout of the ELPP nationwide scheduled through the year of 2012 and 2013.

Material development

- Consultations with stakeholders on the Curriculum Proposal for Basic Education were carried out. Suggestion and comments from stakeholders were integrated in the document. The document was submitted to the NEACB for approval, and it was conditionally approved;
- Novice and Mentor teachers' handbooks for Karas, Hardap, Kunene and Otjozondjupa Regions will be printed in November/December 2013;
- The development and administering of the Proficiency Assessment Tool (PAT) was finalised and the monitoring and evaluation of the PAT pilot phase was concluded;
- Lower primary school syllabuses were revised and conditionally approved by NEACB for implementation in 2015, in accordance with the revised curriculum review circle;
- Special Education vocational education syllabuses were developed and submitted to the Curriculum Co-ordinating Committee (CCC) and they were conditionally approved. Selected schools are piloting these syllabuses;
- Curriculum development workshops for pre-vocational subjects were held to develop and revise four syllabuses for technical subjects and two for Home Sciences;
- The NSSCH generic First language syllabus was translated to Khoekhoegowab, Otjiherero, Rumanyo, Setswana and Thimbukushu. Specimen papers were also developed.

- Two workshops were conducted with the Entrepreneurship working group to develop the Entrepreneurship syllabus for Grades 11 and 12 Ordinary Level. These syllabuses will be piloted;
- Localised NSSC Afrikaans Second Language Higher level syllabus and accompanying specimen papers were developed, followed by a live paper setting workshop under the guidance of the CIE expert for Afrikaans. The first local examination will be written in October/November 2014;
- Localised NSSC French Ordinary and Higher Level syllabuses were developed and the specimen papers for both levels were finalised in a workshop led by an expert from Cambridge. No live papers were set. At the annual Review meeting between Namibia and Cambridge, it was decided that the French teachers need more training before the localised syllabuses can be implemented. They will receive training in the marking of answer scripts in 2013 and depending on their performance, CIE will advise Namibia on the implementation of the localised syllabuses;
- The Reform Forum (No: 22) – a Journal for Educational Research was published. The next issue (No: 23) is due for publication;

Learning and teaching support materials

- The benchmarks and the curriculum for English Language Proficiency Program (ELPP) were finalised, including the development of the printed material and DVDs;
- ELPP printed materials were published and distributed to Ohangwena region for the pilot phase. The audio DVDs were also distributed as part of the study pack for the pilot. The visual DVD is yet to be finished and it will only be part of the study pack during the actual implementation next year;
- The JS Agriculture Continuous Assessment Manual was printed and distributed to schools and TRCs;
- The Oshindonga, Oshikwanyama, Khoekhoegowab and Rukwangali grades 5, 6 and 7 readers were developed and edited. Khoekhoegowab, Rumanyo and Rukwangali grammar texts for grades 5, 6 and 7 were completed and will be printed during the second quarter of 2013;
- Orthographies for Oshikwanyama and Oshindonga were revised. Glossaries for Khoekhoegowab, Oshikwanyama, Oshindonga, Setswana and Silozi were completed;
- The Silozi Senior Secondary Teacher's Guide was developed;
- A Multilingual Teacher's Guide for Grades 5-12 and the Examination buster book were developed and edited for both Oshindonga and Oshikwanyama. These will be printed and sent to schools during the second quarter of 2013;
- An Arts Teachers' Manual is being developed with the help of two Finnish experts, sponsored by the Finnish-Namibia Society;

- A total of 32 659 Pre-primary Learners' workbooks and 898 Teachers Guides were ordered in October 2012 under the Ministerial text-book tender. The tender for 315 teachers' resource kits and the translation of the reviewed syllabus in eleven local Namibian languages were advertised during October 2012;
- Developed Life Skills Teaching and Assessment Guide. Teacher and learner support materials for Life Science from Grades 8-12 were developed in electronic format;
- The Education Officers for English and Afrikaans Second Language requested literature titles from publishers, organised the evaluation of the books and submitted an order to SCMU;
- A guide on the writing of different types of letters and essays in Afrikaans has been developed and is ready for printing and disseminated;

External seminars and conferences attended by staff members

As part of continuous professional development and capacity building of staff members, a number of local, regional and international activities were attended.

- The EO for History attended UNESCO regional consultation on the teaching of Genocide History in September, Cape Town;
- Two Pre-primary Education Officials participated in an international study visit to Vantaa, in Finland and Regina, Saskatchewan, in Canada;
- The EO for EGRA attended the CIES Conference held in April 2012 in San Juan, Puerto Rico and a Reading Association for South Africa (RASA) Conference, on October 2012 in Durban South Africa;
- The EO for EGRA participated in an Inclusive Education Conference was held in Swaziland on the 13 – 15 June 2012;
- The CPD Unit staff members are to carry out a study visits to the Induction Institute for capacity building in California and the Ontario Ministry of Education in Toronto, Canada.

Cross curricular Activities

Some officers got involved in the following cross-curricular activities on local and international levels:

- Moderation of in-service and pre-service teacher training programs and school-based and assessment;
- A Language Policy Review Seminar was held and came up with a draft document for discussion at the upcoming Language Policy Review Conference in June 2013;

- The Orange-Senqu River Learning Box Project, which is an innovative and creative education response to the sustainable shared water resource management of the Orange-Senqu River Basin that involves countries like South Africa, Namibia, Lesotho and Botswana;
- HIV and AIDS, Environmental Education/ESD, Human Rights and Democracy and Heritage Education.

Teacher training and induction workshops on specific subjects and related programs

- The CPD unit carried out the following activities: the training of trainers (ToT) workshop for Oshikoto Erongo and Caprivi region; co-facilitated the training of mentors in Erongo and Caprivi regions; held consultative meetings in Ohangwena, Oshana and Khomas region; monitored the induction and mentoring program and support of mentor teachers in Kunene and Otjozondjupa, and monitoring of Induction and Mentoring program and support of mentor teachers in Karas and Hardap regions;
- The CPD unit co-facilitated the training of mentor teachers and principals in Kunene, Otjozondjupa and Hardap Education Directorates during the months of September and October 2012;
- The training of the mentors was conducted in Ohangwena–Eenhana Youth Centre to prepare them for the pilot of the program;
- Training of English Language Proficiency Program (ELPP) mentors for the pilot program was launched during the year under review;
- The IT unit carried out school leadership training workshops in Karas, Hardap, Kavango, Caprivi, Khomas, Erongo, Oshikoto and Kunene region. ICT integration training resumed during the year;
- Joint training with advisory teachers for initial interventions on identified literacy and numeracy problem areas were conducted;
- The Training of Trainers for Namibia Novice Teacher Induction Program (NNTIP) was completed in all regions;
- Co-facilitation on training of mentors and principals of NNTIP was employed and worked well;
- Skills training workshops targeting TRC Managers, Library Assistants and Clerks in facilitation skills, and in manual and electronic cataloguing procedures, were held;
- ICT integration training workshops for teachers were carried out across the 13 regions, since 2011 to 2012. The training targeted ICT champions (one ICT inclined teacher) from schools which were deployed with computer labs in all the 13 regional education directorates;
- Facilitators for Biology, Elementary Agriculture, Agriculture and Physical Science were trained in criterion reference assessment as outlined in the CAM for NSHE;

- An Entrepreneurship capacity building week, aimed to make teachers, student and Lecturers aware of the teaching methodology of pedagogical Entrepreneurship was conducted by two lecturers of the Sogn and Fjordane University College in Norway;
- The annual conference for Afrikaans teachers was held at the Safari Court Conference Centre in Windhoek and attended by more than 140 teachers from all over the country. The conference was organised in collaboration with the *Professional Society for Teachers of Afrikaans in Namibia*; All government schools which offer German Foreign Language as a subject had a workshop with Dr Miesner from Klett publishers in Germany, on the effective utilisation of a new textbook which they recently received;
- In Pre-Primary, 3-8 days regional face-to-face induction trainings for newly appointed teachers were successfully conducted in all 13 regions;
- Learning support training workshops for the Life Skills teachers were held in Omaheke and Kunene and Erongo region for Special Class teachers;
- Two training workshops for Afrikaans teachers on the localised Afrikaans Second Language Higher Level syllabus. A subject advisor for German at the Goethe Centre in Windhoek offered regular short workshops for teachers of German Foreign Language;
- The English First Language Upper Primary workshop was conducted in October 2012 and was attended by 20 teachers. The workshop focused, amongst others, on the setting of examination papers;
- Life Skills teaching workshop was held in Omaheke, Kunene, Erongo, Otjozondjupa, Kavango and Omusati;
- EGRA Intervention Strategy (EGRIS) and EGRA rolled-out workshops in Omusati, Oshana, Oshikoto and Ohangwena;
- Keyboard and Word Processing and Office Administration and Keyboarding was held in Hardap, Omusati, Oshikoto, Erongo, Kunene and Otjozondjupa;
- Multi-grade teachers' training was held in Kavango and Kunene and the Basic Information Science (BIS) workshop for Grades 5-7 and Grades 8-10 in Erongo;
- Arts (UP) in Kavango, Omaheke, Otjozondjupa and Erongo; Arts in Culture (JS) regional training in Caprivi and Oshikoto; Integrated Performing Arts (JS), Visual Arts (JS) and Art and Design (SS);
- ICT Literacy (Grades 5-12) regional training was held in Oshana, Khomas, Erongo, Ohangwena, Kunene, Hardap and Otjozondjupa; ICT Literacy (Grades 5-12);

- Training workshops were also carried out in JSC History and NSSC Geography; History (JS); NSSC Geography (OL); Accounting (JS); Mathematics; Koekhoegowab (UP) literature; Otjiherero Grammar; Computer Studies (One for JS and one for JS and SS); Business Studies (SS); Home Economics (JS and SS) ; Needlework (JS) and Fashion and Fabrics (SS).

POSTPONED OR CANCELLED ACTIVITIES

- The EDSNET CDROM, Manual and Electronic Cataloguing Procedures training and TRC Quarterly meeting had to be shifted to later dates due to unavailability of ETSIP fund and trainers; One TRC quarterly meeting, slated for June, was called off because of the absence of agenda;
- The TRC Network Policy and Procedures Manual had been revised by the TRC managers by May, comments/suggestions are still awaited from the NIED CEO and Director before the Policy is finally submitted to the Permanent Secretary of the Ministry of Education for approval and adoption;
- TRC managers resolved at the Mariental AGM in February 2012 and reiterated by the Khorixas TRC meeting in October to seek audience with the PS of the ministry on issues such as the status of TRC, TRC development Fund, the structure of TRC, name change and locations of some TRCs. The main TRC coordinator will request for such meeting.
- The dissemination of Multi grade findings and Research training activities in the regions were not carried during the last quarter of the financial year 2011/12 and this financial year 2012/13. The reason for not carrying this activity is that the activity depended on requests from the regions, and invitations for such requests were not done.
- Rumanyo and Rukwangali Upper Primary facilitator workshops were postponed;
- The development of the Integrated Planning Manuals (IPM) Grades 3 and 4 were postponed to the next financial year (2013/14). It will be integrated in the materials development and the revision of the Grades 1 and 2 IPM workshops;
- Ohangwena region requested the postponement of Life Skills training workshop, because they were still in the process of appointing full-time Life Skills teachers. Training sessions for Life Skills teachers in the Kavango Region and Omusati region were postponed to the first term in 2013;

CHALLENGES AND CONSTRAINTS

- The unavailability of funds to execute planned activities on the appointed dates is a cause of concern in planning;
- A delay in receiving inputs on the revised version of the TRC Policy from those concerned impact negatively on the implementation and acceleration of some stipulations contained in the Policy;
- Lack of comprehending the role and essence of research, monitoring and evaluation;
- There are no clear cut roles and coordination between the Research Subdivision and the Subdivisions in the Curriculum Division;
- Lack of laptops dedicated for the use of the Research sub-division continues to be a major problem to the speedy completion of data gathering and report;
- Limited contribution of papers to be published for the Reform Forum makes it difficult for the journal to be released on time;
- The absence of internal language editor for the Reform Forum makes it difficult for the editor to complete the journal on time;
- Relationship of some colleagues towards the Sub-division of ‘capping’ the sub-division activities is sometimes frustrating to the researchers;
- Post ELTP pilot program visits observed the following problems: It is difficult for all teachers to meet at the cluster for their meetings because of the distance between the schools and the cluster. One mentor per cluster is insufficient, especially where mentors are also school principals and have many activities to carry out. It is impossible to get materials to all schools before the commencement of the pilot program, and that, time came out as a big challenge in the successful implementation of the program;
- After the training, the ToTs were expected to conduct similar school-based ICT integration workshops to transfer the acquired knowledge and skills to their colleagues. However, it was found that ToTs did not perform school-based training workshops due to several challenges including;
 - Lack of essential ICT basic accessories, e.g. digital cameras, scanners and absence of sound cards on PCs to allow certain teaching and learning activities to take place;
 - Limited access to the computer labs by teachers and learners as the current system allows only limited number of labs in a school depending on the learners’ intake;
 - Lack of support from school principals to support the ToTs in rolling out school-based ICT integration training to other teachers due to limited understanding and expertise on the potential role that ICTs can play in teaching and learning, as well as teachers’ continuing professional development;

- The fact that Advisory teachers in the regions are responsible for more than one or more subjects is also a challenge as there are instances where more than one activity is planned for more than one subject during the same week;
- The fact that NIED could not arrange any regional workshop in non-promotional subjects proved to be a serious constraint. If the initiative did not come from NIED, no workshops would be scheduled, especially for non-promotional subjects. This happens because the regions have different priorities;
- Financial constraints led to cancellation of two workshops. More funds should be available for orthography training of teachers and continuous material development for African languages;
- Participants at arts workshops complain about the lack of handicraft and art materials in the schools. They are not aware that they may order materials from the regional government stores;
- During the monitoring and support visits to “Special Education” schools offering Basic Pre-vocational skills subjects, schools recommend that the one-year course be extended to a two-year course, with an option of learners not completing still getting the chance to repeat,
- The payment for services rendered (meals and accommodation) takes too long and makes service providers not wanting to give quotations to Pre-primary. The delivery of some ordered items from Central Government Store was delayed due to various reasons, e.g., some of the items were claimed to be out of stock and placed on back order but never delivered (e.g. paint brushes);
- Regions reported their difficulties in getting qualified teachers to fill advertised Pre-primary teaching posts for 2013 academic year;
- The 2GB NIED server is old and has run out of space or memory.

RECOMMENDATIONS

The TRC managers in the regions continue expressing training needs, hence the need to expose the officers-in-charge to continuous professional development programs. Training needs such as research, monitoring and evaluation, leadership and management training, ICDL, resources management system, and report writing and electronic records and archiving formed part of the communication received from TRC managers this year.

To resolve the ICT integration challenges, the ICT integration follow-up support and monitoring activities in the 13 regions were suspended in order to institute the following measures:

- Allow ample time for the ICT in Education Steering Committee and Tech/na! to scale up the provision of ICTs and the required accessories in schools;
- Involve ICT and funding partners of the MoE, e.g. Microsoft, INTEL and MCA Namibia, etc. to acquire and test the emerging innovative ICT solutions, e.g. one laptop per child and mobile PC labs;

- The CPD Sub-division's ICT section need to collaborate with the Ministry's ICT partners, e.g. Microsoft to provide leadership training to selected principals, that are being trained as ToTs to conduct similar training in their regions.

It was noted that, regions differ in vastness, number of schools, cluster, and circuits. It is impossible to have a program that suits all regions when conducting data collection and specifically dissemination of the findings, as such we strongly recommend that the executive management should encourage coordination of activities to enable the sub division research to carry out monitory and evaluation of NIED programs.

We recommend that we go back to our drawing board and make few changes to the delivery mode so that we can curb some of the challenges that we noted during the pilot phase. Although we foresee a lot of challenges in the actual implementation of the program, we are hopeful that the objectives set for the NNTIP program will be achieved.

The executive managers should trust the subdivision's professionalism. Constant nagging when the program has been approved or being implemented deters innovations. New innovations if any should be appreciated to encourage new thinking regarding utilising of the research knowledge.

Institutions training pre-service teachers should be encouraged to strengthen the skills and knowledge of teachers to use criterion and rubric based continuous assessment. Special fund be created to accelerate the development of Ju'hoansi.

Regional offices should take more responsibilities to arrange (logistics) for workshops taking place in regions. Schools should be made aware on procedures to acquire materials for Art and Handicraft through the regional offices.

It is evident that the Lower Primary expertise in curriculum development and subject or syllabus content knowledge need to be strengthened. An expert (volunteer) should be recruited in order to advice the lower primary office at NIED in an attempt to address this constraint.

The EGRA Technical Assistant appointed should be part of the field-work during all piloting and training workshop sessions in order to ease the administrative workload, and to carry out some duties of the data entry administrators at site (school/training venue).The EGRA Technical Assistant should receive the administrators training.

NIED needs to replace the old IT infrastructure before expansions are instituted, especially the server and its switches in all the blocks.