



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

National Institute for Educational Development (NIED)

2013/2014 ANNUAL REPORT

INTRODUCTION

The main aims and objectives for 2013/2014 were to:

- provide a school curriculum that is relevant, responds to the needs of Namibia and contains and transfers the key skills, competencies, values and attitudes that are necessary to move Namibia towards the realisation of Vision 2030
- empower teachers to teach their subjects effectively by providing facilitator and teacher training workshops for meaningful implementation of the curriculum
- provide quality, relevant and user-friendly Learning Support Material (LSM)
- monitor and evaluate target areas of the basic education curriculum
- provide updated educational materials to NIED staff members and other stakeholders
- upgrade internet and network facilities for staff members
- link NIED to the local and international community through the updated NIED website
- provide expert services to other directorates and stakeholders. These involved: the revision of the Senior Primary phase (Grades 4-7); Junior Secondary phase (Grades 8-9); continued localisation of NSSC syllabuses; in-service training workshops of teachers; the development and evaluation of Learning Support Material (LSM) and monitoring visits for curriculum implementation in regions/schools.

MAIN ACTIVITIES AND ACHIEVEMENTS

Two key positions that were vacant for a long time were filled when Senior Education Officers for Oshindonga and Thimbukushu were appointed. Thirty-three (33) curriculum panels comprising 417 members were constituted and received induction training in their roles and function. Curriculum panels met in July 2013 and February 2014 to develop and evaluate learning support materials, continue improving teaching and learning through ongoing curriculum revision in basic education.

The curriculum revision proposal was approved by the National Examinations, Assessment and Certification Board (NEACB) to improve teaching and learning at classroom level, for example through the restructuring of school phases, re-introduction of pre-vocational technical subjects and expanding the offering of Namibia Senior Secondary Certificate Higher Level (NSSCH).

The National Promotion Policy Guide for the primary phase (Grades 1-7) was developed and approved by the Ministerial Policy Co-ordinating Committee (MPCC) after intense consultations with regions and other stakeholders. The policy will be implemented in line with the NIED curriculum revision and implementation schedule, according to which the Junior Primary phase will be implemented in 2015 and Senior Primary in 2016. The National Promotion Policy Guide for the Junior and Senior Secondary phase (Grades 8-12) will be presented for approval at the same time as the curriculum revision and implementation of their phases.

The Language Policy Review Conference was held in June 2013 and followed by a Language Policy Workshop in December 2013. An enriching study tour with regard to language policy development, language planning and implementation as well as language documentation was undertaken to the Centre for Languages in Malawi. National language policy consultations will be held with stakeholders on the revised policy documents and its implementation plan.

The terms of reference for the tender of the Mentor and Novice Teacher Manuals were finalised and the tender was advertised in the Newspapers, during the first week of November 2013. Once printed, each school will receive three copies of each manual. The manual will be distributed to all schools in the 14 regions.

The Research sub-division in collaboration with the CPD unit piloted the instruments designed to evaluate the implementation process of the Namibia Novice Teacher Induction programme (NNTIP) in schools in Omusati Region, the report was disappointing. The team found that not all schools were implementing the programme as supposed to due to various reasons e.g. some schools blamed it on lack of time due to workload, some schools indicated that the programme was not clear to them as the principal and the mentor teacher who attended the training have transferred to other schools, lack of commitment to the programme. Based on the outcome of the piloting, a one day workshop was conducted in Windhoek with representatives from seven regions, the NIED Research team and UNAM CPD.

A national report on strategies set by regions during the dissemination of the literacy and numeracy findings was compiled and disseminated.

Identified key concepts for the development of the sign language resource book of all school subjects in grades 8 to 12, excluding Life Science grades 8 – 10 were done last year.

The EMIS data for the period 2008 to 2012 was analysed on two variables (Teacher Attrition, Teacher-Learner Ratio, Schools with afternoon classes, and mortality rates due to suicide) versus learner achievement. The desktop study of teaching vacancies for the period 2013 and 2014 was analysed and a report was compiled and submitted to the NIED Director.

The research subdivision also compiled a Research Forum and Phonetic differences study.

The approved Junior Primary (Grades 1-3) syllabuses were translated into 13 Namibian languages. These are the Generic First Language, Generic Second Language, Environmental Studies, Mathematics, Religious and Moral Education and Physical Education syllabuses. They will be printed and distributed to schools for implementation in 2015, and all queries in this regard will be dealt with.

Consultants (experts) were recruited with financial support from European Union (EU) to develop a literacy manual for teachers of the Junior Primary phase.

The following syllabuses for the Senior Primary (SP) phase (Grades 4-7) were revised and approved by the NEACB: Generic First Language, Generic Second Language, Mathematics, Social Studies, Natural Science and Health Education, Religious and Moral Education, Design and Technology, Home Ecology, Elementary Agriculture, Physical Education and Life Skills. The curriculum panels continue to work on draft syllabuses for the Junior Secondary phase (Grade 8-9).

The subject specific syllabuses for Senior Primary English, Afrikaans and German First Language, as well as English and Afrikaans Second Language, were revised, based on the new generic syllabuses, while the translation process of the syllabuses into these languages is ongoing.

The First Language syllabuses for NSSCH Khoekhoegowab, Otjiherero, Rumanyo, Setswana and Thimbukushu were approved by the NEACB and comprehensive training workshops are planned to improve the competency level of teachers before the implementation in 2016.

The NSSCO Entrepreneurship syllabus was developed and finalised with technical assistance from the Cambridge International Examinations (CIE) consultant and is currently piloted in 5 schools.

A localised syllabus (NSSCO) and accompanying specimen papers were drafted for Portuguese Foreign Language.

The development of a curriculum framework for Inclusive Education is on-going, and reflects career-specific, practical and skills-based syllabuses, assessment, and promotion standards.

The involvement of NIED officials in examination activities remains a useful and necessary exercise for education officers working on curriculum development. A number of officials were involved in the marking and moderation of national examinations (JSC and NSSC).

The Division: Curriculum Research and Development was further successfully involved in the following cross-curricular activities on local and international levels: HIV and AIDS, Environmental Education/ESD, Human Rights and Democracy, Heritage Education and Road Safety Education

The strategies (data) were collected during dissemination, edited and the report writing has been completed. Electronic copies of the report have been sent to each region via the Lower Primary Education Senior Education Officers.

The identification of key concepts of all subjects into sign language from the syllabuses was completed. Visuals for the following subjects were developed: Biology Grade 11-12, Agriculture Grade 8-10, Home Economics Grade 8 -12, Mathematics Grade 8-12, Physical Science Grade 8-12, Needlework and Design Grade 8-10, Fashion and Fabrics Grade 11-12, and Computer Studies Grade 8 -12.

The Research Forum for April and September 2013 was published, printed and distributed.

235 school principals from 13 educational regions were trained in ICT for leadership. This was a combination of primary and secondary principals.

17 Regional technicians were trained with the assistance of INTEL and BELELA IT Company from South Africa.

LEARNING SUPPORT MATERIALS

In the 2013-2014, the Material Production Unit recorded the following print runs:

Period	Number of copies made	Number of pages
January to March 2013	10904	24660
April to June 2013	8125	12353
July to August 2013	15139	6881
September to December 2013	3798	3299
January to February 2014	7325	8908
Total:	45,291	56,101

The provision of quality, appropriate and culturally sensitive teaching and learning support material remains crucial for the improvement of the education system. The development of teaching and learning support material not only contributes to quality education provision, but also gives the participating teachers the opportunity to gain writing skills.

The textbooks and other learning support material for JP were evaluated according to the requirements of the approved Curriculum Review and Learning Support Material Bid Cycle Policy of 2012. Sixty-five (65) trained moderators and evaluators successfully completed the evaluation of all 159 titles for JP learning support materials submitted by publishers in two weeks.

The subdivision African languages developed, revised and finalised the following Learning Support Materials: Ju 'hoansi Grade 4 grammar text was translated from English; Otjiherero, Upper Primary grammar manuscripts were reviewed, Rukwangali grammar textbooks and teachers' guides for Grade 5, 9 and 10 were published, Anthologies for Rumanyo Upper Primary and Senior Secondary were developed; Khoekhoegowab technology terminology were coined and in Ju 'hoansi about 300 words on health issues were coined; Oshikwanyama and Oshindonga terminology lists were edited for in-house publication and distribution to schools; Otjiherero monolingual dictionary (draft) was developed. Rukwangali/English dictionary is in progress.

Silozi glossary coined 600 words; In Setswana the "Let's Read and Write" learners' booklets for LP grades 2 and 3 were translated; Thimbukushu-English dictionary is on tender for printing, including the Otjiherero teacher guides for Grade 9 and 10 grammar texts.

The subdivision Craft, Design and Technology developed and produced the following Learning Support Material: Teachers' guide for NSSCO Entrepreneurship for the first term of piloting; Booklets for Arts and Arts-in-Culture and the Integrated Performing Arts; Teachers' manual for Arts; Standardised list of tools; equipment and material for Grades 5–7. Tender specifications for Design and Technology and Home Ecology were developed and sent to regions as reference and guidelines.

The European Language subdivision developed a teachers' guide on the writing of different types of letters and essays in Afrikaans. The materials were finalised, printed and distributed to schools teaching Afrikaans.

The Mathematics and Natural Sciences subdivision coordinated the tender for the supply and distribution of tools and equipment to schools offering Elementary Agriculture.

USER SUPPORT SERVICES

Despite the shortage of computer services, user statistics reflected an increase in user numbers compared to the previous year (3900). More than 4200 users visited the Resource Center for services such as use of the conference room for meetings, wireless internet, study groups, projects, assignments, borrowing materials, consultations with subject coordinators and photocopy services. At the end of the financial year (18/03/14) a total of +- 0466907 print runs were recorded. The majority of visitors were teachers from the regions, students and learners from local schools.

In order to mitigate the growing need for electronic resources, the subdivision purchased compact disks, envelopes and a CD/DVD printer which will be used burn, print and package relevant educational supporting materials for schools and teachers. The EdsNet 2015 program is ongoing. The program aims to package relevant materials which will support the implementation of the Junior Primary curriculum in 2015.

NIED successfully upgraded Internet services by replacing the two old servers with three new ones; increased the expansion and storage capacity of servers, replaced Unet and Proline alternative power supply equipment, upgraded windows XP software to windows 10; covered user files, upgraded the ADSL line from 2 to 10 gigabytes and reinstalled user data on the new servers. The IT Committee is finalising the IT user policy.

The Resource Center subdivision concluded an internal user needs survey which was aimed at establishing the needs of internal and external users over a period of four months, by using a call-in and walk –in user register. Recorded data depict that teachers from northern regions need hard copies of current syllabi; schemes of work; sample lessons; Teachers' guides, manuals; subject policies; Grade 10 and 12 past question papers and their marking schemes in English, Maths and Natural science related subjects and NAMCOL study materials. Teachers from central and southern regions need electronic materials downloadable through the NIED website or couriered by emails. School learners and students need copies from textbooks and guided searches for information, whereas NIED officials need electronic and paper based books and journals.

TRAINING OF TEACHERS

Training workshops aim to improve the quality of teaching and learning and equip teachers with knowledge so that they can implement the curriculum meaningfully and teach their subjects effectively and confidently. During 2013 the training of teachers and facilitators by NIED officials focussed mainly on the following areas:

- Training of 74 Regional Trainers of Trainees (ToTs) for the Mentor Teachers training programme for both Oshikoto (29) and Zambezi (26) and Erongo (19) Education Directorates in June 2013 at various venues within their regions. This ensures that there is capacity at the regional level to support the implementation of the school-based Namibia Novice Teacher Induction Programme.

- Training of 115 mentor teachers and principals from 102 schools in Zambezi Education Directorate under the sponsorship of the UNAM CPD Unit which paid for participants' meals and accommodation. Mentor teacher Training workshop for Oshikoto and Erongo Education Directorates could not take place as planned for the academic year 2013/2014 due to financial constraints.
- Regional consultative meetings with Oshana and Ohangwena Education Directorates in October 2013. The meetings were on the introduction of the NNTIP. All the regions welcomed the implementation of the NNTIP in schools with the view that it would foster improved teacher quality. However, the meeting with Khomas Educational Directorate could not take place due to lack of quorum, most officials were engaged with other regional activities as a result the meeting is postponed to January 2014 date yet to be announced.
 - Visual Art Grades 8-10 and Art and Design Grades 11-12 national training workshop;
 - Integrated Performing Arts training workshop for Grades 8 and 9.
 - Arts and Arts-in-Culture regional training workshops for teachers in 7 regions.
 - ICT Literacy, Home Ecology, Keyboard and Word Processing (irregularities) and Accounting JS workshops in the Hardap region.
 - Keyboard and Word Processing training for individual teachers in the Oshikoto region.
 - Computer Studies training workshop in the Zambezi region.
 - Teachers training in NSSCH Khoekhoegowab, Otjiherero, Rumanyo, Setswana and Thimbukushu for the envisaged implementation of these language syllabuses in 2016.
 - Two training workshops for Afrikaans teachers on the localised NSSCH Afrikaans Second Language syllabus.
 - The annual conference for teachers of Afrikaans at the Safari Court Conference Centre in Windhoek and attended by more than 160 teachers from all over the country. The conference was organised in collaboration with the *Professional Society for Teachers of Afrikaans in Namibia*. The CEO presented various training sessions.
 - A subject advisor for German at the Goethe Centre in Windhoek offered regular short workshops for teachers of German Foreign Language.
 - English Second Language training workshop for Grades 5-7 English teachers in the Zambezi region on the teaching of literature.
 - Two national training workshops for Social Studies Grades 5-7.
 - Three national training workshops for History Junior Secondary Grades 8-10
 - One TRC Annual General meeting was held in Luderitz for the purpose of supporting and strengthening professional coordination in the TRC network.
 - ICT Training for Windhoek TRC staff was conducted
 - My TRC my Pride workshop which was aimed at promoting Teachers Resources Centres
 - Developing an Electronic Lesson plan
 - Four BIS training workshops in Zambezi, Erongo, Oshana and Kavango regions.

MONITORING AND EVALUATION

Two members of the Craft, Design and Technology subdivision were part of the support team that visited the Rukonga Vision School in Divundu to ensure that a high standard of teaching and learning is maintained.

The SEO for Computer Studies was regularly invited in 2013 to give help and support in Computer Studies in the Khomas Region.

The CEO and project coordinator of the Pedagogical Entrepreneurship project visited the pilot schools in 2013 to make sure that everything is in place for the piloting to start in 2014. The project coordinator also visited all pilot schools in January and February 2014 to distribute materials and render support.

The CEO responsible for Portuguese Foreign Language visited all the schools where Portuguese Foreign Language was implemented in the beginning of 2013. The purpose of the visits was to observe the teachers in their work environment in order to identify further training needs. Meetings were also conducted with school principals and regional directors in order to identify areas in which further support is needed. This was done in cooperation with staff members of the Portuguese Language Centre in Windhoek.

The Mathematics and Natural Science subdivision successfully completed the monitoring and evaluation of the teaching of science subjects in Omaheke region where a total of 8 schools that comprised 4 Junior Secondary and 4 Senior Secondary Schools were visited.

In collaboration with the Directorate of Programmes and Quality Assurance (PQA), the Mathematics and Natural Science subdivision formed part of a team of experts that visited the Rukonga Vision School in Kavango region from 17-20 March 2014 to help teachers in areas where they needed assistance.

The Social Science and Humanities subdivision successfully completed the monitoring and evaluation of teaching/learning in Social Studies (UP) and History (JS) in Omaheke, Otjozondjupa, Omusati and Khomas, and 29 schools were visited.

CONTINUOUS PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

- As part of continuous professional development and capacity building of staff members, a number of local, regional and international activities were attended.
- NIED officials attended item setting workshops and examination marking exercises organised by DNEA. Involvement in examination activities remains a useful and necessary exercise for education officers working on curriculum development because it provides them with knowledge and understanding of the aspects of a subject with which learners have difficulties.
- An Assessment Training Workshop offered by the NTA was attended by the SEO for Home Sciences.

- The SEO for Computer Studies attended the Innovation Africa 2013 conference organised by African Brains in Botswana. A great deal was learnt and good contacts were established.
- The SEO for English First Language and German attended a training course in German language proficiency at a Goethe Centre in Germany.
- The SEO for English Second Language attended a TESOL training workshop in Otjiwarongo, organised and funded by the CPD Unit.
- The SEO for English Second Language also attended a training workshop in Johannesburg, SA, on cultivating independence and resourcefulness in teachers. It was sponsored by the British Council.
- The SEO for English Second Language attended a training workshop for trainers on conducting SACMEQ IV data collection.
- Curriculum developers participated in the training workshop for NIED curriculum officials on the new textbook evaluation procedures and practices. A follow-up workshop on technical evaluation of LSM was held and attended by 12 curriculum developers.
- The Natural Science SEO attended meetings of WASH initiative on personal health and hand washing in Windhoek and also co-facilitated the workshop of the WASH initiative at NIED to evaluate the Draft Teachers' Guide for the programme.
- The SEO for Agriculture attended the Training Need Assessment (TNA) Roll-out Mechanism Training Workshop at NIPAM offices in Windhoek and provided similar training to NIED staff members.
- The SEO for Agriculture also assisted in offering training on coursework for Grade 12 Agriculture to NAMCOL tutors of Agriculture at Ongwediva Northern Campus and Yetu Yama Centre in Windhoek.
- The SEOs for Social Science and Humanities continue to participate in ESD activities for the Regional Centre of Excellence (RCE Khomas-Erongo), as well as UNESCO General Education meetings.
- The SEO for Social Studies participated in workshops drafting the National Biodiversity Strategy and Action Plan (NBSAPII).
- The SEO for Social Studies attended the Namibia Environmental Education Network (NEEN) conference at Waterberg to discuss ESD issues.
- The Curriculum Research and Development division continues to assist the National Road Safety Council (NRSC) with curriculum integration and development of learning support material for schools to support the implementation of JP and SP curriculum.

CHALLENGES AND CONSTRAINTS

- Panel members who don't attend the meetings (without valid reasons) make it difficult for the rest who have to carry the burden, and it also incurs the drawn-out process of appointing other members.
- None of the planned and budgeted trips materialized due to lack of finances (funds) experienced by NIED.
- Full ownership of the NNTIP by regional stakeholders and role players such as Regional Head Office, inspectors, advisory teachers, trained mentor teachers and principals, etc.
- Capacity building for members of the SCPDCCs is a necessity to ensure effective management and implementation of CPD.
- Lack of proper feedback mechanism amongst the school leader to other subordinates (teachers)
- Lack of support from the regional staffs (TOTs) even NIED to schools during the implementation period
- EMIS desktop study: This is deferred to the next financial year (first two quarters- April 2014 to September 2014). The time allocated for this activity was taken up by the activity on teaching vacancies that was initially not part of planned activities.
- Phonetic Differences study: This study was scheduled to take place during the fourth quarter of 2013 financial year, but due to curriculum review activities of the Lower Primary Phase that are almost completed, its input is no longer valid for now.
- Follow up study on teaching vacancies: This is a follow up study in the regions on the analysis of teaching vacancies, intended for the first quarter of 2014 financial year (April 2014 to July 2014).
- VTCs feel they do not have an interest to serve on the curriculum panel and as a result they refuse to provide transport to the participants from their institutions
- The renovation of the computer lab which took a long time and the lack of new computers had a negative impact on planned training workshops for especially Computer Studies and KWP
- In general IT problems at NIED hampered the officials' work a great deal, some emails were never delivered and misunderstandings ensued
- There is a shortage of specifically trained entrepreneurship teachers in the field, and as the result the unqualified and unmotivated teachers are requested to teach the subject

- Glossary development is ongoing in all African languages, but the limited time per year is a serious constraint. Another concern is the proper documentation of coined terminology, which necessitates training in computer programmes to establish an electronic database
- Material development for African languages is a cumbersome process and it is advisable that writers do material development and submit directly to publishers
- Continuous assessment tasks in most schools were not carried out as required. Some of the teachers in schools visited were struggling to conduct some CA tasks such as project work, practical investigations, and topic tasks, despite training offered to them by NIED in previous years. It was also discovered that the senior education officers for Mathematics and Science in some regions tried to supply the schools with basic tools, equipment and resources, but all appeared to be underutilised
- Lack of laptops for use of the Research sub-division remains a major challenge hampering the speedy completion of data gathering and report
- Declines in the number of papers/articles contributors to the Research Forum continue to delay the timely journal publication
- Primary School principals face a challenge of lack of ICT infrastructure in their schools
- The accessibility of technology to both primary and Secondary school learners remains a challenge.
- The NIED IT and electronic infrastructure is old and phased replacement (computers, Ups, switches, and cables air cons and geezers).
- Challenges facing the production unit are the functionality of the machines; these include the heavy duty stable machine that is not repaired; continuous lack of forested paper; the hole in the ceiling-roof, as anything can fall from the roof and continuous delay in the payment of our acting allowance.

CONCLUSION

NIED can look back at a very productive year and is proud of its achievements and contributions to quality education in Namibian schools. The institution was able to meet the set targets regarding curriculum development, training of teachers and the provision of learning support materials. These achievements were made possible by the participation of all education stakeholders. NIED received some support through ETSIP, especially in the provision of the necessary training and learning support material to strengthen the implementation of the curriculum.

Regional education officials for science subjects need to be empowered and encouraged to monitor and assist schools with the implementation of the curriculum and the running of workshops instead of relying on external intervention in this regard. They also need to conduct induction courses for teachers on the use of equipment and tools provided to schools, instead of just dumping this equipment at schools without offering training to teachers.

NIED appreciates continuing support from the *Goethe Institute*, the *Arbeitsgemeinschaft für Deutsche Schulverein*, *Die Stichting*, a foundation in the Netherlands supporting the development of the Afrikaans language in Southern Africa, the French Government through the FNCC (Franco-Namibian Cultural Centre) and the Embassy of the Republic of Portugal, along with the Institute Camoes, NAMAS support for Entrepreneurship.

RECOMMENDATIONS

Despite some challenging factors, a few recommendations are offered on how some of these constraints could be overcome:

- To ensure effective implementation of the programme, both NIED and the regional office need to stay in regular contact and ensure follow up and support is provided to schools during the implementation year.
- Inspectors of Education should incorporate NNTIP monitoring and support in their Circuit activities.
- NIED and the CPD Unit should ensure further training of members of the RCPDCCs and SBCPDCC to ensure effective management and implementation of CPD activities
- Regional consultative meetings on the introduction of the NNTIP to be done earlier, at the beginning of the year rather than at the end of the year when regions are busy with end of the year activities.
- Computers for the computer lab should be prioritised for the 2014-2015 financial year.
- It could really be recommended that every region have at least one IT person, since the need for assistance will only increase in future.
- Drastic measures should be taken against those panels and working group members who are always absent from meetings without reasons and experts who are willing to attend should be appointed in their place.

- Close co-operation with the private sector should be fostered in order to contribute meaningfully to the development of technical education and training in formal education.
- The issue of pre-service training of technical teachers should receive urgent attention.
- African languages officials need to be trained in computer software on dictionary programs and other forms of language documentation.
- NIED officials and facilitators need training in the development of NSSCH syllabuses.
- Surveys and/or research should be done by African language officials to determine subject delivery, constraints, needs and classroom situations.
- Senior education officers attend more conferences, seminars and/or study tours to sharpen their skills and knowledge in their subject areas, as well as in assessment and evaluation.
- The need for training workshops in literature was identified in most languages as a priority.
- Advisory teachers should be supported to carry out more monitoring and evaluation of the curriculum implementation.
- Data analysis software and laptops for use by the Research sub-division should be procured to enhance the process of data gathering and report.
- Vigorous strategies to revamp the 'call for papers' for the Research Forum and to expand the distribution list need to be established.