



---

**REPUBLIC OF NAMIBIA**

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

---

National Institute for Educational Development (NIED)

## **NIED ANNUAL REPORT 2015/2016**



## TABLE OF CONTENTS

<b>1. INTRODUCTION.....</b>	<b>3</b>
<b>2. OBJECTIVES.....</b>	<b>3</b>
<b>3. MAIN ACHIEVEMENTS .....</b>	<b>3</b>
3.1 Material Development .....	5
3.2 STAFF DEVELOPMENT .....	7
3.3 TRAINING OF TEACHERS .....	7
3.4 OUTSTANDING ACTIVITIES .....	8
<b>4. CHALLENGES.....</b>	<b>8</b>
<b>5. RECOMMENDATIONS .....</b>	<b>10</b>
<b>6. CONCLUSION .....</b>	<b>12</b>

## 1. INTRODUCTION

### Describe the mandate of NIED

The main goals for 2015/2016 were to provide expert services to other Directorates and Stakeholders through revision of the Junior Secondary phase (Grades 8-9), in-Service training workshops of Senior Primary Teachers; Professional development of Teachers, Teachers Resource center staff and NIED; and evaluation of Learning Support Material, and monitoring Curriculum implementation in the Regions and Schools.

## 2. OBJECTIVES

The objectives of 2015-2016 were to:

- . develop and revise programs for teacher continuous professional development;
- . conduct professional development of TRC staff members;
- . conduct policy and evaluation research to inform program and policy reviews;
- . printing, layout and distribute curriculum materials to schools;
- . review junior secondary school curriculum that is relevant and respond to national needs;
- . compile the Research Forum journal, Number 24;
- . publish the Sign language resource book for Geography grade 8-12;
- . evaluate the BETD INSET program's audio recording transcription;
- . conduct a study on Teachers' administrative workload study;
- . print and distribute senior primary curriculum and support materials to schools and Teacher Resource Centers;
- . empower teachers to teach their subjects effectively by conducting training workshops for meaningful implementation of the curriculum;
- . provide quality, relevant and user-friendly Learning Support Material (LSM), and
- . monitor the implementation of the Junior Primary curriculum;

## 3. MAIN ACHIEVEMENTS

Curriculum Development

Education Research

Continuing Professional Development (CPD)

CPD for Curriculum Implementation

CPD for Updating of Teachers' Skills and Competencies

Coordination of TRC Net Work Activities

Support Services

The following activities were successfully implemented:

- . Compiling of the research Reform Forum journal: Different educational papers from authors were compiled, edited and published in the journal. They were distributed to schools and other academic institutions, including national libraries and teachers' resource centers;
- . Academic writing workshop was carried out for NIED professional staff: The Sub-division coordinated the training of the National Institute for Educational Development (NIED) staff members in academic writing, with special focus on writing articles and conference papers for publications. The 45 staff members were mainly Senior Education Officers and Chief Education Officers with the Director and two Deputy Directors in attendance.
- . Sign Language Resource Book Development activities: As with the case with other subjects, key concepts were identified and visuals were developed only in Geography for grades 10-12 respectively. This was done in collaboration with officials from the Centre for Communication and Deaf Studies (CCDS) and deaf learners from the Windhoek deaf Centre;
- . Teachers' administrative workload: The Research subdivision carried out a study to "investigate ways to reduce the administrative workload of teachers and make recommendations" thereof. The study was carried out in all 14 educational regions; and 5 schools at all phases were sampled;
- . BETD INSET programme evaluation's video recording transcription: The Research Subdivision managed to hire on a temporary basis 5 transcribers who completed transcribing the audio recordings that were recorded during the programme evaluation.
- . Attend 3rd Annual Peer Review & Research Publishing Summit: The Research Subdivision attended a peer review and publishing workshop to know the links between effective research and successful peer review, evaluating the challenges and opportunities in different styles of peer review; editorial and publishing guidelines – what editors expect; and academic rights in publishing;
- . ICT Integration: Refresher training of the trained mentor teachers: were held during this financial year for four regions namely, Zambezi, Omaheke, Kunene and Otjozondjupa. The overall goal of the mentor teachers' refresher workshop was to offer support, refresh the mentor teachers' knowledge on how to set up and implement a school-based Namibia Novice Teachers Induction Programme (NNTIP). A total of 38 participants across the four regions and across primary, combined and secondary schools were trained during this workshop;
- . Monitoring and Evaluation: Junior Primary (Pre-primary, Grades 1-3) regional monitoring and support was done in the following regions: Erongo (5 schools), Kavango (5 schools) and Kunene (6 schools). Most of the schools visited were observed to have all the necessary documents for implementing the curriculum. Reading period that was added in JP timetable received a greatest level of support from teachers;
- . In collaboration with the Directorate of Programmes and Quality Assurance (PQA), the officials from curriculum division formed part of the team of experts that took part in the second visit to provide support to the Rukonga Vision School in Kavango region in 2014. Specific emphasis was on assessment to ensure that a high standard of teaching and learning is maintained;

- . Multi-grade Teaching teacher support (monitoring and evaluation) was done in three regions: Kavango, Kunene and Erongo;
- . Two of 3 scheduled ICT Integration workshops for teachers were conducted for Otjozondjupa and Kavango East regions;
- . School principals for senior primary were trained on the revised curriculum.
- . A total of 459,355 senior primary curriculum and support materials were printed and distributed to all regions and schools;
- . Refresher training on ICT integration for mentor teachers was held in four regions.
- . Training of School principals for senior primary on the revised curriculum;
- . Thirty-three (33) curriculum panels met in July 2015 and February 2016 to develop and evaluate learning support material, continue improving teaching and learning through ongoing curriculum revision in basic education;
- . The final draft language policy was presented to Cabinet and was in principle approved.
- . Nine African languages Senior Primary (Grades 4-7) syllabuses were finalized, printed and distributed to schools. The Junior Secondary generic syllabus was completed and transformed and adopted into the various African languages offered as subjects in this phase;
- . Draft NSSCO Syllabuses (Grades 10-11) for Biology, Chemistry, Physics, Agriculture, Design and Technology, Home Economics, Accounting, Computer Studies, Arts, Integrated Performing Arts, Geography, History were presented to the Curriculum Coordinating Committee (CCC) and recommended for further consultation with stakeholders;
- . The Junior Secondary Physical Education syllabus (Grades 8-9) was presented to the February 2016 CCC meeting and recommended to the NEACB in March 2016 but will be re-submitted for NEACB in July 2016 after further consultations;
- . Braille Grades 4 - 7, Namibian Sign Language Grades 4 - 7, Written English Grades 1-3 and Grades 4 - 7 and 5 Junior Primary phase syllabuses for learners with intellectual impairment were developed and approved;
- . The School Readiness test for Junior Primary was successfully reviewed and the training incorporated in the implementation programme of the revised curriculum;
- . The finalization of NSSC Entrepreneurship (Ordinary level), Computer Studies (Ordinary and Higher level), and Art and Design (Ordinary and Higher level). These are for implementation in 2016 (Entrepreneurship) and 2017 Computer Studies and Art and Design);
- . Developing plans and getting teachers and schools ready for the implementation of Technical subjects;
- . Finalization of tools, equipment and material lists for Technical and Home Sciences subjects for the JS phase.

### **3.1 Material Development**

- . The following leaning support materials were developed:
- . The annual Textbook Catalogue for 2015/16 was updated, printed and distributed.
- . Learners' workbook for Grade 1 (Math Tiger) was developed. The learner's workbook was distributed to selected schools in Okahandja circuit (Aurora PS, Eden PS and Nau-Aib PS) for piloting;

- . The Life Skills Teaching and Assessment Guidelines and Life Skills Training Manual were developed;
- . Learning Support Class Integrated syllabuses, Braille Senior Primary Teacher's Guide, and Orientation and Mobility Teachers Guide were developed;
- . Evaluation of all Textbooks and Teacher' Guides for Senior Primary, Grades 4 - 7 subjects. These LSM were entered into the Textbook Catalogue for Schools for 2016 to support the implementation of the revised curriculum for Agriculture, Mathematics, Natural Science and Health Education, Social Studies, Physical Education, Physical Education and Life Skills, English L1, English L2, Afrikaans L1, Afrikaans L2, Oshikwanyama, Oshindonga, Rumanyo, Thimbukushu, Rukwangali, Otjiherero, Silozi, Setswana, Khoekhogowab;
- . A terminology development workshop for Khoekhoegowab for global warming wordlists was held from 20 to 24 July 2015. An orthography revision workshop was held from 22 to 26 February 2016 to remove some ambiguities and lack of consistency;
- . A Rukwangali dictionary was completed and the final version was submitted to the publishers;
- . The Rumanyo orthography revision workshop was held in Rundu from 18 to 20 August 2015;
- . The Thimbukushu dictionary is in the final stages of completion whereby the manuscript is being proof read for correction and publication;
- . Training manuals and Teacher's Guides for teaching grammar for JS Oshikwanyama and Oshindonga were developed.
- . The Assessment Guide for Oshikwanyama and Oshindonga for Grades 4 - 7 were developed;
- . The translations of the EGRA Literacy Teaching Manual for daily classroom teaching in the different African languages were completed, except for Thimbukushu which is now being attended to for finalization;
- . The printing and distribution of all these documents are expected to be completed by the first semester of the 2016/17 financial year;
- . Teacher support material for Natural Science and Health Education, Grades 4-7 was developed;
- . A teachers' guide is being developed for NSSCO Entrepreneurship in collaboration with UNIDO;
- . A Continuous Assessment manual for SP Design and Technology, training manuals for SP Arts and SP Design and Technology were developed;
- . Tools, equipment and materials for Grades 5 - 7 (Senior Primary) for training of trainers in Technical Subjects and Home Sciences were obtained through tender and delivered to NIED;
- . The curriculum panel evaluated NSSCO Entrepreneurship textbooks to prepare and support the introduction of the new syllabus.
- . The Arts and Crafts Teachers' Manual that was developed by the Finnish-Namibia Society in conjunction with NIED for use in Namibian schools, was launched on 26 May 2015;
- . A teachers' guide on the writing of different types of letters and essays in Afrikaans. It has been finalized, printed and distributed to schools teaching Afrikaans.

### **3.2 STAFF DEVELOPMENT**

- . As part of continuous professional development and capacity building of staff members, a number of local, regional and international activities were attended.
- . The Chief Education Officer for African languages attended the Launching of the Global, Monitoring Report organised by UNESCO on 24 April 2015 as well as CFIT workshop also organised by UNESCO;
- . The African languages officials undertook a study tour to Europe (Netherlands) for language documentation training at the Max Planck Institute in Nijmegen from 20 to 27 November 2015;
- . A Life Skills conference on Online Training of Teachers in Sexuality Education was attended in Johannesburg;
- . A visit was paid to Rukonga Vision School to assist the new Entrepreneurship teacher and experience the school's first Entrepreneurship day;
- . Two members of the sub-division were part of a delegation of three that visited the University of Tswane and University of the Orange Free State in South Africa during May 2015. The aim was to look for opportunities for the training of Technical teachers at these universities;
- . The CEO of the sub-division and Deputy Director for Curriculum Research and Development attended the SAAEA conference in Zimbabwe (17 – 21 May 2015) to do some networking and try to establish relationships with other countries offering Technical subjects to find out about their international accreditation (if any) for these subjects;
- . Professional staff members were trained in academic writing;
- . Two members of the Research subdivision attendance the 3rd Annual Peer Review & Research Publishing summit;
- . The Chief Education Officer the Resource Center attended the Commonwealth online distance learning for Teachers in Pretoria, South Africa;

### **3.3 TRAINING OF TEACHERS**

- . A Total over 860 National facilitators for all Senior Primary (SP) subjects were trained in the following subjects:
- . The African Language subdivision trained the following number of teachers: Oshikwanyama (52), Oshindonga (56), Rumanyo (10), Thimbukushu (10), Rukwangali (17), Otjiherero (15), Silozi (10), Setswana (10), Khoekhogowab (15);
- . The Natural Science and Mathematics subdivision trained the following number of Senior Primary (SP) national facilitators: Agriculture (75), Mathematics (75) and Natural Science and Health Education (75);
- . Social Science subdivision trained the following number of Senior Primary (SP) national facilitators: Social Studies (75) and Religious and Moral Education (75);
- . Craft and Design subdivision trained the following number of Senior Primary (SP) national facilitators: Design and Technology (48), Home Ecology (74) and Arts (46) and Information Communications (74);
- . European Languages trained the following number of Senior Primary (SP) national facilitators: English L1 (19), English L2 (81), Afrikaans L1 (20), and Afrikaans L2 (24)
- . Seventy (70) Life Skills Senior Primary national facilitators were trained;
- . Seventy (70) Physical Education national facilitators were trained;

- . Senior Primary Namibian Sign Language teacher training; workshop was conducted (16 participants);
- . Silozi literature training workshop for Senior Primary took place from 24 - 26 in Katima Mulilo and 9 teachers participated in this activity. This workshop focused on literature, reading and directed writing. Teachers gained more knowledge and understanding of the requirements of question papers 1 and 2;
- . Thimbukushu literature training for senior primary was held from 21 to 25 September 2015 as well as a material development workshop from 5 to 9 October 2015;
- . National workshop on Assessment in Inclusive Education for the Resource Schools that are offering the Basic Pre-Vocations Skills Course was conducted (22 participants);
- . Regional trainings workshops on sensitisation of the Sector Policy on Inclusive Education with PQA were conducted (1267 participants trained);
- . Conducted workshop in JSC Key Board and Word Processing on irregularity and 30 teachers were trained;
- . JSC Accounting workshop was conducted in Mariental and 10 teachers participated.
- . NSSCO Entrepreneurship workshop was conducted to introduce the new Grades 11 - 12 syllabus and 104 teachers attended;
- . NSSCO Entrepreneurship workshop was conducted focusing on assessment aspects of the new Grades 11 - 12 syllabus and 79 teachers participated.

### **3.4 OUTSTANDING ACTIVITIES**

- . The following activities were not completed for various reasons:
- . ICT integration workshop for teachers for the Karas region was postponed to the 2016/17 financial year. The initial postponement was due to the workshop date falling in the NIED in-house week for planning in August 2015.
- . Monitoring and evaluation of the Namibian Novice Teacher Induction Programme (NNTIP): The focus of the research activity was to establish the extent to which the institutionalization and implementation of the NNTIP had been carried out by the key implementers in Omaheke and Zambezi regions. But this activity was postponed due to the fact that the evaluation could not take place because it was too soon to evaluate/monitor the implementation after the regions were trained.
- . The EMIS desktop study is transferred to the 2016/2017. This activity was postponed because the EMIS latest data were not yet available due to the fact that EMIS software that store data had broken down.

### **4. CHALLENGES**

- . The following posed as challenges for this financial year:
- . Financial constraints and technical know-how are serious impediments for language development. Language officials should get some basic training in language documentation to build up a language corpus for all our African languages used in schools;

- . No progress was made on the implementation preparation for higher level did not take place for the five languages, namely Khoe-khoegowab, Otjiherero, Rumanyo, Setswana and Thimbukushu ;
- . Availability of subject relevant equipment, e.g. digital scales, measuring small quantities for science subjects and software for recording difficult practical's/ experiments as well as related cameras;
- . Continous Assessment Checklist and Weekly Overview for JP were a concern in schools visited during monitoring exercise, especially the Informal Continuous Assessment Checklist. Teachers felt that completion of the forms takes time. However, some teachers are applauding the Checklist and a Weekly Overview because they observed that it is helping them to know their learners in all areas of learning.
- . The school readiness test was not administered due to non-compliance to the guidelines by a big number of teachers including teaching the test to children and displaying test materials in their classes as teaching aids. The advertised tender for procuring a total number of 224 Teacher's Resource Kits for classes established in 2013 was again cancelled for the second time due to the tenderers non-compliance to the tender requirements;
- . Basic Pre-vocational accreditation and certification,
- . The Curriculum Panel for Technical subjects have been hard at work and even though Grade 10-11 syllabuses were drafted, it is still a challenge to find an international recognised accreditation body where we can pitch our Senior Secondary syllabuses. Syllabuses cannot be finalised until the accreditation body is found. With the decrease in the number of Technical subjects, some syllabuses have to be reviewed again and adapted to what was decided. A syllabus for Building Studies has to be developed.
- . Keyboard and Word Processing as subject: There is lack of servers connected to thin clients some schools are using standalone computers. Learners' work not printed regularly as cartridge is too expensive for the school to buy. Regional Offices does not supply schools with paper and cartridges. The learner's intake at some schools is too high compared to the availability of computers in the classroom. This causes learners to sit without access to a computer during lessons or has to share, which contributes greatly to the poor performance in the subject;
- . Panel members who don't attend the meetings (without valid reasons) make it difficult for the rest who have carry the burden, and it also incurs the drawn-out process of appointing other members;
- . The renovations of the computer lab which took a long time and the lack of new computers had a negative impact on planned training workshops;
- . Delays in getting EMIS data is hampering the speedy completion of data analysis;
- . The time-frame between the implementation and evaluation of the novice teacher programme is still too early to monitor the programme;
- . The time schedule between the NIED Research Subdivision staff and the officers for the Centre for Communication and Deaf Studies (CCDS) is un-manageable for the development of Sign Language Resource Book;
- . Lack of a formal policy or legal framework to enforce the implementation of the NNTIP in Namibian Schools is hindering the implementation of the programme;
- . Lack of commitment and support from both the school management and regional offices to implement the NNITP programme;

- . The position of Senior Education Officer: Education Technology at NIED is still vacant and this is negatively affecting ICT integration in schools. At the moment NIED is temporarily using an Education Resource Officer from the Resource Centre sub-division to assist in the training of teachers;
- . The NIED computer lab, Resource center and Research lab are still without computers for use by clients and training workshops.

## 5. RECOMMENDATIONS

- . The following suggested recommendations will help to address the identified challenges and ensure that the activities are successfully carried out:
- . A more workable time schedule should be arranged when collaboration work with other officials from other Directorates within the Ministry and NIED Research Subdivision officials on a project of a common interest, like the Sign Language Resource Book, is planned;
- . NIED to formulate and distribute a circular regarding the implementation of the NNTIP;
- . PQA to incorporate Induction and Mentoring as one of the NESE indicators;
- . Regional Education Directorates and School Management teams need to create ownership, offer support and commit to the implementation of the NNITP programme and embark upon the following:
- . Use the trained Regional ToTs to offer follow-up workshops and refresher courses to trained mentor teachers;
- . The NIED library need to be equipped with self-help computer monitors and databases
- . Train new mentors to cater for transfers and attrition, and;
- . Schools to provide release time for mentors to engage in mentoring activities
- . PQA/NQA should speed up the arrangement in training teachers on the National Professional Standards for Teacher (NPTS) since the NNTIP Manuals were informed by the Standards;
- . Training for African languages officials in special computer software on lexicography/dictionary programmes and other forms of language documentation;
- . Surveys and/or research should be done by African language officials to determine subject delivery, constraints, needs and classroom situations;
- . Officials should be exposed more to conferences, seminars and/or study tours to sharpen their skills and knowledge in their subject areas, as well as the assessment and evaluation thereof;
- . Training workshops in literature was identified as a need in the next planning of activities.
- . Follow-up support is still needed in schools for teachers to fully implement the revised curriculum for JP and SP especially on aspects such as planning, syllabus interpretation and continuous assessment;
- . The training on learner support programme should be reinforced;
- . The proficiency in JP mathematics knowledge and skills need to be strengthened; Therefore, a mathematics refresh course will be an advantage to improve the

competencies of all the advisory teachers in order to be able to assist and support the teachers in schools;

- . The editing of Thimbukushu EGRA Literacy Teaching Manual should be completed;
- . The printing and distribution of the versioned and edited EGRA Literacy Teaching Manual in all twelve (12) languages used as media of instruction in the junior primary grades should be completed by the end of the first semester of the 2016/17 financial year;
- . Monitoring and evaluation as well as the roll-out of the EGRA programme in other remaining languages should continue in 2016/17 financial year;
- . Continue with the Assessment and Certification stakeholder meetings for Basic Pre-Vocational Skills course;
- . Proper investigation need to be conducted regarding the safe-keeping of the school readiness test and find ways on how to avoiding recurrence of irregularities observed;
- . The procurement of 224 Teacher's Resource Kits needs to be completed as soon as possible as learners suffered for a long time (more than two years) without these necessary teaching-learning resources;
- . Computers for the computer lab to be prioritised for the 2016-2017 financial year;
- . Drastic measures should be taken against those panel 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;
- . The issue of Pre-service training of technical as well as Keyboard and Word Processing teachers should receive urgent attention;
- . The Ministry should redouble its efforts and continue the hunting of an international recognised accreditation body;
- . Teachers for Technical subjects as per our data base need to go for intensive skills (upgrading) training in order to successful implementation of the technical subjects. The issue of Pre-service and in-service training of technical teachers should receive urgent attention, the follow up should be done as soon as possible so that NIED is not caught off guard when the implementation of Technical subjects kicks in 2017;
- . Technical Education and Training programs should be introduced in the institutions of higher learning so that experts are trained locally;
- . the re-introduction of technical subjects is going to be a costly exercise, therefore the Ministry should avail sufficient funds in each region exclusively for the procurement of tools, equipment and materials in order to successfully implement technical subjects in 2017;
- . The intake of learners for KWP must be done in such a manner that each learner has access to a computer. Each school must also have extra two or three computers available for backup purposes;
- . The issue of IT technicians in some regions remains a challenge as some regions do not have IT to support the schools.

## **6. CONCLUSION**

NIED looks back at a very productive year and is proud of its achievements and contributions to quality education in Namibian schools. The major targets regarding curriculum development, training of teachers and the provision of learning support materials were met. The achievements were made possible by the participation of all education stakeholders. NIED received support through ETSIP, especially in the provision of the necessary training and learning support material to strengthen the implementation of the Senior Primary curriculum.