

**Post-apartheid teacher education reform in Namibia**  
The struggle between common sense and good sense



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Pedagogiska Institutionen, Umeå Universitet

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Akademiska avhandlingar vid Pedagogiska institutionen  
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### **Abstract**

This thesis is about teacher education reform. It is a narrative of attempted change in the area of teacher education in post-apartheid Namibia. The inquiry is based on critical and participatory perspectives. The analytical tools include concepts such as hegemony and counter-hegemony, common sense and good sense.

The historical and contextual analyses attend to the broad global layers of influence on a newly born African nation state, the prevailing common sense of financial and technical assistance agencies, and the modern school as it has landed in Namibia and elsewhere in Africa. It gives an overview of the historical deposits into the common sense about schooling and education in Namibia, including the visions and practices of the liberation movement before independence. The teacher education reform is also placed within the international context of preferential views on teacher education.

The struggle over the preferential right of interpretation is described and analysed on three major levels: the policy level of an imperative reform framework, the level of the contested programme imprints, and on institutional level where attempts were made to create reform agency.

Teacher education reform was part of the post-apartheid policy that signalled an egalitarian society for all. The reform was neither a defeat nor a victory. The combined effects of historical and parallel engravings affected the reform process and created a transposed reform out of the intellectual war of position over the preferential right of interpretation. The transposed reform had traits of both the hegemonic imprints and the counter-hegemonic reform policy, and operated within a constraining and ahistorical political context. Future revival of the reform policy includes a critical literacy of pedagogy and a pedagogy of hope.

**Key words:** Teacher education reform, struggle, hegemony, counter-hegemony, common sense, good sense, transposed reform, post-apartheid, Namibia.



To Gunilla and Olle  
No More Lonely Days



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I have often maintained that it has been a privilege to work with teacher education development in southern Africa. As a practitioner I have had this privilege for twenty years and as a researcher for an additional two years. There are a number of institutions and people who have made this possible.

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On a last note, these acknowledgements confirm that you never travel alone!

Umeå in April, 2002

Lars Dahlström

## Abbreviations

ANC	African National Congress
BETD	Basic Education Teacher Diploma
CCE	Caprivi College of Education
CCG	Curriculum Co-ordination Group
CI	Critical Inquiry
CIDA	Canadian International Development Agency
CPI	Critical Practitioner Inquiry
CSE	Critical Self-Assessment
DANIDA	Danish International Development Assistance
DfID	Department of International Development
DRF	Desert Research Foundation
DTA	Democratic Turnhalle Alliance
ECP	Education Certificate Primary
ECS	English Communication Skills
EDU	Education Development Unit
ELTDP	English Language Teacher Development Project
EMIS	Education Management Information System
ERA	Educational Reform Adviser
ETP	Education Theory and Practice
FAPLA	People's Armed Forces for the Liberation of Angola
FMS	Finnish Missionary Society
FSU	Florida State University
GDR	German Democratic Republic
IGCSE	International General Certificate of Secondary Education
IMF	International Monetary Fund
INSTANT	In-service Training and Assistance for Namibian Teachers
ITTP	Integrated Teacher Training Programme
MBEC	Ministry of Basic Education and Culture
MEC	Ministry of Education and Culture
MHEVTST	Ministry of Higher Education, Vocational Training, Science and Technology

NAMAS	Namibia Association of Norway
NEC	National Education Certificate
NEPRU	Namibian Economic Policy Research Unit
NHEC	National Higher Education Certificate
NGO	Non-government organisation
NIED	National Institute for Educational Development
NLCP	Namibian Languages Competency Project
NORAD	Norwegian Assistance and Development
OCE	Ongwediva College of Education
ODA	Overseas Development Authority
OTRC	Ongwediwa Teacher Resource Centre
PBI	Practice-Based Inquiry
PIU	Project Implementation Unit
PLAN	People's Liberation Army of Namibia
RCE	Rundu College of Education
SADF	South African Defence Force
SAREC	The Department for Research Cooperation
SBS	School-Based Studies
Sida	Swedish International Development Cooperation Agency
SWA	South West Africa (a previous name of Namibia)
SWADF	South West African Defence Force
SWAPO	South West Africa People's Organisation
TERP	Teacher Education Reform Project
TRC	Teacher Resource Centre
UNAM	University of Namibia
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNITA	Union for the Total Independence of Angola
UNIN	United Nations Institute for Namibia
USAID	United States Agency for International Development
VSP	Village School Project
WCE	Windhoek College of Education

# Map of Namibia<sup>1</sup>

(education regions)

## **Institution**

CCE	Caprivi College of Education
RCE	Rundu College of Education
OCE	Onwediva College of Education
WCE	Windhoek College of Education
NIED	National Institute for Educational Development

## **Place**

Katima Mulilo
Rundu
Ongwediva
Windhoek
Okahandja

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<sup>1</sup> Based on a map produced by EMIS, Ministry of Basic Education and Culture (2001) Windhoek.

