

Appendix 1

Sources for my inquiry

Table 1. Project documentation.

Category	Form (examples)
1. Field reports	<ul style="list-style-type: none"> ▪ Field memoranda ▪ Internal reports
2. Official project documents	<ul style="list-style-type: none"> ▪ Plans of Operation ▪ Bi-annual reports
3. Official documents	<ul style="list-style-type: none"> ▪ Letters on policy issues ▪ Position paper about staff development
4. Papers prepared for international conferences	<ul style="list-style-type: none"> ▪ AERA ▪ WCCES
5. Publications	<ul style="list-style-type: none"> • Zeichner & Dahlström (eds), 1999 • Dahlström (ed), 2000
6. Refereed research articles	<ul style="list-style-type: none"> • Dahlström, 1995 • Dahlström, 1999

Table 2. Namibian documentation

Category	Form (examples)
1. Working documents	<ul style="list-style-type: none"> ▪ CCG working documents ▪ Draft versions of BETD Broad Curriculum
2. Local institutional documents	<ul style="list-style-type: none"> ▪ SBS College Manuals ▪ Critical Inquiry Instructions to students
3. Minutes from meetings/workshops/Seminars	<ul style="list-style-type: none"> ▪ CCG Minutes ▪ Seminar and workshops reports
4. Research reports	<ul style="list-style-type: none"> • Mbamanovandu, 2000 • Nyambe, 1996
5. National official documents	<ul style="list-style-type: none"> ▪ BETD Broad Curriculum ▪ BETD Moderation reports
6. Publications	<ul style="list-style-type: none"> • Toward Education for All, 1993 • Sguazzin & van Graan (eds) 1998
CCG	Curriculum Co-ordination Group
SBS	School-Based Studies

Appendix 2.

Interviews and observations carried out in Namibia, March and December, 2001

Table 3. Interviews

Level	Female	Male
High rank politician		M0
Central position	F1	M1
College management	F2	M2
Teacher educator	F3	M3

Table 4. Classroom observations at colleges

College	ETP	Mathematics
Alpha	O1 (female)	O3 (male)
Beta	O2 (female)	O4 (male)

Appendix 3.

Organisation of the Integrated Teacher Training Programme

Table 5. Organisation of ITTP, 1986 - 1989.

Time	Year 1 (1986-87)		Year 2 (1987-88)		Year 3 (1988-89)		
	Sep-Dec	Jan-Jun	Sep-Dec	Jan-Jun	Sep-Dec	Jan-Apr	May-Jun
Place	Kw	Umu	Kw	Umu	Kw	Umu	Kw

Kw = Education Centre, Kwanza-Sul, Angola; Umu = Umeå University, Sweden

Table 6. Organisation of ITTP, 1990-1992.

Time	Year 1 (1990)	Year 2 (1991)	Year 3 (1992)	
	Jan - Dec	Jan - Dec	Jan - Jun	Jul - Dec
Place	UmU	OTRC	UmU	OTRC

OTRC = Ongwediva Teacher Resource Centre, Namibia
UmU = Umeå University, Sweden

Appendix 4.

Initial panels for the BETD syllabi

Table 7. BETD Subject area panels and convenors

Subject area panels	Convenor from	Co-convenor from
Languages	Academy / UNAM	MEC/NIED
Social Studies	Academy / UNAM	WCE
Science	Adviser, OCE	-
Mathematics	Academy / UNAM	-
Education Theory & Practice	Adviser, NIED	Adviser, NIED
Cultural Studies	Academy / UNAM	MEC
Pre-Vocational Subjects	MEC/NIED	-
Curriculum Orientation	School, Windhoek	School, Windhoek
Physical Education	Regional Office, Windhoek	-

Appendix 5.

Staff at colleges of education and NIEDTable 8. Teacher educators at the colleges of education in 1998.¹

College	Male	Female	Total 1998 (1990)	Expatriate
WCE	17	35	52 (57)	1
CCE	18	6	24 (7)	5
RCE	17	10	27 (6)	9
OCE	31	28	59 (36)	15
Total	83	79	162 (106)	30

Table 9. Educational Personnel at NIED (1998)

Division	Male	Namibian staff		Total	Project staff Advisers (Female)
		Female			
Curriculum Dev.	11	4		15	7 (3)
Language Dev.	6	3		9	5 (0)
Professional Dev.	4	4		8	5 (1)
Director	-	1		1	-
Total	21	12		33	17 (4)

¹ Figures for 1998 from Swarts (ed) op. cit.

Appendix 6

TERP staff 1993 – 1998

Table 10. TERP educational staff at the colleges of education and NIED, 1993 - 1998.

Place	Post	1993	1994	1995	1996	1997	1998
WCE	Fac.	M (Nam)	F (Swe)		M (Nam)		****
CCE	Fac.	M (Swe)		F (US)			
			F (Swe)**				
RCE	Fac.	F (Swe)			M (Eng)		
OCE	Fac.	F (Eng)		F (Swe)*	M (Swe)	F (Eng)	
		F (Swe)	F (Swe)	M (Swe)		****	
NIED	Adv.	M (Swe)		M (Fin)	M (Swe)		M (Swe)
		M (Nam)	***	F (Eng)		F (Aus)	
	Co.	M (Swe)					

Codes: M = male
F = female

Aus = Australian
Eng = English
Fin = Finnish
Nam = Namibian
Swe = Swedish
US = American (USA)

Fac. = Reform Facilitator (placed at college)
Adv. = Adviser in Teacher Education (placed at NIED)
Co. = Project Co-ordinator

* The post was vacant during 1995 and covered by the Reform Facilitator at WCE on a part-time basis.

** A temporary post combined with the work as Course Organiser for the first academic course for Teacher Educators.

*** Vacant post

**** Posts phased out.

Appendix 7.

TERP support areas 1993 - 1998

Support areas 1993 - 1994²

- Developing Subject Area Curricula for years 2 and 3 of the BETD programme
- Establishing Educational development Units (EDUs) at colleges
- Training of Teacher Educators and Management Staff
- Monitoring and support to the implementation of the BETD
- Implementing School-based Studies in the BETD programme
- Evaluation of the BETD programme
- In-service teacher education
- Technical assistance to NIED

Support areas 1995³

- Intra-college support (including seminars and the EDUs)
- Support to School-based Studies (incl. training of Support Teachers)
- Inter-college support (through seminars and workshops)
- University Course for teacher educators
- BETD National Evaluation
- NIED co-ordination, monitoring and support

Support themes 1996 - 1998⁴

- Learner-centred education and curriculum development
- Critical Practitioner Inquiry
- Professional programme development and School-based Studies
- Organisation and Management for educational development
- Educational Development Units
- An integrated staff development programme
- BETD National Evaluation
- TERP project evaluation
- National co-operative network
- International co-operative network
- ETP material for BETD In-service
- Teacher Education for marginalised groups

² Teacher Education Reform Project (1993) TERP Plan of Operation, 1993 - 1994.
Umeå: TERP Document.

Teacher Education Reform Project (1994:a) TERP Plan of Operation, 1994 - 1995.
Umeå: TERP Document.

⁴ Teacher Education Reform Project (1996:a) TERP Plan of Operation, 1996 - 1998.
Umeå: TERP Document.

Appendix 8.

Members in the Task Force

Table 11. Members of the Task Force for Pre-service Teacher Education Reform

Institutions	No. of representatives
NIED	2
Advisers placed at NIED	3
MEC	5
UNAM	2
Colleges	5
Schools	2
Unions	2
Distance Education	1
Total	22

Source: Undated MEC Document

Members of the Curriculum Co-ordination Group

Table 12. Members of the Curriculum Co-ordinating Group (CCG) 1993 - 1996.⁵

	Namibian Officials	Advisers	Total
Namibians	2	1	3
Foreign nationals	-	6	6
Total	2	7	9

Source: Minutes from CCG meeting 8 December, 1994.

Table 13. Members of the Curriculum Co-ordinating Group (CCG) as from September 1997.

Institution	Number of representatives
NIED	8
Colleges: Broad Curriculum Co-ordinators	4
MBEC: EPI	1
MHEVTST: Directorate of Higher Education	1
UNAM: Faculty of Education	1
Total	15

Source: The Curriculum Co-ordinating Group for Teacher Education, Terms of Reference, 1997.

⁵ This is an approximate and averaged distribution of members during 1993 - 1996. The exact number fluctuated during the period when individual foreign advisers disappeared from the scene and Namibians entered as new recruits to NIED.

Appendix 9.

The Basic Education Teacher Diploma (BETD) programme

Table 14. Number of applicants and students admitted to the BETD in 1998.

College	Applicants	Admitted	With Grade 12	With lower grade and/or teaching experience
WCE	1760	196	195	1
CCE	950	110	110	-
RCE	4730	103	84	15
OCE	3239	300	289	11
Total	10679	709	678	27

Table 15. Subject Syllabuses in the BETD pre-service programme.

Type	Subject
Core Subjects	Education Theory and Practice
	Arts in Culture
	Human Movement Education
	Basic Information Science
	English Communication Skills
Foundation Subjects	Handwork and Technology
	Mathematics Education
	Science Education
	Social Science Education
Specialisation Subjects	Language Education
	Lower primary Education
	English language Education
	Namibian Language Education
	Social Science Education
	Integrated Natural Science Education
	Mathematics Education
	Agriculture and Life Science Education
Commerce Education	
Home Ecology Education	
Technical Studies Education	

Source: BETD Syllabuses, 1997-1998.

Appendix 10.

National Seminars

Table 16. Content areas during National Seminars 1-3, 1993 - 1994. (%)

Content areas	1 st (2 weeks)	2 nd (1 week)	3 rd (4 days)	Total time
BETD pedagogical themes	26	16	14	56
Planning (subject & college groups)	12	5	2	19
Assessment issues	6	2	1	9
General programme evaluation	2	2	3	7
BETD document	1	1	3	5
Other related issues		3	2	5
Total time	47	29	25	101

BETD structures

Year 1	Year 2	Year 3
Common Foundation	Grade 1 - 7	Grade 1 - 4
		Grade 5 - 7
	Grade 5 - 10	Grade 8 - 10

Figure 2. BETD Structure 1993 - 1995.

Year 1	Year 2	Year 3
Common Foundation	Grade 1 -4	
	Grade 5 - 7	
	Grade 8 -10	

Figure 3. BETD Structure 1995/96 - ff.

Appendix 11.

The Multi-layered Process

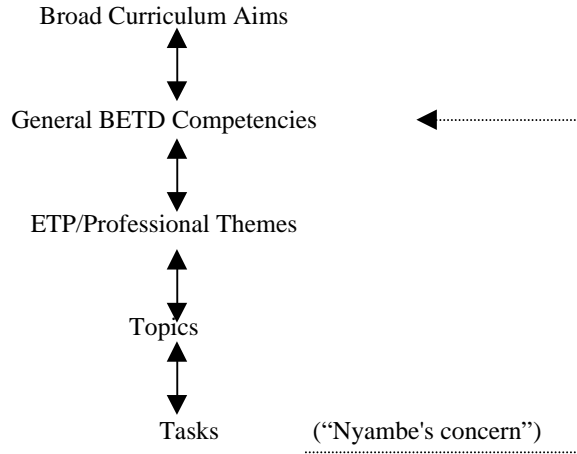


Figure 3. The multi-layered process⁶

⁶ In a written commentary to this presentation Nyambe suggested that there should be a direct link between tasks and the general BETD competencies to guarantee a circular feedback through the general competencies. This circular feedback is symbolised by the dotted line.

Appendix 12.

Extracts from the BETD Broad Curriculum

Table 17. Relation between BETD Aims and Competency areas (based on National Institute for Educational Development – NIED (1996:b) op. cit.

Competency areas	Related Aims of the BETD ⁷	No. of related Aims
Teaching skills	2,3,4,7,9,10,11,13,14,15,16,17,18	13
Professionalism	4,5,6,9,17,18,19	7
Responsibility	1,2,3,6,7,8,12	7
Communication Skills	4,5,10,13,14	5
Interpersonal and Social Skills	2,3,5,6,7,10,12,18	8

Competency areas

Teaching skills	The student should be able to teach their subject(s) through a learner-centred approach.
Professionalism	The student should demonstrate professional behaviour.
Responsibility	The student demonstrates responsible citizenship.
Communication skills	The student should be able to communicate effectively, bit in general, and in terms of teaching and sharing of knowledge in Basic Education.
Interpersonal and social skills	The student should be able to construct meaningful relationships in order to promote efficient teaching and learning. ⁸

⁷ There are nineteen aims expressed in the BETD Broad Curriculum, which are numbered from 1 - 19. See MHEVTST & MBEC (1998:a) op. cit., pp. 4-5. A single aim can be related to more than one competency area.

⁸ After MHEVTST & MBEC (1998:a) op .cit., p. 5.

Appendix 12.

Professional themes

In order to develop student teachers abilities in all of the competency areas, eight different aspects of the teaching profession have been identified. In the foundation block these aspects are introduced as professional themes with a unifying function which integrates the whole curriculum and are the central focus around which the content of the study is organised. In the specialisation block these professional themes are further developed as specific competencies through the subject topics.

The professional themes/competencies are:

- The overall development of the knowledge, skills, and attitudes of the student teacher
- Planning for learning through themes, topics, and lessons
- Designing appropriate learning experiences
- Organising and managing learning environments appropriately
- Communicating the concepts of the subject/topic
- Assessing, recording and reporting learning in the subject/topic
- Evaluating the topic, the teaching, and the learning, and making improvements
- Developing a critical inquiry approach into one's own practice and context.⁹

⁹ MBEC & MHEVTST (1998:a) op. cit., p. 6

BETD appraisal

Table 18. Major national events in the appraisal process of the BETD programme.

No	Time	Activity	Reported as NIED Document (focuses)
1	25-27 October, 1995	BETD Broad Curriculum Appraisal Workshop	Report on the BETD Broad Curriculum Appraisal Workshop
2	15-19 January, 1996	Fourth National BETD Seminar	Report on the Fourth National BETD Seminar (framework for Syllabus Development)
3	1-4 July, 1996	Inter-college Workshop for the Development of National Subject Syllabuses	Summary of the Inter-college Workshop for the Development of National Subject Syllabuses in terms of Tasks Set, Outcomes Achieved & Plans for the Continued Work at Colleges
4	19-23 August, 1996	Inter-college Workshop for the Development of National Subject Syllabuses: Assessment	Summary of the Inter-college Workshop for the Development of National Subject Syllabuses: Assessment in terms of Activities, Outcomes Achieved and Plans for the Continued work at Colleges
5	24-28 February, 1997	Inter-college Assessment & Promotion Workshop	Summary of the Inter-college Assessment & Promotion Workshop for the development of Shared Meanings and the Defining of Assessable Competencies in term of Activities and Outcomes Achieved plus Plans for the Continued Work at Colleges
6	17-19 June, 1997	Inter-college Syllabus Development Workshop	Summary of the Inter-college Educational Theory and Practice, Basic Information Science & English Communication Skills Syllabus Development Workshops in term of Activities and Outcomes Achieved plus Plans for the Continued Work at Colleges

7	24-26 June, 1997	Inter-college Syllabus Development Workshop	Summary of the Inter-college Lower Primary Education & Social Science Education Syllabus Development Workshops in term of Activities and Outcomes Achieved plus Plans for the Continued Work at Colleges
8	15-17 July, 1997	Inter-college Syllabus Development Workshop	Summary of the Inter-college Integrated Natural Science Education, Mathematics Education, Agriculture and Life Science Education, Home Ecology Education, Human Movement Education Syllabus Development Workshops in term of Activities and Outcomes Achieved plus Plans for the Continued Work at Colleges
9	22-24 July, 1997	Inter-college Syllabus Development Workshop	Summary of the Inter-college Arts in Culture, Language Education, Namibian Language Education & English Language Education Syllabus Development Workshops in term of Activities and Outcomes Achieved plus Plans for the Continued Work at Colleges
10	7-10 October, 1997	Block workshop	Included the editing of syllabi content according to the three blocks in the programme: Foundation Block, Core Block, and Specialisation Block.

Appendix 14.

Assessment in the Broad Curriculum

Table 19. Comparison of headings in the 1996 and 1998 versions of the Broad Curriculum

Broad Curriculum, January 1996	Broad Curriculum, March 1998
ASSESSMENT	ASSESSMENT
<p>Purpose of assessment Positive achievement</p> <p>Continuous assessment Strategies and techniques for c.a. Products and performances to be assessed continuously Written products Written tests and exams Oral performances Artistic performances Products Diagnostic purposes</p> <p>Summative assessment</p> <p>Final assessment</p> <p>Grading Complete with Distinction Complete with Credit Complete Incomplete Compensation for incomplete</p> <p>Promotion Introduction Assessment and promotion committee</p>	<p>Assessment in the BETD Criterion-reference Positive achievement</p> <p>Purposes of assessment Assessment for formative purposes Assessment for summative purposes Assessment for evaluative purposes</p> <p>Modes of assessment</p> <p>Compensation for Incomplete work</p> <p>Recording and reporting assessment Subject records Progress tutorials Progress files Student portfolios</p> <p>Implementing assessment</p> <p>Grading</p> <p>Academic promotion and referral</p> <p>Attitudinal/disciplinary referral</p> <p>Certification</p>

Appendix 15.

Table 20. Participants in staff development courses supported by TERP, 1992 - 2000.¹⁰

	Education for Teacher Educators (20 credits)	Higher Diploma in Teacher Education (40 credits)		Master's Degree in Teacher Education (40 credits)	Total
	1992 - 1995	1996-1997 1999-2000		1999 - 2000	
Teacher educators	40	19	5	14	78
Other educators*	2	10	7	3	22
Total	42	29	12	17	100

* Ministry Officials/Education Officers, Principals/Rectors, Advisory Teachers, Support Teachers, Teachers

¹⁰ Based on Dahlström (2001) op. cit.

Appendix 16.

Reports from Higher Diploma and Master Courses 2000.

Table 21. Areas and Issues of the Critical Practitioner Inquiry Reports in the Higher Diploma Course.

Areas	Issues	Titles of reports
Pre-primary education	Arts activities	Improving Art Activities in Pre-primary Education.
Lower primary	Teaching materials	Enabling teachers to use manipulating teaching materials for grade 1 and 2 in Mathematics.
	English reading	Developing teaching strategies to teach reading in English at grade 1 and 2.
	Learner-centred	Promoting Learner-centred education in lower primary
Junior secondary	Learner-centred	Teaching Mathematics in a learner-centred way in rural schools
		Why is it difficult to develop learner-centred education beyond group work?
Special education	Handicaps & schooling	Creating an improved school situation for a group of blind learners in grade 8 - 10.
	Integration	Integration at Senior Secondary Level - a new dawn for visually impaired learners.
Teacher education	Group work	Group work as a teaching technique
	Map reading	Teaching and learning of map reading skills in teacher education.
	Human Movement	Students' interest and performance in Human Movement Education
	Materials	Some student teachers' relationship with designing and making of teaching and learning materials

Appendix 16.

Table 22. Areas and Issues of the Critical Practitioner Inquiry Reports in the Master's Degree Course.

Areas	Issues	Titles
Language policies	Mother tongue	Mother tongue as subject in formal education in Namibia - the case of Afrikaans
	African Languages	Namibia's new language dispensation: past, present and future trends
	English	The perceptions of teachers and learners on English as a medium of instruction in learner-centred education in the junior secondary phase in the Caprivi region
School and college subjects	Human Movement Education	Perceptions of Human Movement Education at colleges of teacher education in Namibia
	Arts Education	Low performance and lack of interest in Arts Education during teaching and learning process in the North West regions of Namibia
	Physical Science	Concept development in Physical Science - in-school and out-of-school experiences of Physical Science learners in grade eight and their ideas on density as a Physical Science concept
Assessment and examination	Assessment of BETD students	Tensions and anxiety in assessing students: the case of the BETD course
	Grade 10 examinations	Academic achievements of grade 10 in examinations in the Caprivi region: reasons and functions.

Appendix 16.

Reform conceptions	Critical Practitioner Inquiry	Critical Practitioner Inquiry: an analysis of some of the attempts to establish a critical pedagogy in pre-service teacher education in Namibia
	Reflective teaching	Interpretation, understanding and practice of reflective teaching - a study among BETD graduates in Namibia
	Reflective teaching and learning	The development of the concept of reflective teaching and learning in a teacher education college for basic education in Namibia, with particular reference to the Basic Education Teacher Diploma (BETD) programme
	Subject integration	Subject integration in Namibian colleges: an attempt to reconnect the disconnected connectors - its limits and possibilities
	Learner-centred education	Learner-centred education in Namibia - its conceptualisation and implementation at the University of Namibia and Windhoek College of Education
Infra-structure	Multiculturalism	Challenging many cultures in one class
	Gender	The career patterns of women teachers in the Caprivi education region, Katima Mulilo, Namibia
	School board	The role of the school board in the governance of the school - a Namibian perspective.

Appendix 17.

Reports from the National Evaluation of the BETD

Åsemar, C. (1994) *Evaluation Plan & Pre-study*. Windhoek: MEC. (Data collected 1993; Observations, interviews);

Frykholm, C-U. (1997) *Broad Curriculum Issues*. Windhoek: MEC. (Data collected 1994; Questionnaires, observations, interviews);

Dahlström, L. (1997) *Subject Area Issues, Report 1: What's going on during College-based Studies*. Okahandja: NIED. (Data collected 1995; Students' Journals);

Andersson, S. B & Tjipueja, G. E. (1997) *Subject Area Issues, Report 2: Teacher Educators' Perspective on Their Daily Work*. Okahandja: NIED. (Data collected 1995; Journals);

Andersson, S. B & Murangi, V. K. (1997) *Subject Area Issues, Report 3: Teacher Educators' Reflections*. Okahandja: NIED. (Data collected 1995; Questionnaires);

Andersson, S. B. & Murangi, V. K. (1997) *Professional Issues*. Okahandja: NIED. (Data collected 1996; Questionnaires, observations, interviews).

