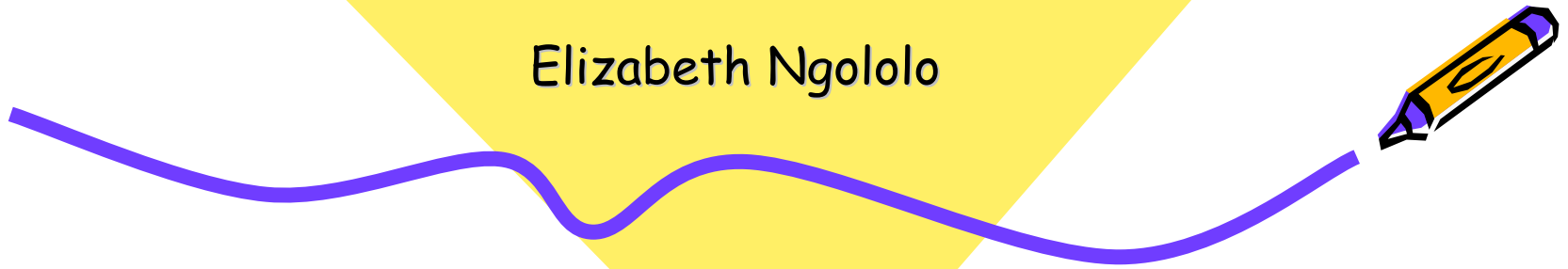




University of Namibia

Elizabeth Ngololo



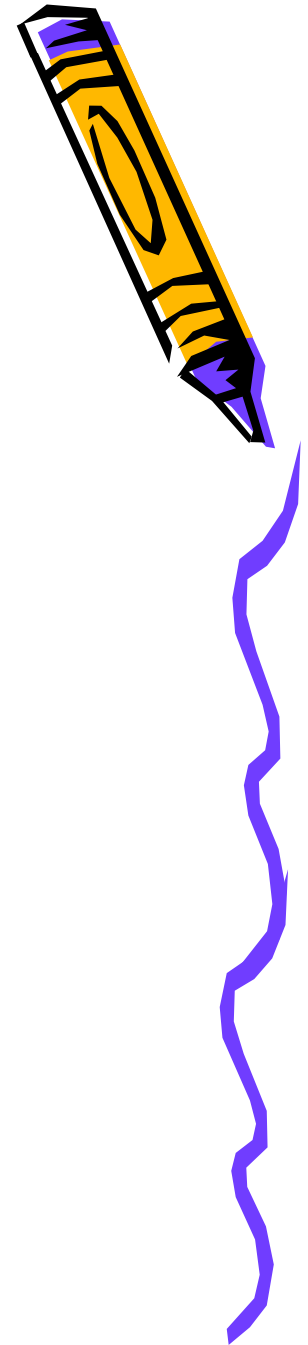
Successes

- 2005

Course	Number enrolled	Pass
BEDS (Education)	9	6
BSCI (Science)	20	16
BPME (Pre-Medicine)	4	1
BSAG (Agriculture)	1	0
DCNM (Dip nursing & midwifery)	6	3
Dipl. Education (Zimbabwe)	14	14

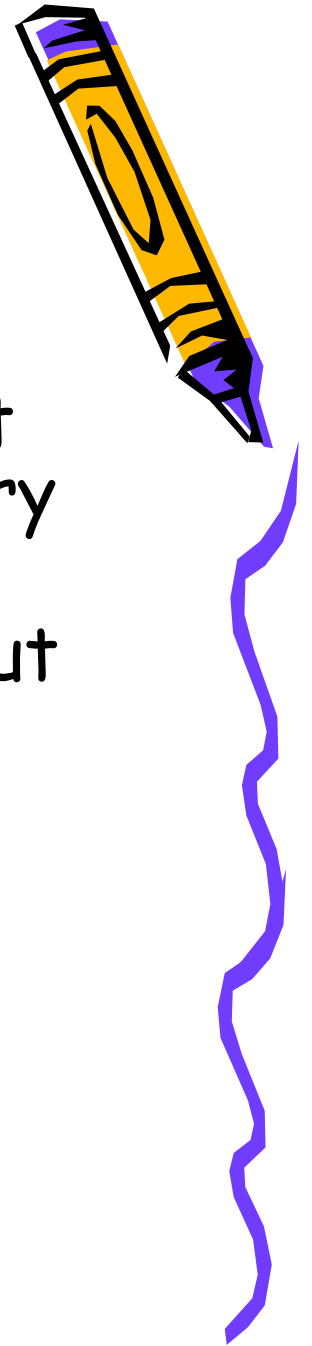
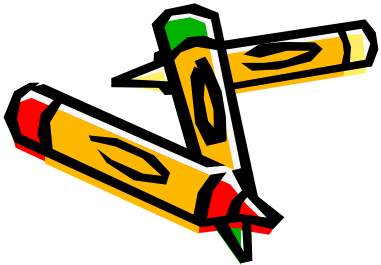
- 2006

Course	Number of Students
BEDS (Education)	13
BSCI (Science)	29
BPME (Pre-Medicine)	2
BART (Art)	3
BSNR (Natural Resources)	3
DCNM (Dip nursing & midwifery)	5
Dipl. Education (OCE)	1
Dipl. Education (Zimbabwe)	1



Challenges

- Mathematics curriculum seem to affect performance in Physics 1B and Chemistry 1B at 1st year.
- Getting 1st year lecturer have their input into the FP.
- Lack of students support from government.
- Getting staff to undertake research.
- Student accommodation.



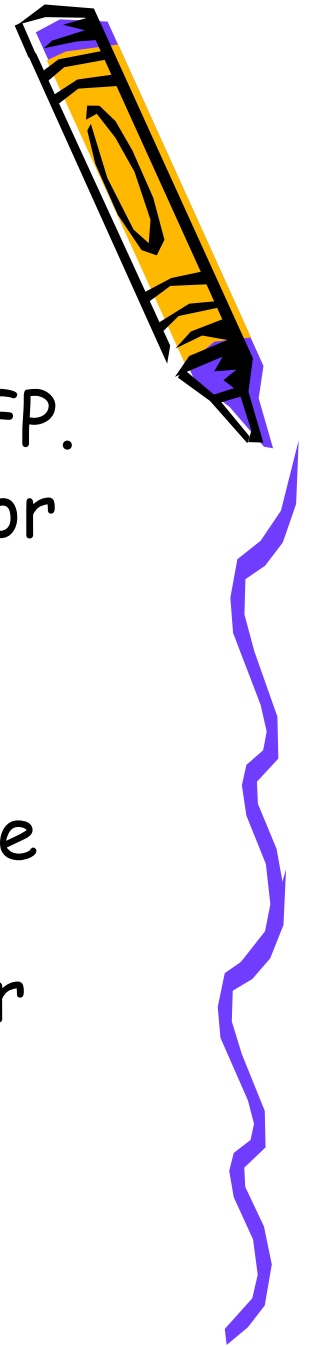
Research

- Data on assessment collected.
- Research on the relevance of mathematics education in the FP programme conducted.
- Need to compare FP students performance to the general student population in the same course.
- Need for curricula review in all courses to prepare students effectively for 1st year.



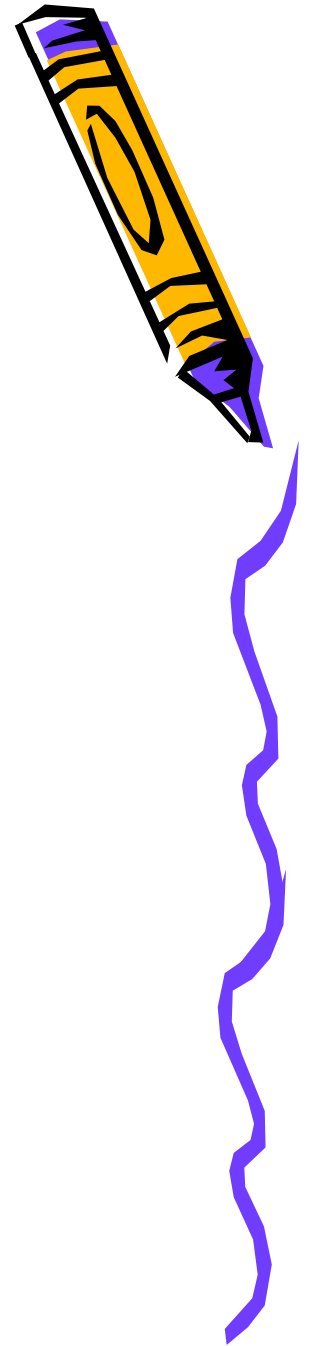
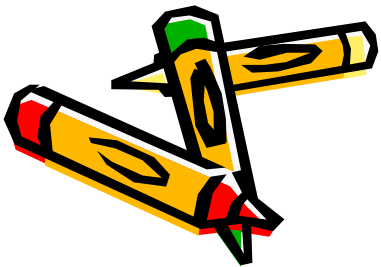
Networking

- Government has realised the need for FP.
- ETSIP identified FP as a priority but for all disciplines.
- Negotiations for funding are underway with local institutions.
- Support to local schools through science workshops.
- Staff Development Fellows to enroll for MEd/MSc?



Impact

- Model of FP will be copied to the National FP.
- Expansion of classrooms and laboratories.
- Computer labs expanded.



Plans

- Expansion of the FP to other regions with support from government.
- Expansion of FP to other disciplines.

