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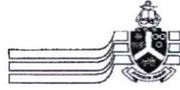
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## ANNEXURE 1: Ethics clearance certificate



UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION  
RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EM08/09/03

PhD

The participation and influence of teacher unions on education reforms in an independent Namibia

M. Kudumo

Department of Education Management and Policy Studies

26 November 2010

APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS COMMITTEE** Prof L Ebersohn

DATE

26 November 2010

CC

Prof V Pillay  
Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

## ANNEXURE 2: Letter of protocol

26 March 2009

Dear Sir / Madam,

### Letter of invitation to participate in the study

My name is Marius Kudumo, and I am a Namibian who has registered for a PhD in the Department of Education Management and Policy Studies at the University of Pretoria. I am currently conducting research in fulfilment of the requirements of the degree. My research topic is: "The participation and influence of teacher unions on education reforms in an independent Namibia."

The purpose of the study is to understand and explain the shifting roles of teacher unions in pre- and post-independence Namibia. The main research questions are:

- What were the roles of teacher unions in pre- and post-independence Namibia?
- What institutional frameworks in pre- and post-independence Namibia facilitated the participation of teacher unions?
- What contextual factors shaped the roles of teacher unions in pre- and post-independence Namibia?
- How do we explain the changed roles of teacher unions in post-independence Namibia?

Recognizing your involvement, whether directly or indirectly in education reforms and / or teacher unions in Namibia, I wish to request you to participate in the study. The request is based on my judgment of your involvement in the education reforms and / or teacher union activities. Your participation is confined to a single semi-structured interview, which is part of the data collection. The interview is expected to last for 45 minutes to one hour. I would like to conduct the interview in private / outside your work environment and time, if possible, to ensure confidentiality and to minimize any potential unintended consequences. The interview will be recorded. I will at a later stage forward the draft transcript to you for your comments.

Furthermore, I will give you the opportunity to review any data that is ascribed to you before it is finally included in the thesis.

The research will be conducted in accordance with the applicable legislation in Namibia pertaining to informed consent and the principles of the Ethics Committee of the Faculty of Education at the University of Pretoria. In addition to the applicable legislation in Namibia and the ethical requirements, I am also expected to comply with the professional responsibilities of conducting research as outlined in the University of Pretoria: Code of Ethics for Research. The professional responsibilities include; integrity, quality and accountability. The participation in the study is therefore voluntary, and is based on informed consent. Your identity as well as the information you would provide will be kept confidential. You have thus the right to decide whether to participate in the study or not.

The principles of the Ethics Committee of the Faculty of Education are:

- Voluntary participation in research: Implying that the participants might withdraw from the research at any time.
- Informed consent: Meaning that research participants must at all times be fully informed about the research process and purpose, and must give consent to their participation in the research.
- Safety in the participation: Meaning that participants should not be placed at risk or harm of any kind.
- Privacy: Meaning that the confidentiality and anonymity of participants should be protected at all times.
- Trust: Implying that participants will not respond to any acts of deception or betrayal in the research process or its published outcomes.

It is in the context of the information that I have provided, and in accordance with the ethical requirements, that I am requesting your voluntary consent to participate in the study. I undertake to ensure confidentiality at all times.

Kindly indicate in writing your voluntary consent to participate in the study, and the appropriate date, time and venue of the interview. I intend to conclude all the interviews by the end of March 2009. My postal address is:

Marius Kudumo

P.O. Box 25417

Windhoek

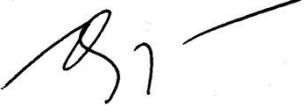
E-Mail: mkudumo@mec.gov.na or mkudumo@iway.na

For any further enquiries, please do not hesitate to contact me at 0811229015 or 061-248684(h).

**Signature of applicant**

**Date: 27 January 2009**

**Marius Kudumo**



**Signature of supervisor**

**Date: 27 January 2009**

**Prof.Venitha Pillay**

### **ANNEXURE 3: Interview questions**

1. Briefly explain your involvement and personal experience of the education reforms in an independent Namibia.
2. What participation modalities and strategies did the Ministry of Education adopt during the education reforms to facilitate the participation of teacher unions?
3. What were the roles of teacher unions during the education reforms?
4. In your experience, how did the pre-independence political and education contexts influence and shape the relationship between teacher unions and the education authorities?
5. In your experience, how did the post-independence political and education contexts influence and shape the relationship between teacher unions and the Ministry of Education?
6. How would you compare the roles of teacher unions during the apartheid era, especially during the transition from apartheid to democracy with their currently evident roles in education in Namibia? (Only for former and current unionists).
7. What are the currently evident roles of teacher unions in education in Namibia? (only for former and current staff members in the Ministry of Education).
8. Any other issue or additional information that you wish to share that we did not discuss?

## **ANNEXURE 4: Example of the transcripts**

### **Transcripts for the study on the participation and influence of teacher unions on education reforms in an independent Namibia 2009**

Interview Reference Number: DW A0016

**Position: Former leader in teacher unions**

**Question 1: Briefly explain your involvement and personal experience of the education reforms in independent Namibia.**

I started to teach in 1990 at Epako Junior Secondary School. I got very much involved in the new education reform programmes during the first year of independence as well as in the teacher unions. The unions were very critical driving forces behind some of the major education changes, which were implemented and propagated. The teacher union I am talking about is NANTU. I served at the Gobabis branch, and was later elected as the Secretary of the branch of the East Regional Executive Committee. I was involved in the education restructuring that has taken place. It was a very exciting period, and the introduction of English as the medium of instruction was quite a challenge, as most of the teachers used to teach in Afrikaans and received their teacher training in Afrikaans. NANTU was very much behind the Ministry in supporting the introduction of English as the medium of instruction. The second change that I can remember is the introduction of the new education system of learner-centred approach, as it was very much different from what teachers were trained in. NANTU was also very much behind the Ministry in supporting this change, and the process posed a lot of challenges, not only for the unions, but for the whole teaching corps. We needed to incorporate the teachers and children into the teaching system. We had to get the mindset of the children and teachers changed. There were short courses for teachers to effect that change. It was very exciting periods and very much challenging. I was able to serve on a union that was very progressive and supportive throughout this process.

**Question 2: What were the roles of teacher unions during the education reforms in an independent Namibia?**

We had a dual role. Being a teachers union, your main emphasis was to look at the conditions of service of our members and to bargain for better conditions of service. Being a progressive union, however, we decided not to only focus on the conditions of service or bread and butter issues so to speak, but also to be actively involved on the education reform side. There were very specific programmes that the union introduced to serve their members better. For example, NANTU introduced TELSIP. It was a programme that was designed to improve the competency levels of the teachers, and to make the teachers more conversant and proficient in the English language. That to me proves that we went beyond our traditional role of a union, but also improved the performance of the teachers to be good teachers in the classroom.

**Probing question: The literature suggests that the Ministry used the strategy of establishing task forces and committees to enable stakeholders to participate in the education reforms. Can you recall what the role of the teacher unions were in these taskforces and committees?**

That is a very difficult question for me, because by then, I was already serving on the regional level. But I know that given the very good and cordial relationship that existed between the Ministry and the union, NANTU members were always consulted and invited to sit on these committees. One that I can remember well is when NANTU was approached to look into how the education profession can be made competitive and competency based, but I cannot recall the name of the specific committee. We certainly played a very important and active role in introducing the change that was brought about.

**Probing question: How would you assess your involvement and or members of NANTU's involvement in this process? Did it make an impact?**

Generally, it did make an impact. NANTU was not invited, because it was a recognized union. It was, because we were seen as equal partners, and what NANTU said was taken on board and considered favourably. At the time when I was the

Secretary-General of the teacher union, for example, a sub-committee was established to look at the staffing norms. We had very strong opposing views with the Ministry of Education. The Ministry was suggesting increasing the teacher and learner ratio in the central and southern parts of the country, and decreasing the teacher and learner ratio in the northern and north-eastern parts for very obvious reasons. Our opinion was that one of the key principles of the Ministry was access, quality, equity and democracy, and we were opposing this idea, as one should not only be looking at access to education, as per the constitutional obligation, but have to look also at the other objectives as well. Access is fine, but it will obviously compromise quality, and that is one issue that we could not agree with. This is currently not satisfactorily resolved.

**Question 3: In your experience, how did the pre-independence political and education contexts influence and shape the role of teacher unions in education in Namibia?**

Being a Namibian of mixed decent, South African from my mother's side and Namibian from my father's side, I would not be able to say what NANTU has experienced, and how it has changed over time. This is because, I was in South Africa. I understand that NANTU was operating in the same manner that the unions in South Africa were operating at the time during the fight against colonial rule and apartheid. At the time that I come to Namibia, the leadership was very adamant and consistent in supporting the liberation movement, SWAPO. But now, the liberation movement has now become a political party. Our role and alignments we had with the liberation movement have obviously changed. SWAPO become the ruling party and the teachers were now employed by the government led by SWAPO, and our role has changed. At the time, the leaders were mature enough and also more understanding to see how NANTU's role has changed. The role changed in an independent country, as the union is required to address issues. One does not need to align you with political parties when pushing through issues of education and rallying on issues of education.

**Question 4: In your experience, how did the post-independence political and education contexts influence and shape the roles of teacher unions in education in Namibia?**

From the teacher unions' side, that is NANTU, our role was not so much about agitating for the sake of agitating with no reasons. We aimed at nation-building and maintaining the independence of the country. We saw ourselves as the voice of the teachers and not influenced by our political affiliation. The leadership at the time was mature enough to understand the role that the union was playing. For example, the former President was sending Namibian soldiers to the DRC, and we were celebrating World Teachers Day.

I mentioned during my address at World Teachers Day that Namibia does not need a big military budget, but more teachers and education materials to educate our nation. It was not taken well by some in the NANTU leadership and other politicians, but I said it without fear, because I saw this as a role that we were supposed to play as a union. Some of the members agreed with me, but most disagreed, and it ultimately counted against me. It is with the above background, that I can say that we maintained our independence. I was also interviewed on the staffing norms, and I was critical about what the Ministry wanted to introduce. The Minister listened to it on the radio, and before his meeting with us, he lectured and lashed out at the Secretary-General of NANTU who was interviewed on the NBC radio on the issue that we were scheduled to discuss at that meeting. The Minister was very much annoyed with what I have said. I explained to the Minister that I understood that he did not like what I have said, and that it might have been wrong, but that I had the mandate from the teachers whom I was representing, and that they were against what the Ministry wanted to introduce. That is the role that we played. We were critical when it was required, but also gave recognition when things were good, and it was necessary to support for the greater good of the country. It is my belief and hope that the current leaders of teacher unions are playing the same role.

**Probing question: For clarity's sake: What exactly are we saying? Were the trade unionists more frank and open?**

Yes, I agree to that, because I cannot recall a specific instance where the Ministry officials' side would try and manipulate NANTU in whatever way in what they wanted us to say. Those political spaces come after independence that we enjoyed and made use of, for our own good, the unions' good and the members' good, but also for the greater good of education and the country in general.

**Question 5: How would you compare the role of teacher unions during the apartheid era, especially during the transition from apartheid to democracy with their currently evident roles in education in Namibia?**

As an outsider, it is difficult for me to say, but as someone from the education background, I can say that my union in particular is not so strong on issues anymore. The burning issues at the moment are the issue of conditions of employment for the teachers, which is understandable due to the high standards of living. I am not seeing my union, NANTU, being hard on issues that concern the building of education in this country. The Presidential Commission recommended that the teachers must work the same hours as the rest of the public servants. I have picked-up that teachers in the regions are working seven in the morning until four in the afternoon, because the Labour Act says that you must at least work eight hours per day, if you have got a five day working week. I feel that this issue has not been holistically addressed by the current leadership of NANTU. I was asking myself the question, how can the same employer have teachers in the north working longer hours than those in the rest of the country? This to me shows that there is a lack of understanding of the conditions of employment of teachers, and how these affect the education in the country and the teachers in general. In my understanding, teachers are a special group of people who need to be treated in a special manner. The current leaders are not hard enough to allow this specific Regional Director to take such an important decision without the concern of the union.

**Probing question by the facilitator: How can we explain that trade unions that were once so involved and active are now lagging behind, and not addressing all the issues as they used to do?**

The problems that come in were the issue of continuity at NANTU, which resulted in the changing of leadership for the sake of changing. Some of the new leadership who come in did not have the right grounding to understand where the union was coming from. If we were more careful, this would not have happened. For instance, if we had an old leadership corps that would guide the new leadership and guide them on where NANTU is coming from and what we aim to achieve. Obviously we were not strong on that, because obviously it was democracy, and you do not want to impose leaders on people whom the people really do not want. I think certain countries in the world have handled that better. That was our mistake. We did not handle the question of the transition from the old union leadership to the new very wisely.

**Question 6: Any other issue or additional information that you wish to share that we did not discuss?**

I would have wanted to see a situation where the teacher unions again become agents of change, and not just dealing with bread and butter issues. It is about trying to transform society. I have not heard the two teacher unions speaking out strongly on matters of concern. The question of fear, for example. Are we also teaching our children to keep quiet when you have something of concern on your mind, because of fear that you may lose your job? Especially, now, with the elections, we do not see unions coming forth and pressing on political agenda and social issues. Unions have lost the core values that kept the unions and their members together.



## ANNEXURE 5: Letters of permission



### REPUBLIC OF NAMIBIA

#### MINISTRY OF EDUCATION

Tel. (061) 2706304

Private Bag 13186

Fax (061) 253671

WINDHOEK

Enquiries: Ms. Vicky N. Hendrick

Our Ref.:

Your Ref.:

Date 31 October 2008

31 October 2008

Mr. Marius Kudumo  
P. O. Box 25417  
Windhoek

Dear Mr. Kudumo,

#### **Permission to interview participants currently employed by the Ministry of Education**

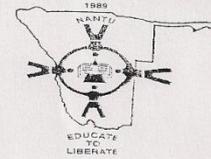
I am pleased to inform you, as per your request dated 22 October 2008, that the Ministry of Education has granted permission to you to interview participants in the interview sample, who are currently employed by the Ministry of Education for your PhD studies.

Yours sincerely,

**I.V. Ankama**  
Permanent Secretary: Ministry of Education



**NAMIBIA NATIONAL TEACHERS' UNION (NANTU)**



Date: October 29, 2008

To: Mr. Marius Kudumo  
P.O.Box 25417  
Windhoek  
Namibia

Dear Mr.Kudumo

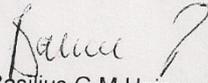
**RE: PERMISSION TO CONDUCT RESEARCH ON TEACHERS UNIONS**

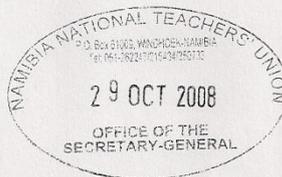
The Namibia National Teachers' Union (NANTU) as per your request, hereby grants permission to you to conduct research on teacher unions, and for participants in the interview sample to talk about the activities of NANTU.

Furthermore, NANTU gives permission to Mr. Kudumo to have access to, and use union documents such as policy documents, Congress resolutions, newsletters and reports for his research.

Thank you.

Yours Sincerely,

  
Basilius G.M.Haingura  
Secretary General  
NANTU





TEACHERS UNION OF NAMIBIA (TUN)

P.O. BOX 13186  
DOLLAR STREET  
WINDHOEK  
NAMIBIA

E-mail: tun@tun.cb.com.na

TEL: +264 61 229115  
+264 61 253702  
FAX: +264 61 240700

31 October 2008

UNESCO  
Private Bag 13186  
WINDHOEK

**Attention: Mr. Kudumo**

Dear Sir

**Permission to conduct research on Teacher's Union of Namibia (TUN)**

Teacher's Union of Namibia (TUN), as per your request, hereby grants permission to you to conduct research on Teacher's Union of Namibia (TUN), and for the participants in the interview sample to talk about the activities of TUN.

Furthermore, TUN gives permission to Mr. Kudumo to have access to, and use union documents such as; policy documents, newsletters, congress resolutions and reports for his research.

The following Exco and members could be contacted:

- |  |   |
|--|---|
| 1. [REDACTED]<br>[REDACTED]<br>Cell: 081 127 6201                          | 2. [REDACTED]<br>[REDACTED]<br>Cell: 081 127 5901 |
| 3. [REDACTED]<br>[REDACTED] Professional Development<br>Cell: 081 127 1059 | 4. [REDACTED]<br>[REDACTED]<br>Cell: 081 207 4426 |
| 5. [REDACTED]<br>[REDACTED]<br>Cell: 0855611890                            |   |

For further information please do not hesitate to contact us.

Yours in Education

**G.J. Jansen**  
President

## **ANNEXURE 6: Letters from the editor**

**John Kench**

**Editor, proofreader and overwriter**

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### **LETTER OF CONFIRMATION**

**5 December, 2010**

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To whom it may concern,

This is to confirm that I edited Marius Kudumo's doctoral thesis, 'The Participation and Influence of Teacher Unions on Education Reforms in an Independent Namibia'.

John Kench

2 Rose Street,  
Mowbray 7700,  
Cape Town  
Tel/Fax: (021) 6866590  
Email: [johnkench@xsinet.co.za](mailto:johnkench@xsinet.co.za)

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**John Kench**

**Editor, proofreader and overwriter**

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### **LETTER OF CONFIRMATION**

**10 April, 2011**

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To whom it may concern,

This is to confirm that I edited the final two sections, 'Trade unions and the struggles for democratization and political liberalization' and 'Changed political context post-independence', and the references relating to these sections, of Marius Kudumo's doctoral thesis, 'The Participation and Influence of Teacher Unions on Education Reforms in an Independent Namibia'.



John Kench

2 Rose Street,  
Mowbray 7700,  
Cape Town  
Tel/Fax: (021) 6866590  
Email: [johnkench@xsinet.co.za](mailto:johnkench@xsinet.co.za)

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