

Provision of Mathematics Continuous Professional in Namibia

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ABSTRACT This paper reports on a pilot study that was carried out in the northern part of Namibia. The main purpose of the pilot study was to test the validity of the research instruments used among mathematics teachers to ascertain whether Mathematics Continuous Professional Development (MCPD) existed in the Namibian schools and what the status of MCPD is. The pilot results show that MCPD has not as yet taken root in Namibian schools as a formally established mode of improving the professional conduct and skills of mathematics teachers at the different education phases. Even though ad hoc professional development activities have taken place in the country, these have not been formalized. The newly established CPD Unit at the University of Namibia promises to be ushering the needed formalization of CPD activities and intends to provide CPD for knowledge enhancement and improvement of qualifications.