

**REPORT ON CONFINTEA V  
MID-TERM REVIEW  
2003  
Namibia**

Report submitted to UNESCO  
Hamburg

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## ABBREVIATION

ASDSE	Adult Skills Development for Self Employment
AUPE	Adult Upper Primary Education
CBO	Community Base Organization
CCN	Council of Churches in Namibia
CED	Certificate in Education for Development
CES	Centre for External Studies
CISP	Comitato Internazionale per lo Sviluppo dei Popoli
CLDC	Community Learning and Development Centre
COSDEC	Community Skills Development Centre
DABE	Directorate of Adult Basic Education
DANFE	Department of Adult and Non-Formal Education
EFA	Education for All
GRN	Government of the Republic Namibia
ICS	Integrated Communication System
IT	Information Technology
KWID	Khomas Women in Development
MBESC	Ministry of Basic Education, Sport and Culture
MHETEC	Ministry of High Education, Training and Employment Creation
MWACW	Ministry of Women Affairs and Child Welfare
NALAE	Namibian Association of Literacy and Adult Education
NAMAS	Namibian Association of Norway
NAMCOL	Namibia College of Open Learning
NANGOF	Namibian Non-Governmental Organisation's Forum
NDP2	National Development Plan Two
NEPAD	New Partnership for Africa's Development
NGO	Non Governmental Organisations
NID	Namibia Institute for Democracy
NLPN	National Literacy Programme in Namibia
NLT	National Literacy Trust
NOLNET	Namibian Open Learning Network Trust
NPAL	National Policy on Adult Learning
NQA	National Qualification Authority
NQF	National Qualification Framework
RF	Rössing Foundation
RISE	Rural Peoples' Institute for Social Employment
SADC	Southern African Development Community
SchoolNet	School Net work
UNAM	University of Namibia
USAID	United States Agency for International Development
WAD	Women Action for Development

**CONFINTEA MID-TERM REVIEW 2003**  
**STATUS AND FUTURE PROSPECTS OF ADULT LEARNING**

**1. Introduction**

The purpose of the review is to determine the significant trends and developments in adult learning policies and practices since 1997, and the new emerging trends and priorities at the national level.

As part of the process of the renewal of adult learning in Namibia, a national policy on adult learning has been drafted, discussed at a National Conference and approved by Cabinet in July 2003. It has to be mentioned that all Namibian institutions ranging from government, parastatals, non-governmental organisations, community-based organisations, churches, the University of Namibia, the Polytechnic of Namibia and the private sector have been providing adult education programmes on an adhoc basis. The Ministry of Basic Education, Sport and Culture through its Directorate of Adult Basic Education has tried to formalize partnerships with other stakeholders in the form of registering adult literacy providers for the last thirteen (13) years, but with little success. The absence of a policy on adult learning that would guide all adult education activities has also left a vacuum in regulating, facilitating and controlling adult education activities. The lack of policy on adult learning also leaves gaps in data collection, quality control, funding of different undertakings and overall databases on adult learning providers.

The mid-term review exercise at this stage will find it difficult to collect data/information on issues such as the level and status of public investment and on categories of adult educators and facilitators, especially on salaries. The report will however contain information freely provided by volunteer adult education institutions or traditional adult learning providers.

It should be emphasized that the Country Paper is well structured according to the outline in the Document A (page 5). However, Chapters 2 and 5 have been combined as information available do not warrant separate chapters.

## **CHAPTER 1:**

### **Building Up Structures and Institutional Frameworks: Policies, Legal Provisions, Delivery System and Innovations**

#### **1.1. Educational Background**

The Namibian Constitution (1990) guarantees certain basic rights as far as education is concerned. Article 20 states “All persons shall have the right to education”. As contained in a general statement, the right of all persons including adults, to education is protected against the imposition of regulatory restrictions on the access and entry into educational institutions. The pledge for “Education for All for Namibia” was forged over many years amidst the experiences of education under apartheid rule and in the exiled Namibian communities in African countries, where education became a central part of the struggle against the South African occupation of Namibia. The Namibian people had therefore a long-standing aspiration for an efficient education system premised on access, equity, quality, democracy and lifelong learning.

Educational reforms were implemented after independence in 1990. Eleven educational authorities were unified in one structured educational system. These reforms were initiated through a variety of policy documents and position papers, circulated and intensively consulted by all stakeholders. The most important of these is a policy document entitled “Towards Education for All: A Development Brief for Education Culture and Training” (1993). This policy document has been the guiding policy for the education sector. It identifies the four broad goals of access, equity, quality and democracy as the main thrust of education for all in Namibia. Other policy documents such as;

- The National Development Plans 1 (1996) and 2 (2002);
- The Report on The Presidential Commission on Education, Culture and Training (1999);
- Education for All (EFA) National Plan of Action (2001-2015);
- The Strategic Plans 2002-2006 of the Ministry of Basic Education, Sport and Culture (MBESC) and Ministry of Higher Education, Training and Employment Creation (MHETEC);
- Vocational Training Policy;
- Namibian Qualification Authority (NQA) and National Qualification Framework (NQF);
- Draft National Policy on Adult Learning; and other related policies and legislations of importance to the provision and promotion of adult learning in Namibia, such as:
  - the National Policy on HIV/AIDS;
  - Labour Act; Social Security Act and Affirmative Action (Employment) Act, will be discussed briefly.

## 1.2 The Structure of the Education System

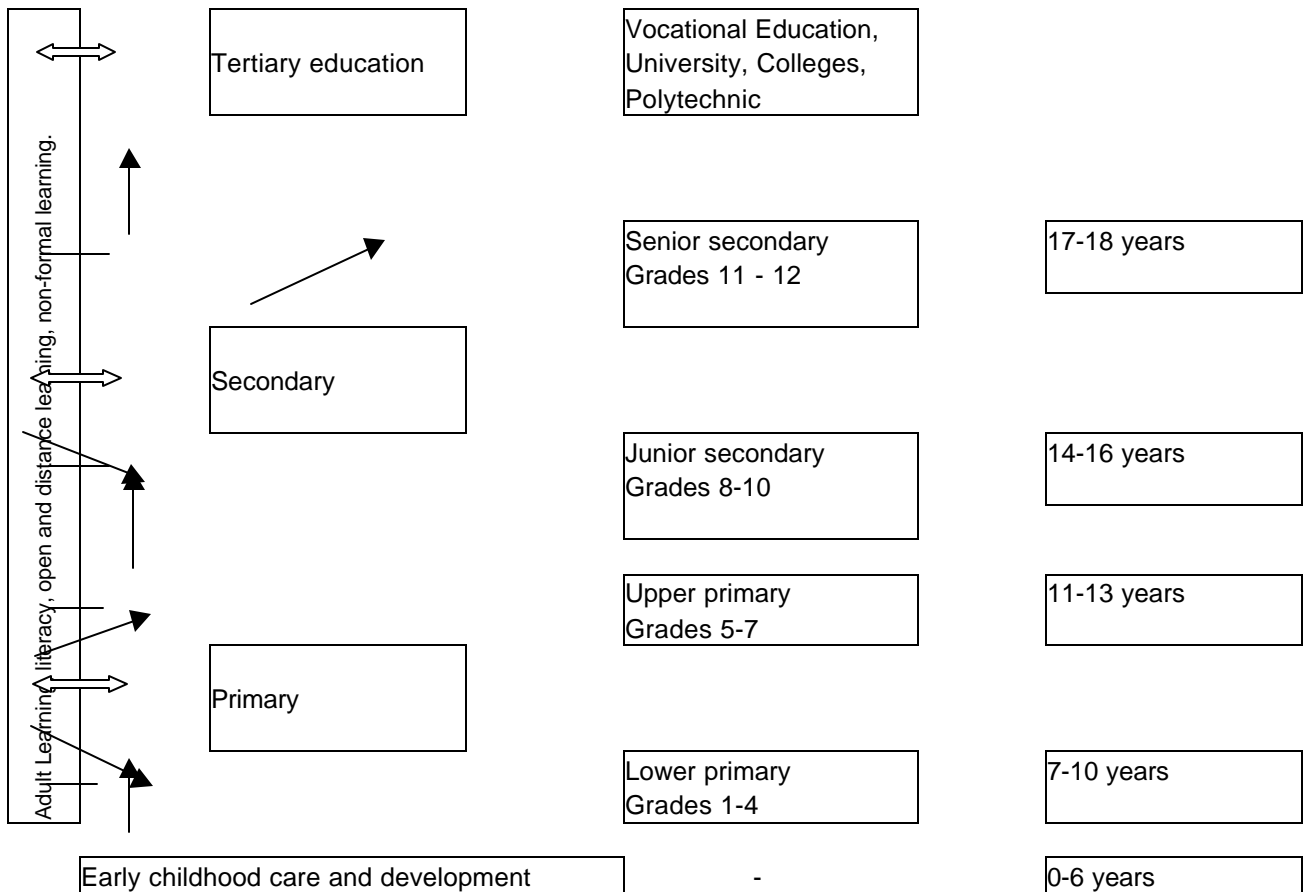
The early childhood education and development is provided outside the formal education system. It is taken care of by the Ministry of Women Affairs and Child Welfare. Early Childhood Education is provided by Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs) and individuals. The formal education system comprises of seven years of free compulsory primary education, three years of junior secondary, and two years of senior secondary education.

Adults and youth also have access to non-formal, part-time and distance education programmes at both secondary and tertiary levels. The Namibian College of Open Learning (NAMCOL) offers opportunities to learners at Junior Secondary (Grade 10) and Senior Secondary (Grade 12) levels under its programmes of alternative secondary education.

The Namibian Government is the major provider of adult learning. According to the National Development Plan Two (NDP2) 2001/2 – 2005/6, 32 directorates in 18 ministries, offices and agencies provide programmes, which involve adult learning. Adult Learning programmes are also offered by other State subsidized institutions such as the Polytechnic of Namibia, The University of Namibia (UNAM) and parastatal corporations. Private sector companies provide adult learning for their employee, primarily to enhance the employees' work performances.

There is a growing number of private educational and training institutions, both local and international, that are operating on a commercial basis, the current established University of Management is one of them. A number of non-governmental organizations and community-based organizations provide adult learning in their social and economic development programmes. These programmes include basic literacy, life skills, HIV/AIDS, business and vocational skills, environmental management, parental education and so on. The Ministry of Basic Education, Sport and Culture is currently collecting and compiling information on the scope and extent of adult learning activities in the country that will be documented in the Directory of Adult Learning Providers in Namibia. This information will be updated annually.

***The Structure of the Namibian Education System:***



Source: GRN: Education for All (EFA) National Plan of Action (2001-2015)

**1.3 Toward Education for All: A Development Brief for Education, Culture and Training 1993**

Towards Education for All: A Development Brief for Education, Culture and Training outlined in detail various aspects of Namibia’s education policy as well as the philosophy and ideals that underpin both policy and national development objectives. This policy document outlined the government’s commitment and elaborated the rationale for lifelong learning (which by definition includes adult learning).

The rationale included the provision of opportunities for those who had missed out in the pre-independence education system; the need to upgrade skills of the current labor force and most importantly; that the changing economy makes learning throughout one’s life a requirement as old jobs disappear and new ones appear. (MBEC: Education for All: 1993, p.11-14) This policy document continues to be a benchmark whereby future policy documents and achievements have been and will be measured, assessed and adjusted.

#### **1.4 National Conference on Adult Education, 1998**

In 1997, UNESCO held the Fifth International Conference on Adult Education (CONFINTEA V). This landmark conference generated international commitment to the right to education throughout life and the creation of a learning society. The implications of the CONFINTEA V for Namibia were discussed/considered in a National Conference on Adult Education held in September 1998 with the theme, “Adult Learning: The future for Namibia”. The major outcome of the conference was the ‘National Plan of Action for Adult Learning’, which included in its recommendations the proposal for a national policy on adult learning and the establishment of the National Council on Adult Learning.

#### **1.5 The Presidential Commission on Education, Culture and Training (1999)**

The Presidential Commission on Education, Culture and Training, called for the revitalization and recognition of the whole sector of education, culture and training so that Namibia can confidently face and take advantage of the opportunities and challenges of the twenty-first century. The importance of lifelong learning for Namibia’s development was emphasized and stressed the need for Namibia to be a “learning nation”. The challenges of youth unemployment and the devastation wreaked by the HIV/AIDS pandemic, amongst other factors, were highlighted.

The Report also placed strong emphasis on the role of adult learning. It stated that, “Namibia should aspire to being ‘A Learning Nation’ in which all citizens have supported opportunities for learning throughout life”. It proposed increased recognition of the scope of adult learning, improved co-ordination and strategies for strengthening Adult Learning Organizations, a focus on learning and work, and better utilization of communication technology.

#### **1.6 Recent International Commitments to Adult Learning**

Namibia is a signatory to a number of recent international initiatives that promote adult learning. The World Education Forum in 2000 proclaimed the Dakar Framework for Action, which set Education For All Goals for the period to 2015. A number of the goals express commitment to adult learning, particularly the following:

*EFA Goal III:* Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

*EFA Goal IV:* Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

The goals of Education for All have been given priority by the African Union within the framework of the New Partnership for Africa’s Development (NEPAD). Furthermore, the United Nations Millennium Declaration in 2000 set specific goals for development and poverty reduction by 2015. One of these goals has direct implications for adult learning in that it refers to eliminating gender disparity in all levels of education. Other goals also indirectly imply a need for adult learning, such as health goals, which include halting the

spread of HIV/AIDS and other major diseases. The United Nations General Assembly in 2001 adopted a resolution on the U.N. Literacy Decade Towards Education for All (2003-2012) which seeks to promote literacy amongst adults as well as children. The Ministry of Basic Education, Sport and Culture has officially committed itself to the UN Literacy Decade, and the creation of a National Coalition for Literacy within the framework of our National Education for All effort. There are therefore a number of recent international commitments to adult learning that Namibia has affirmed.

### **1.7 Ministry of Basic Education, Sport and Culture; Strategic Plan 2001 - 2006**

The Strategic Plan sets out the Ministry's priorities and objectives for the year 2001 to 2006. The objectives of the Plan are based on the recommendations of the Presidential Commission on Education, Culture and Training (1999). The Plan deals with critical issues needing attention to continuously improve the quality and performance of the education sector. The Strategic Plan is a working document at policy level, giving the Directorates the mandate and responsibility to proceed in accordance with the objectives, targets and strategies specified in the Plan. This enables the Ministry to continue its outcome-based planning.

The Strategic Plan is organised into eight National Priority Areas, that of equitable access, education quality, teachers education and support, physical facilities, efficiency and effectiveness, HIV/AIDS, lifelong learning and sport and arts and cultural heritage. These National Priority Areas are interrelated, some could be included in others, for example "Physical Facilities" has been highlighted as an area of national priority because of the long-felt need for school buildings.

### **1.8 The Ministry of Higher Education, Training and Employment Creation (MHETEC) Strategic Plan –2001 to 2006**

The Ministry is tasked by the Government of Namibia to attain its goal of advancing socio-economic development and nation building through strengthening the national human resource capacity, research, science and technology application, quality control and assurance in education and training, youth development, employment creation and international co-operation. The priority areas for the MHETEC are as follows:

- Promote human resource development
- Enhance national technical capacity
- Enhance research, science and technology
- Strengthen youth development programmes
- Promote employment creation initiatives
- Strengthen co-operation between Namibia and UNESCO
- Provide a framework for accreditation, quality assurance and control of training institutions and programmes

## 1.9 The Education for All: National Plan of Action 2001-2015

The National Plan of Action on Education for All (EFA) was developed from the existing National Strategic Plans discussed above. In addition, the Strategic Plans of the Ministry of Women Affairs and Child Welfare, the Ministry of Health and Social Services and the National Planning Commission seek to expand on programmes by complimenting and supplementing these existing plans.

The National Plan of Action on Education for All publication reaffirms Namibia's commitment to the broad goals for education; that of access, equity, quality, democracy, efficiency and effectiveness within the context of lifelong learning.

The Ministry of Basic Education, Sport and Culture have established a National EFA Forum, in line with the EFA international effort spearheaded by UNESCO. One of the Forum's immediate priorities is to reach out to parents, who especially have the need to be sensitised if Education for All is to meet the target of 2015. The finalisation and adoption of the national plan of action, as well as its implementation, will ensure that the EFA in Namibia will be placed on the agendas of every stakeholder.

## 1.10 Adult Learning and National Development Priority 2002

The National Development Plan Two (NDP2) – 2001 –2006 reviews progress made, as well as challenges and shortcomings of the National Development Plan One (NDP1: 1995/1996 – 1999/2000). The goals of education and training, as stipulated in the Education for All Policy Document, of access, equity, quality, democracy, remain as the guiding pillars for education policy formulation. This Plan (NDP2) emphasizes that educational development must be viewed in the context of a government's broad goals for national development. The education and training of out-of-school youth and adults contribute directly to these goals (GRN: National Development Plan 2, Part 3, p 402). Adult Learning therefore, has a vital role to play in meeting the national development priorities. According to the recent Draft National Policy on Adult Learning, these development priorities can be grouped as follows:

*Economic priorities:* employment creation, economic empowerment, economic growth, and reduced income inequality. Adult learning can support economic policies through programmes such as vocational training for adults and out-of-school youth, work-related training for those in formal employment, skills development for small and medium enterprises, and agricultural extension to raise the productivity of the subsistence sector.

*Social priorities:* poverty reduction, gender equality, rehabilitation, and combating the further spread of HIV/AIDS. Adult learning can promote these social priorities through activities such as literacy and numeracy education, gender awareness training, programmes for adults living with disabilities, and health education on HIV/AIDS.

*Environmental priorities:* environmental management and ecological sustainability. Adult learning can contribute to meeting environmental priorities, for example through

awareness raising programmes on conservation issue, and skills development for community-based natural resource management.

*Political priorities:* reduction of regional development inequalities, decentralizations, promotion of participatory development and equity, and promotion of good governance. The provision of adult learning opportunities in previously disadvantaged areas, voter education, community development activities using participatory development methods, and training programmes to strengthen civil society, are examples of how political priorities can be met through adult learning.

*Human Resource Development Priorities:* Central to the achievement of the Government's development plans is the rapid development of the capacities of all citizens through education, training, arts, culture and sport. Adult Learning is an integral part of such personal, economic and social development. Not only does adult learning directly change knowledge, skills, attitude and values, but it also bolsters other parts of the education system, for instance promoting lifelong learning among teachers and enabling parents to better support the learning of their children. (*MBESC: Draft National Policy on Adult Learning: 2003, p. 8 – 9*)

### 1.11 Draft National Policy on Adult Learning 2003

The National policy on Adult Learning provides a framework for adult learning. It addresses the following issues:

- programme development;
- resources;
- co-ordination;
- policy implementation; and
- monitoring

The policy identifies the Government's role within this framework and recognises the important contribution of the private sector and civil society in the promotion of adult learning. It also stresses the need to form partnerships with both of the sectors.

The aim of the *National Policy on Adult Learning* is to strengthen and promote the role of adult learning in individual, community, regional and national development. In order to achieve this aim, the Policy has the following specific purposes:

- a) To promote a broad concept of adult learning as an area of activity that is much wider than literacy and numeracy education for adults.
- b) To encourage awareness of adult learning as a multi-sectoral activity.
- c) To promote recognition of the value of adult learning for individuals, the economy and society.
- d) To give expression to the Constitutional right of all adults to have learning opportunities, and to the Government's obligation to make this right effective.
- e) To facilitate effective partnerships for adult learning at the following levels:
  - among Government ministries involved in adult learning;

- among the Government, the parastatal sector and the private sector;
  - among the Government and non-governmental organisations, community-based organisations, and churches; and
  - among NGOs and the private sector.
- f) To maximise the utilisation of the resources available for adult learning.
  - g) To create appropriate structures that ensure synergies and avail information to stakeholders to benefit the target groups.
  - h) To enable the establishment of the National Council on Adult Learning as a statutory body responsible for the promotion, co-ordination, policy implementation and monitoring of adult learning.

#### 1.12 Vocational Training Policy:

The Vocational Education and Training Policy (VET) in Namibia is regulated by the National Vocational Training Act, Act 18 of 1994. The Act has since been amended to accommodate not only apprentice, but also to cater for institutional, community and industrial based training. A broader scope has been set for the system to meet the ever-increasing demand for skilled human resource.

The vocational training system is based on the Vocational Training Policy, which is translated in the National Vocational Training Act, Act 18 of 1994. The Act makes provision for the establishment of a National Vocational Board and Trade Advisory Committees. These bodies are set up to administer all activities related to vocational education and training in the country.

#### 1.13 Namibia Qualification Authority (NQA)

The legal framework for the activities of the NQA, which pertains to the setting of standard is provided for in the Namibia Qualifications Authority Act, Act 29 of 1996. The objectives of the Namibia Qualification Authority, as embedded in this Act are, as follows:

- a) Set up and administer a national qualifications framework;
- b) To be a forum for matters pertaining to qualifications;
- c) To set the occupational standards for any occupation, job post, or position in any career structure;
- d) To set the curriculum standards required for achieving the occupational standards for a given occupation, job, post, or position in a career structure;
- e) To promote the development of, and to analyse, bench marks of acceptable performance norms for any occupation, job, post or position;
- f) To accredit persons, institutions and organisations providing education and courses of instruction or training of meeting certain requirements as set out in section 13;
- g) To evaluate and recognize competencies learnt outside formal education;

- h) To establish facilities for the collection and dissemination of information in connection with matters pertaining to qualifications;
- i) To inquire into whether any particular qualification meets the national standards;
- j) To advise any person, body, institution, organization or interest group on matters pertaining to qualifications and national standards for qualifications. (NQA Act, 1996, p 3-4)

The concept of NQA was developed out of the need for qualifications that are more relevant, flexible and coherent, but at the same time provide for learners' achievement to be recognized and certified nationally. As provided for in the Act, the NQA is to establish and administer a National Qualifications Framework (NQF) (Section 2 of the Act).

***The Roles of the NQF are:***

- Provision of a coherent, enabling and comprehensive national policy framework for the roles, functions and activities of all stakeholders and contributors to the framework;
- The setting of national standards for qualifications;
- The developing and provision of courses and providers of education and training;
- The awarding and certification of qualifications;
- The recognition of prior learning.

The above roles can be combined and separated according to the practical and physical conditions prevailing in a country's education and training system. But for quality assurance purposes, and to ensure that qualifications remained relevant and valid, it is important to separate the standard setting role from the curriculum development and delivery role and ensure that these roles be performed by different bodies in the system.

***The principles underpinning the NQF are as follows:***

- Comprehensiveness in its recognition of all learning and all qualifications attained in the country;
- Integration of the education and training systems to facilitate the movement of learners both horizontally and vertically in the framework and to prevent learners from being locked into dead-end programs;
- Recognition of individual's rights and desires to access lifelong learning by providing for different pathways to achieve success;
- Quality education and training by the development of a system of standards-based qualifications that will recognize outcomes, no matter how achieved;
- Redress of past injustices through, amongst other methods, the recognition of prior learning;
- Relevant education and training by relating standards to the competencies required to fulfill the roles and/o functions of a job on a certain level in a career structure and/or other sphere of life;
- Democratization of education and training by providing for the stakeholders in education and training to participate in the system in a meaningful manner. (Gertze:2002, p. 6)

#### 1.14 Standards and National Qualifications Framework (NQF)

The draft Namibian NQF consists of eight levels. Such levels are based upon level descriptors which define the main characteristics of each level. The levels are applied to career structures, fields of education and training, with reference to levels in the International Standards Classification of Education (ISCED) and the curricula of stand alone courses.

##### ***The Provisional Policy on the Setting of Standards for Qualifications in Namibia (July 1999):***

This document sets out Namibia Qualifications Authority's Policy on National Standard Setting. It provides broad guidance on the role, development, approval, maintenance, and review of national standards.

##### ***Accreditation Policy (March 2001):***

Accreditation is carried out in terms of section 3, 4 and 13 of the NQA Act. It is a process by which approval is granted to providers to deliver national qualifications that meet national standards. The main purposes are:

- to provide quality assurance;
- to protect stakeholders, such as students and the public, from unethical practices in education and training;
- to place qualifications on the National Qualifications Framework (NQF); and
- to provide mobility for holders of qualifications.

##### ***Recognition of Prior Learning and Skills Development:***

The basic premise underlying the process of Recognition of Prior Learning (RPL) is that people learn many things outside the formal education and training systems, and that such learning, no matter how, when and where acquired is worthy of assessment and recognition.

Prior learning with respect to both the occupational standard and the curriculum standard is recognized in terms of the award of a qualification accredited by the Namibian Qualifications Authority. Recognition of prior learning enables the NQA to qualify qualities of numerous Namibians. It is a means towards employment creation and as such is high on the priority list of Namibia. At the moment the NQA is not directly involved with RPL since the Vocational Training Board of Namibia implements it. It is envisioned that the NQA will take over the administration of the function once it (NQA) has been outsourced and when the National Training Authority has been established.

## 1.15 **Related Policy and Legislation of Importance to Adult Learning**

### 1.15.1 *National Policy on HIV/AIDS for Education Sector (January 2003)*

According to the Report on the global HIV/AIDS Epidemic by the UNAIDS of year 2002, Namibia is among the five countries in the world that are most affected by HIV/AIDS, with an overall rate of 22.5% among sexually active adults. The epidemic has already caused life expectancy to drop from 58.8 years in 1995 to 43 years in 2002 (UNDP, 2002).

The HIV/AIDS epidemic presents a major new challenge to Namibia and key partners of education. It is the leading cause of death in Namibia. The HIV/AIDS is not only a health issue, but it has a socio-economic implication too. The development of Namibia depends to an extent, on the development of its human capital. This human capital is being eroded by HIV/AIDS. As a result the Education Ministries have recognised the centrality of the prevention of HIV/AIDS, the support of people infected and affected with HIV/AIDS and the mitigation of the effects of HIV/AIDS. The interventions in education are aimed at providing knowledge, and encouraging the development of attitudes and skills, with which the spread and impact of the epidemic could be alleviated. It is stated in the Foreword that:

*“This policy formalises the rights and responsibilities of every person involved, directly or indirectly, in the education sector with regard to HIV/AIDS: the learners, their parents and caretakers, teachers, administrators, ancillary staff, planners in fact the whole of civil society.....The policy provides guidelines to ensure that all in the education sector are fully informed about the disease, the way it is transmitted, the consequences and living positively with it.”*

### 1.15.2 **Labour Act, Act no. 6 (1992)**

The Ministry of Labour is tasked by the Namibian Cabinet to ensure effective implementation of the Labour Act, Act no. 6 of 1992 and within the framework of the Labour Act, to oversee the effective implementation of the following legislation:

- i) Social Security Act, Act no. 34 of 1994 and Employees Compensation Amendment Act, Act no. 5 of 1995 both by the Social Security Commission.
- ii) The Affirmative Action Act (Employment) Act no. 29 of 1998 by the Employment Equity Commission

Now, for the details of both these pieces of legislations:

#### i) ***The Social Security Act, Act no. 34 of 1994***

This Act provides for the payment of maternity leave, sick leave and death benefits to employees and:

- to establish for that purpose the Maternity Leave, Sick Leave and Death Benefit Fund;
- to provide for the payment of medical benefits to employees and to establish for that purpose the National Medical Benefit Fund;
- to provide for the payment of pension benefits to retired employees and to establish for that purpose the National Pension Fund;
- to provide for the funding of training schemes for disadvantaged and unemployed persons and to establish for that purpose the Development Fund; and
- to provide for incidental matters.

Employees Compensation Amendment Act, Act no. 5 of 1995 is aimed at ensuring employees against occupational injuries and disease.

ii) ***The Affirmative Action Act, (Employment), Act no. 29 of 1998:***

The Act redresses inequities in employment and it is aimed at bringing about equal opportunity in employment in accordance with Article 10 and Article 23 of the Namibian Constitution. The legislature recognized the need for enactment of the law which would guide the employment and working sector of our society to effect policy changes that would enhance fairness and ultimately contribute to harmonious industrial relations in the country.

***It provides:***

- To establish the Employment Equity Commission;
- To redress through appropriate affirmative action plans the conditions of disadvantage in employment experienced by persons in designated groups arising from past discriminatory laws and practices;
- To institute procedures to contribute towards the elimination of discrimination in employment; and
- To provide for matters incidental thereto. (*NID: 2000:13*)

The most common aspect of the Affirmative Action Act with education is training. The training, up-liftment and development are for our most precious resource, our human capital.

The legacy of Apartheid's inferior education, which was imposed on the majority of the Namibian people for many decades, could not so far be abolished completely by the education reform effort and the huge Government spending on the education sector since independence. In order to overcome the gross educational neglect of many years of apartheid rule, some deliberate and extra-ordinary measures such as affirmative action have to be taken to redress this imbalance, which according to the UNDP report is one of the world's most extreme skewed income distribution countries.

The Government has realized that the only way to achieve sustainable levels of development is by investing in the human capital – its people, as people can only

participate in the economic development process if they have the necessary skills which they normally get through training. Due to disparities in access to training in Namibia and lack of skills, accelerated training programmes are an important element of the Employment Equity plans. There are constant consultations with employees which are aimed at assisting the employers to identify the nature of training required for accelerating training and human resource development of members of the disadvantaged groups ( i.e. racially disadvantaged, women and persons with disabilities) to be implemented. The Affirmative Act law does not require relevant employers to employ new employees in order to fulfil the requirement of the Act instead they have the duty to train and develop existing employees as part of the process of advancement. Training and development constitute one of the most important objectives of the Act.

Affirmative Action plans constitute the centre-piece of the legislation. In term of section 23 every relevant employer, upon having been identified as such, must prepare and implement a three years affirmative action plan. Within a period of 18 months after having been classified as a relevant employer, such persons or organisation must submit a first affirmative action report to the Employment Equity Commission. Further follow-up affirmative action reports must be submitted every 12 months. The Act also provides that affirmative action reports shall lay open for public inspection at the Commission's head office. (sec. 29).

So far the Commission has effectively deliberated on its duties, and employers organization who are late or fail to submit their reports as stipulated are taken to task.

## **CHAPTERS 2 AND 5:**

### **INCREASING INVESTMENT IN ADULT LEARNING AND ADULT EDUCATORS/FACILITATORS STATUS AND TRAINING**

#### **2.0 Increased Investment in Adult Education**

##### **2.1 The Ministry of Basic Education, Sports and Culture**

The Government of the Republic of Namibia through the Ministry of Basic Education, Sports and Culture has for the last thirteen (13) years, run a specific budget for adult education programmes country-wide through the Directorate of Adult Basic Education. This decision was in response to Government's commitment to national development and education for all. Article 20 of the Namibian constitution provides that: "All persons shall have the right to education". Hence, the constitution makes it the responsibility of government to provide basic education to all residents, including adults.

There are two diverse forms of adult education provisions in Namibia. The Ministry of Basic Education, Sport and Culture, through the Directorate of Adult Basic Education and other ministries such as, the Ministry of Agriculture, Water and Rural Development, Ministry of Prisons and Correctional Services, Ministry of Health and Social Services, Ministry of Defence, Ministry of Home Affairs and other Government departments in various Ministries provide adult learning, although not regarding themselves as adult learning providers. The second group of adult learning providers are non-government bodies, community based organizations, churches, government subsidized institutions (the University and the Polytechnic of Namibia) and the private sector. Non-Formal education in Namibia is provided under three main goals:

- to provide and promote literacy and numeracy programmes
- to provide adult skills development and
- to provide opportunities for distance education (MEC, '93-99)

The Ministry of Basic Education, Sport and Culture through the Directorate of Adult Basic Education, in the department then known as the Department of Adult and Non-Formal Education, and other stakeholders, launched the National Literacy Programme in Namibia (NLPN) partners. In addition, the department also ran Distance and Continuing Education programmes. The national goal was to make the nation 80% literate by the year 2000. This noble goal was successfully met and since 1993 to 2002 approximately 390,000 adult learners had gone through the three stages of the literacy programme.

Since the launching of the National Literacy Programme in Namibia (NLPN) in 1992, the programme has followed a 'Literacy Year' starting in October and ending in September with the celebration of the International Literacy Day on 8 September when learners are given certificates.

A New Literacy Cycle was introduced last year (2002). This cycle starts from April to November. It was envisaged that the New Cycle would be more effective and will enable greater control over the programme. Closer control became necessary to prevent fraud and ensure that literacy promoters are regularly teaching groups of a reasonable size. It also meant that the Promoter/District Literacy Organiser (DLO) ratio had to be resumed to enable the DLOs to effectively supervise a reasonable number of promoters/centres within the limited resources available.

These statistics exclude the 1992 to 1993 efforts and input from the NLPN. The information (i.e. number of learners who went through the three stages) only account for the NLPN statistics, as partner organizations input was not taken into account nor were the mechanisms in place to include their data in the national reporting structures. It is hoped that the new policy on adult learning will pave the way for better data collection processes and a creation of an effective database for all adult learning providers. Already, the Ministry of Basic Education, Sport and Culture, as part of its renewal process of adult learning is compiling a Directory of Adult Learning Providers in Namibia.

*Table 1. National Literacy Programme enrolment rates from 1994 to 2000*

Enrolment	93-94	94-95	95-96	96-97	97-98	98-99	99-2000
Stage 1	117 854	16 995	11 924	17 203	17 758	19 399	22 040
Stage 2	91 328	11 799	12 054	10 710	13 051	13 905	15 026
Stage 3	90 137	5 613	16 420	14 157	16 436	17 455	11 965
Total	299 319	34 407	40 398	42 070	47 254	50 759	49 031

The average pass rate through the years as reported in the table above for Stage One was 69,23%, Stage Two 78,6% and 81,8% for Stage Three. As it can be derived from the statistics, the NLPN has been successful in its undertakings. Furthermore, the Directorate of Adult Basic Education has introduced a follow-up programme to cater for the literacy graduates at an upper primary level.

In order to make all the programmes possible, the government spent over N\$380,000,000.00. The amount spent excludes capital expenditure and additional budgets, but includes donor contributions.

## **2.2 The Namibian College of Open Learning**

During 1998 the Directorate of Distance and Continuing education was transformed into a parastatal institution, today known as the Namibian College of Open Learning (NAMCOL), fully supported and funded by government and donor Agencies. NAMCOL offered Distance education programmes at Junior Secondary Certificate (JSC) and International General Certificate of Secondary Education (IGCSE) levels, as well as the professional Certificate in Education for Development for adult educators in public, private and NGO sectors.

*Table 2. NAMCOL statistics from 1997 – 2002 for both full and part-time candidates*

1997		1998		1999		2000		2001	
JSC	IGCSE	JSC	IGCSE	JSC	IGCSE	JSC	IGCSE	JSC	IGCSE
6703	9897	8635	9615	10657	10564	10984	9780	11167	11314

The table above only shows the number of students enrolled at the JSC and IGCSE levels, but not all of them were successful in their examination. During 1997, 40 candidates enrolled for the Certificate in Education for Development and 75 during 1998, 72 in 1999, 116 in 2000 and 151 in 2001. In total, 454 candidates from the private and public sectors completed their modules successfully.

### 2.3 University of Namibia (UNAM)

The University of Namibia offers adult education through the Centre for External Studies and the Department of Adult and Non-Formal Education.

#### 2.3.1 The Centre for External Studies (CES)

The Centre for External studies (CES) was set-up as part of the new University of Namibia (UNAM) in 1992. The CES grew out of the Department of Distance Education of the former Academy. CES cater for educational needs of people who, for a variety of reasons, can not attend full time classes at any of the University campuses to further their studies. The mission of CES is to make quality education accessible to adult members of the community by the provision of open learning through distance and continuing education programmes. The programmes offered through CES are as follows:

National Diploma in Public Administration

National Diploma in Police Science

Diploma in Education of African Languages Diploma in Education (MASTEP)

Bachelor Degree in Nursing Science (Advance Practice)

Other Programmes running at CES with no graduates to date are:

Diploma in Adult Education and Community Development

Bachelor Degree in Education

Bachelor Degree in Business Administration

**Table 3.** The Centre for External Studies offers courses at certificate, diploma and degree levels. The courses offered are as follows:

Qualifications	1997	1998	1999	2000	2001	2002
Certificate	94	138	35	11	00	00
Higher Certificate	00	00	00	00	00	00
Diploma	42	61	156	177	160	192
Degree	00	00	00	64	68	24

As mentioned in the background of this report, many institutions are not able to provide financial input in the adult education programmes. This might be attended to once the policy on adult learning is in place and implemented.

### 2.3.2 The Department of Adult and Non-Formal Education at UNAM

The Department of Adult and Non-Formal Education was established in 1999 as part of the University of Namibia. The department offers diploma courses and a four-year degree. So far 36 students graduated in 2000, 27 in 2001 and 48 in 2002. The degree programme runs over four years and only four (4) students enrolled for this course for this year.

## 2.4 The Non-Governmental Organisations (NGOs)

There are other providers of Non-Formal Education in Namibia driven by the promotion of some interest such as religious, social and political. According to the survey done by the Centre for External Studies in 1997, about 59 non-governmental adult education providers were identified as functioning in Namibia (Frindt, '97). Of these 59 bodies, many have gone dormant due to financial difficulties and dwindling donor funding opportunities. For the purpose of this paper, a few NGOs will be discussed based on the availability information and data.

### 2.4.1 The Rössing Foundation

As indicated in the introduction, various institutions volunteered to provide information for the country paper. At the Non-Governmental Organisation (NGO) level, the Rössing Foundation was the only institution that provided data for the country paper. The Rössing Foundation was established in 1978 to empower formerly disadvantaged Namibians to improve their quality of life through education and training, enterprise development and natural resource management. Contrary to the popular believe that NGOs are regularly criticising Government, the Rössing Foundation and other national NGOs work closely with Government in supporting national programmes. This does not mean that the NGO community is not critical on issues hampering development, but does so when and if necessary.

The Rössing Foundation has been delivering training before and since independence in areas such as English Literacy, Needlework, Motor Vehicle Maintenance, Welding, Computer Training, Bookkeeping, Accounting, Teaching Upgrading, Natural Resource

Management, Craft Development, Early Childhood Development and Diplomas and Degrees in partnership with Rhodes University of South Africa. Other services provided by the Foundation include library services with internet link and financial management for donor agency funds and other NGOs.

For the last seven years, the Rössing Foundation has been scaling down its programmes as different ministries of the new Government of the Republic of Namibia assimilated some of the above-mentioned activities. The scaling down of programmes was strategically done to avoid duplication of programme implementation between government and NGOs and in particular, the Rössing Foundation.

*Table 4. The table highlights the number of adults who benefited from adult education courses and services offered at the Rössing Foundation from 1997 - 2000.*

Courses	1997	1998	1999	2000
Academic	763	2 220	2254	589
Practical	384	280	432	202
Diplomas & Degrees	49	50	197	107
Libraries & Resource Centre	31 156	34 636	42 677	11 478
Total	32 352	37 186	45 560	12 376

As can be derived from the table above, progression of enrolment continued to be experienced in the disciplines until 1999. By 2000, many courses were outsourced to partner organisations but continue to be run at the Rössing Foundation. The Rössing Foundation spent N\$20,000,000.00 over a period of four years and N\$35,000,000.00 over seven years on adult and continuing education and training.

#### **2.4.2 Namibian Association for Literacy and Adult Education (NALAE)**

NALAE seeks to promote adult and non-formal education in all educational aspects. Its main objective, as an umbrella body is advocacy for optimum policy framework, planning in collaboration with its members, planning and promoting programmes and project implementation in adult and non-formal education. To attain that goal, NALAE organized a follow-up national conference on adult education on September 1-2, 1998. The conference was a follow-up to CONFINTEA V that attracted 130 participants from many adult education providers. The outcome of the conference is documented in a document entitled “ National Plan of Action for Adult Learning” reflecting national priorities in adult and non-formal education in Namibia. The current Policy on Adult Learning culminated out of recommendations from the National Plan of Action for Adult Learning.

#### **2.4.3 Council of Churches in Namibia (CCN)**

The CCN is an umbrella body for the Christian Churches in Namibia. It has played a leading role in the promotion of education before independence, but it focused more on literacy promotion (RF, '99). After independence, it concentrated more on the upgrading of English proficiency of teachers. The CCN interventions in the upgrading of English

proficiency for teachers started in 1991 with funding from the Namibian Association of Norway (NAMAS). The CCN teacher upgrading intervention ended in 1998 due to lack of funds. In total, 3,848 teachers benefited from the CCN teacher up-grading interventions. The CCN formed part of the CONFINTEA V working groups that were spearheaded by the Namibian Association for Literacy and Adult Education.

#### **2.4.4 !NARA**

!NARA was established in 1996 with the aim of promoting non-formal activities for disadvantaged Namibians. It provides services in the area of training for community development and in participatory methodology for development.

#### **2.4.5 Academy of Learning**

The Academy of Learning was established in 1998 aimed at providing management, business training and computer skills training to a wide variety of clients such as school leavers and employed persons. The Academy is self-sustaining and thrives on its own income generated from tuition and other fees from clients.

#### **2.4.6 Namibia Non-Governmental Organisations' Forum (NANGOF)**

NANGOF is an umbrella body of all NGOs in the country. In recent times, apart from advocacy, NANGOF conducted a major work in 1996 entitled: "Study of Namibian NGO Capacity and Development". This study was funded by the United States Agency for International Development (USAID). The work has become a vital reference material on NGO's capacity in the country. In particular, donors have been able to use it in determining partner NGOs.

#### **2.4.7 Ehafo Vocational Skills Training Centre**

Ehafo is a non-formal education skills training centre. It is a project of Ehafo Trust. The initiative began in 1995, although the organisation's genesis dated back to 1951, as the Cripple Care Society, and from 1969, as the Association for the Handicapped in South West Africa. The main aim of the centre now, is the vocational rehabilitation of people with disabilities. The center offers short courses of 6 to 12 months duration in four areas, namely Woodwork, Book Binding, Metalwork and Domestic work, including Gardening. Ehafo caters for disabled persons from the age range of 18 to 45. Government and some donor agencies support Ehafo, including the European Commission, CCFD (France), Kindernothilfe (Germany), Embassies of the Netherlands, Canada, and Australia, among others. In 1998, there were 140 beneficiaries.

#### **2.4.8 Penduka Development Organisations (PDO)**

Penduka was established in 1992 to offer non-formal education programmes in business and skills training. It is one of the leading functional NGOs in the field, especially in Northern Namibia though it has national network. Currently, its income-generating

projects are in the Caprivi and Kavango. Other areas are Kaokoland, Otjozondjupa, Spitskoppe, Hereroland and parts of Southern Namibia. PDO mainly targets disabled women.

#### **2.4.9 Rural Peoples' Institute for Social Employment (RISE)**

This is a body founded in 1978 to provide capacity building programmes and projects to empower the disadvantaged Namibians. RISE also engages in advocacy and training of personnel of major non-governmental organisations and community-based organisations. It also serves communal farmers and mobilises them for participation in small-scale agrarian enterprise projects and programmes. It has a network within the country and with other NGOs. It attracts funding from different sources for its activities.

#### **2.5 Adult Educators/Facilitators Status and Training**

Overall, institutions that volunteered to provide information and data for the country paper have provided different levels of training to adult educators in Namibia. As shown in tables, the University of Namibia through the Department of Adult and Non-Formal Education and the Centre for External Studies have been providing training at Certificate, Diploma and Degree levels to increase the adult education training corps at a national level.

The Directorate of Adult Basic Education has since independence trained District Literacy Officers to manage literacy activities at district level, while Literacy Promoters provide direct teaching to literacy learners. To date, over 3600 Literacy Promoters and 99 District Literacy Organisers have been trained and are operating nationwide. Refresher courses for Literacy Promoters are organized once a month and annually for the District Literacy Organisers.

The Namibian College of Open Learning has been providing training in Certificate on Education for Development and 454 trainers graduated since 1997. The graduates were from the public, private and NGO sectors.

## **CHAPTER 3: INCREASING PARTICIPATION**

### **3.1 Information on new Quantitative Indicators of Participation (of persons and groups)**

With the wide range of learning opportunities on offer for adults since CONFINTEA V, there remains an increasing demand from adult and youth as they respond to the changes taking place in society. General information and statistics from different organisations and institutions nationally indicate that the demand for participation in adult education and learning opportunities has gradually increased.

However, it is very difficult to access information from individual organisations and institutions. The only indicators are those referred in the progressive Tables 1 to 4 (pages 16-19).

### **3.2 Policies and Strategies that Promote and Encourage Participation in Adult Learning**

The situation of adult education or rather of adult learning is generally characterized by its diversity in terms of contents, method, participants, levels, and providers. This is also multi-sectoral as it involves different ministries within the Government, as well as parastatals, the private sector, and non-governmental organizations and community-based organisations. Currently, the absence of a clear national policy on adult learning led to many institutions of adult learning providers having until now their own plans and policies that guide their individual institutional and organisational programmes.

Other policies are well in place and can be referred to in Chapter One of this Report. Different strategies are indeed applied which not only serve as incentives to would be participants, but motivate them to join the programme. One is the creation of the National Literacy Trust (NLT). The NLT has been established with the following aims and objectives:

- To support the basic education of adults in Namibia especially through non-governmental organisations;
- To support research in the field of adult basic education and publish the results of such research; and
- To support in general, in addition to the National Literacy Trust, any other similar undertaking and engage in any other related activities which in the opinion of the Trustees are likely to further the interest of adult education. It is worth mentioning here that the Government has recently decided to make a grant to the Trust that will enable the Trust to make grants to NGOs active in the field of Adult Basic and Literacy Education.

Another strategy one could mention is the National Training Levy for Vocational Education and Training in Namibia, which the Government has put in place. The Training Levy, which will be administered by the National Training Authority, will provide an important new source of funding for work-related adult learning, including not only specific vocational skills but also the generic skills required across all work-places (including business and entrepreneurial skills, and key general education competencies).

It would thus be fair to conclude that the Namibian Government has created conditions and a conducive environment in which participation in adult and lifelong learning could increase and flourish. One of the most contributing factors is the Government's constant recognition and involvement of all partners and stakeholders – parastatals, the private sector, non-governmental organisations, community-based organisations and the churches in all policy discussions and/or formulations, as well as in any other areas of national development.

### **3.3 Identification of Specific Programmes and Special cases of Innovativeness**

As much as the Namibian Government has worked hard to get legislative framework and national action plans in place, mention has to be made of specific programmes and special cases of innovativeness that somehow flow from the conducive environment that has been created. Important opportunities to learn had to be created at available places and times which are convenient for adults and out-of-school youth, who have multiple responsibilities in their families, communities and work places. As we all know, the needs and situation of learners can best be met through multi-purpose learning centres, where adults and youth can undertake face-to-face learning, distance learning, or self-directed learning, as well as access, guidance and counseling, library resources, and information and communication technologies. Some of these specific programmes, which will be looked at, are as follow:

#### **3.3.1 Adult Skills Development for Self Employment (ASDSE)**

The Adult Skills Development for Self Employment (ASDSE) scheme, a business (entrepreneurial) skills development programme sponsored by the European Union and implemented by an Italian NGO, known by its acronym CISP, in support of the National Literacy Programme in Namibia (NLPN), has not only contributed immensely to the quality of the programme, but also motivated many more learners to join the programme. Although not fully operational yet (not covering all regions), it is hoped that it would contribute to the national effort of poverty alleviation through affording the communities self-employment skills. The main beneficiaries of the project will be individual adults or group of adults over the age of 18 years who were previously deprived of opportunities and who are now motivated to venture into new occupational areas.

### 3.3.2 Adult Upper Primary Education (AUPE)

The expansion of the Adult Upper Primary Education (AUPE) programme, a post-literacy phase in support of literacy graduates from the NLPN, has become vital. The question has always been, after stage 3 (which is the last of 3 stages of the NLPN); where do the graduates from the programme go? The Directorate of Adult Basic Education of the Ministry of Basic Education, Sports and Culture has over the years realised that educational needs of adults are diverse and that these needs increase as adults become aware of the value of education in their lives. There are reportedly thousands of young adults in Namibia who are unable to continue with their learning inside primary schools. And since the completion of all the stages in the NLPN is considered equivalent to Grade 4 in the primary school system, the Directorate planned carefully for this eventuality long ago. The AUPE programme has a curriculum designed to satisfy the needs of the adult learners while at the same time offering them educational competencies equivalent to those of the formal upper primary school (Grade 7).

### 3.3.3 Community Skills Development Centres (COSDECs)

The Community Skills Development Centres (COSDECs), created under the auspices of the Namibia Community Skills Development Foundation, are specific programmes that deserve mentioning. A COSDEC is:

- a community owned, managed and administered Skills Development Centre;
- offering training in a variety of skills areas;
- offering skills development, imparted on a competency basis; and
- a type of skills to be imparted and determined by the community itself.

COSDECs have been established in response to the training needs of young people who are out-of-school or any other community members wishing to improve or acquire skills. Whereas the Vocational Training Institutions require a Grade Ten with good pass marks in both mathematics and science, COSDECs have been providing training opportunities to any person regardless of the level of general education. There are about seven COSDECs operating in major towns all over the country.

## 3.4 Improving Conditions and Quality of Adult Learning

The Government of Namibia has (and still continues to) improved the conditions and quality of adult learning throughout the country. This has, amongst many other factors, been made possible by the adoption of the four (4) main educational Goals (*Access, Equity, Quality, Democracy*) by the Ministry of Basic Education, Sport and Culture.

The four (4) main educational goals-*Access, Equity, Quality, Democracy* have, in all likelihood, ensured good quality of adult learning. These goals, as envisaged and articulated in the Government of Namibia's Policy document, *Towards Education For All (A Development Brief for Education, Culture and Training)*, 1993; have not only (or nearly) created the necessary conditions, but created a document fully kept in front and

followed to the letter when it comes to the implementation phase of any learning programme.

- (a) On *access*, the Government's first commitment is to provide universal Basic Education. Ultimately, every Namibian is to have ten years of general comprehensive education where in the case of Basic Education, it was intended to ensure that by the year 2000, the majority of our citizens would have acquired basic skills of reading, writing, numeracy, and an understanding of socio-cultural processes and natural phenomenon (ibid, p.32). It is worth noting that the target set in the mid 1990's by the Ministry of Basic Education 's DABE for reaching a short-term quantitative goal of 80 percent literacy rate of adult learners in the NLPN by 2000, has been relatively achieved, by maximally utilizing all these goals across its entire programme.
- (b) Regarding *equity*, the emphasis has been on using this goal in relation to the goal of quality. This is still a special case in Namibia and was necessitated by the sad history of racial discrimination that we are emerging from, even now, notwithstanding the fact that we are now 13 years an independent nation. Though continued privilege based on race or ethnicity is not acceptable, it unfortunately persisted. A necessary first step was expanded access of course, but Government equally has to provide quality education to all children. However, this was not going to be possible while some were in schools and others not. In this respect, enough schools and classrooms thus needed to be built, as the foundation for constructing an equitable education system. Having access and equity in place does not necessarily guarantee everything is rosy, but was indeed an essential necessity as the Policy document kindly put forth:

*“Achieving equity in results is far more complex and difficult than achieving quality of access. But we shall have failed if we aim at anything less.” (Ibid, p.37)*

- © The Government's third major commitment was to make our schools good schools and to offer high *quality* non-formal alternatives to formal schools. The most important challenge in improving quality of our education system was to ensure that our teachers were well prepared for the major responsibilities they carry. Equally to the teachers were the facilitators, tutors, lecturers and training of trainers who had to sharpen their skills in order to meet the challenges and the demands that go with it. As much as the emphasis was placed on the teachers to improve their qualifications in order to face the new challenges, the same could be said about the materials to be used as well. All educational institutions had to be resourceful in ensuring that our children have sufficient textbooks and instructional materials. Quality thus stresses across all educational institutions – schools, tertiary institutions, training colleges, vocational institutions, to name but a few. We thus have to share this burden as the Policy document kindly stated:

*“We are all learners. Learning is a lifelong activity. Improving the quality of our schools is a responsibility we share. We all have a vital stake in the success of our efforts.”(p.40)*

- (d) Now we turn to the fourth and final major goal, which is *democracy*. ‘To develop education for democracy we must develop democratic education (p.41)’. This goal seems to embrace all the other goals that we have mentioned so far. This goal is not only needed, but a very vital one in the sense that our struggle for liberation, or indeed our independence, was in large part a struggle for democracy (thus a struggle for Namibians to be citizens in their own society). That is why it was vital that democracy become a central purpose of our education at all levels. It was thus imperative for all of us, and most particular for our learners, to understand how our democratic societies operate and indeed the obligations and rights of citizens. Most of our citizens now know that democracy means more than voting and above all, that malnutrition, economic inequality and illiteracy, can be obstacles to democracy. And ‘just as education is a foundation for development, so is it a foundation for democracy. Building those foundations must be a conscious process in which all learners are engaged’. (p. 42).

## **CHAPTER 4:**

### **RESEARCH STUDIES IN THE FIELD OF ADULT LEARNING**

#### **4.1 Some Reflection on Research Studies in Adult Learning in Namibia**

The development of adult learning activities that meet the criteria of access, equity, quality, relevance and efficiency are enhanced by applied information-gathering and analysis in the form of research, needs assessments, and evaluation. Indeed, the ongoing implementation of such studies should be part of the organisational culture of adult learning providers. A number of studies that have been undertaken since 1990 include:

- The First Overall Evaluation of the National Literacy Programme in Namibia (NLPN) conducted in 1994/95 by Dr A. Lind. This was instrumental in the revision of the NLPN 'Policy Guidelines for the Second Phase', 1996 –2000). The main issues talked about in this evaluation are; that of relevancy, impact, institutional structures and sustainability of the literacy programme.
- A post-graduate student, M. Tegborg, from the Institute of International Education, Stockholm University, Sweden conducted a study entitled "Adult Literacy and Empowerment: A Study of a National Literacy Programme in the Caprivi Region, Namibia" (1996). This study provided additional evidence of the meaning and impact of literacy for the target group.
- The Second Overall Evaluation of the NLPN was conducted in 1999. The main focus was on issues of relevance, impact, institutional structures and sustainability of the literacy programme.
- There has been regular monitoring and evaluation activities which are carried out by the Directorate of Adult Basic Education throughout the year. Other important studies were conducted by the External Review and Advisory Mission (ERA) annually from 1996 to 1999. The ERA Mission provided a "backstopping" function to DABE on Royal Netherlands support to the NLPN and DABE.
- An interesting piece of research was done by Uta Papen as part of her Master's Degree Thesis in 2000. Her research findings are highlighted in the book, *Literacy and Development* by Brian V. Street. Her research in 1999 in Namibia combined an ethnography of literacy practices in and around NLPN with a policy analysis of NLPN. Papen's ethnography of literacy practices describes the uses and meanings of literacy in different social contexts and institutional settings of NLPN, e.g. in the classrooms and in the training sessions for literacy teachers. She understood contexts to encompass institutional structures, social relationships, economic conditions, historical processes, and the ideological formations or discourses in which literacy is embedded (as in Gee 1999).

All the studies mentioned above and others, have been relatively restricted in their scope due to the lack of trained personnel able to design and carry out various kinds of research, Government, while continuously striving to build its own internal capacity, will support the development of the Department of Adult and Non Formal Education of the University of Namibia, as the lead agency for research training in this field. A Senior Research Officer is also envisaged for the Secretariat of the future Council on Adult Learning (to be based in the Ministry of Basic Education, Sport and Culture) who will be tasked with the responsibility of developing performance indicators, the compilation and analysis of statistics, the promotion of quality assurance measures, accreditation reviews, and the promotion, execution, and dissemination of relevant research, evaluation, and needs assessments.

## 4.2 **Recent Research Studies**

The Review Team on the Renewal of Adult Learning in Namibia recently commissioned two studies, the study on Providers of Adult Learning in Namibia and the study on Perceptions, Delivery Systems and Funding of Adult Learning in Namibia. The Survey on Perceptions, Delivery Systems and Funding of Adult Learning was carried out by the University of Namibia (UNAM) and the Department of Adult and Non-Formal Education (DANFE). The findings will be discussed briefly.

### *4.2.1 Adult Learning Providers in Namibia (2003)*

The information on providers of adult learning in Namibia form a crucial part of the. To be included in the review Team Report. The study identified 56 different adult learning providers. These include different government ministries and departments, parastatal, NGOs, adult learning programmes for prison inmates, programmes for the Namibian Defence Force, private sector provision, commercial institutions, individual initiatives and so on. The information from this study will be compiled in a directory. The directory is the beginning of a process of identifying institutional expertise on adult learning available in the country with the ultimate goal of creating a database on providers of adult learning in Namibia for the benefit of both providers and learners they serve.

### *4.2.2 A Survey of Perceptions, Delivery Systems and Funding of Adult Learning in Namibia (2003)*

The Review Team on the Renewal of Adult Learning in Namibia commissioned the study. It was carried out by the University of Namibia (UNAM) and the Department of Adult and Non-Formal Education (DANFE). The Survey sought to determine the perceptions, delivery systems and funding for adult learning in Namibia. The information of this study form part of a wider knowledge base needed by the Ministry of Basic Education, Sport and Culture (MBESC) to formulate new vision on adult learning. A valid National Policy on Adult Learning is hoped, will provide a solid foundation for the transformation of Namibian society into a “learning nation”. The finding of this Survey will form the basis of the following, among others:

- the formulation of appropriate ways through which MBESC can spread awareness on the diverse and changing opportunities in adult learning;
- the determination of the role of MBESC in the monitoring, control and coordination of adult education activities in the country;
- the determination of the most effective structure to serve the new circumstances of MBESC's adult education responsibilities;
- the determination of the role adult education associations can play in the development and promotion of adult learning;
- the determination of how providers of professional adult education programmes such as UNAM and NAMCOL can best serve the needs of adult learning in Namibia;
- the determination of how adult learning contributes to the reduction of poverty; the enhancement of life-skills among marginalized groups and persons with disabilities; employment creation; art and culture, information and library services; the management and mitigation of HIV/AIDS; and lifelong learning; and
- the assessment of costs involved in providing different forms of adult learning in Namibia.

The findings of this survey study have several implications for research and practice, to mention but few, these are:

- a need for an annual national workshop on adult learning that will bring together various players in the field and thus enable them to compare notes on the theory and practice of adult learning and clear the misconceptions of adult learning. The University (UNAM) could play a leading role in this arena;
- an urgent need for a national consultative council of some sort to coordinate adult learning in the country. Such a council should bring together representatives of all players in the field. This role should not be performed by the MBESC, that of monitoring and controlling other adult education providers in Namibia. It is recommended that, line ministry of each provider should assume such a role at the "discipline" level. For coordination and monitoring, a separate body at a higher level and independent from particular providers of adult learning and other stakeholders in adult learning/education is recommended;
- for effective coordination, such a council must be representative of all the ways to a cutting edge of adult education, e.g. at the district level or lower. The council must be a microcosm of the national coordinating body in terms of representation. *(Mpofu S. & Amin M.: 2003; 98 –69)*

## **CHAPTER 6: EMPOWERING ADULT LEARNERS**

### **6.1 Empowering Learners and their Rights to Education**

School going adults and out-of-school youth continue to enjoy their democratic rights at any level of the Namibian society and if we look at primary school level, corporal punishment in schools has been banned at independence. The right to education (Article 20 of the Namibian Constitution) as well as Fundamental Freedoms (Article 21) are both constitutional guarantees that enable learners or any other person to continue learning and/or studying in peace. This in our views, bears testimony to the fact that learners at all levels have both their human rights and constitutional rights to engage unhindered in educational and/or literacy activities, or any other activity that will contribute to their quality of life. In addition, the right of all Namibian children, and thus of all learners, have been strengthened through the signing of the Declaration “Convention on the Rights of the Child” which President Sam Nujoma, together with other Heads of States committed themselves to upholding during the World Summit for Children in New York, in 1990. This Declaration on the survival, protection and development of Children ‘constitute an ambitious but feasible agenda for the well being of children to be achieved by the year 2000’.

### **6.2 Promoting the Empowerment of Women and Gender Equity through Adult Learning**

As a nation with a very sad past history, the Namibian Government cannot deny the fact that women have been marginalized, disadvantaged and indeed oppressed at most levels of society – educationally, culturally and socially. Thirteen years down the line, we could look back and say proudly that our women are fully recognised and have taken their responsible rights as citizens of this nation at every sphere of society. Though the Namibian Constitution forbids discrimination on the basis of sex, race, colour, ethnic origin, religion, creed or social or economic status (Article 10), other legislative frameworks have been put in place to address gender equality. One such framework is the creation of a National Gender Policy which was an initiative spearheaded by the Department of Women’s Affairs in the Office of the President. The integration of gender into all Government policies, procedures and programmes has been fully entrenched and carried out successfully over the past 6 years. This in no doubt, has been fully followed suit by all other actors-nongovernmental organisations (NGOs), Community Based Organisations (CBOs), the entire civil society at large, parastatal corporations and the private sector.

#### ***6.2.1 The National Gender Policy and other Legislative Framework***

Some important features of the National Gender Policy, adopted in 1997, need to be highlighted which are amongst others, the following:

- Its main purpose was to contemplate on how Government can encourage and value the contribution of women in national development and the development of the society as a whole;
- It noted that due to traditional attitudes and gender stereotyping, women continue to be under represented in senior positions in all sectors of the Namibian society;
- It emphasized that the Government will continue to recognise that the empowerment of women and equality between women and men are prerequisites for conducive and sustainable political, social, cultural and economic security among all people of Namibia; and to this effect, the Government shall:
  - *Continue, in line with affirmative action, to support the integration of women and gender perspective into the mainstream of national, regional and local development initiatives; and*
  - *Support the increased participation of women in decision making in all spheres of the Namibian society.*

By now, six years since the adoption of the National Gender Policy, most of the concerns and gaps have been addressed successfully. For instance, with the creation of a fully-fledged Ministry of Women's Affairs and Child Welfare almost 4 years ago, most of the grey areas have been taken on board and aggressively addressed from within this Ministry. All Government and other stakeholders implement many programmes and activities aimed at gender equality. Gender mainstreaming into all Government activities is now fully integrated and implemented.

Other legislative frameworks in support of the Gender Policy could be the historical enactment of the Married Persons Equality Act. Act number 1 of 1996 came as a result of apartheid laws which totally discriminated against women, for example, not been able to sign any contract or getting a mere bank loan without the consent of her spouses.

The other legislative framework in place which has been mentioned already is the Affirmative Action (Employment) Act (Act 29 of 1998). This Act outlines measures that relevant employers are required to adhere to in order to ensure that persons in designated groups enjoy equal opportunities and are fairly represented in the various positions of employment. This particular Act is complimenting Article 10 of the Namibian Constitution, which similarly provides for the implementation of policies and programmes aimed at redressing imbalances in the Namibian society arising out of the unfortunate historic situation.

#### ***6.2.2 Gender related programme implementation***

It is worth noting that programmes and activities of the Government and other partner institutions as well as those of the Namibian society at large, do reflect gender equality. Some of these dozens of learning programmes are deliberately addressing or exclusively benefiting women only. Some of these programmes are the following:

- Programmes of the Women Action for Development (WAD). WAD activities are mostly targeting women, particularly in rural areas, and focusing more on training programmes for women empowerment and capacity building, poverty alleviation and community development. They are covering almost the whole 13 Regions, thus the entire country, but targeting mostly rural women.
- Khomas Women in Development (KWID) is another CBO whose mission is to enable women, especially those from disadvantaged communities, to improve their quality of life. KWID is headed by a woman (as well as their entire leadership) and conduct a variety of training courses such as the following: English, Cooking, Leatherwork, Needlework, Restaurant Services, Office Skills and more recently, Photography.
- The Namibian Women's Manifesto Network. This advocacy and lobby group continues to lobby parliamentarians as they are campaigning to demand laws that put women in 50% of all elected positions in Government. The premise of their argument is based on the facts that 'women constitute 50 per cent of the Namibian population and more than 52 per cent of voters, but they hold far fewer positions than men at all levels of government'. A 50-50 percentage of women and men in government will, in their view, get the balance right they argue forcefully. Their efforts seem gradually to be paying off as political parties have now accepted the idea of putting forth an almost equal number of female and male candidates for any election.

The National Gender Policy as well as the campaign of the Namibian Women's Manifesto Network has to a large extent, helped change the attitudes and perception of peoples and organisations, despite many organisations having been gender balanced already still there is no doubt whatsoever today that any organised training, seminar or workshop does not reflect or take care of a relatively good gender balance at all.

## **CHAPTER 7: EMERGING CONCERNS AND NEW MAJOR TRENDS AND CHALLENGES**

### **7. Identification of Special Cases of Innovativeness**

As you have read through the Report, specific programmes have already been mentioned in Chapter 3. This Chapter would extend what has already been mentioned in Chapter 3, but dealing this time with special cases of innovativeness only.

#### **7.1 The Integrated Communication System (ICS) (1999)**

The unemployment problem in Namibia, which is estimated at 35% (*Ministry of Labour: Newsletter, Volume 1, 2001: p.3*), is caused amongst others by the gap between education and the labour market, and under-demand stemming from inadequate growth and job creation in the economy. This situation therefore, calls for a direct link between the education system and labour market demand. In order to address the above problem, the Ministry of Labour and the Ministry of Higher Education, Training and Employment Creation in conjunction with the National Institute for International Vocational Training from North Rhine-Westphalia, Germany initiated a project titled: “The Integrated Communication System” (ICS) in 1999. The main aims and objectives of the project are to develop and implement a system that will provide the stakeholders, which are training providers, employers, job seekers and government, with up-to-date labour market and training information in Namibia.

The project is aimed at developing and implementing a system that is providing the stakeholders with up-to-date Labour Market Information. The system serves as a clearinghouse for labour market information, co-ordinate and develops strategies of suitable planning processes, builds sustainable local capacities in order to reduce dependency on foreign experts and increases employment opportunities. In addition, the system provides the public, as well as private sectors, with information on present and future qualification requirements and vacancies available.

#### **7.2 The Establishment of the Namibian Open Learning Network Trust**

The Namibian Open Learning Network Trust (NOLNET) is one of the model initiative established in 2001 by six educational partners – the Ministry of Basic Education, Sport and Culture, the Ministry of Higher Education, Training and Employment Creation, the Namibian College of Open Learning (NAMCOL), the National Institute for Educational Development, the Polytechnic of Namibia, and the University of Namibia. These partners seek to develop open and distance learning, and to collaborate in service provision, particularly with respect to a network of shared facilities. NOLNET has enabled the upgrading of existing centres to specified minimum standards. Currently, there is now a network of about 47 multi-purpose learning centres where open and distance learning students can access library resources, computers and other study facilities.

### **7.3 The Creation of a School Network (SchoolNet)**

SchoolNet has been borne out of demand for previously disadvantaged schools not having easy and basic access to information technology such as computers or the Internet. The fact is that about 30% of the 1520 or so primary and secondary schools in Namibia have telephones, electricity, library resource centres and ablution facilities. Of these 1000+ disadvantaged schools, 292 presently offer Grade 8 and upwards (secondary) education. While we have some 583 000 learners and 17 000+ teachers in Namibia, only some 200 presently have (basic) access to Internet. SchoolNet is thus bridging the digital divide and bringing Information and Communication Technologies closer to the people. SchoolNet Namibia has been doing that as its main objective to introduce computer technology and Internet access to schools in Namibia. Accordingly, SchoolNet Namibia receives abundant computer equipment from the donor, public and private sectors, locally and internationally, and serves as an outsourcing agency to disadvantaged schools in Namibia. SchoolNet's "Kids on the Block" volunteers repair, service and install the equipment for IT use at schools, as well as provide appropriate training to learners and teachers.

### **7.4 Community Learning and Development Centres**

The Namibian Government is trying to ensure that all new educational and training institutions be designed in such a way as to incorporate a multi-purpose learning centre (such as Community libraries, community skills development centres, agricultural extension centres, non-governmental organisation centres, community halls and church centres) – enabling it to offer a variety of services to the public. It is with this view that Community Development and Learning Centres (CDLC) have been set up. Such centres are gradually being set up in areas where there were none. The centres offer not only programmes of the Directorate of Adult Basic Education but also provide a venue for activities by other ministries (such as health programmes) and by non-governmental organisations (such as legal awareness programmes). They also provide access to communication services, such as photocopiers, fax machines, and the Internet. The centres are to be found in a variety of locations, including local authority buildings, teachers' resource centres, and schools. These centres provide a good model of the multi-purpose learning centre. The Government plans to extend the number of CDLCs and to ensure that appropriate operational regulations are in place, for example, responsibility for costs and the collection and use of service charges.

All these initiatives as outlined in chapter 7 of this report are innovations born out of the new focus as dictated and guided by the Hamburg Declaration and Agenda for the Future.

## **7.5 Popular Theatre for Community Mobilization**

Community theatre has played (and still plays) a vital role in the mobilization of communities. The Directorate of Adult Basic Education has utilized this 'weapon' quite aggressively in motivating new learners to join the literacy classes and drop-outs to rejoin the literacy group. Theatre groups continue to depict situations that reflect reality and so motivate and encourage communities to get involved in their own development. The danger faced by the HIV/AIDS pandemic is one such situation for which the theatre groups are known to motivate and teach people to become and act responsibly. So too do they depict the importance of education and the subsequent benefits associated with literacy.

## **7.6 Developing, Improving and Strengthening Educational Broadcasting Programmes**

It is commonly known that the mass media (Newspapers, radio and television) are important sources of adult learning. However, to date very limited use has been made in Namibia of the mass media for adult learning. There are plans to change and improve this for the better. Government will establish a specialist educational broadcasting unit in collaboration with the Namibian Broadcasting Corporation. Greater capacity will be placed on producing both improved radio and TV programmes.

## **7.7 Family Literacy**

The Government intends to venture into Family Literacy nationally. While a draft has been completed, more detailed activities and programmes on Family Literacy needs to be worked out. The rationale for Family Literacy is borne out of studies within SADC and indeed, examination results that, amongst other factors, pinpoint to the lack of a reading culture at home and in schools. The introduction of Family Literacy might change the situation completely.

Initially, the draft document refers to the following:

- It will be a twelve weeks' programme for parents, (including guardians and caregivers) of grade 1 learners in selected disadvantaged schools;
- The programme will be provided free of charge and on a voluntary basis during the first term of the year;
- The parents will attend four two-hour sessions per week; and
- In addition, parents and their Grade 1 children will attend weekly joint sessions during which practical activities will be carried out. This is what has been proposed in this draft document on Family Literacy.

It is proposed that the programme will be provided by adult educators trained for the specific purpose (not teachers). The providers could include experienced literacy promoters, graduates from UNAM and NAMCOL courses, and possibly, Peace Corps Volunteers.

## CHAPTER 8: FUTURE ACTION AND CONCRET TARGETS FOR 2009

Many of the activities identified and planned for the future, will in all likelihood fall within the areas the Namibian Government already committed itself to doing, achieving or working towards. The dozens of activities the Government planned to accomplish includes promoting and implementing the Education For All (EFA) goals through three strategies:

Short Term (ST) - indicates 2002 – 2006

Medium Term (MT) - indicates 2006 – 2010

Long Term (LT) - indicates 2010 – 2015

For the purpose of this report, the future actions and concrete targets will be based on the Short Term and Medium Term indicators as formulated in the document entitled: “Education for All”, National Plans of Action 2001 – 2015.

The activities in the EFA National Strategic Plans within the Logical Framework are formulated in such a way to include different stakeholders such as public institutions, NGOs, the private sector and so forth as lead agencies for allocated target units.

Of the six (6) EFA goals as adopted by the government, EFA goal three (III) states “*Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme*”, and EFA goal four (IV) states “*Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*”.

The two EFA goals (III and IV) in this report will be linked to activities as outlined in the EFA Logical Framework of the Strategic Plan of 2001 – 2006 that will eventually culminate into the Medium Term Strategic Plan 2006 – 2010.

The report on Chapter 8 outlines EFA National Plans and Activities as formulated in the Logical Framework of 2001 – 2006 and according to the two EFA goals III and IV of the National Plan of Action 2001 – 2015 and the National Priority Objectives for goal III and IV.

***EFA Goal III: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.***

### **National Priority Objectives for EFA Goals III**

Work towards attainment of EFA Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. This can be met through the National Priority Objectives, which are:

- Equal access and opportunity to all young people and adults.
- Provision and improvement of the programmes, facilities, staffing and management of good quality to cater for the needs of all young people and adults.
- Provision of life skills training opportunities for out-of-school youth.
- Provision of occupational and life skills in all educational programmes.

***EFA NATIONAL PROGRAMMES AND TARGETS***

EFA National Programmes	Specific Activities and Targets
Expansion of opportunities, facilities and teaching learning for youth in parts of the country to ensure that all children and out of school youth have equal access to education	Provide additional facilities for special education by allocating and/or constructing schools, including hostels, for learners with special educational needs by 2006.
Improve the design and the implementation of the Secondary curriculum to equip learners with life and occupational skills.	Strengthen the existing extra curricular life skills and strengthen existing peer education programmes for youth in and out of school by 2006 Develop materials for teaching Namibian sign language for the hearing impaired by April 2006
Upgrading the capacity of skills training centres	Provide training in vocational skills competencies Provision of appropriate facilities
Create and maintain database of educational career opportunities and providers in Namibia, which are accessible to all.	Make information about career in educational opportunities available Ensure that young people and adults have access to modern information and telecommunication technologies and other information resources

Source: GRN Education for All (EFA), National Plan of Action 2001 – 2015

***EFA Goal IV: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. While the full attainment of this goal by 2015 is our ultimate objective, Government, in collaboration with Partners, would plan to achieve at least 30% of this goal by 2009 already.***

**National Priority Objectives for EFA Goal IV**

- Expansion and improvement of access and opportunities in literacy and adult basic education programmes nationwide to achieve a 90% rate at the end of the plan period.
- Linking vocational, occupational and life skills to adult literacy and non-formal basic education programmes to be available to out-of-school youth and adults, especially rural women and people with special needs in education.

- ◆ Another possible future plan is developing a fully-fledged Non-Formal Education programme through Information and Communication Technologies. This will be an extension of the programme that will be funded by UNESCO, to be piloted in Ondangwa, northern Namibia, currently being developed.

### ***EFA NATIONAL PROGRAMMES AND TARGETS***

EFA National Programmes	Specific Activities and Targets
Revision and expansion of existing programmes of life long learning to ensure adequate access for adults and out of school youth	Formulate a new vision and strategy for adult learning and review the literacy curriculum to accommodate the changing needs of the community Produce adult education materials on issues affecting communities such as HIV/AIDS and leaflets on how to use water points. Use popular theatre methodologies to mobilise community members towards adult education and life long learning
Expansion and rationalisation of national adult literacy and continuing education programmes with special emphasise on people leaving with disabilities, other vulnerable groups in rural areas and informal settlement.	Ensure that adults and youth have access to adult education, especially the marginalized. Integrate people living with disabilities into adult education programmes
Strengthening adult education and community learning and development centres (CLDCs), in the regions	Expand CLDC centres to 52 in 13 political regions
Promoting, expanding and strengthening the collaboration of all partners and NGOs in the provision of adult education and training, and the community development programmes	Establish an operational adult learning council to ensure legislation on adult education and life long learning Maintain effective communication with partners through networking, sharing of information, seminars and conferences Produce, update periodically and distribute directory of adult providers
Creation and maintenance of a database of all adult and continuing education providers and career opportunities in Namibia	Establish and maintain a database on adult education and life long learning providers and graduates Conduct internal evaluation on adult education and life long learning Conduct an external evaluation on adult education and life long learning every 5 years
Provision of clear national policy guidelines on skills development and acquisition for self employment for youths	Conduct a survey on business and vocational skills Revise existing policies with other public

and adults	institutions and NGOs Consult widely with other stakeholders on policies
Strengthening vocation and career education and empower adults, especially women through small grants and scholarship to take up vocational education and obtain entrepreneurial skills	Train adult learners on business skills to become successful entrepreneurs Ensure that literacy materials include the development of trade and industrial entrepreneurial skills Develop a roster of institutions that give loans/scholarships Link adult literacy to income generating activities
Promotion of mass media for community sensitisation on vital life long learning messages and skills	Establish mass media programmes and facilities Acquire electronic media Carrying out sensitisation through discussion groups, as well as consultative seminars Promote adult learners week and International Literacy Day
Staff development to produce and administer learning materials, implement adult or life long learning and cultural programmes	Organise staff training courses at national, regional and district levels Organise professional development and enhance courses with other institutions at home and abroad to provide tertiary education level training Write course materials for life long learning study groups, including literacy and numeracy

*Source: GRN Education for All (EFA), National Plan of Action 2001 – 2015*

### **Monitoring and Evaluation of EFA Plan of Action**

The EFA Plan of Action identifies different lead units or departments that will spearhead, with the full participation of civil society and communities, the implementation of the various strategies and activities in line with EFA goals. It is therefore envisaged that the monitoring and evaluation of the implementation of the National EFA action plan will be a participatory process involving the following:

- The heads of each responsible lead unit;
- EFA co-ordination committee;
- EFA forum and the
- Co-operating partner

The co-ordinating committee will compile progress reports for the EFA forum meetings and they will meet every six months or when necessary. A special report format to be

used by all implementing units for uniformity and reporting will be designed. The reports will make reference to specific strategies, activities and measurable indicators. The coordinating committee will carry out an in-depth evaluation of the implementation of the EFA Action Plan with a view to assess progress, revise the plans or make other necessary adjustments (short term review). Thereafter, similar reviews could be conducted every five years (medium term review).

These EFA Goals are directly linked to the six Millennium Goals. Therefore, through the launching of the Millennium Goals, the Government of Namibia (GRN) has reaffirmed its commitment (made at the Summit in 2000) towards attaining these goals once again.

Underlying and reaffirming this commitment, the Government and the United Nations launched a national campaign to review Namibia's progress towards achieving the UN Millennium Development Goals on the 23<sup>rd</sup> July 2003. Through this joint launch, GRN once again reiterated its commitment to these Goals emphasizing that the Millennium Development Goals were not alien to Namibia's development priorities. The Namibian Prime Minister, Theo-Ben Gurirab, noted the many strides that have been achieved in education and agricultural sectors as good examples of these. At this occasion, the Government was reminded by the UN Resident Representative, Dr Jacqui Badcock, that 'commitment alone was not enough and that governments and other role-players must be held accountable for making the goals a reality'. The outcome of the campaign will be the first Namibian Millennium Development Report to be completed by the end of the year.

## 9. CONCLUSION

The Namibian Government committed itself through its constitution, Article 20, that stated, “All persons shall have the right to education”. As contained in the general statement, the right of all persons to education is protected, including the right of adults against the imposition of regulatory restrictions on the access and entry into educational institutions. This commitment necessitated the government through the Ministry of Education, Sports and Culture and the Directorate of Adult Basic Education to participate at an international arena on issues of adult education and learning.

A well representative delegation from Namibia, including all stakeholders, participated in an International Conference; CONFINTEA V in Hamburg in 1997. Through the Hamburg Declaration and the Agenda for the Future, Namibia further committed itself to implementing all related activities. It is against this background that the Country Review has been commissioned to determine significant trends and developments in adult learning policies and practices, with the aim of capturing the development of adult learning since 1997, and new emerging trends and priorities at the national level.

The Country Review team invested a lot of time and efforts to gather relevant information and data from adult education providers at a national level but with average success. Many institutions were able to provide narrative information but not financial and statistical data. This type of cooperation made the process of information and data collection difficult. Yet, the few institutions that freely provided information contributed immensely to the report.

The Review Team would like to thank the Directorate of Adult Basic Education who fully co-operated in providing the needed information on all its activities for the report. Other institutions such as the Rössing Foundation, the University of Namibia through its Department of Adult and Non-Formal Education and the Centre for External Studies need special mentioning. A special thanks goes to the staff from the Library Services of the Ministry of Basic Education, Sports and Culture, Rössing Foundation and the University of Namibia and many individuals who directly and indirectly made our work so fruitful. Without these institutions and individuals, we would not have succeeded in producing the Country Review Paper.

Our sincere thanks goes to UNESCO having given us the opportunity to write this report on behalf of Namibia. It is hoped that the report will meet the expectations of UNESCO and contribute to new developments at a global level.

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