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GOVERNMENT OF THE REPUBLIC OF NAMIBIA

**NATIONAL POLICY ON ADULT LEARNING
2003**

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SECTION 1: INTRODUCTION

Overview

1. This document presents the *National Policy on Adult Learning* of the Government of the Republic of Namibia. It gives background information on adult learning, and provides the rationale for the introduction of a policy on adult learning. It states the goals of the Policy, and identifies the programme development that the Government will encourage in order to meet these goals. It considers the issue of resources and indicates the strategies the Government will promote to ensure adequate resources. It expresses Government's intention to implement and monitor the Policy through the establishment of the National Council on Adult Learning.

The definition of adult learning

2. The public perception of adults as learners usually sees adult education as simply the provision of basic literacy skills. However, the Report of the Presidential Commission on Education, Culture and Training makes clear that adults engage in a much wider range of learning activities. These include not only basic education but also activities such as distance study for qualifications, vocational training, extension programmes for rural development, and reading the newspapers. Adult learning takes place in the home, in the community and in the work-place, as well as in education and training institutions. There is in fact a wide diversity of learning opportunities available to adults, provided by different ministries of the Government, by the private sector, and by non-governmental organisations and community-based organisations. For example, the Ministry of Health and Social Services has an extensive programme of public education on HIV/AIDS, NAMDEB organises training and development activities for its employees, whilst the Rossing Foundation provides training and materials on community-based natural resource management. Thus the provision of opportunities for adult learning is a multi-sectoral responsibility in which many organisations are involved.

3. It is useful to consider the variety of adult learning activities in terms of three dimensions:

- *Formal learning* refers to learning which leads to certification. Formal adult learning therefore includes activities as diverse as part-time study for a university degree, enrolment for a diploma at a vocational training centre, or taking evening classes at a private college to gain a computing certificate.
- *Non-formal learning* means learning which does not lead directly to certification but which is structured in terms of learning objectives, the organisation of time, and the role of a facilitator. Non-formal adult learning includes activities such as farmer training days, refresher courses for teachers, and leadership workshops for community development committees.
- *Informal learning* signifies the learning that results from daily life activities. It is not structured but it does involve the acquisition of new knowledge, skills and attitudes, for example, through listening to a radio programme, operating a new piece of equipment in the work-place, or attending a community meeting on land reform.

4. Adult learning is part of the wider concept of lifelong learning, which refers to all learning activities undertaken throughout life. The concept covers the continuum of early childhood development, school, higher education, vocational training and adult learning, and it provides the basis for comprehensive policies for the development of education and training systems. Adult learning is an indispensable component of strategies for lifelong learning.

5. The focus of concern for adult learning is people over the age of 16. But all out-of-school youth are a priority group in society for the Government and those below 16 can benefit from the opportunities and approaches associated with adult learning. The learning needs of all out-of-school youth are therefore included in this Policy.

6. For the purpose of this Policy, adult learning is defined as:

The entire range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitudes.

The Policy therefore covers the full extent of adult learning activities and of adult learning providers.

Scope of the National Policy on Adult Learning

7. The *National Policy on Adult Learning* provides an overall policy framework for the development of adult learning. It addresses the issues of programme development, resources, co-ordination, policy implementation, and monitoring. It identifies the role of Government within this framework. It also spells out the role of the private sector and civil society in the promotion of adult learning, and explains the partnerships that the Government wishes to form with both of these sectors.

SECTION 2: ADULT LEARNING - THE CURRENT SITUATION

Overview of the current situation of adult learning

8. The provision of adult learning opportunities is made by a wide variety of organisations, which can be grouped as follows: the Government and state-subsidised educational institutions, parastatal corporations, private companies, private educational and training institutions, and non-governmental organisations and community-based organisations.

9. The Government is the major provider. A significant part of its provision is the extensive in-service training for staff guided by the Public Service Training Policy. A large number of Ministries also provide programmes for the public which involve adult learning. The Ministry of Basic Education, Sport and Culture runs the National Literacy Programme, the Adult Upper Primary Education programme, the Adult Skills Development for Self-Employment project, and manages the Community Learning [and] Development Centres. The Ministry of Higher Education, Training and Employment Creation is responsible for formal vocational training, Community Skills Development Centres, and programmes for out-of-school youth. The Government's involvement in adult learning also includes the adult learning component of agricultural and forestry extension, water point management, community-based natural resources management, land resettlement, tourism development, small and medium enterprise development, primary health care, rehabilitation of people with disabilities, prison education, broadcasting, gender awareness programmes, voter education, and

road safety campaigns. Furthermore, significant programmes are provided by the state-subsidised educational institutions, namely the Namibian College of Open and Distance Learning (NAMCOL), the Polytechnic of Namibia, and the University of Namibia.

10. Parastatal corporations, such as NAMPOWER and NAMWATER, and private sector companies, such as the banks and the mining companies, provide extensive education and training for their own employees, primarily to enhance their work performance.

11. A growing sector of provision is that of private educational and training institutions, such as the Academy of Learning, Damelin, and the Open Learning Group. These institutions provide a market response to demands for work-related adult learning by the public. They offer distance learning and face-to-face courses in areas such as computing, business studies, and management.

12. Non-governmental organisations and community-based organisations include a major element of adult learning in their social and economic development programmes. There are about 160 non-governmental organisations and 60 community-based organisations. Many of these organisations provide adult learning activities, covering topics such as basic literacy, life skills, HIV/AIDS, business and vocational skills, environmental management, parental awareness, human rights, alcohol abuse, and civic education. Other organisations in civil society are also providers of adult learning. For example, the Mine Workers Union of Namibia provides trade union education, and many churches provide non formal adult education on topics such as family relationships.

13. The full scope and extent of adult learning programmes is documented in the *Directory of Adult Learning Providers* to be published in 2003 by the Ministry of Basic Education, Sport and Culture. The Directory reveals a wide diversity of provision and shows that adult learning activities are taking place on a relatively large scale.

Assessment

14. There is a wide range of learning opportunities on offer for adults, and there is increasing demand from adults as they respond to the changes taking place in society. Significant progress has been

made since 1990 in the provision and organisation of adult learning. This is illustrated by the following examples:

- The National Literacy Programme has achieved its target of raising the adult literacy rate from 40% [??] in 1992 to 80% in 2000.
- Enrolments in the distance learning programmes of NAMCOL have risen significantly from 17,000 in 1997 to 27,000 in 2002.
- The number of private educational and training institutions has expanded rapidly.
- Nearly 1300 community development committees have been established nation-wide, providing the basis for widespread community participation.
- The Ministry of Trade and Industry's Joint Consultative Committee has brought together the Government, non-governmental organisations, service providers and small entrepreneurs to co-ordinate activities for small and medium enterprise development.
- The National Qualifications Framework established in 1996 has provided a structure for the evaluation and recognition of competencies learned outside formal education, and has thus created progression opportunities for adult learners.

15. However, there are a number of weaknesses in the current situation. The diverse organisations and personnel engaged in adult learning usually identify their programmes with their own sector, say health or agriculture, and seldom see the common denominator in their work that derives from the shared goal of helping adults to acquire new knowledge, skills and attitudes. Hence there is a low level of awareness of the common field of adult learning and of its importance to development. Because of this lack of recognition, there is no common vision for adult learning, and there is no overall policy to guide organisational and programme development. Although there are co-ordinating structures for some areas of adult learning, such as small and medium enterprise development or community-based natural resource management, they do not exist in other areas, such as programmes for adults with disabilities. Whilst some subject areas are relatively well provided for, such as adult literacy and basic education, others are underdeveloped, such as consumer education and civic education. The uneven availability of learning opportunities also has a geographical dimension, with rural areas at a disadvantage. Furthermore, although there is extensive activity

taking place, there are no measures in place to assure quality and effectiveness. The lack of systematic data means that it is not clear if the best use of existing resources is being made, and if there is an adequate level of public and private investment in adult learning. The Government believes that these problems must be addressed in order to maximise the contribution of adult learning to national development.

SECTION 3: RATIONALE FOR THE POLICY

Introduction

16. The previous section has described the current situation of adult learning in Namibia. It has demonstrated the extent and diversity of adult learning opportunities that currently exist, and the important achievements that have been made. However, it has also identified a number of significant weaknesses which need to be addressed. These problems and other factors, such as international policy trends, have led in recent years to proposals for a policy initiative that will facilitate the further development of adult learning. The recent statement of national development priorities in *Second National Development Plan (NDP2), 2001/2 – 2005/6* provides additional reasons for introducing a policy to strengthen the capacity of adult learning to contribute to the Government's goals of national development.

National Conference on Adult Education, 1998

17. 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 to the creation of a learning society. The conference promoted a broad conceptualisation of adult learning, within the perspective of lifelong learning. It highlighted the fact that adult learning had experienced huge growth in scope and scale across the world because social and economic changes demand that individuals renew their knowledge, skills and values throughout their lives. Above all, it demonstrated that adult learning is not solely a concern of the education sector, but it is an important component of other social and economic sectors, such as health, agriculture, industry, and environmental management.

18. The implications of CONFINTEA V for Namibia were considered in a national conference on adult education held in 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 detailed 64 items for follow-up action. Some of these items have already been implemented, such as Adult Learners' Week and the development of multi-purpose community learning centres. However, the recommendations on policy development, co-ordination and monitoring remain outstanding, especially the proposal for a national policy on adult learning.

Presidential Commission on Education, Culture and Training, 1999

19. The Report of the Presidential Commission stated that "Namibia should aspire to being "A Learning Nation" in which all citizens have supported opportunities for learning throughout life". This aspiration clearly encompassed the idea that there should be opportunities for adult learning for all. The Report proposed increased recognition of the scope of adult learning, improved co-ordination, strategies for strengthening adult education organisations, a focus on learning and work, and better utilisation of communications technology. The Commission made a number of recommendations for the development of adult learning in the context of the learning nation. The Government has carried out some of these recommendations. But others have not been implemented, in particular, the recommendation to establish a Council on Adult Learning.

Adult learning and national development priorities, 2002

20. The governments and non-governmental organisations which participated in CONFINTEA V declared that adult learning is a vital element of strategies to achieve sustainable and equitable development. In the *Second National Development Plan (NDP2), 2001/2 – 2005/6* the Government has stated clearly its priorities in the National Development Objectives and National Development Strategies for NDP2. The relevant sections of the Plan show that the education and training of adults is an essential component of the approaches required to achieve the Objectives and Strategies. Adult learning therefore has an important role to play in meeting the national development priorities, which 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 education, gender awareness training, disability programmes, 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 issues, and skills development for community-based natural resources management.
- ***Political priorities:*** reduction of regional development inequalities, decentralisation, promotion of participatory development and equity, and promotion of good governance. The provision of adult learning opportunities in previously disadvantaged areas, 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.

The *National Policy on Adult Learning* will build the capacity of adult learning to promote the Government's National Development Objectives and Strategies.

The purposes of the National Policy on Adult Learning

21. The aim of the *National Policy on Adult Learning* is to strengthen the role of adult learning in individual, community and national development.

22. In order to achieve this aim, the Policy has the following specific purposes:

- To promote a broad concept of adult learning as an area of activity that is much wider than literacy education for adults.
- To encourage awareness of adult learning as a multi-sectoral activity which is not confined to the portfolio of the Ministry of Basic Education, Sport and Culture.
- To facilitate effective partnerships for adult learning at the following levels:
 - a) within and between the two ministries responsible for the education sector;
 - b) between the ministries responsible for education and other ministries, particularly those responsible for agriculture, broadcasting, environment and tourism, health and social services, trade and industry, and women's affairs;
 - c) between the Government and the parastatal sector and the private sector;
 - d) between the Government and non-governmental and community-based organisations.
- To maximise the resources available for adult learning.
- 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.

SECTION 4: THE GOALS OF ADULT LEARNING

Adult learning for all

23. The aim of the Policy to strengthen the role of adult learning in individual, community and national development means that opportunities for adult learning must be available for all. The Government has been committed since Independence in 1990 to providing educational opportunities for all Namibians. Article 20 of the Constitution states: "All persons shall have the right to education." The policy implications of this Article were enunciated in 1993 in *Toward Education for All*, and they were reiterated in 1999 in the Report of the Presidential Commission on Education, Culture and Training. The provision of opportunities for adult learning for all will be supportive of the Vision of the *Second National Development Plan*, namely: "Sustainable and equitable improvement in the quality of life of all the people in Namibia".

The goals of adult learning

24. The outcomes of learning by adults have significant benefits both for individuals and society as a whole. With the introduction of this Policy, the Government seeks to promote the following goals of adult learning:

- **Economic growth and development**
- **Equitable social development and poverty reduction**
- **Sustainable environmental development**
- **Participatory and democratic political development**
- **Personal development and empowerment**

These goals provide the rationale for the development of a comprehensive range of learning opportunities that are accessible to all adults.

Equitable access to adult learning

25. The aim of adult learning for all embodies the equity objective of ensuring that participation is evenly distributed in society. From an international perspective, participation rates in adult learning usually reflect inequalities in the wider society. For example, adults with higher levels of education participate more than those with lower levels of education, those in employment participate more than the unemployed, whilst urban dwellers participate more than rural dwellers. Hence there tend to be patterns of exclusion with regard to disadvantaged social groups, such as the poor, ethnic minorities, and people with disabilities. There is little empirical data on participation rates in adult learning in Namibia, and it can be assumed that Namibia, like other countries, faces the challenge of ensuring equitable access to adult learning opportunities.

26. In order to meet the objective of equity, the Government will encourage strategies and programme initiatives that focus on the following social groups:

- **Out-of-school youth**
- **Poor women**
- **Marginalised ethnic groups**
- **People living in historically disadvantaged regions**

- People with disabilities
- People living with HIV/AIDS and their care-givers
- Older persons

The National Council on Adult Learning will establish targets, indicators, and monitoring procedures with respect to equitable access.

SECTION 5: PROGRAMME DEVELOPMENT

The need for programme development

27. It is necessary to ensure that the diverse learning needs of adults are being met, particularly as these alter in response to the changing demands of social and economic life. To meet the goals of the Policy, there is a need to strengthen, expand and diversify the opportunities for adult learning. The strategic areas of programme development are considered below.

[The following paragraphs are reliant on input from the Review Team in January 2003 to identify policy proposals that are desirable and feasible. Paras. 28, 31 and 35 are illustrative only. Are there other strategic areas to be included? should any be omitted?]

Adult basic education

28. Basic literacy for all remains a high priority as the foundation of the learning nation. The Government is committed to meeting the goal set in the Education for All *Dakar Framework for Action* of '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.' To meet the adult literacy rate target of 90% by 2015 will require strengthening the organisation and curriculum of the National Literacy Programme, and the development of regional enrolment targets based on 2001 census data. The Government will also seek partnerships with parastatal corporations and private companies to promote adult basic education. It will encourage non-governmental organisations to provide adult literacy programmes, especially for disadvantaged

social groups, and it will strengthen community-based literacy committees. The envisaged expansion of the Adult Upper Primary Education programme is an important response to learner demand for higher levels of basic education, and the Government will establish a permanent cadre of literacy promoters [?rename?] to ensure the quality of the programme.

Work-related adult learning

29.

- Adult learners and the vocational education and training system
- Skills development for small and medium enterprises
- Skills for agricultural development
- Skills for community-based natural resource management

Life skills for adults

30.

- Extension services and life skills for adults
- HIV/AIDS prevention and coping
- Population education
- Health and nutrition
- Environmental education

Adult learning for active democratic citizenship

31. One of Government's priorities is the promotion of participatory development and good governance through empowering people to contribute to national development and to engage in democratic processes. Adult learning provides a powerful tool for encouraging active democratic citizenship by all Namibians. The Government is committed to promoting strategies of community participation in socio-economic development. It recognises that such participation requires not only new modes of organisation, such as community development committees and communal area conservancies, but also the acquisition by community members of new knowledge, skills and attitudes. The Government will therefore encourage departments to use participatory learning and action methodologies (such as participatory rural appraisal) wherever possible. It will also support non-governmental organisations in

programmes for strengthening civil society, which is an essential component of good governance. In relation to the formal processes of democracy, the Government will strengthen the voter education programme of the Department of x, and support civic and voter education programmes by non-governmental organisations.

Information and communication technologies and adults

32.

- The need for adults to have computer literacy
- Expanding computer training programmes for adults
- Access to ICTs for rural adults through local learning centres

Open and distance learning for adults

33.

- Alternative secondary education
- Vocational and professional courses
- Expanding access to higher education for adults

The use of the media for adult learning

34.

- Educational broadcasting for adults (radio and TV)
- Videos for adult learning
- Newspapers and adult learning

Information, guidance and counselling for adult learners

35. In order for adults to benefit as much as possible from the variety of learning opportunities available, it is necessary that they have ready access to information, guidance and counselling which can support them in terms of access and motivation. A key role of local learning centres (see paras. 40-43 below) is to provide the physical and human resources that can supply appropriate information, guidance and counselling at the community level. The Government also has plans for the expansion of community libraries, which likewise constitute valuable venues for information, guidance and counselling. The National Council for Adult Learning will have responsibility for ensuring that electronic and paper-based information, such as the *Directory of Adult Learning Providers*, is

widely available. The Council will also be responsible for ensuring that appropriate training is provided to enable adult learning personnel to be effective in their information, guidance and counselling role. Social mobilisation campaigns that promote adult learning are an important means for informing and motivating the public, and the Council will take over the responsibility for organising Adult Learners' Week nation-wide.

Research, innovation and evaluation

36.

- The importance of research, needs assessments, and evaluation for programme development
- The lead role of the Department of Adult and Non Formal Education, University of Namibia, for implementation and capacity-building
- The role of the National Council of Adult Learning
- Major area for innovation - the learning region, the learning town, the learning community

Recognition, accreditation and certification of adult learning

37.

- The need for the recognition, accreditation and certification of adult learning
- Adult learning within the National Qualifications Framework and the role of the National Qualifications Authority
- The National Council for Adult Learning's role in recommending the registration and accreditation of adult learning institutions to the National Training Authority, the National Qualifications Authority, and the National Examinations Board

SECTION 6: RESOURCES FOR ADULT LEARNING

Financing adult learning

38. Investment in adult learning leads to significant public and private benefits. Some of the most important impacts of investment are as follows. In terms of economic returns, adult learning enables the acquisition of knowledge and skills which enhance livelihoods, employability, and productivity. For example, adults may acquire new skills in the application of agricultural techniques or in the use of computers in the work-place, and they may acquire knowledge about credit facilities or how to market their products. In terms of social returns, adult learning enables more active citizenship, greater equality for women, increased environmental awareness, and improved family health (including in relation to HIV/AIDS). A major contribution to social development is the intergenerational effect of educated adults contributing to the education of their children, influencing positively both attendance and achievement. Private benefits (such as increased productivity and higher profits) accrue to employers who invest in human capital, and to individual learners who develop the competencies necessary for improved participation in economic activity and who are empowered through the development of greater self-esteem and self-confidence. There is a growing consensus in bodies such as the World Bank and OECD that investment in adult learning generates important economic and social returns.

39. Adult learning in Namibia is funded through Government departments, parastatal corporations, private sector companies, non-governmental organisations and community-based organisations, and individual learners. Approximately 30 directorates in 15 Ministries spend money on adult learning in programmes as varied as primary health care, community-based water point management, and small and medium enterprise development. The level of public sector expenditure is significant though it has never been calculated because of its dispersed nature. The parastatal sector invests in adult learning with respect to its employees, such as NAMPOWER's adult basic education and training programme. The same is true for private sector companies, whose level of investment has been increased by the obligation under the Affirmative Action

(Employment) Act of 1998 to produce employment equity plans and to provide training opportunities for employees in previously disadvantaged groups. Non-governmental organisations and community-based organisations provide extensive adult learning activities within their social and economic development programmes. Their funding is primarily project funding through international donor agencies, which poses problems of sustainability. Finally, individual learners contribute to the cost of their own learning through fees, especially for formal courses such as those of NAMCOL or private institutions like the Open Learning Group. Some individual learners are able to obtain educational loans, whilst some civil servants can make guaranteed instalment payments deducted at source from their salaries.

40. At present, there is no organised data on the nature, extent, targeting, adequacy and efficiency of spending on adult learning within and outside the public sector, nor any cost-benefit analysis of current expenditure. Nevertheless, it is evident that sustained funding of adult learning at an appropriate level of investment across the sectors is a major policy challenge. The Government will therefore, as a matter of priority, commission a study on the financing of adult learning to provide a situation analysis and to recommend funding modalities for the future, taking into account best practice internationally.

The shared use of facilities

41. It is important that opportunities to learn are available at the places and times which are convenient for adults and out-of-school youth, who have multiple responsibilities in their families, communities, and work-places. The needs and situations of learners can best be met through local learning centres, where adults and youth can undertake face-to-face learning, distance learning, or self-directed learning, as well as access guidance and counselling, library resources, and information and communication technologies. In principle, local learning centres should be characterised by a high degree of local involvement and by their responsiveness to local learning needs, with access available during evenings, week-ends and holidays, as well as daytime. Such centres are seldom purpose-built but usually share facilities built for other purposes, such as schools or libraries. The shared use of facilities is therefore a vital strategy for the maximisation of resources available for adult learning.

42. The Ministry of Basic Education, Sport and Culture has developed Community Learning [and?] Development Centres in 11 of the 13 administrative regions since 2000. 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 secondary schools. These centres provide a good model of the local learning centre. The Government plans to extend the number of Community Learning Development Centres and to ensure that appropriate operational regulations are in place, for example, on responsibility for costs and on the collection and use of service charges.

43. Another model initiative is the establishment of the Namibian Open Learning Network Trust (NOLNET) in 2001 by the Ministry of Basic Education, Sport and Culture, the Ministry of Higher Education, Training and Employment Creation, NAMCOL, the National Institute for Educational Development, the Polytechnic of Namibia, and the University of Namibia. The 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. There is now a network of 47 centres where open and distance learning students can access library resources, computers and other study facilities. In order to facilitate the development of the network, a number of policy decisions have been taken by the Ministry of Basic Education, Sport and Culture on issues such as remuneration of teachers as part-time tutors, tariffs for use of its facilities by outside bodies, and collection and administration of user fees. The Government is committed to supporting NOLNET in the optimal utilisation of facilities.

44. In order to extend the principle of the shared use of facilities, the Government will issue a Memorandum from the Office of the Prime Minister to the effect that any existing building belonging to Central or Local Government may be used as a local learning centre, subject to its suitability and formal agreement on administrative and financial arrangements by the authorities concerned. The

Government will also ensure that all new public institutions for education and training will be designed to incorporate a local learning centre. The Government will also encourage the owners of private buildings (such as churches or company training centres) to enable their shared use as local learning centres.

Human resources for the development of adult learning programmes

45. A large number of personnel, both full-time and part-time, are involved in the provision of adult learning. They have a variety of roles, including community mobilisation, teaching, counselling, materials development, and administration. For those who have been trained, their training has normally focussed on the content of their sectoral specialisation, such as health or agriculture. Very few personnel have received adequate training in the generic skills of how to mobilise communities and how to develop adult-centred learning environments. However, since 199[x], the Department of Adult and Non Formal Education of the University of Namibia has offered professional training at diploma, degree, and post-graduate levels, and since 1997 NAMCOL has offered the Certificate in Education for Development. These programmes train participants in the theories, principles, methodologies, and contexts of adult learning, providing generic training for personnel from different sectoral and organisational backgrounds. The programmes constitute the basis for professional development within the field of adult learning. However, they confront problems of curriculum relevance, employer recognition, staffing and so forth that hinder their full development. The Government will therefore task the National Council for Adult Learning to undertake a comprehensive review of professional training needs and the adequacy of existing training programmes in order to produce a human resources development strategy for adult learning personnel.

SECTION 7: CO-ORDINATION, POLICY IMPLEMENTATION AND MONITORING

The National Council on Adult Learning

46. Adult learning in Namibia is characterised by its diversity in terms of contents, methods, participants, levels, and providers. It is multi-sectoral, involving different ministries within Government, as

well as parastatals, the private sector, and non-governmental organisations and community-based organisations. The promotion of adult learning for all therefore poses a challenge of co-ordination, policy implementation and monitoring. To meet this challenge, the Government will establish the National Council on Adult Learning, within the terms of Section 67(2) of the Education Act, 2001.

Powers and functions of the Council

47. The Council shall be responsible for the promotion and co-ordination of adult learning, policy development and implementation, and the maintenance of standards in the provision of adult learning. The Council shall:

- a) formulate policy on adult learning and advise Government accordingly;
- b) undertake strategic planning for the development of adult learning, and monitor policy implementation;
- c) advise Government and other stakeholders on the funding needs of adult learning;
- d) liaise with public, parastatal, private sector, non-governmental organisations and community-based organisations on all matters relating to the overall development of adult learning;
- e) promote co-ordination amongst the providers of adult learning;
- f) maintain a data base of adult learning providers;
- g) advise the National Training Authority, the National Qualifications Authority, and the National Examinations Board on the registration and accreditation of adult learning institutions;
- h) encourage the implementation of quality assurance procedures in adult education programmes, and the establishment of standards of good practice;
- i) receive complaints from members of the public with regard to organisations offering adult learning programmes;
- j) promote and advise on training programmes for those engaged in the provision of adult learning as facilitators, organisers, curriculum developers, planners and researchers;
- k) administer the Adult Learning Promotion Fund;
- l) organise activities of public information and social mobilisation that will promote greater recognition and expanded

- participation in adult learning, including Adult Learners' Week;
- m) facilitate Namibia's involvement in technical committees, professional meetings, and other initiatives on adult learning of SADC, the African Union, UNESCO, and other international bodies;
 - n) advise Government and other stakeholders on any other matter related to adult learning.

Membership of the Council

48. The Council shall consist of the following members:

- a) the Chairperson;
- b) the Permanent Secretaries of the Ministries responsible for education;
- c) the Directors of the responsible directorates in the Ministries responsible for agriculture, environment, health, information and broadcasting, prisons, social services, tourism, trade and industry, and women's affairs;
- d) the Chief Executive Officer of the Namibian Training Authority;
- e) the Chief Executive Officer of the National Qualifications Authority;
- f) a representative of the Namibian Association for Literacy and Adult Education;
- g) one person of recognised standing and expertise from the parastatal sector;
- h) one person of recognised standing and expertise from the private sector;
- i) one person of recognised standing and expertise from non-governmental and community-based organisations;
- j) one person of recognised standing and expertise from an institution of higher education;
- k) a representative of adult learners;
- l) two persons co-opted by the Council.

49. After soliciting nominations in the public media, the Minister responsible for basic education shall appoint the Chairperson of the Council and the members to be appointed under g) to k). Members shall be paid out of the funds of the Council such remuneration and allowances as the Minister may from time to time determine.

50. The Council shall meet at least three times in a year, and shall determine its own procedures.

Secretariat to the Council

51. The Council shall appoint an Executive Secretary at the level of Deputy Permanent Secretary in the Public Service, and such other professional and support staff as may be required to carry out its functions. In the first instance, the Council shall appoint two other professional staff. The Senior Research Officer will have responsibility for the development of performance indicators, the compilation and analysis of statistics, the promotion of quality assurance measures, accreditation reviews, and the execution and promotion of relevant research, evaluation, and needs assessments. The Senior Information and Mobilisation Officer will have responsibility for the Council's web-site and publications (including the Directory of Adult Learning Providers), for media publicity, and for social mobilisation campaigns that promote adult learning (including Adult Learners' Week).

Funding and reporting

52. The funds of the Council shall consist of:

- a) Moneys appropriated by Parliament for the purposes of the Council [?through the budget of the ministry responsible for basic education];**
- b) Grants and donations that the Council may receive;**
- c) Income that the Council may receive from the sale of publications or fees for the provision of services;**
- d) Other monies accruing to the Council.**

53. The Council shall within a period of six months after the end of the financial year submit to the Minister responsible for basic education a comprehensive Annual Report on the operations of the Council during that year, including the audited accounts. The Annual Report shall be presented to Parliament by the Minister within three months of receipt from the Council.

The Adult Learning Promotion Fund

54. The Council shall administer the Adult Learning Promotion Fund. The Fund will make grants with the following objectives:

- a) To support specified activities of organisations which promote adult learning.**
- b) To promote innovation and good practice in adult learning.**
- c) To promote applied research and evaluation.**
- d) To support local initiatives which encourage greater recognition and participation with respect to adult learning.**
- e) To award annual prizes to outstanding adult learners, adult learning personnel, adult learning programmes, and research studies.**

Monies for the Fund shall be provided through a line item in the budget of the Council, and through specified grants and donations. A report on the activities supported by the Fund and the audited accounts shall be part of the Council's Annual Report.