

Country Context Report - Namibia

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training
Textbooks and Learning Materials

Primary Language(s)

German: National

Herero: National

English: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

Nama: National

Oshivambo: National

Afrikaans: National

Indigenous languages are included in the school syllabus at primary level.

Sources

The Republic of Namibia; 2004; Namibia in a Nutshell - [http://www.grnnet.gov.na/Nam Nutshell/Population/L](http://www.grnnet.gov.na/Nam%20Nutshell/Population/L)
USAID website - <http://www.usaid.org/na/assessment.asp>
USAID-Namibia; 2004; Namibia Overview - <http://www.usaid.org/na/overview.asp?id=1>

Population

	Total	Male	Female
Total	1,826,854	890,136	936,718
Under 14	818,905	414,559	404,346

Sources

The Republic of Namibia; 2004; Namibia in a Nutshell - [http://www.grnnet.gov.na/Nam Nutshell/Population/L](http://www.grnnet.gov.na/Nam%20Nutshell/Population/L)
USAID website - <http://www.usaid.org/na/assessment.asp>
2001 Population and Housing Census: Preliminary Report - Census Office National Planning Commission

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Early Childhood Education

Early childhood education is provided.

Early Childhood Education (ECE) is provided in Namibia. It is provided as a partnership between the Government of the Republic of Namibia (GRN) and communities. The Ministry of Basic Education, Sports and Culture (MoBESC) is responsible for training and curriculum development for Early Childhood Development (ECD) with other aspects falling under other Ministries. ECD has relatively low coverage in Namibia for cost reasons.

Sources

The National Planning Commission website - http://www.npc.gov.na/docs/DRTC_Final_Report.pdf
The Republic of Namibia; 2004; Namibia in a Nutshell - [http://www.grnnet.gov.na/Nam Nutshell/Population/L](http://www.grnnet.gov.na/Nam_Nutshell/Population/L)
USAID website - <http://www.usaid.org.na/assessment.asp>

National Curriculum

A national curriculum exists.

A new, uniform, and learner-centered curriculum for Grades 1 to 12, finalized in 1988, has received recognition beyond Namibia's borders. Significant progress has been made in the use of English (which replaced Afrikaans as the nation's official language) as a medium of instruction.

A task force on curriculum was set up to identify needs and gaps and to recommend how to rectify them. The MoBESC is currently revising the Basic Education Curriculum for Grades 1 to 10 for implementation between 2004 and 2006 while localizing of senior secondary curriculum is being undertaken and will be implemented by 2005.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

USAID website - <http://www.usaid.org.na/assessment.asp>

National exams - At what level are national exams written?

National exams are written both at the end of junior and secondary levels. For the junior secondary phase, a new national examination, known as the Junior Secondary Certificate Examination (JSCE), was developed and introduced in 1993. It is written by full-time, part-time, and hearing-impaired and blind candidates in an adapted format. 37 subjects are examined at the end of senior secondary phase. The International General Certificate of Secondary Education (IGCSE) and Higher International General Certificate of Secondary Education (HIGCSE) examinations were introduced in 1995. 45 IGCSE and 19 HIGCSE subjects are currently examined.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

What are the key basic education challenges?

In general, the early years in Namibia's education development saw significant improvements in access, equity and democracy. The greatest challenges to Namibia's education sector today are achieving quality and efficiency. Moreover, there has been a growing recognition that, in order for the MoBESC to sustain its school-level successes, the systems and services supporting the primary schools need to be strengthened.

Namibia is facing the following key challenges:

- Eliminating fragmentation of education along racial and ethnic lines
- Eliminating unequal access to education and training at all levels of the education system
- Eliminating inefficiency in terms of low progression and achievement rates and high wastage rates
- Enhancing the curriculum and teacher education programs to the needs and aspirations of individuals and the Namibian nation
- Eliminating the lack of democratic participation within the education and training system
- Reducing the level of suicides among learners in the schools. "A total of 29 school-children in Namibia have committed suicide since 1997...Even though the Minister of Education said the suicides resulted from a number of social problems, he declined to mention the reasons for suicides amongst learners."
- Eliminating the huge backlog of provision of classrooms, laboratories, and libraries
- The HIV/AIDS epidemic presents a major new challenge to Namibia and key partners of the education system.
- Need for better qualified teachers and better teaching materials
- A degree of mismatch between the education sector and the needs of the labor market (e.g. the

lack of skills in management, science, and medicine).

Sources

National Planning Commission website - http://www.npc.gov.na/docs/DRTC_Final_Report.pdf
Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>
USAID website - <http://www.usaid.org.na/assessment.asp>.

Is primary education 'free' (legally)?

Free primary education is provided.

Legally, primary school education is free. Article 20, section 2 of the Constitution of the Republic of Namibia states, that "Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge."

However, in practice, primary school education is not free. Parents are expected to pay their children's school fees. It is only when a parent provides proof of inability to pay that the child is exempted.

Sources

grnnet.gov.na - <http://www.grnnet.gov.na/News/Archive/2002/August/>

What are the barriers to student access and participation in basic education?

- Insufficient number of schools and classrooms
- Lack of sufficient food provision for all learners enrolled in the primary schooling system
- Lack of sufficient money for school fees, uniforms, and books
- Psychological stresses due to illness or loss of loved ones due to diseases such as HIV and AIDS.

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Girls

In 1998, 50.6% (i.e. 251,782 of 497,418) of all the learners in Namibian schools were girls. According to the findings of the Education For All (EFA) National Plan of Action 2001 to 2015, even though the majority of learners in Namibian schools are girls, their needs are not properly addressed.

There is little focus on girls' education. The USAID Mission in Namibia implemented the Ambassadors' Girls' Scholarship Program (AGSP) in April 2000 to April 2003, a program designed to support girls' access to education. The AGSP provided scholarships to girls and women who would have otherwise been unable to continue their education for financial reasons. Some of its achievements included providing: scholarships for 142 matriculated female students who were not accepted into university, law school scholarships to two women from disadvantaged backgrounds, scholarships to 20 nursing school students, 10 scholarships for San primary and secondary school level girls, scholarships to 32 academically gifted but economically disadvantaged girls, and university scholarships to 6 academically gifted but economically disadvantaged girls.

Poor

This group mostly comprises children of farm workers, street children, and children in informal settlements. The MoBESC developed and implemented the School Feeding Program. It is benefiting

most poor rural schools to keep the children of very poor families in school.

In terms of statistics, the School Feeding Program is providing more balanced daily meals to 90,200 learners and 944 teachers in 689 primary schools, pre-schools, and hostels. According to the MoBESC, this has led to increased school enrollment figures and improved attendance rates in remote schools where otherwise learners would not have been able to attend school.

Street Children

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is participating in the program for street children. The program aims to re-integrate street children into their families, schools, and society. The establishment of the interim shelter to address the material needs of the street children in 1996, the establishment of the Windhoek day center to address the educational needs of the street children in 1997, and the sub-regional training workshop that was held for social workers and educators for street children are some of the successes of the program.

Minority

This group is made up of San and Ovahimba children. For the San people, the MoBESC, working together with non-governmental organizations (NGOs), has introduced programs such as the Nyae-Nyae Village School program where the curriculum is community-based and the San language is the medium of instruction. It secured the sponsorship for 20 San learners for the Royal-Overseas League (ROSL) of United Kingdom, and trained five Nyae-Nyae Village School San teachers in 1998. The purpose is to enable these San learners to pursue their primary and secondary education and possibly proceed to tertiary education.

The Ministry of Women Affairs and Child Welfare (MWACW) conducted a two-day workshop on Business Management and Leadership Skills for 30 San people at Eukiro to empower them with business and leadership skills as part of the GRN strategy to address the needs of marginalized people.

For the Ovahimba children, a pilot mobile school project has materialized in the Kunene region.

Children with Special Needs

There is a directorate specially established to determine policies and develop programs to establish and maintain opportunities for children with special needs.

One of the policies developed by this directorate, "The National Policy on Disability" states that the government shall ensure that children and youth with disabilities have the same right to education as children without disabilities.

According to the EFA National Plan of Action 2001 to 2015, the needs of children with disabilities and learning difficulties are met through special classes in mainstream schools or special schools. However, access to both special classes and special schools is limited due to the shortage of places.

Efforts have been and are still being made by the Ministry to promote equitable access to education for learners with disabilities in Namibia. There are national schools for learners with disabilities in the country, the numbers are as follows:

- . Visual and hearing-impaired: 2
- . Visual and mentally-impaired children: 1
- . Mentally disabled children: 2

. Children with learning difficulties: 2

The above institutions cater for about 1,200 learners with disabilities. There are about 45 special class teachers. 38 of them received in-service training on the baseline assessment, visual-adding, and differentiation. Resource materials, such as the guidelines for the establishment of a special class and assessment forms and basic scholastic skills tests were developed and approved by the curriculum panel for special education. Counseling support groups were established at 165 schools country wide and the relevant training given to 329 teachers. These efforts accomplished the following: four blind, Grade 12 learners from Eluwa Special School started their teacher-training courses at the Malcolm Moffat Training College in Zambia, three hearing-impaired learners from the same school, for the first time in its existence, passed the JSCE.

According to the MoBESC, this was achieved due to increased audiology and speech therapy offered by Volunteer Services Overseas and the newly introduced total communication system.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

What is the stage of development of the education system?

When Namibia gained its independence just over 13 years ago, the education system that the new government inherited was one designed to reinforce apartheid rather than provide the necessary human resource base to promote equitable social and economic development. It was fragmented along racial and ethnic lines, with vast disparities in both the allocation of resources and the quality of education offered. The new Government of the Republic of Namibia (GRN) quickly began to create one unified structure for education administration and to mobilize itself to achieve five education sector goals: access, equity, quality, democracy and efficiency. Since 1991, the GRN has remained highly committed to these five goals. Currently, it allocates close to 25% of its national budget to education. This represents 9% of Namibia's total gross national product (GNP) and is one of the three countries with the highest percentage of GNP directed toward education in the world. The investment is paying off. A new, uniform and learner-centered curriculum for Grades 1-12 finalized in 1998, has received recognition beyond Namibia's borders and significant progress has been made in the use of English (which replaced Afrikaans as the nation's official language) as a medium of instruction. About 90% of school age children attend school and the number of teachers has increased by almost 30% since 1990. Over 3,000 new classrooms have been built. As a result of these improvements, repetition rates in all grades have been reduced. Whereas in 1991, half the learners in Grade 1 were repeating the grade, by 1997, over 80% of learners passed the first time. Dropout rates have also plummeted.

Since independence the development budget has increased from a mere US\$5 million to US\$15 million in 1999. Increased funding allowed for more facilities to be built. In 1990/91 a total of 205 facilities were erected compared to 691 in 1999/2000 fiscal year.

As of August 2001, Namibia's education sector included: 1,545 schools (1,026 primary schools, 378 combined schools, and 129 secondary schools), primary institution of higher learning, the University of Namibia (UNAM) established in 1992, Polytechnic of Namibia (established in 1994), and four colleges of education; 18,117 teachers accounting for 80% of the education budget. Primary school enrollment rates have reached over 93%.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
USAID website - <http://www.usaid.org.na/assessment.asp>

Which approaches is the country taking to combat HIV/AIDS?

Namibia is using a multi-strategy approach to combat the HIV/AIDS pandemic. One of the approaches is educating primary school children on how to prevent HIV infection. The "Window of Hope" program of the MoBESC is aimed at effective teaching on HIV/AIDS prevention.

Another strategy is to provide limited Anti-Retroviral (ARV) drugs to HIV positive Namibians. In 2002, there were 285 patients who registered with the Ministry of Health and Social Services to receive ARV treatment from the two chosen state hospitals, Oshakati and Katutura. The target for this program was 500 patients. For Namibia to provide such service to all its HIV positive citizens would cost US\$ 0.6 billion. This amount is three times more than the US\$ 0.2 billion budget of the Health and Social Services Ministry.

In 2004, Namibia received a donation of ARVs worth US\$ 116,666 from the Government of India. Nearly 800 HIV/AIDS patients countrywide have received free ARVs.

The December 1 World AIDS Day is also commemorated in Namibia. The commemorations of 2002 focused on stigma and discrimination against people living with HIV and AIDS. Activities included displaying of red ribbons on buildings, collection and distribution of food to people living with HIV and AIDS, music concerts broadcasted on Namibian Broadcasting Corporation (NBC), and a display of information on HIV and AIDS at various points in Namibia.

Additionally, one of the approaches Namibia is taking to combat the spread of HIV and AIDS is to provide free testing and counseling services in Voluntary Testing Centers. One of these centers, New Start HIV/AIDS Voluntary Testing Center, was officially opened by the Prime Minister on February 4, 2004.

The U.S. based Center for Disease Control plans to provide US\$5 million for programs to reduce mother-to-child transmission of HIV, to develop 35 centers for Voluntary Counseling and Testing for HIV, and to increase Namibia's capacity for HIV and AIDS prevention, care and surveillance.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

Are there political conflicts and what is the impact of these conflicts on education?

Since independence from the former South African Nationalist Party (NP) apartheid regime on March 21, 1990, Namibia has had no major political conflicts reported. Instead, the country is faced with natural disasters. Drought and floods are the biggest threat to Namibia's education system. Many people are displaced every year. This continues to happen against the concerted efforts of the Office of the Prime Minister's Emergency Management Unit (EMU) and the Ministry of Agriculture Water and Rural Developments in implementing drought relief programs.

Recently, the U.S. Embassy in Namibia provided US\$95,000 to the Namibian Government to address the flood in Eastern Caprivi. The donation included funding for water, sanitation and other emergency needs, as well as the provision of three shallow-drafted Zodiac boats and engines.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

Are there on-going, recently completed projects relating to the following areas?

Teacher Training: The U.S. Peace Corps started Primary Education Teacher Training and Secondary Education Teacher projects in 1991. These projects provide in-service training for teachers in various subjects including English, mathematics, and science.

Sources

U.S. Embassy website - <http://www.usembassy.namib.com/pcorps/program.htm>

Girls' Education: The USAID Ambassadors' Girls' Scholarship Program (AGSP) is likely to continue under the new Africa Education Initiative.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

Mitigating the Impact of HIV/AIDS on Education: There is a recent on-going program intended to mitigate the impact of HIV and AIDS on education. The "Window of Hope" program of the MoBESC was launched in 2002 and is funded by the Netherlands government, at a level of US\$1.9 million following the agreement signed by the Netherlands government and USAID Namibia. This project is intended to develop HIV/AIDS curriculum support materials, train teachers, provide extra mural peer education activities, and assist technical and management staff in handling HIV and AIDS issues.

The MoBESC has established an HIV/AIDS Management Unit. USAID Namibia donated US\$53,333 to be used in this unit to distribute 1,450 HIV and AIDS health kits to schools nationwide.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

USAID website - <http://www.usaid.org.na/assessment.asp>

Encouraging the Participation of Local Communities in Education: In 1995, the Ministry introduced a community structure which allows more democratic participation in education. The structure is made up of the regional education forum, composed of representatives of school boards, every constituency, community leaders, church bodies, workers (trade unions), teacher unions and student organizations. In addition to this body there are school boards, composed of equal representation from parents committee and teaching staff, school management committees, teacher's unions, student organisations and parents all having an active role in educational matters.

The MoBESC School Improvement Small Grants Program was established to provide incentives for communities to actively participate in the improvement of their schools. Numerous communities submitted proposals for USAID-funded school improvement grants. In the first round, 28 communities were awarded grants with an average value of US\$4,000-5,000. In the latest round an additional 68 communities will receive grants. Among the communities receiving grant awards were those focused on school-based HIV/AIDS and environmental awareness activities, teaching materials development, the establishment of school libraries, agriculture clubs, and school newsletters.

Over 1,900 parents and community members in nearly half of the MoBESC's districts in the six northern regions have participated in the development of school improvement plans, which set a vision and action plan for strengthening their respective schools. For the first time, parents are being encouraged and are turning out to participate in classroom instruction, teaching traditional arts and crafts, dance and oral history. For example, a three-day reading fair organized by parents and teachers at one school attracted 400 participants.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

USAID website - <http://www.usaid.org.na/assessment.asp>

Financial Information About Education

Donor Information

Italian government - 2004

US\$ 200,000,000

Strengthening its participation in the programs of the World Bank and UNESCO in the education sector in Namibia

German government - 2004

US\$ 11,500,000

Natural resources management and rural development, job creation, road transport, and HIV/AIDS awareness

Iceland government - 2004

US\$ 4,000,000

Basic Education-Adult literacy, gender and development, ECD, and community development

World Bank - 2004

US\$ 144,000

To assist the Health and Education Ministries in designing a Public Expenditure Tracking System (PETS)

Namdeb Social Fund - 2004

US\$ 59,037

Funding community organizations involved in educating youth

UNESCO - 2004

Education initiatives through distance methodologies data collection, analysis, dissemination to schools, and regional and central ministry levels of the education system

Netherlands government - 2004

Tertiary education

Japanese Embassy - 2004

Building of primary school classrooms

Grinaker Ltd. Construction - 2004

Building of primary school classrooms

Sources

The National Planning Commission website - http://www.npc.gov.na/docs/DRTC_Final_Report.pdf
Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Education Budget	1999	US\$ 239,200,000
Education Budget	1998	US\$ 214,200,000
Education Budget	1997	US\$ 202,800,000
Education Budget	1996	US\$ 165,700,000
Education Budget	1995	US\$ 166,800,000
Salaries Budget	1999	US\$ 207,700,000
Salaries Budget	1998	US\$ 191,800,000
Salaries Budget	1997	US\$ 183,700,000
Salaries Budget	1996	US\$ 142,800,000
Salaries Budget	1995	US\$ 122,300,000

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Teacher Training

Number of Teachers by Level

Level	Number
Total	18,117
Secondary	11,000
Primary	7,117

Sources

USAID website - <http://www.usaid.org.na/assesment.asp>.
USAID website - <http://www.usaid.org.na/assesment.asp>

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	29:1	21:1	40:1

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Percentage of Primary Teachers Retiring each Year

0.60 %

Between June and November 2002, 116 (0.6%) teachers left the profession. According to the Minister of Education, further studies, promotions elsewhere, greener pastures in the private sector, pressure due to pending misconduct charges and personal reasons could be some of the reasons why teachers resign. Some teachers apparently resign to get their pension payouts and then apply again for teaching posts in the Ministry.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

What are the barriers to teacher sufficiency?

The four Teacher Training Colleges (TTCs) cannot accommodate all the teacher trainee applicants. The TTCs have to raise additional funding to admit more students. This creates a barrier by limiting the number of qualifying students that can be admitted.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

What is the design of pre-service teacher training programs?

Pre-service teacher training programs are the responsibility of the Ministry of Higher Education, Training and Employment Creation (MoHETEC) established in 1995. One of its achievements since inception is the development of a strong teacher education program for senior secondary level teachers in collaboration with the Faculty of Education at the University of Namibia (UNAM).

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

What is the design of in-service teacher training programs?

In-service teacher training programs largely focus on qualifications upgrading. It targets practicing teachers in both formal and non-formal education settings.

The newly launched Postgraduate Diploma in Education (PDE) caters for both graduates who have a degree in relevant subject of teaching, and, anyone with a first degree who wants to obtain a teaching qualification.

Additionally, USAID technical support has enabled the establishment of four heavily utilized Teacher Resource Centers which provide access for teachers and MoBESC officials to computers and on-line certification, distance education and professional development materials. Approximately 2,200 in-service teachers have enrolled in the MoBESC on-line certification program, and 1,900 have been awarded the Basic Education Teacher Diploma (BETD). The teachers carry out research on-line at the four centers established in USAID-assisted regions. After 15 months of operation, the centers have over 1,000 registered users, and the demand is increasing for similar centers elsewhere in the country. The Ministry is now developing Namibia-specific, computer-assisted courses for teachers and other trainers. Computer center staff have acquired tools and skills to develop computer-assisted training courses for MoBESC officials in USAID's six targeted education regions. An innovative, low-cost strategy for maintaining the new centers, including the collection of fees from private users and the employment and training of out-of-school youth to manage and maintain the computer operating systems in all four of the new facilities, has been successfully implemented.

The new MoBESC website has been operational for one year and offers on-line teacher certification opportunities and other professional development programs. The website enables various MoBESC employees (staff, in-service teachers, and teacher training college faculty members) to have access to the Wide World (WIDE) Course of the Harvard Graduate School of Education. Successful completion of this MoBESC/Harvard partnership program leads to the award of a Certificate of Information Communication Technology (ICT) Professional Management. To date, 40 MoBESC staff have completed the program.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
Republic of Namibia website - <http://www.gmnet.gov.na/News/Archive/2004/April/C>
USAID website - <http://www.usaid.org.na/assessment.asp>

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 6

These are the University of Namibia (UNAM), the Polytechnic of Namibia, and four Colleges of Education. All provide both pre- and in-service training for teachers.

Contact(s):

University of Namibia

Private Bag 13301

Windhoek

Namibia

Phone: +26461206-3666

<http://www.unam.na/>

The Polytechnic of Namibia

Private Bag 13388

13 Storch Street

Windhoek

Namibia

Phone: +26461-2079111

Fax: +26461-2072444

<http://www.polytechnic.edu.na/>

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Demand for Teacher Training

The demand for teacher training in Namibia has been increasing by about 200 new enrollments on a year-to-year basis.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Are alternative routes to teacher certification available?

Alternative routes for teacher training exist.

There is an Internet teacher training certificate provided jointly by the government and funded by USAID.

Sources

USAID website - <http://www.usaid.org.na/assesment.asp>.

Number and Percentage Receiving Certification through Alternative Training

Approximately 2,200 in-service teachers have enrolled in the MoBESC on-line certification program, and 1,900 have been awarded the Basic Education Teacher Diploma (BETD).

Sources

USAID website - <http://www.usaid.org/na/assessment.asp>.

Are there programs for the professional development and support of head teachers and school administrators?

Programs for professional development of teachers exist.

The Initiative for Namibian Education Technology (iNET) is another USAID activity designed to improve quality, expand access, and enhance equity through the application of digital and broadcasting technologies. Partners in the activity are USAID, the USAID offices of Energy and Information Technology (EIT), Women in Development (WID), and the Education Development Center, Inc (EDC). The activity focuses on: 1) improved professional development for MoBESC officials (teachers, principals, advisory teachers, inspectors, and regional and head office staff) through expanded and sustained use of Information and Communication Technologies (ICT), and 2) improved policy and planning of the MoBESC through decentralization of the Ministry's Education Management Information System (EMIS).

Sources

USAID website - <http://www.usaid.org/na/assessment.asp>

Stability of Teachers

Policy on Teacher Transfer/Assignment

Vacant teaching posts in overstaffed regions are transferred to understaffed regions.

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>

Girls' Education

What is the policy on pregnancy?

For Girls

In 1997, Namibia formulated one of the most progressive pregnancy policies on the African continent - uninterrupted schooling. The policy is democratic, takes into account the academic, physical and psychological needs of the girl and her baby, and provides for action against men responsible for the pregnancy particularly teachers.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Is there evidence of curriculum revision?

General

The MoBESC has developed and implemented a unified, learner-centered and relevant mandatory national curriculum for all grades.

Relevance to the world of HIV/AIDS

There is evidence of the revision of curriculum to include HIV and AIDS topics. The "Window of Hope" program of the MoBESC recently received US\$1.9 million from the Netherlands government to develop curriculum support materials on HIV and AIDS prevention. However, it is not clear how these will be developed in such a way that issues sensitive to girls and girls' education are addressed.

Life Skills

The "Window of Hope" program is described by the Minister of Education as "a new life skills program specifically targeting children between the ages of 10 to 14 years." He went on to say, "the program must contribute towards the effective teaching on the topic of HIV/AIDS in our schools, through programs like the Health and Hygiene in the lower primary (Grades 1 to 4) and the Life Skills Program in the upper primary program (Grades 5 to 7)." However, Life Skills Program is not gender sensitive and is not an examinable subject, therefore students and teachers tend to disregard it.

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

The development and implementation of the pregnancy policy that allows young mothers to go back to school after delivery is going to stimulate enrollment and persistence of girls in schools.

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

There is evidence of reforms to reduce the cost of schooling for girls. During the past five years (between 1995 and 2000), USAID in collaboration with the MoBESC provided about 90,000 girls at primary level with scholarships.

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>.

Teaching and Learning Resources

Are textbooks free?

Free textbooks are available.

Textbooks are free for schools with less than one book per learner.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

Learning and teaching materials are available in all 11 regional languages at the primary level.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

What are the mechanisms for development/distribution of teaching and learning material?

Development

During the first five years of assistance (between 1995 and 2000), USAID's program, in collaboration with the U.S. Peace Corps and with support from the US based Institute for International Research, focused on improving the quality of materials available to teachers and their students. They developed, produced, and distributed Grades 1-4 curriculum in five languages which comprised the mother tongues of 95% of the population in the targeted northern region.

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>

Perception of Adequacy of Learning Resources

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm

To what extent is information communication technology available/used in basic education?

ICT Available

Information Communication Technology (ICT) is available to a certain extent. Various databases, inter alia, NAMCAT (containing holdings of ministerial libraries), NAMLIT (on Namibian related and produced documents), PERGOV (periodicals in ministerial libraries) and in-house catalogues are available on the Internet. Also, the web pages of the national archives, national library and other subdivisions are available on the Internet.

Also, "in order to reduce the digital divide between rural and urban areas, the Prime Minister is exploring the possibility of establishing digital villages in Namibia with the possible help of Microsoft and other donor agencies."

ICT Used

ICT is also used to some extent in basic education. On January 20, this year, the National Institute for Educational Development (NIED) together with the Initiative for Namibian Educational Technology (INET) launched a CD that has information on the Namibia's education system. The "Namibian Educational Resources 2004" CD includes curriculum documents, syllabus guides, 125 Namibian syllabi, subject policies and all textbook categories as well as many locally produced lesson plans.

Sources

Office of the President website - http://www.op.gov.na/Decade_peace/b_edu.htm
USAID website - <http://www.usaid.org.na/assessment.asp>

Description of Transportation Systems and Projected Improvements

Railways: Total: 2,382 km
Narrow gauge: 2,382 km 1.067-m gauge (2002)
Highways: Total: 66,467 km
Paved: 9,172 km
Unpaved: 57,285 km (2000)
Ports and harbors: Luderitz, Walvis Bay
Airports: 135 (2002)
Airports – with paved runways: Total: 21
Over 3,047 m: 2
2,438 to 3,047 m: 2
1,524 to 2,437 m: 13
914 to 1,523 m: 4 (2002)
Airports – with unpaved runways: Total: 114
2,438 to 3,047 m: 2
1,524 to 2,437 m: 22
914 to 1,523 m: 71
Under 914 m: 19 (2002)

Also, for 2004/2005 financial year, the Namibian government has budgeted US\$98.8 million to extend the northern railway line, US\$23.5 million to upgrade Outapi-Tsandi-Okahao and Opuwo-Omakange roads, US\$55.8 million to link Oranjemund with tarred roads, and US\$61 million to restructure Air Namibia.

Namibia has a total road network of more than 64,189 km including 5,267 kilometers of tarred roads which links the country to Angola, Botswana, South Africa, Zambia, and Zimbabwe.

The railway network comprises 2,382 kilometers of narrow gauge track with the main line running from border with South Africa via Keetmanshoop to Windhoek, Okahandja, Swakopmund and Walvis Bay. Omaruru, Otjiwarongo, Otavi, Tsumeb and Grootfontein are connected to the northern branch of the railway network.

The country has two harbors handling merchandise imports and exports and servicing the fishing industry. The only deep-sea harbor is Walvis Bay in the Erongo region. The other harbor is Luderitz in the Karas region.

Sources

CIA Factbook website - <http://www.cia.gov/cia.publications/factbook/geos/>
Ministry of Finance website - <http://www.mof.gov.na>
Republic of Namibia website - http://www.grnnet.gov.na/Nam_Nutshell/Infrastructu

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees

All parents are supposed to pay school fees. However, some do not pay, pay late, or withdraw learners from school.

Serving in committees for school development, PTA

Members of the community are formally represented in the school boards' committees.

Recruitment of Teachers

Namibian communities are involved in actual teaching of subjects such as dance, arts, and culture and in developing teaching and learning materials in schools.

Sources

grnnet.gov.na - <http://www.grnnet.gov.na/News/Archive/2002/August/>
USAID website - <http://www.usaid.org.na/assessment.asp>

What is the level of community participation vs. government share of social and financial responsibility for basic education?

Parents are responsible for the payment of school fees, uniforms, and textbooks while government is responsible for the provision of classrooms, teachers, managers, and teaching and learning media.

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

NGOs are involved at the levels of classroom learning, classroom teaching, school administration, school management, and school governance in the primary education of Namibia. Their roles range from developing kits for learners (e.g. USAID funds a project to develop HIV and AIDS kits to be distributed in primary schools), training teachers (e.g. Peace Corps assist teachers with both content and methods of teaching English, science, and technology), training schools administrators and management, and assisting schools to establish school boards (e.g. USAID-Namibia fund a project providing incentives for parents to participate in actual teaching and developing teaching materials).

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

The EFA National Plan of Action for 2001 to 2015 noted that projections suggest that around one in seven educators are presently HIV positive. "This will have a major impact on the quality of education as the efficiency of such teachers is affected."

Teacher losses due to HIV/AIDS related diseases averaged 1.5% between 2000 and 2002. "The cumulative loss of educators to AIDS between 2002 and 2010 could be 860 if effective antiretroviral drug (ARV) treatment is widely accessible, or up to 3,360 if it is not. This is equivalent to between 5% or 19% of the current workforce."

Sources

Republic of Namibia website - <http://www.grnnet.gov.na/News/Archive/2004/April/C>
USAID website - <http://www.usaid.org.na/assessment.asp>

Educational Management's Ability to Plan Long-Term

According to the report "The Impact of HIV/AIDS on Education in Namibia" deaths and illness among managers were not frequently reported. However, impacts of vacant management posts were reported to be particularly disruptive as they have "multiplier effects."

Sources

USAID website - <http://www.usaid.org.na/assessment.asp>

Is there provision for the education of orphans and vulnerable children?

There is provision for education of orphans and vulnerable children.

There are provisions for the education of orphans and vulnerable children made by government, churches, and donor agencies, amongst others. For 2004/5 budget, the Namibian government has set aside US\$6 million for 5,000 new registrations for maintenance and foster parent's grants.

Also, the Ministry of Women Affairs and Child Welfare (MWACW) is preparing the National Orphans and Vulnerable Children (OVC) Program which will, amongst other activities, estimate the actual resource gap and the future situation.

In August 2002, the Ministry of Women Affairs and Child Welfare launched a book on Building Resiliency Among Children Affected by HIV/AIDS. The book contains information on the resilience of orphans and vulnerable children, children affected by HIV/AIDS, children losing a parent, preparing children for the death of a parent and involving them in decision-making, ideas for helping showing specific reactions and severe problems requiring a specialist.

Also, the Education for Development and Democracy Initiative (EDDI) started a project called OVC in Namibia in April 2000 and it will end in April 2005. The purpose of this project is to increase access to education for OVCs. It has achieved the following: advocacy efforts led to the waiving of school fees for orphans in 59 schools, 'lifeskills' educational participatory dramas focusing on sexual abuse and HIV and AIDS were delivered to 7,242 learners in primary schools. The AIDS Law Unit which also trained paralegals and community volunteers on advocacy for OVCs and access to education, developed a pamphlet on writing a valid will and distributed 10,000 copies. EDDI scholarships were provided to 175 orphans and vulnerable children to attend school, and, another 3,775 orphans received partial assistance such as uniforms, psychological support, and school supplies.

Sources

Ministry of Finance website - <http://www.mof.gov.na>

National Planning Commission website - http://www.npc.gov.na/docs/DRTC_Final_Report.pdf

