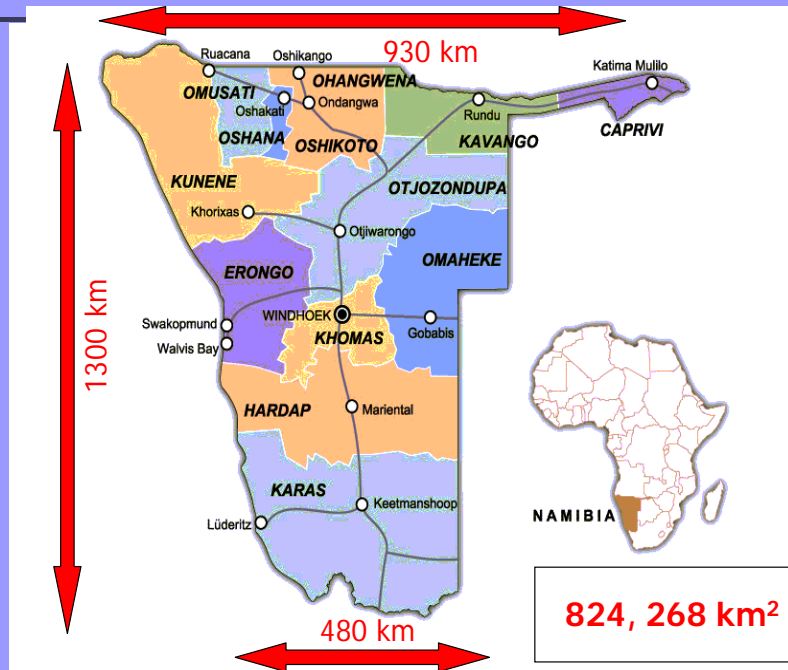




# NAMIBIA



## THE DEVELOPMENT OF EDUCATION

### National Report of Namibia

By

Ministry of Education

## **FACTS ABOUT NAMIBIA**

### **General:**

Namibia is located in the south-western part of Africa with surface area being 824 268 km<sup>2</sup>. Namibia borders Angola in the north, South Africa in the south, Botswana in the east and the Atlantic Ocean in the west. With the attainment of independence from the Republic of South Africa on March 21<sup>st</sup>, 1990, His Excellency, Mr. Sam Nujoma became the first president of the Republic of Namibia and also the Founding Father of the Nation. Currently, the country is under the presidency of His Excellency. Mr. Hifikepunye Pohamba, him also being the president of the ruling party, SWAPO.

The division of power is between the Executive, Legislature and Judiciary. Namibia has a multiparty Parliament with a very democratic Constitution guarantying fundamental human rights and freedoms with education being amongst many other rights. Political stability prevails in Namibia. Inasmuch as Namibia is a secular state, 90% of the population is Christians.

### **Population:**

Namibian population is 2.1 million according the National Housing Census of 2001. The population growth rate is 2.6%. The capital city is Windhoek with inhabitants of 250 305. The official language is English while a total of 16 languages and dialects are enjoying equal status. The country is demarcated into 13 regions. Total number of schools nationwide is 1661 with total enrolment of 570 623 learners (EMIS, 2007).

### **Economy:**

The Namibia Dollar (N\$) is the currency which is fixed to and equals the South African Rand a legal tender in Namibia. The economy of the country is driven by the following main sectors: Mining, Fishing, Tourism and Agriculture. The Tourism industry is the fastest growing sector with the Agriculture being the biggest employer. The mining sector consists of diamonds, uranium, copper, lead, zinc, magnesium, cadmium, arsenic, pyrites, silver, gold, lithimum minerals, dimensions stones (granite, marble, blue sodalite) and many semi-precious stones.

*NB: Courtesy of Air Namibia Flamingo Magazine*

### **Introduction:**

Eighteen years after attaining its independence, the Namibian government through the Ministry of Education remains committed to ensuring that quality education is accessible and offered to its citizens at various levels within the education system. Early Childhood Development and Pre-Primary education is one of the nine sub-programmes of the *Education Training Sector Improvement Program (ETSIP)*, which is a 15 year strategic plan developed in order to realize *Vision 2030*. Pre-Primary education is once more reverted to the Ministry of Education under the *Education Training Sector Education Improvement Programme [ETSIP]* and *Education Management Information System [EMIS]* Of 2007 reports a total enrolment of 1158 learners at the existing 130 pilot pre-primary units. The number of learners enrolled at the pre-primary units in 2008 stood at 2441 (ETSIP, 2008). Primary education is free and compulsory for ages 6 – 16 in accordance with the Namibian Constitution. Post secondary education is accessible through institutions of higher learning such as the University of Namibia, International University of Management, Polytechnic of Namibia, Colleges of Education, and vocational education training centres. The readership is presented with the facts and figures (EMIS, 2007) as an attempt to create an understanding of the current situation in our education system:

**Table 1: Total Number of Schools: 1661**

	Primary Schools	Combined Schools	Secondary Schools	Special Schools
State/Public Schools	994	399	160	9
Private Schools	54	29	16	-
<b>Total</b>	<b>1048</b>	<b>428</b>	<b>176</b>	<b>9</b>

The average growth rate indicates a change of 1545 to 1661 schools from 2001 to 2007, representing an average annual growth of 1.2%.

**Table 2: Total Number of Learners: 570 623**

	Total	Primary Schools	Secondary Schools	Special Schools & others
State/Public Schools	544 514	392 117	150 378	1959
Private Schools	26 169	17 391	7 784	994
<b>Total</b>	<b>570 623</b>	<b>409 508</b>	<b>158 162</b>	<b>2953</b>

Total: 528 958 [2001] – 570 623 [2007] Annual growth average 1.3%. However 557 873 to 570 623 [2006] – [2007] is 2.3. (EMIS, 2007)

The regions with high enrolment of learners\* (refer to Table 3 below) are Khomas (central), Kavango, Ohangwena, Omusati, Oshana, Oshikoto (north). Learners are compelled to walk long distances to get to school and this is mostly due to:

- ☛ The vast distance between most learners' residential area and where the nearest school is situated (**NB**. This reality underlines the importance of realizing the concept of Inclusive Education because not all regions have special schools.)
- ☛ Not enough hostel facilities/dormitories at most schools especially in rural areas.

**Physical facilities:** In its effort to overcome shortage of physical facilities, the Ministry is compelled to offer afternoon teaching classes to close to 10 000 of total national enrolment of learners (EMIS, 2007). Afternoon class teaching was mostly used for primary education (Grade 1 -3), but this practice has been extended to cater to other Grades as well. Caprivi,

Kavango, Khomas and Otjozondjupa regions have the highest number of learners attending afternoon teaching sessions.

The physical structures of most of the schools especially in the northern parts of the country are dilapidated. A large proportion of schools do not have toilets, water, telephones or electricity. In some regions, more so in the north teaching and learning takes place in “traditional [stick and mud, metal sheet and tents] and opened aired classrooms” presenting challenges during winter and rainy seasons. Additionally, the physical school facilities are not “disabled friendly” creating a barrier to accessibility for learners with disabilities.

**Table 3** below gives number of schools, learners, teaching rooms and teachers.

Region	Total Schools	Total Learners	Teaching Rooms	Total teachers
Caprivi	97	26 277	958	995
Erongo	61	26 131	906	1087
Hardap	57	19 973	783	707
(Special Schools)	9	1 524	126	176
Karas	47	18 450	675	859
Kavango *	329	69 534	2242	3203
Khomas *	85	62 613	1812	2465
Kunene	52	16 491	677	765
Ohangwena *	253	44 080	2735	3659
Omaheke	41	14 541	547	663
Omusati *	268	87 030	3136	3119
Oshana *	134	52 880	1774	1819
Oshikoto *	184	57 035	1942	1994
Otjozondjupa	63	31 669	977	1093

*EMIS 2007 \* Regions with highest number of learners enrolment*

## **1. The Education System Facing the Challenges of the Twenty-First Century: An Overview**

### **1.1 Major Reforms and Innovations**

#### **(a) The Organization and Structure and Management of the Education System:**

The two Ministries responsible for education (Ministry of Basic Education, Sport and Culture, and Ministry of Higher Education, Vocational Training, Science and Technology Employment Creation) were merged in 2005 to form one Ministry of Education under the presidency of His Excellency, Mr. Hifikepunye Pohamba.

#### **(b) The Aims and Purposes of Education at each Level:**

The core functions of the current Ministry of Education remain the same as was reported at the last conference.

**(c) Curricular Policies, Educational Content and Teaching Learning Strategies:**

**The National Curriculum for Basic Education** serves as an official policy for teaching, learning and assessment (NIED, 2008). Furthermore, the curriculum gives a direction to planning, organizing and implementing teaching and learning thus ensuring that there is consistency of curriculum standards in all schools; accentuating that all schools satisfy curriculum and subject syllabi requirements. The directorate responsible for curriculum development revised the curriculum in an effort to make it more relevant to the needs of Namibia and to improve the quality of education. The revision of the curriculum was guided by (i) the *Presidential Commission on Education, Culture and Training* (1999), (ii) *Vision 2030* which underlines the importance of developing a knowledge-based society, moving towards an industrialized society, (iii) *the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)* report which underlines the importance of strengthening literacy and numeracy. The revised curriculum offers three Fields of Study.

**FIELD OF STUDY 1**

○ **Natural Sciences and Mathematics (NSM):**

- ☛ NSM 1- Biology, Physical Science, Mathematics
- ☛ NSMS 2 – Biology, Mathematics, Geography
- ☛ NSM 3 – Physical Science, mathematics, Computer Science
- ☛ NSM 4 - Agriculture, Biology, Mathematics
- ☛ NSM 5 – Physical Science, Mathematics, Geography

**FIELD OF STUDY 2**

○ **Commerce (C)**

- ☛ C1 - Accounting, Business Studies, Mathematics
- ☛ C2 – Accounting, Mathematics, Computer Studies
- ☛ C3 – Accounting, Economics, Mathematics

○ **Social Sciences (SS)**

- ☛ SS1 – Development Studies, geography, History
- ☛ SS2 – Economics, Geography, History

**FIELD OF STUDY 3**

○ **Technology (T)**

- ☛ T1 – Design and Technology, Mathematics, Physical Science
- ☛ T2 – Home Economics, Biology, Development Studies
- ☛ T3 - Fashion and Fabrics, Biology, Development Studies
- ☛ T4 - Mathematics, Computer Studies, Design and Technology

It should be noted that the revised fields of study put emphasis on promoting Mathematics and Science as outlined in the ETSIP. Mathematics would be compulsory in Grade 11 – 12 by 2012. The revised curriculum would be implemented nationally in 2010.

**Teaching and Learning** is directed at developing high order thinking skills. The timetabling under this revised curricular would make provision for longer teaching periods making it more flexible while emphasizing cross-curricular teaching approaches.

**Language Policy:** The medium of instruction for Pre-Primary to Grade 1-3 education is mother tongue with the Namibian Sign Language being the First Language and as medium of

instruction for the Deaf learners. English becomes the medium of instruction from Grade 4 to 12. It is required that all learners take two languages one being English.

**Assessment:** It should be mentioned that existing policies on assessment and promotion remain unchanged but curriculum requirement is that learners' progress and achievement be assessed continuously. It is required that teachers elicit reliable and valid information on the learners' performance in the basic competencies. National standardized achievement tests are being developed for specific subject assessment of Grade 5 and Grade 7 learners (NIED, 2008) as of 2009.

**Examination and Assessment:** The International General Certificate of Secondary Education (IGCSE) and the Higher International General Certificate of Secondary Education (HIGCSE) examinations of Cambridge International Examinations (CIE) for Grade 12 in the UK were replaced by the localized Namibia Senior Secondary Certificate (NSSC) Ordinary and Higher Level qualifications as the final exit level qualifications of the Namibian school at the end of 2007. Changes were made to the NSSC curriculum and examination to meet the needs of Namibia (DNEA, 2008).

#### **(d) The Legal Framework of Education**

##### **Vocational Education and Training Act, 2008 (Act No. 1 of 2008).**

The Parliament passed the Vocational Education and Training Act, 2008 (Act No.1 of 2008) in terms of the Namibian Constitution. This Act allows for the "establishment of the Namibian Training Authority (NTA), the Board of the Namibia Training Authority and the National Training Fund to regulate the provision of vocational education and training". The above was put in place in 2008 in accordance to this Act. Curriculum development of most subjects is completed and being offered in some of the institutions offering pre-vocational and vocational education and training courses. There has been a satisfactory increase in enrolment at vocational education and training centres with a total of 4741 students in 2007. The admission for 2008 was 5733 which has exceeded the targeted number intake for the year 2011.

##### **The United Nations Convention of the Rights of Persons with Disabilities (2006)**

The Parliament of Namibia has ratified the UN Convention on the Rights of Persons with Disabilities in September of 2007. This set the stage for the Namibian government then to put in place financial mechanism which would lead to realization of this UN Convention.

##### **The National Disability Council Act, 2004 (Act No. 26 of 2004)**

This Act was passed by the Parliament in 2004 to "establish a National Disability Council to provide for the functions, powers and composition of the Council and to provide for matters incidental thereto" (Act 26 of 2004). However, the establishment of such Council was delayed due to financial constraints. The implementing Ministry of this Act has now brought into being this long awaited Council this year (2008). Functions of the Council are amongst others to monitor the implementation of the National Policy on Disability. Each Ministry/Office/Agency would have to account to the Council on progress made with regard to addressing disability rights and issues in addition to working towards an inclusive society

at all levels. It can thus be stated that the Council would be complimenting government's efforts in realizing the UN Convention on the Rights of Persons with disabilities.

### **The Namibia Qualifications Authority Act, 1999**

Directorate: Namibia Qualifications Authority (NQA) through this Act brought into existence the National Qualifications Framework (NQF) to "promote a competence-based approach to education and training" (*National Professional Standards for Teachers in Namibia*, p. 9, 2006). The NQF regulations contain specific criteria to be met by each training institution including programs and courses leading to each type of qualification (certificates, diplomas, and degrees). The national professional standards for professional teachers in Namibia were formulated under the function of the National Qualifications Framework (NQF).

### **(e) Objectives and Principals Characteristics of Current and Forthcoming Reforms**

#### **Education and Training Sector Improvement Programme (ETSIP)**

*The Education and Training Sector Improvement Programme (ETSIP)* is a 15 year strategic plan formulated through recognition given to international commitments such as the *Millennium Development Goals*, *Second Decade for the Education in Africa*, *Education for All Goals*, *SADC Protocol on Education and Training*, and national development plans additionally in response to national obligation of realizing *Vision 2030*. It was stated earlier on that *Vision 2030* envisages the development of knowledge based society. The main aims and goals of ETSIP are to improve quality of education and for it to be effective, relevant, responsive, in addition, to creating equality in educational opportunity (PQA).

#### **Achievements through Education and Training Sector Improvement Programme (ETSIP)**

- ☛ The division responsible for Information and Communication Technology (ICT) has formulated a policy for the education sector and is currently offering the International Computer Driving License (ICDL) to selected schools and officers within the Ministry of Education.
- ☛ **Namibia College of Open Learning (NAMCOL)** – Is an alternative secondary education programme to learners outside formal school setting for Grade 10 and 12.
  - An increased face-to-face tuition offering to learners was made possible through ETSIP funding.
  - NAMCOL has expanded its tuition offering to be broadcasted on local TV channel and Radio stations.
  - Study guides are offered to enrolled learners.
- ☛ Feasibility study on construction of Vision Schools was concluded– These schools are to provide an excellent secondary education to selected learners from disadvantaged backgrounds. The Ministry's Tender advertisement for construction of the first Vision School in Kavango region is out.
- ☛ *Vocation Educational Act of 2008* was promulgated; Namibia *Training Authority (NTA)* with its board was brought into being. NTA is very much engaged in developing standards for the vocational trades.

- ☛ *National Broad Curriculum for Basic Education* is approved by the *National Examination, Assessment and Certification Board* and to be implemented in 2010.
- ☛ The plan of action from the successful national conference for Inspectors and Advisory Teachers (2008) includes:
  - To put in place specific interventions on smooth implementation of the *Textbook Policy, Information and Communication Policy, draft National Policy on Inclusive Education, Education Sector Policy on Orphans and Vulnerable Children, National Standards and Performance Indicators*.
  - Strengthening the information flow (internal and external communications)
  - The activities within ETSIP to be incorporated in to Regional annual planned activities.
- ☛ A proposal of an incentive system which will enable placement and retention of skilled teachers in rural areas was presented to the Office of the Prime Minister for recommendation to the Cabinet. If approved, this would be part of public servant package.
- ☛ Textbook policy was put in place and supply of books and teaching aids increased as an ETISP activity aimed at ensuring that each learner has Mathematics, Science and English textbook.
- ☛ There has been an increase in the training of teachers in Mathematics and Science.
- ☛ The *National School Feeding Programme* for orphans and vulnerable children was expanded (83 747 to 194 000 participants) and the funding has doubled to take on the challenge.
- ☛ The *Education Sector Policy for Orphans and Vulnerable Children* was launched.
- ☛ The *Education Development Fund [EDF]* (through the *Education Act of 2001*) which is a grant system to schools offered to assist orphans and vulnerable children was piloted in six regions. A consultancy was carried out on how best to roll it out nationally.
- ☛ The *National Policy on Inclusive Education* is drafted and is undergoing regional consultations with relevant stakeholders. The Ministry envisages having this policy finalized and launched mid- 2009.
- ☛ Implementation of National Standards at schools through the *National External School Evaluation (NESE)* is on track with 66 schools having been evaluated by end of 2008. Schools do self evaluation, develop a School Development Plan and set specific improvement targets to be achieved. The evaluation process has been revealing in that the Ministry of Education is more informed on existing barriers and needs at school level.
- ☛ The Office of the Prime Minister has introduced a *Performance Management System* for all managers including those at school level. More officers to be trained for training others in the regions.
- ☛ Ministry of Education has intensified its efforts in mitigating the impact of HIV and AIDS through translation of informative leaflets in various vernaculars and distribution of these materials. Offering of needed in-services and training, awareness raising through National and International AIDS Day, Regional Edu-Sector Health Days. The Ministry of Education launched a Workplace Wellness policy and programme and is now costing the cost for implementation of the



programme. Directorates within the Ministry of Education participate in HIV and AIDS prevention, information driven activities.

- ☛ A relief teacher strategy has been developed and an estimate cost for implementation is being carried out.
- ☛ Consultancy to develop guidelines on teacher education reform is completed (2008). Ministry of Education with the National Council for Higher Education and the Advisory Council on Higher Education to study recommendations made (ETSIP Review, 2008). In an effort to make higher education more accessible, the Ministry has drafted a policy on establishing an “Open University” for offering distance education as an ETSIP activity.

## **1.2 Main Policies, Achievement and Lessons Learned**

### **Main Policies**

#### **(a) Access to Education**

The Ministry of Education has been involved in an ongoing sensitization programmes on the right to education as enshrined in the Namibian Constitution, education policy on access. This, in fact has contributed to more parents enrolling their children in schools. Kindly refer to Table 2 on page 2. The EMIS report of 2007 indicates that 409 508 learners of the total enrolment of 570 623 are enrolled in primary schools education (Grade 1 – 7). The school leaving rates escalates in percentages at each transition point for example the transition from lower primary to upper primary education (Grade 4 to Grade 5), upper primary to junior secondary education (Grade 7 – 8). Kindly refer to the Table 4, p. 12 on promotion, repetition and school leaving rates respectively (EMIS 2007). The school leaving rates from junior secondary education (Grade 10) to senior secondary phase (Grade 11) remains a major concern though there has been a decrease from 46.6% in 2004 to 38.2% in 2007. This percentage is expected to drop to due the Ministry now allowing Grade 10 learners to repeat in formal education settings.

The increase in school leaving rates at the various transition phases more especially from primary to secondary education needs to be investigated. Some possible contributing factors could be the educational demands of the phase put on the learners (more subjects taken in the junior secondary than primary education phase) and the need for provision of essential learning support assistance.

As means of ensuring access to secondary education and increasing the survival rate in secondary education, ETSIP underlines a pro-poor bias expansion of secondary education thus creating more educational opportunities and assistance at this level.

The Ministry has increased the number of Mobile schools for the OvaHimba children, and satellite schools for the San communities. The Ministry plans to construct two to three schools in mostly San populated areas in the next three years as an ETSIP activity. However, there is a serious concern about access to education for children with disabilities due to limited space in the current existing special schools, even though the Ministry has allowed for facility expansion as in added classrooms at the existing special schools. The challenge

still remains in that there is a long waiting list for admission to special schools. This alone justifies the importance of implementing Inclusive Education. Policy Objective One of draft *National Policy on Inclusive Education* underlines “expansion and provision of education for educationally marginalized learners”.

**Vocational Education Training** is promoted as an educational option to learners in secondary schools. Level 1 Vocational Education training was opened for up to 2000 Grade 10 learners who did not make it to Grade 11 in 2008. One ETISP activity is to explore the possibility of introducing skills development courses at an earlier age especially to learners with special needs education.

The Ministry expanded the **National Feeding Scheme for Orphans and Vulnerable** children and a total of 194 000 learners across all the regions participates in this programme. *The Education Act of 2001* stipulates the establishment of an *Education Development Fund (EDF)* to cater to the needs of socio-economic disadvantaged children in schools/tertiary institutions in addition to subsidizing educational institutions having a majority of the targeted group. The recently launched *Education Sector Policy on Orphans and Vulnerable Children (2008)* specifically advocates for equal opportunities and educational success for all. The children of refugees in Namibia are provided with education at the Osire Refugee Camp. Some of the learners with special needs such as being deaf or blind have been absorbed in the existing special schools.

***The Policy on Pregnancy among Learners in Schools*** – is currently under revision to specifically address the issue of re-entry to school for teen- age girls who have given birth.

**Adult literacy programme** has a total enrolment of 30 000 – 46 000 adult learners annually with 70% of female participants. Over 83% of adults participating in the National Literacy Programme have passed their examination between 2006 and 2007 (EMIS, 2007). The literacy programme within the Ministry of Education has expanded to adult skills and self-employment development. Eight classes were established for adults with visual impairments in three northern regions. One class was established for deaf adult learners in Kavango region. The plans are underway to expand their programmes to other regions.

#### **(b) Early Childhood Intervention**

The Early Childhood policy is being implemented. The government has introduced a home-based Early Childhood programme. A training programmes of 12 weeks for Early Childhood Development (ECD) caregivers was developed. The ETISP Sub-Programme on ECD and Pre-Primary Education realized few activities such as development of curriculum for pre-primary education; the ten week school readiness programme was improved and implemented; pre-primary education has been integrated with formal education through piloting phase at 130 centres/units (2007) and this number is to be expanded on annual basis. Full scale integration of pre-primary education would realize in 2010 through ETISP.

#### **(c) Learning Outcomes**

The Education Statistics indicates (EMIS, 2007) that the promotion rate is the lowest in the transition period from Grade 10\* to 11 resulting in a high school leaving rate. This was due to the fact that learners who did not meet the requirements to Grade 11 had to exit the

formal education and be accommodated in NAMCOL (alternative secondary education programme).

The increased demand for admission to NAMCOL necessitated the Ministry of Education to expand on its tuition offering services at NAMCOL such as (i) increased in the face-to-face tuition; (ii) broadcasting of educational lessons to this target group (iii) provision of study guides to NAMCOL students.

It should be noted that the Ministry of Education has amended its policy and thus made provision for Grade 10 repeaters to be re-admitted in the formal education system as of January 2008. A financial assistance was rolled out by the government to cater to expansion of physical facilities, procurement of furniture, provision of textbooks and needed teaching and learning equipment to academic and vocational training institutional for Grade 10 repeaters. Level 1(one) Vocational Education training was opened for up to 2000 Grade 10 learners who did not make it to Grade 11 in 2008.

#### Promotion, Repetition and School Leaving between 2006 and 2007

Grade	Promotion	Repetition	School-Leaving
<b>Total</b>	<b>77.3%</b>	<b>17%</b>	<b>4.9%</b>
<b>Grade 1</b>	76.2%	21.9%	1.9%
<b>Grade 2</b>	85.2%	14.8%	0.0%
<b>Grade 3</b>	85.5%	13.9%	0.6%
<b>Grade 4</b>	83.3%	15.9%	<b>0.8%</b>
<b>Grade 5</b>	70.3%	25.7%	4.0%
<b>Grade 6</b>	81.7%	15.7%	2.6%
<b>Grade 7</b>	76.5%	18.5%	<b>5.0%</b>
<b>Grade 8</b>	69.1%	24.2%	6.7%
<b>Grade 9</b>	73.4%	19.4%	7.2%
<b>Grade 10 *</b>	<b>53.6%</b>	<b>8.2%*</b>	<b>38.2% *</b>
<b>Grade 11</b>	96.7%	1.3%	2.0%

EMIS 2007. \* Learners under the age of 16 were allowed to repeat in formal education settings  
On specified conditions

#### Percentage of learners achieving D or better in Mathematics, English and Science in Grade 10

		2005 (baseline)	2006	2007
Mathematics	Actual		37.2	36.8
	Target	36.8	38.2	40.7
English	Actual		43.0	43.0
	Target	46.0	47.4	48.9
Science	Actual		41.1	44.1
	Target	38.3	40.3	44.6

ETSIP Review, 2008

Physical Science has shown an actual improvement between 2005, 2006 and 2007, and is on target, but improvements have not been sustained in Mathematics, while English as a second language declined in 2006 and stayed at the same level in 2007 (ETSIP Review, 2008)

### Percentage of learners achieving D or better in Mathematics, English and Science in Grade 12

		<i>2005 (baseline)</i>	<i>2006</i>	<i>2007</i>
Mathematics	Actual		37.2	35.3
	Target	32.9	37.2	40.7
English	Actual		34.7	31.0
	Target	31.4	34.6	38.1
Science	Actual		41.3	38.8
	Target	38.9	41.8	45.3

ETSIP Review, 2008:

All three key subjects show a decline between 2006 and 2007,

**Per Capita Funding Formula:** In an effort to reduce inequality and inequity while attempting to increase access to education, the Ministry embarked upon reforming education financing processes. A “per capita” funding formula has been developed to distribute resources to the regions on a more equitable and rational basis. Resources are allocated on basis of number of school children, number of children enrolled and factor that allows for the distances that affect a region, and a factor based on the poverty index. This formula is extended to private schools receiving subsidy from the Ministry of Education and allocation would be based on equity and poverty considerations where private schools would be required to admit at least 10% of learners from the total school intake from disadvantaged background for full funding from the Ministry.

The Broad Curriculum requires that **Compensatory teaching** as learning support be offered at all levels and in every subject. However, teachers need intense training on how to offer compensatory teaching to learners. The Ministry has emphasized the importance of embedding compensatory teaching, concept of Inclusive Education and counselling skills in all pre-teachers training programmes. In the meantime, few regions have taken the initiative of offering in-service training on compensatory teaching.

#### (d) Pre-Service Teacher Training

**Teachers Qualification:** A positive change has been observed towards a better qualified teaching force since 2001. Teachers are more qualified at different qualification levels. The percentage of primary teachers qualified to teach grew during the period of 2001 to 2007 (from 41.1% to 71.0%). Secondary teachers have improved greatly from 73.2% to 90.3% from the year 2001 and 2007 respectively. At present, 19 439 of the total 20 333 teaching force have teacher training qualifications. Over 15 460 have more than two years tertiary teacher education training. However, the quality of teachers’ training/pre-service remains a concern with special reference to Inclusive Education and Special Education.

**Pre-Service Teacher Education:** Consultancy to develop guidelines on teacher education reform is completed. Ministry of Education with the National Council for Higher Education and the Advisory Council on Higher Education to study recommendations made for further action taking.

**Working conditions:** A survey conducted (2008) revealed that the provision of basic services, sanitary facilities, teacher housing, lack of transport between points (towns, villages, etc) are but of the few concerns which present a challenge in deploying qualified teachers to underserved/rural areas. In effort to address the identified barriers and needs, a proposal on incentive system for teachers (ETSIP activity) has been submitted to the Office of the Prime Minister.

**In-Service/Professional Development:** Ministry of Education continuously offer In-service training in the various disciplines to teachers including training on policy matters. A plan to enhance teachers' proficiency in English is put in place and is available to teachers while capacity building for school principals on leadership management is ongoing. Mathematics and Science in-services/workshops are offered to the teaching force.

### 1.3 The Role of the Education System in Combating Poverty

- ☛ Ministry formulated a "per capita" funding formula has been developed to distribute resources to the regions on a more equitable and rational basis (as reported under 1.2.c).
- ☛ National Feeding Scheme, Education Sector Policy on Orphans and Vulnerable Children, Education Development Fund (as reported under 1.2.a) The ETSIP activities within the 15 year strategic plan which underlines a pro-poor approach (as reported under 1, 1.1.e), all are efforts of the system to combat poverty.

## 2. Inclusive Education: The Way of the Future

### 2.1 Approaches, Scope and Content

#### (a) Conceptualization of Inclusive Education

The Ministry of Education has embraced the concept of Inclusive Education. This is evident in the ministerial policies, strategic plans and other documentations. The Ministry is guided by the commitment that every child matters, that every child has an enshrined constitutional right to education hence the following being the pillars of the comprehensive education reform process (i) access, (ii) equity, (iii) quality, (iv) democracy, (v) lifelong learning. These all underline an Inclusive Education system.

#### (b) Important Challenges which Ensure Educational and Social Exclusion:

- ☛ Lack of public's knowledge on the right to education has been overcome in that there is great demand for enrolment in Namibian schools more specifically for children with disabilities in special schools. However, the system needs to expand with construction of needed facilities and most importantly in moving towards

readying the system for implementation of Inclusive Education. Budgetary constraints remain a barrier to inclusion.

- ☛ Long distances travelling between learners' residential place/home and schools are a challenge that ensures exclusion.
- ☛ Economic hardship being experienced by most Namibian families remains a challenge leading to educational and social exclusion in:
  - That parents cannot afford to contribute to the School Development Fund (SDF), hostel fees and examination fees. However, the *Education Act* through the *Treasury Act* does make provision for 100% exemption or discounted 50% depending on presented supporting documents.
  - The impact of HIV and AIDS and other societal matters have led to the increase of learners who are orphans, vulnerable and have special needs. The education sector's policies on HIV and AIDS, orphans and vulnerable children, the Education Development Fund (EDF), the National Feeding Scheme at schools all are measures taken by the Ministry to address these challenges.
- ☛ Parent involvements in education matters of their children with special needs are minimal. Ministry of Education should seek solutions to this concern since parents are primary educators and are seen as partners.
- ☛ Inasmuch as the Ministry of Education remains committed to removing existing barriers leading to social and education exclusion and that the Ministry is the highest recipient of the national budget, the fact remains that most of its budget allocation goes into salaries leaving little for programme implementation.
- ☛ Most of the school physical facilities are not accessible to persons with disabilities.
- ☛ Lack of teachers' pre-service training on Inclusive Education is an impediment.

### **(c) Specific Legal and Regulatory Frameworks Referencing Inclusive Education**

- ❖ *Namibian Constitution (1990)*
- ❖ *National Policy on Disability (1997)*
- ❖ *Education Act, No. 16 of 2001*
- ❖ *Education for All (EFA), National Plan of Action [2001 -2015]*
- ❖ *National policy Options for Educationally Marginalized Children (2000)*
- ❖ *National Policy on Orphans and Vulnerable Children (2004)*
- ❖ *National Policy on HIV & AIDS for the Education Sector (2003)*
- ❖ *National Disability Council Act, No. 26 of 2004*
- ❖ *Education and Training Sector Improvement Program [ETSIP], 2005*
- ❖ *Education Sector Policy on Orphans and Vulnerable Children (2008)*
- ❖ *National Policy on Inclusive Education (in a draft form, 2008)*
- ❖ *National Standards and Performance Indicators for Schools in Namibia (2005)*
- ❖ *ICTs in Education: Implementation Guide (2006)*
- ❖ *National Professional Standards for Teachers in Namibia (2008)*

**NB: ALL OF THE ABOVE RECOGNIZE AND DEMAND EDUCATION AND**

## SERVICES DELIVERY TO CHILDREN

- ✓ With disabilities
- ✓ Special needs
- ✓ Orphans and vulnerable children
- ✓ Infected and affected by HIV and AIDS pandemic
- ✓ And, all marginalized children

Additionally, the Ministry of Education is guided and obligated by international commitments/declarations such as:

- ❖ *UN Convention on the Rights of the Child (1989)*
- ❖ *The World Declaration on Education for All Jomtein Declaration (1990)*
- ❖ *Rule 6: UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)*
- ❖ *Salamanca Statement & Framework for Action on Special Needs education (1994).*
- ❖ *World Education Forum Framework for Action, Dakar (EFA Goals and Millennium Development Goals), 2000*
- ❖ **UN Convention on the Rights of Persons with Disabilities (2006, RATIFIED by Namibian Parliament Sept 2007) = Article 24 strongly advocates INCLUSIVE EDUCATION**
- ❖ *UN Decade of Disabled Persons [1983 -1992]*
- ❖ *Continental Plan of Action for the Africa Decades of Persons with Disabilities [AU 1999 – 2009]*

## 2.2 Public Policies

### (a) Current Dimensions of the Phenomenon of Exclusion

Exclusion from and within the education is based on various factors such as negative attitudes towards those (i) with disabilities [driven by traditional and medical model beliefs; lii) infected or affected by HIV and AIDS pandemic [avoiding stigmatization; ignorance with regard to HIV and AIDS], (iii) Orphans and vulnerable children. The education system is mostly driven by the medical model belief that children with disabilities or extra/additional needs can only be educated by specialized teachers in specialized institutions. A shortage of needed physical facilities is a major challenge to the system. Public policies and legal frameworks are in place but full implementation thereof have been challenging mostly due to financial constraints.

**Indicators and Data used to Inform on Inclusive Education Policies:** Public awareness is created on constitutional rights to education for all and newly enacted legislations and policies. Ministry of Education compiled leaflets/customer service charters targeted at informing the mostly excluded groups in education. Enacted legislations/ Acts are Gazetted for public consumption. Information on Acts/policies and new development in education including those targeting the mostly excluded groups are given over the radio (in local languages), television, in printed media, educational conferences are held including participants from the communities, politicians, traditional and spiritual leaders. But, there is lack of will power from the public side to also ensure that the existing regulating legal frameworks are enforced by the government. Also, the demand for admission to special education programmes has far exceeded the available space at special schools. The

Education Management Information System (EMIS) as a reliable means of data collection in our schools has been revised to now include the categories of special needs learners since 2007. The captured data allows for better planning, budgeting and programme implementation.

**(b) Inclusive Education Issues Relevant for Educational Policies:**

Ministry of Education puts emphasis on aligning policies in draft with already existing policies. For example, one ETSIP activity is to review the existing Special Education curriculum but this would only be attended once the National Policy on Inclusive Education has been finalized and adopted thus creating synergy on the issues of educational offering to learners with special needs. The application of an all inclusive approach (cross-directorates/offices/agencies) in all educational programmes planning, development, budgeting, implementation and monitoring would surely foster a greater understanding, assist in tackling barriers and needs from various angles leading to spontaneity in addressing educational matters within the Ministry at various level. Another relevant issue is the allocation of budget/finance specifically on Inclusive Education policy and programmes at Cabinet and Parliament level thus ensuring speedy and smooth implementation and realization of the Ministry's commitment to education for all.

**(c) Most Vulnerable Group to Exclusion from and Within Education**

All policies and legal instruments mentioned under 2.1 do address the plight of the most vulnerable groups experiencing exclusion within and from education. These groups include amongst others the educationally marginalized children such children with disabilities [all types of disabilities and the degree of severity], orphans and vulnerable children, those infected and affected by HIV and AIDS, children of farm workers, street children, working children, children of families in extreme poverty, children in remote/rural areas, children in squatter areas and resettlement, San and OvaHimba children and teen age mothers. The Ministry attends to educational needs of the mentioned vulnerable groups, does continuously advocate for inclusion in educational settings, in all societal activities, and all other spheres of living but this is happening at a rather slow pace. Again, budgetary constraints hamper smooth implementation of set programmes.

Ministry of Education is reaching out to the most vulnerable groups to exclusion. There is a moral and constitutional obligation to increase access to education to these groups. A non-receptive attitude towards those with disabilities is evident in some of our schools. Where these learners are accommodated not much educational attention is given to these learners as a result the system pushes them out eventually. This is attributed to the fact that Inclusive Education and disability issues are not embedded in pre-service teachers training at the colleges of education.

It should be noted that the dropout rate of disabilities being a reason is far much lower (191) than for instance learners who leave school due to teachers' attitudes( 333), exam failure (277), exam fees (78), pregnancy (1493), distance between home and school (1321), hunger (451), early marriage (268), no caretaker (553), parents' demands (1474), illnesses



(555), job (869), discipline (1079), learners' age (955), discrimination (31), funds (185) out of a total of 10 461 school leavers reported in EMIS of 2007.

#### **(d) Current Reform Addressing Inclusive Education**

All current reform in the Ministry of Education (curriculum development, programmes implementation, examination and assessment, monitoring and evaluation) does address Inclusive Education, but there is a dire need to allocate specific and separate funds to all activities linked to realizing the concept of Inclusive Education. Programme realization must be attached to specific funding!

### **2.3 Systems, Links and Transitions**

#### **(a) Main Barriers to Inclusive Education**

Main barriers to inclusion are:

- ☛ **Economical barriers** - In that all these legislations and policies cannot be fully realized if no budget is allocated for that specific reason. Separate budget specifically aimed at addressing the shortcomings within the system such as barriers and needs with reference to human and instructional resources within the system should be in place. The Ministry has the enormous task of rectifying the educational injustices of the pre-independence era.
- ☛ **Political barriers**- The aftermath of the past political injustices (pre-independence) is still prevalent in that disparities exist in educational performances, access to education, inequity and inequality mostly in the former "black schools/areas" and rural areas. Despite these challenges, the government is genuinely committed and has the political will to offer education for all. This is evident in all the legal instruments and policies put in place since independence.
- ☛ **Social barriers** – Negatives attitudes, stigmatization, and ignorance are major stumbling blocks towards inclusion.
- ☛ **Teachers Education** – Lack of teachers pre service training on Inclusive Education best practices.
- ☛ **Physical barriers** - Most physical facilities are inaccessible.
- ☛ **Communication barriers** - Communication flow is not accessible to all for example there is a need to convert all official communications in Braille. Interpreters for deaf are scarce, there is a great need to train professional interpreters to be used at school levels and official functions.

#### **(b) Most Important Facilitators of Inclusive Education**

Specific budget provisioning to Inclusive Education programme is a pre-requisite to successful adherence to and realization of national and international legal instruments. Secondly, successful implementation requires identifying possible barriers in addition to addressing the needs (system's needs, decision-makers, programme planners/developers and implementers, teachers and school leadership, learners and parents). Thirdly, inclusive pre-service teacher education and continuous professional development on Inclusive Education is a priority. Facilitating Inclusive Education requires a shared vision within the system and collective approach in readying the system for implementation of Inclusive Education with monitoring system in place.

#### **(c) Specific Approaches and Measures Adopted to make Education System More Inclusive**

**ETSIP Activities:** A national policy on Inclusive Education has been drafted and regional consultation is underway (to be concluded in March 2009) before finalization and adaptation of the policy. A presentation aimed at creating an understanding on and commitment to Inclusive Education with a Compact Disc pack with books, training manuals and information was distributed to inspectors and Advisory teachers at a national conference on education. A study tour to neighbouring countries for the purpose of learning more about Inclusive Education at an implementation level was undertaken by Advisory Teachers with officers from programmes and quality assurance and curriculum development. Regional training on Inclusive Education are planned to commence early 2009. The Communication Centre on Deaf Studies to conduct research, to promote Namibian Sign Language and its linguistics, training services for interpreters and deaf instructors and deaf education in general is to be construction in 2009/2010 financial year under ETSIP.

**EMIS:** The Annual Census Form through EMIS was revised to include a data collection on various disabilities, orphans and vulnerable children, Grade repeaters. Namibian Sign Language has been added as another home language and medium of instruction in the Annual Census Form. EMIS of 2007 has reported the number of learners with specific disabilities receiving education in mainstream school for the first time. A total of 11 105 learners with visible disabilities (visual, hearing, partially blind, totally blind, hard of hearing, deaf, and physal), whereas a total of 16 775 learners with non-visible disabilities (epileptic, behavioural, mild intellectual, severe intellectual, learning, autism and other disabilities) with total overall of 27 880 was recorded. This puts the Ministry in a better position to plan and to project including budgeting.

**Directorate: National Examination and Assessment:** Special accommodations and various arrangements are in place to make the national examinations and qualifications accessible to candidates with hearing and visual impairments such as adaptation of questions papers; provision of Brailled examination papers; allowing additional writing time and rests breaks; transcription of answer scripts; use of keyboards and special software to answer question papers; allowing the use of readers and writes. The Namibian Sign Language would be written as an examination subject for the first time in the history of Namibia at the end of 2008 by the Grade 10 learners and be certified as a Junior Secondary Certificate subject! The Ministry covers 50% of the examination fees of candidates who are needy by means of subsidy thus making the national school examinations and qualifications more accessible to disadvantaged learners. A total of 2826 needy learners were exempted from paying examination fees through the Ministry of Finance: Treasury, totalling an amount of N\$ 922 077 (approximately US\$ 122 900) in the 2007 academic year (DNEA, 2008).

**Directorate: National Institute for Education Development (NIED):** This directorate is charged with curriculum development. NIED has appointed an Inclusive Education Officer in an effort to meet the needs of all learners including those with special needs, thus ensuring that the curriculum development applies an inclusive approach. Namibian Sign Language syllabus was developed and approved by the Examination Board. Additionally, compensatory/learning support materials are being developed for the purpose of assisting teachers on how to take on the challenges of educational backlogs at a classroom level thus minimizing the failure, repetition and school leaving rates (NIED, 2008). National and

regional training on how to use the compensatory/learning support materials would commence in 2009.

**Directorate: Adult Education:** National Literacy Programmes includes blind adults. The directorate has been engaged in discussions with expertise in neighbouring countries on how to expand this to other adults with disabilities and special needs. Additionally, the adult education curriculum is being re-designed to include courses as cookery, sewing, computer literacy, vocational skills courses in effort to meet the needs diverse adult population (DAE, 2008).

**Directorate: Higher Education (HE):** Most teachers in Namibian schools are trained at the Colleges of Education. The consultancy on teacher reform education made little mention of Inclusive Education, special needs, compensatory teaching/learners' support material, multi-grades teaching, counselling and HIV and AIDS except referring these issues for "re-emphasis in the Broad Curriculum" despite having held discussions with the consultants (HE, 2008). However, the concerned officials within the Ministry would ensure that earlier-mentioned issues be infused at all levels of teachers training programme. Colleges of Education enrolled students with visual impairments who eventually graduated as teachers in 2007. Special accommodations were made by establishing a unit to develop and Braille materials for the students with visual impairments at the College.

**Directorate: Namibia Qualifications Authority (NQA):** This directorate through the National Qualifications Framework (NQF) developed national professional standards for teachers in Namibia outlining various competencies needed in teachers. These are to be aligned with pre-service education programmes. Having taken into account that teachers are to apply Inclusive Education best practices in schools, the National Professional Standards for Teachers' Key Competence Area: Facilitation of Learning" specifically addresses what is required in working with special needs learners. This Key Competence Area explicitly underlines Inclusive Education practices such as values; identifying learners with special needs; adapting/ and accessing learning resources and activities and providing advocacy and support for learners with special needs (NQA, 2006).

**Directorate: Vocational Education and Training (VET):** The Namibia Training Authority (NTA) which is responsible for curriculum development and standards for vocational trades makes provision for inclusion of learners with special needs in their training courses thus creating options for learners who may not be able to follow the academic stream. The Valombola Vocational Centre in the north admitted trainees with visual impairment for a three year course in Office Administration and Business Management.

#### **Directorate: Programmes and Quality Assurance (PQA)**

**Inclusive Education:** Through this directorate a pilot phase for inclusion of deaf Grade 11 learners and at vocational training centres is in action (2008). The Icelandic International Development Agency (ICEIDA) has been assisting the Ministry with the mainstreaming as far as funding for the Interpreting services, training of staff (teaching and non teaching) on deaf education and developing Namibian Sign Language in order to solidify the inclusion process for deaf learners. The Communication Centre on Deaf Studies to research on, to promote Sign Language and its linguistics, training services for interpreters and deaf instructors and

deaf education in general is to be construction in 2009/2010 financial year under ETSIP. An elementary Namibian Sign Language Dictionary was developed in collaboration with the national organization for the deaf.

Learners with visual impairments have been successfully included for over 10 years and these learners have gone on to graduate from teachers training colleges in Namibia and Zambia. This directorate is spearheading the awareness creation on legal instruments and policies, understanding of and commitment to the concept of Inclusive Education. Conduction of training on Inclusive Education is ongoing and is still to be intensified early 2009 and onwards. Education officers do attend workshops (nationally and internationally) on various specific disabilities and Inclusive Education for the purpose of sensitizing, informing, educating teachers and other stakeholders. This is capacity building.

The draft National Policy on Inclusive Education stands on two policy objectives:

Policy Goal is to Educate All Learners in Ordinary Schools to the Fullest Extent Possible	
<b>Policy Objective 1:</b> To expand access and provision of education for educational marginalized learners	<b>Policy Objective 2:</b> Learners with wide range of individual abilities and needs are supported in compulsory pre –to- post education.
<b>Strategy 1:</b> Integrate national policy on Inclusive Education into all education sector policies	<b>Strategy 5:</b> Widen and develop educational support services
<b>Strategy 2:</b> Raise awareness of the right to education	<b>Strategy 6:</b> Widen and develop educational support services (in regions and school level)
<b>Strategy 3:</b> Support institutional development	<b>Strategy 7:</b> Strengthen and widen continuous professional development
<b>Strategy 4:</b> Develop monitoring and evaluation of Inclusive Education	<b>Strategy 8:</b> Review curriculum to reflect the diversity of learning
<b>NB: Each strategy has few outcomes</b>	

**Standards and Quality Assurance:** National Standards and Performance Indicators in Schools take into account educational needs of learners with special needs in inclusive settings. Additionally, the National Feeding Programmes offer nutritious meals to needy children. Inspectors and Advisory Teachers are being sensitized on Inclusive Education in addition to undertaking study-tours to neighbouring countries to learn more on Inclusive Education within the Division: National Advisory Services. Counselling services, assessment and para-medical services are offered to orphans and vulnerable, special needs school population at special education and Inclusive Education meetings.

There is an inter-sectoral and interdisciplinary collaboration and consultancy including with non-governmental organizations and organizations for persons with disabilities on education provision to special needs learners within special schools settings and where Inclusive Education is piloted. These are all measures taken to ensure a smooth move towards an Inclusive Education system.

**Summary of Regional Activities on Special Needs Learners:** Six of the thirteen regional offices have secured volunteer services of a “Regional Advisor for Inclusive Education Advisor” through Volunteer Organization Overseas (VSO). These advisors train regional officers, school staff on Inclusive Education while assessing barriers and needs on Inclusive Education in the region. A few schools in the regions have embarked on implementing Inclusive Education, however, it should be noted that the EMIS report of 2007 through its data collection has revealed that an overall total of learners with disabilities are receiving education in mainstream schools. Ministry of Education is planning on identifying a percentage of schools in each region for piloting phase of Inclusive Education before implementation at national level. First identify and attend to barriers and needs of the schools and staff is prerequisite to implementation.

Teachers are trained in basic counselling skills to offer psychological support to children in need. Regional School Counsellors offer assessment and counselling in addition to assisting special needs learners. Inspectors and Advisory Teachers received a Compact Disc with books, training book and other important Information on Inclusive Education

#### **(d) Additional Educational Opportunities for School Drop-Out/School Leavers**

Ministry of Education offers skills development opportunities to out of school youths at various centres such as Vocational Training and Community Skills Development Centres (COSDEC), Katutura Youth Education Centre (KAYEC), EHAFO vocational training targeting learners with disabilities. The Namibia College of Open Learning (NAMCOL) and Institute for Open Learning (IOL) offer opportunities to out of school youths and adults to further and upgrade their qualifications. Distance education is offered where under qualified teachers in-service enrol part-time at the colleges of education through NIED for qualification upgrading alternatively some enrol at the Institute of Open Learning (IOL). However, it is against the constitution for children under the age 16 to be out of school, thus in order to keep primary education learners in schools and to address the issue of grade repetition, private institutions offer extra-classes/afternoon learning support sessions. The envisaged “Open University” under ETSIP would create educational opportunities to Namibian citizens.

## **2.4 Learners and Teachers**

### **(a) New Approaches to Teaching and Learning to Improve Student Learning Outcomes/Reduce Disparities**

The Broad Curriculum advocates using learner-centred, integrated approach and cross-curricular teaching at all levels. Teachers are expected to develop high order thinking skills in their learners; to offer hands on activities/problem-solving activities; to use differentiated teaching approaches; to plan any lesson at multi-levels in order to accommodate individual

needs of the classroom. The offering of compensatory teaching/learning support to learners is an underlined curriculum requirement.

**(b) Curriculum Responds to Diversity**

In addition to the response under (a) above, the curriculum offers sixteen (16) Namibian languages which include Namibian Sign Language. A supplementary curriculum for special needs learners compliments the Broad Curriculum. Modifications and adaptations in subject content presentation is one approach used in classroom situations to meet individual needs of learners. At present our curriculum is examination and timeline driven leaving little time for flexibility and application of approaches mentioned under (a) above. Syllabi for learners with severe mental impairment are tailored to take into their disabilities and needs into account.

**(c) Instructional Hours per Year Dedicated to Reading**

There is no fixed allocation of hours for reading. The timetable committee at the school or the department is the one that decides as to how many instructional hours should they have for reading. For example, for English as a language covers reading, writing, speaking, and comprehension and periods for English are allocated to cover those components depending on the learning environment.

**(d) Teachers Trained and Better Equipped to Meet Learners' Diverse Expectations and Needs**

**The University of Namibia (UNAM):** Kindly refer to p.14. (d) on the number of qualified teachers. Three education training programmes at UNAM have modules on Inclusive Education (B.Ed degree, Post-Graduate Diploma in Education and the Specialized Post-Graduate Diploma in Special Education). An advanced special needs education is also offered in the master of Education Programmes. UNAM has established a Disability Unit to cater to the academic and social needs of students with disabilities. A separate budget is allocated to the administration of this unit. UNAM has been involved in organizing and running national workshop on Inclusive Education. A team of lecturers at the university conducted a situational analysis on the provision of education to children with special needs education. This is a working document and very much referenced to within the Ministry of Education. The Colleges of Education also offer modules on special education. These are appreciated efforts but the Ministry would want to have a more in-depth teacher training program on Inclusive Education at all teachers training levels.

**(e) Formal and Non- Formal Learning Environments and Inclusion of Learners**

**Formal Learning Environment:** The teacher learner ratio is currently under discussion with local teachers' union. In readying the system for successful implementation of Inclusive Education, few issues need to be addressed for example:

- ✓ Teacher Assistants/Facilitators: The Ministry is in the process of drafting a submission requesting for post establishments of Teacher Assistant/Classroom Facilitators.
- ✓ Textbooks: One ETSIP activity focuses on provision of learning support materials and enough textbooks and other learning aids to schools. Perhaps there is a need to fast track the process of textbooks and needed learning materials to schools.
- ✓ There is also a need to equip classrooms/teaching and learning environment with technology in Inclusive Education settings, schools to have access to internet services even those in remote areas in addition to training teachers to be computer literate.
- ✓ Teachers are receiving continuous professional development in most disciplines but there is a need
- ✓ Physical environment of the school facilities to be rehabilitated and made more accessible for accommodation of learners with disabilities.

**Informal Learning Environment:** *The National Policy on Disability (1997)* advocates for an inclusive society. Implementation of Inclusive Education should start earlier than only in formal education settings. This would allow for accepting differences and valuing diversity, thus creating a sense of belonging in all children.

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