



Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

National progress report submitted by the Government of NAMIBIA

This report is submitted on behalf of the Government of Namibia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Directorate of Adult Education
Submission date	22 February 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	<i>Mark all that apply</i>
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input checked="" type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
<i>Others (please mark and specify below)</i>	<input type="checkbox"/>
Namibian College of Open Learning (NAMCOL)	
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input checked="" type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
<i>Others (please mark and specify below)</i>	<input type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

20 Feb: Draft completed by MoE, Template Information shared with stakeholders, most particularly with members of the Literacy Coalition (consisting of public and private institutions) for comments. The public institutions consulted were UNAM, NAMCOL and Polytechnic of Namibia, amongst many others. However, not all members provided feedback. All feedback received was included into the report. Most were asked to comment on legal and policy frameworks related to adult education and literacy.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i> Only adult learning is defined, which is: "The entire range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitudes in order to enhance the quality of life". - National Policy on Adult Learning (2003)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i> Someone who is able to read and write and in his or her mother tongue with a bit of the official language (English).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> However, we are now defining it 'as the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contents' - Extract from the Draft Basic & Post Literacy Policy (2011).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>):</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> Problems of capturing literacy data effectively and accurately.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

We shall be embarking on the Literacy Assessment and Monitoring Programme during the next two years. A new policy on Basic and Post Literacy is currently in a draft form (2011).

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In a Draft format and ready for approval by Cabinet Policy on Adult Learning Adult Literacy Policy (of 1996 - 2000) now revised and in draft form (2011)	2010
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2003
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2011

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	18 years+ (women, men, out-of-school youth)	30, 000+
Adult literacy	18years+ (adults and out-of-school youth, all different groups)	30, 000+

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A	N/A
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	90 % adult literacy	2015

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

Not a separate policy as such, but Namibia has a

(i) Policy on National Literacy Programme - 1st two stages in L1 (Mother tongue); 3rd stage in L2 (Introduction to English)

(ii) Language Policy (in Schools) - 1st three Grades (1, 2, 3) in Mother tongue and then English is introduced.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>The Recognition of Prior Learning Policy is in the process of being implemented.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p>		
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Efforts on adult literacy have been accelerated through the Namibian Literacy Trust (an NGO), and Directorate of Adult Education (DAE) and through the activities of the Namibian Coalition for the United Nations Literacy Decade (NCUNLD), created in 2003.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>		NDP3, NHIES (National Housing Income and Expenditure Surveys) provisional figures 2009 - 2010
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		A draft 5 year (2012 - 2017) Education Strategy is about to be approved and launched (2012)
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		Education for Sustainable Development Strategy(2009 - 2014)
Sustainable development strategy	<input type="checkbox"/>		

<i>Other (specify in the space below)</i> <input type="checkbox"/>			
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Policy on Adult Learning	2003
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Literacy Policy (Reviewed in 2011) now in a draft form	2011
<i>If Yes, please elaborate how they have been involved.</i>				
Two way consultations were held with all possible stakeholders - NGOs, public and private sector institutions, first through individual contacts and secondly, through a workshop.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	Sub-national	On adult education	On adult literacy
MOE (HO / Regional Offices)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ministry of Defence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NAMCOL (State Own Enterprise)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NAM BREWERIES (Private Company)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UNAM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	Sub-national	On adult education	On adult literacy
CABIN (an NGO)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Namibian Literacy Trust	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes No

Adult education

If Yes, please provide name and contact details:

Adult literacy



If Yes, please provide name and contact details:

Directorate of Adult Education

P/Bag 12033

Ausspannplatz

Windhoek

Namibia

Tel. +264 - 61 - 2933188/7

Fax. +264 - 61- 2933913

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i> The Stakeholders Committee on the Namibian Coalition for the United Nations Literacy Decade (NCUNLD) established almost 10 years ago, meet almost bi-monthly . Challenges: Limited membership & responsiveness by members		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Specific workshops on adult education - related activiteis take place from time to time.		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i> Workshops, conferences, ordinary meetings and focus discusion (some as part of the NCUNLD), are regularly held with stakeholders.		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Stakeholders are regularly consulted, informed and their inputs incorporated at all times. Examples are many and varied, but we could perhaps mention (3) important areas over the last two years (2010 - 2011). Stakeholders consulted and gave inputs to the National Standards for Adult Educators (2010);to the (external) Evaluation of the Family Literacy Programme (2011) and to the Review of the Basic and Post Literacy Policy (2011) Challenges: Its difficult for the Ministry of Education(MoE) in ensuring regular information with regard to policy and planning from other Line Ministries

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input checked="" type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Namibian Dollars (N\$) e.g. US\$ 1 = N\$ 7.50

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>			
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	N\$68,000,000	77 466 000	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<p><i>If Yes, please provide a brief description:</i> But MoE continue to increase funding through the Directorate of Adult Literacy programmes.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Challenges are found in collecting financial data on Adult Learning and Education, particularly with regard to NGOs, Donors and other Ministries contribution.</p>

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	National Literacy Program - targeting Defence and Police force members (on the job) and the communities at large, particularly -adults and out - of school youths	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Library Services - for scholars, academicians and communities at large	<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>	English and Mother tongues	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>	College of the Arts-provide arts and music to young adults, students and to out - of - school youth	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	NamBrewery (workplace literacy program for employees)	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	artisans	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	HIV / AIDS awareness programmes	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	legal advise to minority and disadvantaged groups	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All age groups (school going, adults and out-of-	<input type="checkbox"/>

		school youth) benefit from all type of arts and cultural activities - visual/performances/dances	
<i>Other</i> <i>(please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	Namibian Literacy Trust(NLT) provides adult literacy and capacity building support to civil society organizations	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	The Vocational Education and Training (VET) regulate and fund VET to enable young and out-of school youths to acquire technical skills needed for the economic growth of Namibia	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other</i> <i>(please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input type="checkbox"/>	<input type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Otjherero	<input checked="" type="checkbox"/>
Oshindonga	<input checked="" type="checkbox"/>

Oshikwanyama	<input checked="" type="checkbox"/>
Silozi	<input checked="" type="checkbox"/>
Rumanyo	<input checked="" type="checkbox"/>
Rukwangali, Khoekhoe-gowab	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

Though most languages are written, some need further development and support from linguists which is hard to come by.

It is difficult to satisfy the diverse needs of each language group.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

If Yes, please provide a brief description and references:

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Many adult education and adult literacy issues are discussed in the different Committees, such as the NCUNLD and other fora.

However, the lack of a National Council on Adult Learning as proposed in the Policy on Adult Learning (2003) make effective and proper coordination across the country, very difficult.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
NAMCOL Statistics Digest on website www.namcol.com.na	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</p> <p>Adult education Adult literacy</p>	<p>Yes</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>No</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>
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If measures have been undertaken please provide a brief description and references:
Plans are underway to undertake surveys to understand why most men don't want to attend adult literacy programmes.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

The Namibian College of Education provides adult education programmes in a range of fields. More information is available on its website at www.namcol.com.na
Statistical information related to the adult literacy programme under the Directorate of Adult Education, Ministry of Education hereby attached

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		yes, since 2005
Learning materials	<input checked="" type="checkbox"/>		yes, since 2005
Facilitators' training	<input checked="" type="checkbox"/>		yes, since 2005
Teaching/ learning methods	<input checked="" type="checkbox"/>		yes, since 2005
Assessment of learning outcomes	<input checked="" type="checkbox"/>		yes, since 2005

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2011	Approved revised curriculum
Learning materials	<input checked="" type="checkbox"/>	1999, 2008	Needs assessments through external evaluations
Facilitators' training	<input checked="" type="checkbox"/>	2011	Standards for Adult educators developed and approved
Teaching/ learning methods	<input checked="" type="checkbox"/>	2011	Learner-centred approach, with participatory methods, as in curriculum and trainer's manual
Assessment of learning outcomes	<input checked="" type="checkbox"/>	continuous	We apply continuous assessment and tests, as well as pre-assessments for placements

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	3 weeks	<input checked="" type="checkbox"/>	8 months
University	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1 year
Private company	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1 year
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)		NAMCOL does not have full-time adult educators/facilitators, only part-time - paid per hour
Adult literacy	N\$ 1, 311.00	Increased recently with N\$ 131.00

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide a brief description and references:</i> Internal and external evaluations carried out by DAE and external consultants at different intervals, e.g. Fact-finding missions. M&E instruments available. Evaluations (at NAMCOL) conducted by NAMCOL's research unit & monitoring conducted by distance education coordinators</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	<input checked="" type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i> Policy on Lifelong Learning and Guidelines for the Basic and Post literacy programs developed.</p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Also find research reports on website: www.namcol.com.na

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input checked="" type="checkbox"/>
An adhoc/informal Task Team meet from time to time, but the most important point is that the responsibility is solely on every institution/organization/office to internalise the Belem Report and to fully implement it accordingly.	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The development of National Standards for Adult Educators. The standards describe the competences required of an adult educator - what they were expected by the national stakeholders in Namibia to know, understand, be able to do and how they should act.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i> The Forum for African Women Educationalists in Namibian (FAWENA) has taken a lead role in girl/child education. Most people participating are women although we encourage men to attend. Reference to: fawena@mec.gov.na.</p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i> The main focus on ALE activities is women, but some few activiteis involve literacy for the marginalized Himba, Demba and Ovatue communities in the Kunene region of Namibia and the San Community (who are spread across many regions of Namibia). However, no special adult literacy programme has been designed by Government to address their specific literacy needs. Thus, more needs to be done to improve the special educational needs of the marginalised communities.</p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p> <p>Ever since the launch of the UNLD in 2003, Namibia set up a Committee of different stakeholders who have been meeting regularly - with the main focus on adult literacy & advocacy (impact of this was more visible during all the past International Adult Learners Week celebrations). CONFINTEA VI reference that 'the right to literacy is an inherent part of the right to education' is fully appreciated by the Namibian Government, hence the constant increase in financial resources, not only to literacy and adult education programmes, but generally to education. The Namibian Government's Budget for education has been 23% of the total national budget.</p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>A new Draft Policy on Basic and Post Literacy now in place (2011) which is about to be submitted to Cabinet for approval.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

A situational analysis of Lifelong Learning will be carried out as part of our improvement programme. The National Standards for Adult Educators would be fully implemented. The role and working conditions of Literacy Promoters will be improved in line with both the 2008 External Evaluation of the National Literacy Programme and the recently-approved national standards for adult educators. The ultimate emphasis of this evaluation was on the professionalisation of the Promoters, hence the national standards for adult educators. The revised Policy Guidelines for Basic and Post Literacy(2011) when approved, bring significant improvements in the overall operations and management of the National Literacy Programme.