A COUNTRY REPORT

In preparation for the

Sixth International Conference on Adult Education (CONFINTEA VI)

Republic of Namibia

28 APRIL 2008

Compiled by:
Lydia L. Shaketange
Jan J. Nitschke
Edited by:
Mbanga Siyomunji

Table of Content

ACRONYMS

ABET	Adult Basic Education and Training
AIDS	Acquired Immune Deficiency Syndrome
ALE	Adult Learning and Education
ASDSE	Adult Skills Development for Self-Employment
AUPE	Adult Upper Primary Education
CABIN	Capacity Building Initiative of Namibia
CBO	Community-Based Organisation
CISP	Comitato Internazionale per lo Sviluppo dei Popoli
CLDC	Community Learning and Development Centre
COLL	Culture of Lifelong Learning
CONFINTEA V	Fifth International Conference on Adult Education
DAE	Directorate of Adult Education
DEO	District Education Officer
DESD	Decade of Education for Sustainable Development
DLO	District Literacy Organiser
EFA	Education for All
ETSIP	Education and Training Sector Programme
GRN	Government of the Republic of Namibia
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
KRA	Key Result Areas
LIFE	Literacy Initiatives for Empowerment
MBESC	Ministry of Basic Education, Sport and Culture
MDG	Millennium Development Goals
MHETEC	Ministry of Higher Education, Training and Employment Creation
MoE	Ministry of Education
MWACW	Ministry of Women Affairs and Child Welfare
NAMCOL	Namibia College of Open Learning
NAMPOL	Namibian Police
NAMWATER	Namibia Water
NCUNLD	Namibian Coalition for the United Nations Literacy Decade
NDP	National Development Plan
NIED	National Institute for Educational Development
NGO	Non-Government Organisation
NHIES	Namibia Household Income and Expenditure Survey
NLFS	Namibia Labour Force Survey
NLPN	National Literacy Programme in Namibia
NLT	Namibian Literacy Trust
NOLNET	Namibian Open Learning Network Trust
NPC	National Planning Commission
NQA	Namibian Qualifications Authority
NQF	Namibian Qualifications Framework
ODL	Open and Distance Learning

O/M/A	Offices/Ministries/Agencies
PoN	Polytechnic of Namibia
RLO	Regional Literacy Officer
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TUCSIN	The University College of Science in Namibia
TWG	Thematic Working Group
UNAM	University of Namibia
UNISA	University of South Africa

1. INTRODUCTION

The fifth International Conference on Adult Education (CONFINTEA V), held in 1997 in Hamburg, looked at the world's transition to the new millennium by identifying adult learning as a key to the twenty-first century. The Hamburg Declaration on Adult Learning adopted the expressed significance of adult education and learning by identifying its potential as;

- fostering ecologically sustainable development
- promoting democracy, justice, gender, equity and scientific, social & economic development
- building on a world in which violent conflict is replaced by dialogue and a culture of peace based on justice

The Midterm Review (2003) of the fifth International Conference on Adult Learning brought together over hundreds of members to review and track goals accomplished and difficulties encountered over the past six years of executing the CONFINTEA V agenda.

As part of the process of the renewal of adult learning in Namibia, a National Policy on Adult Learning has been developed and approved by Cabinet in July 2003. Similarly, the Ministry of Education (MoE) developed a Strategic Plans that set out its main priorities and objectives. Among its eight national priority areas, were the development of the Lifelong Learning policy, HIV and AIDS, and Cultural Heritages. In addition the MoE adopted the Education and Training Sector Improvement Programme (ETSIP), in which it plans amongst others for information, adult and lifelong learning, for HIV and AIDS and for capacity development.

The Sixth International Conference on Adult Education (CONFINTEA VI), to be held in May 2009, will focus on reviewing the international momentum for adult learning and education. This could highlight the crucial role that the international community plays in achieving the Education for All (EFA) and Millennium Development Goals (MDG), in building knowledge economies and learning societies. This includes other major international policy framework in relation to education and development, in particular the literacy initiatives for empowerment (LIFE), and the United Nations Literacy Decade of Education for Sustainable Development (DESD).

This report is developed in preparation of CONFINTEA VI, as a working document outlining the developments in adult learning and education in Namibia since 1997. The report addresses the current state of the art and future challenges of Adult Learning and Education in Namibia. The report covers eight components. Component one is the Introduction part which covers the historical background of the CONFINTEA V and the preparation of CONFINTEA VI in 2009. Component two describes the Namibian Overview in relation to country's size, population, employment status, Gross Domestic Product per capita and the country's education system. Component three outlines the Policy and Legislative which inform the practices of adult Learning and Education in the country. Component four is Finance, which tried to give an overview of financing adult education in the country. Component five looks at the Quality of adult Learning and Education. This section shows the diversity in the provision of adult education activities. Component six describes the research, innovations and good practices that

have taken place in Namibia since 1997 Component seven is dedicated to Adult Literacy, with particular attention to the National Literacy Programme in Namibia. Component eight examines Namibia's expectations that would be derived from the CONFINTEA VI in 2009. The outline of the report therefore follows the following order.

1. Introduction
2. The Country Overview
3. Policy and Legislation
4. Finance
5. Quality of ALE
6. Research, Innovations and Good Practice
7. Adult Literacy
8. Expectations of CONFINTEA VI and Future Perspectives of ALE

2. THE COUNTRY OVERVIEW

The Republic of Namibia was previously known as South West Africa until it gained independence in 1990. The country covers a geographical area of 824,300 square kilometers. It borders Angola to the north; South Africa to the south; Botswana to the east; the Atlantic Ocean to the west and Zambia, northeast of Namibia. The country has about eleven major ethnic languages and a population figure of 1.8 million consisting of 49% male and 51% females, with a literacy rate of 83% in the population aged 15 years and older (NPC, 2006). The 2003/2004 Namibia Household Income and Expenditure Survey (NHIES) found that the estimated average household size in Namibia is 4.9 persons. On average, rural households are bigger than urban households, 5.4 compared to 4.2 persons per household respectively (NPC, 2006). From the age structure of the Namibian population it is observed that Namibia has a relatively young population. About 40% of the whole population is below 15 years, 53.5% is between 15 and 64 years and only 6.5% of the population are 65 years and above (NPC, 2003). According the 2001 Housing and Population Census, the growth rate of the population is 2.4%. The GDP per capita is N$23 580 (2006 figure from Central Bureau of Statistics), while Namibia has one of highest income disparities in the world with a GINI-coefficient of 0.604 (NPC, 2006).

Namibia has 13 political regions with different natural and financial resources. The Ministry of Education is represented in each of these regions by a regional office. The regions are called Oshikoto, Oshana, Ohangwena, Omusati, Otjozondjupa, Kunene, Kavango, Caprivi, Omaheke, Khomas, Erongo, Hardap and Karas Region. The country is arid with generally low rainfall. The far northern regions are dominated by agriculture with livestock and crop farming. Mining activities are found in the Oshikoto region. The Kavango and Caprivi in the North Eastern part of the country is dominated by rivers, hence traditional crop farming is significant in these regions. The Karas region is bordered in the far south by the Orange River with agricultural activities such as grape farming, while mining and tourism activities are also popular in this region. The Erongo region in the West is bordered by the Atlantic Ocean and is dominated by Fishing and Mining industries. Other regions are either dominated by cattle farming combined with tourism or agricultural activities.

The year 2000, Namibia Labour Force Survey (NLFS) recorded 431,849 employed persons. Most of the employed were in the rural areas (229,865), while 201,985 were in urban areas. Agriculture was the main employment provider in the economy employing 126,459 people, followed by other community, social & personal service, employing 46,289. The employment structure also displays substantial variations between rural and urban areas (53.2 percent) while real estate, renting and business activities dominate in urban areas. Evidence of low skills intensity continues to emerge as the employed workforce is still dominated by primary and junior secondary school education. Occupational composition confirms this observation by indicating that the majority of these persons are in the elementary occupation (Ministry of Labour and Social Welfare, 2005:3).

The education sector is defined as comprising the planning and delivery of formal and non-formal education within Namibia (Third Joint Annual Review report, 2004). The definition involves the Ministry of Education including Vocational and Higher Education and early childhood education programmes. The report indicates clearly that many other ministries have responsibility for training for specific purposes, but unless referred to, are generally not included within the education sector.

The Education in Namibia is provided in a 7-3-2-4 system (seven years in primary schooling, three years in junior secondary, two years in senior secondary and four years in university (under graduate degree)). There are provision of adult education and open distance learning and other learning in a variety of institutions. The following two figures give an overview of the formal and Non-Formal education.

Table 1, below, shows the formal education system according to ages and grades by level of education.

Table 1: Namibian Education System by Age, Grade and Level

Age	4-6	7	8	9	10	11	12	13	14	15	16	17	18+
Grade		1	2	3	4	5	6	7	8	9	10	11	12

Early childhood development *(2 years, mostly private)*

Primary education *(7 years, fee-free)*
Lower phase   G1   G2   G3   G4
Upper phase   G5   G6   G7

Secondary education *(5 years, fee-free)*
Junior secondary *(3 years)*   G8   G9   G10
Senior secondary *(2 years)*   G11   G12

Tertiary and open/distance learning *(various options from age 18+)*
     NOLnet *
     Private Tertiary Institutions
     Vocational Training Centres
     Agricultural College
     Colleges of Education
     Polytechnic of Namibia (PoN)   **World of Work**
     University of Namibia (UNAM)

     * *Namibian Open Learning Network (comprising Namibian College of Open Learning, National Institute for Educational Development, Polytechnic Centre for Open and Lifelong Learning, UNAM Centre for External Studies)*

(adopted from Third Joint Annual Review, 2004:3)

Figure 1, below, gives comparable levels in Non-Formal Education.

Formal Education	**Grade Levels**	**Adult and Non-Formal Education**
Senior Secondary +	Grades 11 +	Distances Education
Junior Secondary	Grade 10 Grade 9 Grade 8	*overlapping programmes*
Upper PrimaryCentres	Grade 7 Grade 6 Grade 5	Continuing Education
		overlapping programmes
Lower Primary	Grade 4 Grade 3 Grade 2 Grade 1	National Literacy Programme in Namibia

Public provision accounts for about 94% of the education delivery in Namibia. About 90% in early childhood education has been privately funded and government funded 10% under the Ministry of Women Affairs and Child Welfare (MWACW). This situation has currently changed for government to fund the 90% of early childhood provision. Given the huge bulk of public provision of education, development partners provide for about 3-4% of education public expenditure mostly through projects, with some direct support to budget from Swedish International Development Agency (SIDA) and the European Union (EU); through State Revenue Fund, forming approximately 2.7% of the total allocation to the Ministry of Education in 2004/05. Project support is mainly given by the United States of America via USAID; Germany (GTZ), Luxembourg Government (Lux Development), NAMAS and a number of other development partners (3rd JAR, 2004).

As indicated by Indabawa (2000), the education sector in Namibia has greatly been affected by the oppressive onslaught of the apartheid regime of the past. The new government needed to widen access to education for all. This created a need for a policy framework for education and particularly adult education. Adult education is viewed in the country as a potential framework for compensating past injustices. Article 20, Section (1) of the country's constitution provides that "…all persons shall have the right to education." A second policy guide was evolved in 1993 when Government adopted a document entitled "Towards Education for All" which described the four major objectives of the education as Access, Equity, Quality and Democracy. This policy document has been viewed as the guiding principle for the education sector.

3.   POLICY AND LEGISLATION

Adult Learning and Education is part of the broader international work in education and development. The Education for All, (EFA) goal of increasing literacy rate by 50% by 2015 provides also the target for the Decade, and the Millennium Development Goals (MDG) which sets the decade in the context of poverty reduction. Adult learning and education is at the heart of both the EFA and the MDG goals.

Namibia, like most developing countries, has come to accept the importance of adult education. It is believed that development could not take place in a comprehensive way unless adult education is given considerable attention. Namibia has backed up its intentions with a legislation enshrined in the country's constitution; Article 20 guarantees the right of all citizens to a basic education, including adult education and further education. Adult education is one of Namibia's national priorities. The following legislative/policy documents play critical roles in formulating most adult education policies and programmes:

- The Education Act;
- Labour Act; Social Security Act and Affirmative Action (Employment) Act;
- The Report on The Presidential Commission on Education, Culture and Training (1999);
- Vision 2030;
- The National Development Plans 1, 2 and 3;
- Education for All (EFA) National Plan of Action (2001-2015);
- The Strategic Plans 2002-2006 of the Ministry of Basic Education, Sport and Culture (MBESC) and Ministry of Higher Education, Training and Employment Creation (MHETEC);
- Namibian Qualification Authority (NQA);
- National Qualification Framework (NQF);

The following policies emanated from the above legislation.

- National Policy on Adult Learning;
- National Policy on HIV/AIDS.
- Vocational Training Policy
- Draft ODL Policy

The **National Policy on Adult Learning** (MEC, 2003), defines adult learning as:

> *"The entire range of formal, non-formal and informal learning activities, undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitudes in order to enhance the quality of life."*

This definition gives the providers of Namibian Adult Learning and Education a common ground of understanding what adult learning entails. This significant understanding of ALE is also captured in the various legislative and policy documents described below. For the context of this report, adult learning includes acquisition of knowledge, skills and attitudes through activities such as out of school, full and part-time learning on professional as well as life skills.

3.1   Education Act, no. 16 of 2001

This Act mandates the Minister of Education to carry out functions related to Adult Learning and Education and also to establish the National Council on Adult Learning, which will be instituted once the Education Act is amended. Part two of the Education Act will soon be amended to accommodate the establishment of the National Council on Adult Learning, whose mandate will be to solicit funding and oversee the programmes related to Adult Education.

Section 67 of the Act stipulates the functions of the Ministry of Education as far as Adult Education and Literacy is concerned, and describes:
(a)   Minimum requirements for admission of minors over the age of 16 years;
(b)   The entitlement of adults to free or subsidized tuition;
(c)   The measures for the control, monitoring and evaluation of adults study groups;
(d)   Curricula for and standards of courses of study;
(e)   The provision of staff training and materials development;
(f)   requirements and procedure for registration and subsidization of private and public sector bodies providing basic education to adults, including the manner of reporting on the progress of programs; and
(g)   The fees payable by person enrolled for adult education or literacy programs or the fees payable in respect of any examinations or the issue of certificates to person enrolled for such education or programs.

The Act further indicates that the Minister may, after consultation with the advisory council, regional council and local authority council and other bodies interested in education, establish such councils or other bodies for the co-ordination and efficient administration of adult education programs on a national, regional or local level.

3.2   Labour Act, no.15 of 2004:

The Act aims to consolidate and amend the labour law; to establish a comprehensive Labour Law for all employers and employees; to entrench fundamental labour rights and protections; to regulate basic terms and conditions of employment; to ensure the health, safety and welfare of employees; to protect employees from unfair labour practices; to regulate the registration of trade unions and employers' organizations; to regulate collective labour relations; to provide for the systematic prevention and resolution of labour disputes; to establish the Labour Advisory Council, the Labour Court, the Wages Commission and the labour inspectorate; to provide for the appointment of the Labour Commissioner and the Deputy Labour Commissioner; and to provide for incidental matters.

The Ministry of Labour is tasked by the Namibian Cabinet to ensure effective implementation of the Labour Act and to oversee the effective implementation of the following legislation:

a) **Social Security Act**, Act no. 34 of 1994 and Employees Compensation Amendment Act, Act no. 5 of 1995 both by the Social Security Commission.
The Social Security Act provides for the payment of maternity leave, sick leave and death benefits to employees, amongst others.

b) **The Affirmative Action Act**, Act no. 29 of 1998 by the Employment Equity Commission
This Act redress inequities in employment and it is aimed at bringing about equal opportunity in employment in accordance with Article 10 and Article 23 of the Namibian Constitution.

3.3   Presidential Commission on Education, Culture and Training 1999

In the context of the learning nation, adult learning has a prominent role to play, particularly as we look at the demands and opportunities of the next century. In March 1999 the then President of the Republic of Namibia promulgated a wide-ranging Commission on Education, Culture and Training. After a process of extensive consultation, the Commission concluded in its report that great strides had been made towards achieving the goals of access, equity, quality, democracy and efficiency outlined in the policy document, Towards Education For All. The Commission found, however, that the only goal that had been largely met was access.

The Commission summarised its findings by calling for a revitalization and reorganization of the whole sector of education, culture and training, so that Namibia can confidently face and take advantage of the opportunities and challenges of the twenty-first century. Failure to act decisively now is likely to result in Namibia falling victim to the intense competition that will ensure globalization and its new patterns of international competition and trade.

The importance of lifelong learning for Namibia's development was emphasized, which stresses the need for Namibia to be a 'learning nation.' The challenges of youth unemployment and the devastation wreaked by the HIV/ AIDS pandemic, amongst other factors, prompted the Commission to note that: "… Schools on their own cannot provide Education for All". Even in a country like Namibia that has invested heavily in compulsory education, there are always some who are not reached.

3.4   Namibian Vision 2030

Namibia Vision 2030 is a Policy Framework for long-term National Development, which presents a clear view of where Namibia is, where it wants to go, and over what time frame. It is a vision that will make deliberate efforts to improve the quality of life of our people. It is designed as a broad, unifying vision which would serve to guide the country's five-year national development plans, from NDP 2 through to NDP 7. At the same time, it provides direction to Government authorities, the private sector, non governmental organizations (NGOs) and civil society. Therefore, Namibia vision 2030 will create policy synergy, which will effectively link long-term perspectives to short-term planning. The strategies for realizing the objectives of Vision 2030 are based on the principle of sustainable development. The driving forces among the complex agents of our development are embedded in the following:

- Education, Science and Technology,
- Health and Development,
- Sustainable Agriculture,
- Peace and Social Justice and
- Gender Equality.

3.5   National Development Plan 1 (1995-2000)

The first National Development Plan covered the period 1995/1996 – 1999/2000. In the section dealing with Education & Training, the Sector Objective stated that the reform of education was amongst the highest priorities of the new Government of an independent Namibia. Policy development culminated in early 1993 in the acceptance by Government of the document Towards Education for All – A Development Brief for Education, Culture, and Training are those of the nation: equity, justice, democratic participation, and respect for human dignity. The Ministry of Education priorities: 'equitable access, improvement of internal efficiency, quality, lifelong learning and democratic participation.' NDP 1 also aimed to support and provide for:

- Family and community early childhood initiatives.
- Universal primary education, to be extended where possible to junior secondary education.
- A material and social environment that is conducive to learning and committed learners, teachers and communities.

3.6   National Development Plan 2 (2001- 2006)

The Second National Development Plan (NDP 2 2005/2 – 2005/6) outlined the vision of GRN for the forthcoming years as follows: 'Sustainable and equitable improvement in the quality of life of all people in Namibia. NDP 2 emphasises, that educational development must be viewed in the context of government broad goals for national development, namely:
- reviving and sustaining economic growth,
- creating employment,
- reducing inequalities in income distribution,
- reducing poverty
- human rights.

NDP 2 stated that basic education adult literacy and the development of creative skills contribute directly to these goals. NDP 2 reviewed progress made, as well as challenges and shortcomings since NDP 1. The goals of access, equity, quality, democracy, and efficiency remain, as does the acknowledgement that "Towards Education for All" continues to be the guiding document in policy formulation.

The lessons learned in **implementing NDP 2** included the need for: (i) accelerated productivity increases in agriculture, particularly in subsistence agriculture; (ii) diversification of the rural economy from reliance on subsistence agriculture; (iii) rapid rural development; (iv) expansion of remunerative employment; (v) improved coordination between Government entities and

between them and non-government stakeholders; (vi) better (strengthened) human resources and institutional capacities; (vii) a stronger monitoring, reporting and evaluation system; and (viii) a focus on results in addition to expenditures and activities.

3.7   National Development Plan 3 (2007-2012)

The Third National Development Plan (NDP3) was prepared soon after completing the execution of NDP2, whose five-year implementation ended during the financial year 2005/2006. The Third National Development Plan covers the period 2007/2008- 2011/2012. Currently the NDP3 document is still in a draft format, however the launch of the document is expected before the end of the year (2008).

The NDP3 is based on eight Key Result Areas (KRA's) each corresponding to one of the eight main objectives of Vision 2030. Due to their complexity and wide scope, two of the eight KRAs - Competitive Economy and Productive Utilization of Natural Resources and Environmental Sustainability - are sub-divided into two Sub-KRAs each, giving a total of ten KRAs/Sub-KRAs. Each of the KRAs/Sub-KRAs is assigned to a Thematic Working Group (TWG) led by a government ministry/office; and comprising government officials at the centre and in the regions, and representatives of the private sector, civic organisations and international development partners.

The NDP3 has been prepared through the wider participation of all stakeholders utilising an Integrated Results Based Management (IRBM) approach. The Plan has been formulated by the ten TWGs. Within the TWGs, NDP3 Goal Groups, Sub-Sector Task Teams and Regions worked on the NDP3 goal targets (results) and strategies; and sub-sector goals, targets (results) and strategies; and formulated programmes to achieve the goal targets (results).

3.8   National Policy on Adult Learning

With the introduction of the National policy on ALE, the government seeks to promote the following **goals of adult learning**:
a) Economic growth and development
b) Equitable social development and poverty reduction
c) Sustainable environmental development
d) Participatory democratic development
e) Personal development and empowerment

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

The national policy on Adult Learning also provides a framework of adult learning, which addresses the following issues:
- programme development;

- resources;
- co-ordination;
- policy implementation; and
- monitoring.

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

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

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

f) To maximise the utilisation of the resources available for adult learning.
g) To create appropriate structures that ensure synergy and avail information to stakeholders to benefit the target groups.
h) To enable the establishment of the National Council on Adult Learning as a statutory body responsible for the promotion, co-ordination, and policy implementation and monitoring of adult learning.

Both the Education and Training Sector Improvement Programme (ETSIP) strategies and the activities of the Namibian Coalition for the United Literacy Decade are guided by the National Policy on Adult Learning, therefore these two are explained below as sub-headings to the policy.

3.8.1 *ETSIP*

The current education and training system is not able to rise to the call of Vision 2030. The education and training sector has therefore adopted the Education and Training sector Improvement Programme (ETSIP), as a response to the call of Vision 2030. Its key purpose is to substantially enhance the sector's contribution to the attainment of strategic national

development goals, and to facilitate the transition to a knowledge based economy. In the immediate future, it will improve the quality, range and threshold of skilled labour required to improve the knowledge-driven economy, productivity growth, and thus contribute to economic growth. By adopting a pro-poor approach to the distribution of opportunities for high quality and market responsive education and training opportunities, ETSIP will also contribute directly to the attainment of equitable social development. It is a comprehensive sector-wide programme that covers: (i) early childhood development and pre-primary education, (ii) general education, (iii) vocational and training, (iv) tertiary education and training, (v) knowledge creation and innovation, (vi) information, adult and lifelong learning, (vii) information communication technology (ICT) in education, (viii) HIV and AIDS, and (ix) capacity development. This section focuses particularly on Information, Adult and Lifelong Learning.

The Adult and Lifelong learning sub-programme outlined in the ETSIP document (2007), intends to address the needs of the workers and the unemployed, open and distance learning students, citizens without educational qualifications and skills, researchers, small entrepreneurs and disadvantaged groups in the society through revised and expanded adult education programme and more equal and improved access to information and learning resources.

The priority and most critical areas to be addressed are divided into strategic objectives such as:

a) To ensure that adult and lifelong learning and information service sector programmes are relevant and responsive to the needs of a learning society. This can be ensured by strengthening the policy and legal framework for information and lifelong learning.

   As a result, policies relating to the following are revised and operationalised.
   - The national library and information service sector.
   - The archives policy and legal framework.
   - The legal framework and funding formula for grants to NAMCOL.
   - The National Literacy programme.
   - Establishment of the Council on Adult Learning.
   - The development of a National Policy on Lifelong Learning is underway.

b) To expand equitable access to quality information and lifelong learning programmes. This can be achieved through the high quality lifelong learning opportunities and by strengthening equitable access to information and learning resources.

Improving of equity and access to high quality lifelong learning opportunities, the ETSIP document stipulated the need for a widely based learning programme that supports the disadvantaged people in their efforts to work their way out of poverty.

The priority areas are:
- Improve the National Literacy Programme through improved planning, extension   in programmes such as adult skills development for self employment (an entrepreneurial programme for business) to all regions with assistance of other partners.
- Increased support for NGO's engaged in adult learning.

- Improved and extended multi-purpose community learning and development centers of various kinds, including supports to ICT.

Campaigns such as reading skills are carried out to address reading skills problems at primary school level. Regions, cities, towns and villages have integrated plans for education and development. Participation of marginalised groups in lifelong learning is increased through strategies such as family literacy programmes (ETSIP, 2007:61).

c) To strengthen all information institutions. This objective is believed to be achieved through quality and effectiveness of knowledge management systems. This component aims to improve the network capacity and tools for management and the availability of knowledge, information and learning resources to facilitate education, research, economic and social advancement. A policy and tools for electronic record management will be developed in co-operation with the Office of the Prime Minister to improve the use of the database in information management (ETSIP, 2007).

3.8.2 *The Namibian Coalition for the United Nations Literacy Decade*

The Namibian Coalition for the United Nations Literacy Decade (NCUNLD) was formed in 2004 as a country specific implementing arm of the United Nations Literacy Decade (UNLD). The NCUNLD has a national committee that was elected at an annual biannual general meeting in accordance with its constitution.

The United Nations Literacy Decade offers national governments, non-governmental and civil society organizations and the international community a mechanism to intensify their efforts to meet the literacy and non-formal education goals within the framework of Education for All (EFA) and the Millennium Development Goals (MDGs). The Namibian mission statement in the Namibian Coalition for the United Nations Literacy Decade commits to achieving Literacy for All at all levels, encompassing gender equity, poverty reduction and human rights by addressing the socio- economic and cultural dimensions of the individual and society for sustainable development" (NCUNLD strategic plan, 2007-2008). The goal is to achieve 90% literacy by 2012. Several strategies and activities are outlined through which this goal can be achieved. Some of the indicated strategies to be used are;
- Sensitise and influence policy workers to develop a policy framework that encapsulates the goals of the NCUNLD.
- Support and mobilize for the establishment of literacy groups.
- Establish and strengthen linkages between formal and non-formal education.
- Facilitate programmes that promote a literate environment (strategic plan, 2007-2008).

A variety of activities are planned, such as facilitation for formulation of policy framework, organizing meetings and seminars with stakeholders to raise awareness on national policies and build a foundation for the country's approach to the collaborative mechanisms in which the NCUNLD will operate.

3.9   Vocational Education and Training Policy:

Vocational education and training (VET) has been regulated by the National Vocational Training act, Act 18 of 1994. This act remained predominantly apprenticeship based. However as from 1998 Namibian VET System embarked upon a reform process. That culminated in a Cabinet decision on "the establishment of the Namibia Training Authority for increased effectiveness and efficiency of vocational education in Namibia" with the following as key elements:

- Administration Administrative reform
- Quality improvement of the VET delivery system.
- Realizing flexibility, entrepreneurship and efficiency within the VET providers; institutions, and
- Funding reform.

With the Ministry of Education adoption of the Education and Training Sector Improvement Programme (ETSIP) these developments have been taken on board.

Namibia has committed herself to the development of knowledge – based economy (KBE). That is an economy where skills of various degrees and magnitude would be required for improved standards of living.

To that end, the vocational education and training system is expected to play a crucial role in the new economy. It will also be expected to promote skills in traditional trades of engineering and craft. In addition, emerging employment and learning areas of tourism, computing and design are also being catered for.

For the first time Namibia can boast with a "Namibia Vocational Education and Training Policy". The Policy was approved by cabinet in 2005 and is ready for implementation. It moreover, works as the guide for the reform process.

A new Vocational Education and Training Bill was drafted. The Bill has thus for been through the National Assembly and is at the house of review before its promulgation into an act of Parliament. The Bill envisages the establishment of the Namibia Training Authority (NTA), the board of the NTA and the National Training Fund. It would also regulate the provision of vocational education and training; provide for the imposition of vocational education and training levy; provide for the appointment of inspectors and designation of quality system auditors and provide for incidental matters related to vocational education and training.

To that end, the Ministry of Education has embarked upon establishing the Namibia Training Authority (NTA) to be the catalyst in the transformation of VET into a dynamic component of Namibia's pursuit of higher standards of living through industrialization and the development of knowledge-based economy. In order to realize this, the NTA is to ensure increased effectiveness and efficiency of vocational education and training. The NTA is to produce a competent and employable workforce for an industrialized Namibia. It will therefore develop appropriate regulations on vocational education and training in response to emerging priorities for skills

development and provide guidance in the interpretation and operationalisation of the VET policy.

The Ministry of Education has also adopted a policy of Competence Based Education and Training (CBET) for VET sector. However implementation has not been realised due to the absence of occupational unit standards, national curricula and relevant training materials. As these were vital aspects of high quality training, the development of unit standards, curriculum and training materials have been given top priority. This is a long-term and investments undertaking. The Ministry has therefore established a team of qualified international experts and seconded staff under the auspices of the NTA Project Management Unit to drive the reform process. Inputs by stakeholders are regarded as imperative if the material is to be relevant and meeting the requirements of industry and training providers. Therefore continual consultations and involvements of their representatives have been and remain an ongoing activity throughout the process.

To ensure wide understanding and appreciation of the new training approaches, intensive consultations with management and instructors and training of assessors have been undertaken as well. These activities are continuous standards were developed for the same occupations. The unit standards followed the Namibia Qualification Authority (NQA) prescribed format and are in line with the descriptors of the National Qualification Framework (NQF). In addition, the curricula for these occupational areas were developed in a most consultative manner, involving expertise from the private sector and selected training providers. The NTA is also in the process of developing training and teaching materials for these trades.

This undertaking is quite unique as in most countries the design and development of curriculum and training materials is left to the individual training providers. This is not conducive for uniformity and quality.

The NTA adheres to a strict copyrights policy, negotiating agreements and in some cases purchasing copyright from relevant publishers in various countries. It is the intention to make the training material available at a minimal price ensuring that all trainees will be able to afford it.
In order to ensure that the progress of the curriculum reform is not jeopardized, the NTA has entered into a Memorandum of Understanding with the NQA.

3.10   Namibia Qualification Authority

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

   a) To set up and administer a national qualification framework;
   b) To be a forum for matters pertaining to qualifications;
   c) To set the occupational standard for any occupation, job post, or position in any career structure;

d) To set the curriculum standards required for achieving the occupational standards for a given occupation, job post, or position in a career structure;
e) To promote the development of, and to analyse, benchmarks of acceptable performance norms for any occupation, job, post or position;
f) To accredit persons, institutions and organisations providing education and courses of instruction or training of meeting certain requirements as set out in section 13;
g) To evaluate and recognize competencies learnt outside formal education
h) To establish facilities for the collection and dissemination of information in connection with matters pertaining to qualification;
i) To inquire whether any particular qualification meets the national standards;
j) To advise any person, body, institution, organization or interest group on matters pertaining to qualifications and national standards for qualifications (NQA Act, 1996, p 3-4).

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

3.11 Sector Policy Alignment to National Goals

3.11.1 Health Issues

The Ministry of Health & Social Services developed several policies to guide health consumers including adults on how to deal with diseases such as Malaria, HIV/AIDS, TB and others. Adult education is an important resource for strategies to develop awareness, knowledge, attitudes and behaviour necessary for preventing these diseases.

The National Policy on HIV and AIDS for the education sector (2003) formalizes the rights and responsibilities of every person involved, directly or indirectly, in the education sector with regards to HIV and AIDS: the learners, their parents and caretakers, teachers, administrators, ancillary staff, planners, in fact the whole of civil society. The policy provides guidelines to ensure that all in the education sector are fully informed about the disease, the way it is transmitted, the consequences and living positively with it. A continuing life-skills, sexual health and HIV and AIDS education, prevention and care programme must be implemented at all educational institutions for all learners, students and education sector employees (MBESC & MHETEC, 2003).

The purpose of the National Malaria Policy (2005), is to ensure the provision of prompt, effective and safe treatment against malaria, to minimize the development of resistance and to reduce transmission of malaria. Although the Ministry of Health and Social Services has strived to build up the required human resources for the malaria control programme at various levels, there are still gaps. Priority areas where training is required include case management, parasitology, public health, entomology, vector control, emergency preparedness and response,

monitoring & evaluation and programme management (MOHSS, 2005). Adult education has an important role to play to address these gaps successfully.

Adult education in health is based in formal institutions of learning like the National Health Training Centre and the University of Namibia. Workplace training can also be found in some areas where in-service education is conducted mainly on health related issues. Health education is conducted in most health facilities on a regular basis to acquaint clients with their situations and treatment.

Several participative opportunities are made available through community-based programmes like traditional birth attendants, village health workers and health promoters. These are the main activities where adult participation is experienced, the majority of whom are women.

3.11.2 Labour

The Government has developed strategies to increase employment opportunities through human resource development and sustained economic growth. Work related adult learning can support these strategies in a number of ways. These include;
● vocational training for unemployed adults and out of school youth
● work related training for adults – informal sector employment
● skills development for small and medium enterprises.

3.11.3 Defence

The Ministry of Defence has a Civil Training policy adopted on 28 November 1995 and based on the National Policy on Adult Learning. Under the policy a provision had been made for the establishment of a Civil Training Committee which comprises of senior officers/officials who oversee the training and education for the employees. The Civil Training Division which is responsible for Training as well as Adult Education, reports to this committee.

3.11.4 Police

The Namibian Policy Administration manual chapter 5.h.1.2 makes provision for running adult education literacy programmes within the force in order to eradicate illiteracy among the former disadvantaged members. In conformity with the national literacy objects, the main aim of the Adult Literacy Progamme is to make the Namibian Police Force to become a fully literate organization by the year 2015.

3.11.5 Open and Distance Education

In recent years, there has been a significant increase in the courses provided by Open and Distance Learning (ODL) institutions. The open and distance learning programmes of these institutions will be expanded to ensure that as many adults and out-of-school youth as possible are provided with opportunities to continue their education as, when and where they wish. Cooperation amongst publicly funded providers (NAMCOL, NIED, PoN and UNAM), lead to

the establishment of the Namibian Open Learning Network Trust (NOLNet) in 2001. NOLNet facilitates the sharing of resources in the provision of learners support services. In 2005 NOLNET held a conference in Windhoek - Toward Education for All: the critical role of open and distance learning in National Development. After the conference, NOLNet drew up the Windhoek Declaration on Open and Distance Learning, which set out an agenda for the future of ODL in Namibia and asked the Government for a clear commitment to this agenda. Cabinet approved this declaration and invited NOLNet to develop an ODL policy for Namibia. The ODL policy has been drafted and consulted through a national conference in October 2007 and is in an advanced stage of development.

The following three institutions were established by Acts of Parliament and have the mandate to provide adult education:

- *University of Namibia (UNAM)*

The University of Namibia (UNAM) was established by an Act of Parliament no.18 of 1992. The University's mission is to provide quality services in higher education through teaching, research and advisory services with the view to produce an independent minded society, conscious and innovative professionals that can identify, manage and solve problems facing the Namibian society"(Third, five- year strategic plan, 2006-2010).

- *Namibian College of Open Learning (NAMCOL)*

NAMCOL was constituted by an Act of Parliament (Act no. 1 of 1997). The Act defines the objectives for NAMCOL, which include amongst others that NAMCOL shall:

"contribute towards the social and economic development of Namibia by upgrading the educational level of adults and out-of-school youth, by providing opportunities to upgrade their professional and vocational skills, as well as their level of general education, to attain economic self-improvement and managerial skills for the sound management of, *inter alia*, rural societies and non-governmental organizations."

- *Polytechnic of Namibia (PoN)*

The Polytechnic of Namibia (PoN) was established by an Act of Parliament, no. 33 of 1994. In terms of section 4 of the PoN Act, it is mandated to provide "post-secondary career education and continuing education at a post-secondary school level". As such, a decision was taken in 1997 to establish a separate distance education centre, the Centre for Open and Lifelong Learning (COLL), in order to facilitate the delivery of Open and Distance Learning programmes. COLL strives to advance the intellectual and human resource capacity of the nation by extending access to technologically-oriented career education and training, applied research and service, using distance learning techniques and open learning philosophies.

- *The National Institute for Educational development (NIED)*

The National Institute for Educational Development (NIED) is a national resource mobilizing both human and physical resources in improving the quality and relevance of education through innovative curriculum and materials development, research in education and training, and by linking the Ministry of Education to the local community and Namibia to the international community in the fields.

NIED was established in 1990 as a Directorate within the Ministry of Education with the continuous task of ensuring that education in Namibia is developed and improved in accordance with the latest developments in education and the needs of the people of Namibia.

NIED is responsible for evaluating, designing and developing curricula for the education system, introducing effective approaches to teaching and learning, coordinating the development of instructional materials, educational research, preparing and coordinating an effective system of pre-service and in-service teacher education, and providing training in educational management.

Other areas that should be integrated in all sectors and addresses through ALE are:

- *Life Skills*

The government is committed to ensuring that learning needs of all people are met through skills development programmes. Acquisition of the skills plays an important part in meeting national development goals. Adult learning on these topics is currently provided by a variety of government departments and by Non-Governmental Organisations (NGO's) and Community-Based Organisations (CBO's). The life skills needs are met through extension programmes, public education campaigns, information, education and communication programmes, as well as through infusion in the material of adult basic and literacy education.

- *Active Citizenship*

One of the government's priorities is the promotion of participatory development and good governance through empowering people to contribute to national development and to engage in democratic processes. Adult learning provides a powerful tool for encouraging active citizenship. The government is committed to promoting strategies of community participation in socio-economic development.

4.   FINANCE

Table2: Budget provision, subsidies and grants by the Ministry of Education to DAE, NAMCOL and Namibia Literacy Trust

Year	Subsidies	Grants	Other
2003/2004	70, 085, 000.00		
2004/2005	67, 402, 125.00		
2005/2006	65, 139, 000.00		
2006/2007	66, 560, 832.00		
2007/2008	64, 030, 000.00		
TOTAL	**333, 216, 957.00**		

It is evident from table 2 above that the Ministry of Education invests substantial amounts of money in Adult Education. Over the last 5 years the Ministry invested more than N$ 333m in its three major provides, i.e. NAMCOL, DAE and the Namibian Literacy Trust (NLT). This amount does not include the allocation to the University of Namibia and the Polytechnic of Namibia. It should be noted that DAE is a Directorate within the Ministry of Education and budget provision is made for DAE operations within the Ministry's budget, while NAMCOL receives subsidies on a formula basis per enrolment in its secondary education programmes and the NLT receives an annual grant from the Ministry. The grants to the NLT were N$1,420,000 for 2005/2006 and 2006/2007 each year, while it decreased to N$1,200,000 in 2007/2008.

Table 3, below, indicates the subsidies that NAMCOL received from the Ministry of Education, 2003 - 2007. These subsidies were allocated for the junior and senior secondary education programmes offered by NAMCOL to adults and out of school youth. The grants were paid for the Commonwealth Diploma in Youth Development Work (CYP).

Table 3: Subsidies received by NAMCOL from Ministry of Education

Year	Subsidies (for Grades 10&12)	Grants (for CYP) Commonwealth	Grants for CYP Government
2003	20, 451, 037.00	37,668.40	
2004	25, 946, 735.00	32,293.39	
2005	27, 289, 822.00	32,614.27	90,937.50
2006	24, 550, 250.00	40,840.87	
2007	26, 599, 532.00	40,025.78	
TOTAL	**124, 837, 376.00**	**90, 937.50**	

NAMCOL is a state funded parastatal. The Government pays NAMCOL a subsidy on each enrolment at the Junior and Senior Secondary level programmes. However, NAMCOL offers Professional and Vocational programmes where learners pay the full cost by themselves. Junior and Senior Secondary Certificate learners pay a small fee per subject enrolled.

In the case of the CYP programme learners pay N$8745.00 (2008 fees) for the two-year period. Government and the Commonwealth Youth Secretariat used to share the cost of this programme for all learners – this is the N$90 937.50 + 183,442.71 in Table 3 above. From 2008 learners had to pay for themselves. NAMCOL learners who cannot afford to pay their fees for the subjects they want to study can apply for a grant at the College. NAMCOL uses sponsorship from private companies to pay the fees for these previously disadvantages learners.

NAMCOL do have a Staff Development Policy in place that benefits NAMCOL staff for training. Loans are awarded to further their academic qualification, while NAMCOL award a certain portion of its annual institutional budget towards in-service training.

In 2008 NAMCOL received N$31 000.00 from the Namibian Literacy Trust for its Scholarship Fund.

Table 4: Subsidies received by UNAM

Year	Subsidies (for All Education Prgrs)	Grants (NLT)	Other
2003			
2004			
2005	185, 374, 065.00	60, 000.000	
2006	185, 374, 000.00	60, 000.000	
2007	185, 000, 000.00	60, 000.000	
TOTAL	**555, 748, 065.00**	**180, 000.00**	

The subsidies received by **UNAM** are geared towards the entire University and not solely for adult education programmes. In 2008, a component of N$ 5 million was allocated to the Faculty of Education of which N$1 million was allocated to the Department of Adult Education. The large components of this money (about 60%) are allocated to salaries. The Department of Adult & Non-Formal education has since 2005 received grants from the Namibian Literacy Trust (NLT) aimed for the orphans and vulnerable students, who are unable to support themselves and who do not receive financial support from their families. Up to date about 40 students benefited from the scheme.

Table 5: Total subsidies/grants received for ALE by: Polytechnic of Namibia – Centre for Open and Lifelong Learning (COLL)

Year	Subsidies	Grants	Other
2003	3,513,002.39	0	0
2004	3,754,452.03	0	0
2005	4,550,009.67	0	0
2006	5,594,123.09	0	0
2007	6,273,347.75	0	0
TOTAL	**23,684,934.93**	**0**	**0**

It is clear that a substantive budget allocation is made to **COLL** every year to drive their programmes. More than N$23m was allocated for these programmes in the last 5 years.

Table 6: Subsidies/grants received by CABIN for ALE

Year	Subsidies	Grants		Other/Students contributions
		NCCA	NLT	
2003	------------	204,760.00	------------	143,000.00
2004	------------	168,725.44	40,000.00	123,200.00
2005	------------	190,011.40	55,000.00	91,131.60
2006	-----------	152,841.78	50,000.00	78,831.00
2007	-----------	238,958.29	55,000.00	72,580.99
Total	-----------	955.296.91	200,000.00	508,743.59

Acronym: NCCA   -   National Council of Churches in Australia
*   NLT   -   Namibia Literacy Trust*

It is evident that **CABIN** received significant grants from the National Council of Churches in Australia (NCCA), which was supplemented by grants from the Namibia Literacy Trust (NLT) and student contributions, to drive its operations. Over the last five years it received N$1,664,040.50 of which N$955,292.91 was received from the NCCA.

Table 6: Subsidies received by the Namibian Police

Year	Subsidies	Grants (N$)	Other
2003		15,000.00	
2004		35,000.00	
2005		15,000.00	
2006		5,000.00	
2007			
TOTAL		**70, 000.00**	

It is clear that very limited funds are allocated for ALE in the **Namibian Police**. In the four years 2003-2006 only N$70,000.00 was allocated for their ALE programmes. Financing of Adult Education is mainly done by the Ministry of Education, Directorate of Adult Education through donor funding. The Namibian Police is responsible for financing courses, workshops and other related activities for literacy promoters and coordinators in all respective regions.

The financing of ALE programmes (Literacy) in the **Ministry of Defence** is done with a revolving fund administered at DAE under the Ministry of Education. There is also a training fund allocated for Training and Education under the Civil Training Division.

Table 7: Subsidies received by NAMWATER

Year	Students portion (N$)	Government Study Loan (N$)	Others
2003	48,353.20		
2004	45,353.20		
2005	66,316.40	267,579	
2006	252,174.25	259,700	
2007	287,973.2	402,800	
Total	**700,170.25**	**930,079.00**	

NAMWATER is a state-owned parastatal. The Ministry of Education through the Namibia Student Financial Assistance Scheme is allocating study loans for each enrolled student for Vocational Training. The loans are allocated once per level. The table above shows that the government significantly assisting the students through this study scheme. The student's portion is paid by the students or is covered by the organization of the trainee.

5.   QUALITY OF ALE - PROVISION AND LINKAGES

The **provision of adult learning** opportunities is made by a wide variety of organizations which can be grouped as follows: Government departments and publicly-funded educational institutions; parastatals; private institutions; non-governmental organizations, community-based organizations, and churches. Government is the major provider of opportunities for adult learning. According to the Second National Development Plan (NDP2 2001/2 - 2005/6), thirty two (32) directorates in eighteen (18) Ministries, offices and agencies provide programmes which involve adult learning. A significant part of Government's provision is the extensive in-service training programme guided by the Office of the Prime Minister as well as programmes of the publicly-funded educational institutions, namely the Namibian College of Open Learning (NAMCOL), the National Institute for Educational Development (NIED), the Polytechnic of Namibia (PON) and the University of Namibia (UNAM).

5.1   Provision

There are diverse forms of non-formal education provisions in Namibia. The diversity of this provision is stated in the following sections as well as the table below. In the sections that follow and the table below the diversity of this provision is highlighted.

5.1.1   *Namibian College of Open Learning (NAMCOL)*

Traditionally, NAMCOL focused on providing alternative secondary education programmes. The College offers a wide range of subjects at the Junior Secondary (JSC) and Senior Secondary (NSSC), formally IGCSE levels. The table below shows NAMCOL's enrolments for these two programmes over the last 5 years.

Table: NAMCOL's secondary education programmes

COURSE	GENDER	YEAR 2003	2004	2005	2006	2007	TOTAL
JSC	MALE	4780	4724	4769	5005	5064	
	FEMALE	9232	8584	8548	8572	8128	
IGCSE/ NSSC	MALE	3959	3818	4449	4873	4764	
	FEMALE	8489	7989	8935	9640	9907	
TOTAL		26460	25115	26701	28090	27863	134229

In addition to its secondary Education programmes NAMCOL offers a range of professional programmes as indicated in the table below

Table 8: Professional Programmes offered by NAMCOL

Programme	Provider	Area of Learning	Target group	Programme cost	Funding Source
Certificate in Education for Development, CED. Provide learner with practical skills to increase effectiveness as community worker and adult education practitioner.	NAMCOL-Parastatal	General competencies	Community Development workers, such as district literacy organizers, literacy promoters, agricultural extension workers, etc.	Two year programme with fees of N$4400.00 per learner.	Learners pay themselves or their organisation pay for them.
Higher Diploma in Adult Basic Education and Training (HDABET)	NAMCOL-Parastatal	General competencies	CED graduands- enable CED graduands to complete a third year of study through UNISA.	One year programme with fees of N$4200.00 per learner.	Learners pay themselves or their organisation pay for them.
Commonwealth Diploma in Youth in development work (CYP). Provide learners with practical skills to enhance effectiveness as youth workers and as youth education practitioners.	NAMCOL-Parastatal	General competencies	Youth workers in all spheres of society, private, volunteers, NGOs, Government, etc.	Two year programme with fees of N$8745.00 per learner.	Government and the Commonwealth youth Secretariat used to share the cost of this programme for all learners. From 2008 learners have to pay for themselves.
Certificate in Local government Studies (CLGS). Capacity building in regional council and local government level. Prepare learners for Diploma in Government studies at UNAM.	NAMCOL-Parastatal	General competencies and technical skills	Officers working in local and regional government offices and municipalities as well as members of the general public who have an interest in either taking up a career in local government administration or enhancing a career in this field.	One year programme with fees of N$3420 per learner.	Learners pay themselves or their oraganisation pay for them.

NAMCOL used to offer a Higher Diploma in Adult Basic Education and Training (HDABET) in cooperation with the ABET Institute at UNISA. Learners who completed the CED could continue with the Diploma programme. However, this programme has been terminated in 2006.

Over the period 1997 – 2007 NAMCOL enrolled 1503 learners in its professional programmes of which 1065 in CED, 98 in CYP, as in HDABET and 245 in CLGS. Over the same period the college enrolled about 240000 learners in the secondary education programmes. NAMCOL uses a wide range of teaching methodologies in its programmes, which include learner-friendly distance education print materials, web-based learning materials, audio and video materials as well as its own productions of educational radio programmes in conjunction with NOLNet partners (in radio studio at NAMCOL head office).

NAMCOL also offers computer-based learning programmes with a particular focus on computer literacy through its International Computer Driving License (ICDL) programme. The College boasts of two fully equipped Computer Based Learning Centres in the Khomas and Oshana regions each.

5.1.2 University of Namibia

Table 9: Academic Programmes offered by the University of Namibia (UNAM)

Programme	Provider	Area of Learning	Target Group	Programme cost	Funding source
Adult Education and Community Development (Diploma level)	UNAM	General Competencies in Psychology and adult learning; Philosophy of Adult Ed and Learning and other competencies	Students who enrolled at Diploma level	N$4800.00	By students themselves. Government does not fund diploma level.
Adult and non-formal Education: Bachelor degree (4 years)	UNAM	Advanced learning skills and research projects	Graduates of Diploma in Adult Education and Community Development and Secondary graduates with minimum of 25 points and grade C in English	N$13 000.00 depends on the subjects taken.	Government loan schemes and payment by students themselves

Adult and non-formal Education - Master Programme	UNAM	Course work and thesis	Students on Master's Degree level		By students themselves, Government or arranged by employers.
Adult and non-formal Education - Doctoral Degree	UNAM	Doctoral studies by Coursework or Dissertation	Students enrolled for PhD studies		By students themselves or by UNAM if they are staff members.

The University of Namibia has staff development programmes that benefit staff members for pursuing further training.

The activities of UNAM are shaped by policy frameworks such as the **vision 2030**; **National Qualification Framework**; the **Education and Training Sector Improvement Programme (ETSIP)** and by **the University's five-year strategic plan** (2006 - 2010).

Vision 2030 in the perspectives of higher education sets an ambitious target that, by 2030, Namibia should join the ranks of high income countries and afford all its citizens a quality of life that is comparable to that of the developed world. This is a role that tertiary institutions are expected to play in the transformation of Namibia from a developing country to a fully fledged industrialized nation.

The UNAM five-year strategic plan stipulates efforts by the Government through ETSIP to re-organize the education sector in order to prepare it for the implementation of vision 2030. The Government came out with a comprehensive policy known as the Education and Training Sector Improvement Programme (ETSIP) in which it directs all tertiary education institutions to look for ways of developing teaching, learning and research infrastructures that will put the Vision 2030 goals at the frontline of their development efforts.

According to the UNAM 5-year plan as emphasized in the ETSIP document, UNAM has been challenged on two fronts;
a) to undertake reform in the offering of courses on teacher education, in which three result areas are expected.
- Review teacher education curricular with a view to incorporating skills and competencies that meet the national standards for teaching professionals;
- Mainstreaming information communication technology (ICT) in teacher education in line with the National ICT education policy; and
- Integrated ICT, components and entrepreneurship and HIV in teacher training.

b) To develop graduate study programmes that will enhance capacity for knowledge creation in line with the objectives and goals of vision 2030. In this area UNAM has been called upon to work for increased supply of highly qualified experts in areas identified as critical to national development in vision 2030 such as agriculture, fisheries, information technology, science, business management, etc. In partnership with all the tertiary education, UNAM must meet the present and future needs of the state for a highly skilled, adoptable and innovative workforce.

ETSIP described adult learning and access to information as indispensable contributions to an education that is not limited and tied to formal learning. Information, Adult and lifelong learning under ETSIP needs to address the needs of the workers and the un-employed, open and distance learning students, learners from pre-primary to tertiary levels, citizens without educational qualifications and skills, researchers, small entrepreneurs and disadvantaged groups in the society through revised and expanded adult education programmes and more equal and improved access to information and learning resources.

With adult literary rates in Namibia having reached 83% by the year 2001, there appears to be a need for a more widely based adult learning programme that nevertheless supports the disadvantaged in their efforts to work their way out of poverty. Closer synergy with formal education is being emphasised (ETSIP, 2006).

The ETSIP document identified outdated policies and legislatives and regulatory framework as critical areas that hinders responsiveness to the changing society and subsequently to the requirements of vision 2030. Some of these policies and regulations are for example inequalities in access to relevant learning and information resources and strategies to widen and improve access to adult education programmes. Supporting priority will be to upgrade knowledge management systems to improve access and maintain nationally relevant knowledge.

5.1.3 Polytechnic of Namibia

Table 10: Professional Programmes offered by the Polytechnic of Namibia (PoN) – Centre for Open and Lifelong Learning (COLL)

Programme	Provider	Area of Learning	Target group	Programme cost	Funding Source	Amount Funded
Certificate: Community Based Natural Resource Management (CBNRM)	PoN - COLL	Community Based Natural Resource Management	Practitioners of Community Based Natural Resource Management	N$1,500	Government Subsidy/ Tuition fees	
Certificate: Namibia Environmental Education (NEEC)	PoN - COLL	Environmental Issues, Risks & Responses; Theory & Practice of Environmental Education Approaches; Developing, Implementing & Evaluating Environmental Education Curriculum, Programmes & Resources	Environmental Education Officers, Rangers, Teachers, Extension Officers, Lecturers, Advisory Teachers, CBNRM Officers, Journalists, Business People, Lawyers, School Principles	N$59,760	Government Subsidy/ Tuition fees	
National Diploma: Business Administration	PoN - COLL	Business Management, Business Accounting, Business Finance, Purchasing & Supply Management, Micro-& Macroeconomics, Small & Medium Enterprise Management, Business Logistics, Consumer & Organisation Behaviour	General Management, Purchasing, Logistics, Operations, Finance, Entrepreneur.	N$2,754,820	Government Subsidy/ Tuition fees	
National Diploma: Human Resources Management	PoN - COLL	Psychology of Human Resources, Organisational Behaviour/ Management, Labour Law, Human Resource Staffing, Education, Training & Development, Industrial Relations, Employee Health & Safety	Training and Development Officers/Managers, Industrial Relations Officers/Managers, (Senior) Managers in Human Resource Practice.	N$2,813,130	Government Subsidy/ Tuition fees	
National Diploma: Marketing	PoN - COLL	Marketing & its Environment, Business Accounting, Business Ethics & Leadership, Services Marketing, Business Finance, Sales Operations & Management, Consumer & Organisation Behaviour, E-Marketing & Web Management, Entrepreneurship, Marketing & Product Management, Small & Medium Enterprise Management	Brand Manager, Product Manager, Senior Marketing Officer, Marketing Consultant, Sales Manager, Advertising Manager, Marketing Manager, Market Research Manager, National Sales Manager.	N$1,086,290	Government Subsidy/ Tuition fees	

National Diploma: Office Management and Technology	PoN - COLL	Information Administration, Administrative Office Management, Public Relations, Legal Practice, Business Accounting & Finance, Business Operations, Business Management	Typist, Receptionist, Secretary, Executive Secretary, Office Administrator, Personal Assistant, Switchboard Operator, Office Manager.	N$427,430	Government Subsidy/ Tuition fees	
National Diploma: Police Science	PoN - COLL	Police Studies, Investigation of Crime, Criminal Law, Public Law,	Police Officer, Security Officer, Law Enforcement Officer.	N505,910	Government Subsidy/ Tuition fees	
B.Tech: Accounting and Finance	PoN - COLL	Accounting, Financial Accounting, Cost & Management Accounting, Taxation, Auditing, Financial Management, Commercial & Company Law, Quantitative Methods, Computerised Accounting, Accounting Information Systems, Managerial Finance	Accountant, Financial Accountant, Cost Accountant, Budget Controller, Internal Auditor, Financial Manager	N$552,350	Government Subsidy/ Tuition fees	
B.Tech: Agricultural Management	PoN - COLL	Strategic Agribusiness Management, Sustainable Animal Production, Plant Production, Advanced Agribusiness Management, Financial Management.	Farmer, Agribusiness Entrepreneur, Agricultural Facilitator, Extension/ Research Technician, Farm Manager, Agribusiness Director, Agricultural Development Co-ordinator, Agriculture Educationist.	N$442,820	Government Subsidy/ Tuition fees	
B.Tech: Public Management	PoN - COLL	Public Management, Political Science, Regional & Local Government, Organisational Behaviour, Financial Management, Public Policy, International Relations, Comparative Local Government, International Trade, Project Planning & Management, Governance & Politics in Africa,	Officials in Local, Regional, Central Government and Public Enterprises, NGO's, Consulting and the Business Sector.	N$374,060	Government Subsidy/ Tuition fees	
B.Tech: Nature Conservation	PoN - COLL	Plant Studies, Resource Management, Conservation Management, Financial Management.	Natural Resource Manager (Reserve & Game Ranch Managers), Tour Operator & Tour Guides, Environmental Education Officer, Research Technician.	N$148,160	Government Subsidy/ Tuition fees	

| Bachelor: Hospitality Management | PoN - COLL | Hospitality Operations Management, Strategic Management in Hospitality & Tourism, Managing Human Resources, Financial Management, Developing & Managing Small Hospitality Property, Strategic Marketing | Hotel Manager, Guest Farm Manager, Department Manager in Hotel, Restaurateur | N$8,830 | Government Subsidy/ Tuition fees | |
| Bachelor: Travel and Tourism Management | PoN - COLL | Tourism Policy & Planning, Strategic Management in Hospitality & Tourism, Managing Human Resources, Financial Management, Ecotourism Planning, Strategic Marketing | Tourism Information Officer, Sales/Travel Consultant, Tour Guide Operations Specialist, Reservation Consultant, Tour Consultant. | N$14,280 | Government Subsidy/ Tuition fees | |

5.1.4   NAMWATER

Table 11: Programmes offered by NAMWATER

Programme	Provider	Area of Learning	Target group	Programme cost	Funding Source
Basic Literacy Training	NAMWATER	Stages 1-3 & AUPE	Work hands and Handymen	N$ 105716.78	Namwater pay
Artisan Development Program. Provide working employees with necessary practical skills to prepare them to qualify as Artisans (National Water care level III Certificate)	NAMWATER	Water & wastewater treatment (Water care)	Employees of municipalities, NDF, Meatco, Rural water supply and Namwater to enhance their skills through Vocational training.	Two to three year programme with total costs N$ 265 656.45	Trainees pay themselves or their organization pay for them.
National Artisan Level III Certificate		L1-L3- Artisan Training in various fields	Adult and Out School Youth	N$ 699 157.1	By trainees themselves and through Government loan scheme
Operator driver training	NAMWATER	Code 08 & 11 and driving skills for trucks, graters, forklift, etc.	Employees of GRN, NAMWATER, parastatals, private companies and students	N$ 81661.5	Trainees pay themselves or their organization pay for them.

NAMWATER has a training Centre called HRDC. It is situated at Von Bach Water Purification Plant outside Okahandja on the way to Windhoek. The Centre is registered as a Vocational Training Centre with the Ministry of Basic Education meaning that the Centre can present both theory and practice at its classes and workshops. The Centre is registered to give training in the following Trades:

- Water & Wastewater Treatment (Water Care)
- Electrical (General)
- Mechanic (Auto & Diesel)
- Carpentry & Joinery
- Operator/Driver
- Plumbing

Except Operator/Driver training, in each of the other trades mentioned above, there are the following two streams that can be followed in order to qualify as an Artisan:

❖ **Vocational Training**
For students who have completed grade 10 or 12 with passes in Mathematics, Physical Science and English and this takes 3 years to complete)

❖ **Skills Upgrading**
This is for people who are already employed but do not have qualifications in the mentioned trades).
1. For skills upgrading, the candidate is required to have already worked for a period of not less than 4 years (recognition of prior learning)
2. It will also be required for skills upgrading candidates to determine the candidate's competency level before the start of the skills upgrading program. This is done by sending in the job profile with education and experience to Namwater for evaluation.

It is important to mention that only one or two levels should be done per year for skills upgrading course and between each level the applicable tasks have to be done in the industry before the next level can be assigned.

Namwater also has employee development programmes that enhance skills and competencies through various training and development interventions.

5.1.5   The Capacity Building Initiative in Namibia (CABIN)

Table 12: Programmes offered by CABIN cc: (Non Formal)

Programme	Provider	Area of Learning	Target group	Programme cost	Funding Source	Amount Funded
(a) Literacy	CABIN cc	Afrikaans, Oshiwambo and Numeracy	Adult and Out School Youth	4760.00 per learner/ per year	NCCA, NLT and Students	See below
(b) English	CABIN cc	General communication	Adult and Out School Youth	4760.00 per learner/ per year	NCCA, NLT and Students	Total of (a) and (b) 1.664,040.50 for last 5 years

CABIN has developed courses intended to enable adults and out of school youth to enhance their skills, become literate and be able to contribute effectively to the development of the country.

Objectives
- To help the realization of Vision 2030 of becoming a literate nation.
- To improve English proficiency skills through various courses.
- To boost confidence in the use of English as a mode of communication.
- To improve the quality of life of individuals, through literacy skills in the Mother Tongue (e.g. Otjiherero, Oshiwambo, Afrikaans, etc.)
- To promote learning in a comfortable and participatory environment.

Activities

- Teach Communicative English to Adults and out of school youth.
- Develop authentic and useful materials for classroom purposes.
- Train Integrated Early Childhood Development (IECD) Care Givers.
- Upgrade English teaching language skills and methodologies for Pre-primary/Primary school teachers.
- Train – Pre-primary school teachers, in how to develop teaching materials, from waste materials etc.
- Assist Grade 1 to 12 learners with English.
- Train students in Basic Entrepreneurial Skills including public Speaking

Levels

1. Literacy and Numeracy in the Mother Tongue: Levels 1-5
2. English: Beginners – Advanced
3. IECD: Basic level only
4. Internationally recognized City & Guilds – Pitman examinations in English are taken by those learners who we realize are well prepared. Certificates are awarded upon passing the exams.

5.1.6   The Nambian Police (NAMPOL)

Under the office of the Commissioner, Human Resources who is the Head of the Human Resources Division, exists the Training and Development Unit. Under this Unit there is a sub-station for the Literacy Desk.

The Literacy desk is headed by a literacy coordinator who is responsible for managing and coordinating ALE programmes. She is assisted by her Deputy and in the 13 political regions are the different stakeholders involved in the management of this programme in the Namibian Police Force.

The Namibian Police (NAMPOL) offers an Initial and Advanced Promoter's course that targets Literacy Promoters. The table below indicates NAMPOL's programmes and programme cost.

Table 13: Programmes offered by NAMPOL

Programme (name and brief description) Description	a) Provider	b) area of learning	c) Target group/s	d) Programme cost	e) Funding source
Literacy programme	Public/state	General competencies	Members with no educational qualification Members below Grade 10	± N$120 000	State through NAMPOL Training Vote
Initial and Advance Promoters Course	Ministry of Education, Directorate of Adult Education	Promoter's Training	Promoters	N$82 048.75	Namibian Police funds - N$115905.60

- **Formal Education Approaches**
  - ➢ Full time classes on time allocated
  - ➢ Learner centred approach
  - ➢ Class discussion
- **Non-formal approaches**
  - ➢ Teaching methodology used is just the same in non-formal education.
  - ➢ Teaching materials are issued to each participant within the programme.

5.1.7 *Ministry of Defence*

The provision of ALE in the Ministry of Defence caters for all Units and Formations around the country. All learning programmes are decentralized to accommodate all aspiring adult learners through the Civil Training Division. There is also a Military school which offers adult learning programmes e.g. Computer, English Course and Induction.

Participation in the Ministry of Defence is high considering that the Ministry is one of the institutions with a high number of adult learners. Adult learning programmes started in 1992 and have been gaining momentum. The rate of participation increased when remuneration of facilitators was introduced. So far 2366 personnel have been involved in Adult Learning and Education programmes. These rates represent 22% of female and 78% of male considering that the Defence recruits more male than female. Out of 2366 adult learners, *132* have completed their Adult Upper Primary Education (AUPE) in 2006. The participation is however expected to decline in future as most adults will not have opportunity to learn further, after the completion of three stages of NLPN and AUPE. There is a learning gap between the three stages, AUPE and after completing this programme there are no other opportunities to further Education, such as joining the Namibia College of Open Learning (NAMCOL).

5.1.8 *Namibian Literacy Trust (NLT)*

NLT's methodology is a participatory process of research, training, action and learning focused. The organization is supporting other organizations that are or would like to be engaged in Adult and out of school youth literacy and skills development. The organization accepts applications through liaising with the Namibia Non Governmental Organisations Forum (NANGOF) and through newspaper advertisements which would solicit interested parties to come forward with project proposals for possible funding.

The organization is also in addition to the above writing tender documents for project proposals and implementation of some selected projects. These two systems are adopted to attract organizations to implement projects. Once a project is awarded to an organization, then implementation, monitoring and evaluation and reporting follow.

The trust encourages Empowerment of people by giving them a voice to speak up for themselves, being involved in the implementation and planning of their programmes and providing them with the dignity and skills to take care of themselves and their families. Fundamentally empowerment must be a preservation of the right to self-determination, including the right to learn from one's mistakes.

Provision of ALE and Institutional Frameworks

So far, the Trust has been working with a number of organizations supporting them financially and technically. Some organizations have been supported for the past six years.

- KAYEK's Katutura Literacy Project, which later on increased its portfolio and changed its name to Namibia Youth Functional Literacy Project (NYFLP). The project coordinators salary as well as other technical and financial support was provided to the group. They focused more on out of school unemployed youth 15-25 years of age by providing them skills training and practical training to make them more employable.

- The Khomas Women in Development which received financial and technical support from the Trust to provide English and skills training to its members

- Children's Hope Project for upgrading the infrastructure of ECD, Orphans and vulnerable children to empower the disadvantaged men and women.

- Khomas Women in Development for Basic English Literacy programme and HIV/AIDS programme for the disadvantaged by providing them with the necessary skills.

- Capacity Building Initiatives (CABIN) provide English language skill for the disadvantaged youth, out of school youths and adults.

- Namibia Rural Development (NRDP) for Adult Education and literacy programmes. In support of the project to alleviate poverty in the Rural East by providing numeracy skills, HIV/AIDS awareness and mentoring to SME's to the previous disadvantaged women and men in Aminius and Epikuro (Post 3).

- Windhoek Multi Purpose Youth Resource Centre for Indigenous Minorities for the training of SAN youth in culture pride, gender leadership, care and support of HIV/AIDS orphans, social and personal development of men and women and women and awareness of legal rights.

- Otjiwarongo Youth Literacy & Career Development for disadvantaged Youth for skills development, poverty alleviation, capacity building, empowerment, self-employment, HIV/AIDS awareness, feeding scheme for Orphans and Vulnerable children (OVC's).

- Namibian Coalition for the UNITED NATIONS LITERACY DECADE - Literacy for sustainable and equitable improvement in the quality of life for all in Namibia – Training of Family Literacy Coordinators.

- Dhimba Bible Translation and Literacy Project – The translation of the Bible into the Dhimba language and teaching Dhimba people to read the Bible in their own language. The project also produces cassettes and literature books in the Dhimba language.

- Illiteracy and Poverty Reduction Project – The project offers Basic English training and a Needle work course.

- Acasia Grassroots Development Project - Offering Adult Literacy classes and basic practical skills development courses.

- Total Child Namibia – Offering Basic Computer Literacy classes for out of school youth.

- Usakos Adult Literacy Project – Offering Adult Literacy classes and basic practical skills development courses.

5.2 Linkages between non-formal & formal education

The methodology of Adult education focuses on learner-centred education which formal education has adopted as an effective methodology for educating children. This synergy with adult learning emphasizes learning and experiences of the adult learner. Formal education has adopted learner-centred education and devised patterns of teaching which display characteristics of non-formal methodologies.

The Namibian government for instance had extended basic education opportunities to all people, especially, to disadvantaged children, youth and adults in urban and rural areas. Consideration is also underway to extend AUPE to reach the equivalence of Grade 8 and 9 of formal education in order to close the gap between Adult Basic Education and the Formal Education.

Further negotiations are underway with the Namibia Qualification Authority (NQA), Directorate of National Examination Assessment (DNEA) and the National Institute for Education and Development (NIED) to work out mechanisms for establishing equivalence between AUPE examinations and Grade 7 examinations of formal education (DAE Annual Report, 2004).

6. PARTICIPATION IN ADULT LEARNING

The **Directorate of Adult Education** in the Ministry of Education oversees the National Literacy Programme in Namibia (NLPN) and the Adult Upper Primary Education programme (AUPE). Information regarding these two programmes are presented in table 14 below.

Table 14: DAE programme

PROGRAMMES	TRAINERS/FACILITATORS		QUALIFICATIONS	ENROLMENTS		YEAR LEVEL	METHODS OF EVALUATION & MONITORING	IN-SERVICE TRAINING
	Female	Total		Female	Total			
National Literacy Programme (NLPN) (Min. of Education)	273	376	Standard six plus six years of teaching experience or Grade 10 plus three year s relevant experience and proficiency in the mother tongue plus 3 weeks initial training	4817	7128	Stage 1 (year 1)	Continuous assessments and tests + Monitoring & evaluation Instruments used to collect and analyse data and report regularly: - enrolment & attendance of learners by stage and gender; - Availability of materials (primers, exercise books, pencils, erasers, chalk (etc.) - Establishment of classes & number of classes operating; - Number of DLOs & Facilitators and other staff; - Number of learners tested and test results (once a year) - Facts finding missions (once a year) - Overall evaluation after three years	In clusters of monthly refresher courses Meetings on one-to-one bases
	326	476	Same as above	5196	8149	Stage 2 (year 2)	Same as above	Same as above
	219	497	Grade 12 with 20 points plus 3 weeks initial training	4756	8046	Stage 3 (year 3)	Same as above	Same as above
Adult Upper Primary Education [Min. of Education]	295	446	Grade 12 with 20 points plus 3 weeks initial training	4486	6810	(3 year programme) Equivalent to Grade 7 Formal Education	Same as above	Same as above

Apart from its Secondary Education Programmes, the **Namibian College of Open Learning** offers Professional programmes. These programmes are indicated in table 15 below.

Table 15: NAMCOL Programmes

PROGRAM	TRAINER/ FACILITATOR		QUALIFICATIONS	ENROLMENTS		YEAR LEVEL	METHODS OF EVALUATION & MONITORING	IN-SERVICE TRAINING
	F	TOT		F	TOT			
CED Certificate in Education for Development	3	4	Master's degree	81	105	1	Continuous assessment and examinations Tutor evaluations and workshop evaluations	Tutor training workshops
CLGS Certificate in Local Government Studies	5	7	Master's degree	93	153	1	Continuous assessment and examinations Tutor evaluations and workshop evaluations	Tutor training workshops
CYP Commonwealth Diploma in Youth in Development Work	6	10	Master's degree	12	22	1&2	Continuous assessment and examinations Tutor evaluations and workshop evaluations	Tutor training workshops

Qualified teachers (with a recognized teaching qualification) are used to teach in the professional (adult education) programmes.

These teachers are appointed on a contract basis and the renewal of contracts is based on performance. Therefore tutor evaluations are conducted regularly to inform decision-makers on the performance of tutors.

Tutors are remunerated on the services they provide, i.e. face-to-face contact sessions on a rate per hour, setting of assignments on a rate per assignments or a rate per assignment/examination script marked, etc.

NAMCOL does market needs assessments before introducing any new programme. The latest programme introduced was the CLGS and it was preceded by a needs assessment. Similarly the materials developed for the programme are evaluated and amended to improve quality.

NAMCOL offers workshops to learners to address areas of difficulty. These workshops are evaluated regularly and improvements recommended.

Adult learners do assignments, write tests and write an examination at the end of each module. NAMCOL keeps a database of the performance of learners. Management are informed on the performance of learners and devise strategies to improve on performance where required. Trainers also attend workshops to ensure that they are informed of NAMCOL's vision for adult learning and develop their skills to maximum performance.

NAMCOL worked closely with the ABET Institute of UNISA and also with the Commonwealth Youth Secretariat with some of its programmes. In this way the institution has benchmarked its adult learning programmes.

The University of Namibia offers a range of adult education programmes from the Diploma Level to Doctorate Level. These programmes are shown in table 16, below.

Table 16: UNAM Programmes

PROGRAM	TRAINER/ FACILITATOR		QUALIFICATIONS	ENROL MENTS		YEAR LEVEL	METHODS OF EVALUATION & MONITORING	IN-SERVICE TRAINING
	F	TOT		F	TOT			
Diploma in Adult education and Community Development	4	2	Master's degree or PhD	127	177	1st and 2nd year diploma	Continuous assessment and examinations	n/a
Undergraduate Bachelor's Degree	5	5	Master's degree or PhD	22	28	Year 1-4	Continuous assessment and examinations	n/a
Master Degree programmes	5	5	PhD	4	4	At Master's level	Continuous assessment and examinations or by thesis.	n/a
Doctoral Studies	PhD Lecturers and Professors		PhD/ Professors	1	2	By Dissertation	Via course and dissertation evaluation	n/a

Adult Education is considered by UNAM as a specialized profession. For the undergraduate degree, two specialization fields have been created after the revision of the curriculum. One area of specialization focuses on Community Development in which competencies of planning and designing projects are emphasized. In area two of specialization, students are trained in details about Human Resource Development of which training component is the core of this area.

Table 17: Polytechnic of Namibia – Centre for Open and Lifelong Learning (COLL)

PROGRAMME	TRAINER/ FACILITATOR	QUALIFI-CATIONS ** (**Same as ENROLMENTS)**		ENROL-MENTS		YEAR LEVEL	GENDER ** (**Same as ENROLMENTS)**		METHODS OF EVALUATION & MONITORING	IN-SERVICE TRAINING
		F	total	F	total		F	total		
Certificate: Community Based Natural Resource Management (CBNRM)	Lecturers/Tutors			0	1	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
Certificate: Namibia Environmental Education (NEEC)	Lecturers/Tutors			8	24	1			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

									• Student Satisfaction Surveys/ Evaluations	
National Diploma: Business Administration	Lecturers/Tutors			109	251	3			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
National Diploma: Human Resources Management	Lecturers/Tutors			205	311	3			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

	Lecturers/Tutors			55	94	3			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
National Diploma: Marketing										
National Diploma: Office Management and Technology	Lecturers/Tutors			35	39	3			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

National Diploma: Police Science	Lecturers/Tutors			29	91	3			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
B.Tech: Accounting and Finance	Lecturers/Tutors			305	451	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

	Lecturers/Tutors			15	48	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
B. Tech: Agricultural Management										
B.Tech: Public Management	Lecturers/Tutors			144	245	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

B.Tech: Nature Conservation	Lecturers/Tutors			6	19	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.
Bachelor: Hospitality Management	Lecturers/Tutors			5	6	4			• Monitoring of tutor-marked assignments • Moderation of assignments questions • Moderation of course content as contained in instructional material for distance education students • Moderation of examination papers • Moderation of examination scripts • Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa • Student Satisfaction Surveys/ Evaluations	Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching and Learning (CTL) to facilitate improved skills in teaching methodologies.

| Bachelor: Travel and Tourism Management | Lecturers/Tutors | | | 13 | 20 | 4 | | | • Monitoring of tutor-marked assignments
• Moderation of assignments questions
• Moderation of course content as contained in instructional material for distance education students
• Moderation of examination papers
• Moderation of examination scripts
• Institutional Audit by the Higher Education Quality Committee (HEQC) from South Africa
• Student Satisfaction Surveys/ Evaluations | Annual Tutor and Writer Training Workshops facilitated by COLL. Sessions attended through the Centre for Teaching & Learning (CTL) to facilitate improved skills in teaching methodologies. |

Table 18: NAMWATER Programmes

PROGRAM	TRAINER / FACILITATOR		QUALIFICATIONS	ENROLMENTS		YEAR LEVEL	METHODS OF EVALUATION & MONITORING	IN-SERVICE TRAINING
	F	TOT		F	TOT			
National Literacy Programme	1	0	Grade 12 with relevant teaching experience plus ABET training certificate	0	4	Stage 1 (Year 1)	Promoters report on testing and assessment. Attendances register. Learners tested and Test results

Continuous assessment and examinations | Only meetings and discussion sessions |
	2	0	Same as above	1	9	Stage 3 (Year 3)	Same as above	Same as above
Adult Upper Primary Education	2	0	Same as above	3	42	3 year programme	Same as above	Same as above
Artisan Trade training	0	7	Grade 12 with more then six years experience. Teachers Diploma, N6 with experience, National Diploma in Water care with experience	90	508	3 Year programme	Continuous assessment and examinations. Performance assessment. Clients evaluation	Train the trainers. Attachment of instructors
Artisan development Programme	0	2	National Diploma with more then six years relevant experience. N6 with more then 5 years experience.	3	80	3 year programme	Same as above	Same as above
Operator/driver training	0	1	Grade 12 with train the trainer certificate and more then 4 years relevant experience			Short courses	Same as above	Same as above

Namwater is using qualified artisans with relevant experience (minimum of 3 years) to train artisans. Science and Mathematics are presented by qualified teachers (education diplomas).

Literacy programmes are based on the Ministry of Education's curriculum and District Literacy Promoters are regularly contacted for advice where necessary. Short courses on operator/driver training are presented to employees of the companies. These include refresher courses on forklift, graters, and bulldozers. Etc. Training to obtain drivers license on Code 08 & 11 is also provided.

Table 19: CABIN Programmes

Year	Program	Enrolment	Gender		Trainer/ Facilitator	Qualification	Evaluation monitoring	In-Service Training
			M	F				
2003	CABINcc	85	54	31	A.H.O	BED.Hon. and Grd. 12	See below	------
2003	CABINcc	------	--	--	H.N.S	Grade 12	See below	-------
2003	CABINcc	------	--	--	H.J.S (Relief Teacher)	Grade 12	See below	-------
2004	CABINcc	121	45	76	A.H.O	BED.Hon. and Grd. 12	See below	------
2004	CABINcc	-------	--	--	H.N.S	Grade 12	See below	-------
2004	CABINcc	--------	--	--	H.J.S	Grade 12	See below	-------
2005	CABINcc	65	36	29	A.H.O	BED.Hon. and Grd. 12	See below	------
2005	CABINcc	--------	--	--	H.N.S	Grade 12	See below	BETD
2005	CABINcc	-------	--	--	H.J.S	Grade 12	See below	-------
2006	CABINcc	55	23	32	A.H.O	BED.Hon. and Grd. 12	See below	------
2006	CABINcc	-------	---	--	H.N.S	Grade 12	See below	BETD
2006	CABINcc	------	--	--	H.J.S	Grade 12	See below	-------
2007	CABINcc	57	26	31	A.H.O	BED.Hon. and Grd. 12	See below	------
2007	CABINcc	-------	--	--	H.N.S	Grade 12	See below	BETD
2007	CABINcc	-------	--	--	H.J.S	Grade 12	See below	-------

Evaluation monitoring:

Students - continues assessment

Program – continues monitoring and review

Ministry of Defence Programmes

The Ministry of Defence carries out programmes specifically for training adult educators, facilitators and instructors in collaboration with other training institutions. There are however only short courses and they do not equip trainees with sufficient knowledge and skills in providing effective adult learning and education. There is a need to revive the current status of adult educators in terms of training, education and remuneration.

There are Monitoring and Evaluation mechanisms in place, as every Formation/Unit has Coordinators responsible for Education and Training serving as focal points to coordinate the programme. Coordinators write reports on adult learning and education to Civil Training Division on a quarterly and annual basis to assess and evaluate the activities and outcomes. The Ministry of Defence is planning to introduce the establishment of literacy committees as per the national adult learning policy to monitor, evaluate, assess and guide these programmes. This will serve as a method of strengthening monitoring and evaluation.

NAMPOL Programmes

•Participation in ALE

The Namibian Police offer the Adult Education Literacy Programme to its Police Officers. Eight trainers are involved, of which 5 are female. The total enrolments are 700 of which 375 are female. This number includes both level 3 and 4. NAMPOL members from different respective units with the biggest chunk from the Special Field Force (SFF) Division.

Table 20: NAMPOL Programmes

PROGRAM	TRAINER/FACILITATOR		QUALIFICATIONS	ENROLEMENTS		YEAR LEVEL	METHOD OF EVALUATION & MONITORING	IN-SERVICE TRAINING
	F	TOTAL		F	Total			
	5	8		375	700			
Adult Education Literacy/ Nampol	Senior Education officer		Master of Education			4th	Field Surveys	HIV/AIDS
	Program Coordinator Nampol		Bachelor of Education			3rd		

•Monitoring and Evaluation programmes and Assessing Outcomes

Coordination office and Regional Literacy Committees are tasked with such responsibilities through Workshops, Regional Visits and through examinations.

•Adult Educators / Facilitators, Status and Training

➢ Coordinator/Head of the Programme received the following: training: Education Management, Advanced and Basic Promoter's course
➢ Literacy Promoters within the regions received both Advanced and Basic promoter's course.

7.   ADULT LITERACY

The National Literacy Programme in Namibia (NLPN) was officially launched in 1992, after consultations with various stakeholders such as the Non- Governmental Organisations, Churches, Farmers and the Private Sector. Literacy programmes at various institutions and work places, were established with the aim to reduce the illiteracy rate in the country from 35 percent to 20 percent of the adult population. This goal has since been achieved by 2000 and the new target is to reach "90% adult literacy rate by 2015 and to become a fully literate nation by 2030." The overall broad goal of the NLPN is to contribute to improvements in the quality of life of all Namibians. NLPN aimed to be able to contribute to the social, cultural, political and economic development of the nation as envisaged in the national Adult Literacy Policy.

7.1   Broad Objectives of the National Adult Literacy Policy

The NLPN is guided by the broad national adult literacy policy which among other things, aims to:
* promote basic literacy skills in mother tongue language and in English as well as basic numeracy skills;
* promote further learning and education among adults with the view to reducing existing educational inequalities;
* empower learners by reinforcing self- confidence, self- reliance and the ability to continue learning throughout their lives;
* enhance people's communication capacity and the creation of a well – informed citizenry;
* empower people to participate in national democratic practices and exercise their rights and responsibilities as human beings;
* enable parents, both mothers and fathers, to participate in the improvement of their children's health and education;
* enable and encourage youth and adults to participate in community development and training activities to equip them with production and income – generation skills;

7.2   Organisation and Administration of the NLPN

The Directorate Adult Education is led by a Director and has four professional service subdivisions, namely, Materials Development; Training of Trainers; Monitoring and Evaluation; Research, Planning and Programme Development, and the General Services subdivision. The directorate is responsible for the NLPN including the Adult Upper Primary Education (AUPE), Adult Skills Development for Self-Employment (ASDSE) and Community Learning and Development Centres (CLDC).

At the regional level, the literacy programme is coordinated, organized and monitored by Regional Literacy Organizers (RLOs) under the supervision of Regional Coordinators. At the district level, literacy activities are organized and supervised by District Literacy Organizers (DLOs). The DLOs are accountable to the RLOs and community literacy committees. Literacy activities at the local or "centre" level are organized by Literacy Promoters (LPs) whose responsibilities include, recruiting of adult learners, preparing lessons, keeping records, as well as attending training courses and regular planning meetings.

In addition, there are committees established to ensure a wider participation of partners in the literacy programme activities, these are; *National Literacy Committee*, *Regional Literacy Committee*, *District Literacy Committee* and *Literacy Class Committees* made up to ensure that classes are conducted in a manner conducive to learning. One major responsibility of a class committee is to bring back fellow learners who have drifted away from the class. (NLPN Guide, 1997:29).

The NLPN operates in all 13 political regions of Namibia. The goals of literacy classes are attained through offering three stages of one year each, involving at least 240 lesson hours.

- Stage 1 provides literacy in mother tongue and basic numeracy for beginners.
- Stage 2 provides literacy in mother tongue while consolidating, reinforcing and extending basic literacy and numeracy.
- Stage 3 introduces learners to "Basic English", the official language of Namibia, and further numeracy skills so as to enable learners to continue with further education.

The satisfactory completion of the three stages of adult literacy is considered equivalent of Grade 4 of formal education. This means that the 3 stages of basic literacy are equivalent to lower primary education - Grade 1-4. Learners who have successfully completed stage three of the NLPN are eligible to proceed to the Adult Upper Primary Education (AUPE). Please note that the NLPN's basic literacy programne is not only meant for adults but also, for "over-aged" children (13-16 years), or children considered to be too old to start Grade 1 in the formal education system and youth who have never been to school as well (AUPE Guide, 1998).

7.3 Programmes

7.3.1 *Adult Upper Primary Education (AUPE)*

AUPE is a three-year program which consists of four core courses and four optional courses. The learners take six courses in all; four core courses and two optional courses. They study two courses each year. The curriculum has been designed to be equivalent to the upper primary programme in the formal system. This means that the complexity of the learning tasks, the skills, and the competencies which the adult acquire during this program will be at the same level as those of children in the formal upper primary school, except that the skills of adults are made to be more relevant to their daily life activities.

Links with Vocational Training Institutions
In Namibia, various vocational training institutions have been established. These institutions admit learners who have Grade 10 or 12. They offer courses in carpentry, motor mechanic, brick-laying, etc. There is a link for learners to flow from the formal systems to the vocational training, but no clear link between AUPE and Vocational Training Centres. The other admission criteria to the vocational training centres are the admission tests that require specific prior learning.

7.3.2 *The Community Learning and Development Centres (CLDC)*

The Namibian Government is trying to ensure that all new educational and training institutions be designed in such way as to incorporate a multi-purpose learning centre (such as Community libraries, community skills development centres, agricultural extension centres, non-governmental organisation centres, community hall and church centres)- enabling it to offer a variety of services to the public. It is with this view that Community Development and Learning Centres (CDLC), have been set up.
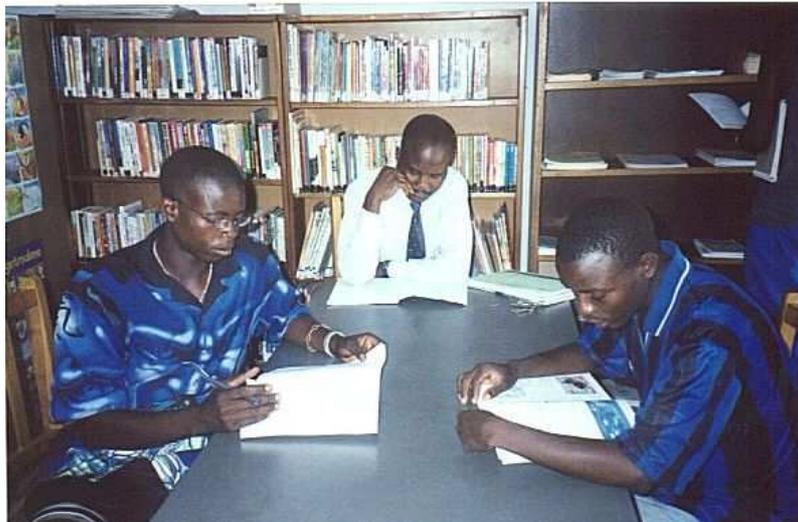
Above: Community Members Using the Library Service at the Maxwilili CLDC

Such centres are gradually being set up in areas where there were none. The centres offer not only programmes of the Directorate of Adult Education but also provide a venue for activities by other ministries (such as health programmes) and by non-governmental organisations (such as legal awareness programmes). They also provide access to communication services, such as photocopiers, fax machines, and the Internet. Thirteen centres are operational, one in each of the thirteen political regions of the country. These centres are found in a variety of locations, including local authority buildings, teachers' resource centres, and schools. These centres provide a good model of the multi purpose learning centres. This is another innovation born out of the new focus as dictated and guided by the Hamburg Declaration and Agenda for the Future.

7.3.3 *Adult Skills Development for Self-Employments (ASDSE)*

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

7.4   Quality and Relevance of the Literacy Programme

Since it's inception in 1992, the National Literacy Programme in Namibia (NLPN) has enrolled over 30 0000 adult learners every year. Two evaluations of this programme were conducted thus far, in 1994/95 and in 1999. The two evaluations focused on the revision of the polity guidelines to NLPN and the expansion of programmmes such as the Adult Upper Primary Education (AUPE), the Community Learning and Development Centres (CLDCs) and Adult Skills Development for Self Employment (ASDSE).

Further, the evaluations arrived at assessing the effectiveness and setbacks of the operational and implementation strategies of the NLPN**.**

7.4.1   Assessment and Learning Achievements

A test normally takes place after the completion of a stage, preceded by two continuous assessments. Any learner who feels that he/she has achieved competencies of that stage is free to take the tests. No test is compulsory. The final achievement of each learner after completing a literacy stage is determined by continuous assessment marks and the formal test marks put together. A guideline for assessment, testing and marking at each stage is provided to stakeholders who are involved in the provision of literacy classes. The proportion of all the enrolled learners who successfully complete a stage each year as indicated by the test results is considered as an important indicator for success. However, it is not always easy to attribute learner achievement entirely to the NLPN as many learners join the programme with some prior literacy skills.

7.4.2   Setting National Standards

The Ministerial National Standard Body of the then Ministry of Higher Education was responsible for setting national standards at all levels of education, including literacy and non-formal education. DAE was invited to participate in the activities of this body, but up to date, no concrete standard setting body for non-formal and literacy programmes has be established. However, it is envisaged that the National Council on Adult Learning would work closely with Namibian Qualifications Authority (NQA), Directorate of National Examinations and Assessment (DNEA) and the National Institute for Educational Development (NIED) to establish standard setting mechanisms for Literacy and Adult Upper Primary Education (AUPE).

8.   RESEARCH, INNOVATIONS, GOOD PRACTICE AND CHALLENGES

8.1 Research

Various research and evaluations have been conducted by the providers of ALE. Table 21, below, summarise the purpose or major questions and key findings of most of the studies conducted during the last 10 years. The studies vary from basic research to inform strategic decisions to costing studies, tracer studies and programme evaluations.

Table 21: Research in Adult Education

Research conducted	When	Purpose/Major Questions	Key Findings
1. Review the role and function of NAMCOL	2005	To do a situational analysis of the current roles and functions of NAMCOL, assess NAMCOL's future roles with regard to provision of alternative secondary education, propose possible areas for diversification for NAMCOL and assess the implications such diversification would have on NAMCOL in terms of capacity and costs.	The study found that most informants appreciated NAMCOL as an institution that provides a second chance to learners who cannot be catered for in the formal senior secondary schooling system. NAMCOL was seen as a rescuer, accessible, affordable, providing good study materials and providing support through contact sessions etc. Also there is evidence suggesting that NAMCOL learners do pass. NAMCOL should diversify its programme offering, and consider the following options in order of priority: i) Provision of vocational skills course in preparation for the world of work. (1) ii) Expansion of the ICT at school level. (1) iii) Preparation of ECD/pre-primary carers/teachers. (1/2) iv) Expansion of CED course. (2) v) Provision of INSET for school leadership and whole school development. (2) vi) Provision of bridging courses. (2/3) vii) Provision of BETD course. (3)
2. Tracer study of former NAMCOL learners	2007	• What happened to former IGCSE learners who studied through NAMCOL in 1999-2001? For example, did they enroll at institutions of higher education learning, are they employed or unemployed? • To what extent did NAMCOL courses support the aspirations of these learners' for further study or employment? • What are the former learners' perceptions of NAMCOL's education in terms of accessibility, quality of programmes, quality of service, value for money?	The total number of completed questionnaires was 478; and from that sample, 75 learners were interviewed in depth. • 39% of the sample former learners enrolled in further education. • 56% of the sample are employed. • 39% of the sample reported that NAMCOL made a significant difference in helping them find employment.
3. Study on the costs and funding of NAMCOL	2006	To review the funding formula for grants as well as the real cost of programme design and delivery to NAMCOL	•NAMCOL should extend its cost analysis, dropping the current approach to overhead costs and instead adopt an Activity Based Costing approach along the lines suggested in the Report. •There is little scope for increasing income from fees without undermining NAMCOL's social mission. •There is scope to adjust the current formula funding approach and ways of doing this are addressed for stakeholder provision. •There is the possibility of adopting a radically different approach to funding NAMCOL on a formula funding approach – and this is put forward for stakeholder consideration.

Research conducted	When	Purpose/Major Questions	Key Findings
4. Financing NAMCOL into the Future	2007	The research involved a "quick and dirty" analysis of NAMCOL's costs, as suggested in the report by Rumble (2006: pp. 137-140). This information was essential in order to: • refute claims in the World Bank report 2004 regarding the unit costs of NAMCOL's Alternative Secondary Education Programme (ASEP) relative to those incurred by the State to provide secondary education in schools; • determine levels of cost recovery currently achieved through fees and subsidies for the full suite of NAMCOL courses; • put figures into the alternative formula proposed by Rumble for continued government subsidisation of the College. The overarching aim of this exercise was to provide information on the costs of NAMCOL's activities that would be of immediate use to the College's Executive Management Team in determining a future course of action.	•NAMCOL should ensure that the points made to rebut the damaging misrepresentations in the World Bank report are circulated as widely as possible. •The College should formally adopt the Systems Approach to calculating Full-Time Equivalency for learners enrolled in the Alternative Secondary Education Programme. •While it is not currently possible to extend the Systems Approach to learners enrolled on NAMCOL's professional courses, the College should formally adopt a method for calculating Full-Time Equivalency.
5. The perspectives, delivery systems and funding of adult learning in Namibia (UNAM)	2003	What are the perceptions, delivery systems and funding of adult learning in Namibia?	There are misconceptions about what adult learning entails among institutions and people. Both seem to lack comprehensive grasp of what adult learning and education entails. It was also found that institutional financial commitments range from less than 10% for those institutions whose main activity is not training, to more than 90% for the training institutions (Mpofu & Amin, 2003).
6. District sample evaluation study	2007	To observe and assess how literacy and adult education programmes are facilitated at district level.	There is lack of furniture in the district literacy offices. Apart from that, DLOs have access to basic resources necessary to carry out their duties effectively. They have access to fleet vehicles. Some DLOs do not have driving licenses causing other DLOs to leave their work to drive them to their literacy classes for visits.
7. Second Overall Evaluation of the NLPN	1999	The main focus was on issues of relevance, impact, institutional structures and sustainability of the literacy programme.	
8. Literacy and Development	2000	describing the uses and meanings in different social contexts and institutional settings of NLPN, e.g. in the classroom	
9. Family Literacy Survey	2004	In what way a family literacy programme can assist parents and other care providers to support their children in the first years of lower primary schooling	There is a vital role for a family literacy programme in improving the performance of learners in the lower primary grades.
10. Parental involvements in the development of children literacy	2007	Are rural Namibian parents involved in developing their children literacy? If so how are they involved? If not, why not? What role does the teacher play, and to what extend does he/she support and encourage parental involvement?	Parents in rural communities have not been effectively involved in their children's acquisition of literacy. A number of reasons are highlighted.

11. Views and attitudes of adult literacy learners, adult educators and policy makers regarding the adult literacy programmes in the Caprivi region of Namibia.	2008	The question look at the views of adult literacy learners and educators regarding curriculum content, skills and knowledge needed to function effectively, the barriers to literacy learning, educators' training needs, condition of service and the policy makers' views on the effectiveness of the policy guidelines of the NLPN	Findings exposed the following shortcomings: ·Perceptions regarding NLPN in the Caprivi were related to the benefits derived from the programme. · Majority of adult educators lacked training in both theory and practice. · Poor condition of service and lack of classrooms and proper learning materials contributed to learners' and educators' negative perceptions of NLPN in the region.
12.Adult Upper Primary Education Survey	2004	• Is the teaching period for AUPE too short? • Materials too difficult	• Academic period for AUPE short • Level of English high or too difficult for learners. • Content difficult • Big gap between stage 3 and AUPE
13. Feasibility study on community Learning and Development Centers (CLDCS)	2006/2007	• Conducting environmental scan of the existing CLDCs physical facilities to make a systematic audit of the existing facilities to determine needs countrywide. • Consulted representatives of the MOE at regional level to provide baseline data to be used to modify the existing CLDC, availability of electricity/ solar energy as well as user needs for future development.	• Study revealed that: • Centers used by school going children, out of school youth, students from different tertiary institutions, NGO, different ministries, community members, public • Service offered by CLDC high in demand • In case where centers are small, rooms are utilised as libraries.
14. Literacy and Development	2000	Ethnography of Literacy practices in and around NLPN with a policy analysis of NLPN	The researcher's ethnography of literacy practices describes the uses and meanings of literacy in different social contexts and institutions settings of NLPN, e.g. in the classroom and training sessions for literacy teachers. She understood contexts to encompass institutional structures, social relationships, economic conditions, historical processes and ideological formations or discourses in which literacy is embedded.
15. Case Study on Adult Literacy in Oshana Region	2005	What is Adult Literacy? What methods were used? What are the benefits?	Improvements in police work due to introduction of Literacy Programmes.
17. Analysis Of Pass And Failure Rates Of Distance Education Students at the Polytechnic of Namibia	2004, 2007	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect

18. An Evaluation Of Services Provided By The Centre For Open And Lifelong – A Survey Conducted Among Distance Education Students	2004	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
19. The Role Of Open And Distance Learning In Institutional Transformation: The Polytechnic Of Namibia Experience	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
20. Evaluating The Quality Of Student Support Services At The University Of Namibia's Centre For External Studies	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
21. Improving The Quality Of Student Learning	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
22. The Polytechnic Of Namibia's Centre For Open And Lifelong Learning (COLL). In Learner Support Services: Case Studies Of DEASA Member Institutions	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect

23. Building Namibia For Competitiveness Through Open And Distance Learning: A Critical Review	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
24. Can Mouse And Keyboard Replace Chalk And Blackboard In Engineering Education?	2005	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
25. Instructional Design Challenges Within The Polytechnic Of Namibia	2006	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
26. National Policy For Open And Distance Learning In Namibia	2008	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
27. Open And Distance Learning In Namibia: A Country Report	2008	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect
28. Experiences Of Working With The COL Electronic Template	2008	Limited time frame: Couldn't attend to this aspect	Limited time frame: Couldn't attend to this aspect

8.2 Innovations and good practice

Namibia considers the following developments as responses in executing the CONFINTEA V agenda. While some of the developments can be regarded as innovations, others are considered as good practice.

● *The National Policy on Adult Learning*

The policy provides a framework under which ALE is to be practiced in the country. Adult learning in Namibia is characterized by its diversity in terms of contents, methods, participant's levels, and providers. It is multi-sectoral, involving different ministries within Government, as well as parastatals, the private sector, and non-governmental organisations and community based organisations. The promotion of adult learning for all therefore poses a challenge of co-ordination, policy implementation and monitoring. To meet this challenge, the Government will establish the National Council on Adult Learning, within the terms of Section 67 (2) of the Education Act, 2001), through promulgation of a regulation. The role of the Council will be to promote and co-ordinate adult learning, and to advise Government and other stakeholders on matters pertaining to adult learning. The Council is not yet established, since it requires the repeal of part XII of the Education Act no. 16 of 2001, to provide for such establishment.

● *Namibian Open Learning Network Trust (NOLNet)*

Namibia is small in terms of its population, but vast in terms of geographical perspectives. Because of this, the Government opted for the policy of collaboration and sharing of resources in order to strengthen ODL activities at publicly funded institutions. Through the Ministry of Education, the Government set up the Namibian Open Learning Network Trust (NOLNet) in 2000, with the purpose of coordinating ODL activities in the country and ensuring that quality control mechanisms are put in place.

The trust serves as a coordinating body for specific distance education providers to ensure optimization of resources and providing quality education services to students. Currently, there is a network of 49 multi-purpose learning centers around the country where open and distance learning students can access library resources, computers and other study facilities.

● *National Qualification Framework (NQF)*

The NQF is a system brought up after the formation of the formation of the National Qualification Authority to provide information about qualifications in Namibia.

The NQF:
- is a simple way of representing the wide range of qualifications available in Namibia.
- gives a clearer understanding of what a person holding any qualification has achieved and is now able to do.
- will assist harmonisation between different sectors in the education family so that learners may move more freely within and between them.
- provides tools that enable the determination of the value of qualifications from other countries.

● *Education for All (EFA) National Plan of Action 2001 - 2015*

Namibia is a signatory to international initiatives dedicated to the realization of the goals of Education for All. This plan of action is geared towards ensuring that by 2015, Namibia has in measurable terms, realized the goals of Education for All. The Namibian Government declared education as a first national priority among other priorities and this plan seeks to expand on programmes by complementing and supplementing existing strategic plan from various Government departments. The development of education in Namibia continues to be guided by the broad goals of access, equity, quality, democracy, efficiency and lifelong learning. These are represented in the detailed logical framework contained in the EFA National Plan of Action.

● *Innovative Practice in NLPN*

One of the results of the recommendations of the evaluation exercises was a need to establish a computerised database system. The main aim of the computerised database was to create an opportunity to remedy the identified setbacks by having readily available records or data for analysing general trends in adult education in the country.

As a first step in developing a computerised database system, DAE has published a Directory in a booklet form containing the data and information of most adult learning providers. This booklet has been distributed to the majority of stakeholders. The booklet is expected to give first hand information to service providers who are expected to become potential subscribers to the database.

Service providers will be expected to fill in a questionnaire providing all information required for entry and for updating the system. The database was expected to facilitate data storage and retrieval, and not necessarily to perform comprehensive statistical analysis. However, it was expected that some explanatory and descriptive data will be incorporated to allow users to gain "some preliminary statistical feeling" (Project Document 2002).

Another innovative practice used in DAE is the provision of the NLPN monitoring forms to all NLPN partners for use in their programmes and so to make it easier to include the data from partners into national statistics.

● *Innovative Practices by stakeholders of the NLPN*

The Ministry of Prisons and Correctional Services, the Namibian Police Force and the Namibian Defence Force have literacy programmes. They are therefore the major partners of Directorate of Adult Education. However, these institutions have not carried out independent evaluations of their own literacy activities. These institutions have always been included in the overall evaluations of the literacy programme in the country, conducted by the Ministry of Education, through DAE. Besides, the literacy promoters from these institutions are often trained by DAE staff. These institutions also submit all their statistical information to DAE and such information is often incorporated in the national statistical report.

● *The Family literacy Programme*

Before the independence of Namibia, education was fragmented according to racial and ethnic lines, based on colonial apartheid laws. Education for the non-white population was not only inadequate, but also inferior compared to the education provided to the whites (Cohen, 1994). As a result; many people did not have access to schooling, leading to relatively high illiteracy rates among the adult population.

The post independence Ministry of Education in Namibia set to provide " Education for all" under the guiding principal of improving access, quality and equity.

In pursuance of the above mentioned principles, the inequalities in the performance of learners came under tremendous scrutiny. This was further emphasized by the findings of the 1999 SACMEQ report as well as the poor performance in national examinations in grades 7, 10 and 12 (Ministry of Education and Culture, 1992), which painted a grim picture of literacy levels in learners in all parts of Namibia.

All these observations prompted the Ministry of Education to launch a family literacy program that could promote the idea of parent education in an attempt to sensitize parents on their role as their children's support in their first year in primary school.

The Family Literacy Programme of Namibia recognizes the influence parents have on their children, and targets disadvantaged communities with the purpose to equip parents of grade one learners with the necessary skills to support learning at home through parent and child interaction. The programme operates from a curriculum designed for Namibian circumstances, and which is greatly based on the competencies small children should master the year before entering school and first year in school. The curriculum aims to accomplish the laying of strong foundations in children from which future learning will emanate. It brings parents of grade one learners across cultural and language barriers together to empower them to become their children's first teacher.

At regional level, the family literacy programme is coordinated, organized and monitored by Regional Literacy Organizers (RLOs) under the supervision of Regional Co-coordinators (RCs). At district level the programme is supervised by District Education Officers (DEOs). DEOs are accountable to RLOs.

Monitoring from Head Office takes place once a year, while the programme is in progress, with the sole purpose to detect implementation problems fast, as well as to impart professional support. For evaluation purpose a standardized evaluation instrument is used.

Participation in the programme for 2007 for nine regions (statistics for 4 regions were not received by the time the report was compiled) is as follows:

Table22: Participation in Family Literacy 2007

NUMBER MALES ENROLLED	NUMBER MALES COMPLETED	NUMBER FEMALES ENROLLED	NUMBER FEMALES COMPLETED	TOTAL PARTICIPA TION	TOTAL COMPLETED
83	25	791	443	874	468 (53.5%)

The table reveals that participation by males, compared to females, is very low. Also a significant number of participants dropped out, compared to the number enrolled

Achievements

a)   Relationship between parents and teacher strengthened.
Grade 1 teachers reported that participating parents were more interested in what is happening in the class room. They communicated by letter if there were issues they were not sure off.

b)   Relationship between parent and school strengthened.
Parents showed more interest in the activities of the school

c)   Improved Confidence
Grade 1 teachers reported an improved confidence in learners in topics like storytelling, which is an important activity in grade 1. Stories they heard at home, were shared in the class.

d)   Reinforcement
Many of the activities done in the class were done at home again, because the Family Literacy Curriculum included activities from the grade 1 syllabus. Grade 1 learners eventually engaged in the same activities both at home and at school, which improved the re-enforcement.

e)   Community welcomed the programme
There was an appeal from communities for the programme to be extended to more schools, especially areas where no –pre-schools were in existence. This can be as a result of the benefits the programme already produced.

f)   Certification
Receiving of certificates was regarded as an achievement and encouragement since many parents were illiterate.

g)   Communication through dance and drama
Parents realized the importance of dance and drama as a tool for the communication of important issues. They found it both entertaining and valuable, and saw it as a skill acquired, which could also be useful in church activities and elsewhere.

h)   Education in specialized topics
Parents appreciated the knowledge and skills acquired in specialized topics i.e.   HIV/AIDS, nutrition, child protection, etc. imparted to them through the family literacy programme.

8.3 Challenges

In order to review the international momentum of ALE the country has to build knowledge economies and learning societies. Literacy programmes remains one of the cornerstones of ALE. However, the three major challenges in ALE for Namibia are unemployment, HIV&AIDS, disaster management. Does Namibia use ALE to create livelihoods- use knowledge skills and attitudes to grow?   Is

HIV&AIDS a threat to civilization? - How does Namibia use ALE to educate its nation about HIV&AIDS, without threatening civilization? How is ALE used to prepare societies against disaster, like the recent flood in northern Namibia?

The government has realized a lack of articulated long term national plan or vision within which the short and medium development goals are to be based. Based on policy oriented research on key national strategic issues and on a process of discussion and dialogue, vision 2030 provides long term alternative policy scenario on the future cause of development in Namibia at different points in time up until the target year 2030. The vision provides guidance to planning questions such as the following:
- given the past and current conditions, what would development in the country portray by 2015, 2020, and 2030?
- What do people want their country to depict by these future points in time?
- What should Namibians do between now and year 2030, to elevate the country to the level of a developed society (Namibian Vision 2030)?

The challenge of the education sector is to formulate and implement action plans to achieve this vision. The National development Plans (NDPs) play this role. Despite some achievements recorded during NDPI, the National Development Objectives face a number of challenges ahead. This implies the need to retain the NDPI objectives for the NDP2 period. However, the review of NDPI coupled with the prevailing situation in the country has dictated the need to add more national objectives. Thus, the National development objectives for NDPII are as follows:

To reduce poverty,

To create employment,

To promote economic empowerment,

To stimulate and sustain economic growth,

To reduce inequalities in income distribution,

To reduce regional development inequalities,

To promote gender equality and equity,

To enhance environmental and ecological sustainability, and

To combat the further spread of HIV/AIDS

The Vision of NDPII is "Sustainable and equitable improvement in the quality of life of all the people in Namibia". In this context, policies related to HIV/AIDS are very high on the agenda of Government and all other stakeholders. This long-term vision is partly addressed through the implementation of NDPII National Development Objectives.

Despite the successes recorded during the NDP2, there were a number of constraints elaborated below that served as lessons for the NDP3 planning.

Employment/unemployment
While the overall economic growth has accelerated during the NDP2 as compared to that during the NDP1, the total number of people employed had declined; and the unemployment rate (under both the strict and broad definitions) has risen. Also, the overall unemployment rate (36.7 percent) is high and the rural-urban disparities are large (44.7 percent in rural versus 29 percent in urban areas). This is a cause for concern not only from an economic perspective but also from social and political considerations. Therefore, the need for expansion of remunerative employment in both the rural and urban areas is an important lesson.

Poverty Incidence
Although the overall poverty incidence is on the decline, the rural–urban differences are large and persistent. Also, the poverty incidence (proportion of households spending 60 percent or more of their total expenditure on food) in the rural areas of more than 42 percent is high. It is necessary to address the rural poverty in a more systematic manner.

HIV/AIDS
The impact of HIV/AIDS is not only devastating on the individuals and families (affected groups) but also on the economy. The rate of incidence of HIV/AIDS had declined from 22.0 percent in 2002 to 19.7 percent in 2004, but inched up to 19.9 percent in 2006. The momentum of the declining trend in the prevalence rate of HIV/AIDS needs to be maintained and accelerated.

Rural-Urban Disparities
Although the overall economic growth has accelerated to an average of 4.7 percent per annum during the NDP2, the performance of the primary industries has been below the NDP2 target, with the agriculture sub-sector lagging. However, a sizeable proportion of the country's population relies on agriculture and in particular on subsistence agriculture, which has virtually stagnated during 2001-2005. The unemployment and poverty incidence rates in the rural areas are higher than those in the urban centres. Also, there are significant rural-urban disparities in the access to public services. Improving productivity in agriculture; acceleration of the growth of the agriculture sub-sector through among others diversification, and non-formal rural employment; as well as expanding the access to quality public services through integrated rural development will be important means to enhance economic growth and reduce the rural-urban disparities.

Inadequate Coordination
There is a need for stronger coordination of programme implementation at all levels. The review of implementation of the NDP2 indicated that there was poor coordination between the Line Ministries and the Regional Councils. For successful integration of the NDP3, there is need for greater integration of the efforts, services and activities across the O/M/As, Regional Councils and local Authorities; and between them and non-government stakeholders including the international development partners; which would prevent duplication and wastage and overstretching of existing staff capacities.

Limited Capacity
Many of the NDP2 final review submissions by the O/M/As and Regional Councils referred to the relatively weak institutional framework and the generally low human resource capacity in the Government. This manifests itself in terms of too few qualified staff to spearhead successful implementation to produce high quality results. The implementation of most capital projects has been

lagging behind in terms of quality and quantity due to the limited number of engineers in the country as well as the absence of planning and monitoring units in the O/M/As and Regional Councils. Furthermore, the major contributing factors to staff shortages are the loss of trained personnel through high staff turnover and the impact of HIV/AIDS. The overall problem is exacerbated by poorly integrated programmes, which strained the existing staff capacities. Formulation and implementation of a comprehensive human resources development plan is a priority. The efforts to prevent and mitigate the effects of HIV/AIDS also need be scaled-up. The Government needs to adopt a system that allows the planning and monitoring of programmes through an integrated approach.

Family Literacy Programme Challenges

a)   Cultivation and weeding activities
   Since the programme targets disadvantaged communities, a huge percentage of parents are unemployed and have to attend to agricultural activities for their daily survival, which hampers attendance to classes.

b)   Migrant Work
   If participating parents find jobs in other towns, they regard it more important than attending the classes.

c)   Misconception by elders
   Some of the elderly people still carry the misconception that educating children is the task of teachers, who are getting paid to do it.

d)   Monitoring visits hampered
   Monitoring through visitation is often hampered by unavailability of government transport, flooding, heavy rains (Northern regions) and dangerous gravel roads.

e)   Literacy Promoters leaving for greener pastures
   Government pays Promoters an honorarium of ± N$700.00 per month. Literacy Promoters are contracted for eight months (April-November) and work 10 hours a week (40 hours per month).This is very little to survive on. If promoters get better job offers, they quit and leave. Some centers are often left without the services of a promoter for long periods, because new appointees need training before they can start.

f)   Negative attitudes of school principals
   Cases were reported where principals do not welcome the programme at their schools, as it tasks them with extra responsibilities. If this is the case, the matter is referred to the Regional Director of Education.

g)   Low participation of men
   This is a common phenomenon in the education system. Men prefer to push women to the front when it comes to education of their children.

CABIN Challenges

- Because adults come to classes at their own free will, one is never sure about their attendance commitment at a monthly basis. As a result, one finds it difficult to come up with an accurate yearly financial projection.
- Because of their age – some adults take time to learn what they are taught.
- One needs to be innovative in order to motivate adults.
- Punctuality is also another problem, leaving you sometimes frustrated because you need to repeat activities in order to accommodate those who come late.
- Patience is the order of the day; otherwise there will be a communication breakdown.
- Many adults do not get high salaries, which normally result in none payment of class fees.
- Classes need to be small in order to pay more attention to individuals who are struggling to understand a certain concept. The problem is, for none/poorly funded programmes this will put financial constraint on the programme.
- Such programmes as that of CABIN do not attract donors easily as such, which at times could result into closing down – thus loss of jobs by employees. Because of lack funds it is also very difficult to attract highly qualified teachers because the programme cannot afford to pay high salaries etc.
- Cost of teaching materials and office rental is another challenge which cannot be avoided.

8.4   Recommendations.

Incorporate HIV&AIDS in all programmes.
Importance of promotion and usage of multimedia communication to address challenges
Revisit existing programmes to address major challenges
Tailor made and develop industry informed programmes to eradicate poverty.
Develop policies to recognize prior learning- including Vocational and Entrepreneurial skills
Empower people with relevant knowledge and skills to address disparities (Rural-urban and income disparities)
Improve accessibility to funding for entrepreneurship- relax credit requirements of financial
Institutions and/or provide collateral/security to financial institutions.

8.5   *Limitations*

Whereas the authors have tried to reflect on the Namibian response through the content of this report, limitations could be detected due to the inability to receive responses from relevant stakeholders in time, and the time constraints to get the information for the compilation of the report. The authors worked with a very limited budget and therefore their brief was rather to consolidate, than to research. A committee was established by the Directorate Adult Education and ALE providers in Windhoek were invited to form part of this committee. The purpose of the committee was to provide information to the authors regarding developments at their Ministry, institution or organization and to guide the authors to ensure inclusiveness and correctness of the information in the report. The authors conducted desktop studies on all documents provided by this committee and prepared tables that were completed by providers for additional information. However, it should be noted that not all ALE providers in Namibia are included in this report.

In view of the above limitations, recognition is given to all ALE providers in Namibia for the role they play in achieving national goals for ALE. The list of ALE providers can be extended to include the following:

- Centre for External Studies (UNAM)
- Rossing Foundation
- The University College of Science in Namibia (TUCSIN)
- Institute of Open Learning (IOL)
- Colleges of Education
- Vocational Training Centres
- Ministry of Prisons and Correctional Services
- Ministry of Gender and child Welfare
- Ministry of Agriculture
- Ministry of Environment and Tourism (Forestry)
- Ministry of Youth, National Service, Sport and Culture
- Ministry of Works, Transport and Communication
- Office of the Prime Minister
- NAMDEB
- NAMPOWER
- Municipalities and Local Authorities
- Desert Research Foundation
- WAD (Women Action for Development)
- Agrifutura
- NTA (Namibia Training Authority)
- !Nara
- Council of Churches in Namibia (CCN)
- Namibian Association for Literacy and Adult Education (NALAE)
- Namibia Non Governmental Organisations's Forum (NANGOF)
- Ehafo Vocational Skills Training Centre
- Penduka Development Organisation (PDO)
- Rural People's Institute for Social Employment (RISE)
- Namibian Association of the Deaf
- All other ALE providers in Namibia, but not mentioned in this report.

9.   EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVE

CONFINTEA VI will have to address the following main issues:

9.1   Financial commitment to ALE is expected from government and its partners in education.
9.2   The political will from government is expected for ALE to be successful.
9.3   Capacity building and professional development in ALE-coordination, communication and Networking.
9.4   Total quality management.
9.5   Address policy gaps- relevant to ALE/Lifelong learning policies.
9.6   Inclusiveness in ALE.
9.7   Recognition of prior learning in ALE/Recognition of Vocational and Entrepreneurial skills.
9.8   Environmental sustainability.

10.   REFERENCES

Government Gazette of the Republic of Namibia. Education Act, 2001.

Government Gazette of the Republic of Namibia. Labour Act, 2004.

Government of the Republic of Namibia. (2004) Namibia Vision 2030. Nam PRINT.

Government of the Republic of Namibia. (1999) President Commission on Education, Culture and Training. John Meinert, Windhoek

Jeremiah-Namene, J. (2008) District Sample-Evaluation Study. Ministry of Education, Windhoek

Kweka, A.N.& Jeremiah-Namene, J. (1999) Second Overall Evaluation of the National Literacy Programmes in Namibia. Ministry of Basic Education Sports and Culture, Windhoek

Makuwa, D.K (2004) The SACMEQ II Report: A Study of the Conditions of Schooling and Quality of Primary Education. Ministry of Basic Education, Sports and Culture, Windhoek.

Ministry of Basic Education, Sports and Culture. (2003) Adult learning and Training Providers in Namibia. John Meinert, Windhoek

Ministry of Basic Education, Sports and Culture & Ministry of Higher Education Technology and Employment Creation. (2004) Education Sector Programme. 3rd Joint Annual Review Report. Government of the Republic of Namibia, Windhoek.

Ministry of Basic Education, Sports and Culture, (2003) Recommitting to Adult Eduation and Learning. Synthesis Report of the Confintea V Midterm Review Meeting.

Ministry of Basic Education, Sports and Culture, (2003) National Policy on HIV and AIDS for the Education Sector. Government of the Republic of Namibia, Windhoek

Ministry of Basic Education, Sports and Culture, (2004) United Nations Literacy Decade National Conference, Windhoek.

Ministry of Health and Social Services (2005), National Malaria Policy. Government of the Republic of Namibia, Windhoek

National Planning Commission (2006) Namibia Household Income and Expenditure Survey 2003/2004. Main Report. Central Bureau of Statistics, Windhoek

Ministry of Labour and Social Welfare. (2005) Labour Market Services. Government of the Republic of Namibia, Windhoek

Ministry of Labour and Social Welfare (2005) Labour Statistics Bulletin. Government of the Republic of Namibia, Windhoek

Ministry of Labour (2004) The Namibia Informal Economy Survey 2001. Government of the Republic of Namibia, Windhoek

Mpofu, S. & Aimin, M. (2003) A survey of perceptions, delivery systems and funding of Adult Leaning in Namibia. Ministry of Basic Education, Sport and Culture. Windhoek

Namibian College of Open Learning (2007) Statistical digest 2006. NAMCOL, Windhoek

National Planning Commission (2003) 2001 Population and Housing Census. National Report Basic Analysis with Highlights. Government of the Republic of Namibia, Windhoek

Ngatjizeko, B.U. (2007) Effective Partnerships for Lifelong Learning Examples from Namibia (Briefing Paper for Ministry of Education, Windhoek)

Ngatjizeko, B.U. (2007) Lifelong Learning Policies in Namibia. Briefing Paper for Ministry of Education, Windhoek.

Ngatjizeko, B.U. (2007) Report on the International Dialogue on Lifelong Learning Learning. Changwon, Republic of Korea. Ministry of Education, Windhoek

Rumble, G & Koul, B.N. (2007) Open Schooling for Secondary and Higher Secondary Education: Costs and effectiveness in India and Namibia. COL Vancouver.