

CONFINTEA VI MID TERM REVIEW ADULT LEARNING IN NAMIBIA

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NAMIBIA

- The official language of Namibia is English.
- The adult literacy rate was put at 89% (Census, 2011)
- NLPN enrolment 780 552 adult and out of school learners benefited since its inception in 1992 with an annual enrolment of 28 000 learners (this includes adult learners with hearing and visual impairment).
- A total of 1017 centres across Namibia were established in disadvantaged communities and a total number of 225 419 parents and care givers of Grade 1 children enrolled for the Family Literacy Programme .
- The Directorate of Adult education in Namibia scooped UNESCO Confucius literacy award in 2013

Challenges

- Implementing policies
- National policy on adult learning 2003
- Policy guidelines for Basic- Literacy and Post Literacy Programmes (1996-2000) was revised in 2005
- High drop-out rate in the programme
- Many learners come with diverse needs and expectations, but the Directorate have no capacity to offer vocational skills
- Programme invested in training literacy facilitators, however after acquiring training skills they get hired by other programmes since the programme employ them on contractual basis
- Prospective entrepreneurs are trained and do not have access to funds to establish their business due to they lack of collateral and other requirements demanded by they financial institutions.
- Absence of male in the programme remain a challenge
- Absences of indigenou and marginalise communities in the programme
- Lack of funds to develop and print enough adult literacy materials
- Lack of internet connection at some CLDCs

SDG4 –Education 2030

- ▶ SDG 4 : *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*
- ▶ In Namibia we believe that every effort must be made to guarantee that this time the goal and targets are achieved.
- ▶ A national Consultative Meeting with all stakeholders was held sponsored and /or coordinated by the Namibian National Commission for UNESCO (NATCOM) in Namibia
- ▶ Implementing SDG4 at country level to align national policies NDP 1,2, 3, 4 and 5 and plans to targets and focus areas reflected in the 2030 agenda for sustainable development.

Six strategic focus areas which need to be addressed in order to implement what is set out in SDG4

- Equitable and accessible education;
- Namibia National Consultation on SDG4
- Quality assurance and training;
- Research, development and innovation;
- Legislative and regulatory framework;
- Stakeholder relations management;
- Institutional capacity development.

ACTION TAKEN

- **Consultations Dissemination:** Taking information about SDG4 to the stakeholders
- Steps to follow:
 - Awareness raising campaigns/ workshops etc.
 - Mainstreaming in formal and non-formal education: MoEAC, Gender & MoHETI
 - Role Players were identified: Tertiary Institutions (public & private) / Civil Societies/ Government Agencies/ Teacher Unions/ Student Organisations/ Community groups.
 - Set up a Multi Stakeholder Coordinating Committee

ACTION TAKEN

- **National Level:** Namibian National Steering committee for SDG4 (government, relevant ministries, NGO's, Private Sector; Private schools; training institutions) Strengthening existing partnerships; Integration/strengthening of existing programmes at implementation level; Training institutions joint committee; Private sector and training institutions, NQA, NTA;
- **Regional Level:** Regional committees; modelling of good/best practices; retired professionals; Private sector and training institutions; NGO's and ministries;
- **International Level:** Development partnerships with focus on Education.
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Coordinating and collaboration mechanism towards the achievement of SDG4

- **Existing mechanisms and establish whether they are functional or not.**
 - EFA Forum
 - National Advisory Council on Education
 - Education Forum
 - Annual Education Sector Review

- **Establish inter-sectoral task force for SDG4 – to be split into target areas**
 - Develop clear ToRs for the task force – to be signed by all institutions
 - Task force has responsibility to develop a strategic plan for the next 15 years with implementation plan/framework – broken down into yearly plans
 - The task force needs an operational budget – can come from different stakeholders
 - A secretariat for activity coordination is necessary
 - Decisions of the task force should be research based, evidence based and measurable
 - Task force reports will be disseminated to both education ministries

Some initiatives on Reaffirming of SDG4- Education 2030

- Collaborative effort by the Minister of Education with Friends of Education in Namibia Special Initiative (FENSI) .To set up a committee that could coordinate donor agencies who are friends to education in Namibia (funds from FENSI which could be used :
- To assist the Ministry of Education Arts and Culture to build school, improve infrastructure and improve the use of ICT

Important changes to take forward

- Continue to advocate for adult learning and work together with other developmental partners
- Collaboration with development partners (UNESCO should engage or assist with UN (UNDP-led) processes and country teams).
- Linking with processes at regional level – Along with national level considerations, it is also important to examine how these are aligned with Regional (AU) and sub-regional (i.e. Regional Economic Community, as SADC) priorities
- Maintaining the existence of the National Literacy programme in Namibia (NLPN) by developing
 - relevant materials based on adult learners needs and that are relevant to their daily lives.
- Reinforcing Community Learning and Development Centre (CLDC)
- Facilitate the endorsement of National Policy on Adult Learning

Important changes to take forward

- ▶ Empowering of our adults learners who have graduated from the literacy programme Adult Skills Development for Self-Employment (ASDSE)
- ▶ Support the existence of Family Literacy Programme (FLP) that assist children's educational progress through their parents, targeting families in disadvantaged communities strengthen literacy level at Grade 1 level
- ▶ Promotes, captures and use of accurate data through Adult Education Information Management System Project.
- ▶ Carry out research and develop Indigenous Health Knowledge booklets for indigenous communities
- Linking with processes at regional level – Along with national level considerations, it is also important to examine how these are aligned with Regional (AU) and sub-regional (i.e. Regional Economic Community, as SADC) priorities

I THANK YOU



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