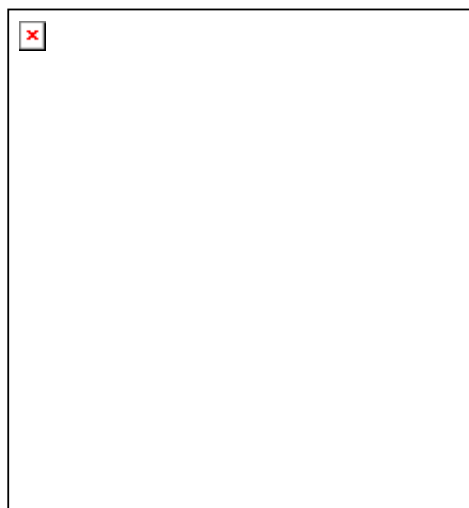




Government of the Republic of Namibia
Education For All (EFA)
National Plan of Action
2002 - 2015



Revised 16 July 2002

FOREWORD

It is with particular pleasure that I welcome the publication of our Education for All national plan of action covering the period 2002 – 2015. This publication is, indeed, an affirmation of the commitment of the people of Namibia to the four key broad goals of the Ministry of Basic Education, Sport and Culture, namely, *access, equity, quality* and *democracy*.

This affirmation of our commitment to education goes with the realisation that education cultivates the values, attitudes and the conduct essential for personal growth, self actualization and peaceful co-existence. It provides individuals with the potential to make choices and enjoy a better life. Education is thus an avenue for poverty alleviation, human development and social advancement. To this end, education is a fundamental human right and all are entitled to receiving an education of good quality.

The plan takes into consideration regional and international initiatives towards the realization of the goals of education. This is particularly the case with regard to the Jomtien 1990, World Summit for Children 1990, the World Conference on Special Needs Education, Access and Quality 1994, the Fifth International Conference on Adult Education 1997, and the World Education Forum 2000 and the African Renaissance 1999.

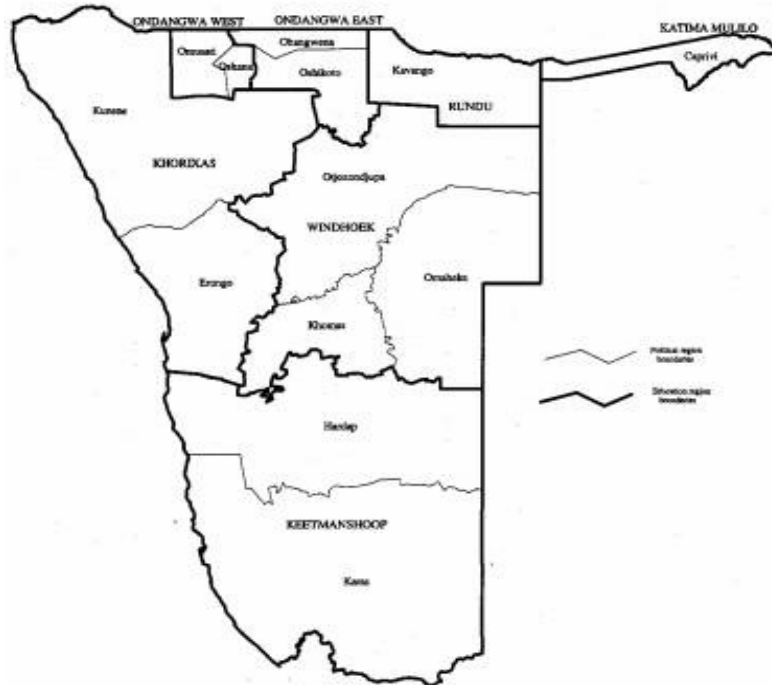
I would particularly like to single out the Convention on the Rights of Child, which was ratified by Namibia and our participation in the New Partnership for Africa's Development (NEPAD).

In this plan, our endeavour is, therefore, working towards ensuring that by 2015 we shall have, in measurable terms, realized our goals of access, equity and quality in education. The plan is developed with the cognizance of our past, our present and our future. Both our philosophy of education and our political aspirations guide its development and implementation.

To achieve its strategic objectives, the plan recognizes partnership as vital. The implementation of the plan involves, therefore, the involvement of all stakeholders, including the relevant ministries, parliamentarians, non-governmental organizations, churches, teacher unions, student organizations, parental movements, the private sector and the civil society at large.

No particular Ministry, agency or stakeholder should claim sole ownership of our national plan of action. The plan is a joint responsibility of ALL. We should jointly own it, under the co-ordination of the Ministry of Basic Education, Sport and Culture. Its successful implementation depends on the commitment of ALL.

.....
Sam Nujoma
President
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SECTION 1

INTRODUCTION

1.1 Brief Overview of Namibia

1.1.1. The people and society

Namibia is a semi-arid country covering an area of 825, 000 square kilometers in Southern Africa. The country obtained independence on 21 March 1990, after a protracted war of liberation. The Preliminary Report of the 2001 Population and Housing Census recorded the total Namibian population at 1.8 million of whom 51% are women. Namibia's annual population growth rate stands at 2.6%. Namibia is divided into 13 political regions. The regions are characterized by differing stages of development, giving rise to inequities. As a developing country, there is in Namibia a tendency for people to move from the rural area to the urban settlements, mainly in search of better living standards and life-sustaining opportunities.

Before independence, there were in Namibia thirteen semi-autonomous political entities, which had responsibility over various issues including administration of education. In fact, the pre-independence era was characterized by effects of the apartheid policy that affected the Namibian society in various ways. Independence brought about, therefore, the context in which to address the inequities of the past. Sweeping educational reforms took place and were initiated through various policies and position papers. Development of education in Namibia was to be guided by four broad goals of *access*, *equity*, *quality* and *democracy*. These broad policy statements do incorporate in one way or another, the essence of Education for All and have guided, to a greater extent, the policies and Master Plans developed in Namibia since independence.

1.1.2 The First National Development Plan (NDP1)

The First National Development Plan advocates for poverty reduction through education and accords high priority to the provision of education and learning in Namibia. As in NDP1, the second National Development Plan accords prominence to the education sector. The mission statement of this sector is stated as the provision of equitable access to education, literacy, arts, and cultural opportunities and to ensure that all learners get adequate support to enable them to acquire knowledge, skills, values and competencies promoting self-development, responsible citizenship, further learning, ability to contribute to sustainable development, and productive and meaningful life.

Furthermore, it is appropriately stated in the Second National Development Plan (NDP 2):

“The MBESC (Ministry of Basic Education, Sport and Culture) shall ensure that Namibian children, out of school youth and adults - especially the disadvantaged and people with disabilities – will acquire knowledge, skills and attitudes that will help them continuously to improve the quality of their lives and their communities, and exercise their rights and responsibilities as citizens in a free country.”

It should be noted that the Second National Development Plan also acknowledges and views the education sector as crucial for addressing national concerns such as poverty reduction and the prevention of HIV/AIDS scourge in the country. Strategies such as awareness-raising, use

of education and making information available are expected to lead to the acquisition of life skills and change in behaviour with regard to HIV/AIDS.

1.1.3 Socio and Economic Indicators

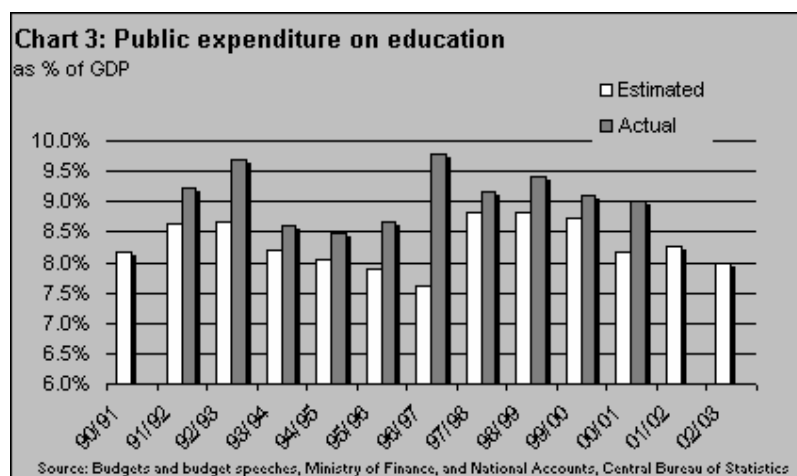
Like other developing countries, Namibia is faced with the choice of prioritizing its social development needs. The proportion of national income devoted to education in Namibia is, therefore, one indication of the national effort to education and is a sign of political will behind that effort. An explanation of the provision of Education for All in Namibia will be incomplete, if mention is not made of the finance for and expenditure on education and other related social factors.

In Namibia, education is financed (i) from general taxation and borrowing through the national budget, (ii) from charges and fees levied on individual learners, (iii) from voluntary contributions paid by parents, and (iv) from other contributions by donors and the private sector.

As figures on private sector and voluntary contributions by parents and learners are not available, in these highlights of the socio-economic indicators we reflect only on public expenditure on education. Foreign donor contribution is taken up in the national budget under the sector-wide approach.

A significant number of the public resources in Namibia is spent on education. As Robin Sherbourne¹ correctly noted, from 1990 to 2002 public spending on education in Namibia has risen nearly fivefold. This is indeed a high allocation of the country's much needed resources to only one sector. The World Bank Development Indicators show how public spending in Namibia compares to other countries (see Table 1 below). What is reflected in this table is overall public expenditure on the education sector (primary, secondary and tertiary levels)

Table 1: Public expenditure on education as % of GDP in different countries. World Bank (2001) World Development Indicators 2000



¹ Robin Sherbourne, Institute for Public Policy Research, Briefing Paper No. 11, June 2002

From 1992 to 2000 the total primary enrolment in government and government-aided schools rose from 347 907 to 387 408. This enrolment represents an annual average growth rate of 1.3% a year. Primary education public expenditure increased from N\$ 359.7 million in 1992/93 to N\$ 936.9 million in 2000/01. This means the average expenditure per primary learner rose from N\$ 1 034 in 1992 to N\$ 2 421 in 2000. This gives an average of 11.2%.

In the corresponding period the average growth rate of secondary learners was 4.9%, which is significantly higher than the rate of increase of primary enrolment. A breakdown of education spending by primary and secondary levels shows that over the years primary education in Namibia has been receiving a bigger share. This is shown in Table 2.

	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Primary	44%	38%	50%	51%	47%	46%	45%	49%	48%	48%	48%	47%	50%
Secondary	31%	31%	30%	30%	29%	28%	26%	24%	23%	23%	23%	21%	19%

Table 2: Breakdown of education spending by primary and secondary phase.

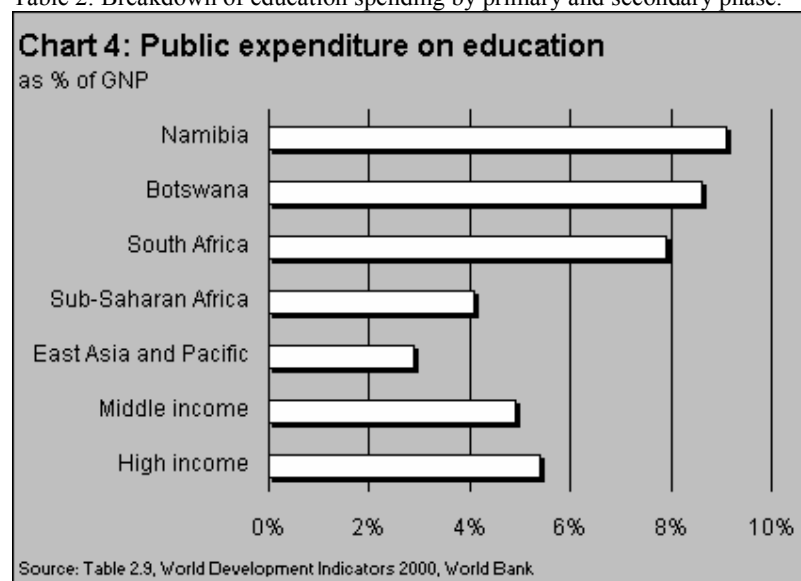


Table 3 indicates the growth rates in the period 2000 –2001 by sex and also enrolment in the school phases over five years 1997-2001

Table 3: Enrolment and growth rates in different school phases

School phase	Sex	Year					Growth	
		1997	1998	1999	2000	2001	Mean ann. growth	Growth 2000-2001
Total	Grand total	490 388	497 418	500 071	514 196	528 958	1.9%	2.9%
	Males	241 493	254 636	246 436	253 466	260 479	1.9%	2.8%
	Females	248 895	251 782	253 635	260 730	268 479	1.9%	3.0%
Sub-total: primary	Total	379 891	385 938	382 291	388 497	396 252	1.1%	2.0%
	Males	198 786	192 692	190 587	194 033	198 079	1.1%	-2.1%
	Females	190 105	139 246	191 704	194 464	198 137	1.0%	1.9%
Lower primary	Total	240 892	236 823	230 579	232 386	237 274	-0.4%	2.1%
	Males	132 116	120 791	116 835	117 334	119 771	-0.7%	2.1%
	Females	177 776	116 032	113 744	115 052	117 503	-0.1%	2.1
Upper primary	Total	138 999	149 115	151 712	156 111	158 978	3.4%	1.8%
	Males	66 670	71 901	73 752	76 699	78 308	4.1%	2.1%
	Females	72 329	77 214	77 960	79 412	80 670	2.8%	1.6%
Sub-total: secondary	Total	108 749	109 686	115 771	123 797	130 577	4.7%	5.5%

	Males	50 678	51 891	54 698	58 354	61 181	4.8%	4.8%
	Females	58 071	57 795	61 073	65 443	69 396	4.6%	6.0%
Junior secondary	Total	83 093	85 206	92 963	100 267	105 643	6.2%	5.4%
	Males	38 130	39 682	43 350	46 726	49 063	6.5%	5.0%
	Females	44 963	54 524	49 613	53 541	56 580	5.9%	5.7%
Senior secondary	Total	25 656	24 480	22 808	23 530	24 934	-0.7%	6.0%
	Males	12 548	12 209	11 348	11 328	12 118	-0.9%	4.2%
	Females	13 108	12 271	11 460	11 902	12 816	-0.6%	7.7%
Other grades	Total	1 748	1 974	2 009	1 902	2 129	5.1%	11.9%
	Males	1 029	1 053	1 151	1 079	1 219	4.3%	13.0%
	Females	719	741	858	823	910	6.1%	10.6%

Source: MBESC Annual Report 2001

With the increase in enrolment especially in the senior secondary level there will always be a high demand for funding for education in Namibia. The high demand will be compounded by the HIV/AIDS impact on education, despite the slight decline in the population growth rate, which now stands at 2.6.

The demand for an increase for public funding of education will also be brought about by the strong inequality in the distribution of resources and income in Namibia. The quitted data still suggest that 5 % of the population earn 70% of GDP, the other 40% earn 27% of GDP and the remaining 55 % of the population earn just 3% of GDP.

Other socio-economic factors which do not augur well for parental financing of education is the fact that $\frac{3}{4}$ quarters of Namibia's poor live in the rural areas. These people depend on low productive subsistence economy, pension and wage employment on commercial farms.

Another complicating factor for parental contribution to education is the female-headed households that are assumed to be among the poorest. In urban areas resources, strained by the migration of young people to these centres

1.2. The brief diagnosis of the education system

1.2.1 The structure of the education system

Following the country's independence in 1990, the Government has placed high priority and devoted considerable resources in education so as to improve the system and to meet the basic learning needs of all children, young people and adults. Educational expenditure increased between 20 - 25% of the government budget, and accounts for 10% of GNP (*First National Development Plan NDP1 and CSN 1997*).

The desire of the people of Namibia, before the country gained independence, were to provide an education that is accessible, efficient and of good quality, life-long learning and democratic participation in all spheres of education. These desires were affirmed in Article 20 of the Constitution of the Republic of Namibia, adopted in 1990, which makes full provision for education as a right and access to quality free education for all children in Namibia. These goals were further strengthened in the recommendations of the *World Declaration on Education for All* (Jomtien 1990).

The commitment of the people of Namibia was further strengthened when the Government reaffirmed itself to achieving the six Dakar goals, with emphasis being laid on universal, equitable access to quality education, democracy and lifelong learning, early childhood development, education of girls, women, the marginalized and the people living with disabilities.

Early childhood education and development is provided outside the formal education system and taken care of by the Ministry dealing with women affairs and child welfare. It has the responsibility to oversee the development of various aspects of early childhood development, care and education as well as look after issues of orphans and other vulnerable children. Early childhood education and development is considered from zero to six years old. The majority of ECD centres are run by communities, non-governmental organizations, churches and individuals. A National Early Childhood Development Policy was launched in 1996. The policy clearly spells out the responsibilities of the various stakeholders in the provision of early childhood education in Namibia. However, there are a number of private schools, which offer early childhood education within their formal education system. But, these are normally very expensive and cannot be afforded by the ordinary citizen.

The reform process in the Ministries of Education was immediately followed by the introduction of a standardized curriculum in the secondary phase followed by the reform of primary education. The implementation of the Education Act no. 16 of 2001 takes democracy and school governance a step further by bringing in national educational advisory councils, formalising the role of the school boards and the regional education forums.

The formal education system comprises seven years of compulsory and free primary education, three years of junior secondary, and two years of senior secondary education, from the age of six years old up to the age of sixteen. It should, however, be noted that free education does not mean completely free. There are certain hidden costs that may hinder children from attending school such as contributions to the school development funds, school uniforms and transport.

Formal education is divided into four phases: Lower Primary (1 – 4), Upper Primary (5 – 7), Junior Secondary (8 – 10) and Senior Secondary (11 – 12). At the end of the primary education cycle (Grade 7), learners are prepared for a semi-external examination as a transition to junior secondary education. Learners at the junior secondary school level write the Junior Secondary Certificate Examinations, while the senior secondary education learners are prepared for the International General Certificate of Education (IGCSE) and the Higher International General Certificate of Secondary Education (HIGCSE) respectively, in collaboration with the University of Cambridge. It is, however, important to note that substantial progress has been made towards the localization of the IGCSE/HIGCSE examinations, which will make a drastic reduction in examination costs.

In addition to the formal education system, the Namibia College of Open Learning (NAMCOL) was established by the Government of the Republic of Namibia to provide educational opportunities to adults and out-of school youth under its programme of alternative secondary education.

NAMCOL is currently the largest educational institution in Namibia with more than 23 thousand learners enrolled for subjects at both junior secondary certificate Grade 10 and senior secondary Grade 12 levels. The diagram below outlines the education structure in Namibia:

The Ministry of Basic Education, Sport and Culture is commended for the success in school enrolment rates. At the primary school level enrolment rate has increased since 1995 with an average annual national growth rate of 1.8% by 2001 (EMIS Report 2001:5). There are, however, variations in enrolment rates according to different educational regions, for example the annual growth rate in the Katima Mulilo Education Region is reported as -2.8%, while it is

4.2% in the Windhoek Education Region. The decline in the enrolment in Katima Mulilo Education Region could only be explained as a result of school drop-out, HIV infection, which is high in the region and other various factors.

The net enrolment rate is also affected by the lack of education opportunities to some marginalized groups. These are mainly children from the San and Ovahimba communities, street and working children and children living under difficult circumstances, who are still disadvantaged as far as integrating them in the national education system is concerned.

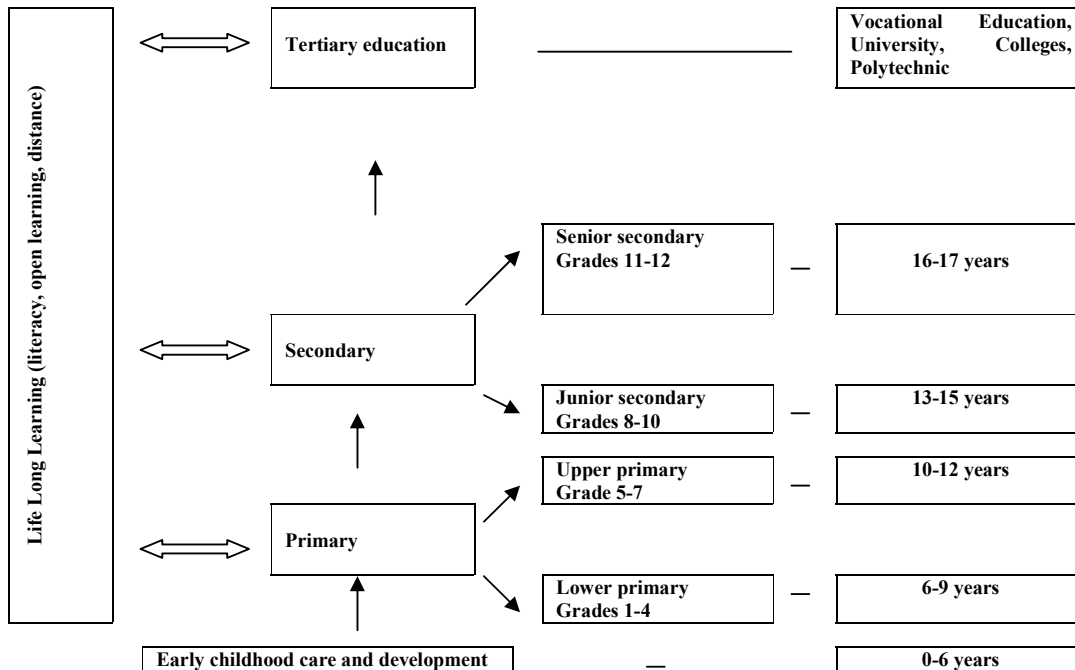


Diagram 1: Structure of the education system in Namibia

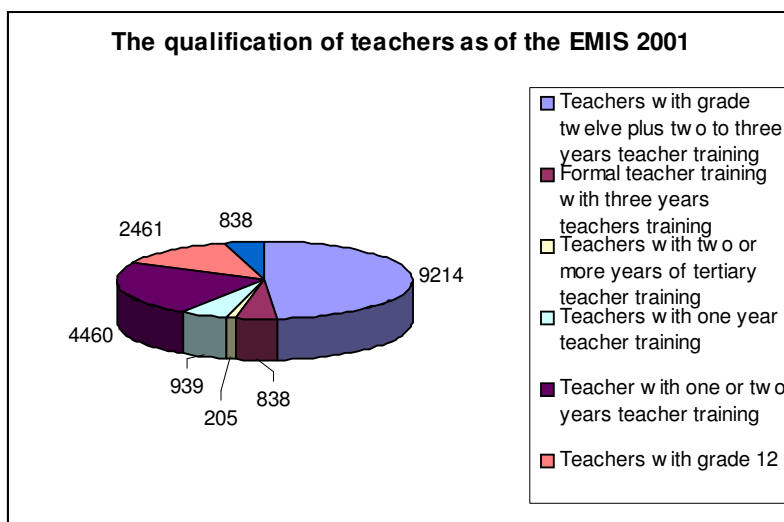
Children with special needs and learning difficulties are taught either in mainstream schools with special classes, or taken to special schools for children with learning, emotional, hearing impairments. The Policy on inclusive education is currently being considered for implementation. Advocacy on the policy needs to be strengthened.

The language policy in education recommends the use of mother tongue as the medium of instruction from Grade 1 to 3. English is used as the medium of instruction from grade 4 to 12. Local languages as taught as subjects from Grade 4 onwards. Only, San languages are not yet fully developed to be used in schools in all the grades.

The education system is still confronted with many problems that were inherited from the pre-independence period. Lack of infrastructure, insufficient funding and lack of trained personnel, high failure rates, are among the major problems facing the education system.

The inequitable distribution of qualified teachers around the country is till a cause of concern and needs to be addressed together with the problem of teacher accommodation and the construction of more schools to provide for the growing demands in the education sector. Of the 18.117 teachers a large number of teachers are unqualified and have poor basic teaching skills. The qualification of teachers can be summarized as follows:

- Teachers with grade twelve plus two to three years teacher training = 9214
- Formal teacher training with three years teachers training = 838
- Teachers with two or more years of tertiary teacher training = 205
- Teachers with one year teacher training = 939
- Teacher with one or two years teacher training = 4460
- Teachers with grade 12 = 2461
- Teachers with less than grade 12 = 838



(EMIS 2001).

In addition to the above-mentioned dilemmas, problems in public rural school include a critical shortage of water, electricity, sanitary facilities as well as supply of teaching and learning materials, including equipment to schools, absenteeism and drop-out rates and challenges of education technology and HIV/AIDS. Sufficient funding would therefore be required in order to build more school and improve on existing school infrastructures.

1.2.2 Major Programme Elements and policy Issues

Programme Elements in the formal Education system in Namibia are manifested in the following goals articulation.

Access

Implementation of the Education Policy on Access in Namibia has enabled the country to reap the benefits in the form of 95% enrolment rate of 6 to 16 years old in the last few years. However, there is a serious concern about the access of San children, Ovahimba, farm workers children on commercial and communal farms, street children and the phenomenon of the HIV/AIDS pandemic. The Ministry has therefore introduced specific interventions to address access, for example, the mobile school system for Ovahimba children, school feeding programme. In addition the Policy on Teenage Pregnancies provides for the readmission of girls to school after giving birth. Access of children with special needs to education lags behind the general increase in enrolment. Refugee children also need to be catered for.

Equity

One of the major hurdles in the Namibian education system is in the equitable distribution of resources to all the regions. This is a pre-independence legacy, which will take a long time to rectify. During the implementation of NDP I efforts were made to equalize the distribution of educational expenditure per learner across regions, to reduce repetition, focus the building programme on regions that lag behind and allocate funds for textbooks and other materials equitably. The introduction of new staffing norms is also aimed at bringing about equity in the school system. The implementation of these norms was introduced in January 2002, to regulate the equitable distribution of teachers to all regions.

Quality

The quality of education is characterized by many factors, among others, teacher's qualification, resource allocation, teaching materials and equipment. To tackle this problem the Ministry embarked upon a huge programme of provision of classrooms, laboratories and libraries. The preset and inset programmes have been introduced instantly. For the provision of classrooms, albeit with assistance from our education partners, we still have a long way to go to fill this backlog. More teachers are being trained to address the shortage of qualified teachers and to improve the competencies of serving teachers. The inclusive nature of education in Namibia is demonstrated by the emphasis on lifelong learning and special education programmes. Efficiency and curbing of wastage have been addressed during the NDP I by means of the implementation of repetition and automatic promotion policies. The report of the national workshop on the second National Development Plan states that the promotion rates are better for girls than for boys in grades 1-6, and better for boys than girls in grades 8-11. The greatest difference is found in grade 10 where learners write an external examination for selection to senior secondary education.

Democracy

Prior to independence the management of schools was the domain of teachers only. From the outset of independence the democratic participation of parents, learners and community members in education system of their children has been the main gospel of the day. The introduction of educational forums in the regions, the setting up of school boards in schools, whereby parents and learners in schools are serving to chart the future of school functions are some of the interventions which have been put up to give meaning to the concept of democracy. These interventions were made legally binding by the Education number Act 16 of 2001.

Curriculum

Since independence in 1990, education reform was a major agenda of our education system. Curricula have been developed, together with new learner centered teaching methods, continuous assessment and semi-automatic promotion. New teaching materials were developed. In short, by 1999 the major part of the education reform process was completed. Other new areas of study such as environmental studies, HIV/AIDS human rights awareness and lifelong learning are taking a center stage. A Task Force on Curriculum review was set up to identify needs and gaps and recommend how to rectify them. Localizing of curriculum is being undertaken and is envisaged for finalization by 2006.

1.2.3 Developmental Prospects and Constraints

Positive developments:

After independence the government declared education as a first national "priority among other priorities." The target of 80% adult literacy rate has been achieved within the first 10 years of independence. The constitution of the Republic of Namibia provides for free and compulsory education for all learners between the ages of 6 to 16 or learners from grade 1 to 10 depending on which comes first. This commitment has been demonstrated through an average annual allocation of about 20% of the government recurrent budget to education, representing about 10% of GDP. Educational/curricula reforms have been successfully implemented. More schools have been built and old ones expanded to cater for increased enrolment figures.

The creation of the University of Namibia (UNAM) and of Community Learning Development Centres, the expansion of the Polytechnic of Namibia, Colleges of Education and vocational training centres have opened up opportunities for tertiary education and life long learning.

One of the commended positive developments is the fact that the leaders of Namibia are facing the challenges of HIV/AIDS. The President launched an HIV/AIDS Medium Term Plan (MTP II) 2001-2004, which includes all stakeholders in the prevention of HIV and AIDS. The UN systems and donor community in Namibia plays a major role in the implementation of the plan, especially with regard to education and information, mother to child transmission and the prevention of TB and malaria.

The two Ministries dealing with education have put in place an HIV/AIDS Policy and created Customer Service Charters for primary and secondary schools, and higher education, respectively. Another policy on School Health Promotion is being finalized by the Ministry of Health and Social Services in conjunction with the Ministry of Basic Education, Sport and Culture (MBESC).

A thorough review of the education sector was conducted through the Presidential Commission on Education and Culture in 1999, paving the way for a reformulation and elaboration of national priority areas for basic education and the production of a 5 year strategic plan. A new legal framework for the further development of education has been put in place with the promulgation of the Education Act, Act number 16 of 2001.

The Ministry of Basic Education, Sport and Culture developed a specific policy that clearly stipulates that the construction of new schools as well as the renovation of old ones should provide access to people living with impairments.

In the administration of schools, school boards are elected at the school level to administer schools. This is an effort to foster the broad goal of democracy mentioned in 1.2.2 above.

Challenges:

Current levels of expenditure on education may not be sustainable in the long run due to low economic growth and increasing government budget deficits. Even if the education sector receives the largest share of government budget, over 80% of this goes to personnel costs, less than 20% is left for capacity building, educational materials and equipment and other running costs. It is hoped that the implementation of the new staffing norms will help in devising a more equitable formula for allocating resources according to education units. There is still a need to improve the conditions of teaching and learning especially in the rural areas in order to improve the quality of educational outcomes, particularly in critical areas such as mathematics, science and English. This may partly be achieved by more in-service training and supporting teachers to acquire relevant competencies for effective teaching.

The envisaged establishment of the proposed National Inspectorate to monitor the provision of quality Education for All according to set national standards and the localizing of the IGCSE examinations are also major challenges that need to be tackled.

There is need to mobilize and empower parents particularly San, Ovahimba and farm workers to involve their children in all aspects of education. The inhibiting stereotypes of other learners and teachers towards the San learners need to be addressed at all levels.

Another challenge facing us is the explanation and implementation of the Policy on Teenage Pregnancies by all stakeholders for effective implementation. This issue is explained in point 1.2.2 above under **Access**.

The population growth which becomes affected by the increasing HIV/AIDS infection leads to many deaths, particularly among the young productive age groups. This also results in a number of children becoming orphans. To date, the HIV/AIDS orphans in Namibia are estimated to be around 70,000, which becomes a burden on the education sector. In addition, the number of education sector workers, including teachers who are lost due to HIV/AIDS is creating an additional staffing burden on the whole sector.

The issue of the influx of refugees in Namibia, between the year 1999 and 2001, has resulted in a growing number of children at the Osire Refugee Camp. The government is faced with the challenge of providing quality education to these children and adults.

The government, in conformity with the Salamanca Framework for Action (1994), makes provision for all children, irrespective of their special educational needs, to benefit from the same education through mainstream education. However, in Namibia, the reality is that children with severe learning difficulties receive education and training in special schools. The challenge for us would be to train teachers and personnel and to provide teaching and learning facilities that can cater for the needs of children with special needs in mainstream schools.

Constraints:

Glaring disparities still exist between educational regions in terms of the provision of human and other resources. These are large numbers of under and un-qualified teachers, overcrowded classrooms, insufficient classroom facilities, including textbooks. There are disparities in the quality of education in terms of inputs and learner achievement. Lack of proper utilization of resources, poverty, poor nutrition and sanitation, long walking distance to school, low parental involvement and limited financial contribution to school development funds are still prevalent. In addition, uninformed and negative attitudes of educators, children, parents and communities on learners with special needs is a constraint that needs to be addressed at all levels of society.

HIV/AIDS will impact on teacher attrition rates, learner absenteeism and orphans. Although the impact study has shown some positive developments in respect of the infection rate amongst the youth, still much needs to be done in order to mediate the HIV/AIDS impact on the education sector.

Lack of electricity in many rural areas in Namibia will hinder the progress of education. This is particularly the case with regard to the provision of new information, communication technologies (ICTs) in education and improving learning outcomes in rural schools.

It is hoped that the shortcomings that hinder equal opportunity with regard to the provision of education and training, will be highlighted in the Strategic Plan so that the resources would be made available and be channelled to those institutions/schools mostly in rural areas to help activate the backlog.

2.1.2 Progress of EFA within the National Strategic Plan 2001 - 2006

As from 1999, the Ministry of Basic Education, Sports and Culture, embarked upon a rigorous process of identifying issues and areas to be tackled within a period of 2001-2006. As a result, the Ministry developed a Strategic Plan for the Sector. This Strategic Plan indicates the strategic objectives, activities, time frame, inputs and outputs as well as the estimate expenditure needed to achieve the set targets, and makes provision for the following eight areas in NDP I and NDP II:

Equitable access

- Develop a fair, transparent and equitable system for allocating all financial and human resources to the Ministry's education units by 2002.
- Accommodate all learners in the primary-school age group seeking admission to school, and enable them to progress to and complete Grade 7 by the time they are 15 years old, by 2006.
- Expand access to secondary school for the target age group, by 2006.

- Introduce new and maintain existing programmes aimed at empowering Namibians of all ages to contribute to their own well-being and aimed at the artistic, cultural and economic development of Namibia, by 2005.
- Ensure that learners and school communities have access to, and use, modern Information and Communication Technology (ICT) and relevant sources of information, by 2005.

Teacher education and support

- Put an effective teacher demand-and-supply system in place, by 2006.
- Establish a planning and management system for teacher development, by 2002.
- Determine the minimum and maximum qualifications that would be recognized by purpose of employment, salary determination and career progression, by 2003.
- Allow all teachers, teacher educators and education managers continuous access to opportunities for acquiring any additional knowledge and skills they need, by 2003.
- Ensure that all teachers demonstrate the understanding, knowledge, competencies and attitudes required of professionals in their field, by 2003.

Physical facilities

- Provide and maintain the necessary facilities that create an environment conducive to learning, by 2006.
- Provide all schools with drinking water and electricity where the necessary infrastructure exists or will be constructed by 2006.
- Equip all schools with school furniture, by 2006.

Quality of Education

- Ensure that all six-year-olds have sufficient skills to allow them to succeed in lower primary school, by 2003.
- Ensure that all learners completing grades 4, 7, 10 and 12, respectively, have achieved basic competencies in the required subjects of curriculum, by 2005.
- Improve teaching and learning of English, mathematics, science and skills related subjects at all levels, and improve the teaching and learning of entrepreneurial skills at secondary level, by 2006.
- Ensure that all learners with special needs receive quality education that meets their requirements, by 2006.
- Ensure that learners with special interest, talents or potential have access to different areas of specialization, by 2005.
- Ensure that all teaching and learning takes place in a safe and supportive environment, by 2004.

Efficiency and effectiveness

- Ensure that school management is participatory and focused on learners achievement, by 2004.
- Ensure that school hostels are managed in a cost-effective manner, by 2004.
- Build and maintain all Ministry support systems to ensure that all members units collaborate and perform at optimum levels, by 2006
- Ensure that Ministry employees possess the required skills and competence to properly perform their duties and responsibilities, by 2006.

- Manage and use modern information technology to communicate and share information, by 2006.

HIV/AIDS

- Minimize the spread of HIV/AIDS and address the demographic and financial impact it has on the education sector.
- Help and support those infected and affected by HIV/AIDS.

Life long learning

- Encourage the development of lifelong learning in Namibia through institutional and staff development, by 2006.
- Ensure that adequate, appropriate and relevant information resources are available to learners throughout the country, by 2005.
- Provide opportunities for adults to acquire knowledge, skills and attitudes that will enable them to participate in socio-economic activities, by 2006.
- Ensure that learners in all education programmes progress between institutions with their prior knowledge and skills recognized, by 2006.
- Help parents become their children's first teacher and lay strong foundations for future learning, by 2003.
- Provide those who live with disabilities, access to lifelong learning, by 2003.

Sport, Art and Cultural Heritage.

- Ensure that Namibian youth and adults are physically fit and able to participate in their sport of choice, by 2005.
- Create conditions and opportunities needed for Namibian athletes to compete for gold medals in the international arena, by 2004.
- Ensure that Namibian forms of artistic expression are identified and promoted – regionally, nationally and internationally, and that those with artistic talent and skills are recognized and their development promoted, by 2005.
- Encourage Namibians from all cultural backgrounds to take in nation building activities and show mutual respect and understanding for each other, by 2006.
- Establish the process and networks required to develop Namibia's material and spiritual culture, by 2005.
- Establish and maintain cultural links beyond Namibia's borders in order to contribute towards human culture and international understanding, by 2003.

It should be noted that the objectives indicated in the Strategic Plan are in line with the EFA broad goals and have been further expanded in the EFA national plan of action. Development partners have shown keen interest to collaborate in the implementation of the Strategic Plan.

SECTION II

2. THE CONTEXT OF EFA IN NAMIBIA

2.1. EFA and the National Development Strategy

The provision of education for all has been inherent in the education policies in Namibia since before independence. For us in Namibia, the provision of education for all is not a drive, which flows from the Jomtien World Education Forum alone, or that was given a vital impetus by the Dakar World Education Declaration. The cradle of EFA is, in fact, our aspiration to establish an egalitarian society. Education for all in Namibia must therefore be traced back to the South West Africa People's Organization (SWAPO) educational efforts in exile. During the liberation struggle SWAPO, with international support, established clear goals for Education for All and provided education, including adult and lifelong learning to Namibians in exile. The international contacts SWAPO established enabled the current leadership to acquire views that were to guide the development of education in an independent Namibia along the lines of EFA as is the case today.

The government efforts to address inequities in education and to expand educational opportunities for the historically disadvantaged Namibians must be seen as a manifestation of the promotion of the goals of Education for All. The broad goals of education briefly described in 1.2 above encompass the essence of Education for All. In the education policy Toward Education for All, an appraisal of the declarations of the Jomtien World Conference on Education for All is expressed and it is asserted that education for all is also a goal of the Namibian Ministry of Basic Education and Culture – as that Ministry was then known at that time. Furthermore, it is stated:

“But education for all does not simply mean more schools or more children in school. Nor does it mean that we simply start literacy classes or increase the number of places in programmes for out of school youth. Education for all requires that we develop a new way to think about our system of education and training and how we organise it.”

This observation made as early as 1992, was indeed a realization that there was more to EFA than the preoccupation with issues of access. Other crucial dimensions of EFA such as education quality was also to receive due attention. There was a shift in the target audience of education moving from education for the selected few to providing education for all Namibian citizens and ensuring that the type of education to be provided should be broad enough to enable the children, the youth and the adults to participate fully in the development of the country. In the education sector policies are today clear manifestations of a broad view of education for all: provision of early childhood education, focus of those who are underserved in education – the educationally marginalized, paying attention to the quality of education, focus on gender equality and giving attention to HIV and AIDS and their effects.

2.2. EFA within the Education Strategy Plan 2001 - 2006

Currently, all the elements of EFA are being addressed within existing national programmes of, among others, the Ministry of Basic Education, Sport and Culture, the Ministry of Higher Education, Training, Employment Creation and the Ministry of Women Affairs and Child Welfare, Ministry of Health and Social Services and the National Planning Commission. What needs to be done is an elaboration of these EFA issues through an EFA drive that will draw the

attention of all stakeholders to Education for All, and mobilize them to support the government effort in realizing the EFA goals in 2015 or earlier. We need a concerted effort by all stakeholders, including the EFA sponsoring partners (UNESCO, UNICEF, UNDP, UNFPA and World Bank), to realise the EFA goals. There is also a need for joint ventures in this respect for the coordination of our joint EFA efforts.

As mentioned above, the existing national programmes invested in the educational strategic plans, in one way or another, take on board the six broad Dakar goals. Early Childhood Development is a responsibility of the Ministry of Women Affairs and Child Welfare that is required to take care of its administration, organization and provision. Ministries such as Basic Education, Sport and Culture, Health and Social Services, parents, civil society organizations and communities, and donors play a key role too.

Access has always been uppermost in the educational programme. By means of the promotion of this goal, innovative strategies such as the village school system for San learners and the mobile school system for Ovahimba children have been initiated.

Other EFA related issues have already been commenced with and are being carried out. A school readiness programme introduced in all the government schools in 1995 is an attempt to compensate for many children in Namibia who do not attend early childhood development centres. This is an endeavor to develop the children's abilities at a very early stage in their lives thus, giving them a smart start, in order to bridge the gap between home and school.

A National Literacy Programme initiated in 1991 attained 80% literacy by 2000. Similarly, some strategies such as the Affirmative Action, bursary and scholarship schemes for girls, the Gender Policy, were also put into operation to address gender equality and provide youth with life skills and further opportunities. The HIV/AIDS pandemic has made the provision of life skills to children in school and out of school youth an urgent matter.

In line with the EFA international effort spearheaded by UNESCO, the Honourable Minister of Basic Education Sport and Culture established a National EFA Forum in February 2002. The launching of the Forum took place at a press conference and was thus widely publicized in the local media. The mass media will continue to play a critical role in disseminating information and sustaining national debates on EFA. In order to give the Forum more prominence, it is chaired by the second most senior civil servant in the Ministry of Basic Education, Sport and Culture, and is represented by major stakeholders. The Forum enjoys adequate support from policymakers and political leaders and has established a close working relationship with the Parliamentary Standing Committee on Education.

One of the immediate priorities of the Forum is to reach out to the grassroots – parents, especially need to be sensitised if Education for All is to meet the target of 2015 or before that time. The finalization of the national plan of action and its implementation will surely ensure, in addition to our continuous efforts, that EFA in Namibia will be placed on the agendas of every stakeholder.

2.5 The National Priority Objectives and National EFA Programme

National Priority Objectives have been developed from the relevant EFA Goal and have been expanded in the national programmes as clearly explained below:

EFA Goal I Expanding and improving comprehensive early childhood care education, especially for the most vulnerable and disadvantaged children

National Priority Objectives

1. Expansion and strengthening Early Childhood Development Programmes.
2. Rationalization, improvement and strengthening of pre-school and other forms of early childhood care services and facilities for all children in Namibia, especially those in rural and disadvantaged areas.

National EFA Programme 1

- Development and organisation of programmes to enlighten and sensitize parents and communities on the basic elements and skills of child rearing practices and care.
- Establishment of family and community education programmes targeting skills for nursing parents and children's closest helps.
- Provision of support (health, nutrition, safety) for a majority of young families to offset poverty and enhance care and attention to the child.
- Adoption of a community visit approach to provide basic training on literacy, numeracy, social skills etc for children and parents, especially those in the rural areas, informal settlements and farming communities.

National EFA Programme 2

- Setting up standards and guidelines (minimum per child facilities, health, nutrition, safety, staff training and programmes) for the operation of pre-school centres and providing the necessary assistance.
- Designing appropriate experiences and teaching/learning materials to ensure relevance and transferability to cater for the peculiar needs of a variety of children in ECD Centres.
- Establishment of a system of monitoring and evaluation of ECD Centres across the country, particularly in rural areas and informal settlements.
- Assisting communities in identifying appropriate locations for setting up ECD infrastructures.
- Develop delivery and training programmes for ECD care givers and establish appropriate national training standards for such training programmes.

EFA Goal II. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

National Priority Objectives

- 2.1 Reinforcement of the free compulsory primary education for all children of school going age nation wide.
- 2.2 Provision of equal access and educational opportunities to quality education for all children to complete primary education.

National EFA Programme 2.1

- Strengthen the free and compulsory Upper Primary Education Programme by rationalizing access, and provision of adequate facilities (additional classrooms, teaching/learning materials) to ensure that no child of school age is left out of school.
- Embark on comprehensive improvement of the working conditions and professional development (training and in-service training of primary school teachers) nationwide.
- Revision of any policies that tend to hinder the opportunity of any child to benefit fully from primary education (e.g. uniforms, levies, transportation etc).
- Strengthening of schools support structures (Parents Teachers Association, voluntary parent teacher aides, etc) to ensure full community involvement and participation.

National EFA Programme 2.2

- Revision of the primary school programme to ensure high quality education, and to design appropriate teaching and learning conditions that would enhance retention, transition and self fulfillment among primary school children.
- Revision of the procedures of supervision, inspection, monitoring, examinations and placements to remove any elements that tend to reduce children's interest in school and retain those that encourage children to continue to learn even outside the school.
- Ensuring the access, equity, and quality demands of the basic education programmes including mobile schools, school feeding programmes for the needy, new staffing norms, and the pre-service and in-service programmes.

EFA Goal III. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

National Priority Objectives

- 3.1 Equal access and opportunity to junior secondary education shall be provided free for all children resident in Namibia irrespective of sex, location, or other considerations ; and all schools with partial junior secondary phase shall offer complete junior secondary education.
- 3.2 Provision and improvement of the programmes, facilities, staffing, and management of good quality to cater for the needs of all categories of children and youth, and occupational and life skills shall be available in all JS educational programmes.

National EFA Programme 3.1

- Expansion of facilities and teaching-learning materials for Junior Secondary Education in all parts of the country to ensure that all children and out of school youth have equal access to education.
- Revision of the content of Junior Secondary School curriculum to ensure its comprehensiveness and adequacy and quality to meet the needs of all children including the introduction of scientific, technological and occupational life skills, as well as programmes on HIV/AIDS, school health education, environmental and gender education, democracy and human rights education.
- Upgrading the capacities of skills training centres.
- Upgrading the professionalism of teachers of junior secondary teachers.

- Revision of the pedagogy, monitoring and evaluation of junior secondary curriculum to ensure appropriate retention of learners and transition through the system.

National EFA Programme 3.2

- Expand and strengthen guidance and counseling services in all junior secondary schools and youth development centres.
 - Create and maintain database of educational and career opportunities and providers in Namibia, which are accessible to all, especially girls and youth in rural areas.
 - Establish a Roster of relevant and appropriate life skills for youth development as well as competencies for various learners in the National Youth Development Centres.
 - Establishment of occupational, and career and life skills Centres in the 13 political regions and other strategic parts of the country, particularly in the rural areas as models and introduce relevant skills for the improvement of each area.
-

EFA Goal IV. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

National Priority Objectives

- 4.1 Expansion and improvement of access and opportunities in literacy and adult basic education programmes nationwide to achieve a 95 % rate at the end of the plan period.
- 4.2 Vocational, occupational and life skills shall form part of the adult literacy and non-formal basic education programmes to be available to out-of-school youth and adults, especially rural women and people with special needs in education.

National EFA Programme 4.1

- Revision and expansion of existing programmes of life-long learning to ensure adequate access for all Namibian adults and out of school youth.
- Expansion and rationalization of national adult literacy and continuing education programmes with special emphasis on women, vulnerable groups in rural areas and informal settlements.
- Revision and strengthening of adult education and community learning development centres (CLDCs).
- Promoting, expansion and strengthening of collaboration and participation of all partners and NGOs in the provision of adult education and training, and the community development programmes.
- Creation and maintenance of a database of all adult and continuing education providers and career opportunities in Namibia

National EFA Programme 4.2

- Strengthening vocational and career education and life skills as part of adult education and community development.
- Establishing and strengthening farm schools and broadening the reach to informal hostels to encourage the unemployed rural youth to embrace improved career skills and appropriate community cooperative living.
- Provision of clear national policy guidelines on skills development and acquisition for self employment for youths and adults.

- Promotion of the use of mass media for community sensitization on vital life-long learning messages and skills.
- Encouraging women through small grants and scholarships to take up vocational education to empower them to obtain entrepreneurial skills.

EFA Goal V Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 with focus on ensuring girls' full and equal access to and achievement in Basic education of good quality.

National Priority Objectives

- 1.1 Provision of mechanisms for all relevant Ministries and agencies to collaborate to ensure that the objectives of access, equity, and opportunities in ECD, formal and non-formal basic education above are adhered to nationwide.
- 1.2 Implementing sensitization, mass mobilization and remedial programmes targeting women and girls in rural areas, ethnic minorities, orphans and vulnerable children to eradicate any form of discrimination or marginalization in access and opportunities in education.

EFA National Programme 5.1

- Strengthening mechanisms for intra- and inter-sectoral and Ministerial cooperation as well as collaboration on all aspects of basic education and training, and creating conditions for support and partnerships among all agencies.
- Creating an inter-sectoral committee to operate as a clearing house with regard to programmes, particularly in the rural and informal settlements, that deal with issues pertaining to education, health, social welfare, women and children and poverty.

EFA National Programme 5.2.

- Promote open and distance education programmes to offer learning opportunities for people who have completed upper primary education and above to further their learning.
- Adopting programme strategies that will encourage increase in the proportion of non-formal out-of school learners who obtain higher skills and better grades for employment.
- Establishing criteria and standard norms for determining and promotion of access and equity in non-formal education especially for people living in difficult circumstances and other vulnerable groups and women.
- Establishing special and remedial programmes for the disadvantaged and physically impaired targeting, particularly women and girls and those in the rural communities.

EFA Goal VI Improving every aspect of the quality education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

National Priority Objectives

- 6.1 Undertaking a comprehensive review of all basic education programmes from ECD to formal and non-formal basic education to ensure their relevance and quality, and to infuse essential life skills at all the levels.

6.2 Streamlining and upgrading, where necessary, the facilities, learning materials, staffing (teachers) and services delivery systems to ensure high standards of quality and to meet the varying needs and capacities of all learners.

National EFA Programme 6.1.

- Undertaking a comprehensive review of all existing and early childhood basic education programmes and formal and non-formal levels to ensure that the five national goals: access, quality, equity, democracy, and relevance, are fully and adequately articulated and implemented.
- Setting up criteria and standards for monitoring and assurance of quality delivery in all aspects of the EFA programmes in both formal, non-formal and community based and ECD Programmes.
- Developing and enforcing procedures for delivery and measures for evaluation and appraisal of performance or achievement on programmes on vocational and life skills at all levels particularly those in the rural communities.

EFA National Programme 6.2

- Carrying out a comprehensive upgrading of all facilities, training materials, staff (teachers, ECD caregivers and services providers) and the pedagogy and andragogy of all aspects of formal and non-formal basic education and training.
- Ensuring the active participation of the learners in the determination of learning programmes, particularly those relating to life skills and occupations.
- Ensuring the active participation and support of all partners and service providers in the determination of inputs and success indicators of the basic education, early childhood development training programmes.

2.4 Strategies for Implementing EFA Programmes

2.4.1. *Institutional roles and responsibilities*

The institutions mentioned under this section are responsible for institutional arrangements and implementation based on their comparative advantages in those areas indicated. However, the broader involvement of other institutions not mentioned will be sought during the implementation and evaluation process of this plan of action.

The Ministry of Basic Education, Sport and Culture, will be responsible for the provision, supervision, monitoring and evaluation of education programmes. Education Programme Implementation will be responsible for evaluation and monitoring of educational programme in primary, secondary and special schools. Planning and Development of MBESC will be responsible for planning and development activities in education, while the National Institute for Educational Development will continue to play the role of providing in-service training, developing curriculum and teaching and learning materials and research. Namibia College of Open Learning will continue to provide distance and informal education.

The Ministry of Women Affairs and Child Welfare shall take the responsibility to assure that activities related to children and women, including street children, orphans and vulnerable children are well taken care of and implemented in the EFA plan of action.

The Ministry of Health and Social Services, in closer collaboration with the respective line ministries will ensure the full implementation of the Health Promoting Schools Initiative in all the schools and also that the Policy on Teenage Pregnancies is widely disseminated and implemented.

The Ministry of Trade and Industry, in collaboration with the vocational training centres through the Ministry of Higher Education, Training and Employment Creation, and the private sector will be expected to play a crucial role in the provision of entrepreneurship, skills and business management skills.

Non-Governmental and Civil Society Organizations will play a major role in providing life long learning and in contributing to the monitoring and evaluation of the EFA plan of action as well as on continuous advocacy for life long learning and education.

Media institutions will certainly cooperate in the dissemination of information, policy dialogue and community involvement in discussions through radio, television and print media.

The UN system in Namibia will be collaborating in the implementation of the plan of action, based on their respective comparative advantages and will be expected to play a major role in soliciting financial and technical support in the process of implementing the plan of action.

The Community Learning Development Centres will also continue to play a role in contributing to enhancing continuing education, while the Forum of African Women Educationalists in Namibia in close collaboration with the Ministry of Women Affairs and Child Welfare, Ministry of Basic Education, Sport and Culture, NGOs in dealing with issues pertaining to the girl child and women.

The Organizations responsible for teachers in Namibia will be responsible for training and safeguarding the welfare of teachers, and the Namibia National Students Association will continue to take the lead for student affairs.

The University of Namibia will be responsible for professional or academic training and research and the Polytechnic of Namibia responsible for training, professional or academic and other advanced study programmes. Research on EFA in Namibia and other research interest institutions will strengthen the implementation of the plan.

The National Youth Council is responsible for coordinating youth issues and programmes and will continue to play a major role. The Community Skills Development Centres, which have been contributing to sustainable economic development ,through the provision of intreprenural skills are called upon to actively collaborate in the implementation and monitoring of the plan of action.

The Council of Churches in Namibia has been taking a crucial role in the provision of non-formal and life long learning, literacy training, HIV/AIDS education and Early childhood development and will be a valuable partner in the implementation of the plan of action.

The role of other partners such as USAID, US Peacorps, GTZ, SIDA, NAMAS, DANIDA, IBIS, FINIDA, DFID will be required in order to ensure that EFA in Namibia becomes a reality.

2.4.2 Activities and Expected Results

In efforts to achieve the identified EFA goals, certain activities have to be carried out. Each EFA goal will have specific activities peculiar to that goal.

In ensuring that all children have an access to education, an audit has to be carried out to establish the reasons why children of marginalized groups, like the San, Ovahimba, farm workers, street children and orphans do not attend school. When the reasons have been established as to why marginalized children do not go to school, the root causes will have to be addressed.

Literacy programmes have to be intensified and these programmes have to be taken to regions and institutions (refer to the activity column in the Strategic Plan Matrix).

As for the teacher education support, institutional capacity building has to be addressed by providing training to the management, lecturers and other staff at the institutions where teachers are trained. Management of teacher colleges should be assisted in upgrading their competencies through both staff and professional development. Teacher training programmes will have to be upgraded so that the quality of subject content is strengthened. A teacher education policy has to be developed to service as a guide for training teachers in the country. Pre and in-service teacher training need to sensitise teachers to issues of education marginalization in Namibia. This is in respect of gender bias and prejudices towards other groups, in particular the San learners and parents and disregard for the educational needs of orphans and other vulnerable children.

Colleges of education can still make use of external expertise in subject areas where local expertise is lacking.

Provision of physical facilities need to be looked into. The Ministries concerned have to plan and budget for the construction of new schools so that all children who attend school are under shelter and that they have proper chairs and tables. The Ministries should explore the possibilities of making use of trainees at vocational training centres to assist with the construction and renovations of schools. Parents should be encouraged to offer labour at lower cost. The culture of maintenance will be promoted so that existing buildings and other facilities will have to be maintained.

Education quality is only possible if programme delivery takes place in a conducive environment. The environment will be conducive when the management of the school is well trained and competent. The teaching in class will depend on the skills that the teacher imparts to his/her learners. The parents should play their part in assisting, consulting and supporting children to achieve success in the studies. School governance should be democratic. Parent evenings, parent meetings, and sport activities need to be held on regular basis so that a “*spirit de corps*” is established. The creation of that positive school climate leads to success at school.

Efficiency and effectiveness are related and integrated with good governance of the school. If the principal, school management and other staff members are well trained and if they incorporate with the headmaster and parents, then, there will be efficient and effective management at the school. The Ministry has to train management to effectively manage the school.

HIV/AIDS has become a threat and it has to be faced head-on as a matter of urgency. The Ministries of education launched HIV/AIDS Policy. That is not enough, though an aggressive campaign has to be engaged in to address school children, teachers and parents and demonstrate to them the danger the killer disease poses to humankind. Parents should be trained so that they teach the children at home about this epidemic. It is at home where education about HIV/AIDS should start. The fight against HIV/AIDS should not only be a school issue, but it should be a life-cross-cutting issue. At school level, the main problem is caring for those HIV/AIDS infected school children. All school going children should be taught and encouraged how to accept the infected school mates.

Learning is a never-ending process. It starts at birth and is a lifelong process, which takes various forms- formal, non-formal and informal. People should be encouraged and provided with unending opportunities to learn. On the contrary, opportunities should be opened for people to learn. If learning starts at birth, then ECD should be given its due.

2.4.3 The Means, Costs, Financing and Partnerships

The international Community pledged their support to education for all at the Dakar World Conference on education with the following statement.

“We confirm that no countries seriously committed to education will be thwarted in their achievement of this goal by lack of resources” page 9 The Dakar Framework for Action.

The success of the Namibian EFA plan will rely on the commitment of all potential partners, and stakeholders consisting of the private sector, government of the Republic of Namibia, the international community and civil society. Many stakeholders have taken ownership of the plan through the development of this plan. The plan builds on existing national poverty reduction mechanisms addressing the education sector. It identifies precise strategies and activities to be implemented. Realistic projections of associated costs for all activities at all stages of the plan are made. It is time bound and action orientated with measurable outcomes. Further, through the commitment of the international community, the implementation of the plan can be jointly assessed, monitored and evaluated. At every stage of the process, advocacy, resource mobilization, sharing of information and expertise as well as policy dialogue will be encouraged. Partners in EFA are expected to contribute to the implementation of the plan of action according to their comparative means to ensure all gaps are filled.

“Achieving Education For All will require that new, concrete financial commitments be made by national governments and by bilateral and donors including the World Bank and the regional development bank, civil society and foundations”. (Dakar World Frame of Action:22).

Against this background, donor funds will be channeled through the central revenue fund to the identified projects. This has become the practical norm that government agencies follow. Normal Treasury regulations and procedures have to be followed when assessing donor funds deposited with the central revenue fund.

Partnership with EFA will be strengthened through:

- The involvement of the head of each responsible implementing unit or department.
- The EFA co-ordination committee
- The EFA Forum

The promotion of good governance and genuine partnership in education are a crucial means of achieving EFA. The provision of a forum for public debate and exchange of views of all stakeholders in education should be promoted and encouraged at all levels of society. Mass media should play a role in leading such fora.

2.4.4 Coordination Mechanisms

Effective coordination of efforts between and among all the EFA stakeholders is perhaps the most important factor in ensuring successful implementation of the EFA National Action Plan in Namibia. The statement, ‘**Education for All and All for Education**’ is a pointer to the magnitude and significance of coordination in the EFA process. This condition derives from the scope of the EFA Goals, the broad coverage of EFA national priority objectives, the broad-based and all encompassing nature of the national EFA activities, the varying types of EFA inputs and outcomes, and, the delicacy and vulnerability of the direct beneficiaries of the EFA programme in Namibia.

Correspondingly, a variety of coordination mechanisms have been advocated in the EFA National Action Plan for Namibia. There will be intra sectoral (inter-departmental/ inter disciplinary) coordination within the education sector itself, particularly within the Ministry of Basic Education, Sport and Culture and the Ministry of Higher Education, Training and Employment Creation, and between the education sector Ministries and the Ministries of Health, Social Development, Women and Children, Planning, and Finance. There will be coordination between the Government of Namibia and the major EFA Partners: UNESCO, UNDP, UNICEF, UNFPA, and The World Bank. There will be coordination between the Government Ministries and Agencies and the organized Private Sector and NGOs operating in Namibia. There will be coordination between the Central, Provincial, District, and Local Village level leaders.

To ensure that the above levels of coordination are in place and functional, it suffice to reiterate that the Government of Namibia has set up a National EFA Forum, Chaired by the Ministry of Basic Education and Culture and with the membership of representatives of the relevant Ministries, interest groups, civil society, private sector and partners agencies in Namibia. The EFA Secretariat is headed by the National EFA Coordinator in the Ministry of Basic Education, Sport and Culture. The National EFA Forum is accountable to the Government and people of Namibia, through the Honourable Minister of Basic Education and Culture for the successful implementation of the EFA National Action Plan.

The various arms of the Ministry of Basic Education, Sport and Culture (e.g. Basic Education, Planning and Curriculum) as well as the relevant arms of the sister Ministry of Higher Education, Training and Employment Creation, with its own internal coordinating structures, will operate a mechanism for coordinating their collective inputs and activities. The same applies to other relevant Ministries such as Women and Child Welfare, Health and Social Services, National Planning, Finance and Trade and Industry, within the framework of the EFA National Action Plan.

Various bi-/multi-lateral coordination mechanisms have been set up. At the international level, a ‘ Memorandum of Understanding among the Regional Offices in Africa of the UN Agencies Sponsoring Education for All (EFA) :UNESCO, UNDP, UNICEF, UNFPA, the World Bank, on Their Collaboration with Member States of Sub—Saharan Africa Sub—Region to prepare

and validate their EFA National plan of action and Memorandum of Understanding (MoU) has been suggested to initiate a mechanism for mutual cooperation and collaboration between the Government of Namibia and the major EFA partners operating within Namibia. There may also be separate bilateral MoUs between respective Government Ministries and specific partners and NGOs in Namibia. Such MoUs must be communicated to the National EFA Forum. At the Africa Regional level EFA coordination mechanisms feature on the Agenda of the Africa Ministers of Education Conference (MINEDAF) and the Forum for African Parliamentarians on Education (FAPED).

A vital element of the various EFA coordination mechanisms and levels is the imperative sharing of information on all aspects of the EFA implementation process. Each stakeholder and each component of the EFA activity will be fully communicated, shared with, and agreed upon with the relevant units, operators and partners. Therefore communication, participation, collaboration, and supportiveness are the watchwords at all levels of the EFA coordination and implementation in Namibia.

2.4.5 Monitoring and Evaluation

The EFA plan of action identifies different lead units or departments that will spearhead, with the full participation of civil society and communities, the implementation of the various strategies and activities in line with the EFA goals. It is therefore envisaged that the monitoring and evaluation of the implementation of the national EFA plan of action will be a participatory process involving the following:

- The heads of each responsible implementing lead unit;
- The EFA co-ordination committee; and,
- The EFA forum.
- Cooperating partners

Each lead/implementing unit will be represented on the EFA co-ordination committee by, at least, one person. The representative of each implementing unit together with the head of the implementing unit will therefore be responsible for monitoring, evaluation and progress reporting on the implementation of **specific strategies** and **activities** assigned to their unit. Each member of the co-ordination committee will provide a written report on progress made by their respective units in carrying out the assigned activities. Such reports will be tabled at the quarterly meetings of the co-ordinating committee.

The co-ordinating committee will in turn, compile progress reports to be presented to the full EFA Forum meetings to be held after every 6 months or whenever necessary. Such reports will focus on progress made in achieving the **strategic objectives** of the EFA plan of action by the various implementing units, and assess the pace and extent to which development towards achieving the EFA goals was progressing. The reports will form the basis of the annual EFA progress report to be compiled by the co-ordination committee secretariat, for the EFA forum and to be shared with the Minister and other stakeholders. A special progress reporting form/format to be used by all implementing units will be designed for uniformity in reporting. The reports will be expected to be precise by making reference to specific strategies, activities and measurable indicators.

After the first three years the co-ordinating committee will carry out an in-depth evaluation of the implementation of the EFA action plan with a view to assess progress, revise the plan or

make any other necessary adjustments (short term review). This review will include visits to the implementing units and having discussions with more people in the units. Thereafter, similar reviews could be conducted once every 5 years (medium term reviews) in addition to a major summative evaluation that would be carried out a year before the end of the plan period.

It is recommended that the co-ordination committee through its members will have to convince implementing units to understand that the monitoring and evaluation of the EFA plan becomes part and parcel of the monitoring and evaluation their respective strategic plans and development plans in general.

1. Expanding and improving comprehensive early childhood care and education, especially for most vulnerable and disadvantaged children

National Strategic Objectives	Specific Activities	Implementation Strategies				Costs of Inputs (N\$)	Indicators of success	
		Responsibility	Time Frame					Inputs
			ST	MT	LT			
1.1 Review national and supportive ECD Policies and implementation	➤ Establish a National ECD Review Committee consisting various stakeholders in ECD and OVC	MWACW Directorate of Community Development MBESC EPI, MOHSS- Primary Health Care, NGOs, churches, UNICEF	√			6 weeks of consultations in the regions with ECD stakeholders and service providers	252 000	Number of policy documented printed and disseminated
	➤ Review the current national Policy on ECD to take into account new developments in ECD and the integration of OVCs in ECD	MWACW MBESC EPI,NGOs, Rossing,CCN UNICEF, UNAM	√			2 national workshops to incorporate comments in the draft Policy document	400 00	National ECD Committee strengthened and functional
	➤ Put all mechanisms in place to ensure the implementation of the ECD Policy at the local, regional and national levels	MWACW Directorate of Community and Early Childhood Development MBESC EPI UNAM NGOs	√			4 weeks of compiling and reviewing policy and accompanying documents	25 000	Number of communities aware of importance of ECD
2. Conduct a baseline survey on ECD centres and caregivers strategies	➤ Develop survey instruments		√			1 week national conference	350 00	Number of participants at national conference

National Strategic Objectives	Specific Activities	Implementation Strategies				Costs of Inputs (NS)	Indicators of success	
		Responsibility	Time Frame					Inputs
			ST	MT	LT			
	➤ Provide training on use of survey instruments		√			4 weeks submission of document to Cabinet	250 00	Number of ECD caregivers and centres recorded
	➤ Identify personnel to conduct the survey		√			8 weeks policy document printed (20,000 copies)	1, 8 million	Database developed and shared with number of stakeholders
	➤ Conduct national survey to establish the number of children enrolled at ECD Centres	MWACW	√			8 week survey conducted in 13 political regions		Number of institutions survey shared
	➤ Develop a database of ECD caregivers	Directorate Community and Early Childhood Development MBESC -EPI, NIED, UNAM	√			12 weeks develop database	200 000	Number of institutions making use of database Number of institutions making use of database
1.3 Ensure the harmonization of curriculum of for all ECD centres	➤ Develop an ECD curriculum and guidelines for ECD programmes in three stages 0 - 2, 2 - 4, 5-6 years	MBESC - Directorate of Planning, EPI, Directorate of Special Education, NIED, MoHSS, Primary Health Care Welfare, NGOs	√	√		Translate and print curriculum in local languages 24 Months to develop and pilot test ECD teaching and learning materials 8 weeks training workshops in 13 regions on the use of the training manual	150 000	Number of curriculum copies printed and disseminated Number of communities materials pilot tested Number of participants in training workshops

National Strategic Objectives	Specific Activities	Implementation Strategies				Costs of Inputs (N\$)	Indicators of success	
		Responsibility	Time Frame					Inputs
			ST	MT	LT			
1.4 Develop a mechanism to recognize institutions providing ECD in Namibia	➤ Establish a steering committee to develop guidelines and a checklist for establishing ECD Centres	MWACW Directorate of Community Development and Early Childhood Development MHETEC NQA Town Councils	√			Design and develop instruments that will facilitate the process	350 00 Number of ECD Caregivers and providers trained. Number of follow-up activities conducted	
1.5 Train ECD providers through in-service education	➤ Train ECD care givers and providers on health issues related to ECD, including HIV/AIDS and OVCs	NGOs Directorate of Community Development and Early Childhood Development NIED MHETEC	√	√	√	Develop a quarterly training programme for in-service education for ECD care givers and providers	Number of institutions implementing guidelines	
1.6. Strengthen the capacity of parents on basic care of children, specially orphans and vulnerable children	➤ Conduct a situation analysis ➤ Develop advocacy materials in different languages ➤	MWACW Directorate of Community and Early Childhood Development MBESC EPI Special education NIED UNAM NGOs MBESC, NGOs	√	√		Develop educational and advocacy programmes for parents and communities	Awareness raised in number of communities	

National Strategic Objectives	Specific Activities	Implementation Strategies				Costs of Inputs (NS)	Indicators of success	
		Responsibility	Time Frame					Inputs
			ST	MT	LT			
1.7. Ensure that immunization is provided at ECD centres	➤ Facilitate the conduct of annual immunization days at ECDE centres	MoHSS MWACW Directorate Community and Early childhood Development WHO	√	√	√	Annual immunization campaigns in all ECD centres	Number of children immunized	
	➤ Develop an ECD 0-8 years immunization monitoring register		√				Growth rate of children monitored	
1.8 Identify children with disabilities according to categories	➤ Develop mechanisms for early problem identification and interventions		√				Number of children with problems identified and early intervention taken Monitoring and early detection mechanisms in place	
1.9 Strengthen existing regional and constituency centres to expand their roles to include ECD issues	➤ Conduct a two days workshop on the roles and responsibilities of regional ECD committees in 13 political regions	MWACW MRLGH Regional councils	✓			12 months to strengthen regional ECD committees	270 000 Number of regional ECD workshops conducted ECD committee establish in the regions	
1.10 Strengthen ECD activities, monitoring and evaluation system	➤ Develop ECD monitoring and evaluation format for centre training	MWACW	✓	✓	✓	Develop, monitoring and evaluation checklist Evaluation visits	250 000 Checklist in place Quarterly monitoring and evaluation reports	
1.11 Strengthen the capacity of community service providers	➤ Identify training needs, courses, study visits and exchange programs for community service providers	MWACW MBESC EPI UNICEF	✓	✓	✓	Training courses, study visits, exchange programmes for service providers	2,5 million Number of service providers trained	
1.12 Strengthen community resources for ECD sustainability	➤ Support community income generating activities (IGA) attached to ECD centres	MWACW MOTI UNICEF		✓	✓	Ongoing assistance IGA for sustainability	2 million Number of IGA attached to ECD centres supported for self financial	

									development and sustainability
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2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

National Strategic Objectives	Specific Activities	Implementation Strategies					Costs of Inputs (N\$)	Indicators of success
		Responsibility	Time Frame			Inputs		
			ST	MT	LT			
2.1 Reinforce free and compulsory education for all children of school age.	<ul style="list-style-type: none"> ➤ Carry out an inventory of current initiatives addressing education for marginalized children (EMC). ➤ Increase units in mobile schools to 50 and ensure that they are functioning effectively. ➤ Establish 10 new farm schools. ➤ Establish 10 informal hostels. ➤ Establish 200 additional class rooms with furniture. ➤ Provide feeding to 300 000 learners through the school feeding programme. ➤ Hold sensitization meetings , training of principals, School Boards and communities ➤ Provide assistance to the school at Osire Refugee Camp and train additional teachers 	EPI, Primary Division	√	√	√	<ul style="list-style-type: none"> ➤ 2 Weeks of desk study on current policies and initiatives 	50 000	Report produced and disseminated.
2.2 Provide free basic education of good quality for all up to age 16 or grade 10 .		EPI and Regional Directors		√	√		<ul style="list-style-type: none"> ➤ Investigate the system and functioning of mobile schools through study visits and provide additional units 	600 000
2.3 Improve access by providing additional classrooms and other facilities.		EPI, Hostel Division	√	√	√	<ul style="list-style-type: none"> ➤ Investigate the system and functioning of farms schools and establish farm hostel after negotiations with willing farmers. 		20 million
2.4 Improve the quality of basic education by training teachers.		PAD and Regional Directors	√	√	√		<ul style="list-style-type: none"> ➤ Draw up a plan for the provision of additional facilities and classrooms 	100 million
2.5 Sensitize, parents, communities and society on the advantage of schooling.		EPI, NIED, Community Development Centres	√	√	√	500 000		No of people trained. No of meetings
		EPI , Regional Director , Windhoek region, Home Affairs	√	√				

						➤ Organize training workshops, seminars and meetings.		and seminars conducted.
2.1 Reinforce free and compulsory education for all children of school age.	➤					➤		
2.2 Provide free basic education of good quality for all up to age16 or grade 10 .	➤					➤		

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Strategic objectives	Specific objectives	Implementation strategies				Inputs	Cost NS	Indicators
		Resp. unit	Time frame					
			ST	MT	LT			
6.1 Ensure that the basic competencies in numeracy literacy and life skills are developed	<ul style="list-style-type: none"> Define basic competencies in literacy, numeracy and life skills. Train ECD care givers, women, school principals, advisory teachers and inspectors on the basic competencies in literacy, numeracy and life skills 	EPI NIED	✓	✓		Consultation workshops with stakeholders	20 000	Basic competencies put in place
	<ul style="list-style-type: none"> Sensitize and train school principals on literacy week, annual literacy day, annual literacy week, international decade 	Regional councillors Regional Advisory Council on Education	✓	✓		Hold workshop in schools Hold meeting with adults	30 000	Number of workshops and sensitization meetings held
	<ul style="list-style-type: none"> Develop policy on basic literacy, numeracy and life skills 	EPI NIED DABE	✓			Consultation with parents, teachers, other educators	100 000	Policy on literacy, numeracy and life skills is developed
	<ul style="list-style-type: none"> Monitor the implementation of policies in life skills by advisory teachers, adult literacy promoters, inspectors and principals 	MBESC EPI NIED Inspectors ATS DABE	✓	✓	✓	Develop monitoring instruments	250 000	Number of inspector, Advisory teachers, principals and teachers trained
6.2 Provide the appropriate training to teachers on teaching of numeracy, literacy and life skills	<ul style="list-style-type: none"> Plan workshop for the in-service training of teachers, Early Childhood Development 	MBESC NIED DABE	✓	✓		In-service training	500 000	Number of workshops held

	caregivers and literacy promoters							
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Strategic objectives	Specific objectives	Implementation strategies	Time frame			Inputs	Cost N\$	Indicators
			ST	MT	LT			
		Resp. unit						
6.3 Expand the provision of resources in the teaching of numeracy, literacy, life skills	<ul style="list-style-type: none"> Provide appropriate materials in the teaching of literacy, numeracy and essential life skill subjects 	NIED EPI Library Services	✓	✓		Consult with teachers	800 000	Carry out stock taking on materials provided Numeracy, literacy courses as well as life skills classes expanded and increase
	<ul style="list-style-type: none"> Expand and provide libraries and science kits in schools 	MBESC NEWAD Library services	✓	✓		Investigate and recommend expansion of libraries	500 000	Number of libraries expanded
	<ul style="list-style-type: none"> Train learners on the use of library services in schools 	Library services Basic Information Science Teachers	✓	✓		Develop training manuals	250 000	Number of learners trained Learners make use of libraries when completing school tasks
	<ul style="list-style-type: none"> Promote the use of mass and print media in teaching of numeracy, literacy and life skills 	MBESC NBC Rossing Foundation	✓	✓		Consult Namibian Broadcasting Cooperation and print media	100 000	Level of awareness received
6.4 Strengthen the monitoring and evaluation processes	<ul style="list-style-type: none"> Introduce appropriate assessment standards for literacy, numeracy and life skills 	EPI NIED Inspectors DABE	✓	✓		Monitoring and evaluate development instruments for evaluation	250 000	The effect of the instrument to schools Checks and balances in place for quality control
6.5 Establish occupational and life skills centres	<ul style="list-style-type: none"> Strengthen the guidance and counselling services 	EPI Special Ed.	✓	✓		Strengthen the teaching of life skills	150 000	Number of guidance and counseling teachers in schools appointed
	<ul style="list-style-type: none"> Review basic education curriculum from ECD to JSS 	MBESC MWACW	✓	✓		Use questionnaires and surveys	250 000	Number of questionnaires received

	<ul style="list-style-type: none"> Establish youth development centres 	MHETEC MBESC	✓	✓		Collaboration between MBESC and MHETEC	1,5 million	Number of youth and centres developed
	<ul style="list-style-type: none"> Strengthen the training in guidance and training to school counselors, inspectors, principals and advisory teachers 	MBESC	✓	✓		Develop manual for training	250 000	The number of school counselors, inspectors, advisory teachers and principals trained
	<ul style="list-style-type: none"> Develop strategies to strengthen parental involvement in school affairs 	MBESC EPI Advisory teachers Inspectors	✓	✓		Arrange parent meetings Meet school boards	150 000	Strategies for parental involvement in school affairs developed

5. Eliminating gender disparities in Primary and Secondary Education by 2005, and achieving gender equality in education by 2015 with focus on ensuring girls' full and equal access to and achievement in Basic Education of good quality

Strategic objectives	Specific Activities	Implementation strategies	Inputs	Cost N\$	Indicators
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		Resp. unit	Time frame					
			S T	MT	LT			
5.1 Decrease the dropout due to pregnancy and Motherhood among school girls	<ul style="list-style-type: none"> Reinforce life skills education and promote responsible behaviors among learners 	MHSS- Primary Health Care UNICEF MHETEC UNFPA MWACW NYC FAWENA Student Unions	✓	✓	✓	Study visits Discussion groups Developed material and training	520 000	Lower drop out rates for pregnant schoolgirls, and higher continuation by young mothers
	<ul style="list-style-type: none"> Publicize and implement the policy on teenage pregnancy and encourage girls to continue with their studies for as long as possible 	MHSS Primary Health Care MBESC-EPI Media MWACH NYC UNICEF MHETEC	✓	✓		Seminars Workshops Conferences Brochures Leaflets	150 000	Reduced teenage pregnancies Number of publications printed and disseminated
	<ul style="list-style-type: none"> Sensitize teachers, principals, school boards, community leaders, inspectors in order to reduce the stigma of pregnancy and motherhood 	MBESC NIED EPI MWACW Regional Offices Regional Councilors	✓	✓	✓	Seminars Conferences Community meetings Radio discussions Leaflets	150 000	Number of meetings held Number of radio discussion held Number of publications in local languages

	<ul style="list-style-type: none"> Explore options, which would allow pregnant girls to complete their education, and increase access to reproductive health services 	MBESC Regional Officers MHSS Primary Health Care MWACW NYC UNICEF UNFPA MHETEC Directorate of Youth FAWENA	✓	✓		Consultation meetings Surveys Reports	500 000	Number of facilities available for nursing mothers to continue their studies Number of youth girls visiting reproductive health centres
	<ul style="list-style-type: none"> Train school counselors as the first point of contact for learners who need advice on reproductive health 	MBESC Regional Officers MHSS Primary Health Care MWACW NYC UNICEF UNFPA MHETEC Directorate of Youth FAWENA	✓	✓		Training of trainers Training manuals	50 000	Number of school counselors trained
	<ul style="list-style-type: none"> Empower youth girls to gain access to resources in education, especially at secondary and tertiary level 	MBESC Regional Officers MHETEC UNAM Student Organizations Polytechnic FAWENA	✓	✓	✓	Bursaries Scholarships Conferences National competitions Consultative meetings Colleges	150 000	Number of scholarships provided to girls at tertiary level Number of graduates and tertiary levels

	<ul style="list-style-type: none"> Promote through teaching and learning an holistic approach to gender issued in education 	<p>FAWENA MWACW NIED MBESC EPI DABE Media Polytechnic UNAM</p>	✓	✓		Teaching materials Publications Information bulletin	250 000	Number of gender sensitive revised and produce
	<ul style="list-style-type: none"> Sensitize girls to sexual harassment 	<p>FAWANA NYC Students Organizations</p>	✓	✓	✓	Leaflets in local languages Mass media discussions	200 000	Reduction in number of girls reporting on sexual harassment
5.2 Ensure that all learning takes place in a safe, health and supportive environment	<ul style="list-style-type: none"> Sensitize teachers and learners to the health promoting initiative. 	<p>MHSS Primary Health Care MBESC EPI WHO FAWENA</p>	✓	✓	✓	Training	250 00	Number of health promoting schools
	<ul style="list-style-type: none"> Develop and implement a code of conduct for teachers relating to areas such as human rights and relations, mutual respect and understanding, gender, culture, religion, democracy 	<p>MBESC EPI Teachers Unions MHETEC Media</p>	✓	✓		Workshops Seminars Printing and dissemination of information Training	500 000	Number of codes of conduct developed and distributed Code of conduct developed
	<ul style="list-style-type: none"> Expand the provision of sanitary facilities in schools 	<p>MBESC PAD MOWTC MOWARD</p>	✓	✓	✓	Provision and maintains of facilities	10 million	No of new sanitary facilities provided

5.3 Offer learning opportunities to girls especially those with special needs	<ul style="list-style-type: none"> Provide incentives to girls excelling at schools including those with special needs e.g scholarships to continue with education 	FAWENA MBESC EPI MHETEC UNAM Polytechnic Colleges	✓	✓	✓	Scholarships Grants Bursaries Fellowships Student exchange programmes	20 million	Number of enrolled at institutions of higher learning Number of girls with special needs enrolled at institutions of higher learning
	<ul style="list-style-type: none"> Encourage girls to study mathematics, science and English at tertiary institutions 	MBESC EIP MHETEC UNAM Polytechnic Colleges FAWANA Private Sector UNICEF	✓	✓	✓	Scholarships Grants Bursaries Fellowships Student exchange programmes	20 million	Number of girls taking mathematics, science and English at institutions of higher learning