



ETSIP

GENERAL EDUCATION

[N\$1 450.8 million]

Background

1. General education is the most important education that the vast majority of the youth will receive for the foreseeable future, and must provide the foundation for lifelong learning. Good quality formal general education (grades 1-12), as well as non-formal delivery modes, build the foundation skills required for (a) employment of trainable people who can adapt to labour market changes; (b) increase capacity intake to VET for the development of skilled workers, and (c) increased numbers of school leavers who can enter tertiary levels of the education and training system. The existing bursary scheme will be used to attract prospective teachers for Mathematics and Sciences and other graduates who would join as vocational instructors as well as Mathematics and Science teachers in secondary schools. In this context it supplies teachers for the future. In fact, the quality of general education plays a large part in determining the quality of tertiary education, and is essential for an effective functioning KBE in realisation of Vision 2030. It is the entry point for developing a self-educable learning society to which Namibia aspires.
2. General secondary education is an essential foundation for the human resources required to build a sustainable competitive economy. In an information age with globalisation of markets, secondary education develops and reinforces the capacity for continuous learning and flexible skill training. National competitiveness and international co-operation, especially in high value added economic activity, depend on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills, and the applications of science and technology. There is much evidence to suggest that export-led growth is associated with investments at post-primary levels.
3. In terms of social goals, broad access and equity are best addressed through general education. General education provides an effective vehicle to ensure that important social messages, e.g. HIV and AIDS information are learned. Secondary education, in particular, has many positive externalities, such as improved health, reduced infant mortality and better family planning, HIV and AIDS prevention, and enhanced social participation. More and better secondary education for girls contributes directly to the empowerment of women.
4. In short, general education is the key foundation for building the skills required for Namibia's accelerated development and for achieving vital social goals.

Achievements

5. Namibia has developed an improved education sector from the weak and inequitable system it inherited from South African rule. The Net Enrolment Ratio for grades 1 to 9 is 96.4%. The enrolment ratio in senior secondary is about 55.0%. Gender balance has been achieved at all levels of the system though not in all regions. The survival rate to grade 7 is about 77% of the age group and 55% to grade 10. There has also been a strong growth in the number of

qualified teachers in the school system. About 83.5% of teachers in secondary education and 55.6% of teachers in primary schools have pedagogical training, up from 39% and 13%, respectively, in 1995. Such teachers possess grade 12 plus three years of professional training, namely the Basic Education Teacher Diploma (BETD). NIED established curricula in the early 1990s reflecting a learner-centred philosophy. All these curricula have now been substantially reviewed in the light of experience. Since independence there has been strong political commitment by government to improve primary and secondary education. This is evident of the pivotal role education is geared to play in the realisation of Vision 2030. Education is expected to play a central role in accelerating economic growth and social development. To do this government has provided a strong resource base for education, including up to 23.34% of total public spending and 7.5% of GDP. The delivery points in education have been decentralised to the thirteen education regions of the country. Administration and the management of education, which includes over 70% of budget implementation, is the responsibility of the regional directors. They are also responsible for capital budget monitoring and data collection for EMIS. The administration of schools is decentralised to circuit level, to cluster level and to school level through school boards. Various policies such as for HIV and AIDS and for ICT have been formulated for implementation. National standards for schools and teachers have also recently been finalised.

Challenges

6. *Quality.* Namibia must get much better returns for its considerable investment in education. The current system of general education is inadequate to effectively support development goals, including a transition to a KBE. Most children leave school without the foundation skills and competencies they ought to have acquired. For example, functional literacy rates are low among grade 6 and even grade 10 graduates. Namibia has ranked the lowest of any country in the SACMEQ test in mathematics and English reading at the primary level. Poor learning at primary level carries over to higher levels, especially in mathematics and science. The main challenge is to raise sharply the pervasively low quality of learning achievements. This means raising the foundation of quality Early Childhood Development (ECD), adequate allocation of funds for quality enhancing inputs (standards and curricula, teacher development, textbooks and learner assessment), rationalising the curriculum at upper levels, raising teacher competencies, and improving school management and accountability for results. Parents need to be more involved in the education of their children.

7. *Access and equity.* Disadvantaged groups have inadequate access both to inputs and outputs (learning achievements). Inequalities are most evident in the distribution of resource inputs and learning outcomes. These inequalities render the education system a weak instrument for facilitating poverty eradication and for reducing social inequalities. They represent a failure to realise the productive potential of a large proportion of the population. Learning outcomes are inequitably distributed to the disfavour of learners in the previously disadvantaged northern regions. Only 43% of the grade 10 graduates from the northern regions qualified for entry into senior secondary schools on national examinations compared with over 46% in the rest of the country. This low achievement translates into under-representation of these regions at the tertiary level. Inequalities in learning outcomes mirror major disparities in the distribution of resource inputs. Overall, schools in the northern regions, (Caprivi, Kavango, Kunene, Oshana, Ohangwena, Omusati and Oshikoto) have lower physical, human and financial resources. The current input-based system of allocating financial resources discriminates against under-resourced schools.

8. *Inadequate outputs.* A pressing challenge for Namibia is to break the bottleneck of inadequate outputs at senior secondary level. Shortage of skilled labour acts as one of the most significant brakes to economic growth. It limits the capacity to apply knowledge and technology in production, constrains productivity growth and hampers Namibia's international competitiveness. The most significant cause of the shortage is that general education fails to provide the quantity and quality of output required to provide a base for higher level human capital development, especially at the senior secondary level. The most notable way to address skills shortage is to improve the quality and quantity of the throughput of the general education system.
9. *Inefficient use of resources.* The poor quality of education is a major factor in explaining low internal efficiency, as manifest in high learner repetition and dropout rates. Wastage within the system undermines the goal of rapidly developing an inclusive knowledge society, but also the goal to quickly reach a threshold of highly educated and skilled labour. Existing resources are also used inefficiently, as indicated by low class sizes and average learner-teacher ratios. These inefficiencies deprive the system of savings that could be invested in expansion of access and improvement of quality. General education must increase its throughput and completion rates of learners, as well as reduce the recurrent and capital costs per learner through more intensive use of teachers and facilities. Improved investment in quality and efficiency will raise substantially the returns on investment in the system.

Priorities

10. All requirements cannot be addressed at once. Therefore, the first phase of ETSIP includes a selection of top priority components. During the first phase the general education sub-programme will focus on three strategic objectives: (a) the improvement of education quality; (b) ensuring equality of opportunity, including equitable access to quality senior secondary education; and (c) improving system management and efficiency.

Priority Components

Strategic Objective A: Improve System Quality and Relevance

Component 1: Learning standards and curricula development

Component 2: Teacher development (see tertiary education for pre-service)

Component 3: Textbooks, books and materials

Component 4: Learner assessment

Strategic Objective B, D, F and G: Ensure Equality of Educational Opportunity

Component 5: Pro poor expansion of access to senior secondary education

Component 6: Equitable (pro-poor) distribution of resources

Strategic Objective A, C and E: Improve Management Accountability and System Efficiency

Component 7: Building management competencies and accountability

Component 8: Improve efficiency in use of resources

Component 9: HIV and AIDS related mainstream activities

(Note: Only some of the activities in the mentioned strategic objectives of the 15-year ETSIP Strategic Plan will be covered in the first phase of implementation. The others will be dealt with in subsequent phases.)

Component Descriptions

Component 1. Learning standards and curricula [N\$35.7 million]

11. *Challenges:* Until recently, curricula were subject based, not based on core competencies to be mastered by learners. The challenge is to develop and set quantifiable targets for learning achievements in general education based on measurable skills, knowledge and competencies to be acquired by learners. This is the first step to enhancing learning achievements. To the extent possible, these learning targets should be set for core learning areas at all levels, be benchmarked to international standards, and have learning targets set for every school. Revised norms and standards should be used as a basis for revising norms and standards for schools. The learning norms can then be used as a basis for revision of curricula.
12. *Objective:* The ultimate objective is improved and more relevant learning outcomes in primary and secondary education. More specifically, it is that a relevant, sustainable and balanced Namibian school curriculum is in place that contains, assesses and monitors the transfer of competencies required for effective functioning in a Knowledge Based Economy. In this context, the component aims at a substantial increase in high quality senior secondary throughput as a base for developing the human capital required for a KBE.
13. *Component Description:* The component involves two processes - definition of core competencies and revision of curricula. The first activity is to define the core learner knowledge, skills and competencies to be acquired at each phase of the system, ensuring relevance to the inclusion of competencies for a KBE. This activity has already been completed for grades 1-4. During ETSIP implementation the work will be continued and extended to cover grades 5-12. Secondly, school curricula will be revised to reflect the identified competencies, skills, standards and targets. This will involve mainstreaming ICTs in primary and secondary education, strengthening English, mathematics, natural sciences, entrepreneurship and arts in education, finalising syllabuses for design and technology in grades 5-12; evaluating and including coverage of HIV and AIDS & Life Skills; and publishing guidelines of environmental learning. At senior secondary level, the number of subjects has been further rationalised to make it more relevant and cost-effective. All inputs will be consolidated into a new curriculum document for Basic Education, replacing the former Pilot Curriculum. Finally, a review will be done of curriculum review processes with a view to make them more flexible, revise criteria for selection of members of curriculum panels, provide incentives for master teachers to participate and develop critical skills among assessment personnel.
14. *Implementation:* NIED
15. *Outputs and Indicators:* (a) Skills and competencies identified, defined and documented for each phase by 2006; (b) Revised curriculum to include content relevant to a KBE, including mainstreamed ICTs, mainstreamed entrepreneurship as from upper primary onwards, environmental education, arts, human rights and democracy, gender, HIV and AIDS and Life Skills in the curriculum framework by 2006, approved by National Examination, Assessment and Certification Board (NEACB) and issued in 2007, and updated periodically thereafter; (c) a master curriculum document for Basic Education adopted, 2008; and (d) curriculum development processes revised, strengthened and streamlined by 2010.

Component 2. Teacher professional development and incentives [N\$18.7 million]

16. *Challenges:* Substantial progress has been made in increasing the proportion of qualified teachers in general education, including from just 17% in 1995 to 55.6% at primary level, and from 39% to 83.5% at present at secondary level. Improvements in teacher qualifications have not yet translated into effective teacher quality and effective teaching. Still, about 45% of primary and 16.5% of secondary teachers are not formally qualified for their teaching. Even those who are formally qualified still lack competencies critical to improved student learning, including English (which is the medium of instruction from grade 4 onwards), mathematics and science. Many teachers have difficulties interpreting and implementing the curriculum.
17. *Objective:* (a) Teacher competencies strengthened in subject mastery and pedagogical skills; (b) survey on the effectiveness of clusters carried out, cluster system policy developed and implemented; clusters utilised effectively for in-service training and support for teacher development; (c) Advisory teachers equipped and empowered with the necessary tools and skills to enable teachers to develop expertise, skills and positive attitudes to stimulate teaching and learning; (d) Incentives system (including housing scheme in rural areas) implemented for improved teacher performance and appraisal; and (e) The inspectorate reviewed and roles clearly defined in line with the established National Standards for schools and teachers to enable them to support, monitor and evaluate schools efficiently (see Component 7); and (f) Establish licensing system for teachers, linked to teacher competency standards, performance appraisal and incentive system.
18. *Component Description:* The main delivery mechanism for in-service teacher development will be a reformed and strengthened cluster system of schools which presently involves 250 schools serving as cluster centres. A national policy on the cluster system has been drafted and will be finalised in 2006. Roles of cluster principals and subject facilitators are formulated in the policy and incentives worked out in line with responsibility. The cluster centres will be upgraded through (a) the provision of teaching and learning resources/facilities (based on an establishment of norms and standards and a survey of existing facilities); (b) development and implementation of a training programme for 1320 satellite school principals, 250 cluster centre principals, 300 subject facilitators and 2000 teachers; (c) development of a training manual for centre and satellite school principals; (d) development of a monitoring system for cluster activities; and (e) a management performance system for learning outcomes.
19. The first step towards improved teacher performance is to define the competencies required and develop teacher standards. (See also Component 3 in Tertiary Education.) A second step is to implement the currently planned system of teacher licensing. Finally, incentives of various kinds will be developed within the means available.
20. Cluster centres will be supported by improvements in the quality of the teacher advisory services. The professional capacity of advisory teachers will be strengthened through training based on a needs assessment. Training will be conducted at regional workshops on curricula implementation and cross-cutting issues such as HIV and AIDS and Life Skills, as well as through annual planning workshops and annual review workshops.
21. Teacher performance will be enhanced through specific facilitators training workshops in subject areas of need. In addition training will be provided to teachers in special education/inclusive education and compensatory teaching to provide quality education to

learners, including marginalized children in rural areas. Accountabilities will be developed through the following means: (a) development and implementation of a teacher performance appraisal system; (b) setting and monitoring performance targets for teachers; and (c) communication of learner, school and system performance to diverse stakeholders. In preparation for a structured incentive system, a survey of teachers utilising the government housing scheme and the need for expansion of the scheme will be undertaken. This will be followed by a feasibility study into the development of a public private partnership for teacher housing.

22. *Implementation:* NIED is responsible for establishing norms and standards for teachers. Teacher licensing is the responsibility of NIED and General Services. The cluster system and teacher advisory service is the responsibility of PQA and the regions, as is the preparatory work for the teacher incentives system.
23. *Outputs and Indicators:* (a) Teacher weaknesses identified and workshops for facilitators conducted; (b) Teachers licensed; (c) Upgrading programmes provided to cluster staff and academic advisors; (d) Cluster system upgraded and functional; clusters actively involved in continuous professional development of teachers; (e) Teacher performance appraisal system developed and operational by 2009 and (f) Feasibility study conducted for public private partnership for teacher housing as part of incentive scheme for teachers.
24. *Indicators:* Percentage teachers (30%) attending continuous professional development annually; evaluations of effectiveness of Continuous Professional Development (CPD); 30% of schools meeting their annual academic performance targets

Component 3. Books, textbooks and teaching materials [N\$299.9 million]

25. *Challenges:* Shortages of books and instructional materials persist, especially in primary schools, inclusive and special schools. Each learner should have 7 core books in primary school, but actually between 1.6 and 3.6 is the norm, depending on the region. In junior secondary learners should have 13 books, but actually only 4-8 books per learner are found. Other than a textbook shortage, Namibian schools are characterised by a dearth of other instructional materials, such as learner workbooks, teaching aids and enrichment materials.
26. *Objectives:* (a) Greater cost-effectiveness achieved in textbook provision and administration; (b) Adequate materials (high quality and low cost) provided to schools to support teaching and learning effectively; (c) Administrators, managers and teachers trained in effective book administration, distribution and utilisation; (d) Public-private partnerships adopted to assist in the development of a Namibian publishing industry; and (e) Adequate library and other materials, including material for special needs education, provided to support teaching and learning effectively.
27. *Component Description:* The component includes two main aspects - textbooks and teaching materials; and strengthening school libraries and resource centres.
28. First, a baseline study will be conducted to determine the current state of textbook and materials provision. Secondly, a policy on textbook and material provision will be developed, adopted and implemented. This involves review of the current textbook development practices and copyright, and identification of alternatives with a view to reduce costs. A review will be made of the design and packaging of books and materials to reduce costs.

Competitive textbook development, production and distribution procedures will be adopted. Public and private partnerships will be strengthened to stimulate further development of the Namibian publishing industry. A Textbook Board will be established to advise on policies for the provision of textbooks. In addition, a review and further development will be made in the system for delivery and verification of books and materials to schools. Norms for the provision of textbooks will be reviewed and norms adopted to move progressively towards a norm of 1:2. Third, the policy will be implemented. This will include the training of relevant regional officials and school managers in the selection, use, management, distribution, delivery and care for textbooks and materials. It will involve training teachers to ensure effective textbook selection and use in the classroom. The textbooks and materials will be provided according to the progressive norms. Finally, the effectiveness of textbooks and teaching materials will be evaluated on a continuous basis through classroom observation, field testing and feedback from teachers.

29. The libraries for all schools, colleges of education and teacher resource centres will be upgraded, especially at the previously disadvantaged institutions. This requires the establishment of baseline data on the current provision of library books and other resources; definition of norms; and provision of books according to gap analysis. Emphasis will be on classroom libraries. The norm for available books per subject will progressively approach a ratio of 1:1 in core subjects.
30. *Implementation:* PQA is responsible for implementing this component.
31. *Outputs and Indicators:* (a) Baseline study report; (b) Textbook policy developed and adopted; (c) Textbook policy implemented; (d) Textbook provision more cost-effective; (e) Textbook Board established to advise on policy and oversee process; (f) Textbooks norms implemented through adequate provision of textbooks; (g) Effectiveness of teaching raised through teacher training in effective textbook use in classroom; and (h) Adequate library and other materials provided to support teaching and learning effectively. (i) Efficient utilisation of libraries. Ultimately, learning outcomes in primary and secondary education improved.
32. *Indicators:* Learner:textbook ratio at different levels; cost of textbooks as delivered to schools; number of teachers upgraded in textbook use; learner performance in examinations.

Component 4. Learner assessment [N\$8.2 million]

33. *Challenges:* Namibia currently has few mechanisms below grade 12 for measuring the performance of the system against international benchmarks. Neither is there any effective mechanism for parents and other stakeholders to judge the performance of individual institutions. Few feedback mechanisms are in place to identify areas of pedagogical difficulty and current testing regimes are not well aligned with modern learning and pedagogical demands.
34. *Objectives:* A system for monitoring learner acquisition of defined skills and competencies in key subject areas in place based on standards aligned to international benchmarks and setting specific performance targets at grades 5 and 8. For the two years to come (2006 & 2007) the DNEA faces up to implementing the full localisation of the senior secondary examination and certification. Meanwhile it is anticipated to establish the section that would take charge of developments for monitoring in grade 5 and grade 8. This phase of transition needs the

establishment of an additional section to the DNEA, that would drive this monitoring exercise during its developmental stages nationally and advise accordingly at regional level.

35. The semi-external grade 7 examinations are phased out once the new monitoring of grade 5 and grade 8 performance is adopted and implemented. The flow of feedback from examination and test results to teaching, advisory and inspection services, parents and other stakeholders is systematised.
36. *Component Description:* The localisation of the senior secondary examinations will be successfully implemented. Secondly, the responsible section/unit will be established at DNEA, through staffing and infrastructure, to develop the system for monitoring and evaluation for grade 5 and 8 achievements. Standards, performance targets and test instruments will be developed in key subject areas for grades 5 and 8 to facilitate monitoring of the system against international benchmarks and the timely identification of learning difficulties. Baseline data will be collected at grades 5 and 8 against which subsequent progress can be measured prior to full testing and entry into international testing surveys. The procedures for using continuous assessment as both a formative and summative assessment tool will be strengthened. The flow of feedback from examination results to teaching, advisory and inspection services and curriculum developers will be systematised and examination and test data analysed for pedagogical use. Examination and test results will also be made available to parents and other stakeholders. Problem pedagogical areas so identified will be addressed through the development of effective teaching strategies. The implementation as well as the monitoring thereof and follow-up actions instituted will only commence in 2009.
37. *Implementation:* The DNEA and NIED will develop standards and performance targets, aligned with international standards and targets for grades 5 and 8 in key subject areas by 2010. A section for administration and managing this intervention will be established at DNEA by 2007 while test administration will begin in 2008 for baseline purposes and will be fully operational, with feedback and monitoring in 2009, permitting participation in the 2011 Third International Mathematics and Science Study (TIMSS) survey.
38. *Outputs and Indicators:* The main outputs for this component are the monitoring and evaluation section/unit established, with staff and adequate resources, as well as infrastructure. This section will prepare and spearhead further actions towards implementation as from 2010 in form of (a) standards aligned to international benchmarks in key subjects at grades 5 and 8; (b) the introduction of standards based testing at grades 5 and 8; (c) the publication of examination and test results and analyses based on these; (d) the effective use of information from testing to inform pedagogy; and (e) a testing monitoring system linked to follow-up actions.

Component 5. Pro-poor expansion of secondary education [N\$772.3 million]

39. *Challenges:* Namibia has achieved a 96.4% Net Enrolment Ratio at primary level but still faces challenges in the provision of secondary education. The lack of senior secondary education has negative implications on job creation, self employment and results in lack of skilled labour. The lack of capacity is especially acute in senior secondary education as evidenced by the low transition rate. Only 46% of learners proceed from grade 10 to grade 11. Some 28 000 learners are therefore catered for through the Namibian College of Open

Learning (NAMCOL). The lack of skilled graduates at grade 12 exerts a constraint on economic growth across the sectors.

40. *Objective:* The ultimate objective is to expand access and capacity of senior secondary education. In this context, the component aims at high quality senior secondary throughput as a base for developing human capital for economic growth and the transition to a KBE. The immediate objectives include to: (a) diversify delivery modes as a means of providing access to senior secondary education and training; (b) expand the supply of senior secondary education teachers so as to enable expansion of enrolments; and (c) establish six comprehensive schools in poorer areas by 2010.
41. *Component Description:* The component involves two sub-components: general expansion of secondary education and the establishment of comprehensive schools. The first sub-component comprises the expansion of secondary education which includes the following activities: (a) study and survey existing facilities to determine under-utilisation; (b) expansion through building new classroom blocks at existing well performing schools; (c) expansion by optimising utilisation of existing facilities through maximising the use of classrooms and other specialised rooms; (d) improved utilisation of allocated teaching time; (e) increasing teacher:learner ratios; and (f) intensifying the use of open learning programmes, such as NAMCOL centres. Expansion of enrolments requires additional supplies of qualified secondary teachers. An analysis will be made to determine the demand for teachers by specific subject areas, such as mathematics and physical science based on projected expansion and taking into account attrition rates of existing teachers. The teacher supply will be served by expanding the output from UNAM augmented by fast-tracked teacher training programmes with distance education components and by recruiting qualified expatriate teachers in specialised fields/subjects.
42. A second sub-component involves the creation of comprehensive schools. Under the first phase of ETSIP, a feasibility study regarding comprehensive schools will be conducted which will lead to the establishment of six comprehensive schools. The purpose of these schools is to provide access to quality senior secondary education for able learners from disadvantaged areas. The comprehensive schools in the first phase will be situated in the poorest regions of the country. The comprehensive schools will select learners on the basis of quotas (e.g. drawing a share of learners according to degree of educational deprivation of the schools in the area) and predictive tests. Considerable planning will be done on comprehensive schools, including a comparative analysis and review of similar systems, consultation with stakeholders at national and regional levels on the articulation and concept of comprehensive schools. Norms and standards for comprehensive schools will be established, including norms for physical facilities, as well as guidelines for the establishment of comprehensive schools. Subjects to be offered at comprehensive schools will be prioritised. Sources and qualifications of teachers will be identified along with salary and other incentives to attract and retain the best teachers. Regional surveys will be conducted to identify possible locations for the first six comprehensive schools. Pro-poor criteria for admission will be developed. Organisational and management capacity will be developed, including appointment and training of staff, in advance of the establishment of the comprehensive schools. Inspectors and advisory teachers will receive training in supervising and monitoring comprehensive schools. Staff development programmes will also be designed and delivered following appointment of teachers. One of the keys to success will be the development and rigorous application of selection criteria for admission based on a quota system for learners from disadvantaged schools. It is envisaged that scholarships will be provided for qualifying poor learners, and the parameters of this system will be designed.

43. *Implementation:* EPI

44. *Outputs and Indicators:* (a) Capacity at senior level secondary increased to 40 000 learners by 2010 compared to the current enrolment of 29 000. This target is achieved through increasing access for about 2 000 learners per year, over the next four years, starting from 2007. 2006 will be the initial preparatory year, where all 107 secondary schools as well as academically strong combined schools will be visited to obtain detailed data on all the facilities used, under-utilised and possible options for expansion. Information from this survey would give a clear indication of the number of additional spaces that could be made available in 2007 by fully utilising laboratories and other special rooms. It would also guide planning on where to expand, with a 3-classroom block at 17 sites, to accommodate about 2 000 more learners as from 2008. 17 such classroom blocks and 17 laboratories would be built during 2008. The same is planned for 2009 and 2010. Emphasis is put on the initial assessment of the sites as well as the academic history and social needs of schools. Expansion would occur on merit in both aspects. (b) Concurrently, the conceptual basis for comprehensive schools is developed and six of these schools are established; and (c) Access to senior secondary education expanded from 26% of the age group (GER) to 35% of the age group.

Component 6. Equitable pro-poor distribution of resources [N\$163.6 million]

45. *Challenges:* A substantial proportion of schools still lack the physical facilities that constitute an enabling teaching and learning environment. Moreover, pre-independence inequalities in resource inputs persist, specifically in the provision of education to learners with special needs and implementation of inclusive education, as well as appropriate support for orphans and other vulnerable children. Schools in the poorest communities of Namibia are least provided. In adverse weather inadequate facilities interfere with regular teaching and learning processes and lead to loss of physical resources. They also pose a challenge to efforts at modernising teaching and learning, especially the use of ICTs as instructional tools.

46. *Objectives:* (a) Eradicate inequalities in access to senior secondary education; (b) Number and proportion of schools that meet school physical norms increased; (c) Normative financing scheme designed and implemented covering recurrent financing; (d) Special education/inclusive education policy drafted and approved; (e) Resources for educational inputs distributed equitably across schools, with special provision for schools in disadvantaged areas.

47. *Component Description:* Normative per capita financing will be introduced to enable schools to acquire resources that meet set input norms and that are adequate to meet learning targets. Additional conditional grants from the Education Development Fund (EDF) will be provided to schools that fail to meet the resource input norms after applying normative financing. A physical register of schools will be completed as a basis for establishing a comparative needs assessment by school. Norms for the provisioning of physical facilities will be updated and adopted, taking into account learners with special educational needs. The policy on normative financing will be finalised and a plan developed during 2006 for its introduction over the three years, 2007 to 2009. In addition, special incentives will be developed to attract qualified teachers in English, science and mathematics to rural and disadvantaged areas.

48. With the HIV and AIDS pandemic, efforts will be made to provide education and psychosocial support to orphans and other vulnerable children (OVC). Evident from this is the need for relief teachers especially in cases where many teachers are incapacitated due to

long illnesses as a result of HIV and AIDS. In addition appointment of paramedical staff e.g. educational psychologists, occupational therapists and audiologists. Some of the strategies may include recruiting retired teachers and training members of the National Youth Service as relief teachers. A teacher relief system will be established.

49. *Implementation:* PAD will be responsible for overseeing this component, in collaboration with General Services and EPI.
50. *Outputs and Indicators:* (a) increased number of schools in disadvantaged areas meeting school physical norms; (b) design and implementation of normative financing, with special provision for schools in disadvantaged areas; (c) special/inclusive education policy drafted and adopted; (d) resources distributed equitably across schools in accordance with input norms; (e) renovations to hostels and alterations to building works to expand access for learners with special needs.

Component 7. Build management competencies and accountability [N\$10.2 million]

51. *Challenges:* School academic performance is highly correlated with the abilities of the school manager. The MoE does not require formal management training as a pre-condition for promoting teachers to become principals or heads of department. At present, opportunities for professional staff development of managers are insufficient. Principals have expressed a strong demand for professional development and training that would enable them to manage school affairs, lead others, promote achievement of the school's mission and targets, assess the school's effectiveness, provide advice and guidance to professional staff on educational matters and develop efficient use of resources. Accountability mechanisms are not well established. Such mechanisms would have to be based on competency and performance standards for schools. It also requires incentive mechanisms such as performance appraisals and performance contracts.
52. *Objective:* Functional conditions established for effective school management, contributing to improved school and learner performance: (i) school management improved; and (ii) school performance improved, as a result.
53. *Component Description:* The improvement of school management and performance involves the following activities: First, key indicators of a well-managed school will be defined, including instructional leadership, professional support, resource management, efficient resource utilisation and focus on results. Norms and standards for effective school administration and management will be developed with key indicators in view. The next step is to upgrade job descriptions for school managers, i.e. school board members, principals and heads of departments consistent with the revised norms and standards. The recruitment processes for school managers will be reviewed and revised. Based on a training needs analysis for school managers and regional officials, a management development programme will be prepared and implemented starting in 2008. This programme will include the application of culturally sensitive inclusive management services. To improve accountability for results, all managers in education, including school managers will be put on performance based contracts based on a newly-designed system of performance appraisal. All managers and supervisors will undergo orientation and training in the performance appraisal system. As part of the performance appraisal process, supervisors will be empowered to take steps against weak performers in accordance with the Public Service Act (No. 13 of 1995). Targeted management assistance will be provided to poor performing schools. School

managers will be held responsible for meeting learner performance targets for each school by 2010. Finally, a series of steps will be developed for the devolution of management responsibilities for schools.

54. Another subcomponent deals with strengthening the school inspectorate, which is responsible for supervising school management and link the functions of advisory service to work closely with the inspectorate for quality assurance using the existing national standards. This will be accomplished by updating current standards and required competencies for inspectors; conducting a training needs assessment against the standards; designing and implementing a programme of professional development; and providing sufficient office and communications equipment to enhance their effectiveness.
55. *Implementation:* PQA will be responsible for devolution and accountability measures. NIED will be responsible for definition of competencies and standards and for supervising the development and implementation of management development programmes.
56. *Outputs and Indicators:* (a) Key indicators and competencies identified for school managers, inspectors and advisory teachers; norms and standards for schools updated; (b) Job descriptions for teachers, school managers, inspectors and advisory teachers defined and adopted by 2007; (c) Inspectors, advisory teachers and school managers, including school board members have received training and development according to their new job descriptions (50 % of managers trained by 2009; evaluation of results; evidence of continuous professional development in effect); (d) Performance based contracting and performance appraisal system designed and put into effect for managers by 2010 (increase over time in attaining school achievement targets); and (e) Plan for devolution of authority to school managers adopted and put into effect by 2008.

Component 8. Improve efficiency in use of resources [N\$9.1 million]

(Note: improved teaching effectiveness is expected to contribute substantially to improved learner flows through reduced repetition and dropout)

57. *Challenges:* Except for grades 10 and 11, current repetition rates are unacceptably high ranging from about 12.5 to 21.51% per grade per year. This means that 12-21% *more* learners could be accommodated in each grade with no additional resources if learner flows were efficient. Dropout rates are reasonably low for the first six years of education, but climb to 7.7% in grade 7, 9.3% and 9.7% in grades 8 and 9, culminating in about 44% in grade 10, the end of compulsory education. Thus, only about 10% of initial school entrants survive to the grade 10, and about 40% of initial entrants start senior secondary education. In terms of resource use, the national average learner-teacher ratio is 29:4, but could be raised to about 40 in primary and 35 in secondary without much sacrifice in quality. Since teachers absorb most of the expenditures in general education, such an increase would economise significantly on resources (20% more learners could be enrolled for the same cost). Where population density permits, the physical capacity of existing schools could be substantially increased by increasing the number of schools on double-shift (this may not be feasible for senior secondary because of the longer periods and school day). Teaching and management staff requires strengthened capacity to deliver multi-grade-teaching at primary level and deal with large class groups. The current junior secondary schools could also be expanded into senior secondary phase to increase capacity. In sparsely populated areas, combined schools could

replace incomplete primary schools and multi-grade teaching could be expanded to use teachers more efficiently.

58. *Objectives:* (a) Efficient flow of learners increased through the general education system; (b) More intensive use made of teachers; and (c) Existing physical capacities used more efficiently.
59. *Component Description:* With a view to increasing promotion and completion rates, the component will start with a policy review on promotion. This will examine various ways to increase learner promotion without loss of achievements. In this respect, all the measures contemplated for quality improvement (definition of core competencies, rationalising the curriculum, in-service teacher development, provision of textbooks and continuous learner assessment) will assist greatly in raising promotion rates. The policy study will culminate in adoption of a strategy to achieve greater internal efficiency in learner flows. In addition, norms will be enforced for class sizes and teacher:learner ratios, starting with plans by region down to schools. This will not happen automatically and needs to be planned carefully. Policies on more intensive use of physical facilities will be revised and promulgated, including double shifting where feasible and use of combined and multi-grade schools in areas of low population density. These measures will also go a long way toward making primary and secondary schools physically accessible to children with disabilities.
60. *Implementation:* PQA will be responsible for defining and implementing norms for intensive use of physical facilities. NIED is responsible for revising policies on promotion and assessment. The Directorate: General Services will coordinate a programme to adjust staffing norms in collaboration with the Office of the Prime Minister.
61. *Outputs and Indicators:* (a) Reduction in repetition and dropout at all levels (as indicated by rates per region and grade; and substantial reductions in the costs per graduate); (b) Lower recurrent cost per learner as a result of increased average teacher:learner ratios (unit recurrent costs over time); and (c) More intensive use of facilities (increased average class sizes over time, or daily learners per classroom).

Component 9 HIV and AIDS related mainstream activities [N\$132.9 million]

63. *Challenges:* The mainstreaming of HIV and AIDS issues is to be addressed in all areas; curriculum, teacher training, learning materials and management competencies. The efforts towards mitigating the impact of HIV and Aids are countrywide and channeled according to the respective needs of communities. Additionally, in General Education, one of the many challenges is awareness and the required regulatory framework to care and support the infected and affected members in society. Teacher attrition in primary and secondary education and the systems of support for OVC from the EDF remain high priority.
64. *Objectives:* The ultimate aim of this cross-cutting matter in education is to have HIV and AIDS related issues dealt with adequately in mainstream activities as well as at managerial policy level. Specifically the objectives are to: (a) establish safe institutions offering required care and support for learners and teachers by developing systems and strategies for mitigating the prevention of HIV and AIDS in schools and hostels; (b) adopt equity policies in the workplace; (c) establish the required structures and support systems at all levels; (e) manage these through monitoring and evaluation programmes utilising information analysing and data processing systems; and (f) establish a relief teacher system.

65. *Component Description:* The HIV and AIDS sub-programme has 5 sub-components:
- (a) Awareness raising and empowerment;
 - (b) Mainstreaming HIV and AIDS;
 - (c) Strengthening Regulatory Frameworks;
 - (d) Meeting the needs of OVC; and
 - (e) Managing the HIV and AIDS response.
66. The ‘mainstreaming’ activities of HIV and AIDS awareness and support are embedded throughout the General Education sub-program, while other activities are detailed in the HIV and AIDS sub-program. For detailed information on HIV and AIDS activities see the HIV and AIDS sub-programme.
67. *Implementation:* All education directorates, regional offices structures and education institutions with assistance from the national unit HAMU.
68. *Outputs and Indicators:* National as well as regional structures and school based structures addressing and handling HIV and AIDS related issues.



REPUBLIC OF NAMIBIA

ETSIP is spearheaded by the Ministry of Education

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