**Namibia Education Handout**

Demographics

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| --- | --- | --- | --- |
|   | **Namibia** | **U.S.** | **World** |
| Ethnic Groups | Black 87.5%,White 6%Mixed 6.5% | White 76.96%Black 12.85%Asian 4.43%Other: 5.76%\* | N/A |
| Age Structure | 0-14: 31.7%15-24: 23.1%25-54: 39.9%55-64: 4.8%65 years & over: 4.3% | 0-14: 19.4%15-24: 13.7%25-54: 39.9%55-64: 12.6%65 & over: 13.9% | 0-14: 25.79%15-24: 16.61%25-54: 40,78%55-64: 8.51%65 & over: 8.32% |
| Median Age | 22.8 years | 37.6 | 29.7 |
| Life Expectancy | 51.85 years | 79.56 | 68.35 |
| Children under 5 yr and underweight | 17.5% | 1.3% | N/A |
| Education Expenditures | 8.5% | 5.4% | N/A |
| Literacy Rate | 88.8% | 99% | 84.1% |
| School Life Expectancy | 11 years | 17 years | 12 years |
| Unemployment Youth Ages 15-24 years | 40.1% | 17.3% | N/A |

Net Attendance Rates



Areas of Conflict

**Gender Differences in Education**

* Reflect the “natural paths” that men and women opt to follow in their careers
* Women tend to perform strongest in the arts, humanities, and health sciences
* Men are more present within the studies of science, law, and international relations.
* Stereotypes are enforces and embedded in children’s minds at young ages.

**Orphans/Child Headed Households**

* Children are forced to become the head of households at a very young age due to the HIV/AIDS epidemic.
* Children feel more comfortable turning to those their own age for help rather than adults.
* 20% of the child population are orphans.
* Children heading households are as young as 9 years old.
* Average age of children heading households is 17.
* 55% of child-heads are girls, 45% are boys.
* 50% of child-heads are students.
* 25% of children live without adults because they have no one to move in with.

**Quality of Education**

* Student-Teacher Ratio: Primary Schools= 41:1
* Student-Teacher Ratio: Secondary Schools= 30:1
* Under qualified teachers
* Overcrowded teachers
* Lack of textbooks and libraries
* Poor school management and administration

**Educational Policy**

* The Ministry of Education has set ambitious targets for Namibia, to be fulfilled by 2030:
1. Namibia should join the ranks of high-income countries and afford all its citizens a quality of life that is comparable to that of the developing world
2. Substantially enhance the education sector’s contribution to the attainment of strategic national development goals.
3. Facilitate the transition to a knowledge based economy.
4. Improve the quality of education
* If this is implemented, economic growth will be seen within the country.

Successes / Achievements

**How Strong is the Current Education System in Namibia?**

* **Financial Resources**
	+ Devotes large portion of financial resources to education annually (about ⅕)
	+ Basic education sector (primary & secondary levels) receives more money
	+ Tertiary sector (universities/colleges) receives less
* **The National Institute for Educational Development**
	+ Focused on:
		- Curriculum development
		- Educational research
		- The professional development of teachers
	+ 2 major goals:
		- Accessibility to studying opportunities
		- Quality of education provided by the Namibian government

**What are the Benefits of Going to School in Namibia?**

* **Short Term Benefits**
	+ Over 90% of young children attend school (net enrollment rate increasing), thus increasing overall test scores
	+ A National School Feeding Program offers school meals to children, especially those of poor families
* **Long Term Benefits**
	+ Majority of teenagers able to read and write
	+ Opportunities to take the International General Certificate for Secondary Education (IGCSE) - similar to AP or SAT subject tests
	+ Opportunities for post-graduation plans and employment
		- University/College and vocational education
		- Enrollment for secondary education steadily increasing since 2000
		- Unfortunately, jobs in the formal sectors (agricultural, commercial, and factories) are hard to come by; around ⅓ of Namibian adults are unemployed, regardless of their education level.

**Recent Interventions and Achievements**

* **SACMEQ**
	+ The Southern Africa Consortium for Measuring Educational Quality
	+ Test results from Namibia (1995, 2000, & 2007) show:
		- General upward trend in the quality and success of primary education in Namibia
			* Below-average reading scores have been showing an upwards trend towards meeting the average
			* Select regions in Namibia already have reading scores above the average (including the Erongo, Khomas, Karas, and Otjozondjupa areas)
			* Regions that achieved better SACMEQ results in 2007 had:
				+ Higher average annual income
				+ Educated parents
				+ Quality housing
				+ Paid for extra lessons
				+ Lived in urban areas
				+ Students attended class more often
		- General upward trend in overall reading and math scores
* **UNICEF and the Namibian Ministry of Education (MoE)**
	+ UNICEF and the MoE have suggested, supported, and performed actions relating to:
		- Providing competent and qualified teachers
		- Ensuring adequate infrastructure
		- Providing teaching and learning resources
		- Ensuring a safe environment that is conducive to learning
		- Ensuring that all learners’ needs are recognized and taken care of
* **Trends in Improving School Infrastructure**
	+ Improvements in coverage of schools with various facilities
	+ At the current rate of increase in provision of school facilities, 100% of schools will have all components of basic, necessary infrastructure

People / Organizations

**Slide 1 – FAWENA**

· The Forum for African Women Educationalists (FAWE) is a *non-governmental organization* founded in 1992

· FAWENA's goal is to increase access, improve retention and enhance the quality education for girls and women in Namibia.

· FAWENA provides scholarships, mentoring, empowerment programs and toiletries to girls throughout Namibia.

**Slide 2 - Open Society Initiative for Southern Africa**

· OSISA is an African institution committed to deepening democracy, protecting human rights and enhancing good governance in the region.

OSISA

· seeks to support low-income / disadvantaged groups or individuals.

· welcomes proposals focused on women and girls, socio-cultural and linguistic minorities, young people and people with disabilities, & more.

· **OSISA** recognizes that education is a basic right, that schools play a crucial role in socializing children, and that extending access to formal schooling is an important objective for an *open* society.

**Slide 3 – Education Policy and Data Center**

· EPDC collects and analyzes data from numerous databases specific to Namibia and uses this data to generate various graphs and charts documenting educational success rates and demographics over the years to exhibit the successes and statistics over the years.

**Slide 4 - Development Aid from People to People**

· DAPP founded in 1990 à The first activities were to provide affordable and good quality second hand clothes to many people as & to create an income for other development activities.

· Projects // Programs - *Total Control of the Epidemic / TCE program for HIV/AIDS* (and TB) prevention, care and support implemented in numerous communities where TCE Field Officers visit and have one on one sessions on HIV/AIDS and related issues and mobilize communities to deal with the consequences of the epidemic.

**Slides 5 - 7 – Educational Leaders and Social Activists**

**(1) Silvia Gonaone Makgone**

· [Namibian](http://en.wikipedia.org/wiki/Namibia) [politician](http://en.wikipedia.org/wiki/Politician) and teacher à became [Member of Parliament](http://en.wikipedia.org/wiki/Parliament_of_Namibia) in 2010 and was later appointed to Deputy Minister of Education.

(2) **Emma Touny Waundjua Tuhepha**

· Well known [Namibian](http://en.wikipedia.org/wiki/Namibia) HIV/AIDS activist à she was the first Namibian woman to state publicly that she was [HIV](http://en.wikipedia.org/wiki/HIV)-positive & became a high-profile activist for HIV/AIDS awareness and her efforts paid off, as [anti-retroviral](http://en.wikipedia.org/wiki/Anti-retroviral) drugs soon arrived to treat Namibians with HIV/AIDS.

· In 2001, she co-founded **Lironga Eparu** (to survive) and is the National Coordinator of the Organization.

 **(3)** Andimba Herman Toivo Ya Toivo

· Deputy Chairman of the Modern Youth Society (MYS), Founder member of the Ovamboland People’s Congress (OPC), Member of the Peoples Liberation Army of Namibia (PLAN) and the South West African People’s Organization (SWAPO).

§ (MYS) which organized festivals, lectures, discussion groups and night schools for activists who pursued further education.

o Toivo Ya Toivo and several hundred other Namibian activists, students, and migrant workers founded the Ovamboland People’s Congress (OPC) which sought to fight for the rights of migrant workers, some of whom had deserted the exploitative South West African Native Labour Association (SWANLA).

§ The organization also mobilized against the incorporation of Namibia into South Africa, and therefore shared a political allegiance with other organizations in South Africa such as the [African National Congress](http://www.sahistory.org.za/organisations/african-national-congress-anc) (ANC), the [South African Congress of Democrats](http://www.sahistory.org.za/topic/south-african-congress-democrats-cod) (COD) and the South African Communist Party (SACP).

§ Toivo Ya Toivo was deported to Namibia for sending a tape to Mburumba Kerina and Rev. Michael Scott who were petitioning against the occupation of Namibia by South Africa at the United Nations Organization (UNO) Headquarters in New York. The tape described the extensive human rights violations during the occupation of the country by South Africa à This led him to be sentenced to twenty years in jail in which he was in close quarters with other activists such as Nelson Mandela.

EDPC Graphs –