



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

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**MIDTERM PROGRESS REPORT ON THE IMPLEMENTATION
OF THE THIRD PHASE OF THE WORLD PROGRAMME
FOR HUMAN RIGHTS EDUCATION: MINISTRY OF EDUCATION,
ARTS AND CULTURE (MoEAC)**

1. CURRICULUM AND TRAINING

1.1 Life Skills

Ministry of Education, Arts and Culture is in the process of revising the Life Skills Curriculum.

The aims of the curriculum in Namibia in relation to developing a democratic society are to promote moral development, awareness of one's own beliefs and opinions, and respect for others; to promote democratic principles and practices at school level in the educational system; to promote human rights, unity, liberty, justice and democracy; to extend national unity to promote regional, African and international understanding, co-operation and peace; to enable the learners to contribute to the development of culture in Namibia; and to promote wider inter-cultural understanding. International Human Rights instruments (treaties and protocols) are embedded into the curriculum.

Life Skills promotes the following aims in the curriculum: emphasise career guidance, holistic wellness and civic affairs; prepare the learner holistically for life and their future; promote and foster the highest moral and ethical values; develop and enhance respect and tolerance towards other people in all spheres of life; encourage the teaching of cross-curricular topics; and provide orientation, exploration and skills development through self-awareness and a positive self-image. (Revised syllabuses for Senior Primary Grade 4 – 7, implemented in 2016 while Junior Secondary, Grade 8 in 2017 and Grade 9 will be implemented in 2018)

There are various topics that are covered in the syllabus and also cross-curricular issues that are dealt with in Life Skills as well as other subjects. The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety.

Table 1: Cross-curricular Topics

Grade	Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
4	Personal hygiene Healthy living habits Cruelty towards animals	Good touch, bad touch Spread and treatment of HIV and AIDS	Puberty Values	Freedom	Choices	Pedestrians
5	Inhalants Recycling	Positive behaviour towards someone who is living with HIV and AIDS The influence of modern society	Gender and sex Sexual reproductive health Self-identity	Abuse and neglect	The influence of technology on society Child pornography	Cyclists
6	Smoking	Fact and myths about HIV and AIDS Stigmatisation and Discrimination towards people living with HIV and AIDS Universal safety precautions	Peer pressure and values Abstinence Risky sexual behaviour	Rights and Responsibilities Gender-based violence	Budget	Passengers
7	Vandalism Conservation	Care and support towards people living with HIV and AIDS Alcohol abuse	Learner pregnancy	Human trafficking Child labour	Saving and spending	Public transport

The Senior Primary Curriculum also includes various topics relating to the development of social, emotional and relational skills.

Table 2: Syllabus content Senior Primary Phase

TOPICS GRADE 4	TOPICS GRADE 5	TOPICS GRADE 6	TOPICS GRADE 7
CAREER GUIDANCE			
<ul style="list-style-type: none"> • Conduct in class • Motivation and goals • Homework • Importance of work 	<ul style="list-style-type: none"> • Reading • Study time • Study • Tests and examination skills 	<ul style="list-style-type: none"> • Motivation • Goal setting • Study skills • Personal strengths and weaknesses • Listening skills 	<ul style="list-style-type: none"> • Leadership • Time Management • Learning styles • Examination skills and strategies • Subject choices and careers • Apply to the right school • Entrepreneurial skills
HOLISTIC WELLNESS			

<ul style="list-style-type: none"> • Puberty • Good touch, bad touch • Spread and treatment of HIV and AIDS • Personal hygiene • Healthy living habits • Skin cancer • Household responsibilities • Friendship • Respect • Choices • Success and disappointment • Values 	<ul style="list-style-type: none"> • Positive behaviour towards someone who is living with HIV and AIDS • Gender and sex • Sexual reproductive health • Self-identity • Initiating a friendship • The influence of technology on society • Abuse and neglect • Child pornography • Bullying • Medication • Inhalants • Borrowing 	<ul style="list-style-type: none"> • Fact and myths about HIV and AIDS • Stigmatisation and discrimination towards people living with HIV and AIDS • Universal safety precautions • Assertive behaviour • Rights and responsibilities within a friendship • Peer pressure and values • Abstinence • Risky sexual behaviour • Smoking • Lung cancer • Budget 	<ul style="list-style-type: none"> • Care and support towards people living with HIV and AIDS • Learner pregnancy • Human trafficking • Child labour • Bullying • Crises • Grief/Bereavement • Separation and divorce • Alternative health practices • Alcohol abuse • Alcohol induced cancer • Saving and spending
CIVIC AFFAIRS			
<ul style="list-style-type: none"> • Cruelty towards animals • Freedom • Road safety (Pedestrians) 	<ul style="list-style-type: none"> • Recycling • Volunteerism • Road safety (Cyclists) 	<ul style="list-style-type: none"> • Child rights and responsibilities • Senior citizens • Road safety (Passengers) 	<ul style="list-style-type: none"> • Vandalism • Conservation • Road safety (Public transport)

Similarly the Junior Secondary Syllabus has been revised for implementation in 2017 and 2018. This syllabus also looks at cross curricular issues.

Table 3: Cross-curricular issues Junior Secondary Phase

Cross-curricular issues	Grade 8	Grade 9
Environmental Learning	Cultural identities	
HIV and AIDS	Breaking the HIV chain HIV and AIDS counselling and testing	Support for people living with HIV and AIDS
ICT	Bank services	Sexuality and the media Basic financial records
EHRD	Gangs Criminal behaviour Defamation of Character	Gender-based violence Witness in court Freedom of speech
Population education	Child-headed households Sexual harassment Contraceptives Tuberculosis Malaria	Values and sexual behaviour Sexual abuse Intergenerational sex Baby dumping
Road safety	Motorists	Road accidents

The Junior Secondary Curriculum also includes various topics that relate to the holistic development of learners.

Table 4: Syllabus Content Junior Secondary Phase

DOMAINS/TOPICS GRADE 8	DOMAINS/TOPICS GRADE 9
CAREER GUIDANCE	
<ul style="list-style-type: none"> • Motivation • Goal setting • Homework versus study • Study methods • Problem solving skills 	<ul style="list-style-type: none"> • Learning styles • Positive study attitude • Study plan • Concentration • Competition
HOLISTIC WELLNESS	

<ul style="list-style-type: none"> • Breaking the HIV chain • HIV and AIDS counselling and testing • Child-headed households • Personal sexuality • Sexual risky behaviour • Contraceptives • Sexual harassment • Peer pressure • Gangs • Conflict • Stress • Tuberculosis • Malaria • Medicine abuse • Cultural identity • Bank services 	<ul style="list-style-type: none"> • Support for people living with HIV and AIDS • Sexual values • Sexuality and the media • Dating • Sustaining a relationship • Sexual abuse • Intergenerational sex • Baby dumping • Healthy lifestyle • Lifestyle diseases • Cervical and testicular cancers • Self-respect • Discipline • Depression • Drugs • Gender-based violence • Weapons • Basic financial records
CIVIC AFFAIRS	
<ul style="list-style-type: none"> • Criminal behaviour • Defamation of character/crimen injuria • Road safety (Motorists) 	<ul style="list-style-type: none"> • Witness in court • Freedom of speech • Road safety (Road accidents)

The Senior Secondary Syllabus (Grade 10 and 11) is currently being reviewed for implementation in 2019 and 2020. The draft also looks at cross-curricular issues.

Table 5: Cross-curricular issues Senior Secondary Phase

Cross-curricular issues	Grade 10	Grade 11
Environmental Learning	Lifestyle diseases	Personal values and behaviour
HIV and AIDS	Living positively with HIV	Pre-natal care
ICT	Gambling	Electronic social networking Pornography
EHRD	Patriotism Registration of birth and death Identification documents and passports	Patriotism The roles and responsibilities of the Anti-Corruption Commission and the Ombudsman Speak out
Population education	Family planning	Pregnancy

	Responsible parenthood Marriage	Abortion Pre-natal care Infant care Single parenthood Marriage under customary law Sexual communication
Road safety	Driver's license	Roadworthiness

Although Life Skills is a non-promotional subject, it is a compulsory subject that must be included in the timetable of the school. Life Skills is continually assessed, and these assessment marks must be indicated on the report card of all learners. There are basic competencies that are assessed at each phase and learners are required to meet these competencies.

In-service training has been provided for Life-Skills teachers on the implementation of the new curriculum and training will continue with the finalisation of the rest of the curriculum.

1.2 Religious and Moral Education

Religions and Moral Education (RME) is within the spiritual and the moral and ethical areas of learning within the curriculum, but has thematic links to other subjects across the curriculum. The aim of Religious and Moral Education is to enable learners to understand their religious beliefs and practices, and to accept other groups whose values and traditions are different from their own. Religious and Moral Education enables learners to better understand themselves and the changing multicultural world in which they are growing up.

In Namibia, Religious and Moral Education is offered as a school subject from Grades 1-9. Revised syllabuses for Religious and Moral Education for Junior Primary (Pre-Primary to Grade 3) was implemented in 2015, Senior Primary (Grade 4 – 7) was implemented in 2016, while Junior Secondary Grade 8 will be implemented in 2017 and Grade 9 will be implemented in 2018. Religious and Moral Education has a layered syllabus with competencies on different achievement levels to cater for learners with learning difficulties. This will empower learners to achieve and extend their personal potential to contribute positively to society and to cope with and respond to the challenges in their world.

On completing the Senior Primary Phase in Religious and Moral Education, learners are expected to be able to:

- understand the diversity of religious beliefs and practices in the wider community, and be tolerant for other's beliefs and practices

- address moral issues and take responsibility for their own lives
- compare and contrast the values of their own faith with those of others and take responsibility for caring for their own and others wellbeing and the environment
- acquire the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life as well cross curricular issues

In the Junior Secondary phase the learners are enabled to understand the diversity of religious belief and practice in the wider community, and to explore some world religions.

This work leads to focussing on moral issues and on taking responsibility for their own lives. On entry to the Junior Secondary phase, all learners are expected to be capable of comparing and contrasting the values of their own faith with those of other faiths, and to begin to take responsibility for caring for their own and others' well-being and the environment. On completing this phase of education in Religious and Moral Education, all learners are expected to have an awareness of the highest moral, ethical and spiritual values, such as integrity, responsibility, equality and reverence for life. Further, learners should have a clear understanding and respect for the diversity and freedom of beliefs.

All assessment in Religious and Moral Education is done through Continuous assessment. The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements.

1.3 History

History as a subject in the Namibian curriculum promotes democratic principles and practices at the school level within the educational system, and in civic life. It also develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole; promote equality of opportunity for males and females, enabling both sexes to participate equally and fully in all spheres of society and all fields of employment; enable the learners to contribute to the development of culture in Namibia; promote wider inter-cultural understanding; develop a lively, questioning, appreciative and creative intellect, enabling learners to discuss issues rationally, make careful observations and analysis, experiment, think scientifically, solve problems, and apply themselves to tasks.

1.4 Adult Education and Life Long Learning

The Ministry of Education has a national literacy outreach managed by DAE, the Directorate of Adult Education. The National Literacy Programme in Namibia (NLPN) is an active and supported function of the Ministry of Education. The NLPN has a strong role to play in the development of a 'caring, healthy, democratic, productive, environmentally sustainable, information society, with individual development'.

The NLPN curriculum is divided in 3 stages:

Table 6: NLPN Stages

Stage 1 (first year)		Stage 2 (second year)		Stage 3 (third year)
Mother tongue literacy		Mother tongue literacy		Intermediate English
Introductory English		Basic English		Intermediate numeracy
Introductory numeracy		Basic numeracy		Cross-cutting issues
Cross-cutting issues		Cross-cutting issues		

The following are the core skills that the curriculum intends to develop:

Table 7: NLPN Core skills

Learning to learn	Discovering that mistakes lead to achievement, that time-keeping is important, that perseverance leads to success
Personal life skills	Understanding and completing forms, making lists, organizing information in order, opening a bank account, making a phone call
Social skills	Working in a team, respecting others,
Cognitive skills	Planning, analysis, synthesis, cause and effect analysis
Communication skills	Taking written messages, writing stories, writing and justifying opinion, answering questions on text
Numeracy skills	The four basic calculations, application of these to real life
Information and communication technology skills	Using a cell phone, a calculator, an ATM, a public telephone

Key learning areas

- Literacy in mother tongue
- Numeracy
- English as a second language
- Family health
- HIV and AIDS
- Making a living
- Technology
- Human rights
- Living in a democracy
- Community life, including housing and culture
- Environmental awareness

Table 8: COMPETENCIES FOR CROSS-CURRICULUM ISSUES IN STAGE 1

SMALL BUSINESS	Start a small business e.g. craft, gardening, farming for a cash return
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HEALTH	Control mosquito breeding
	Read clinic cards and support child immunisation
	Use a balanced diet
	Use the national programme for housing development
HIV AND AIDS	Make informed choices about HIV and AIDS
COMMUNITY LIFE	Recognise local government leaders
	Become familiar with local school
	Recognise local leaders
WORKPLACE	Identify company address and function, and role of supervisor, also accept value of timekeeping
DEMOCRACY	Practise voting and counting votes
	Use information to elect a leader
	Support human rights
CULTURE	Value the preservation of culture
	Identify cultural practices which spread HIV or which deny children's rights
	Read and discuss ways of working for early childhood development

Table 9: CROSS-CUTTING COMPETENCIES ISSUES IN STAGE 2

Run a small business	Participate in community life	Participate fully in democratic processes
Make informed choices about HIV and AIDS	Participate responsibly in workplace activities	Respect and protect human rights
Improve family health	Respect and value own culture and the culture of others	

Table 10: CROSS-CUTTING COMPETENCIES ISSUES IN STAGE 3

Human rights	- What's _____ like? - - comparative adjectives - this / that / these / those	-dialogue	conversation practice	-list of human rights in Namibia -story -letter	-answers to questions -paragraph on human rights -book
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2. POLICY AND LAW

2.1 Language Policy

The language Policy for Schools of 1992 revised in 2015 facilitates the realisation of the substantive goals of education, namely access, equity, quality, democracy and lifelong learning. Access refers, amongst others, to learning and acquiring knowledge through language, and in particular through the home language. Equity has to do with fairness, including the fact that all learners should have access to home language instruction to gain meaning from teaching and learning. Access and equity are both measures of quality education, as is equipping teachers to teach their subjects in the home languages and providing quality teaching material in all home languages.

The Policy affirms the constitutional and international provisions pertaining to human rights, individual language rights and culture.

The understanding is that the transferability of experience and knowledge from home to school through home language education and all national languages regardless of the number of speakers or the level of development of a particular language.

The Language Policy for Schools states that:

“Pre-primary to Grade 3 shall be taught in the home language. English as a medium of instruction shall only be offered from Grade 1 at government schools with the written approval of the Minister of Education, Arts and Culture.

Grade 4 shall be transitional year during which the change to English as medium of instruction will take place. The home language may be used in a supportive role. Grades 4 to 12 shall be taught through the medium of English, and the home languages shall be offered as subjects in these grades.

Where learners from the same language group are in the minority in Grades 1 - 3, provision should be made for them to be taught in their home language. If they are in the minority in Grades 4 - 12, provision should be made for them to study their home language as a subject.

Where learners from the same language group are in the minority, provision should be made for them to study their home language from Grade 1 to Grade 12.”

Languages currently offered in the Namibian education system are: Khoekhoegowab L1, Oshikwanyama L1, Oshindonga L1, Otjiherero L1, Rukwngali L1, Rumanyo L1, Setswana L1, Silozi L1, Thimbukushu L1, Julhoansi L1, English L 1&2, Afrikaans L 1&2, German L1, French Foreign and Portuguese Foreign language.

2.2 Education Act Review (2015)

The Education Bill highlights the right to education for all children in Namibia as enshrined in Article 20 (1) of the Namibian Constitution, which must be respected and given effect to by all institutions and person involved in the provision of basic education and educational services.

The Education Bill further specifies that no child must not be deprived of the right to education because of lack of a birth certificate; has not attended pre-primary school; has a disability or due to any other reason whatsoever which is inconsistent with this Bill or the Namibian Constitution.

In addition, no child must be subjected to any form of direct or indirect discrimination on grounds of race, nationality, ethnic or social origin, birth, political or other opinion, colour, sex, gender, gender identity, sexual orientation, religion, conscience, belief, disability, culture or language, economic, academic performance, property or other status.

The Bill is clear that a person who subjects a learner to any form of direct or indirect discrimination commits an offence and, if convicted, is liable to a fine or to imprisonment or to both the fine and imprisonment.

Furthermore, torture, inhumane and degrading treatment is prohibited in all schools and hostels in Namibia. This may include the administration of corporal punishment; subjecting the learner to mental harassment or physical punishment; or conducting or participating in any form of initiation practice against a learner.

Any activity that endangers the mental or physical health or safety of a person; undermines the intrinsic worth of human beings by treating some as inferior to others; subjects individuals to humiliating or violent acts which undermine the constitutional guarantee to dignity in the Namibian Constitution; and undermines the fundamental rights and values that underpin the Namibian Constitution are totally prohibited under the Education Bill.

School attendance during school hours is compulsory from the first school day of the year in which a learner reaches the age of six years until the last school day of the year in which he or she reaches the age of 18 years, or older for children with disabilities; a learner has completed the specialised education programme he or she is enrolled in; the day on which he or she completes secondary education of schooling.

Furthermore, the Education Bill clarifies that education during school hours is compulsory for any person with specialised educational needs who is older than three years, if he or she has reason to believe that it would be in the best interests of the child concerned; or exempt a learner entirely, partially or conditionally from compulsory school attendance if it is in the best interests of the learner.

Where a learner is required to move from one school to another, either within a region or outside for any reason whatsoever, such learner has a right to seek transfer to any other school, for completing his or her education.

The Sector Policy on Inclusive Education must be applied in all schools and resources tools and facilities required for effective inclusion must be made available.

The Minister must, with a view to strengthen the principle of access to inclusive quality education to all children in Namibia develop a learner pregnancy policy focusing on the prevention and management of learner pregnancies in schools. No learner may be denied the right to admission or re-admission to a state school or private school after such a learner has given birth.

2.3 National Safe Schools Framework

The National Safe Schools Framework (NSSF) is a comprehensive document that provides a vision and a set of guiding principles for building safe and supportive school communities centred on the well-being of learners and educators. It identifies seven standards to help Namibian schools in creating conducive teaching and learning environment. The Framework adopts a comprehensive and evidence-based approach to issues of safe schooling and delineates roles of key stakeholders whilst providing them with detailed guidance on how to carry out their responsibilities in relation to building a safe school. The framework is currently in an advanced stage of completion.

2.4 Child Care and Protection Act, Act No. 3 (2015)

The Child Care and Protection Act (2015) conform to the country's regional and international agreements for children, such as the United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. The Act is a comprehensive legal framework that guides not only the legal mandates to prevent and respond to neglect, abuse, exploitation, trafficking of children but also the placement and monitoring of children in alternative care including inter-country adoption and the social consequences of HIV/AIDS. Importantly, it lays down the legal responsibility of professionals working with children in welfare, education, health and other sectors to respond to violence occurring in the lives of children. The legal responsibility of teachers and Principals in schools include mandatory reporting of a child who may be in need of protective services. Failure to do so can result in a substantial fine.

2.5 The Education Sector Policy for Inclusion (2013)

The Sector Inclusive Education Policy (2013) could be the key to the successful promotion of supportive and safe schools in Namibia. It promotes the notion that Namibian schools should provide all learners with access to high quality education that is free from discrimination based on gender or sexual orientation, language, pregnancy, culture, religion, health or disability, socio-economic background or geographic location.

2.6 Framework for Integrated Early Childhood Development (2016)

Integrated early childhood development (IECD) views all aspects of children's development holistically including a child's cognitive, social, emotional and physical development. Early childhood development can be positively or negatively influenced by environmental or biological factors. Healthy development in the child's early years of life serve as a strong foundation for lifelong learning, productivity and good health, while inclusive early childhood development promotes appreciation for diversity and social inclusivity.

This framework provides guidance and a recommended action plan to the Government of the Republic of Namibia and national partners involved in the provision of integrated early

childhood development (IECD) services to help them implement a comprehensive integrated multi-sectoral response to early childhood development.

2.7 Integrated School Health Programme (2016)

The schools is a unique setting which offers an opportunity to improve the health of learners, school personnel, families and community members. The National Policy for School Health aims to facilitate the provision of effective, sustainable and comprehensive school health programme for primary and secondary institutions of learning. It is designed with a view to promote an integrated approach to school health. As a result, a Memorandum of Understanding was signed in 2016 on the joint implementation of an Integrated School Health Programme (ISHP) between the MoHSS and MoEAC. In addition, Namibia has adopted the World Health Organisation's Health Promoting School Initiative (HPSI) as one of the key strategies to minimise and alleviate health-related barriers to education. The NSSF is supported with a view to support and enhance the ISHP as a way to contribute to the provision of child-friendly and youth-friendly health and education services to all learners in Namibia and to provide and promote knowledge, attitude, values and skills for the school going children needed to adopt and maintain holistic wellbeing of a child.

The ultimate goal of the school health programme is the attainment of health and social wellbeing for all school going children. The following are the objectives of the ISHP:

1. Deploying primary health care strategies and approaches in schools to strengthen prevention and promote the protection of the school learner against communicable and non-communicable diseases; discrimination; violence against children; harmful substances; and physical, psychological and emotional harm.
2. Creating an awareness in schools to promote primary healthcare amongst school-going learners and their communities;
3. Enhancing the protection of school learners against diseases;
4. Creating a safe and conducive school-learning environment that includes agreed minimum standards of infrastructure and services provided by MoEAC at all schools and hostels in which learners can fully utilise their cognitive skills.

2.8 National Human Rights Action Plan: MoEAC

The Ministry of Education, Arts and Culture, has as its mandate “to education and train for sustainable national development and promote Arts and Culture”. The vision of the Ministry is provide accessible, equitable and inclusive quality education for a tolerant, skilled, productive and competitive nation, to promote and preserve Arts and Culture for nationhood and national unity in diversity. This mandate and vision of MoEAC is very well aligned the components of the Human Rights Action Plan (HRAP), with the strategic plans of MoEAC complimenting the HRAP.

Ministry of Education in consultation with the Office of the Ombudsmund developed an implementation framework for the 2015/2016 financial year. Below is a summary of all the work done.

Key Interventions & Key Actions	Status
<p><u>1.1 Develop accreditation standards and a uniform curriculum for pre-primary education and ECD</u> <u>Key Actions:</u></p> <p>1.1.1 Develop/Review the existing curriculum for ECD 1.1.2 Pilot the implementation of the curriculum for ECD 1.1.3 Rollout to the different Regions</p>	<p>1.1.1 Not Done 1.1.2 Not Done 1.1.3 Not Done</p>
<p><u>1.2 Implement measures to facilitate the accommodation of ECD under the MoE</u> <u>Key Actions:</u></p> <p>1.2.1 Undertake high-level consultations between the two ministries. 1.2.2 Undertake the feasibility assessment for moving ECD to MEAC 1.2.3 Develop an Action Plan 1.2.4 Implement the action Plan</p>	<p>1.2.1 Done 1.2.2 Not Done 1.2.3 Done 1.2.4 Not Done</p>
<p><u>1.3 Prioritize the training of teachers for ECD and PPE</u> <u>Key Actions:</u></p> <p>1.3.1 Undertaken measures to rollout training for PPE 1.3.2 Undertaken needs assessment for PPE & ECD teachers. 1.3.3 Develop an action plan for training of ECD teachers & caregivers</p>	<p>1.3.1 In progress 1.3.2 Not Done 1.3.3 Not Done</p>
<p><u>1.4 Accelerate the rolling out of Grade 0 to all schools, especially those in rural areas</u> <u>Key Actions:</u></p> <p>1.4.1 Implement an infrastructure development or upgrade plan for PP 1.4.2 Develop and implement an teaching corps development for PP 1.4.3 Sensitize stakeholders about the rolling out of PP to schools (i.e. especially parent and community). 1.4.4 Rollout the PP to schools.</p>	<p>1.4.1 In Progress 1.4.2 Not Done 1.4.3 Not Done 1.4.4 In Progress</p>
<p><u>1.5 Appoint truancy officers in regions for improving school enrollment</u> <u>Key Actions:</u></p> <p>1.5.1 Explore the feasibility of appointing truancy officers. 1.5.2 Strengthen current practices for increase enrollment at ECP and PPE level.</p>	<p>1.5.1 Done 1.5.2 Done</p>
<p><u>1.6 Formally analyse and assess the regional disparities for ECD and PPE throughout Namibia</u></p>	<p>Not Prioritized</p>

SO2: Human rights education at all levels

Key Interventions	Priority 2015/16
<p><u>2.1 Introduce, promote and strengthen human rights education (including educating learners about the Namibian constitution) for all levels of education through appropriate curriculum development and rollout</u></p> <p>Key Actions:</p> <p>2.1.1 Undertaken an assessment of existing human rights education delivery in the education system</p> <p>2.1.2 Develop an action plan for the inculcation or integration of human rights education into the education system at all levels.</p>	<p>2.1.1 Not Done</p> <p>2.1.2 Done</p>

SO3: Awareness about the right to education

Key Interventions	Status
<p><u>3.1 Develop and deliver a comprehensive awareness programme on the “right to education”, including IPs, girl-child in rural and traditional communities</u></p> <p>Key Actions:</p> <p>3.1.1 Develop an information campaign on the “right to education” targeting parents and community.</p> <p>3.1.2 Implement the information campaign for parents and community.</p> <p>3.1.3 Implement the information campaign targeting rural and traditional communities.</p>	<p>3.1.1 Ongoing Process</p> <p>3.1.2 Ongoing Process</p> <p>3.1.3 Done</p>
<p><u>3.2 Undertake awareness campaigns on universal primary education (UPE) policy targeting parents and community</u></p> <p>Key Actions:</p> <p>3.2.1 Develop an information campaign on the UPE targeting parents and community</p> <p>3.2.2 Implement the information campaign for parents and community.</p>	<p>3.2.1 Done</p> <p>3.2.2 Done</p>
<p><u>3.3 Undertake public awareness and education campaigns on right to education for IPs</u></p> <p>Key Actions:</p> <p>3.3.1 Develop an information campaign on the UPE targeting parents and community.</p> <p>3.3.2 Implement the information campaign for parents and community.</p>	<p>3.3.1 Ongoing Process</p> <p>3.3.1 Ongoing Process</p>

SO4: Mainstreaming the needs of learners with learning disabilities

Key Interventions	Status
<p>4.1 <u>Assess the effectiveness of existing child development programmes for children with special needs and implement measures that will ensure early detection of impairments (e.g. for hearing, sight, speech) and support interventions</u></p> <p>Key Actions:</p> <p>4.1.1 Assessment of the effectiveness of existing child development programme for children with special needs.</p> <p>4.1.2 Investigate the feasibility of introducing multi-resource schools in all regions (for severe impairments).</p> <p>4.1.3 Investigate the feasibility of resource units for all schools in terms of the inclusive policy.</p> <p>4.1.4 Regional Education Directorate must undertake formal needs assessments for special needs.</p>	<p>4.1.1 Not Done</p> <p>4.1.2 Not Done</p> <p>4.1.3 Not Done</p> <p>4.1.4 Not Done</p>
<p>4.2 <u>Develop a strategy to accommodate all children with special needs</u></p>	<p>Not Prioritized</p>

SO5: Supporting the teaching/learning environment for all levels of education

Key Interventions	Status
<p>5.1 <u>Establish a forum for multi-sector cooperation involving all role players for an integrated school health programme</u></p> <p>Key Actions:</p> <p>5.1.1 Strengthen existing multi-sectoral forums for integrated health programme.</p>	<p>5.1.1 Done</p>
<p>5.2 <u>Assess the impact of existing incentive schemes on qualified teacher availability across the country and improve if necessary</u></p> <p>Key Actions:</p> <p>5.2.1 Share findings of the previous study with relevant stakeholders</p> <p>5.2.2 Explore the implementation of the recommendations of the study.</p>	<p>5.2.1 Done</p> <p>5.2.2 In progress</p>
<p>5.3 <u>Introduce transport systems for school children in rural areas</u></p> <p>Key Actions:</p> <p>5.3.1 Assess the feasibility of introducing a transport system for school children in rural areas.</p>	<p>5.3.1 Not Done</p>
<p>5.4 <u>Implement a comprehensive counselling programme for schools</u></p> <p>Key Actions:</p> <p>5.4.1 Ensure the appointment of full-time life skills teachers.</p> <p>5.4.2 Introduce a training programme for life skills teaching needs (i.e. for the PPE and in-service training).</p> <p>5.4.3 Review the ratio on life skills teachers allocation</p>	<p>5.4.1 Done</p> <p>5.4.2 In progress</p> <p>5.4.3 Not Done</p>
<p>5.5 <u>Improve the availability of textbooks</u></p>	

Key Interventions	Status
<p>Key Actions:</p> <p>5.5.1 Explore the decentralization of textbook procurement to regions (e.g. transportation of textbooks)</p> <p>5.5.2 Textbook transport tender by Regions</p>	<p>5.5.1 Done</p> <p>5.5.2 Done</p>
<p><u>5.6 Assess the feasibility of vocational and technical schools as options at secondary school level</u></p> <p>Key Actions:</p> <p>5.6.1 Explore interim and long-term measures for developing HR capacity to deliver the curriculum developed for introducing technical training at secondary school level.</p> <p>5.6.2 Liaise with Ministry of Labour on introducing appropriate streaming.</p>	<p>5.6.1 Done</p> <p>5.6.2 Not Done</p>
<p><u>5.7 Develop and enforce guidelines to support children from disadvantaged backgrounds</u></p> <p>Key Actions:</p> <p>5.7.1 Formally assess the factors contributing to absenteeism and dropouts at regional level.</p> <p>5.7.2 Review the existing guidelines to mitigate against all factors identified.</p> <p>5.7.3 Expand the existing school feeding programme to secondary school level.</p> <p>5.7.4 Promote sustainable development at school level through the gardening projects.</p> <p>5.7.5 Raise appropriate awareness on guidelines to support children from disadvantaged backgrounds.</p>	<p>5.7.1 Done</p> <p>5.7.2 In progress</p> <p>5.7.3 Not Done</p> <p>5.7.4 Done</p> <p>5.7.5 Done</p>
<p><u>5.8 Use of ICT solutions in increasing access to distance education programmes</u></p>	<p>Not Prioritized</p>
<p><u>5.9 Research causes of indiscipline at schools and recommend measures for improvement</u></p> <p>Key Actions:</p> <p>5.9.1 Develop policy procedures for learner discipline at school level.</p>	<p>5.9.1 In progress</p>
<p><u>5.10 Explore measures for maintaining appropriate relationship between teachers and learners</u></p> <p>Key Actions:</p> <p>5.10.1 Undertaken awareness raising measures on amendments to the Education Act</p>	<p>5.10.1 Done</p>

SO6: Education opportunities for IPs and vulnerable groups

Key Interventions	Status
<p>6.1 <u>Develop educational material for IPs that includes their history and culture</u> Key Actions:</p> <p>6.1.1 Review the appropriateness of existing educational material for IPs.</p>	6.1.1 Done
<p>6.2 <u>Establish an education programme that is aimed at eradicating the socio-cultural and material problems faced by San, Ovahimba and Ovatué learners</u> Key Actions:</p> <p>6.2.1 Design and develop a comprehensive education programme meeting IPs educational needs.</p> <p>6.2.2 Undertaken a sensitize programme targeting IPs.</p> <p>6.2.3 Collaborate with OPM on establishing appropriate educational programmes that meet IP needs.</p>	6.2.1 Not Done 6.2.2 Not Done 6.2.3 Not Done

SO7: To provide opportunities to teachers to enroll for accredited ECD and PPE programmes

Key Interventions	Status
<p>7.1 <u>Develop and implement a comprehensive human resource development plan for teachers (including accredited in-service training)</u> Key Actions:</p> <p>7.1.1 Review the existing HRD Plan for teachers (e.g. CPD)</p> <p>7.1.2 Strengthen the Plan on the basis of the review.</p>	7.1.1 In progress
<p>7.2 <u>Review career paths and promotional opportunities for teachers</u> Key Actions:</p> <p>7.2.1 Undertake a comprehensive review of the career paths and promotional opportunities for teachers (i.e. promotion opportunities for teachers in agriculture and life skills)</p>	7.2.1 Not Done
<p>7.3 <u>Review performance appraisal system for teachers</u></p>	Not Prioritized
<p>7.4 <u>Introduce management training programmes for teachers</u></p>	Not Prioritized

SO8: To have a relevant and responsive legal and regulatory framework for education

Key Interventions	Status
<p><u>8.1 Ensure that the conditions for the funding of private schools are met (Review the per capita funding of private schools).</u></p> <p>Key Actions:</p> <p>8.1.1 Improve the monitoring and evaluation of the effectiveness of and compliance of private school funding.</p>	8.1.1 In progress
<p><u>8.2 Review language policy and explore the introduction of a Namibian language as a third language for learners.</u></p> <p>Key Actions:</p> <p>8.2.1 Assess the feasibility of the introduction of a Namibian language as a 3rd language in the education system</p>	8.2.1 Done
<p><u>8.3 Encourage teacher enrollment for training in the teaching of indigenous languages</u></p> <p>Key Actions:</p> <p>8.3.1 Undertake assessment of needs projection for teachers in indigenous language.</p> <p>8.3.2 Introduce incentives by NSFAP to encourage teacher enrollment for training in indigenous languages</p> <p>8.3.3 Undertake awareness raising for learners to take indigenous languages as subjects.</p>	8.3.1 Not Done 8.3.2 Not MoEAC Mandate 8.3.3 Done
<p><u>8.4 Explore the feasibility of a regulatory body for educators</u></p>	Not Prioritized But in Progress
<p><u>8.5 Develop and implement a wellness policy and programmes for teachers and learners</u></p> <p>Key Actions:</p> <p>8.5.1 Review the existing wellness policy</p> <p>8.5.2 Undertake measures for improved implementation</p>	8.5.1 Not Done 8.5.2 In progress
<p><u>8.6 Review Education Act to include ECD, PPE and Inclusive education</u></p> <p>Key Actions:</p> <p>8.6.1 Evaluate the inclusion of ECD, PPE and inclusive education in the ongoing Education Act review.</p>	8.6.1 Done
<p><u>8.7 Develop an Action Plan to ensure the implementation of the policy on Inclusive Education</u></p> <p>Key Actions:</p> <p>8.7.1 Ensure feedback on action plan implementation progress.</p>	8.7.1 Not Done
<p><u>8.8 Review the NSFAP guidelines to ensure equity throughout Namibia</u></p> <p>Key Actions:</p> <p>8.8.1 Undertake measures to raise awareness about NSFAP procedures, requirements nationally.</p> <p>8.8.2 Assess feasibility of decentralizing NSFAP activities to regions.</p>	Not MoEAC Mandate
<p><u>8.9 Consult with HEIs about including the disadvantaged, marginalized communities and IPs in their enrollment policies</u></p>	Not MoEAC Mandate

Key Actions:	
8.9.1 Engage HEIs to review their enrollment policies to cater for disadvantaged and marginalized communities and IPs	
8.9.2 Assess enrollment policies to evaluate incorporation of above recommendation.	
8.9.3 Undertake M&E to ensure HEIs adhere.	
8.10 <u>Review the “Policy for the Prevention and Management of Learner Pregnancy”, including the encouragement of dialogue on the policy</u>	
Key Actions:	
8.10.1 Undertake initiatives to raise awareness amongst parents, learners and teachers on the policy.	8.10.1 In progress
8.10.2 Undertake measures to encourage dialogue on the policy	8.10.2 In progress