



Namibia



KEY FACTS

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|---------------------------|---------------------|
| Joined Commonwealth: | 1990 |
| Population: | 2,324,000 (2011) |
| GDP p.c. growth: | 1.9% p.a. 1990–2011 |
| UN HDI 2012: | World ranking 128 |
| Net primary enrolment: | 86.1% (2010) |
| Net secondary enrolment: | 50.7% (2007) |
| Gross tertiary enrolment: | 9.0% (2008) |
| Adult literacy: | 76.5% (2007) |

Geography

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|------------|---------------|
| Area: | 824,269 sq km |
| Coastline: | 1,570 km |
| Capital: | Windhoek |

Namibia in south-west Africa is one of the driest and most sparsely populated countries on Earth. It is bounded by the South Atlantic Ocean on the west, Angola to the north, Botswana to the east and South Africa to the south. The Caprivi Strip, a narrow extension of land in the extreme north-east, connects it to Zambia.

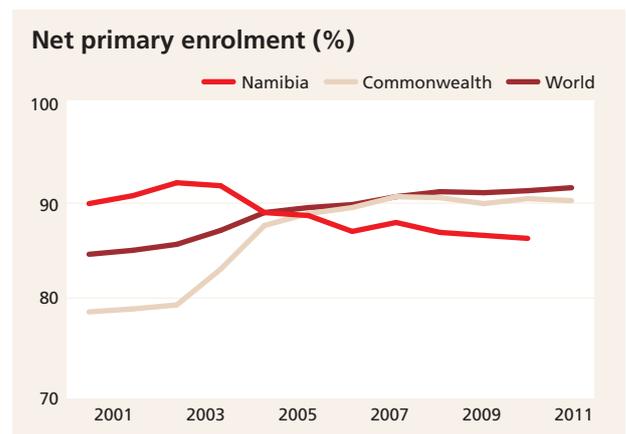
Namibia comprises 13 regions (from south to north): Karas, Hardap, Khomas, Erongo, Omaheke, Otjozondjupa, Kunene, Oshikoto, Okavango, Omusati, Oshana, Caprivi and Ohangwena.

Society

| | |
|-----------------------|----------|
| Population per sq km: | 2.8 |
| Life expectancy: | 62 years |
| Official language: | English |

Population: 2,324,000 (2011); density is extremely low overall and 38 per cent live in urban areas; growth 2.4 per cent p.a. 1990–2011; birth rate 26 per 1,000 people (43 in 1970); life expectancy 62 years (53 in 1970 and 62 in 1990).

The Ovambo and Kavango together constitute about 60 per cent of the total population. Other groups are the Herero, Damara, Nama and the Caprivians. The San (Bushmen), who are among the world's oldest surviving hunter-gatherers, have lived in this territory for more than 11,000 years. The Basters, who settled in Rehoboth in 1870, stem from marriages between white farmers and Khoi mothers in the Cape. The 'Cape Coloureds', immigrants from South Africa, tend to live in the urban areas. Of the white group of approximately 90,000, about 50 per cent are of South African and



25 per cent of German ancestry; about 20 per cent are Afrikaners (longer-established migrants); and a small minority are of UK ancestry.

Language: English, Oshiwambo, Herero, Nama, Afrikaans and German. The official language is English, first or second language to only about 20 per cent. Oshiwambo is spoken throughout most of the north. The Caprivians speak Lozi as their main language. Afrikaans is widely spoken and is the traditional language of the Cape Coloureds and Baster communities.

Religion: Christians 80–90 per cent (predominantly Lutherans), the rest holding traditional beliefs.

Health: Public spending on health was four per cent of GDP in 2010. Ninety-three per cent of the population use an improved drinking water source and 32 per cent have adequate sanitation

facilities (2010). Tuberculosis and malaria are widespread in the north. Infant mortality was 30 per 1,000 live births in 2011 (129 in 1960). AIDS is a serious problem. In 2011, 13.4 per cent of people aged 15–49 were HIV positive.

Media: Daily newspapers include *The Namibian* (in English and Oshiwambo), *Namibia Economist*, *New Era* (government-owned), *Die Republikein* (in Afrikaans) and *Allgemeine Zeitung* (in German). *Windhoek Observer* is published weekly.

The Namibian Broadcasting Corporation provides public TV and radio services; several private and international TV channels are available via cable or satellite, and there are many private radio stations broadcasting in the country.

Some 37 per cent of households have TV sets (2007). There are 239 personal computers per 1,000 people (2007).



Permanent Secretary, Ministry of Education, Hon A. Ilukena

Our major priorities for advancing education in Namibia during the coming five to ten years are to:

- Improve access to early childhood development and pre-primary education
- Expand the quality of all education, including senior secondary education, vocational education and training, pre-entry tertiary education and training programmes
- Build system equity, quality and efficiency
- Strengthen the national knowledge of and response to HIV/AIDS
- Strengthen the national knowledge and innovation system
- Create an enabling environment for the development of lifelong learning
- Improve school leadership and management
- Introduce free primary education
- Implement the Namibian School Feeding Programme

Education in Namibia faces challenges at the national and regional levels. National challenges include a shortage of skilled workers, for example qualified artisans, technicians, engineers, medical doctors and researchers; high unemployment levels among secondary and tertiary education graduates; and an inefficient use and distribution of resources as well as a general shortage of books and instructional materials. At the regional level there are concerns regarding teacher competence and parental involvement in children's education as well as a growing concern about the quality and efficiency of education delivered triggered by poor performance in schools. National and regional continuous professional development units are being introduced, though again this is proving challenging.

Among the initiatives implemented to improve educational quality and lead to greater inclusion are the Education and Training Sector Improvement Programme (ETSIP) and the National Standards and Performance Indicators for Schools in

Namibia (NSPISN). NSPISN is aimed at improving the quality of teaching and learning at individual schools. The programme ensures that each school continuously evaluates its own performance and identifies aspects that need improvement. ETSIP is aimed at improving the quality of education by responding to the call of Vision 2030 and facilitating the transition to a knowledge-based economy. The programme is phased in using three five-year cycles, coinciding with the National Development Plans. The sub-sectors and strategic objectives of ETSIP are distributed over the 15-year ETSIP Strategic Plan, the first phase of implementation taking place 2006–11 and the second and current phase of implementation 2012–16). The programme includes critical cross cutting issues that are mainstreamed into the key sub-programmes and cover the themes of ICTs, HIV and AIDS, and capacity development.

ETSIP activities are aligned to the following national and international ratified documents:

- Namibia Vision 2030
- The National Development Plans
- Education for All National Plan of Action (2001-2015)/EFA Goals
- Millennium Development Goals (2015)/MDGs
- National Policy Options for Educationally Marginalized Children
- Toward Education for All: A Development Brief for Education, Culture, and Training: 1993

The main challenges of ETSIP were monitoring and evaluating progress as well as ensuring the effectiveness of the training approach. However, observations and inspections of schools and classrooms demonstrated that teachers had become more positive towards teaching and learning following the initiative and parents had become more committed and supportive towards both learners and teachers.

Communications: Country code 264; internet domain '.na'. Mobile phone coverage is good in the towns but patchy in rural areas. Internet connection is available in main towns; there are internet cafes in Walvis Bay, Swakopmund and Windhoek; and a good postal service.

There are 68 main telephone lines, 964 mobile phone subscriptions and 120 internet users per 1,000 people (2011).

Education

Governance

Ministry of Education

Windhoek

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Minister: David Namwandi

Namibia Qualifications Authority

Windhoek

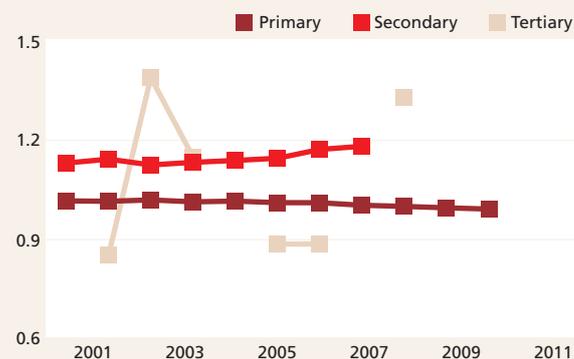
Tel: +264 61 384100

Policy and plans

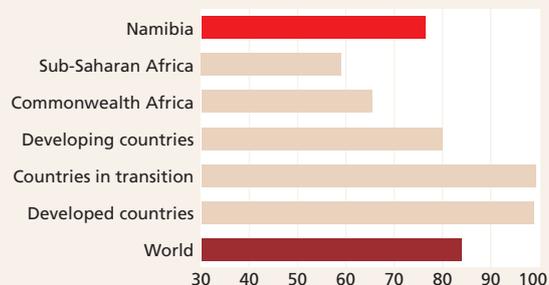
Public spending on education was 8.4 per cent of GDP in 2010.

The national Vision 2030, launched in June 2004, aspires to improve the quality of life of the people of Namibia to the level of their counterparts in the developed world by 2030. This aspiration

Number of females enrolled for every male



Adult literacy (%)



Windhoek International School

Educational excellence

www.wis.edu.na



Windhoek International School (WIS) was founded in 1990 with the purpose of serving the needs of children from an international-minded community.

WIS provides an international curriculum and we model our philosophy and mission on that of the International Baccalaureate (IB).

We have forged links with other international schools and WIS is accredited with the IB, the CIS (Council of International Schools), NEASC (New England Association of Schools and Colleges) and is a member of the Association of International Schools in Africa.

The toddlers group provides a pre-school programme in preparation for entry into kindergarten and pre-primary classes.



WIS provides an international curriculum delivering the highest quality education and catering for students from 24 months to 18 years



The pre-school programme focuses on the personal, social and emotional development of learners

Following our well-structured middle school curriculum, we offer the IGCSE Examinations as a Cambridge accredited centre which provides all learners with a widely accepted school leaving certificate for tertiary study. This is followed by the IB's Diploma Programme (DP) which is recognised as an entry qualification into universities worldwide.

Principal: Mr Anthony Millward
 School type: Co-educational Day
 Age range of pupils: 2-18 years
 Pupils enrolled as at April 2012: 425
 Boys: 214 Girls: 211



is seen to require a totally integrated, unified, flexible and high-quality education and training system, and achievement of this is the aim of the national long-term plan for education and training. The plan envisages large increases in the number of fully qualified teachers and a substantial expansion of programmes of professional training and development for teachers. Under the plan this greater investment in teacher education is to be supported by curriculum development and an increase in provision of teaching materials and ICT.

Schools

Primary female–male ratio: 0.99:1 (2010)

Secondary female–male ratio: 1.18:1 (2007)

Primary pupil–teacher ratio: 30:1 (2010)

Secondary pupil–teacher ratio: 25:1 (2007)

There are ten years of compulsory education starting at the age of seven. Primary school comprises seven years and secondary five, with cycles of three and two years. In 1993 English replaced Afrikaans as the main language of instruction. The Namibian Constitution provides free education until the age of 16 or completion of primary education. Some 84 per cent of pupils complete primary school (2009). The school year starts in January.

Tertiary

The principal tertiary institution is the University of Namibia, established in 1993, with its main campus in Windhoek and nine other campuses across the country. The university offers courses in agriculture and natural resources, economics and management sciences, education, engineering and information technology, medical and health sciences, and law. There are also a polytechnic, technical and agricultural colleges, and four national teacher-training colleges. Namibian College of Open Learning provides open and distance learning. The female–male ratio for gross enrolment in tertiary education is 1.30:1 (2008). Literacy among people aged 15–24 is 93 per cent (2010). There are extensive adult literacy programmes.

Further information

Government of Namibia: www.grnnet.gov.na

Commonwealth Secretariat: www.thecommonwealth.org

Commonwealth Education Online: www.cedol.org

Education institutions

Ministry of Education: www.moe.gov.na

National Institute for Educational Development:
www.nied.edu.na

National Qualifications Authority: www.namqa.org

University of Namibia: www.unam.na

Namibian College of Open Learning: www.namcol.com.na