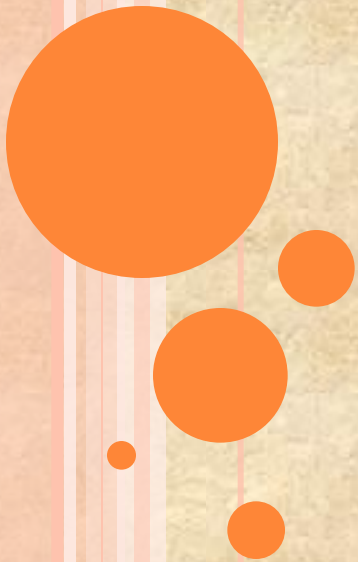




**Projects and
technical expertise
as entry points to
strengthened sector
engagement and
coordination**



REPUBLIC OF NAMIBIA





NAMIBIA: SOME FACTS

- **Upper Middle Income Country**
- **Presidential democracy** with a multi-party system and classical separation of powers
- Constitution became effective in **1990**
- **825,418 km²**
- **2.2 million inhabitants** : the least densely populated country in the world after Mongolia (2.5 inhabitants per square kilometre)
- Proportion of **children** below the age of 15 in 2010 was **36.4%**
- **About 700,000 children** enrolled in primary and secondary education
- **Literacy rate**: about 86%
- **HIV/AIDS prevalence**: about 14%
- **Natural resources**: diamonds, copper, uranium, gold, natural gas, hydropower, fish



ACHIEVEMENTS IN EDUCATION INCLUDE

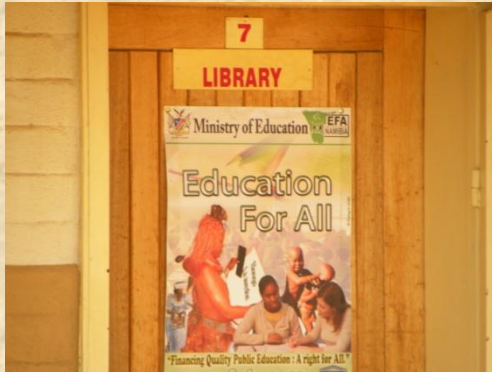
- Primary school net enrolment over 90% since 2000
- Secondary net enrolment sustained at around 50%
- Gender parity achieved though girls' dropout rate accelerates in the secondary grades
- Strong progress made in improving teachers' qualifications
- National standards/performance indicators developed and implemented;
- Development and strengthening of the decentralised education system
- Development and basic training of schools boards to contribute to school governance
- Extensive policy development including education sector policy on orphans and vulnerable children, standards for school hostels, and inclusive education



REMAINING CHALLENGES INCLUDE

- Poor quality outcome in relation to investment made (relatively poor performance of learners in primary school mathematics and reading in regional standardised tests conducted by SACMEQ, high repetition, drop-out and failure rates).
- Shortcomings in infrastructure:
- Costs of education: Schools continue to charge a school development fund fee
- Funding modality: Achieving equitable funding to regions
- Low levels of community and parental awareness and engagement: school boards have been established and trained, but low levels of community and parental understanding of their children's rights to education

SUPPORT TO EDUCATION SECTOR THROUGH A THREE-PRONGED APPROACH

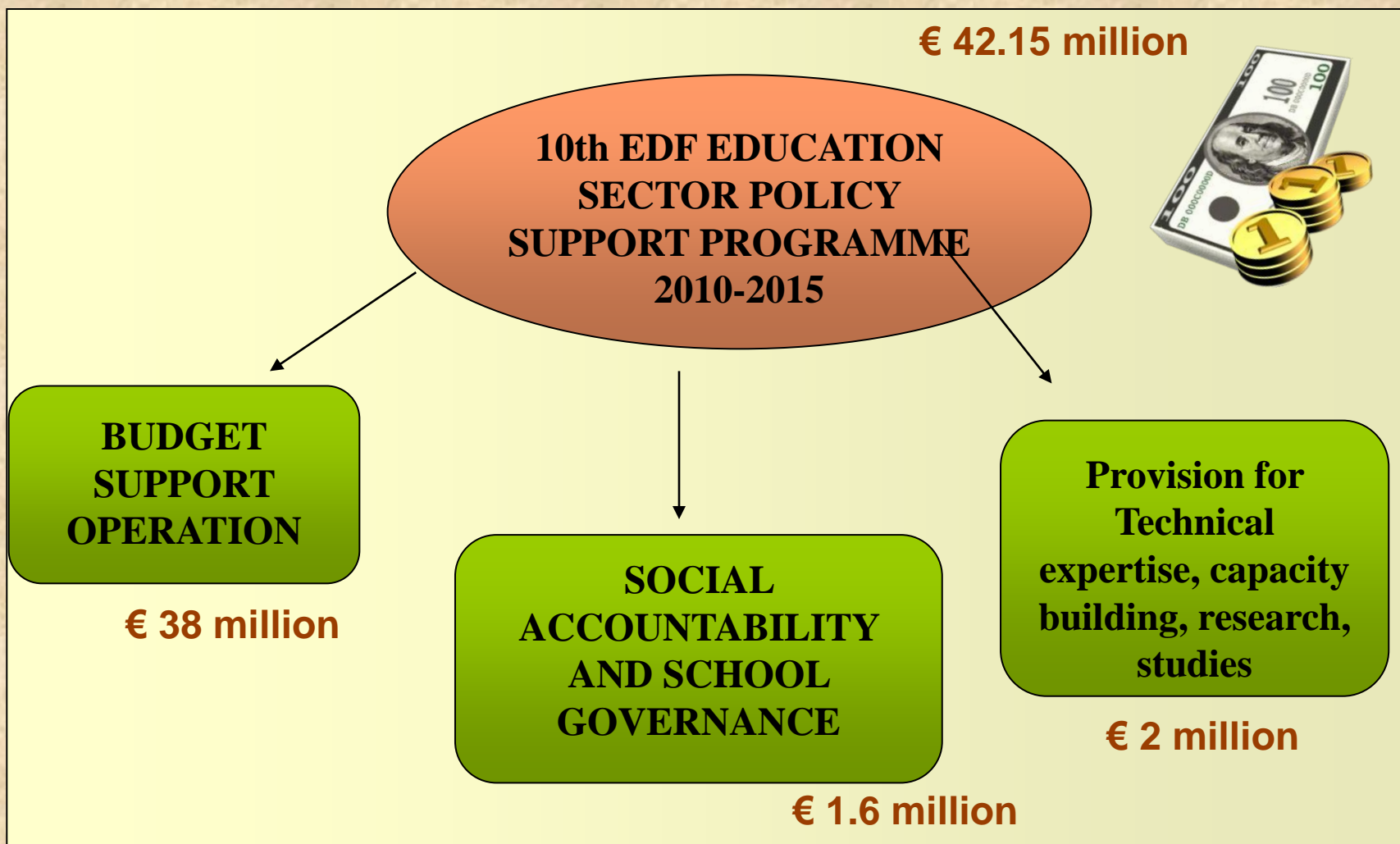


○ General objective:

- To assist the Government of the Republic of Namibia in reaching the MDGs 1 and 2 and meeting the challenge of ensuring equality of educational opportunities.
- Specific objective:
- It will support the Ministry of Education to reduce access and quality school inequities and inefficiencies at pre-primary and primary levels through needs-based planning and monitoring.



PORT TO EDUCATION SECTOR THROUGH A THREE-PRONGED APPROACH



FOSTERING SECTOR POLICY DIALOGUE ALONG THE PROGRAMMING CYCLE

SUPPORT TO TARGETED STUDIES:

- Textbook policy
- Inclusive education
- EMIS
- Social Accountability

•FEASIBILITY STUDY:

- Bringing sector imbalances to the forefront
- Capacity building in financial management, monitoring and evaluation in a decentralized setting

10th EDF EDUCATION SECTOR POLICY SUPPORT PROGRAMME

Have informed the re-focus of EU support in the Education sector around 2 sub-sectors (Pre-primary and Primary)

**BUDGET
SUPPORT
OPERATION**

**SOCIAL
ACCOUNTABILITY
AND SCHOOL
GOVERNANCE**

**Provision for Technical
expertise, capacity
building, research,
studies**

2007

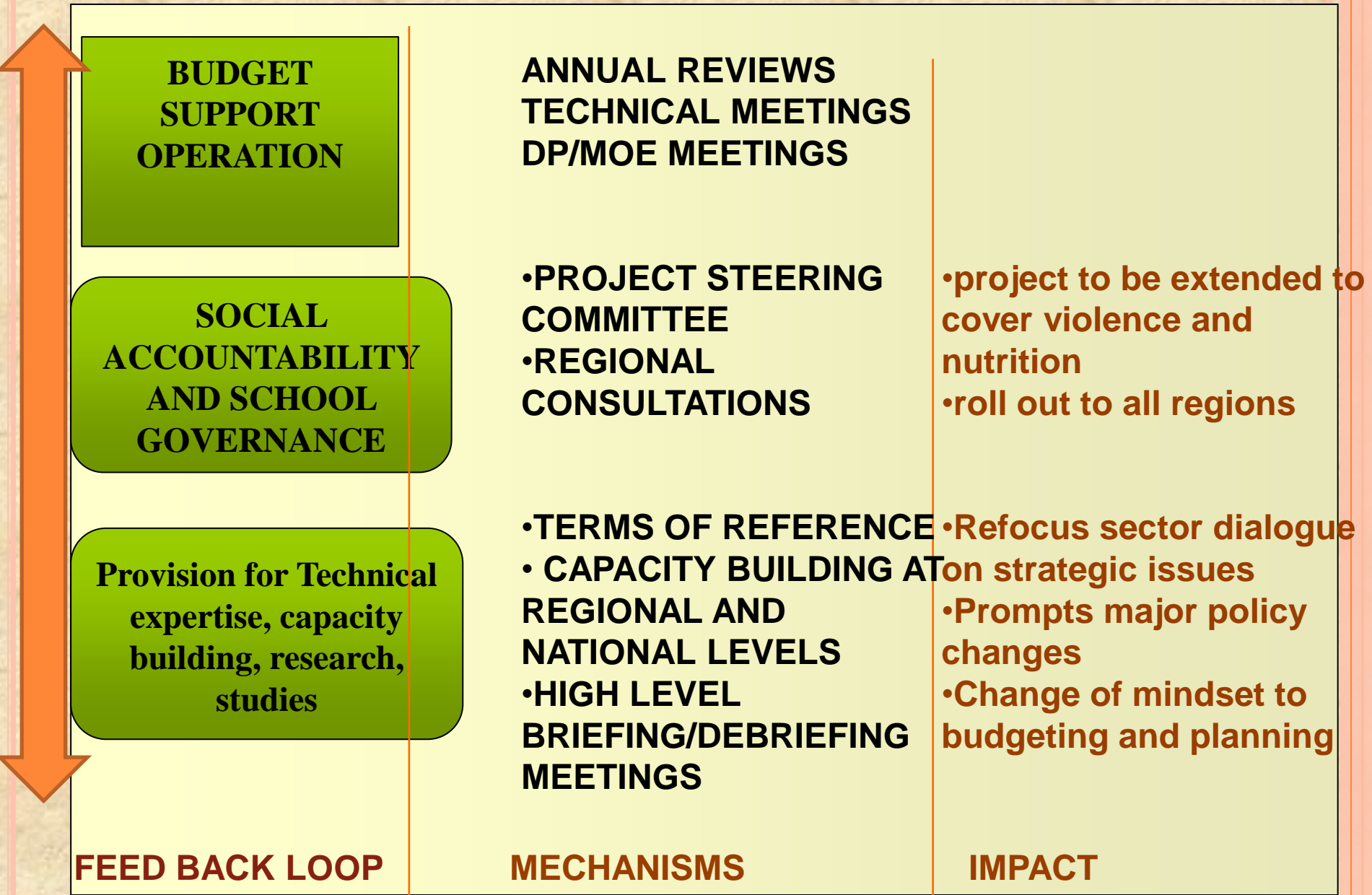
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IDENTIFICATION

APPRAISAL

IMPLEMENTATION

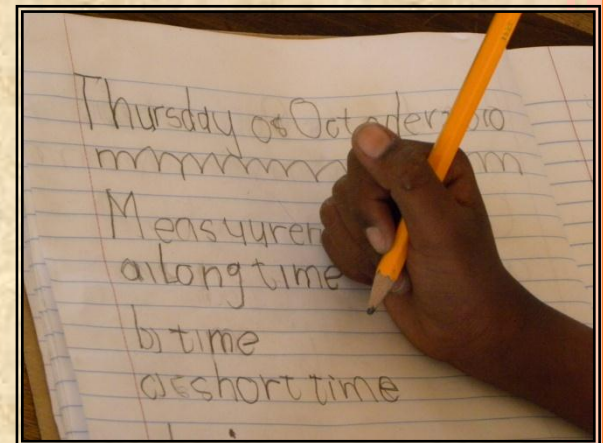
FOSTERING SECTOR POLICY DIALOGUE ALONG THE THREE PRONGED APPROACH



INSTITUTIONAL CAPACITY BUILDING THROUGH THE PROVISION OF TECHNICAL EXPERTISE: A GATEWAY TO REFORMS AND STRATEGIC POLICY DIALOGUE

SPSP focuses on the three main pillars for intervention which were identified during the formulation phase:

- **1/ Quality and Equity of Education**
- **2/ Monitoring and Evaluation**
- **3/ Decentralization/PFM**



CHALLENGES: ARE WE COVERING THE SECTOR?

SECTOR

- OVC policy
- Pregnancy Policy
- Community Hostels
- Violence in schools
- Discipline in School
- Post-Primary Education
- Non formal Education
- Social accountability
- Parents and community empowerment
- Emergency Preparedness



ETSIP

- Pre-Primary/ECD
- General Education
- VET
- HET
- IALL
- Knowledge and Innovation
- HIV and Aids
- Capacity Building






SECTOR COORDINATION AND PERFORMANCE MONITORING?

The Education agenda is constantly evolving and requires informed stakeholders, bottom-up policy dialogue and an appropriate discussion/review platform

EDUCATION ACT in theory

EDUCATION ACT in practice

- National Advisory Council  ?
- Regional Education Fora  ?
- School boards 
- Communities/parents/caregivers

- Not (or just) established
- Some in existence and few operational
- Not playing the role they are entrusted with
- Not being empowered, informed and sensitized to education issues



SECTOR COORDINATION AND PERFORMANCE MONITORING?

What are we witnessing?

- Governance problems in social service delivery
- ETSIP reviews and framework have replaced institutional lines of accountability
- Sector policy dialogue is non inclusive and confined to a restricted discussion platform

What should we aim at?

- Service delivery should be participatory, transparent, accountable
- Build vertical and horizontal sector wide accountability that relies on civic engagement
- Sector dialogue to be bottom-up and strengthened through the development of linkages between regional education fora, education service providers, civil society and communities.



WAY FORWARD

Foster more effective and efficient education service delivery through enhancing grassroots level engagement in education governance and sector monitoring at local regional and national levels.

Develop the capacity of civil society and communities for effective engagement in school governance and social mobilisation for monitoring and reviewing equitable access to quality education service delivery

Create sector-wide discussion platform involving all stakeholders to buttress bottom-up sector policy dialogue and ensure linkages between local, regional and national sector fora

Establish participatory local and regional sector performance monitoring

Provide information and education on children's rights, education issues and principles and civic education to teachers, school boards, learners and communities.

Use of participatory monitoring and evaluation tools (e.g. community scorecards) and bottom-up reviewing/reporting network feeding into national M&E

Create a **Technical Body** to

- 1) Ensure better linkages between regional and national level
- 2) Take up Education agenda
- 3) Support advisory role and functions of the National Advisory Council to the Minister of Education.

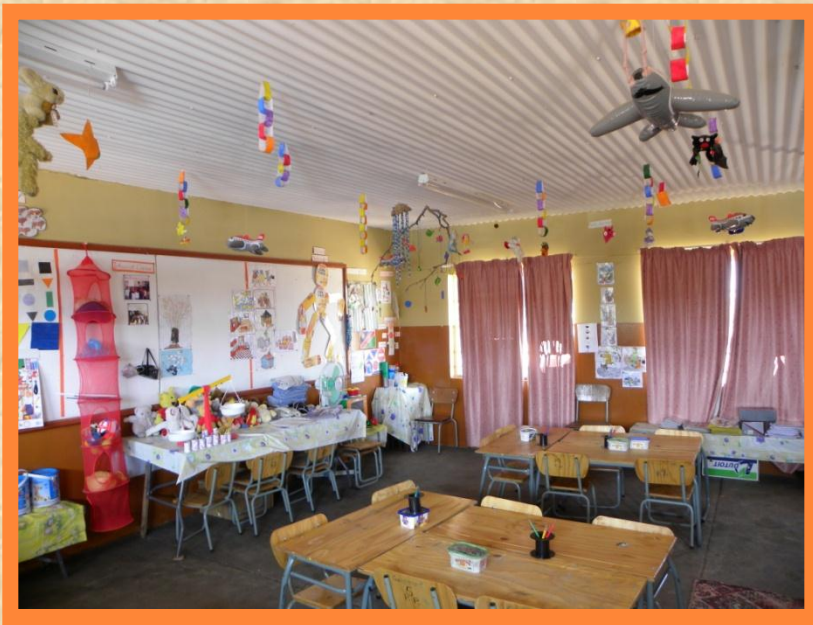
Ensure that School boards and Regional Education Fora are THE avenues for discussing and bringing up sector issues to the National Advisory Council

Create sector-wide discussion platform involving all stakeholders to buttress bottom-up sector policy dialogue and ensure linkages between local, regional and national sector fora

In particular,

- Engage in technical discussions on **ALL** relevant policies/strategies to the Education sector
- Facilitate experts, researchers, professors to support thematic discussions relevant to national strategic objectives
- Provide technical and educational advice on approaches, remedial actions, policy changes to achieve MDGs, EFA goals and national development goals and support implementation of education sector programmes and interventions
- Prepare agendas for National Advisory Council with the relevant supporting documents





THANK YOU FOR YOUR PATIENCE AND ATTENTION

