

Selected 2011 GPS Key Results: NAMIBIA Ministry of Education



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 13.1%

Date completed 2011 GPS: 02.11.2011

STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level						PP	Lower Primary			Upper Primary			Lower Sec			Upper Sec			
Grades/Forms							1	2	3	4	5	6	7	8	9	10	11	-	12

LEARNER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Pupils	32736	406920	158162	597818

TEACHER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Teachers	1314	13516	6423	21253

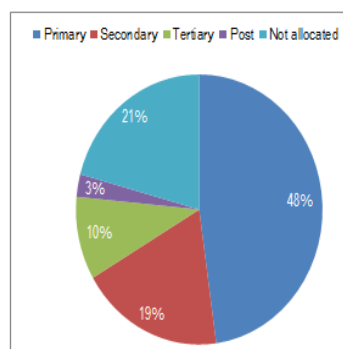
PERCENTAGE CHILDREN OUT OF SCHOOL -2009

Primary	Lower Secondary	Adult literacy rate (estimate): 88.5 -2009
14	8	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2009

Percentage trained		Pre Primary	Primary	Secondary
		Male	12	94
	Female	86	96	75

PUBLIC EXPENDITURE BY LEVEL (2008)



% Public Expenditure spent on Education: 22.4 -2008

% Expenditure on Teacher & Support staff salaries: 74.3 -2008

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): 70 (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): 132.64
Children (0-17yrs) orphaned due to all causes ('000): 120 (UNICEF 2009)	

1. EDUCATION SYSTEM

• Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? ¹	Pre Primary	Male	Growing
		Female	Growing
	Primary	Male	Stable
		Female	Stable
Secondary	Male	Growing	
	Female	Growing	
• Total public expenditure (in local currency) on education	N\$8,611,981,000 N\$ Namibia dollar		
• Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)?	14.3		
• Number of learners in the basic education system who have been orphaned	Male	66077	
	Female	66562	
	Total	132639	

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level

• At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic?	Committee	No
	Unit	Yes
○ If there is a management unit, how many permanent staff members does it have?	Unit	5
○ If there is a committee or management unit, does it include senior staff?	Committee	n/a
	Unit	Yes
○ If there is a committee or management unit, does it have a dedicated budget?	Committee	n/a
	Unit	Yes
○ If there is a committee or management unit, have members received orientation training?	Committee	n/a
	Unit	Yes
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		n/a
	▪ If Yes, are they at a senior level?	NR
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		NR

¹ This is for the past seven (not ten) years

<ul style="list-style-type: none"> Is the Ministry involved in any current application for funding to any donor or development partner? 	HIV&AIDS	Yes
	Tuberculosis	Yes
	Malaria	Yes
<ul style="list-style-type: none"> Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)? 		n/a
<ul style="list-style-type: none"> Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: 	Internal/ Government	33
	External/ Donor	67

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area ²				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit
Planning	n/a	✓	Prevention (including awareness & behaviour change)	✓	30	101	HIV&AIDS Impact	n/a	✓
Finance Management	n/a	✓	Access/Referral to Care and Support	✓	17	94	Response Management	n/a	✓
Curriculum Development	n/a	✓	Curriculum Development	✗	0	n/a	Mainstreaming	n/a	✓
Human Resources Management	n/a	✗	Mainstreaming	✓	27	73	Programme Budgeting	n/a	✓
EMIS/Statistics & Research	n/a	✗	Planning	✓	14	106	Monitoring and Evaluation	n/a	✓
Monitoring, Evaluation & Reporting	n/a	✓	Monitoring & Evaluation	✗	0	n/a	Reporting	n/a	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc.			Strengthening the regulatory framework	✓	12	NR	Gender Equality and Sensitivity	n/a	✗

Regional and District Level		
<ul style="list-style-type: none"> Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? 		Yes
<ul style="list-style-type: none"> o If Yes, do they include senior staff 		Yes
<ul style="list-style-type: none"> o If Yes, do they have sufficient dedicated resources (budgets) for the task? 		Yes
<ul style="list-style-type: none"> What % of schools have working groups or committees that address HIV&AIDS-related matters?³ 	Pre Primary	n/a
	Primary	98
	Secondary	96
<ul style="list-style-type: none"> Rank the HIV&AIDS roles and functions of decentralized structures in order of importance 	Planning	2
	Program Implementation	1
	Monitoring	3
	Evaluation	4
	Reporting	5
	Other:	6 (training?)

3. ENABLING ENVIRONMENT				
<ul style="list-style-type: none"> How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? 				Occasionally
<ul style="list-style-type: none"> Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings? 				Yes
<ul style="list-style-type: none"> Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?⁴ 				Yes
<ul style="list-style-type: none"> Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? 				Yes
<ul style="list-style-type: none"> Levels of education that receive free education⁵ 	Pre Primary	Yes	Lower Primary	Yes
	Upper Primary	Yes	Lower Secondary	No
	Upper Secondary	No	Tertiary	No
<ul style="list-style-type: none"> Does the Ministry of Education have a specific education sector HIV&AIDS policy?⁶ 				Yes
<ul style="list-style-type: none"> o If Yes, estimate how well this has been implemented? 				51 - 75%
<ul style="list-style-type: none"> o If Yes, provide date of original adoption and publication? 				01.01.2003
<ul style="list-style-type: none"> o If Yes, has it been revised since its adoption 				No
<ul style="list-style-type: none"> o If Yes, when has it been revised since its adoption 				n/a
<ul style="list-style-type: none"> o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy? 				n/a
<ul style="list-style-type: none"> Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact? 				Yes
<ul style="list-style-type: none"> o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?⁷ 				0 - 25%
<ul style="list-style-type: none"> o If Yes, provide date of original adoption and publication? 				Nov-07
<ul style="list-style-type: none"> o If Yes, has it been revised since its adoption and if so, when? 				No

² The expenditure reflected here is what has been spent over the past three years concerning HIV&AIDS as part of the Education and Training Sector Improvement Programme (ETSIP). The Ministry (HAMU) does not have a breakdown of government expenditure on HIV&AIDS, and also does not have a record of expenditure by the Global Fund, UNICEF and others who operate outside the government budget. This table may therefore not be an adequate reflection of expenditure concerning HIV&AIDS in the education sector. For instance, there has been expenditure on Curriculum Development, but this is not reflected here, which is misleading.

³ The question was asked: Do all school committees actually achieve/do something (concerning HIV&AIDS)?

⁴ The Teaching Service Committee (which is a sub-committee of Public Service Commission in Namibia), does not discuss HIV&AIDS.

⁵ Free Education is a controversial matter in Namibia. Primary Education is free in terms of the Constitution, but school boards may levy fees in terms of the Education Act. The MoE is about to intervene on this matter.

⁶ A new Education Sector Policy is still being developed

⁷ NANTU thinks it might be higher

○ If Yes, when has it been revised since its adoption	NR
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?	No
○ If "Yes", indicate how often these policies are reviewed?	n/a
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS?	Yes
• Is Education included in the National HIV&AIDS Strategy?	Yes

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION											
• How seriously does the education sector regard the impact of HIV&AIDS on the sector? ⁸	Major problem										
• Is there an Education Sector HIV&AIDS strategic plan in place?	Yes										
○ If Yes, in what year was this plan developed?	2003										
○ If Yes, in what year was this plan introduced?	2004										
○ If Yes, is there an action plan for the implementation of this strategic plan?	Yes										
○ If Yes, to what extent is this plan funded?	76 - 100%										
○ Estimate the % implementation of this strategic plan?	51 - 75%										
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?	Yes										
○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response? ⁹	51 - 75%										
• Does the education sector have an Education Information Management System (EMIS)?	Yes										
○ If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?	Yes										
○ What was the most recent year for which EMIS captured and reported on these indicators?	2010										
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis?	Yes										
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	Yes										
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?	Yes										
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?	Yes										
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?	Yes										
○ If Yes, in what year did this assessment take place?	2002										
○ If Yes, how much of the country did this assessment cover?	76 - 100%										
○ Have the key findings of this assessment been published	Yes										
○ When were the key findings of this assessment published	NR										
○ If no assessment has taken place, is one planned	n/a										
○ When is an assessment planned	n/a										
• Identify and rank 5 key barriers to implementation	<table border="1"> <tr> <td>1</td> <td>Accountability</td> </tr> <tr> <td>2</td> <td>Priority for HIV&AIDS</td> </tr> <tr> <td>3</td> <td>Champion at Senior Mangement Level</td> </tr> <tr> <td>4</td> <td>Need for Human Resource</td> </tr> <tr> <td>5</td> <td>Not included in job descriptions</td> </tr> </table>	1	Accountability	2	Priority for HIV&AIDS	3	Champion at Senior Mangement Level	4	Need for Human Resource	5	Not included in job descriptions
1	Accountability										
2	Priority for HIV&AIDS										
3	Champion at Senior Mangement Level										
4	Need for Human Resource										
5	Not included in job descriptions										

5. HUMAN RESOURCES	
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?	Yes
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	Yes
○ If Yes, are there plans to increase teacher recruitment and training?	Yes
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.)	In process
○ If Yes, indicate how often these policies are reviewed?	n/a
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)? ¹⁰	No

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National	Yes
	District	Yes
	Education instituion	Yes
• Does the Ministry have a program aimed at preventing HIV infections among staff?		Yes
○ If Yes, are these prevention programs gender sensitive?		Yes
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		Yes
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		Yes
○ Estimate % teachers and staff who have such access?		76 - 100%
○ Estimate % teachers and staff who use these facilities?		26 - 50%
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		No

⁸ UNESCO feels it should be described more like "moderate" – a system for relief teachers would have been instituted, for instance, if it was a major problem, but not treated as such.

⁹ Only just 50%

¹⁰ In some areas, info generated by schools has not been used but there is now a trend for it to be better utilised

o If Yes, estimate % effectiveness of this referral system?	n/a
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?	Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?	Yes
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms? ¹¹	Yes

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum				Support materials developed				Tertiary curriculum adapted
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	✓	✓	✓	✓	✓	✓	✗	✓
Adolescent and reproductive health	✗	✓	✓	✓	✗	✓	✓	✗	✓
Sexuality education	✓	✓	✓	✓	✓	✓	✓	✗	✓
Gender equality and empowerment	✓	✓	✓	✓	✓	✓	✓	✗	✓
HIV&AIDS and other STIs	✓	✓	✓	✓	✓	✓	✓	✗	✓
Stigma and discrimination, including homophobia	✗	✗	✓	✓	✗	✗	✓	✗	✗
Family life and inter-personal relationships	✓	✓	✓	✓	✓	✓	✓	✗	✓

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level: ¹²	Lower Primary	100	Upper Primary	100
	Lower Secondary	100	Upper Secondary	100
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?	Yes			
• Is the HIV&AIDS subject area examinable?	No			
• Has there been an orientation process for parents regarding life skills-related programs in schools?	No			
o If Yes, indicate frequency of orientation sessions?	n/a			
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?	n/a			
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?	Yes			
o If Yes, estimate % effectiveness of these efforts?	0 - 25%			
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?	Ad hoc			
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?	98			

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	✓	✓	✓	✓
Orientation Adolescent and reproductive health	✗	✗	✓	✓
Orientation Sexuality education	✗	✓	✓	✓
Orientation Gender equality and empowerment	✓	✓	✓	✓
Orientation HIV&AIDS and other STIs	✓	✓	✓	✓
Orientation Stigma and discrimination, including homophobia	✗	✗	✗	✗
Orientation Family life and inter-personal relationships	✓	✓	✓	✓

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	
Life Skills	
Adolescent and reproductive health	
Gender	
STIs	
HIV&AIDS	
Homophobia and discrimination	

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	In process
o If Yes, how often are the results of this monitoring reported?	n/a
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	Yes
o If Yes, estimate % the success of these efforts? ¹³	51 - 75%

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?	Yes
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	Yes

¹¹ At some schools, and at clinics, but they are not always near enough to schools

¹² Because there are full time life skills teachers in schools as from this year

¹³ Out of school youths – there is high awareness but it is not necessarily changing behaviour – some participants feel estimated percentage should be lower

Does a gender-sensitive program for OVC address the following areas?				On what basis are learners included in in the feeding schemes?			
Nutrition	✓	Supervised medication	✗	Orphaning	✓	Geographic Location	✓
Counselling	✓	Flexible school hours	✗	Vulnerability	✓	Programme Scaling	✗
Fee waivers/exemptions	✓	Other:		Poverty	✓	Other: Marginalised groups, incl San, Ovahimba, etc	✓
Referrals (e.g. to Social Services)	✓						
<ul style="list-style-type: none"> Is there currently a school feeding scheme in place? Yes 							
<ul style="list-style-type: none"> If Yes, estimate the coverage of this feeding scheme by school level 				Lower Primary	25	Upper Primary	25
				Lower Secondary	0	Upper Secondary	0
<ul style="list-style-type: none"> If Yes, confirm whether this coverage is growing, stable or shrinking? Growing 							
<ul style="list-style-type: none"> Have teachers received training in caring for HIV-infected pupils?¹⁴ No 							
<ul style="list-style-type: none"> To what extent (%) are counseling services, by trained counselors, available at schools at the following levels?¹⁵ 				Lower Primary	30	Upper Primary	30
				Lower Secondary	30	Upper Secondary	30

9. PARTNERSHIPS			
<ul style="list-style-type: none"> Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners? Yes 			
<ul style="list-style-type: none"> Please estimate the degree of success of this shared strategy: 26 - 50% 			
Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education		Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education	
	Partner?	Major or Minor Partner?	
National AIDS Commission	✓	Major	Local NGOs
Ministry of Health	✓	Major	Teacher Unions
Ministry of Social Services	✓	Major	Parent/Teacher Associations
Ministry of Finance	✓	Minor	Youth Groups
Ministry of Planning	✓	Minor	Community-based organisations
			Other:
			International NGOs
			Teacher Service Commission
			School Committees
			Private Sector
			Faith-based and/or religious organizations
			Other:

10. RESEARCH			
<ul style="list-style-type: none"> Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV&AIDS within the education sector? Yes 			
<ul style="list-style-type: none"> Has any research been commissioned to inform the education sector response to HIV&AIDS? Yes 			
<ul style="list-style-type: none"> If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both? Both 			
<ul style="list-style-type: none"> If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?¹⁶ Yes 			
<ul style="list-style-type: none"> If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted? In the last 2 - 5 years 			
<ul style="list-style-type: none"> If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication? 	1	(Information not supplied)	
	2		
	3		
	4		
	5		

¹⁴ Some but very ineffective

¹⁵ People may be trained – question is whether they are available after hours. Regional councillors are trained in bereavement counselling

¹⁶ Some local – balance – examples of both exist

11. SELF-ASSESSMENT AND PRIORITIZATION

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low					High				
		1	2	3	4	5	1	2	3	4	5
		Ministry of Education HIV&AIDS structures	4								
Enabling environment for an effective response to HIV&AIDS ¹⁷	3										
HIV&AIDS mainstreaming and implementation	3										
Human resources adaptation to the impacts of HIV&AIDS	3										
Workplace HIV&AIDS programmes	4										
HIV&AIDS and the curriculum	5										
Orphans and Vulnerable Children	4										
Partnership development in response to HIV&AIDS	4										
Research guiding the response to HIV&AIDS in the education sector	2										

Rank the following priority areas in order of importance for funding	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
		Ministry of Education HIV&AIDS structures	3																
Enabling environment for an effective response to HIV&AIDS	2																		
HIV&AIDS mainstreaming and implementation	1																		
Human resources adaptation to the impacts of HIV&AIDS	3																		
Workplace HIV&AIDS programmes	6																		
HIV&AIDS and the curriculum	8																		
Orphans and Vulnerable Children	3																		
Partnership development in response to HIV&AIDS	9																		
Research guiding the response to HIV&AIDS in the education sector	7																		

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
		Ministry of Education HIV&AIDS structures	6																
Enabling environment for an effective response to HIV&AIDS	3																		
HIV&AIDS mainstreaming and implementation	2																		
Human resources adaptation to the impacts of HIV&AIDS	4																		
Workplace HIV&AIDS programmes	5																		
HIV&AIDS and the curriculum	8																		
Orphans and Vulnerable Children	9																		
Partnership development in response to HIV&AIDS	7																		
Research guiding the response to HIV&AIDS in the education sector	1																		

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging										Least challenging									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
		Lack of leadership	1																		
Funding/budget constraints	8																				
Human Resource capacity and skills limitations	4																				
Stigma and discrimination	2																				
Lack of HIV&AIDS mainstreaming	7																				
Lack of data and management information	3																				
Little or no research	6																				
Lack of training and orientation	9																				
Ineffective monitoring, evaluation and reporting	5																				
Lack of mandatory HIV&AIDS subject coverage in the curriculum	10																				

¹⁷ 50% felt 4 and 50% - 3