



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Best practices in Inclusive Education in Namibia: Implementation of the programme for a Certificate in Basic Pre-vocational Skills (CBPVS)

2. Country or countries where the practice is implemented \*

Namibia

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

Ministry of Education, Arts and Culture

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Basic education, mainstream schools, Inclusive education, special education, learners with learning difficulties/with disabilities/with special needs, National Curriculum for Basic Education (NCBE), Curriculum Framework for Inclusive Education, Vocational education and training (TVET), Basic Pre-vocational Skills Course (BPVSC), Resource Schools

6. What makes it a best practice? \*

This program addresses the human rights and social inclusion of learners with disabilities. There is greater political commitment from the Government of Namibia through the MOEAC to ensure that this program is responsive to the learning needs of all learners and youth, by extension the community and that the program can be sustained (through the entrepreneurial activities emanating from direct funding by MoEAC ) at school level and replicated in the community. Lastly, the involvement of the major stakeholders in the country makes it a best collaborative practice.

## Description of the best practice

## 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

Since independence in 1990, education reform is a major agenda in Namibian education system. The development policy brief, towards education for all assigns the major policy goals of Namibian education system namely, access, equity, quality, and democracy. However, access to education and quality education outcomes for learners/youth with SEND were a major hurdle in Namibian education system in achieving education for all. At the then Special Schools for learners with SEND, it was found that many will complete their basic education, however the employment and independent living outcomes were very poor.

It was therefore, through the Education and Training Sector Improvement Program (ETSIP), a major curriculum review for Special Education was necessitated. The review required the improvement of educational outcomes as well as increasing employment possibilities of youth with special education needs and disabilities towards actualizing Vision 2030.

The curriculum is the central means through which the principle of inclusive quality education outcomes is put into action within an education system. Consequently, the design of Basic Pre-vocational skills program through numerous stakeholder consultations and support. The Basic Pre-vocational skills program is developed with the aim to develop learner's knowledge, skills, values and experience associated with vocational employment situations and activities that reveal unique competencies associated with the specific trade. This course is specifically designed to provide learners with a sequence of meaningful vocational skills and related teaching and learning activities for the benefit of learner for an economically useful vocation in the industry

The purpose behind developing a tailor-made course for learners with special education needs and disabilities was to make the Inclusive Education aspect of the curriculum more responsive to all learners with special educational needs in Namibian Schools.

More specifically, it ensures consistency in the attainment and sustainability of the aims and objectives of the Education Sector Policy on Inclusive Education (2014). This policy reinforces principles outlined in Towards Education for All, a Development Brief for Education, Culture and Training (MEC, 1993), which set out the broad education goals of access, equity, quality, democracy and life-long learning. The inclusive education principles emphasises the right of all learners to equitable quality education that meet learners' basic learning needs, and understand the diversity of backgrounds and abilities.

Prior to this, the Curriculum for Special Education (1996) was revised during the year 2012/2013 and made responsive to learners with special educational needs and disabilities. The Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014) was presented to the National Examinations, Assessment and Certification Board (NEACB) whereby it was recommended for further review. Whilst the Curriculum Framework was in review, the Basic Pre-vocational Skills Course was being piloted in 'Special'/ Resource and selected Inclusive Schools in 2014-2018, with full implementation in 2019. The Curriculum Framework for Inclusive Education (2018) was then approved by NEACB.

NEACB further recommended that the National Institute for Educational Development (NIED) collaborates with other stakeholders such as Namibia Training Authority (NTA), Directorate of

National Examinations, Assessment and Certification Board (DNEA) and Namibia Qualifications Authority (NQA) to come up with an impeccable solution to address the assessment, articulation, progression and certification of the Basic Pre-vocational Skills Course.

It is against this background that programme for the Certificate in Basic Pre-Vocational Skills (CBPVS) was conceived and implemented, as a best practice, to cater specifically for this learner population. Thus, the Certificate

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The inception of the program was done with piloting in following four regions and five schools:

### Initial Piloting Data

Region	School Name	Nr. of learners
Khomas 1.	Pionier Boys School	75
Khomas 2.	Eros Girls School	100
Oshana 3.	Eluwa Special School	15
Hardap 4.	Klein-Aub Resource School	49
Omusati 5.	Saara Kuugongelwa Amadhila Resource & Vocational School	53
TOTAL		292

The major themes to be addressed during the piloting phase was the relevance and appropriateness of the syllabus content, assessment, program duration, learner diversity, resources, teacher training and the certification.

The schools started the piloting with no extra resources, but with the workshops and equipment that were in place. Each school piloted the skills area which had the industry available in the given town. This was to ensure that the learners have access to industry for job attachment and that the schools can develop good working relations with the industry.

The first pilot monitoring and support visit was conducted in 2012. The piloting was supported with monitoring and support visits and research on program implementation. The monitoring and support team consisted of officials from curriculum development, division special schools and programs, directorate of national examination and assessment (technical and vocational education officials) and the regional education office.

The research participants included the learners, teachers, and the school principals. Various data collected by the schools during learners' job-attachment was also utilized to inform the specific subject's learning outcomes to ensure that learners are taught employability skills and knowledge. The further review of the program was thus informed by the monitoring and support visits and follow-up research activities.

The second pilot monitoring and support was conducted in 2014. During the 2014 piloting report to the NEACB, it was further recommended that the NIED together with the Schools and NTA (ProVET) division conduct an "Inclusive VET Advocacy" visit to Botswana to explore how different sectors and institutions include persons with disabilities in vocational education. The main visits were conducted with Botswana Qualifications Authority, Motse wa Badiri Training Centre, Camphill Community Trust, Gaborone Technical College, and the Human Resource Development Council.

From the year 2015 onwards, other Resource and mainstream schools joined the program. As these new schools were now piloting the program, further school-based support was needed. Further consultations were conducted with various stakeholders and institutions such as Katutura Youth Enterprise Centre (KAYEC), Namibia Qualifications Authority (NQA), Namibia College of Open Learning (NAMCOL), Community Skills Development Arts and Crafts Centres (COSDEF).

The Ministry of Education, Arts and Culture spent in 2017/18 financial year, a total of N\$3,324,105.98 (3.32 million) to equip Special schools and Units that offered the Basic-Pre-vocational Skills Course.

The official implementation year of the Basic Pre-vocational Skills Course was 2019. Since then there are 18 state and private schools implementing the programme. With the implementation the following schools are currently on the list with approximate number of learner enrolment since 2015(2019):

NAME REGION Approximate Learner data  
2015-2020

1. Pionier Boys Resource School Khomas 375
2. Eros Girls Resource School 300
3. Klein-Aub Resource School  
Hardap 250
4. Saara Kuugongelwa-Amadhila Resource & Vocational school Omusati 355
5. Khorab SSS Otjozondjupa 126
6. Leevi Hakusembe Kavango-West 120
7. School for the Visually Impaired (2019) Khomas 25
8. School for the Hearing Impaired(2019) Khomas 20
9. Eluwa Special School Oshana 50
10. Moreson(Basic Skills) Khomas 40
11. Dagbreek (Basic Skills) Khomas 55
12. Usko Nghaamwa(2019) Ohangwena 20
13. Katima Combined School(2019) Zambezi 25
14. Olupale Combined School(2019) Oshikoto 30
15. Andrea

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

Since the piloting of the Basic Pre-vocational skills program, it was noticeable that regular communications between the schools and the curriculum development directorate was essential. A further networking with the vocational service providers was essential both from the schools and the ministry of education. The schools took the initiative to appoint a coordinator on school level to liaise with the industry for learner's job attachment placement. The ministry provided funding directly to the schools, thus ensuring the ownership and management of the funds to run the program and to make the program sustainable. The teachers across the schools noted positive attitudes in the learners coming to school and more willingness to complete the program was noted after job attachment. Majority of learners were offered employment at the companies they went for job attachment.

The schools build up good communications with the industry, and the industry could communicate the skills they see were more lacking or needed in given skills fields. The implementation of the alternative assessment was a major hurdle for most of the teachers that were used to learners writing pen and paper examinations. The alternative assessment modes ensured that learners who may struggle to read or write or have speech challenges were given options to show their competence and the teachers become very creative in learner assessment methods.

The stakeholder consultations ensured that proper career pathways were created and that the learner progression within the program may lead to attainment of employable skills.

On completion of the Certificate in Basic Pre-vocational Skills learners will be issued with a National Certificate as an exit point, which then articulates to level 1 on the National Qualifications Framework. It is very important to note that for a learner with special needs, an appropriate testing of the learners' skills/knowledge and evidence of experience must be safeguarded for industry standards.

There are, however, pointers that still need to be finalized, i.e.; the Assessment and Certification of learners who attended this course in its piloting period dating back from 2012-2016; Yearly Portfolio Evaluation visits to respective schools as well as attending to the increasing demand for CBPVS in all the 14 regions coupled with the issues of TVET Teacher Qualifications and their permanent appointments.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The most motivating part in the program was the excitement of the learners when they realised, they have mastered a skill and especially when they could demonstrate this skill during job attachment in different companies. The coordination of the job attachment at the beginning was challenging, but once it was delegated to the head of department or the subject, the organisation of it went very well. The teachers had created a database of companies to consult with for learner job attachment.

The stakeholder consultations were done from the start on the school level with both the learners and the teachers. Further consultations involved the institutions of further education, especially with vocational education. The curriculum, mapping exercise ensured that the loopholes were picked up and the schools could also integrate the practicalities from classroom to the syllabuses.

Normally, funds to schools are channel via the regional education offices. However, with the implementation of the Basic Pre-vocational skills program, the funds were directly given to schools. The decision to pay funds directly into the schools' accounts was to limit the possibility of higher mark ups from bidders and to ensure that schools have funds to procure consumable goods that are purchased on daily/weekly basis. The funds were split among 18 schools that offer Basic-Pre-Vocational Skills Course and additional funds were allocated to school that cater for learners with visual and hearing impairment. The schools were encouraged to ensure that through the programme the schools can become self-sufficient and sustainable.



## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

The Basic Pre-vocational Skills program has ensured that quality inclusive education is accessible to all learners, not only learners with special educational needs and disabilities. The rate at which the mainstream schools are currently opting to offer this tailored made programme to their learners and the eagerness of industry to take up these learners for employment had showed that there is a lack of skilled workers in the industry.

It is also worth noting that the stakeholder involvement and the biannual evaluation visits by the Ministerial and Regional education officials to support the schools made the communication and flow of information effective and that the learners who needed these support and interventions were able to be helped. Furthermore, because of effective stakeholder consultations, some of the teachers at the Resource/Special schools were trained through NTA as Assessors and Moderators to ensure quality during all assessment processes.

The program piloting and implementation noted the following points that needed support and policy formation. A strong monitoring and support system should be created between schools to facilitate the sharing of good practices, knowledge, and skills. A proper assessment of the learner diversity and the industry skills demand must be conducted before the program implementation. The industry needs in the given region or town should motivate the specific skills subjects to be offered in the given region. Thus, the job shadowing and the job attachment programme should be strengthened with the demands from the industry. Most vocational teachers are not efficiently prepared to train learners with special educational needs and disabilities. Continuous short teacher training workshops should be conducted to orientated teachers in various inclusive teaching and assessment methodologies.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

1. Ministry of Education, Arts and Culture (2014). The Inclusive Education Curriculum Framework. NIED. (Revised, 2022).
2. Ministry of Education, Arts and Culture (2016). The National Curriculum for Basic Education. NIED. (Revised, 2018)
3. Ministry of Education, Arts and Culture (2013). The Sector Policy on Inclusive Education
4. Ministry of Education and Culture (2000). National Policy Options for Educationally Marginalised Children.
5. Ministry of Education (2000). National Plan of Action for EFA, 2001-2015.
6. Ministry of Education (2007). Education and Training Sector Improvement Programme (ETSIP): Planning for a Learning Nation – Programme Document: Phase 1 (2006-2011).
7. Ministry of Education and Culture, (1993). Towards Education for All, a Development Brief for Education, Culture and Training
8. Republic of Namibia (1990). Constitution of the Republic of Namibia.  
Republic of Namibia (2001). Education Act 16 of 2001.
9. Republic of Namibia (2004). National Disability Council Act 26 of 2004.