

THE CASE OF NONFORMAL EDUCATION PROVISIONS IN NAMIBIA.

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Introduction.

There are established and irrefutable evidences which show the symbiotic and dialectical links between education and development. (Aklilpelu,'90, Duke,'85;Obaiiewa.'84, Omolewa.'94;Indabawa,'94; and Sagcan.'97). Education can liberate and make human beings more completely human (Freire); it can empower especially the disadvantaged groups. It is also capable of being an instrument for the eradication of literacy, preventable diseases, social apathy, social immobility and can as well enhance the human potential for greater economic productivity and reduction of human social inequality, (Anipene,'80; Adiseshiah,'80;Duke,'83; and Indabawa,'91). Given this background. all investment in educational provisions, whether formal or nonformal. will be well justified. However, this is not to suggest that education on its own will be the only precondition for human development. Education too, has its own damaging consequences on society, especially if it is used as a vehicle for promoting less than the general good of society; or it turns out to be irrelevant to the popular needs (Ayandele,'74;Akinpelu,'97; Shirley,'96). The aim of this paper is to stimulate discussion of and interest in Nonformal Educational Provisions in the Republic of Namibia. In facilitating this, attention will be paid to seven basic issues as follows: Country background, Concept of Nonformal Education. Policy context of nonformal education provisions; Diversity of provisions; relation to formal education; Relevance of programmes to beneficiaries and Impact.

Country Background.

The Republic of Namibia, was previously called South West Africa. It was an indigenous Africa political community before its colonisation by Germany to which it became a Protectorate in 1884. It remained colonised, later by Britain, until 1919, when it was entrusted to South Africa by the League of Nations (the predecessor of the current global body-the United Nations Organisation).The period of the South African tutelage can best be described as a turbulent era of Namibia's systematic subjugation. Its own minority rule of the 'whites' better known as apartheid, was extended and it remained in place until independence on March 21 1990. This was the aftermath of a long struggle for national liberation led by the South West African Peoples Organisation (SWAPO), which has held political power since independence. The Republic of Namibia covers a geographical area 824,292 square kilometres. It borders Angola to the North; South Africa to the South, Botswana to the East and the Atlantic Ocean to the West(Angola and Lewis-Grant,'97).Namibia has 11 ethnic groups and a reported population figure of 1,401,711 consisting of 680,927 males and 720,784 females 1991 (EPL,'95).The population rose to 1.5 million in 1 997(Angola and Lewis-Grant,'97) in fact, there is some indication that the figure has risen to 1.8 million.

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This is based on the 1998 estimate using an annual growth rate of 3.1 %. See RN(1999) *Namibia Trade Directory* Windhoek: Namibia Directory CC, page 7.

It is vital to note that Namibia is mainly an agrarian nation as majority of the people live in rural areas pursuing essentially subsistence economic activities in agriculture, livestock and fishing. One of the negative legacies of the apartheid era is a segmented society, whose majority citizens were deliberately denied the right to education. Even where sporadic and spasmodic provisions were available, the form and content were socially differentiated as to favour the minority white and disfavour the blacks, who formed the largest portion of the population. This was in the pursuit of the apartheid state's Bantu system of education. Perhaps the desire to rectify this anomaly was the immediate factor that necessitated the emphasis on the fundamental right of all to education, in the new Constitution.

Concept of Nonformal Education.

The concept of Nonformal Education, as other concepts in education and the social sciences, is dynamic as is its own practice. In this regard, considerable theoretical and scholarly contributions have been made, by many and in a variety of contexts. In fact, there is apparently an emerging body of knowledge (quite separable from Adult Education) on the Nonformal Education discourse. For further details, see, for example (La Belle, '83; Huggintod & Lewis, '87; Yoloye, '87; Javis, '90; and Indabawa, '91). Yet, no matter which variant is accepted, Nonformal Education should be oriented towards meeting learners educational needs, quite outside the constraining boundaries of the formal system of education, which normally excludes (Illich, '70), and de-skills (Dore, '76). Consequently, in this paper, Nonformal Education will be taken to imply:

Any, organised (though less rigidly so) learning (also educational) activity outside the structure of the formal education level that is consciously aimed at meeting the (specific) learning needs of a particular sub-groups in the community - be they, children, youth, or adults (Garrido, '92,84).

What remains are the issues of strategies of implementation of programmes for optimum effect; Themes of nonformal education's coverage; Clearly defined policy and planning parameters; Co-ordination and collaboration, especially between state and non-governmental agencies, bodies and institutions engaged in nonformal education; Delivery modes in a most cost effective way, given that not much attention is usually given to other than formal education in most developing countries; learning from and adapting 'successful' case studies; research and evaluation as well as impact assessment of programmes and projects. Once these are determined and the will for efficient programme implementation is mustered, nonformal education will achieve the desired goal of promoting personal (also individual) and society's development, at a more meaningful and rapid rate. What then is the policy context of nonformal education in Namibia? This question is addressed in the next section.

2 This is quoted from an approved project Proposal on Impact study /Project on Nonformal Basic Education in Namibia, being sponsored by UNESCO through ERNESA.

The Policy context of Nonformal Education.

As indicated, the education sector in Namibia, remains one of the most negatively affected sector by the oppressive onslaught of the apartheid regime of the past. The entrenched system, which differentiated educational provisions along colour lines, for White, Coloured and Blacks, not only segmented the society. but also led to the massive exclusion of especially, the black population from taking advantage of whatever benefits modern education provided in terms of skills, competencies and capacities for beneficial functioning in society. The so-called Bantu Education system was said to have been designed to aid the Apartheid State to have:

... an effective white control over the education of the Africans (especially, Blacks) for the promotion of ethnicity and the ensuring of the maintenance of educational facilities for Africans (UNIN,'86,508) ... Bantu system of education was aimed at the subservience and subjugation of the Africans on the one hand, and the inculcation of racial bigotry, on the other hand...

Given the above scenario, the new SWAPO government was faced with a serious dilemma, riot only of the need to widen access to education for all, especially the disadvantaged, but also the need to undo what education was for: the division of society along racial lines. There was therefore the urgent need for a policy framework, for all educational matters but in particular, Adult and Nonformal Education, given its potential for compensating past injustice and the provision of new knowledge and skills to fit people into a new and changing society and the world. In fact, it has been noted that:

... after 40 years of the apartheid education system, the development of an empowering education, especially Adult education for the disadvantaged populations became one of the major challenges of the new government after independence(Hopfer,'97,).

The main instrument for policy framework is Article 20, Section (1) of the Constitution of the Republic of Namibia, which provides that: "all persons shall have the right to education..." (MB&I,'90,12).A second policy guide was evolved in 1993 when Government adopted a document entitled "Towards Education For All: A developmental Brief for Education, Culture and Training". Henceforth, the education system shall seek to attain four major objectives: Access; Equity; Quality and Democracy. In this Document, the additional compelling reasons provided to justice, effective government patronage of nonformal education were:

"Only, about 40%, of our adult population is literate.

This document has been published and is widely accredited as a guide for educational practice in Namibia. It has 12 main Sections which addressed all sectors of education and allocates responsibility as well as define the framework for the participation of the non-public sectors in educational provisions. This includes the NGOs and technical and multi-lateral donor bodies. The book has a foreword by the President Dr. Sam Nujoma himself; which in some way, indicates the significance government attaches to it . Whether the proclamations are being fully implemented, remains a matter of debate.

Less than half of our teaching force is professionally qualified and certified; *English language competence is low in the general population and even in professional groups; * There is too little development of the skills that we need; *The culture of apartheid seriously hindered communication and exchange between language groups and communities in our country. Unfortunately, this legacy persists into the present"(MEC, '93,97).

The situation was so alarming that it was declared that---. "there is a serious educational backlog in our community"(MEC, '93,97). However the above spelled out the broad areas of focus of all adult and nonformal education programmes, objects and activities. It sets the pace for further action in concrete terms. But whatever has been the nature and diversity of nonformal education provisions in the country?. This is responded to in the following part.

Diversity of Nonformal Education Provisions.

There are broadly two diverse forms of nonformal education provisions in Namibia. These are, provisions by government agencies and institutions and those which are mounted by a variety of non-government bodies, concerns, institutions and or interest groups.

- i) **To provide and promote literacy and Numeracy Programmes; ii) To provide adult skills development; and iii) To provide opportunities for Distance Education(including Educational Broadcasting)(MEC, '93,99).**

In this discourse, our attention is focused on the programmes of the Directorate of Adult Basic Education(DABE), of the Ministry of Basic Education & Culture and those of the Namibia College of Open Learning (NAMCOL) although a brief mention will be made of the role of government-funded tertiary institutions.

1: Government Nonformal Education Provisions: a) DABE's National Literacy Programme in Namibia(NLPN). The main programme of DABE is the National Literacy Programme in Namibia (NLPN). It was launched on September 5th, 1992 with a target of attaining a literacy rate of... "80% by the year 2,000..."(MEC, '93,98).Consequently. the aims of the programme were:

- **To empower adult and youths, so that they can participate in a fuller manner in the general development of the country and their own personal growth; *To correct the imbalance in educational provision by providing literacy programmes for those adults who were not admitted to, or did not complete primary school; and *To narrow the educational gap between parents and their children, and render them more capable of a fuller participation in community life(GRNIUNICEF,'91,168)**

With an administrative structure, the Directorate of Adult Basic Education (DABE), headed by a Director and assisted by an array of senior staffing the Headquarters, Ministry of Basic Education and Culture, and a network of Regional Literacy Co-ordinators (RLC) and Regional Literacy Officers(RLO) in each of the seven educational regions in the country. in addition to District Literacy Officers and a large pool of Literacy Promoters guided by the National Literacy Committee and similar structures at the local level, the ground was set for the effective operation of the programme(Lind,'96). The initial enrolment of learners was 1,714, with 731 Promoters(also known as Instructors) in 705 Literacy Centres spread throughout the country(Lind, '96).

From inception to 1999, well over 200,000 to 300,000 learners have enrolled on the programme. The NLPN runs through three basic stages as follows: Stage 1. This Stage is a basic level at which emphasis is placed on providing learners literacy and numeracy skills in the mother tongue. About nine local languages are involved. Stage 2. This is a follow-up stage to and is also conducted in the mother tongue. It forms an intermediate level of the literacy, process. Stage 3. This is the last of the stages. Here learners are introduced to Basic English for effective communication in every day life. since it is the official language in government and the private sector. On successful completion, learners are awarded an equivalent qualification equal in status to Grade 4 of formal primary education. In fact an Adult Upper Primary curriculum has since been developed. For now all hands are oil deck although much more needs to be done, and as in Bhola's words (a global literacy, intellectual who has helped considerably in the planning and implementation of the NPLN):- "**it is a call to colleagues for redoubling of efforts -informed with commitment and competence**"('96,14). In spite of this appeal it seems very doubtful if the target literacy rate of 80% will be achieved in a year's time. Indeed, the projected enrolment, which raises a more valid alarm on the improbability of target attainment, is as indicated in the following table.

Table 1: *Projected Enrolment in NUIN, 1994 to 2000.*

Stage	94/95	95/96	96/97	97/98	98/99	99/2000	TOTAL
1	18,000	30,000	40,000		50,000	50,000	50,000+238,000
2	10,000	12,000	18,000		25,000	31,000	32,000+128,000
3	6,000	7,000	8,000	12,000	W000	21,000	70,000
Prim/ABE	3,000	5,000	6,000	8,000	10,000	12,000	44,000
Total	37,000	54,000	72,000		95,000	107,000	115,000+480,000'

Source: Lind, A.(1996) *Free to Speak Up: An Overall Evaluation of the National Literacy Programme in Namibia* Windhoek: Gamesberg Macmillan, page 18.

4 However, it is widely known that to enrol on a literacy programme is different from completing it. Though, many a times learners drop from programmes because they have gotten what they went to the class for in the first instance. Yet, this may affect the overall success of programmes.

If the difference between the projected target enrolment and what the current optimum enrolment figure (that is 480,000-300,000= 180,000) is as wide as 180,000, is it possible to reach that number within the next six months?.'

What is most interesting in the Namibia National Literacy Programme in Namibia, is the rate of females' participation, which is reportedly higher than that of males. In fact, only, 25% of the learners are male (Lind, '96,7). This is uncommon in most literacy projects in the developing world. Another interesting trend is the active support generated from donor agencies. So far, the Swedish International Development Agency (SIDA), UNICEF USAID and ARI, CULLURA (Italian), have given multilateral and or direct financial support. Lately, the European Union also provided funds for the implementation of the Adult Skills Development for Self-Employment (A.S.D.S.E.) and CISP collaborate in this direction. This is a complement ... based on the needs expressed by the learners of the NLIW and the beneficiaries are unemployed and under-employed adult population of Namibia. A minimum of N\$500 and maximum of N\$4,000 is given at 2% interest rate, with a varying repayment schedules. Ultimately, poverty eradication is the goal of the project thereby strengthening the link between literacy and economic self-reliance and development (MBEC. n.d.). Although it is in the nature of many literacy efforts to attract external support, for instance, as in the cases of the 1980 Nicaraguan National Literacy Crusade and Cuba's (Indabawa, '91), and even Nigeria's; it is not usual for a combination of these bodies to all come together to assist as is the case in Namibia. This, together with the 'existence of the necessary political Will (Bhola cited in Lind, ~96J4), should be enough reason for Namibia to attain the set target. But what has been the overall impact of the NI-PN in the seven years of its existence and what mechanism is in place for adequate evaluation of goal attainment? This question will be answered in the section dealing with programme input.

b). **NAMCOL's programmes.** The Namibian College of Open Learning is another major government outlet and institution for the promotion of nonformal educational provisions in the country. The College was established by Act of the Republic of Namibia Parliament No. 107 of May, 20` 1 997. The Act is called the Namibian College of Open Learning Act, 1 997 (GRN, Gazette No. 15 70. 1), NAMCOL was founded to achieve seven basic objectives, the first of which is more relevant to the present discussion and the Act states it as follow: "The Objectives of NAMCOL shall be: a). To contribute towards the social and economic development of Namibia by upgrading the educational level of adults and out-of-school youths.

- i). Through programmes of Open Learning;
- ii). By designing, developing and offering programmes to address the diverse educational needs of such adults and out-of-school youths. and
- iii). By providing opportunities for adults and out-of-school youths to upgrade them. professional and vocational skills, as well as their level of general education, to attain economic self-improvement and managerial skills for the sound management of, inter alia, rural societies and non- governmental organisations GRN, Gazette No. 1570, 4).

Given the above, it is clear that the main mandate of the institution is remedial, to help

The UNDP committed about 8million US Dollars to Nigeria's literacy programme for five years, 1995 to 2000. This has helped considerably. However, adult illiteracy **still** remains an 'intractable' problem, perhaps stultifying development leaf forward even more **intensely**

in rectifying educational shortfalls related to the massive inability of many Namibians to obtain optimum levels of academic achievements especially in public examination. This was even more pertinent to disadvantaged groups, who either had no opportunity for formal education or could not do 'well' given the poor input into their education. Again, as in other cases, this problem faced the black majority population more starkly. It is usual to fill such gaps with non-formula provisions given its potency as a tool for compensating previous social injustices or denial to 'good education'. But what has NAMCOL done since its inception in terms of programme provisions, etc?.

Basically, NAMCOL runs three non-formal education programmes. Two are essentially remedial in nature. The other is intended to upgrade the educational and professional levels of development delivery agents in literacy, health, community development and other roles, including functions of NGOs. The programmes are:

- i). Junior Secondary Certificate (JSC)*, - for the upgrading of holders of Grade 10 qualification, but who have not made sufficient grades for further education,
- ii). International General Certificate of Secondary Education (IGCSE)*: for holders of Grade 12 who have deficiencies in the grades obtained, that disallows their entry into tertiary institution, or even hinders their ability to get jobs. etc, and
- iii) The Certificate in Education for Development (CED)*; which is a middle level qualification for para-professionals in government, the private sector as well as NGOs.

On these programmes, the mode of delivery varies from face-to-face to distance. Over the years, enrolment has been impressive and students have been able to make up previous shortfall and several have caught up either in terms of gaining entry into higher educational programmes or securing reasonable employment opportunities. The enrolment and other basic details from 1996 to 1998 are provided in the following table.

Table 2: Basic data on NAMCOL's Programmes 1996 to 1998.

S/No.	Programme	Mode of study*	Enrolment		
			1996	1997	1998
1	Junior Sec., Certificate course (JSC)	Face-to-face & Distance	5,076	6,703	9,727
2	International General Certificate of Secondary Education (IGCSE)	Face-to-Face & Distance	1,197	9,897	10,039
3	Certificate in Education for Development (CED).	Distance	NA**	40***	75
Grand totals			16,640	6,273	20,241

Source:
NAMCOL (1998) *Annual Report*, page 23.

Key:

NA = An indicator that factor is Not Applicable. ** This indicates that although the modes differ, preference is higher for distance by, more than 70 percent of the clientele. This makes the programmes truly nonformal, in (the sense that the distance mode usually suits the learners time choice, etc. **** All of these students graduated in 1999 and were awarded certificates at an impressive ceremony held at Hotel Safari, Windhoek, on April 10th, 1999. None of the candidates failed, which is a further indication of the programme's strength, the students commitment and the efficient management involved.

Yet another interesting trend in Namco's programmes is the higher participation of females. For instance, in 1998, 69% of students enrolled were females, leaving 31 % to the males. This compares favourably, with females' rate of participation in the National Literacy Programme in Namibia. But does this make life qualitatively better for females than for males in Namibia? And how far has NAMCOL's effort contributed to the attainment of the goals of education in and independent Namibia. These questions can best be answered on the basis of data that may be generated through some appropriate empirical evaluation and research.

c).The Contribution of Tertiary Institutions.

Some additional patronage for the sub-sector is emerging in the recent contributions of the University of Namibia, through its Centre for External Studies(CES). It manages a number of University programmes via the distance mode. But an even more direct contribution is given through the professional academic and service programmes of the newly established Department of Adult and Nonformal Education (DANFE). The Department is already up with a package of professional training programmes for nonformal education personnel from the Diploma up to the doctorate levels. It is also considerably involved in research and community service activities within Namibia and the SADC Region.

The Polytechnic of Namibia is also involved by way of providing up to seven Certificate and Diploma programmes at a distance, in such critical areas as Police Science and Public Administration.(PN.*99,149-168). In fact there is a standing Distance Education Centre in the institution, with staff and a large body of students servicing or engaged in these programmes. Interestingly, the Polytechnic uses the University of Namibia C.L'.S. Regional Centre offices to serve their students too. This is a healthy sign of collaboration in nonformal education, in the tertiary sector in Namibia. It should be noted that both the University and the Polytechnic, are institutions established and funded by the Government of the Republic of Namibia . But the question is: Are these bodies doing enough for nonformal education in the country. The answer to this will be yet another matter for great debate. The above account provides an incontrovertible evidence for a sufficient state participation in nonformal education in Namibia. But as indicated

⁷ Evidence of this is the production of a manuscript on '*Developing Professional Adult and Nonformal Education Programmes in Namibia*'. a product of the Nation-wide Professional Training NEEDS assessment Survey, conducted between March and May, 1998, and which report formed the basis of the developed programmes which were easily approved through the University structures. Three of the programmes, including the Ph.D. are already on offer. The manuscript is soon to go to press for publication so that it will become an addition to the body of knowledge on nonformal education in Namibia. Similarly, UNESCO, has just commissioned the Department under the auspices of ERNESA, to conduct a national '**Nonformal Basic Education Impact Study in Namibia**'.

there are other contributors to the efforts of providing nonformal education opportunities for Namibians. These are bodies that are more often driven into nonformal provision for the promotion of some interests, often religious, social political or even commercial. Therefore several religious and commonweal organisations are involved. The exact number of such bodies or an accurate listing of the types of programmes they provide may not be easily available given difficulties of documentation and the apparent insufficiency of research along these lines and the poor co-ordination of such efforts, which is a common phenomenon of education in developing countries. (Indabawa,'92).In a survey of providers, conducted by the Centre for External Studies, in 1997, about 59 non-governmental organisations were identified as being function in the country (Frindt, '97). For our purpose, 10 such bodies are listed and some of their nonformal education promoting activities highlighted. These are:

1 . The Council of Churches in Namibia. 2. The Rossing Foundation Adult Education Centre. 3. Namibian Association for Literacy and Adult Education . 4.INARA. 5. Academy of Learning. 6. NANGOF. 7. Ehafo Vocational Skills Training Cure 8. Penduka Development Organisation(IIDO). 9. Rural Peoples' Institute for Social Employment (RISE). 10. Namibia Rural development Project.

Council of Churches in Namibia(CCN).

The Council of Churches in Namibia, is all umbrella body Christian Churches in the country. It has played a leading role in the promotion of education generally before independence, but has paid particular attention to literacy promotion (RF,'99). Its Headquarters is in the capital, but has a network spread across the nation. After independence, it has concentrated on the promotion of the English Language. especially through training for upgrading the language proficiency of teachers. This is an area of need given that the English is the official language of communication, and since Afrikaans had dominated the scene during apartheid, it is only reasonable to pay attention to it by all and sundry. In fact, English is the medium of instruction in most schools above lower primary level. The CCN intervention in this regard started in 1991 with the funding coming from a foreign donor body, -Namibia Association of Norway(NAMAS). The objectives of the project included the following: * To upgrade the English language competence of government and non-government primary school teachers and the CCN English language Desk teachers and tile Children Desk Phonic - Based Kindergarten teachers; *To upgrade (the) teaching methods used by teachers of English and teachers of other subjects. * To give assistance to churches, organisations, and private companies with their language training for income-generating purposes (RF '99.22). Based on the above, the project has been going on for about 8 years and has reached a total of 3,848 beneficiaries in 127 courses conducted in 39 locations within Namibia. The table provides further information.

Table 3: Basic data on the CCN English Upgrading Courses, **1991-1998.**

8/No.	Year	Number of courses	Number of participants.
1	1991	05	
2	1992	1	621
3	1993		921
4	1994	22	553
5	1995	14	448
6	1996	17	529
7	1997	08	320
8	1998	05	156
Total	8 years	127	3,848

Source:

This table is a slightly modified version of the copy obtained from the Project Co-ordinator, Ms.

A.Odufflami, following an interview conducted on Thursday, June 17th, 1999. I acknowledge this with gratitude with gratitude.

Although we have not paid attention to the content of the courses, there are evidences that it had been very useful to the beneficiaries. However, one notes that the number of courses and beneficiaries is on a decline in recent years; form a peak of 33 courses with 921 participants in 1993 to only 5 for 156 teachers in 1998. Is this an indication of exhaustion, lack of funds or the complete elimination of the problem of proficiency in English language among teachers in Namibia? Whatever be the case, this is a definite evidence of NGO contribution to nonformal education in Namibia. The tempo needs to be sustained for some years to come for total success.

Rossing Foundation Adult Education Centre.

This is another vibrant NGO, which has made modest contribution to nonformal education provision in the country. This Centre was established in 1978. in order to help improve the quality of life of the average Namibia, through a variety of nonformal education programmes. At the moment, the Centre offers seven main programmes. namely: Literacy in the English language from Basic to Elementary, Intermediate and English for Business Communication, Typewriting; Word Processing; Book Keeping & Accounting; Needlework, Welding and Motor Vehicle Maintenance. The Centre attracts a large number of people and has succeeded in providing living skills for many, whose lives have improved qualitatively for the better. The effort is an on-going one and a lot more is needed to be done.

Namibian Association for Literacy and Adult Education(NALAE).

This is a national association that seeks to promote adult and nonformal education in all its ramifications. Its main objective, as an umbrella body of practitioners, academics and all stakeholders in the profession, is advocacy for optimum policy framework, planning and implementation of programmes and projects in adult and nonformal education. One vehicle for attaining that goal is the organisation of workshops and similar activities aiming at sharing of information and experience in doing the job. In line with the above, NALAE, organised a follow-up national conference on Adult Education on September 1-2, 1998. This was sequel to Confintea V, and was organised in collaboration with the Ministry of Basic Education and Culture, via DABE, NAMCOL, UNAM, the Working Group on Nonformal Education, and the national Commission for UNESCO. This seminal activity drew a total of 130 participants from all stakeholders. The outcome of the Conference is a document entitled "National Plan of Action for Adult Learning" reflecting the national priorities in adult and nonformal education for the Republic of Namibia. In fact the theme of the conference was " Adult Learning: The Future for Namibia". A national Council to implement the key activities in the Plan of Action is being strongly pursued by NALAE and other concerned parties. Like other bodies, NALAE needs to do more than just mere advocacy.

!NARA. This is another NGO, which was founded in 1996 with aim of promoting nonformal education activities especially for disadvantaged Namibians. It provides services in the areas of training of trainers for community development and training in participatory methodology for development. This organisation is reported to have been receiving financial assistance by the Agency for Co-operation in Research and Development(ACORD). There is little documentary evidence on their other contribution, but certainly, !NARA is riot one of the "one-man" NGOs which predominate in many country.

Academy of Learning.

This is one of the emerging commercial nonformal institutes, which provide skills generating services for varying prices, and to a wide variety of clients. It was established in 1987 and aims at providing management and business training -and computer skills training. The target groups of its programmes are school leavers and employed persons who need some computing and other managerial skills for effective functioning. It self-sustaining and thrives oil its own income. generated from tuition and other fees paid by its numerous clients.

Namibia Non-governmental Organisations' Forum(NANGOF).

This is another of the array of NGOs in Involved in nonformal education. It is supposed to be an umbrella body of all NGOs in the country. In recent times, apart from advocacy, NANGOF conducted a major work entitled:" Study of-Namibian NGO Capacity and Development" in 1996. This study was funded by the United States Agency for International Development(USAID). The work has become a vital reference material on NGO's capacity in the country. In particular, donors have been able to use it in determining partner NGOs.

Ehafo Vocational Skills Training Centre.'

Ehafo is a novel nonformal education skills training Centre. It is a project of Ehafo Trust. The initiative which is a Kwanyama word connoting 'Joy or happiness', begun in 1995. Although the organisations genesis dated back to 1951. as (Cripple Care Society, and from 1969, as Association for the Handicapped in South West Africa).. The main aim of the Centre, at the moment, is the vocational rehabilitation of people with disabilities. The Centre offers short courses of 6 to 12 months duration in four areas, namely; Woodwork, Book Binding, Metalwork and Domestic work including gardening. Ehafo has a large Centre workshop outside Windhoek to which learners, mainly disabled persons of the age range of 18 to 45, are transported on a free Bus Service. All initial learners pay a registration fee of N\$150 (or about \$24) payable in three instalments of N\$50. However, once a person is admitted, a stipend of N\$50 is provided on monthly basis for the duration of the programme. They are also provided "proper work clothing" free of charge. Government and some donor bodies support Ehafo, including European Commission, CCFD(France), Kindernothilfe (Germany), Embassies of the Netherlands, Canada, and Australia, among others. No one will fail to make a token contribution, once one visits the Ehafo Centre, for it will very evident to one that physical disability is riot a hindrance to human potentials for innovation and capacity for self-reliance. In 1998, there were 140 beneficiaries. Ehafo is certainly an innovative nonformal education project. effective for human rehabilitation. It needs to be replicated in all places where persons with Disability, PWDs, require education for the amelioration of their destitution.

Penduka Development Organisations (PDO).

Penduka was established in 1992, to offer nonformal education programmes in business and skills training. It is one of the leading functional NGOs in the field, work, especially in Northern Namibia; though has national network. Currently, its income-generating projects are in the Caprivi, and Kavango. Others areas are, Kaokoland, Otjizoidjupa. Spitakoppe, Hereroland and parts of Southern Namibia. PDO mainly targets disabled women.

Rural Peoples' Institute for Social Employment (RISE).

This is a body founded in 1978, to provide capacity building programmes and projects to empower the disadvantaged Namibians. RISE also engages in advocacy and training of personnel of major non-governmental organisations and community based organisations as well. It also serves communal families and mobilises them for participation in small-scale agrarian enterprise projects and programmes. It has a network within the country and as other. NGOs it attracts funding from different sources for its activities.

Namibia Rural Development Project.

'File Namibia Rural Development Project came into being in 1990. The focus of its nonformal educational activities is oil training and conscientisation of rural farmers. It also caters for

8 Much of the information on Ehafo is generated from their pamphlets Clear authorship and dates are not provided on most of them. Perhaps this is an indicator that studies are needed on such bodies.

unemployed youths, other disadvantaged groups. Its projects and programmes are of the income-generating nature. NRDP has projects sited at Otjinene, Epukiro, and Witvlei. Apart from these, there are several others. Perhaps the questions that all of this account raises are: How do these programmes integrate with formal educational provisions? How far have these nonformal education provisions helped in providing education for generating skills that the average Namibian can use in securing gainful employment from which reasonable income can be obtained for a meaningful social existence? And what has been the relevance and impact of these programmes and projects on the overall agenda of accelerating socio-economic change and political development in Namibia? These are some of the issues addressed in the next section.

Integration between formal and Nonformal Provisions.

There are several ways through which nonformal education programmes integrate with the formal. One of the key relationships is that both are complementary to one another. In the case of Namibia this is so because the main aim is to facilitate wider access to education for all. This will be in fulfilment of the provision of the Constitution, which guarantees the right to education to all citizens. A second area of convergence is that most of the government-sponsored programmes aim at providing equivalency qualifications. For example, the Certificate earned on completion of the literacy training provided through the National Literacy Programme in Namibia, is equal to lower primary (at Grade 4). From here, learners could take upper primary courses to be able to obtain all equivalent of Primary School Leaving Certificate. It is also possible that, especially youth who go through the NLPN, could 'return' to formal schooling on successful completion of their training. The limit is inestimable, for there are cases in Africa where neo-literates rise up through the educational ladder to even become University professors in their own rights⁹. Thirdly, the physical facilities of formal schools, including buildings, etc, are used, often in the evenings for nonformal education programmes. Fourthly, two of NAMCOUS remedial programmes, namely the JSC and the IGCSE, prepare thousands of youths for re-entry into the formal tertiary institutions. Fifthly, almost all the Tutors of NAMCOL's programmes are secondary school teachers. In fact till 1998, the number of such tutors was 728 (NAMCOL, '98,32). They teach on part-time basis. This is a common global dialectical link between formal and nonformal education programmes. It is most healthy, and adds value to nonformal education, given the cost-effectiveness of such arrangement. If the human resource requirement of non-formal education were to be paid for fully by sponsor (on full-time basis), the result will be, either that the cost of programmes provision will be high, prohibitive and unbearable, or little of nonformal education provisions will be available. The link of nonformal provision by non-governmental bodies to the formal is not so neat and clear. This is partly because, several of such programmes are only aimed at providing opportunities for the acquisition of life skills, and competencies, often without bias to certification or formal recognition, which may be a major basis of link with formal institutions.

⁹ A former Deputy Vice Chancellor, at Bayero University, Kano, Nigeria, is a case in point. He acquired a secondary, Bachelors, Masters and doctoral qualifications, served as a Research Professor and became the University's Deputy Vice Chancellor. All of these on the pedestal of nonformal out-of-school equivalency qualification at the start.

However, given the funding and financial support provided to many such providers, experts and consultants, who are usually agents or products of formal educational institutions. These experts have done a lot especially in quality control and programme evaluation and assessment. These have helped to enrich programmes that are provided by both the state and non-state agencies in the Namibian society.. There is no doubt the these linkages need to be sustained and improved upon, especially through collaboration throughout the SADC Region. It is most desirable to do so. Next, another significant issue is addressed- that that of programme impact on beneficiaries and the larger society. What are these?

Programme relevance and impact.

Determining the relevance and impact of any educational programme provisions, is largely a subjective matter. Opinions will differ of what will count for relevance and impact. Measuring these is even more problematic. But there is consensus on the fact that all programmes, including those in nonformal education must be relevant and meet the needs of the beneficiaries. In this regard, a claim can be made that all nonformal education programmes, which attract clients, are relevant to them. The issue of relevance will not be carried further in this discourse. However, the views expressed by programme providers and sponsors, beneficiaries and researches, based on verifiable evidences, can indicate the level of a programme's impact. Similarly, the extent to which programmes achieve their set objectives. may be an additional impact indicator. Also, the level of the improvement of the quality of life of programmes participants and clientele, does tell how much impact programmes have made. The latter is more the case with nonformal education provisions. since they are oriented to meeting existential interests of those who patronise them. In Namibia, the state-sponsored programmes have made an impressive impact. But much more can be done. How is this the case? For the NLPN, there is a standing External Review and Advisory Mission, (the ERA Mission). This has been in place since 1995(MBEC, '98). The annual reports turned in from the Mission, indicate that there is an unequivocal impact of the NUN on society . A major pointer to this is the systematic reduction of the adult illiteracy rate, thereby creating a literate society,' in which development will be more rapid. In particular.. five impact areas have been identified. These are : * **Greater and more positive attitude** to the use of modern economic and social institutions including banks, post office services, and hospitals. * **Empowerment of learners** by way of attainment of higher levels of social consciousness and awareness. Several of the learners have expressed sentiments such as " My eyes are now open and I am now sure of my decisions"(Lind '96); for example to vote, go further education, approach the police for help, go to court and lodge a complain, etc. Higher esteem and new social recognition and status arising from becoming neo-literate. This increases confidence . ***Greater parental support for children's education**, in fact the rise in national enrolment in formal education programmes is partly explained in terms of the giant strides being made to literacise the society. * **Empowerment of women** in particular and enabling them to take in increasing interest in society's development activities.

Similar, but varying claims can be made on all other state-sponsored programmes. The impact of the NGO and C130 programmes too are manifested in the social mobility tile new skills and competencies acquired have provided for beneficiaries. This may not however be quantified given that much of it is yet to be investigated, researched into and or documented. But overall there is still an alarm on the real impact of all these efforts on society . for although

"The per capita income average in 1995 was nearly US\$ 1,890 per annum, yet the larger proportion accounting for 55% ... has an income of less than US\$ 100(or N\$600), making Namibia One of the most inequitable societies in Africa..."(Angola and Lewis-Grant)...

Yet it can be argued that, in the last four years, a lot more has been done and perhaps the impact is higher. But given that there is still some loud cry about increasing youth unemployment and related trepidations, it is possible to suggest that the impact on nonformal educational provisions needs to improve. This will be one vital step towards creating a better Namibian society in the twenty first century. But a UNESCO-sponsored project under the auspices of ERNESA on this theme may come up with more valid account of the impact of these programmes". However, what is indisputable is that a lot has been done, but that the Namibian society may be better off with an increased and sustained effort to promote formal and nonformal education provisions.

Conclusion.

In this paper, an attempt has been made to account for the state of nonformal education provisions in Namibia. Particular focus was placed on two key government sponsored programmes and a description of the efforts of ten functional non-governmental organisations. A mention was also made of the contribution of the tertiary institutions in the country. It is noted that there are a variety of provisions and programmes based on existing policy framework, serving a diverse clientele, and having differential positive Impacts oil individuals and society. Arguably, this is a modest contribution to national development. But given tile potency and relevance of education as an instrument of economic, social and political development, a lot more needs to be done. In fact, it will be in order to pay an even more significant priority attention to the education sector; for it is a necessary prerequisite for optimum growth and advancement. In doing this, attention needs to he paid not only, to additional programme provision and improvement of current practices, but a also to research on a regular and well-funded basis; for it informs practice in a most refined manner. In this direction, developing a SADC Regional Agenda oil nonformal education will be a most appropriate needed step.

10. Note that Angola is one of the senior Minister, who was in charge of the Ministry of Education and Culture, form independence, before its split into the Ministries of Basic Education and Culture and Higher Education, Vocational Training, Science and Technology. He is now the Minister for Higher Education. The claim quoted above cannot be a mere imagination.

¹¹ However, there is some apprehension that the funds approved for this important study may not be as adequate as to allow for a more optimum conduct of the project.

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