



Mainstreaming Higher Education in National and Regional Development in Southern Africa

Regional Country Profiles

The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

NAMIBIA

9.1 Country Context

TABLE: 1. World Development Indicators

World Development Indicators	Yr 2006
Population, total (millions)	2
Population growth (annual %)	1.3
Surface area (sq km) (thousands)	824.3
Life expectancy at birth, total (years)	52.5
Mortality rate, infant (per 1 000 live births)	45.2
Literacy rate, youth female (% of females ages 15-24)	93.5
GNI (current US\$) (billions)	6.5
GNI per capita, Atlas method (current US\$)	3210
Prevalence of HIV, total (% of population ages 15-49)	19.6

Source: *World Bank Namibia: Quick Facts*¹

Since independence in 1990 Namibia has successfully maintained a multiparty parliamentary democracy and has retained long standing macroeconomic stability. It has the fifth highest per capita income for the continent; a relatively free market-orientated economy, with a credible exchange rate that is pegged to the South African Rand; and growth is driven broadly by manufacturing, tourism and mining. In 2001 Namibia experienced its lowest ebb of post-independence growth (2,4 percent), which coincided with a fall in the productivity rate, deemed to be the real driver of economic growth. Real GDP growth has since accelerated with some recovery in diamond production and strong growth in the financial and telecommunication sector. By 2006, real GDP growth was estimated to be 4,6 percent. However this growth falls short of the 5 percent growth that the United Nations has deemed necessary to cut Namibia's poverty by 2015 and is challenging the government's ambitions to become a high-income knowledge-based economy by 2030. (World Bank 2007b and OECD 2007).

¹<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/MADAGASCAREXTN/0,,menuPK:356378~pagePK:141132~piPK:141109~theSitePK:356352,00.html> accessed 19 August 2008

9.2 Planning Context

Vision 2030 is the National Development Strategy for the Government of the Republic of Namibia (GRN). It states the country's ambition to 'join the ranks of high-income countries', where rapid economic growth can be accompanied by equitable social development as part of a broader transformation into a knowledge-based economy (ETSIP 2007).

Namibia's development objectives are framed by five-year **National Development Plans** (NDPs). The first National Development Plan (NDP1) spanned the years 1995 to 2000 and its goals have been echoed in all subsequent NDPs. These were to (a) stimulate and sustain economic growth; (b) create employment; (c) reduce inequalities in income distribution; and (d) reduce poverty.

NDP3 covers the period 2007 to 2012 and has the overarching theme of 'accelerating economic development through deepening rural development'. A large part of the plan is to be informed by a human resource needs assessment to find the right supply and demand for Namibia to make the knowledge-based economy a reality. NDP3 was expected to be finalised in 2007 and will also focus on youth unemployment. (NIP 2008-2013).

The National Poverty Reduction Action Plan (PRAP) is designed more specifically for addressing Namibia's acute social and income inequalities and consolidating much of the intent behind the Poverty Reduction Strategy of 1998. The PRAP's overall aim is to implement structures and procedures for poverty monitoring at all levels of government in close co-operation with relevant stakeholders. It also acknowledges the importance of involving poor and vulnerable groups in analysing poverty through Poverty Participatory Assessments (PPAs), and in designing and implementing support programmes. (NIP 2008 – 2013)

9.3 Education Context

As captured in the National Development Plans and National Poverty Action Plan, the GRN understands that education and training are critical components in its strategies for social and economic equality.

In accordance with earlier assessments of the education system the GRN has turned its attention to matters of quality. In 1999 a Presidential Commission on Education, Culture and Training, financially supported by the Swedish International Development Agency (SIDA), asserted the priority for the next decade would be to unify under one ministry the 11 racially and ethnically segregated education systems inherited from the pre-independence period and then to address matters of quality and efficiency. Accordingly the Education Strategic Policy 2001 – 2006 advocated for the

establishment of the National Inspectorate in 2005 to review quality and performance, this is achieved by analysing data from national examination registers in Grade 7, 10 and 12. In 2000 the former Ministry of Basic Education, Sport, and Culture also developed a National Policy Options for Educationally Marginalised Children (2000), which recognised the need for equitable access to quality education. (World Bank 2007b)

Namibia's **Education and Training Sector Improvement Programme** (ETSIP), accepted by the Government in 2005, has been highly welcomed as an approach to 'turn the [education] system around and bring about big improvements'. The programme is critical for planning and sustaining Namibia as a learning nation. This fifteen-year strategic plan (phased into three-five year cycles) is a comprehensive sector-wide programme, covering:

- Early childhood development and pre-primary education
- General education
- Vocational education and training
- Tertiary education and training
- Knowledge and innovation
- Information, adult and lifelong learning

In its first phase (2006-2011) ETSIP addresses key components in all sub-sectors of education and training. Those related to Early Childhood Development, Pre-Primary Education and General Education concern matters of quality, efficiency, equity and access in the context of management and delivery systems. The ultimate goal for 2030 is to establish a pre-primary year in primary schools for children aged five to six years. Key components for this programme also demonstrate the Ministry's further attempts to mainstream HIV/AIDS into the curriculum. This specifically relates to the life skills curriculum, but includes investing in a system of substitute teachers who can mitigate the impact of teacher absenteeism and an increased number of Orphans and Vulnerable Children (OVCs) will receive nutritional and psychosocial support.

The single Ministry of Basic Education, Sport and Culture has been in operation since independence, but in 1995 the distinction between general education (Primary – Secondary) and higher education was made when the Ministry of Higher Education, Vocational Training, Science and Technology (MHEVTST) was established. Responsibility for ECD programmes used to fall under the responsibility of the d Housing (MRLGH), but as part of the ECD policy developed in 1996 the Directorate of Community and Early Childhood Development (DCECD) was established to support local programme development and the Ministry of Basic Education Sports and Culture (MBESC) took responsibility for curriculum development and standard setting in co-ordination with the Ministry of Health (MoH), and the Ministry of Women Affairs and Child Welfare (MoWACW). The MBESC organises training for ECD caregivers. It also sponsors the development of teaching/learning materials (Marope 2005)

TABLE: 2. General Education Structure Namibia

Level of Education	Grades	Number of Years	Age Range	National Examination/Certificate
Early Childhood Development & Pre-Primary		2-3	3-6 yrs	
Lower Primary Phase (Instruction in mother tongue)	1-4	4	7-11 yrs	Continuing (continual) assessment
Upper Primary Phase (Instruction in English)	5-7	3	12-14 yrs	Continuing (continual) assessment and National Grade 7 examination of Mathematics, English and Science
Junior Secondary	8-10	3	14-16 yrs	Junior Secondary Certificate Examination (JSCE)
Senior Secondary	11-12	2	17-18 yrs	Higher/International General Certificate of Secondary Education (IGCSE/HIGCSE)

Primary education is compulsory and the Education Act of 2003 has extended basic schooling across the first 12 years for all eligible children. The majority of learners are educated in state-funded institutions. In 2001, only 6 percent (92 out of 1 545) of primary and secondary schools were private and of this 6 percent out of 1 010 (5.8 percent) were primary schools. Post the upper primary phase, learners can opt to attend an out-of-school programme offered by the Namibia College of Open Learning (NAMCOL) or continue a skills development course via Community Skills Development Centres (COSDECs) if they don't continue with formal education. (Marope 2005)

The Ministry of Education has also established less traditional learning platforms to address the unique educational needs of some marginalised learner groups. For example, satellite schools were designed to adapt to the seasonal movements of indigenous peoples and mobile schools enable children's schooling to continue uninterrupted by the movement associated with cattle-herders and their grazing patterns. Namibia was the first country in southern Africa to provide national radio broadcasts in San languages and encouraged by the feedback developed an Educational Radio Project, extending the value of more formal learning opportunities. (World Bank 2007b)

However Namibia's general education system is faced with a number of quality concerns which limit the potential of learning outcomes. The literacy rates are low amongst Grade six learners and the country has been ranked bottom in the Southern Africa Consortium for Monitoring Education Quality (SACMEQ) test for mathematics and English reading at primary level. Learners are limited in their learning as there is a shortage of books and other resources at primary and junior secondary level. Each learner should have seven core books at primary level and 13 at junior secondary, but the majority cannot even access half of this number. With the exception of Grades 10 and 11 repetition rates are relatively very high for the SADC region. (ETSIP 2007 and World Bank 2007b)

These quality and efficiency concerns impact on participation rates and achievement levels at higher education, particularly in science and mathematics and Namibia evidently suffers a bottleneck of poor outputs at senior secondary level (ETSIP 2007). Levels of grade repetition are high (17,5 percent) and survival rates decline as the level of education rises. They sit at around 82 percent for primary school, declining quickly to 57 percent by Grade 10 and 33 percent by Grade 12. In 2001, only 46 percent of the candidates for the junior secondary school examination (Grade 10) attained the minimum level required for entry into Grade 11 and the proportion of 'ungraded and incomplete' scripts was 40 percent for Grade 10 mathematics, 27 percent for Grade 12 mathematics, and 41 percent for Grade 12 physics and chemistry. (Marope 2005 and NIP 2008-2013)

Based on figures in 2005 the repetition (18,8 percent) and drop-out rates (4,2 percent) for Grade 1 in ECD and pre-primary education is relatively high for the SADC region. However Namibia's ECD Policy and the specific components dedicated to this sub-sector in the ETSIP demonstrate its commitment. Access to ECD is increasing; there has been a rapid increase in provision and according to the 2001 census 32 percent of children between the ages of three and six were enrolled in some form of ECD programme.

9.3.1 Focus on Higher Education

9.3.1.1 Policy environment

Vision 2030 is a plan for Namibia to 'join the ranks of high-income countries'. The basis of the strategy is for rapid economic growth accompanied by equitable social development as part of a broader transformation into a knowledge-based economy.²

NDP3:

- Increase the supply of graduates in skill areas in high demand

² Republic of Namibia, *Education and Training Sector Improvement Programme (ETSIP) – Planning for a Learning Nation; programme document: phase I (2006-2011)*, February 2007, p.1

- Increase supply of middle-high level skilled labour to meet market demand over the next five years
- Strengthen the institutional capacity and quality of tertiary education
- Increase training of graduates abroad (undergraduates and postgraduates) in areas not available in Namibia
- Mainstream ICT into the education system

Education and Training Sector Improvement Programme (ETSIP 2007)

In its first phase (2006 – 2011) the ETSIP has a focus on strengthening the immediate supply of middle-to-high-level skilled labour to meet labour market demands and support overall national goals. Significant productivity growth has been set back by a shortage of skilled workers at various levels. An analysis of total factor productivity (TFP) and growth development productivity (GDP) of the country shows that while there is growth, it is not significant enough to support ‘a steady path toward the ranks of high income knowledge - based economies by 2030.’ Namibia has experienced a real decline in productivity, where TFP fell from 2,5 percent between 1991 and 1997 to just 0,5 percent between 1997 and 2000. In the same period GDP growth has levelled to 3,2 percent in 2005. While the economy is hampered by a shortage of qualified artisans and technicians, the country is also lacking managers, engineers, medical doctors and researchers to create and apply knowledge to improve productivity.³

9.3.1.2 Profile of Higher Education

The University of Namibia was established in 1992, two years after the country’s independence. It now has four campuses and eight regional centres which cover most major towns

1 Public University: University of Namibia (UNAM)

1 Polytechnic of Namibia (PoN).

4 Colleges of Education that offer a three-year Basic Education Teachers Diploma (BETD). 600 teachers graduate each year from full-time BETD programmes, with an additional 400 graduating from the BETD INSET programme.

³ Republic of Namibia, *Education and Training Sector Improvement Programme (ETSIP) – Planning for a Learning Nation; programme document: phase I (2006-2011)*, February 2007, p.1-2

UNAM: has seven faculties; provides training for senior secondary level teachers; and offers distant learning programmes.

PoN: offers graduate training in engineering and ICT, hospitality and environmental management.

Both of these institutions offer masters and doctoral level programmes.

Institutional Profile

TABLE: 3. Faculties and Centres Academic Staff in 2006

Faculty / Centre	Male	Female	Namibians	Non-Namibians	Total
Agriculture and Natural Resources	20	11	24	7	31
Economics and Management Science	23	8	26	5	31
Education	20	16	33	3	36
Humanities and Social Science	37	29	46	20	66
Law	7	3	6	4	10
Medical and Health Science	3	34	37	0	37
Science	49	15	40	24	64
Centre for External Studies	10	7	16	1	17
Language Centre	7	8	15	0	15
MRCC	6	2	8	0	8
Library	6	6	10	2	12

Northern Campus	4	2	4	2	6
Henties Bay	2	1	2	1	3
Total Academic Support Staff	194	142	266	69	336

Source: University of Namibia, Annual Report 2006

TABLE: 4. Faculties and Centres Academic Support Staff and Central Administrative Staff in 2006

Faculty / Centre	Male	Female	Namibians	Non-Namibians	Total
Academic Support Staff					
Agriculture and Natural Resources	7	3	10	-	10
Economics and Management Science	2	4	6	-	6
Education	3	3	6	-	6
Humanities and Social Science	3	5	8	-	8
Law	0	4	4	-	4
Medical and Health Science	3	3	6	-	6
Science	11	13	22	2	24
Language Centre	2	1	3	-	3
Centre for External Studies	7	22	29	-	29
Dean of Students	17	27	44	-	44
Henties Bay	3	1	4	-	4
Library	13	18	31	-	31
MRCC	0	2	2	-	2
Northern Campus	6	6	12	-	12
Total Academic	77	112	187	2	189

Support Staff					
Central Administrative Staff					
Office of the Vice-Chancellor	3	2	4	1	5
Office of the PVC (AA & R)	3	2	5	-	5
Office of the PVC (A & F)	3	4	7	-	7
Office of the Registrar	6	14	20	-	20
Office of the Bursar	10	13	23	-	23
Human Resources	4	10	14	-	14
Estate Services	39	8	47	-	47
Computer Centre	9	2	10	1	11
UNAM Foundation	1	2	3	-	3
Total Central Administrative Staff	78	57	133	2	135

Source: *University of Namibia, Annual Report 2006*

Table 5: Student Enrolment in 2006

FACULTY	QUALIFICATION	NAMIBIANS	NON-NAMIBIANS	MALE	FEMALE	TOTAL	FACULTY TOTAL
Agriculture & Natural Resources	Non-Degree Purpose						226
	Certificate						
	Diploma						
	Bachelors Degree	205	19	122	102	224	
	Postgraduate Diploma						
	Masters Degree		1	1		1	
Economics & Management Science	Doctoral				1	1	1636
	Guest student						
	Non-Degree Purpose	4	4	7	1	8	
	Certificate	49		17	32	49	
	Diploma	193	4	102	95	197	
	Bachelors Degree	1068	264	614	718	1332	
	Postgraduate Diploma	26		18	8	26	
Education	Masters Degree	23		16	7	23	847
	Doctoral	1		1		1	
	Non-Degree Purpose		1	1		1	
	Certificate						
	Diploma	68	4	30	42	72	
	Bachelors Degree	666	17	274	409	683	
	Postgraduate Diploma	42	2	16	28	44	
Humanities & Social Sciences	Masters Degree	38	2	19	21	40	897
	Doctoral	5	2	5	2	7	
	Guest student	1	2		3	3	
	Non-Degree Purpose	15	14	10	19	29	
	Certificate						
	Diploma	109	16	52	73	125	
	Bachelors Degree	588	133	276	445	721	
	Postgraduate Diploma	6	1		7	7	
Law	Masters Degree	7	1	6	2	8	386
	Doctoral	2	2	1	3	4	
	Non-Degree Purpose						
	Certificate						
	Diploma	2	22	17	7	24	
	Bachelors Degree	287	36	156	167	323	
	Postgraduate Diploma	28	3	16	15	31	

Source: University of Namibia, Annual Report 2006

...Table 5 continued.

FACULTY	QUALIFICATION	NAMIBIANS	NON-NAMIBIANS	MALE	FEMALE	TOTAL	FACULTY TOTAL
Medical & Health Sciences	Non-Degree Purpose	6			6	6	789
	Certificate	71		55	16	71	
	Diploma	572	19	106	435	591	
	Bachelors Degree	69		25	44	69	
	Postgraduate Diploma	21		2	19	21	
	Masters Degree	21	2	12	11	23	
	Doctoral	8		1	7	8	
Science	Non-Degree Purpose		2	1	1	2	854
	Certificate						
	Diploma						
	Bachelors Degree	716	112	514	314	828	
	Postgraduate Diploma						
	Masters Degree	15	6	10	11	21	
	Doctoral	2	1	1	2	3	
	Non-Degree Purpose	761		305	456	761	3173
	Certificate	73		28	45	73	
	Diploma	1314		384	930	1314	
	Bachelors Degree	937		242	695	937	
	Postgraduate Diploma	88		53	35	88	
	Masters Degree						
	Doctoral						
UNAM Foundation Programme	Certificate	60		33	27	60	60
GRAND TOTAL							8868

Source: University of Namibia, Annual Report 2006

Table 6: Graduation Figures for Various Programmes in 2006

QUALIFICATION	MALE	FEMALE	SUB TOTALS	TOTAL
AGRICULTURE AND NATURAL RESOURCES				65
B.Sc Agriculture	15	14	29	
B.Sc Nat. Res	10	14	24	
Diploma	28	14	42	
ECONOMICS AND MANAGEMENT SCIENCE				134
B.Acc	24	29	53	
BA Administration	14	31	45	
B.Com	2	3	5	
B.Econ	13	17	30	
MA	3	2	5	
Ph.D.	-	-	-	
Certificates/Diplomas	27	29	56	
EDUCATION				156
B.Ed	16	32	48	
B.Ed Adult Educ.	8	29	37	
B.Ed (Maths&Sci)	10	16	26	
M.Ed	1	-	1	
Dipl. Adult Education	7	10	17	
Spec. Dipl. Gender Studies	1	2	3	
Post Graduate Dipl. In Educ.	11	3	14	
Spec. Dipl. In Educ. Man.&Leadership	8	4	12	
Specialised PostGrad. Dipl Special Educ	1	7	8	
HUMANITIES AND SOCIAL SCIENCES				129
BA	34	62	96	
MA		1	1	
Diplomas	8	24	32	
LAW				65
Post Graduate Dipl.	13	11	24	
B.Juris	16	26	42	
LLB	9	19	28	
LLM	1	-	1	
MEDICAL AND HEALTH SCIENCES				157
Certificates	7	-	7	
Diplomas	18	100	118	
BA Degree	1	27	28	
Masters	2	1	3	
Ph.D.	-	1	1	
SCIENCE				60
B.Sc	26	26	52	
M.Sc	3	5	8	
CENTRE FOR EXTERNAL STUDIES				233
Basic Teacher's Diploma	32	123	155	
Dipl. African Languages	3	61	64	
Dipl. Spec. Subj. (MASTEP)	8	4	12	
Certificates	10	22	32	
GRAND TOTAL				1159

Source: University of Namibia, Annual Report 2006

Considering Namibia's middle-income status and the significant resources spent in its education sector the country's education outputs are lower than expected. The annual number of graduates for 2006 for UNAM was 1 159 with 5,2 percent of these being science

degrees. Of the 166 teachers who graduated from UNAM in 2006, only 15 percent were mathematics and science teachers. In the areas of skills shortages (particularly science, engineering and agriculture), both UNAM and PoN experience low enrolment and high drop-out rates. Namibia also ranks lowest among its peers in SACU in student performance on reading and mathematics. Low academic performance in general translates into low completion rates; currently evident in science (20 percent), humanities (35 percent) and education (44 percent).⁴

TABLE: 7. University of Namibia Income and Expenditure Statement for 2005 and 2006

	2005	2006
REVENUE (N\$)	241 179 967	244 878 884
Subsidies	185 374 055	185 374 000
Tuition fees	38 975 922	41 961 216
Hostel fees	5 742 272	9 632 716
Other income	11 087 738	7 910 952
EXPENDITURE (N\$)	239 423 591	257 782 510
Personnel and related costs	191 700 974	203 433 563
Post retirement medical benefit	-	4 908 905
Administrative and other costs	38 428 512	39 642 386
Depreciation	9 294 105	9 797 662
SURPLUS / (DEFICIT)	1 756 376	(12 903 632)

Source: *University of Namibia, Annual Report 2006*

Revenue

Total income of the university increased by N\$3,7-million compared to 2005, representing a growth of 1,5 percent. This net increase resulted from tuition and hostel income due to a price increase in fees and an increase in the number of registered students.

9.3.1.3 Governance

Higher Education Act (no. 26 of 2003)

⁴ Republic of Namibia, *Education and Training Sector Improvement Programme (ETSIP) – Planning for a Learning Nation; programme document: phase I (2006-2011)*, February 2007, p.37 and (Education Policy and Employment Absorptive Capacity p.5)

- Formulated to ensure tertiary institutions became more responsive to national needs.
- Established the National Council for Higher Education (NCHE) which provides for the registration, deregistration and closure of private higher education, as well funding for public higher education, institutions.⁵

Additional tertiary education acts include: the Teacher's Education Colleges Act; and the Research, Science and Technology Act.⁶

The University of Namibia and the Polytechnic of Namibia are autonomous institutions, governed by councils.

9.4 Financing Context

The Namibian Government has implemented a programme-based budgeting system within a medium-term expenditure framework (MTEF). The figures for the budget analysis in Table 8 were obtained from the 2008 MTEF and represent actual expenditure for 2005/06 and 2006/07 and budget estimates for 2007/08 and 2008/09. Health and Social Services are presented in one vote and include Social Protection that provides support and social relief services to families and individuals with special welfare needs, particularly the vulnerable and those living with disabilities. Labour and Social Welfare are presented in a separate vote. Social Welfare provides social grants for the elderly and the disabled.

9.4.1 Trends in allocation

TABLE: 9. National Budget Allocations

<i>Namibian \$ 000</i>	2005/06	2006/07	2007/08	2008/09
Allocation	Actual	Actual	Estimate	Estimate
Total Expenditure	13,193,000	15,279,184	17,827,335	22,464,453
Education	3,178,559	3,257,221	3,699,517	4,782,761
% of budget	24.09%	21.32%	20.75%	21.29%

⁵ Republic of Namibia, *Education and Training Sector Improvement Programmeme (ETSIP) – Planning for a Learning Nation; programmeme document: phase I (2006-2011)*, February 2007, p.37 and Government Gazette of the Republic of Namibia, Windhoek, 31 December 2003 no.3125

⁶ Republic of Namibia, *Education and Training Sector Improvement Programmeme (ETSIP) – Planning for a Learning Nation; programmeme document: phase I (2006-2011)*, February 2007, p.37

% of GDP	8.03%	6.75%	6.91%	8.04%
Health and Social Services	1,335,344	1,395,991	1,682,916	2,130,873
% of budget	10.12%	9.14%	9.44%	9.49%
% of GDP	3.38%	2.89%	3.14%	3.58%
Labour & Social Welfare	564,429	708,670	787,276	996,336
% of budget	4.28%	4.64%	4.42%	4.44%
% of GDP	1.43%	1.47%	1.47%	1.67%
Total Defence	1,259,504	1,381,867	1,682,842	2,371,780
% of budget	9.55%	9.04%	9.44%	10.56%
% of GDP	3.18%	2.87%	3.14%	3.99%
GDP	39,562,000	48,228,000	53,564,000	59,516,000

Source: Ministry of Finance Medium Term Expenditure Framework 2008/09 to 2010/2011

Namibia spends, on average, 21,9 percent of its budget on Education. Spending on Education increased from N\$3,179-million in 2005/06 to N\$4,783-million in 2008/09 at an average annual rate of 14,6 percent. Over the same period, Health and Social Services expenditure increased at an average annual rate of 16,9 percent; Labour and Social Welfare expenditure increased at an average annual rate of 20,9 percent; and Defence expenditure increased at an average annual rate of 23,5 percent. Over the period, Education spending as a percentage of GDP averaged 7,43 percent, which is more than double that of Health and Social Services and Defence.

TABLE: 10. Education Budget Allocations

Namibian \$ 000	2005/06	2006/07	2007/08	2008/09
Allocation	Actual	Actual	Estimate	Estimate
Total Expenditure	3,178,560	3,257,221	3,699,517	4,782,761
General Education	2,631,026	2,607,674	3,038,542	3,764,415
% Total	82.77%	80.06%	82.13%	78.71%
Information, Adult and Life Long Learning	85,729	96,319	113,862	139,928
% Total	2.70%	2.96%	3.08%	2.93%

Vocational Education and Training	60,615	73,347	75,283	134,027
% Total	1.91%	2.25%	2.03%	2.80%
Knowledge & Innovation	7,659	10,027	11,349	11,186
% Total	0.24%	0.31%	0.31%	0.23%
Tertiary Education & Training	327,360	453,867	453,757	731,121
% Total	10.30%	13.93%	12.27%	15.29%
HIV and AIDS	5,000	15,987	6,724	2,084
% Total	0.16%	0.49%	0.18%	0.04%
Support Services	61,171			
% Total	1.92%			

Source: Ministry of Finance Medium Term Expenditure Framework 2008/09 to 2010/2011

Spending on the Education budget is dominated by the General Education Programme which receives, on average, 80,9 percent of the total budget. This is followed by spending on Tertiary Education and Training which received, on average, 13 percent of the budget. From 2005/06 to 2008/09, the proportion of the budget spent on General Education declined from 82,8 percent to 78,7 percent while the proportion allocated to Tertiary Education and Training increased from 10,3 percent to 15,3 percent. In nominal terms, allocations to General Education increased from N\$2,631-million in 2005/06 to N\$3,764-million in 2008/09 growing at an average annual rate of 12,7 percent. Over the same period allocations to Tertiary Education and Training increased from N\$327-million to N\$731-million growing at an average annual rate of 30,7 percent. This implies a shift in focus in the Namibian education system towards the Tertiary Education sector.

9.4.2 Activity Support

TABLE: 11. Breakdown of Education Budget from State Revenue Fund

<i>Namibian \$ 000</i>	2005/06	2006/07	2007/08	2008/09
Allocation	Actual	Actual	Estimate	Estimate
Total Expenditure	3,178,560	3,257,221	3,699,517	4,782,761
Operational budget	2,982,217	3,071,596	3,452,336	4,514,601
% Total	93.82%	94.30%	93.32%	94.39%
Development Budget	119,943	132,865	130,151	172,960
% Total	3.77%	4.08%	3.52%	3.62%
Development Partners	76,400	52,760	117,030	95,200

% Total	2.40%	1.62%	3.16%	1.99%
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Source: Ministry of Finance Medium Term Expenditure Framework 2008/09 to 2010/2011

Table 11 above indicates the breakdown of funding from the State Revenue Fund. All Development Partner funding is earmarked for activities within the Education and Training Sector Improvement Programme (ETSIP). The Operational budget accounts for, on average, 94 percent of the total budget, while the Development budget accounts for 3,75 percent. Development Partner funding for Education received in the State Revenue Fund accounts for, on average, 2,3 percent of the total allocation. Development Partner funding decreased slightly from 2,4 percent in 2005/06 to 1,99 percent in 2008/09.

Additional Development Partner funding received outside the State Revenue Fund for the Education sector is indicated in the table below.

TABLE: 12. Additional Development Partner Funding

Namibian \$ 000	2005/06	2006/07	2007/08	2008/09
Allocation	Actual	Actual	Estimate	Estimate
Total Funding	91,593	92,126	133,875	385,248
General Education	61,710	65,797	44,985	280,568
% Total	67.37%	71.42%	33.60%	72.83%
Information, Adult and Lifelong Learning	1,905	1,800	2,000	3,079
% Total	2.08%	1.95%	1.49%	0.80%
Vocational Education and Training	8,978	10,250	48,790	64,655
% Total	9.80%	11.13%	36.44%	16.78%
Tertiary Education & Training			11,000	12,315
% Total			8.22%	3.20%
HIV and AIDS	19,000	14,279	27,100	24,631
% Total	20.74%	15.50%	20.24%	6.39%

9.5 Donor Context

In 2007 Namibia was granted its first development policy loan of US\$7,5-million from the World Bank's International Bank for Reconstruction and Development. This has been channelled specifically to support the establishment of Namibia's first Education and Training Sector Improvement Programme (ETSIP) and is due for repayment by 2010. The loan funded 14 percent of the total financing amount for the first year of ETSIP Phase 1. With the Bank's technical support the GRN has been able to raise a further US\$278,8- million in grants and a US\$45-million soft loan from other international development partners' external funding sources. Pledges were received from the United Nations, the European Commission, the Governments of Finland, Germany, Luxembourg, Spain, Sweden, Netherlands and the United States of America. In addition pledges totalling N\$3,17-million came from private Namibian Development partners, such as First National Bank (FNB), NAMDEB Diamond Corporation, the United Africa Group, with the biggest contributions coming from the Rössing Foundation (N\$2,6-million). Tentative funding has also been lined up from this group of development partners to back the second single-tranche sector development policy loan of US\$7,5-million. (Annex 6, World Bank 2007b and World Bank PID 2008)

9.6 Issues and Observations

Similar to Malawi and Lesotho, Namibia has a high per capita spending on higher education. There are less than 5 000 students enrolled at higher education institutions. Two main factors contribute to the high per capita spend. Funding includes the total subsidisation of student accommodation costs, and Namibia has one of the lowest lecturer to student ratios (1:7) in sub-Saharan Africa.⁷

⁷ Economic policy and Employment Absorptive Capacity p.5