

The qualities our educational system should have to transform the Namibian society

To change the corrupt Namibian society it is imperative to understand our educational system, how it should be transformed and the implications associated with transformation towards our Vision 2030.

Deduced from the systemic development perspective of Gharajedaghi (1982) a vision of our educational system should be that it is accessible, affordable and completely free in terms of cost (e.g. the Scandinavian countries) to students on primary, secondary and tertiary level. We should do away with incidents such as happened on 3 July this year at Walvis Bay, when the Police was called in to control about 1 000 parents that queued for access to 85 Grade 1 positions for the 2018 academic year. Educational institutions should be accessible to all students regardless of location.

Our educational system should equip everybody with knowledge, skills and behaviour tailored for our industry. The Namibian Qualifications Authority (NQA) and the Council for Higher Education should make it compulsory that curriculums should enable all students to undergo Work Integrated Learning (WIL).

ACADEMIC VS PRACTICAL

Tertiary institutions should form smart partnerships with the industry to train tertiary students so that they are employment ready. Curriculums at all levels should develop students to the optimum level of their ability, with a much bigger focus on practical



JOHAN COETZEE

orientated stream.

Based on the successful example of Finland, tertiary institutions should enable students to do more self-study and more practical assignments that are directly work related. Similar to Finland, teachers should be respected like medical doctors and lawyers. Based on the Finish example, of all government funded sectors in respect of Offices/Ministries/Agencies, education should be the top priority of Namibia to close the gap in development between Namibia as a middle income country and developed nations.

Teachers and lecturers should be selected for training from the top ten percent of our students. We cannot employ people with grade 8, 10 and 12 to teach students at any level and then expect miracles in terms of pass rates. Finland has a dropout rate of 2% and developed their education system over 40 years with only one exam at 16 years of age. We train students that can memorise, however lacking in creativity and innovation, as reflected in the insignificant number of patents registered in Namibia compared to developed countries.

Educational institutions should produce students that are not only educated, but have an understanding and insight about the requirements of how Namibia can become a political matured nation that is productive and customer service orientated so that we can close the gap between us and developed countries as fast as possible, as envisaged in Vision 2030.

One Republic 11 August 2017