



Ministry of Environment, Forestry and Tourism

# NATIONAL ENVIRONMENTAL EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT STRATEGY & ACTION PLAN (2022-2026)





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## Background

Environmental education (EE) and Education for Sustainable Development (ESD) are vital to ensure a sustainable future for all. EE/ESD has been practiced in various institutions including schools, EE Centres, universities and the private sector since pre-Independence.

The Namibian Constitution mandates the protection of the environment and the right to education.

EE/ESD is therefore the foundation for addressing our nation's ability to develop in a sustainable manner. Already in 1994, the Namibian Environmental Education Network (NEEN) was established by a wide variety of stakeholders to share ideas and further the interests of EE/ESD in Namibia.

Namibia has actively participated in various regional and international platforms regarding EE/ESD including the UN Decade of Education for Sustainable Development (2005-2014), the Global Action Programme (2015-2019) and now UNESCO #ESD for 2030 Decade.

Namibia is a signatory to the UN Sustainable Development Goals (SDGs) thereby supporting the importance of ESD as a priority response for the achievement of SDG#4-Quality Education and the role of ESD to achieve the other sixteen SDGs.

## The National EE/ESD Policy

The Ministry of Environment, Forestry and Tourism (MEFT), under the auspices of NEEN, developed the National EE/ESD Policy together with support and input from a wide-variety of stakeholders. The policy went through numerous validation stages over several years since the early 1990s. The policy is co-signed by Honorable Shifeta, MEFT and Honorable Acting Minister Anjamba, Ministry of Education, Arts and Culture (MoEAC), as the key ministries for implementation.

The policy was approved in 2019 and officially launched in July 2020. A National ESD Task Force consisting of representatives from various institutions such as government ministries, tertiary institutions, non-governmental organisations and international partners was established to drive the implementation of the policy.

**Vision:** An educated and empowered Namibia with environmentally literate people taking responsibility and action for a sustainable future.

**Mission:** Reorient, integrate and upscale quality Environmental education (EE) and Education for Sustainable Development (ESD) in environmental awareness, education and training systems, research and innovation systems, policies, programmes and action for sustainable development.

## EE/ESD Policy Strategy & Action Plan

The EE/ESD Policy Strategy & Action Plan will guide the implementation of the policy and is aligned to the National Planning Commission (NPC) Guidelines for the Structure of a Public Policy Document. The action plan is a multi-stakeholder framework that outlines the priority areas together with key strategies, activities, targets and time frames over five years. The eleven strategies outlined in the policy have been streamlined into these main priority areas:

1. Training and Capacity Building
2. Networking & Strengthening Partnerships
3. Development of EE Programmes, Curriculum and Materials
4. Responsible Citizenship Action
5. Promotion of Research and Centres of Expertise

**Cross-cutting themes:** ICT and Pedagogical Innovations

# 4 QUALITY EDUCATION



## Policy Action Area #1: EE/ESD Programmes, Training and Capacity Building

**Strategic focus:** To use collaborative efforts to build the capacity of key agents (e.g. educators, decision-makers, civil servants, field officers) with EE/ESD knowledge and skills to address critical environmental issues. Increase and enhance EE/ESD programmes for all levels.

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Integrate EE/ESD training into all relevant sectors</b>	Conduct a comprehensive mapping exercise on existing EE/ESD training programmes and participants	Improved coordination and integration of EE/ESD in training	% of programmes with EE/ESD component	0	1	-	-	-	-	300	Lead: MEFT / ESD Task Force, MoEAC, MHETI  Support: NIED, NCHE, NQA, Tertiary institutes, NGOs, NQA
	Develop national training plan to integrate EE/ESD into existing programmes			Mapping to inform	-	10%	20%	40%	50%	150	
	Develop short professional development courses/modules in EE/ESD (including online/blended)	Standardised curriculum and programmes across Namibia								2,000	
<b>Build capacity of EE officers or relevant field officers (gov't, NGO, conservancies, private sector) to implement EE/ESD</b>	Conduct professional development programmes on a regular basis	Improved capacity of EE and other relevant officers to implement EE/ESD	% of EE officers / relevant officers trained	Mapping to inform	25%	50%	75%	90%	100%	800	Lead: MEFT, MHETI, Training institutes, LA  Support: NGOs, relevant Ministries, NQA

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Build capacity of decision-makers with environmental and Sustainable Development (SD) knowledge &amp; skills</b>	Conduct, regular practical short-courses for decision-makers (Councillors, TAs, MPs) about environmental issues	Decision-makers receive relevant training on a regular basis	% of decision-makers trained	Mapping to inform	25%	50%	75%	90%	100%	800	Lead: Office of the President, MEFT, MoEAC, MHETI, relevant Ministries, NIPAM, LA
<b>Train law enforcement agents and relevant civil servants to know and understand environmental policy and laws</b>	Conduct short courses on relevant laws and policies	Law enforcement agents and relevant civil servants are trained	% of trained law enforcement officers	Mapping to inform	25%	50%	75%	90%	100%	1,000	Lead: MEFT, LAC, MSS, Ombudsman, MFMR, MHETI, NQA, NIPAM, LA
<b>Build capacity of teachers, trainers, lecturers, trainers in all levels of formal and informal education to integrate EE/ESD</b>	Conduct and expand professional development courses/programmes	Educators of all levels are trained	% of relevant educators trained	Mapping to inform	25%	50%	75%	90%	100%	20,000	Lead: MoEAC, NIED, MHETI, TVET, NTA, NQA  Support: NGOs, Tertiary institutes, NIPAM

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Incorporation of EE/ESD into TVET and tertiary level programmes</b>	Develop a sustainable development core foundational course	SD is part of core curriculum	% of tertiary programmes with SD	Mapping to inform	25%	50%	75%	90%	100%	250	Lead: MHETI, Tertiary & TVET institutes  Support: NCHE, NTA, NGOs, NQA
	Develop eco-entrepreneurship courses	Eco-entrepreneurship is included in relevant courses	% of relevant courses with eco-entrepreneurship	Mapping to inform	25%	50%	75%	90%	100%	250	
<b>Incorporation of EE/ESD programmes in schools</b>	Revitalise national environmental club network & support existing and new clubs	Schools address EE/ESD through a "Whole School Development" approach	% of schools participating in whole school development activities	Mapping to inform	25%	50%	75%	90%	100%	20,000	Lead: NEEN, MoEAC  Support: NGOs, UNESCO, WHO
	Implement an EE/ESD school & club accreditation / recognition programme										
	Expand school garden and feeding programmes to include tree planting & recycling										
	Enhance EE/ESD online learning in schools										
<b>Incorporation of EE/ESD programmes in CBNRM/ conservancy programmes</b>	Integrate EE/ESD programmes for conservancy members	Conservancies develop knowledge and skills in SD and to address environmental challenges	% of conservancy members that have received EE/ESD training	Mapping to inform	25%	50%	75%	90%	100%	20,000	Lead: NACSO  Support: NEEN, MEFT, MHETI, EIF, NGOs, NQA



## Policy Action Area #2: Networking & Strengthening Partnerships

**Strategic focus:** To enhance strategic partnership with public, civil and private institutions (education, training & capacity building)

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Enhance the capacity of the Namibian Environmental Education Network (NEEN)</b>	Develop a strategic plan for NEEN	NEEN is capable of delivering services as per its mandate	Strategic plan developed and operationalised	0	0	1	1	1	1	100	Lead: MEFT, MoEAC, NEEN and ESD Task Force
	Secure financing for NEEN activities		% successful completion of strategic plan	0	0	50%	100%	100%	100%	100	
	Increase and diversify NEEN membership		Annual % increase of NEEN members	503	5%	10%	15%	20%	25%	50	
<b>Improve sharing of information across stakeholder groups</b>	Develop & maintain information sharing platforms (e.g. social media, newsletter, website, events)	Active participation of diverse stakeholders	# of available platforms per annum	1	3	5	5	5	5	200,000	Lead: NEEN  Support: NEEN Membership, NGOs, MoEAC
	Conduct regular mapping of national EE/ESD activities	Accurate, up-to-date EE/ESD information management system to support planning, budgeting and decision making	# of mapping exercises conducted	1	1	1	1	1	1	350	
	Integrate EE/ESD on existing relevant awareness campaigns	Learners & students are involved in change-driven events	# of campaigns including EE/ESD per annum	1	1	2	3	4	5	500	

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Enhance collaboration of stakeholders in action plan implementation</b>	Develop joint funding proposals	Stakeholder collaboration on project implementation	# of projects implemented per annum	0	0	1	2	3	3	200,000	Lead: MEFT, NEEN  Support: NEEN Membership, NGOs, all stakeholders
	Develop strategic partnership with private sector and existing programmes										



### Policy Action Area #3: Development and expansion of EE/ ESD Curriculum and Learning Support Materials

Strategic focus: Increase and strengthen EE/ESD curriculum and learning support materials to be responsive to the aspirations and needs of society.

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Strengthen the implementation of the EE/ESD curriculum for all levels of education</b>	Conduct a mapping exercise of EE/ESD curricula	All educational levels reached by comprehensive EE/ESD curriculum	# of mapping exercises conducted	0	1	-	-	-	-	100	Lead: MoEAC (NIED), MHETI  Support: NCHE, NTA, MGEPESW, NEEN, UNESCO, Tertiary institutes, NGOs
	Enhance the coordination of EE/ESD curriculum review		Coordination unit / stakeholder group established	0	-	1	-	-	-	500	
	Improve the capacity to develop and further EE/ESD curricula										
	Involve active EE/ESD practitioners nationwide in the development of curriculum (e.g. symposium)		# of events / input opportunities created	0	-	1	2	2	2	1,000	

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Develop new and update existing ESD learning support material with global, regional and national context</b>	Conduct a scoping exercise of existing materials (relevance, content, copyright, soft/hard copies availability)	Inclusive, relevant EE/ESD learning support materials are utilised by educators across all levels	# of scoping reports	0	1	-	-	-	-	100	Lead: MoEAC (NIED)  Support: NCHE, MHETI, NTA, MGEPESW, NEEN, UNESCO, Tertiary institutes, NGOs, publishing houses
	Co-develop / re-design materials to fill identified gaps		% of stakeholders /co-authors featured		-	20%	20%	20%	20%	10,000	
	Ensure learning support materials are made available for all (local languages, inclusive education)		% increase of educational institutions with access (pre-primary, schools, tertiary, TVET) per annum	Scoping exercise to give baseline	-	20%	20%	20%	20%		
	Utilise online platforms and expand the capacity of EE/ESD platforms to host clearinghouse		% of materials available online		-	20%	40%	70%	100%	100	

## Policy Action Area #4: Developing Responsible Citizenship Action & Advocacy

**Strategic focus:** *To promote responsible citizenry through public awareness, advocacy and exemplary leadership*

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Develop a national EE/ESD awareness campaign</b>	Utilise the arts and entertainment to sensitize the public about critical environmental issues	Increased awareness and understanding of key environmental issues by the general public	% of national awareness campaign events integrating arts and entertainment per annum	Mapping to inform	15%	30%	50%	75%	75%	10,000	Lead: MEFT, MICT, MYNSSC, LA  Support: EIF, NGOs, Traditional Authorities, MAWLR, Associations
	Implement nationwide Road Show Campaigns & Trade Fairs		# of campaigns per annum	Mapping to inform	2	3	4	6	6	10,000	
	Develop supporting informational materials (all languages)		% of media coverage of environmental events	Mapping to inform	15%	20%	25%	30%	30%	200	
	Implement on-going radio and TV shows (all languages)										
	Actively utilise social media platforms										

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Develop nationwide action campaigns to link with awareness campaigns</b>	Identify and integrate regional EE/ESD champions into programmes	Improved decentralised environmental action-taking	# of EE/ESD champions involved in action projects	Mapping to inform	2	3	4	6	6	5,000	Lead: MEFT, Office of the President, Regional Councils, LA
	Conduct nation-wide tree planting for Arbour Day	Large-scale tree planting takes place nation-wide	# of trees planted per annum per region	Mapping to inform	1,000	2,000	3,000	5,000	10,000	14,000	
	Clean-up and recycling days	Clean Namibia	# of campaigns per region	Mapping to inform	20	30	40	50	60	3,000	Support: NGOS, Traditional Authorities

## Policy Action Area #5: Promotion of Research, Innovation and Centres of Expertise

**Strategic focus:** *To initiate and enhance collaborative research and innovative practices in EE/ESD.  
To develop an active network of Centres of Expertise to implement ESD.*

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Develop active “community of practice” for ESD research and innovation</b>	Appoint a coordinating body	Understanding of and quality of EE/ESD is improved through collaborative knowledge and practices sharing	Functioning ESD research and innovation platform	0%	100%	-	-	-	-	20	Lead: Tertiary Institutes & NCRST, NSA  Support: MHETI, Gobabeb, CCF, EIS
	Develop / Link to a well-maintained website including on-line research repository		Functioning ESD research and innovation platform	0%	25%	100%	-	-	-	70	
	Establish an annual Namibian EE/ESD journal and/ or journal committee to actively contribute to EEASA journal		# of journals published per annum	0	0	1	1	1	1	250	
	Stimulate innovation in education practices		% of articles per actions per annum overall	0%	0	25%	50%	50%	50%	50	
	Promote Indigenous Knowledge System (IKS)			0%							
	Disseminate EE/ESD research and value to society		# of popular articles / news events	0%	0	5	10	15	20	70	

Strategy	Activity	Output	Key Indicators	Baseline	Timelines & Targets/Year					Budget (NAD '000)	Lead Agency / Support
					'22	'23	'24	'25	'26		
<b>Develop a national Centre of Expertise programme</b>	Mapping exercise of Centres of Expertise	Mode of development and implementation of the programme is established	% of applications, members and certificates issued to Centres	0%	100%	-	-	-	-	70	Lead: MEFT & Tertiary Institutes, NQA  Support: ESD Task Force, NEEN, EE Centres, LA
	Establish an advisory committee				100%	-	-	-	-	20	
	Link to existing high-quality Centre of Expertise platforms				10%	25%	50%	75%	100%	300	
	Establish EE/ESD guidelines and certification system				50%	100%	-	-	-	5	
	Develop and maintain a membership & certification system (utilise ICT)				25%	100%	-	-	-	3,000	
	Conduct outreach and training for participating centres					25%	50%	75%	100%	1,000	

## Acronyms

<b>EE:</b>	Environmental Education
<b>ESD:</b>	Education for Sustainable Development
<b>NGO:</b>	Non-Governmental Organisation
<b>SD:</b>	Sustainable Development

## Organisational Acronyms

<b>CCF:</b>	Cheetah Conservation Fund
<b>EIF:</b>	Environmental Investment Fund
<b>EIS:</b>	Environmental Information Service of Namibia
<b>LA:</b>	Local Authorities
<b>LAC:</b>	Legal Assistance Centre
<b>MAWLR:</b>	Ministry of Agriculture, Water and Land Reform
<b>MEFT:</b>	Ministry of Environment, Forestry and Tourism
<b>MFMR:</b>	Ministry of Fisheries and Marine Resources
<b>MGEPEWSW:</b>	Ministry of Gender Equality Poverty Eradication and Social Welfare
<b>MHAISS:</b>	Ministry of Home Affairs, Immigration, Safety and Security
<b>MHETI:</b>	Ministry of Higher Education, Training and Innovation
<b>MICT:</b>	Ministry of Information and Communication Technology
<b>MoEAC:</b>	Ministry of Education, Arts and Culture
<b>MYNSSC:</b>	Ministry of Youth, National Services, Sport and Culture
<b>NASCO:</b>	Namibian Association of CBNRM Support Organizations
<b>NCHE:</b>	National Council for Higher Education
<b>NCRST:</b>	National Commission on Research, Science and Technology
<b>NEEN:</b>	Namibia Environmental Education Network
<b>NIED:</b>	National Institute for Educational Development
<b>NIPAM:</b>	Namibia Institute for Public Administration and Management
<b>NQA:</b>	Namibia Qualifications Authority
<b>NSA:</b>	Namibia Statistics Agency
<b>NTA:</b>	Namibia Training Authority
<b>TVET:</b>	Technical and Vocational Education and Training
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>WHO:</b>	World Health Organisation





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