

## UNESCO facilitates development of Teacher Demand and Supply Model

The Ministry of Education, Arts and Culture (MoEAC) and the UN Educational, Scientific and Cultural Organisation (UNESCO) China-Funds-In-Trust (CFIT) project in Namibia, with support from the UNESCO International Institute for Education Planning (IIEP Pôle de Dakar) and the UNESCO Windhoek Office, organised a week-long Training on Demand and Supply Model in Windhoek from 11- 15 June 2018.

The training aimed to develop a teacher demand and supply model, which is representative of the Namibian education system. This includes taking into consideration the relevant policy parameters, curriculum organisation, teachers' workload and utilisation, as well as the flow rates and internal efficiency issues in the Namibian basic education system. The model will also help establish whether there are sufficient teachers in the system.

Twenty-seven participants attended the meeting from various directorates in the MoEAC, the Ministry of Higher Education, Training and Innovation (MoHETI), the University of Namibia (UNAM), the Namibian University of Science and Technology (NUST), the International University of Management (NUST) and the Namibian Institute of Public Administration and Management (NIPAM).

Several studies have been conducted in Namibia's education sector to analyse the current status of human resources. Specifically, a study carried out by United Nations Children's Fund (UNICEF) and Stellenbosch University in 2015 highlighted the need to have a functional teacher projection tool, which will inform teacher related planning, policies and decision-making. The study resulted in the production of a Human Resource Development Plan and Implementation Strategy for the Education Sector.

Responding to this pressing need to have a projection tool in place, the UNESCO CFIT and the MoEAC made provision for the training on the development of a teacher demand and supply model.

Throughout the week, a model was developed, which can project the learners' enrolment and recruitments needed annually in different subject areas until the year 2030. The development of the model contributes to Outcome Five of the United Nations Partnership Framework (UNPAF), which aims that by 2018, Namibia will be implementing policies and programmes that improve learning outcomes at all levels.

Going forward, the MoEAC will identify the current teachers' workloads, collect data to determine the teacher supply from the training institutions and embark upon a costing and analysis exercise on the physical and financial sustainability of the system.



Participants at the Training on Demand and Supply Model. UNESCO