


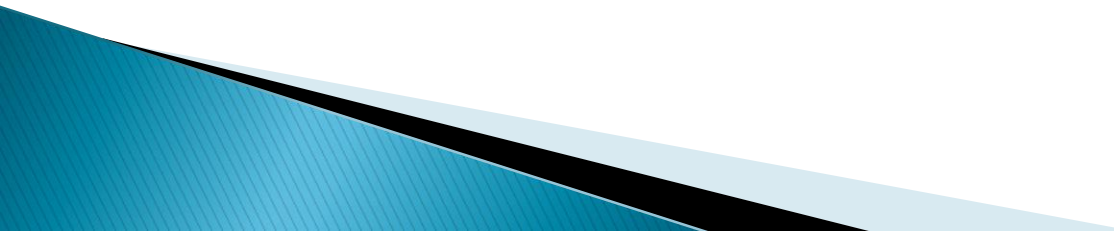
# Namibia`s National Standards for Adult Educators



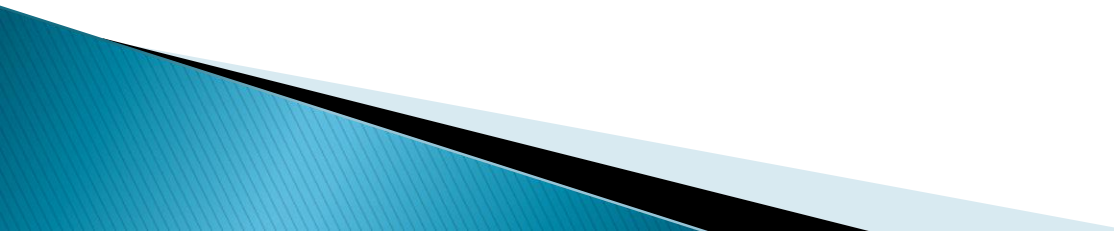
# The Process of developing the National Standards for Adult Educators

- ▶ Bids went out in February 2010
  - ▶ Contract signed April
  - ▶ Inception report accepted May
  - ▶ Data gathering from all interested parties and analysis in a Matrix by August
  - ▶ Draft Standards Presented to Reference Group September
  - ▶ National Consultation October
  - ▶ It has taken much longer than expected, but this was **necessary to do justice to the task.**
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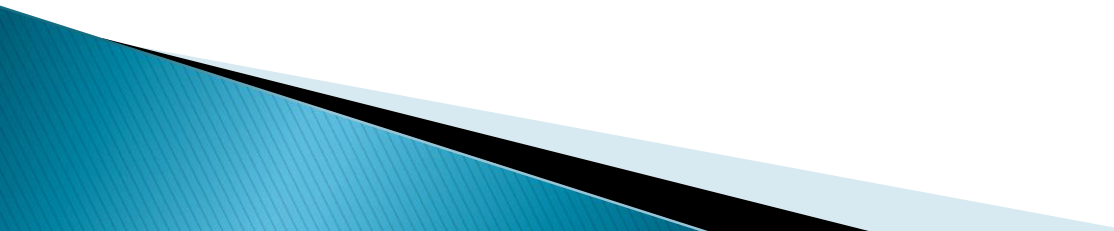
# Methods used in standard-setting

- ▶ Desktop study was required as part of the inception report.
  - ▶ The standards examined were from **Estonia, the State of Maryland in the USA, New Zealand, Switzerland and South Africa.**
  - ▶ Others could not be found as Namibia is in the advance guard.
  - ▶ Common areas of competence identified as follows
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# Common areas of competency

- ▶ Plan and design adult learning
  - ▶ Manage, guide and deliver or facilitate adult learning
  - ▶ Create and maintain an environment conducive of adult and lifelong learning
  - ▶ Assess adult learning and use the results of assessment
  - ▶ Practice personal and professional development in adult learning
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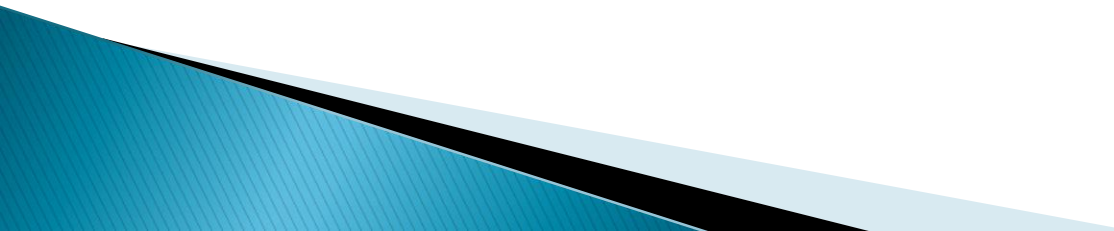
# Main features

- ▶ Competencies
  - ▶ Organizing domain
  - ▶ NQF alignment
  - ▶ Key performance context
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# Matrix / Synthesis

- ▶ Knowledge as an adult educator
- ▶ Practice as an adult educator
- ▶ Relationships as an adult educator
- ▶ Ethics and professionalism as an adult educator

In drafting the standards it was largely possible to keep to this construct



# Results

36 significant competencies (abilities), grouped under

1. Knowledge as an adult educator
2. Practice as an adult educator
  - Literacy and numeracy
  - Design and implementation
  - Administration and management
  - Assessment and Evaluation
3. Relationships as an adult educator
4. Ethics and professionalism as an adult educator

Thank you

