

**INVESTIGATING PRIMARY AND SECONDARY EDUCATION IN
NAMIBIA FOCUSING ON MARKETING STRATEGY**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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ABSTRACT

This study focused on challenges and opportunities in primary and secondary education in Namibia. Furthermore, the study focused on how partnership with Finland could help Namibia to overcome these challenges and meet Vision 2030. The study also researched on the marketing of an education system in a foreign country, specifically how the Finnish education system and solutions could be successfully marketed in Namibia in the context of globalisation and internationalisation.

The research work was based on a case study approach where face-to-face interviews were used to gather the primary data. In this research both primary and secondary data was analysed through content analysis in order to identify themes and sub-themes that emerged from the transcription. The researcher interviewed 10 education experts from different educational organisations in Namibia. Organisations were identified based on the research objectives, and within these organisations, interviewees were identified using the following criteria: in-depth knowledge and expertise on the education sector, and managerial decision-making position.

The study showed that Namibia is moving forwards in education, but the education system has multiple weaknesses and the country is facing huge challenges in the primary and secondary education level. Thus, improving quality of education is one of the most highly valued outcomes and opportunities in the near future for Namibia. The data analysis showed that there is a clear need for new educational tools, innovations and systems and that Finland currently is and could in the future be one of the possible

solution providers as great opportunities are seen with partnerships in order to improve educational systems.

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LFA	Logical Framework Analysis
MDGs	Millennium Development Goals
MINED	Ministry of Education and Culture
MOEAC	Ministry of Education, Arts and Culture
NCHES	National Council of Higher Education
NDF	National Development Plan
NIED	National Institution for Education and Development
NPA	National Plan of Action
NQA	Namibia Qualifications Authority
NSAF	Namibia Student Financial Assistance Fund
NTA	Namibia Training Authority
UST	University of Science and Technology
PIASA	Programme for International Student Assistance
OECD	Organisation for Economic Co-operation and Development
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organisation

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ETSIP	Education and Training Sector Improvement Programme
GDP	Growth Domestic Product
HIV	human immunodeficiency virus infection
LFA	Logical Framework Analysis
MDGs	Millennium Development Goals
MINEDU	Ministry of Education and Culture
MOEAC	Ministry of Education, Arts and Culture
NCHE	National Council of Higher Education
NDP	National Development Plan
NIED	National Institution for Education and Development
NPA	National Plan of Action
NQA	Namibia Qualifications Authority
NSFAF	Namibia Student Financial Assistance Fund
NTA	Namibia Training Authority
NUST	University of Science and Technology
PISA	Programme for International Student Assessment
OECD	Organisation for Economic Co-operation and Development
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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DEDICATION

I dedicate my thesis to my beloved parents Mr. Ismo Rätty and Mrs. Taina Rätty, who always encouraged me to work hard and achieve my dreams; your guidance and support made me who I am today. I am forever grateful.

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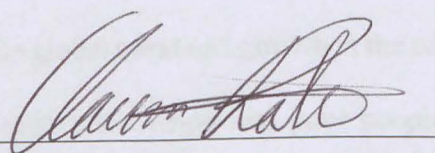
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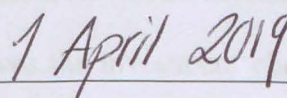
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Signature



Date

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Primary and secondary education in Namibia faces several challenges, some of which may be confronted by adapting elements from successful education systems elsewhere in the world. One such system is that of Finland, a long-term Nordic partner country to Namibia. The current research investigates whether key actors in the Namibian educational sector consider Finnish education services as potentially useful for Namibia and what advice these experts would give to those who seek to market Finnish educational services in the country. To set the scene for this investigation, the current sub chapter provides a brief background on Namibian and Finnish education systems as well as on education services as a valuable commodity that is increasingly being traded between countries.

The global trend and growth in the education market is enormous. Effective investment in education empowers poor people and improves the investment climate within a country (Strauss, 2013). It is well established that improvements in education are associated with long-term improvements in economic performance (Earle, 2010). The world is also changing to become a global community. Today, it is impossible to avoid internationalisation in everyday activities. Internationalisation is present even if we don't travel abroad or even if we only work in a local community. Immigration brings internationalisation and multiculturalism closer to us. To be able to come to such a global community, citizens must be able to work in a completely new environment and

with different cultures. These capabilities need to be systematically taught and studied (Raunio, 2004). Schools and educational institutions are of paramount importance in the development of international capacity. Mobility of students and staff-members and partnerships with different schools and countries should be encouraged (Allahwerdi, 2001).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) have concluded that Namibia spends around 20% of the national budget on the educational sector. However, despite high spending levels, this investment is not producing equivalent outputs in learner achievement and preparation for the workforce. There are a variety of challenges for Namibia's Ministry of Education, Arts and Culture (MOEAC), including recent declines in enrolment rates, high failing rates and issues related to the poor quality of education (UNESCO, 2011).

In order to understand education in Namibia and its challenges, it is important to first highlight the background of the Namibian education system. Namibia is a culturally rich country located on the southwest coast of Africa with a total population of 2.5 million in 2017 (World Bank, 2017). Like many countries in Africa, the country has a history of colonialism and an apartheid system implemented by the previous colonial rulers of Germany (1884-1915) and South Africa (1915-1990). The country's colourful history has shaped the current socio-political conditions and policies after gaining independence in March 1990 from South Africa. The Namibian educational administrative system was divided according to eleven semi-autonomous political entities, which were racially and ethnically connected. This provoked the bias and the unequal allocation of resources, including education (Godana & Ashipala, 2006).

potential to increase its Gross Domestic Product (GDP) and mitigate major socio-

During that period, the country was characterised by the well-known unfair apartheid system that shaped the changes post-apartheid. After independence Namibia wanted to challenge some of the imbalances of the apartheid system, for example they wanted to maximise equal access to education. Thus, the country then adopted international policies such as “Education for All”, a policy that is designed to assure all children have an opportunity for education. Later, the Namibia Students Financial Assistance Fund (NSFAF) was set to support university students to have access and funds for tuition fees. To emphasise the commitment for providing equal opportunities for education in the country, MOEAC introduced a policy, which was implemented in 2013 to eliminate compulsory fees towards school development funds for free primary education. In the year 2016 MOEAC removed fees for secondary education (MOEAC, 2016).

Higher education in Namibia is also regarded as an important aspect of societal

UNESCO (2011) stated that Namibia inherited a dual economy. A dual economy is where there is the existence of two separate economic sectors within one country, divided by different levels of development, technology, and different patterns of demand. This dual economy system in Namibia had four interrelated challenges: low economic growth, coupled with a shallow economic base; an inequitable distribution of wealth and income; high unemployment; and a high rate of poverty (UNESCO, 2011). Namibia’s educational policies have been set to address these challenges in order to improve the development of the country, by first targeting current socio-economic challenges such as poverty. It has been noted in the National Development Plan (NDP) and Vision 2030 that through knowledge-based economies the country has

potential to increase its Gross Domestic Product (GDP) and mitigate major socio-economic burdens (Godana & Ashipala, 2006).

The Namibian academic year begins in January and ends in December. The official primary school entry age is 7 years old and from this age to 16 years old, primary education is free and compulsory. The structure of the educational system in Namibia is the following: primary school cycle lasts up to 7 years, lower secondary lasts 3 years and upper secondary lasts 2 years (World Bank, 2009). This is called general or basic education, which has been stressed, in many government policies and as part of the Millennium Development Goals (MDGs). The aim behind these policies is to have universal primary education and reverse the imbalances inherited from the apartheid system (UNESCO, 2011).

Higher education in Namibia is also regarded as an important aspect of societal development and is part of Vision 2030. Higher education is also one of the central aspects of society. Higher education is useful for the human resource development of the country and it also helps to improve the economy in various ways (World Bank, 2017). The first state university, University of Namibia (UNAM), was established after independence in the year 1992 and in 2015 the country also witnessed the birth of a new public university, the Namibia University of Science and Technology (NUST). Today the number of tertiary institutions is continuously growing. These institutions range from private to public (Matipira *et al.*, 2018).

Finland is a Nordic welfare state with an estimated population of 5.5 million. High rankings and exceptional results in the Organisation for Economic Co-operation and

Development (OECD) Programme for International Student Assessment (PISA) studies have made Finland famous for its educational system, and since the early 2000s, the country has been praised as a “superpower of education” (BBC, 2007). OECD says that these groundbreaking achievements on its position in ranking as one of the best countries in educational standards, has raised the interest of Finland to export its education system (OECD, 2011).

The Finnish education system is said to differ from the education systems in many other countries by the fact that students go to school later and spend less time in school. According to different studies this, means that Finnish students learn better in a shorter period of time in relation to other students in other countries. Primary school lasts six years and secondary school about three years. In the international scale, the class sizes in Finland are around the average size or below the average size. Schools and classes are very heterogeneous, and a variety of educational needs and expectations are the same to all, as all children go to the same primary and secondary schools despite their backgrounds or personal abilities (Aho *et al.*, 2006).

Finland's current educational system also differs from other countries' educational systems by the fact that the monitoring of the schools is limited to the minimum so that the schools can be flexible and autonomous. Most schools are owned and managed by municipalities, this means that municipalities for example make the financial solutions of their schools independently (Aho *et al.*, 2006). The Finnish Ministry of Education and Culture (MINEDU) is responsible for the policy principles, the legislative framework and the financing of education. Despite these, teachers choose their own methods and textbooks for teaching and create their own grade scale based

on common learning objectives. This is called flexible accountability and it has had a lot of positive effects on teaching and learning. Especially at primary school level, a lot of emphasis is put on actual learning, doing and curiosity rather than in exams and tests. Thus, teachers have more freedom in designing and planning the lessons as they don't have to be planning exams and tests all the time. The Finnish government and the municipalities pay not only the cost of teaching but also the costs, welfare services and school meals for every student (MINEDU, 2018).

The Teaching profession is very respected and popular among Finns. There are many applicants each year to study in the teaching profession and places are limited as teachers must have a minimum master's degree to reach a permanent teacher's job (MINEDU, 2018). Teachers in Finland have professional independence and the opportunity to develop their profession and for this reason most of the teachers will also remain in the same occupation throughout their lives (Sahlberg, 2001). Teachers teach less, and fewer hours and the students spend less time in classrooms and doing homework compared to their peers in other countries. There are no compulsory examinations for students except for final matriculate exam (Aho *et al.*, 2006).

The current research investigated if the Finnish education system could be an answer to the primary and secondary education challenges in Namibia. The aim of this research was to gain an understanding on the concept of market entry methods and marketing strategies when importing Finnish primary and secondary education to Namibia.

1.2 Statement of the problem

The Namibia Vision 2030 sees Namibia as developing from a literate society to a knowledge-based society, a society where knowledge is constantly being acquired, renewed, and used for innovation to improve the quality of life (NDP 5, 2017). Basic education is the foundation for human resource development for the society of the future (UNESCO, 2011). Unfortunately, Namibia is facing huge challenges in the educational sector. Over 61%, or 13 459 of the 22 091 full-time Grade 12 learners who wrote the Namibia Senior Secondary Certificate exams, failed to qualify for admission to tertiary institutions in the year 2017. Meanwhile, 8 632 full-time candidates (39.3%) qualified for entry into universities or other higher learning institutions, which is just 0.7% shy of the 40% target in line with the National Development Plan 5 (Informante, 2017).

High level commitments such as Vision 2030, NDPs, the Education Act of 2001 and other relevant policies and documents show that Namibia has recognised the importance of education and the role it plays towards economic growth, fostering job creation and income generation. However, few analytical studies are conducted to assess if another educational system could support these commitments more effectively than the current system.

The study's motivation was to research if there was a need for educational intervention in Namibia by having an international country partner who would provide some educational solution in order to support Namibia to meet Vision 2030. More so, this study researched if Finland could be one of the possible educational solutions providers to bridge some of the shortages in Namibia. Over the years, Finland has

shown its competence by maintaining high standards in the educational sector, which has led to a global recognition and demand for Finnish educational know-how (Hancock, 2011). The study also researched on the marketing of an educational system in a foreign country. Specifically it researched how the Finnish educational system and solutions could be successfully marketed in Namibia in the context of globalisation and internationalisation.

1.3 Research objectives

The main objective of the study was to investigate primary and secondary education in Namibia focussing on marketing strategy. The specific objectives of this research were to:

- Investigate the challenges and opportunities facing the Namibian educational market
- Determine the prominent factors that an investor should consider before importing Finnish educational solutions to Namibia
- Identify the readiness in Namibia to adopt Finnish educational solutions in the country
- Develop a strategic marketing guide for importing Finnish education to Namibia

1.4 Significance of the study

The research supports decision makers, audience and education export specialists in Namibia and in Finland in getting a general view of the educational market in Namibia. It also supports the understanding of challenges and opportunities, which Namibia's educational sector is facing. Furthermore, the thesis determines if the Finnish

educational system could help Namibia to meet their Vision 2030 in the context of the education sector. This case study gives in-depth how Finland should approach the Namibian education market. The research delivers the answers to the objectives given by the study. Additionally, the author provides recommendations and a strategic marketing plan.

1.5 Limitation of the study

Lack of cooperation by some of the key actors in the Namibian education sector inhibited the successful completion of the study. Chosen participants were hard to get hold of and some did not want to participate in the study, which complicated the completion of the study. Thus, the researcher was not able to obtain some of the needed information.

1.6 Delimitation of the study

This study was conducted in the Khomas region in Namibia. Geographically Namibia is a very big country so expanding the research to other regions would not have been possible for the researcher considering the duration of the studies as prescribed by the University of Namibia. The research only focused on the Finnish educational system as a solution provider due to the researcher's access to information on the system and other collaborative reasons mentioned above.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the literature review is to present past research and studies in order to identify research gaps. This chapter discusses education as a service as well as globalisation and internationalisation: its definition, importance, characteristics and its effect on education. In addition, it examines education in Namibia and in Finland. It also looks at literature on strategic marketing in the services sector and the effects of culture on marketing. Thus, the chapter outlines the relevance of the issues to the research objectives of this study.

2.2 Services

Services are difficult to enclose into one definition. The concept of service is broad, and its nature is defined differently in many literatures (Reif *et al.*, 1997). When defining services, one needs to start from the customer who always participates in the service process. Customer usually experiences the service while the service provider produces the service or its sub areas. Service provider is usually able to provide services either personally face-to-face, or alternatively the customer will work interactively with the company's infrastructure and system. Examples could be eating in a restaurant, paying bills via online banking or sitting in training. In these cases, the customer and service-producing company experience the service simultaneously (Grönroos, 1998).

One of the most descriptive definitions of service is presented by Evert Gummesson (2016). Gummesson (2016) defined the term as follows:” Service is something you can buy and sell but you cannot drop it on your toes” (Gummesson, 2016). This definition can be specified in few points: in the service event the customer or the service company may be represented by a person or device, customer participation in service production is the most important prerequisite for the creation of a service and customer can receive tangible products while the service is being provided (Järvelin *et al.*, 1992).

Ounasvirta (2007) also emphasises the customer's involvement in the service process and the process nature of the service. The service process includes the time before the service, the active time of the service and the time after the service. It can be considered that in addition to the core service, it also has support services. This means that in addition to the service event itself, the service may also be related, for example for a computer, if the computer is involved in the service event itself. It is often seen that a service's most important feature is that services are always intangible, and services cannot be tested before use. Therefore, the service should be planned carefully in advance as the service cannot be repaired afterwards, like a product. Examples of services include education, travel, construction, computer services, telecommunications services and many more (Grönroos, 2010).

According to Bergman & Klefsjö (1994) services are generally considered to have the basic features:

- Customer usually takes part in the service at the production stage

- Customer consumes the provided service simultaneously as the provided service cannot be stored
- Services are certain types of processes or functions and therefore they sometimes cannot be tested before purchase
- Services usually consists many different sub-services
- Customer estimates the service's attractiveness based on the service set

Having established the definition of services, identifying the modes of service transactions is very important in order to know how to carry out business transactions in services. Kerr & Gaisford (2008) conclude that unlike trade in goods not all trade in services is based on moving the products from an exporter in one country to the importer in another country. Research have identified four modes of service trade which include:

- Cross-border trade in goods where a physical interaction of the buyer and seller is not required
- Consumption abroad where a client can travel to the service provider
- Commercial presence where the service provider can set up a facility in the customer's home country
- Temporary movement where the service provider goes to the client

Looking the above modes of service transactions one can see that the first mode largely supports the delivery of services across international boundaries, which are typical of international trade similar to trade in goods (Kerr & Gaisford, 2008). The other three supports and requires international movement of persons and or international

investments. Before a service is sold abroad, the seller has to identify the appropriate mode of trade to fit both the service and the target country.

2.2.1 International trade in services

International trade is the exchange of goods and services across national boundaries. International trade in services can be defined as being between residents and non-residents of an economy. International trade in services is said to be a considerable component of world business and policy issues in both developed and developing countries (Czinkota & Ronkainen, 2013). There has been a tremendous shift in world trade towards internationalising services in all sectors and amongst both developed and less developed countries as the globalisation of economies and technology have resulted in rapid international change that is affecting society as a whole (Kerr & Gaisford, 2008).

Knowledge is a competitive edge in the development of societies. Effective national innovation systems and regional systems are becoming also increasingly important to the development of the society. The core of these innovation systems is education, research and product development. Knowledge-based businesses and industries also play a major role in the developing of society. Internationalisation of education and international co-operation in research are key factors to survive and thrive in a global competition. International cooperation in education should also support regional development and business. Foreign exchange programs for students support internationalisation and all schools should aim to offer these programs (Volmari *et al.*, 2010). The upcoming and already partially changing society reflects the need for internationalisation and international knowledge in the global world. It is good to acknowledge that when we speak about internationalisation we also always talk about

globalisation. Knowledge and know-how play a major role in a globalising world. Education systems and training organisations must be able to support the growth of young people in our internationalising world.

2.3 Globalisation

Globalisation and internationalisation are often referred to as having the same meaning. This is mainly because when we are dealing with globalisation, we are also dealing with internationalisation. For this reason, understanding globalisation is a precondition for understanding internationalisation and the importance of it.

Globalisation can be seen as a process. Hanhinen (2010) named relations between nations and the overall global process as some of the differences between the definitions of internationalisation and globalisation. When globalisation progresses the importance of geographic and national boundaries disappears (Hanhinen, 2010). MINEDU (2006) sees globalisation as a transformation process leading to a one holistic global system. Globalisation is a multilevel process, which contains a massive increase of movement and exchange of people, goods and information beyond national boundaries. Economic, political, social and cultural dimensions are part of globalisation (MINEDU, 2006).

By means of information and telecommunication technology, people around the world, regardless of their place of residence, can now communicate easily with each other's. Thus, at the same time people are increasingly aware of different crises and phenomena around the world (Hanhinen, 2010). Other researchers, approach globalisation from two perspectives: economic and technological perspectives. They think that globalisation is affecting all areas of our lives, even our social lives. The current

globalisation is historically different as it applies and affects the whole world. Globalisation also affects education as it is impossible to train anyone in a world where no one is sure how it works, who manages or who organises it in the future. However, education can give the learner the opportunity to acquire the capability to work in these ever-changing circumstances (Stromquist, 2002).

Globalisation emerged in the 21st century. Business is now taken to where the know-how is. Globalisation is a process in which business and people from different countries are seamlessly integrated throughout the world. For the workforce to compete globally, they must have certain characteristics, for example the ability to adapt to ever-changing labour market demands, the ability to integrate and apply their abilities to solve problems, workforce should understand and apply the term lifelong learning and they should have the ability to work as a team (Hafner & Owens, 2008). The future employee also needs a lot of attributes that are already currently needed in working life. Many culturally familiar companies are now shifting towards globalisation and one problem is that the work is taking place in a culturally familiar environment, when working in global thinking is supposed to be free from traditional cultural affiliation (Raunio, 2004).

Organisational culture is emerging alongside national culture as an individual identity. Employees can identify themselves as a citizen of a particular company, regardless of the country in which the company operates and thus they act very globally. Such employees can have a multicultural identity: their own nationality, company nationality and a team identity (Bartlett and Davidson, 2003). Global employee is an expert who perceives the world more as a network of expertise than as nations and

cities. A skilled worker is a someone who moves smoothly in the global labour market, and whose goal is to strengthen global competitiveness of the organisation. Although the global economy and the effects of its phenomena are recognized as the basis for the development of the national economy, the transition from home to abroad is perceived to be a threat to their own identity in many countries (Raunio, 2004). Raunio (2004) also claims that the global employee would be expected to be free from their background and would be able to work in a neutral environment. Humans should therefore separate the worker and the cultural person within. Thus, global organisations would be then so free from cultures that the different cultures and practices of the country in question would no longer be distinguished. According to these views, internationalisation or nationality does not depend on the background culture of the individual, but on the culture built by the organisation, depending on whether it is national or supranational. Labour must adapt to new and rapidly evolving conditions and skills requirements to be desirable workers. This adaptability can be supported by right type of education and training (Raunio, 2004).

Globalisation is involved in everything what we do and see. We interpret and analyze things from our own conceptual world and culture, which does not always lead to the right interpretation and the consequences of misunderstandings, might result into problems. From a business point of view, globalisation is seen as an independent market which has no national borders or boundaries. Globalisation can also be viewed as an opportunity to communicate with each other's, to understand each other's better and to learn from each other around the globe.

2.4 Internationalisation

Bartlett and Davidson (2003) distinguish the difference between internationalisation and globalisation as follows; internationalisation refers to activities and operations in several countries, whereas globalisation seeks to find a common understanding among many countries (Bartlett and Davidson, 2003). As noted earlier the concept of internationalisation is often used together with globalisation and multiculturalism, which aims at a harmonious state in which different cultures live in a peaceful society together. All the three words express something that has to do with foreigners and different countries. There is increased need to understand internationalisation and understanding the cultures around the world (Koskinen, 2003).

In the past internationalisation was primarily identified only with higher education but today there is a general recognition that internationalisation is important if not even more important in the primary and secondary education level. De Vit (2015) states that the earlier the child is exposed to international experience the more likely the child can use international skills in further studies and career (De vit, 2015). Coelen (2017) points out, that there are an increasing number of international activities and strategies at the primary and secondary level of education as well as in vocational education. International education has become the main instrument for preparing the children for a world in which global employability and citizenship are seen as essential. If this used to be something that was only available and of interest to a small rich elite, the middle classes, both in the developed and the developing world, are fast discovering its importance. Internationalisation should start already at the school level with all learners (Coelen, 2017).

UNESCO has issued several recommendations on international education at all levels of education sector. In the 1990s, UNESCO's recommendations for international education covers education for democracy and tolerance, education for strengthening the culture of peace and human rights. Schools should educate their learners in development, culture and environmental issues (Allahwerdi, 2001).

Salehi-Sangari and Foster (1999) suggest that schools should focus on three areas to meet the demand for internationalisation: internationalisation of the curriculum, internationalisation of the faculty, and building international linkages. There are many forms of mutually beneficial internationalisation, including student mobility, staff mobility, collaborative curriculum development, joint courses in face-to-face meetings, and field courses abroad. Traveling abroad offers opportunities for students to interact with people from other cultures, increases cross-cultural awareness, and fosters greater appreciation and understanding of other cultures (Fortuijn, 2002). There should always be mutual benefit of building international partnerships. For example, the sister-school partnerships that cross-national boundaries help to expand faculty and student learning, stimulate collaborative research, enrich the curriculum, and assist student recruitment and fund raising (Zheng *et al.*, 2001). Dronkers (1993) proposes that because English is currently the dominant language for international communication, introducing English classes into primary school curriculums is an important part of internationalisation. However, he warns that since language has an essential place in passing on local culture, the learning and use of a foreign language must not be to the detriment of the national language. Carano (1991) also claims that both multicultural education and the internationalisation of education promote the

concept of social justice, and that it is important to find a balance between learning about other cultures and fostering national identity (Carano, 1991).

Developing countries have an increased interest in internationalising primary and secondary education. The focus is on a curriculum with a global focus, language learning, exchange and confrontation with international and intercultural practice, such as cultural activities and visits to international companies. Internationalisation and international studies used to be the privilege of the old elite and the upcoming new rich, and it was catered for primarily by private schools. Now there are positive signs that the public sector is also becoming aware of the importance of internationalisation and international studies (De Wit, 2015). In Namibia, NDP 5 talks about developing a national strategy on education for peace & stability, conflict prevention and resolution. This strategy will ensure that Namibians acquire social, civic and intercultural competencies and engage in intercultural and intergenerational dialogue. This initiative will also focus on environmental awareness and sustainable development concepts (NDP 5, 2017).

Education, culture and knowledge are the main pillars of the Finnish welfare system. In Finland international education is part of the curriculum and the aim of MINEDU is to support and develop international education in educational institutions, among civil society actors, in public administration, in business world and in various organisations. International education means different activities that together help an individual to grow towards being an ethical world citizen. Such a person understands the limitations of natural resources, the global economy, and the importance of fair and equal operations for world peace (MINEDU, 2006). MINEDU's operational

program contains very detailed outlines of activities, evaluation and co-operation between different partners in the process.

2.5 Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy (Junkkari, 2001).

Education is claimed to be a form of service, which is defined as a lifelong process of learning and teaching in the broadest sense beginning with self and reaching out collaboratively to others. Educational and training services include not only public and private schools, colleges and universities, whose primary goal is education, but also governments to teach modern techniques in both manufacturing and services (Reif *et al.*, 1997). From an international perspective, education empowers a nation economically, socially as well as equips citizens of a nation to cooperate and compete globally (World Bank, 2017). Indeed, in this thesis education and related concepts will refer to mass schooling systems, such as public and private schools, colleges and universities. Focusing on learning and knowledge creation that happens in formal educational institutions rather than more informal settings.

2.5.1 Education as an international service

Education has become one of the largest service industries in the world. OECD state that the value of education exports and imports has grown aggressively. During the last decade education institutions and governments have increasingly recognized the enormous potential of overseas markets for a range of education and training services (OECD, 2011).

Internationalisation of education has happened over the past decades and it can be divided into two; it can either be education, which happens within the national borders or it can cross borders. Within national boarders' students can study in their home country about internationalisation and cultures and when boarders are crossed it can be part of the internationalisation of education. Internationalisation of education can involve a teacher, student, service provider, institution or teaching materials that overstep national borders (UNESCO, 2005).

According to Schatz (2015), education export has at least two criteria: the service has a fee and it crosses national borders. Exporting education is part of the export of services, whereby it should strive for business development (Lehikoinen & Innola, 2014). It is claimed that trading educational services is divided into four models. Firstly, educational services can include offering online learning and distance learning across national borders, but this does not necessarily mean that the consumer or the service provider physically moves from one country to another. The second model is used when the consumer physically moves in the country of the service provider, for example traditional student exchange programs can be example of this. In the third model, service provider will be based on in the buyer's country. This means for

example designing and building new campuses or schools in the buyer's country. Lastly, the fourth model involves service providers offering their training services temporarily in the buyer's country. These types of services could be for example, teacher training in the buyer's county (Knight, 2003).

The Finnish educational export field includes several different types players and products. Finland has no single product or program that is exported to other countries, as every buyer's needs are different and thus the services needed differ. Finland sees education exports as a serious business between countries and has formed multiple policies and strategies around it. These policies and guidelines cover a wide range of different educational industries. Education export applies to all export of education and training and the Finnish education export services include basic education, secondary education, higher education and export of adult education. In addition, Finland exports various consulting services and technological training solutions (Schatz, 2015).

2.5.2 Investing in education

Governments have long invested in economic growth by focusing on physical capital such as roads, bridges, airports, and other infrastructure. But many have often under-invested in their people, in part because the benefits have been much slower and harder to measure. Over the year's education has proven to be to be a powerful tool for fighting poverty, to increase economic growth and development. World Bank (2011) outlines clear reasons why every country should invest in education. They are stated below:

“It serves as a method of empowerment and enables individuals to take charge of their lives and make informed choices and it also gives voice to the disadvantaged in that it is crucial to constructing democratic societies; it is also believed to encourage equity and social cohesion. An additional year of schooling is also said to increase possible income by about 10 percent, on average and by much more in low-income countries. A country is said to have achieved economic growth if it reaches about 40 percent in adult literacy rate. Encouraging education builds a globally competitive economy by helping countries to develop a skilled, productive labour force and to create, apply, and spread new ideas and technologies in creating awareness for better health practices” (World Bank, 2011).

Investing in education helps countries eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; battle human immunodeficiency virus infection (HIV) and acquired immune deficiency syndrome (AIDS), malaria, and other diseases; and ensure environmental sustainability. Human capital is every country’s most powerful asset (World Bank, 2011).

2.5.3 The emergence of the Namibian education system

Informal education started long before the colonial time. In pre-colonial Namibia, informal education was very similar to other African countries. During that time, it is said that education was part of everyday life of Namibians. Knowledge, skills and values were learned informally from parents and other elders in the communities in the context of conversations and stories (Mbamba, 1982). When European countries become interested in Namibia and Germany occupied Namibia started the country’s

affairs slowly change, among others education was one of them. Various missionaries from Germany and Finland, to mention few, established schools around the country in the late 19th century. The missionaries saw education as an ideal way to bring the Christian message to the native people of Namibia (Harber, 1993). The different missionary societies wanted to bring Western culture to Africa in order to tame the indigenous populations and to turn them into a good work force. The beginning of the colonialization created a need for a formal education system in Namibia (Mbamba, 1982). Today Approximately 80% of the population in Namibia are Christians (Pariona, 2017)

In 1909, Germany started building schools for white settlers, but they did not see the need to formally educate black people (Harber, 1993). This resulted in the emergence of separate education branches for white, colored and black Africans and the education of the latter two groups was mainly done by the missionaries under the German administration. From here, it can be said that the basic infrastructure of the Namibian education system was established in the twentieth century (Katjavivi, 1988).

Only after South Africa came into power, Namibia, then South-West Africa, expressed its needs and interest to transform, centralize and rationalize its education system. Under the South African mandate compulsory education for Caucasians entered into force in 1921 (Harber, 1993). During the same year, efforts were made to unify teaching by creating practices for each group of color. In 1923, South Africa's administration and a group of missionary school representatives met together to reach a consensus on the content of African education. At that time, it was decided, among other things, that the African education would last four years and a discussion about

the official teaching language was held (O'Callaghan, 1977). The age of compulsory schooling for the Caucasians began at the age of seven and ended when the child was seventeen. During year 1926, the first government school was built for colored people but the black African education remained in the missionary schools. Only in 1934, the government grant funding for the establishment of a state school for the native African people. By the year 1940, two schools were set up in Namibia for the black people (Harber, 1993).

The education system in South Africa changed 1984, when the Nationalist Party entered power. The government also organized more training and education for the African population, as the country's growing economic situation demanded more literate black people to support the growth. Such training was called bantu training. This education was distinct, unequal and based on ideological control of the black people. (Harber, 1993.) Education during apartheid was based on the view that education of different peoples has a different meaning. Blacks should be educated in their mother tongue and it should not be at the expense of white education and it should not make blacks equally involved in society. In 1958, the education system which was based on this ideology was brought to Namibia (O'Callaghan, 1977).

The plan involved three stages. According to the first step, 80% of black children should have completed four years of basic education by the year 1988. Secondly, the training of Africans should be transferred from the missionaries to the government schools, as the missionaries were unable to carry the ideology of racial discrimination as it was desired. Thirdly, in addition to this basic four-year education, only 20% of blacks would receive higher education. One secondary school for each ethnic group

would be established in the country. Caucasian training and education were free, while black people had to pay for various training and tuition fees. The ultimate purpose of the black education was to make them understand that they should work for white colonialism. According to the apartheid's segregation idea, all education should be given in the learner's own mother tongue. But this was practically impossible, as most of the learning materials were not available in Namibia's native languages (Harber, 1993).

Strikes and school lay-offs were everyday life during the years of independence war. In the 1980s, several alternative schools opened their doors. These alternative schools opposed the teaching of racial discrimination and they searched their curriculums from neighboring countries' schools. These schools were subject to constant harassment and pressure. Many Namibians also went to exile because of the war. SWAPO was the Namibian party who was leading the freedom fight and they had several refugee camps in Angola and Zambia. In these camps SWAPO was training and educating the Namibian refugees. Freedom fighters also sent students to other countries, such as Germany, Cuba and Finland, to study (Harber, 1993).

After the long independence war, Namibia finally gained independence in 1990 with assistance of Finnish former president Mr. Martti Ahtisaari. In the educational sector, it meant that a new paradigm for teaching and learning was to be developed in the country that should now overcome the segregation and inequality of the old Bantu system (Shilamba & Crebbin, 1999). The new independent government made a program that set four ideological fundamental goals for education. These goals were accessibility, justice, equality and democracy. With these goals the government set to

strive to make education available to all Namibians (Shilamba & Crebbin, 1999). The Ministry of Education and the newly formed National Institution for Education and Development (NIED), were tasked to develop a curriculum, which would develop the English language into a common official language of the nation. The government set a clear goal that every Namibian, within the next few years, should achieve basic reading and writing skills and learn to understand natural phenomena. Educational funds were used to eliminate adult illiteracy and to improve girls' learning opportunities (Marlow-Ferguson, 2001). In 1991, the country started shifting to a new educational system and to a new curriculum. The final transition period ended only in 1999, and by then the primary school was entirely transferred to the new system (Marlow-Ferguson, 2001).

2.5.4 Education in Namibia today

Namibia's guiding motto today in the education system is "Education for All." This motto and the new curriculum are based on the Constitution of the Republic of Namibia and the Education Act, which states that every person has the right to education and that the government must provide education. Basic education has been defined as Grades 1-12. The basic education curriculum sets out the principles and intended learning as part of the provision demanded by the Constitution. The Constitution further states: "Formal basic education is free, and compulsory as from the beginning of the school year when the child reaches the age of 7 until the last school day of the year when the child reaches the age of 16, or until they have completed primary education, if that happens before they turn 16". Under the Education Act (Act no. 16 of 2001), free basic education is extended to Grade 12, but school attendance is only compulsory until the child is the age of 16. Thus, mandatory basic education lasts ten years (MOEAC, 2016).

According to Marlow-Ferguson (2001) basic education in Namibia is structured as follows:

- Lower and upper primary school, which lasts seven years (grades 1-7).
- Junior secondary school, which lasts three years (grades 8-10).
- Senior secondary, for two years (grades 11-12).

The goal of the Namibian basic education is to empower learners to participate in creating a knowledge-based society. A knowledge-based society is characterised by the effective and wise use of existing knowledge and the creation of new knowledge; the effective sharing and using of knowledge through a dynamic information infrastructure; the use of high-level technology and research to create innovations and promote sustainable development for people and the environment; the fostering of entrepreneurship in a growing production-based economy; and by equity. Secondary school training aims at either higher education or vocational training (MOEAC, 2016).

Although the previously advantaged white population still holds disproportionate wealth, inequalities among the previously disadvantaged populations are on the rise (Levine & Roberts, 2012). In terms of education, these inequalities are reflected in a skewed provision of quality education, private schools offering far better quality than government schools. Socioeconomic status and educational attainment are strongly related, children from poor households being much less likely to complete their secondary education than children from better-off households (UNESCO, 2011).

The national curriculum for basic education currently used in Namibia was issued in 2016, with the purpose of providing a coherent and concise framework in order to ensure that there is consistency in the delivery of the curriculum in schools and classrooms throughout the country (MOEAC, 2016). For over last ten years around 50% of the Namibian students keep failing to obtain the required 23 points or more and a minimum score F in English to proceed to Grade 11. It applies to grade 12 students as well as many do not score the minimum passing requirements and do not graduate from grade 12 (Informante, 2017).

Investment in education for Namibia is an essential move towards addressing the challenges the country is currently facing. Thus, the Namibian government has created a number of policies; strategy documents as means to meet the goals asserted in the Vision 2030. Vision 2030 is primarily concerned with economic development that can be achieved through knowledge circulation in the country. The policy document is crucial for evaluating Namibia's government perspective on education and its role in the development of the country.

Various stakeholders such as the MOEAC board together with NCHE, World Bank associates, educational experts and teachers were involved in the drafting of the Education and Training Sector Improvement Programme (ETSIP) policy document with the hope to formulate best solutions for the country's education and development. The Ministry of Education described ETSIP as the following; 15- year strategic plan formulated through recognition given to international commitments such as the Millennium Development Goals, Second Decade for the Education in Africa, Education for All Goals, Southern African Development Community protocol on

Education and Training, and national development plans additionally in response to national obligation of realizing Vision 2030 (MOEAC, 2016).

Namibia's first NDP, which according to government was set as a first step to reducing the country's poverty rate and inequality through major investment in education and learning in Namibia. Moreover, separate five medium-term national development programmes abbreviated NDP 1, NDP2 2010, NDP3 2007-2011, NDP4 2012-2017 and the NDP 2017-2018 / 2020-2012.

NDP 5 is a series of a total of seven NDP's that are to implement and achieve the objectives and aspirations of Namibia's long-term Vision 2030. In sequence, NDP5 will be the third five-year implementation vehicle towards VISION 2030. NDP5 will be implemented from the financial year 2017/18 up until 2021/22 (NDP 5, 2017). Desired outcome indicators and targets for pre-primary education are described in figure 1 and basic education is in the figure 2 below.

Indicator	Baseline	Targets over the NDP5 Period				
		2017/18	2018/19	2019/20	2020/21	2021/22
% of children 0-4 who access ECD	13% (2011)	16%	20%	26%	35%	40%
% of children 5-8 who access ECD	38% (2016)	45%	55%	66%	76%	80%
Number of qualified caregivers	2 862 (2016)	3 000	3 200	3 400	3 600	3 800
% qualified pre-primary teachers	45% (2016)	48%	51%	54%	57%	60%

Figure 2.1: Desired outcome indicators and targets for pre-primary education

Source: NDP 5, 2017

Indicator	Baseline	Targets over the NDP5 Period				
		2017/18	2018/19	2019/20	2020/21	2021/22
Primary education completion rate (%)	88.6% (2015)	90%	92%	94%	94%	96%
% of learners qualifying for university	36% (2015)	40%	45%	50%	55%	60%
NSSCO Mathematics performance	45% (2015)	47%	49%	55%	60%	65%
NSSCO English performance	28% (2015)	30%	35%	40%	45%	50%
NSSCO Physical Science performance	47% (2015)	49%	51%	53%	55%	57%

Figure 2.2: Desired outcome indicators and targets for basic education

Source: NDP 5, 2017

According to NDP 5 (2017) Namibia has over the years made great progress in providing access to education to just over 95% of the student-age population. Although, Namibia is currently struggling with multiple challenges in the education sector. Poverty and its associated challenges of greater likelihood of illness, maternal death, children being sent to another household or being raised by extended family all undermine a child's access to continuous education. More than 20% of teachers have no teaching qualifications. Poor quality of school environments makes teaching and learning more difficult, and less enjoyable than is ideal. Inadequate learning and teaching materials at all levels of basic education affects the quality (NDP 5, 2017).

Namibia wants to improve early childhood development; thus, a desired outcome is that by 2022, all Namibian children aged 0-8 has a secure educational foundation, through access to early childhood development services. The government states that in order to get the maximum return in human capital, investment should start in the early years of life. Namibia recognizes all different aspects of children's development including cognitive, social, emotional and physical abilities. One of the priorities of the government is reform the primary curriculum is to focus on building a strong foundation in numeracy and literacy, while promoting critical thinking and

information literacy. The plan also focuses on vocational education mentioning that technical and vocational education and training prepares learners to participate in the economy through their creative and innovative skills (NDP 5, 2017).

2.5.5 Education in Finland today

Finland frequently ranks on the top when it comes to the educational system globally. Finland has been ranked having the best educational system in the world along with having the best primary educational system and the second best higher educational system (World Economic Forum, 2018). The transformation in the education system in Finland started about 40 years ago when Finland decided to focus on education as a huge part of the economic recovery plan. The first PISA results, a standardized test given to 15-year-olds in more than 40 global venues, in 2000 showed that Finnish students were suddenly the best readers globally. In 2003 the Finnish students shined in math and 2006 they led in science over 57 other countries. In the 2009 PISA scores Finnish students came in second in science, third in reading and sixth in math among half a million students globally (Hancock, 2011).

The Finnish education system consists of: one year of pre-primary education, nine-years of basic education, upper secondary education (vocational and general education), and higher education at higher education institution such as university or polytechnic. The Finnish education is built on having a year of voluntary pre-primary teaching, which starts at the age of six and is held either in daycare facilities or in comprehensive schools. Pre-primary education is provided for everyone. At the age of seven starts a nine-year journey of comprehensive school, which is compulsory for all the Finnish citizens. After that the students can choose between vocational school and high school, and after that, they can choose either University or Polytechnic.

Polytechnics have a more practical approach to learning and subjects whereas the Universities emphasis is on scientific research and instruction (MINEDU, 2018). The education system in Finland is described in the figure below.

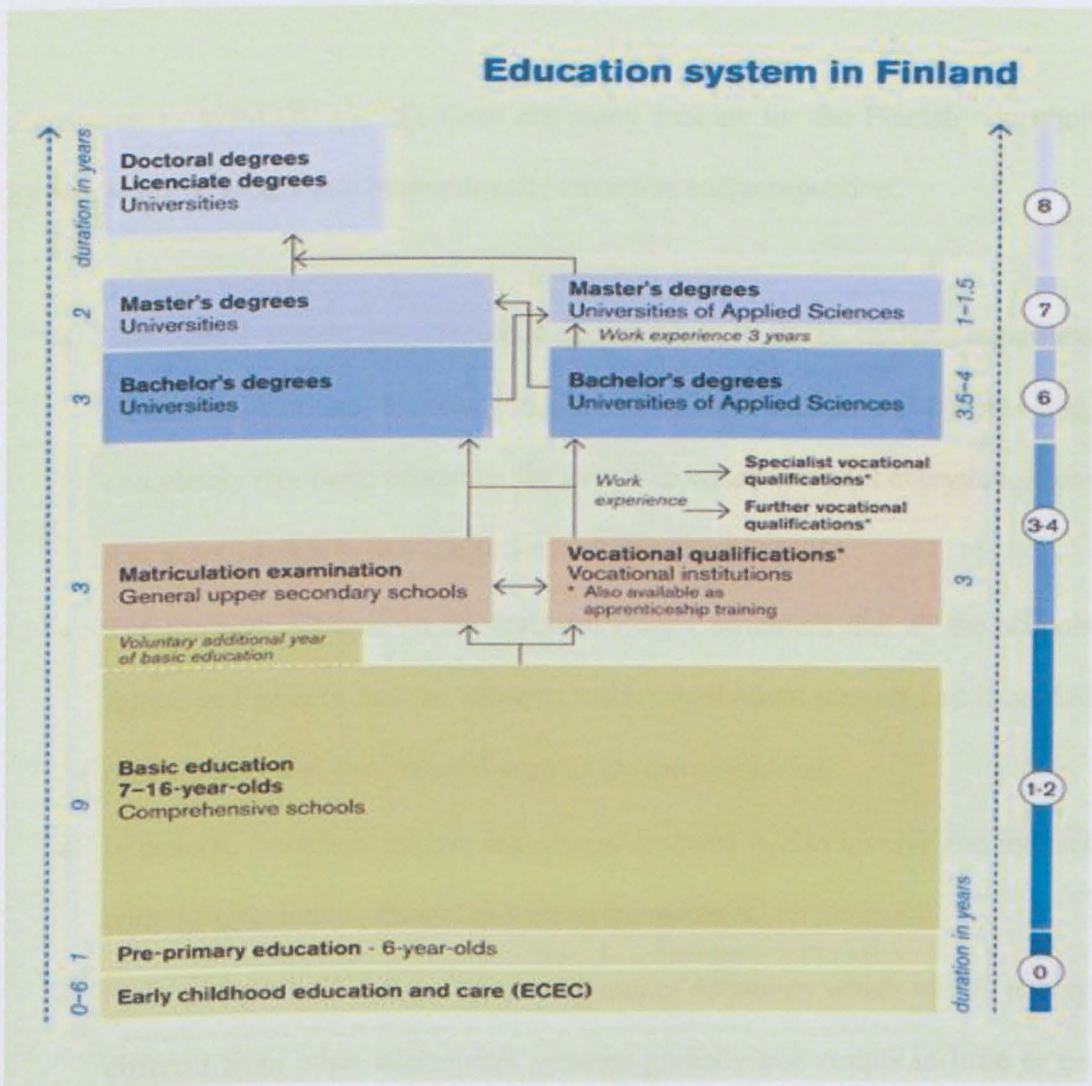


Figure 2.3: Finnish education system

Source: MINEDU, 2018

Finland only holds one standardised test for its students which is held at the end of the last year in high school, other than that there are none which results in not having any competition or rankings between regions, schools or students. All the schools in general are publicly funded and have the same national goals and requirements for

teaching which results in having equal opportunities to students no matter your background or location. The most recent study done by the OECD shows that the differences between weakest and strongest students in Finland are the smallest in the world (Hancock, 2011).

According to MINEDU (2018), there are many reasons for the Finnish education system being so unique and internationally attractive and competitive:

- The Finnish system gives the same opportunities to all the students regardless of their background, location, finances or cultural background by providing completely free basic education for everyone which includes everything from free school meals to free healthcare and learning materials.
- The teaching is based on the National Core Curriculum that all the schools follow and ensures that the students receive individual support and if needed they are provided personalised support in learning as well.
- In general, the school system encourages students to also involve and interact with the school environment as well as the teachers.
- Finland don't hold national tests of learning outcomes which makes it very different from other educational systems globally and results in little or no competition between students or schools.
- Teachers are well educated as a master's degree is required from all of them and a teaching practice is already included in the studies. As a profession being a teacher is highly appreciated and respected in Finland.

These above components and many others have made the Finnish education internationally competitive with an excellent reputation. This position has created a large demand and interest on the Finnish education by several countries in the world.

2.6 Strategic marketing in education

Marketing can be considered to be communication and information sharing about a product or service. Marketing is selling, advertising, and shaping consumers perspective over the offered product or service. The main purpose of marketing is to promote and increase the consumption of the product or service by responding to the wishes and needs of potential customers (Junkkari, 2001). Marketing strategy is the set of basic principles and methods of problem solving to achieve the company goals. The strategic goals of a company are usually: exploring new markets, increasing market share and increasing the revenue of the company (Chandler, 1962).

Education and educational solutions are classified as services. Services can be described as economic activities that add value to a product and provide benefits for customers (Gilmore, 2003). The difference between marketing and service marketing is that services are intangible. Because they are intangible, it is difficult for customers to evaluate and compare services. In order to attain customer's interest and trust, service provides aim to prove their capability by using service marketing actions to create a positive image of the service and its quality (Kotler & Armstrong, 2010). Successful marketing of services requires that the organisation's functions are cohesive and that they have a common goal. Service marketing is a sum of many factors that requires employee commitment towards company's mission, vision, values and goals. The main aim is to solve customers' problems and fulfill their wishes. The

service organisation can influence its customers' needs and wants, for example through right type of communication (Lämsä & Uusitalo, 2003).

Culture is now and in the future important part of the market research, because the individuals and society's impact dominate and regulate the market, and the culture gives each market their unique characteristics. Culture is often referred include knowledge, beliefs, art, moral concepts, law, tradition, and all other abilities and ways people have adopted as a member of their own society (Yaprak, 2008). Culture also defines the social function of the individual. Any act, gesture or expression may have a very different meaning in a different cultural environment. In other words, the culture in question defines itself the social significance of individuals behavior. Because the purpose of marketing is to offer value added services to the customer of the educational services, understanding the impact of culture is a very important starting point (Ghauri & Cateora, 2006).

Education and training services have four features that have a significant impact on their marketing. Because of the intangibility of educational services, a potential customer usually has difficulties to evaluate the content of the education, its relevance and its quality. As an intangible asset, the consumer cannot be concretely sensing the service before they actually consume it. As a result, customers often search for concrete evidence, so-called substitutes, that provide more detailed information about the service and its reliability and quality. Substitutes are usually educational ranking lists, price, recommendations, people, etc. The service provider should be able to provide concrete evidence and substitutes of the quality and content of its service (Gummerson, 2002).

2.7 Summary

In the past years education has become one of the largest service industries in the world as education has proven to be a powerful tool in order to increase economic growth and development as well as to battle against poverty. There has been a tremendous shift in world trade towards internationalising as the globalisation of economies and technology has resulted in rapid international change that is affecting societies as whole. Namibia must set up policies and documents in order to answer to this shift. The Namibian labour market must adapt to new and rapidly evolving conditions and skills requirements to be desirable workers. This adaptability can be supported by right type of education and training.

Namibia allocates a significant proportion of its national budget towards education and the government has put place several policies addressing the challenges the country is currently facing. However, only few researches have been presented in order to understand if other education systems and partnering countries could support Namibia to meet the Vision 2030.

Furthermore, there are multiple differences between education in Namibia and in Finland. The main objective of the Namibian and Finnish education policy is the same: to offer all citizens equal opportunities to receive quality education. Despite this, there is a big gap between Namibian and Finnish education system, as Namibian education system is currently facing lot of challenges and Finnish education is considered one of the best in the world. Little research was made in the past to see if the Finnish educational system could help Namibia to achieve their Vision 2030. Additionally, researcher found limited literature on how Finnish education system and solutions

should be marketed in Namibia and what should be the entry methods to Namibian market. Researchers found literature on the prominent factors what an investor should consider when importing and exporting but did not find specific information focusing on the two countries. In addition, researcher could not find information about Namibians readiness to adopt Finnish educational solutions in the country.

This chapter discusses the methodology employed in the study. It outlines the research design, describes the population and the sampling process, the data collection and data analysis procedures adopted in the study. It also shows how ethical procedures were taken into consideration in the research.

3.2 Research Design

Merriam (2014) defines research design as the arrangement of conditions for collecting and analysis of data in a manner that aims to produce information to the research purpose and answers to procedure. It is the conceptual structure within which research is conducted. It contributes the blueprint for the collection, measurement and analysis of data. Research design is crucial because it facilitates the smooth sailing of the research process, thereby making research as efficient as possible, yielding information with minimal expenditure of effort, time and money (Kothari, 2011). Types of descriptive research designs are e.g., case-study, naturalistic observation and survey (Bell, 1999). According to Bell (1999) a case study approach is particularly appropriate for educational researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a natural time scale. Thus, this research applied a case study research design and qualitative research method was used. The qualitative approach method was chosen and used to gain an understanding of individuals, behaviors, attitudes, and motivations. It provided insights into the problem or helped to develop

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

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3.2 Research design

Kothari (2011) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data. Research design is needed because it facilitates the smooth sailing of the various operations, thereby making research as efficient as possible, yielding information with minimal expenditure of effort, time and money (Kothari, 2011). Forms of descriptive research designs are e.g., case-study, naturalistic observation and survey (Bell, 1999). According to Bell (1999) a case study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale. Thus, this research applied a case study research design and qualitative research method was used. The qualitative research method was chosen and used to gain an understanding of underlying reasons, opinions, and motivations. It provided insights into the problem or helped to develop

ideas or hypotheses for potential quantitative research. Qualitative research also uncovers trends in thought and opinions, and delves deeper into the problem (Saunders *et al.*, 2009).

The implementation of the research was conducted using both primary and secondary data. Primary data was obtained through structured face-to-face interviews. Meanwhile, the secondary data was extracted from scholarly sources and reliable documents that studied the market previously, along with up-to-date journals.

The researcher used semi-structured face-to-face interviews as a method for acquiring primary data. The researcher wanted to gather information from experts who were doing practical work in the education field and who had valuable information in order to understand the current state of primary and secondary education in Namibia. By using the interview method, the researcher was able to find out and understand the events of reality which otherwise could have been hard to understand. Events of reality include for example, experiences and attitudes of the participants (Saunders *et al.*, 2009). In other words, by using interviews, the researcher could reach areas of reality that would otherwise remain inaccessible, such as people's subjective experiences and attitudes. The interview is also a convenient way of overcoming distances both in space and in time; past events or faraway experiences can be studied by interviewing people who took part in them (Peräkylä & Ruusuvuori, 2011). In a questionnaire, the participants cannot freely share their experiences and expertise or express their feelings. Thus, a lot of important information could not have been covered if the researcher would have used questionnaires. In the interview situation, the researcher and the participant interact with each other, which allows direct knowledge

acquisition. The researcher can also obtain and highlight the motives behind the answers, while the interview is ongoing (Hirsjärvi *et al.*, 2010).

In a semi-structured interview, with non-structured questions, all the questions are the same, but the participant can answer the questions with their own words, and the researcher does not provide any answers to the participants (Eskola & Suoranta, 1998). Before the interviews started, the researcher came up with the interview questions and interview guideline; all the questions were non-structured questions. The participants, however, were able to answer the questions in a different order than they appeared in the interview guideline and the participants were able to refer to other questions while answering others. Participants did not have to answer the questions they did not want to, however all the participants answered all the questions. Before the interviews took place, the researcher informed the participants of the themes and sub themes which were asked in the interviews. Most of the participants wanted to see the questions in advance so the researcher emailed the questions to the participants before the interview took place. The researcher had also printed copies of the interview questions, which she handed out together with the informed consent form to the participants before the interviews started.

3.3 Population

The population selected should be that to whom the research question or objectives applies (Blanche *et al.*, 2006). The population for the research was 26 participants from MOEAC, 14 participants from the National Institute for Educational Development (NIED), 12 participants from the Namibia Qualifications Authority (NQA), 11 from the Namibia Training Authority (NTA) and eight from the National Council for Higher Education (NCHE). The total population for the research was 71 participants.

3.4 Sample

In a case study, Kumar (2011) recommends using purposive sampling technique (Kumar, 2011). He also concluded that fundamental consideration in purposive sampling is the researcher's judgement as to who can provide the best information and knowledge to achieve the objectives of the given study (Kumar, 2011). Therefore, the researcher selected the purposive sampling method to be used to select participants for this study.

The selected sample was two key decision makers from the MOEAC, four key decision makers from NIED, two key decision makers from the NQA, one key decision maker from the NTA and one key decision maker from the NCHE. The total sample of the research was 10 participants based on the researcher's knowledge about the study and focus on the critical participants who added value to the research (Hirsijärvi *et al.*, 2010). The purposive sampling method is effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. Purposive sampling may be the only appropriate method available if there are only a limited number of primary data sources who can contribute to the study, thus a sample of 10 participants was chosen (Saunders *et al.*, 2009). The researcher also benefited heavily from secondary data collected both from Finland's and Namibia's educational policies.

3.5 Research instruments

The researcher used an interview guide as the research instrument. The interview guide had a list of a series of pre-determined and non-structured questions that all participants answered mostly in the same order. It is argued that non structured

questions leave the participants completely free to express their opinions as they wish, as detailed and complex, as long or as short as they feel appropriate (Bless *et al.*, 2006).

The structured interview questions focused on the following themes:

- Current situation of primary and secondary education in Namibia
- The strengths, weaknesses, challenges and opportunities of the education system
- Priorities and objectives in the primary and secondary education in Namibia
- Current international partners in the education sector
- Future aspirations in the partner field
- Finland and Finnish educational solutions
- Marketing of educational systems

3.6 Procedure

Primary data collection was done through semi-structured face-to-face interviews. The advantages of this include possibilities of collecting detailed information about research objectives given (Saunders *et al.*, 2009). The researcher interviewed education experts in various educational organisations in Namibia. The researcher invited participants to take part in the study via email and phone. Email invitations for all the participants were sent at the beginning of September 2018 and at the end of the month, the researcher phoned all participants to ensure participation. The researcher interviewed personally all the participants in the Khomas region during October 2018. All interviews were conducted at the participants' work-places, with the exception of one, which was conducted in a restaurant of the cabinet. The average length of the interviews was 46 minutes; with the shortest interview taking 33 minutes and the

longest, 1 hour 39 minutes. The researcher used an interview guide as the research instrument. The interview guide had two sections and 24 non-structured questions. Section A had 14 questions and the questions were mainly focusing on the current situation of primary and secondary education in Namibia. Section B had 10 questions and focused more on marketing educational solutions as well as future aspirations, wants and needs of educational partnerships.

Secondary data was collected through an extensive review of the literature in order to have a better understanding of education as a service in Namibia and in Finland, to understand globalisation and internationalisation as well as strategic marketing in the education sector. Books published, master's theses, newspapers, government reports and policies electronic journals, websites were used to collect data relevant to this study. The University of Namibia library, Lahti main library, Ministry of Education, Arts and Culture were personally visited in order to collect the secondary data.

3.7 Data analysis

Analysing qualitative data collected by means of interviews is not an easy job and involves comprehensive concentration (Creswell & Plano Clark, 2006). Analysing qualitative data is not regarded as a separate process but it already starts when the researcher is collecting the data from the participants (Brinkmann & Kvale, 2009). All the interviews were voice recorded. All data from the interviews was collected by using an audio recorder and then transcribed later online via Wreally automatic transcription services.

Both primary and secondary qualitative data was analysed through content analysis in order to identify themes and sub-themes that emerge from the transcription. The

researcher used Logical Framework Analysis (LFA) as a tool to analyse qualitative data in the context of content analysis (Creswell & Plano Clark, 2006). To ensure reliability and validity, the researcher used test, re-test techniques to determine validity. Thus, the data was analysed by reading it, re-reading and making notes. All the transcripts were individually read several times in order to discover themes as they emerged from the data itself. Later the researcher labelled relevant words, phrases, sentences and sections, this process is also called coding. The researcher coded the transcripts according to relevance of the content. The researcher decided that everything that is repeated in several places, surprised the researcher, was stated by the participant to be important or appeared in the literature review was important and needed to be coded. Then the researcher decided which codes were most important and created themes and sub-themes by bringing several codes together. The researcher labelled all the themes and sub themes and decided which were the most relevant for this research, which ones gave answers to the study objectives and how they were linked together, how they created patterns and interrelationships.

3.0 Summary

The researcher coded hundreds of words, phrases, sentences and sections. Themes and sub themes were created according to the interview guide and research objectives. Altogether, the researcher had eight themes and seven sub themes.

3.8 Ethical considerations

Adhering to ethical principles is an important part of any research project and study. Assuring respondents of critical issues, such as confidentiality and anonymity and how this is maintained throughout the study, is a necessity for the success of any research. The researcher must ensure humane treatment of all participants; therefore, ethics in research play a major role (Beukes-Amis, 2011).

The study was carried out in line with the ethical principle of integrity and respect of the participants throughout the entire study. The researcher informed the participants of the significance of the study and made it clear that they have the right not to respond to any of the research part, which they did not feel comfortable with. In addition, the researcher sought both individual and organisational consent from the participants. Participation of the interviewees was completely voluntary. The participants were able to change their mind during the interviews and stop participating at any given time if they wished so.

No information of the participants was given to a third party. The information that was collected for this research project was kept private. The researcher will safeguard the analysed data in a safe place for a period of 5 years. After that all the data will be destroyed by overwriting the hard drive and by shredding and burning. Research ethics were an essential part of the study.

3.9 Summary

This research used a case study research design and a qualitative research approach was used. Primary data was collected via semi-structured face-to-face interviews with non-structured questions. The researcher used an interview guide as the research instrument, in order to guide the interviews. All interview data was recorded by using a voice recorder, transcribed and all the qualitative data was analysed through content analysis. The research sample was selected by using purposive sampling technique. The researcher ensured all ethical protocols were followed throughout this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study focused on challenges and opportunities in the provision of primary and secondary education in Namibia. Furthermore, the study focused on how a partnership with Finland could help Namibia to overcome these challenges and meet Vision 2030 in the education sector. The research also focused on strategic marketing and market entry methods on how Finland should approach Namibia. The previous chapter explained the research approach, methods, design and instruments used for data collection and analysis. This chapter focuses on the data analysis; discussion of the results based on the research objectives. The literature reviewed, mainly NDP 5 in chapter two is compared with the findings of the study with a view to identify similarities and departures from the knowledge gained from other authors. In this chapter, the researcher aimed to present the data collected from the Namibian educational experts and critically analyse it.

4.2 Research objectives

The overall objective of the current study was to find out the challenges and opportunities in the Namibian educational market and to understand what actors from a partner country like Finland should know and understand about the Namibian education market before trying to import educational solutions to the country.

Specifically, the study aimed to:

- Investigate the challenges and opportunities facing the Namibian educational market
- Determine the prominent factors that an investor should consider before importing Finnish educational solutions to Namibia
- Identify the readiness in Namibia to adopt Finnish educational solutions in the country
- Develop a strategic marketing guide for importing Finnish education to Namibia

4.3 Purpose of primary data

The aim of collecting primary data was to establish participants' knowledge, understanding and views on primary and secondary education in Namibia and use the data gathered to determine patterns and ultimately draw conclusions on the research objectives. Participants in this research were Namibian education experts from different organisations. Qualitative data analysis is the process of examining qualitative data to derive an explanation for a specific phenomenon. Qualitative data analysis gives an understanding of the research objective by revealing patterns and themes in the data (Hoyos & Barnes, 2012).

In this research both primary and secondary qualitative data was analysed through content analysis in order to identify themes and sub-themes that emerge from the transcription. The research used LFA as a tool to analyse qualitative data in the context of content analysis (Creswell & Plano Clark, 2006). The researcher used test, re-test techniques to determine validity.

4.4 Sample description

The researcher interviewed 10 education experts from different educational organisations in Namibia. Organisations were identified based on the research objectives, and within these organisations, interviewees were identified using the following criteria: in-depth knowledge and expertise on the education sector, and managerial decision-making position. The researcher wanted to interview participants from various institutions in order to attain a bigger picture of the research objectives.

The respondents were characterised and code-named with a running number in no specific order. Code numbers for the participants were the following: P001, P002, P003, P004, P005, P006, P007, P008, P009, P010. All the participants in the research were experts in the education field. All were working in high and senior positions in their respective organisations. 50% of the participants were men and 50% were women. See the figure on gender distribution below.

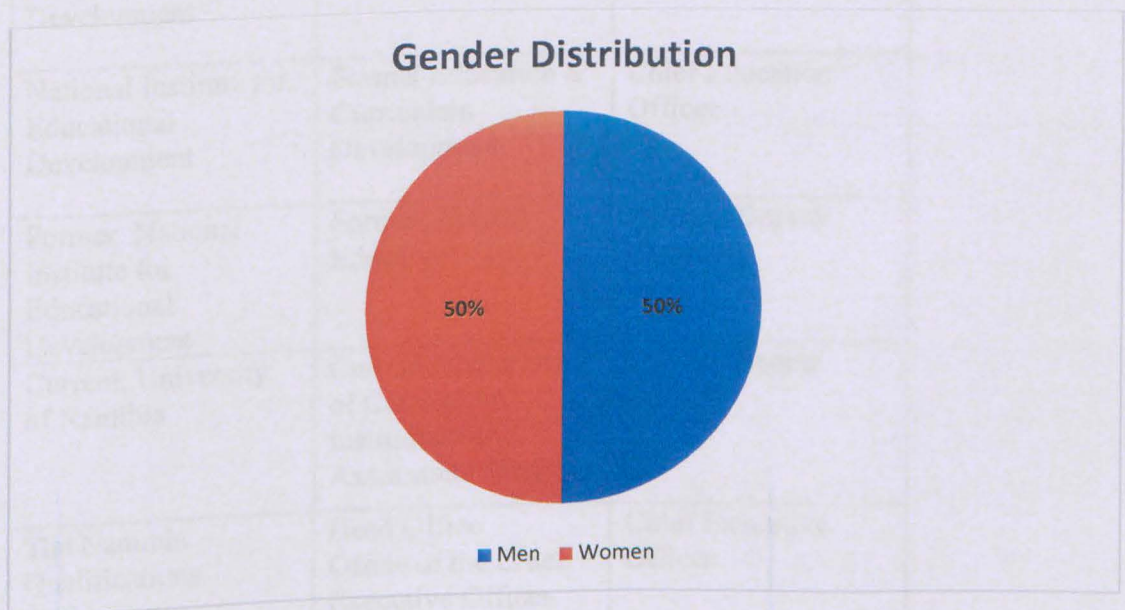


Figure 4.1: Gender distribution

Source: Research Findings

The researcher did not find it necessary to ask participants' age or educational background or other demographic information as the researcher felt that it would not add any value to the study. Table 4.1 below describes the participants who took part in the research.

Table 4.1. Participant descriptions

Source: Research Findings

Organisation Name:	Department:	Designation:
Ministry of Education, Arts and Culture	Programmes and Quality Assurance	Deputy Director
Ministry of Education, Arts and Culture	Examinations	Deputy Director
National Institute for Educational Development	Formal Education	Deputy Director
National Institute for Educational Development	Formal Education	Chief Education Officer
National Institute for Educational Development	Formal Education & Curriculum Development	Chief Education Officer
Former: National Institute for Educational Development	Former: Formal Education	Former: Deputy Director
Current: University of Namibia	Current: Department of Curriculum Instruction and Assessment Studies	Current: Senior Lecturer
The Namibia Qualifications Authority	Head Office Office of the Chief Executive Officer	Chief Executive Officer
The Namibia Qualifications Authority	Accreditation and Audit	Head of the Department

Namibia Training Authority	VET Regulation	Manager Quality Assurance
National Council for Higher Education	Higher Education	Deputy Executive Director

4.5 Themes and sub-themes interpretation

A summary of the overall analysis of the themes and sub-themes of the collected data is discussed under this section. Discussion of the findings is based on the participants' output and the integration of the researcher's interpretation and meanings derived from relevant literature and theories reviewed. The chapter also covers how findings confirm and relate to previous studies and historical results. At times, the findings suggest new questions that could be asked, derived from the analysed data. The interconnectedness of the findings is discussed in this chapter.

Data was divided into themes and sub themes. These were arrived at through a coding process whereby the researcher coded relevant words, phrases, sentences and sections in the interview transcripts. Relevancy was defined as everything that was repeated in several places, surprised the researcher, were stated by the participant to be important, or appeared in the literature review as some codes appeared more frequently in the data than others. As specific codes tended to appear together, it was possible to define which codes were the most significant and to bring several codes together to create themes and sub themes. The researcher labelled all themes and sub themes and – based on the research objectives and literature review – decided which were the most relevant for this research. Altogether, the researcher had eight themes and six sub themes.

The eight main themes of the research were the following:

1. General perception of Primary and Secondary education in Namibia
2. Strengths of Primary and Secondary education in Namibia
3. Weaknesses and Challenges of Primary and Secondary education in Namibia
4. Opportunities of Primary and Secondary education in Namibia
5. Priorities of Primary and Secondary education in Namibia
6. Budget and Finance
7. Partnerships
8. Marketing and Entry Methods

In the next chapter researcher will analyse and discuss all the eight main themes and six sub themes under them. The researcher will relate to previous studies and literature when possible. The researcher will also draw conclusions when possible and ask questions.

4.5.1 General perception of primary and secondary education in Namibia

Firstly, the researcher wanted to understand the participants' general perception of the state of the primary and secondary education in Namibia is. 90% of all the participants felt that the country is moving forward in education. They also felt that the government is putting a lot of effort and resources in education and significant progress has been made since independence. 40% of the participants also mentioned that the new curriculum reform is improving the current education system.

"We have made progress, quite significant progress. You know at Independence we set out five goals, strategy goals: access, equity, quality, democracy and lifelong learning. With regards to access, we have made significant inroads because they are now on average probably more learners

at school than there were at Independence. Quality is improving, but there is room for improvement. Equity, we have changed the situation, whilst at Independence we had more boys in school, there are now more girls at primary and secondary school. So that is changed, even at tertiary education.” (P003)

Although 90% of the participants were hopeful and had seen progress, the overall perception of primary and secondary education remained quite negative. All the participants felt that the education system has multiple weaknesses and the country is facing huge challenges in the primary and secondary education level. Challenges mentioned by participants included lack of resources, shortage of teachers, unqualified teachers, shortage of space and language issues in terms of English and African languages. 30% of the participants stated that pre-primary and primary education are not laying the foundation for the success in secondary level, thus many learners fail in grade 10 and grade 12. One participant stated that public schools are not as good as private schools, which are only accessible to those who can afford. This creates the education system to be unequal, which has led into a poverty cycle in the country; the rich can provide good education opportunities for their children and the poor remain poor by sending their children in public schools, some of which do not have enough resources to support learning. 50% of the participants also mentioned the social issues Namibia is currently facing and their negative impact on the education system.

“I think that we have a big problem with our primary education because I think it's not laying the foundation properly for success at the secondary level. I think we need to have stronger pre-primary also for those, you know, school readiness skills that they need and then we also need to have stronger teachers

at the lower level, at the grade one level. So, we can really lay the foundation because without that the children won't succeed at the secondary level” (P006).

“The general association is poor outcomes, under qualified teachers and perhaps overworked teachers. You hear things such as, you know, lack of resources at schools, which obviously or inadvertently sort of leads to the poor, alleged outcomes...” (P009)

The researcher felt that all the participants were feeling the same way about the current situation. This indicates that a lot can be improved in the Namibian education system. There is a clear need for new education tools, innovations and systems. The Finnish education system ranks highly in international comparisons, which can be seen for example in Finland’s exceptional PISA results, and the country has been praised as a “superpower of education” (BBC, 2007). This success has kindled a significant interest in Finland to export their education system (OECD, 2011). Due to the existing need and close historical ties, Namibia could be one of the potential countries where Finland could export its education.

4.5.2 Strengths of primary and secondary education in Namibia

Although the general perception of the current state of the primary and secondary level education was quite negative, participants also felt that there are positive improvements and strengths in the current system. NDP 5 states that Namibia wants to empower its citizens and acknowledges that entering the workforce starts with providing them with the necessary education, knowledge and skills. Namibia has over the years made great progress in providing access to education to just over 95% of the

student-age population (NDP 5, 2017). Participants acknowledged various strengths in the education system; with 40% of them specifically mentioning that they considered the review of the curriculum and the curriculum itself to be strength.

“...curriculum review, I think that is a strength... I think we have a very strong curriculum in terms of content and coverage...” (P006)

“...we initiated a new textbook review policy with this whole curriculum reform and then with that new textbook reform policy meant, that we are not just going to dump books in schools. But we need to evaluate the textbook to look at the quality and then whether they conform to the curriculum before we agree and say yes, these are the textbooks that will allow to be used by teachers in schools.” (P002)

“I think we also have a very good curriculum. Although, obviously when you think of the curriculum it always needs to be updated in sort of that its current, but I think for now we have a very good curriculum, which is comparable to a lot of curriculum in the SADC region.” (P0009)

30% of the participants mentioned the reintroduction of the pre-vocational subjects in the curriculum as a huge improvement. They mainly felt that vocational subjects are going to give much-needed skills for the young learners who are maybe not doing so good in academic subjects.

“...we start to introduce basics on pre-vocational subjects, such as you know agriculture, such as designing and technology, such as home economy and entrepreneurship on the basic level... we are introducing the pre-vocational technical subjects that is: motor mechanic, plumbing, building studies, accounting and computer studies... entrepreneurship becomes standalone subjects in senior secondary, which is a very good thing knowing that our country we are face with massive unemployment. So, it's good for them to learn basic skills to do something for themselves in order to retain a living...” (P001)

“the introduction of the vocational subjects at an earlier stage already at the primary level. I think it's going, it's just started now, but I think it's going to have a very positive impact because not all children are academically inclined. And I think that is very important that they've brought that back to ensure that the kids have access to different roots in education.” (P006)

NDP 5 states that Namibia wants to improve early childhood development, thus a desired outcome is that by 2022, all Namibian children aged 0-8 has a secure educational foundation, through access to early childhood development services. The government states that in order to get the maximum return in human capital, investment should start in the early years of life. Early childhood is a critical developmental window when a child's disabilities can be identified and treated to avoid further problems (NDP 5, 2017). 80% of the participants in the study also stated that the government as now introduced pre-primary studies and they see this as a very positive improvement.

...we introduced pre-primary on the foundation phase, you know, in order to build foundation before learner goes into grade one. So, for now we have more than 1,000, you know, schools offering pre-primary... It's been started some few years ago, which is a major milestone..." (P001)

Other strengths mentioned by the participants were:

- On-going teacher training by NIED
- Namibian nation is eager to be educated
- Infrastructure development has grown
- Budget allocation for education is one of the biggest in the government budget
- Access has improved, and more schools are being built
- Education system is responsive to the needs of the society
- Students can easily move around to other countries with the Cambridge qualification, which they can obtain in grade 12
- Namibia has good policies and a very good legislation in place

4.5.3 Weaknesses and challenges of primary and secondary education in Namibia

During the interviews it came clear to the researcher that the education experts interviewed also saw plenty of issues and challenges in the Namibian education system. The interview question addressing weaknesses and challenges elicited the longest responses from the interviewees and their concern was evitable. Participants took in average 14 minutes to talk about this topic. NDP 5 also states that Namibia is currently struggling with multiple challenges in the education sector. For example, poverty and its associated challenges of greater likelihood of illness, maternal death,

children being sent to another household or being raised by extended family all undermine a child's access to continuous education (NDP 5, 2017). Also 60% of the participants talked about poverty and social issues affecting the education system and learning of the children. On top of the challenges listed in NDP 5, many participants talked about violence at home or in the community, overall conduct and behaviour of learners which is affected by the community issues, lacking parental involvement, and the poor environment where the teachers and learners are coming from.

"...I would say most of issues are actually social issues, which are affecting education, the conditions where learners are coming from or teachers are coming from affect the education..." (P010)

...all those challenges called social ills from the society and communities where some of the schools are, you know, also has an impact on performance of the learners... many see disturbances like violence... So those are challenges which education alone cannot address but needs multicultural approach in order to address them and that takes a long time..." (P001)

"...also, one thing from my side is parental involvement. The parents are not involved in their kids in the schools. And that is really where things come together is when the school and the community or the parents work together and I think there's not enough synergy between the school and the community, this it's from the school side and from the community side..." (P006)

All participants indicated that they have major concerns of the level and quality of the teaching and teachers. All stated that Namibia has too many unqualified teachers and that the teachers are not well trained and this leads into problems with curriculum implementation. 40% of the participants also stated that teachers struggle with English and for this reason they are underperforming, as it is difficult for them to transfer the knowledge to the learners. One participant mentioned that the reason for lack of good teachers is simple as the teachers not paid very well so the profession itself is not wanted, thus Namibia has a low supply of good teachers who are passionate about their profession. Other reason stated for teachers to underperform was that the requirements for becoming a teacher are low. NDP 5 supports the participants' view stating that one of the current weaknesses is the lack of qualified teachers who have a strong knowledge base, an awareness of developmental psychology and the skills to teach effectively mean that the quality of education in most schools is low. More than 20% of teachers have no teaching qualifications (NDP 5, 2017).

"...we have a lower supply of teachers than in the past. Whereas in the past, we had a number of people wanting to become teachers but now that number has trimmed. Teaching is no more a revered profession and because teachers are no more revered the input by teachers is low..." (P003)

"I think one of the biggest weaknesses is the level that is expected for entry to be a student teacher. It's really a problem that the weakest learners from school qualified to become the teachers and then they can't cope especially with stronger learners. So, it's a vicious cycle because the bad teachers become the

teachers and they don't stimulate good learners. So those learners don't perform up to do what is expected from them..." (P005)

"...in terms of teacher training though, we have trained all the national trainers but we are not so sure that weather in all the regions that all the teachers have been trained because we follow a cascade model... regions provide us with a teacher to come for national training and when this teacher goes back to the region we are not sure whether this teacher is capacitated by the regional authorities that this teacher is given the time to again go out of the school and train the other teachers..." (P002)

NDP 5 states that poor quality of school environments makes teaching and learning more difficult, and less enjoyable than is ideal. Inadequate learning and teaching materials at all levels of basic education affects the quality (NDP 5, 2017). 100% of the participants also raised their concerns on the same topic as the government. All of them talked about the poor infrastructure in many schools, textbook shortages, overcrowded classrooms and lack of resources to make learning more interesting and fun for the children.

"Broadly is that you know in terms of textbooks apply. So, we have discovered that is also a challenge that government does not have the financial resources to supply textbook one textbook to one letter in all the schools..." (P002)

"When access increase it was 5 learners' primary school and three in secondary school. Now, you've got 15 and 7 in secondary school. If we don't

plan for the secondary schools, you'll have bottlenecks. So, they are more people per classroom and the classes are overcrowded... ” (P003)

“I think one of the biggest challenges is the poor infrastructure... ” (P004)

“...one of the challenges is a lack of resources in some schools. We have a very wide variety of schools. Not only making the division between private and government schools. Even if you look at the government schools you have difference. You have schools with less resource in the remote areas, as well as you have also schools in urban areas... And of course, if you have a good working telephone system and Internet access and computers in the school, you're far better off than the school under the tree... ” (P005)

Participants listed also other challenges they considered very important:

- Level of reading and understanding is poor
- Level of English is poor with teachers as well as learners
- Language development in African languages is very slow
- Mother tongue teaching is weak
- Poor general economic situation of the country and the national budget
- Quality of education is not the same for everybody
- Big difference in quality between public and private schools
- Communication between government and all schools
- Current education system is not focusing on holistic development of the learners, not concentrating on physical development or emotional wellbeing of the learners

opportunities, that we can still send them additional documents like teachers manual that can assist... if you cannot have the money for training everyone, one can still send the document and then if they can go through this document... Create a website that teachers can download these documents on the website..." (P002)

NDP 5 talks about all aspects of children's development including cognitive, social, emotional and physical abilities in the early childhood development chapter (NDP 5, 2017). One participant also felt that there are multiple opportunities in understanding children as whole as currently the system is not supporting this.

"...there is definitely a mind-set change. It's slowly happening, but I think it's definitely coming in around the issues of psychosocial well-being and physical well-being... we want to strengthen physical education and school sports. We've got a number of development partners that are supporting us in implementing sports development... And then also I think there is a strong focus on school health. It's coming out now, we've just launched our national Safe School framework, which looks at issues of violence in schools bullying and really tackling those problems..." (P006)

All participants also saw great opportunities with partnerships in order to improve the education system. Different types of partners and partnerships in the local sector, between the ministries, with regional partners, with local industry and with international country partners were seen essential in order to change the education system and seek new opportunities. This was a good indication to the researchers that

partnerships between foreign countries like Finland are welcome and can contribute towards better education system in Namibia.

“...We can Benchmark with the best in the world, countries like Finland or Japan, which are ranked number one to in the world...” (P003)

“Then other opportunities are businesses outside that support schools, that support us at national level, partners even from abroad... all of those are opportunities that are there to be explored and to just make our education better and better...” (P005)

“...We are now global sort of environment and we can learn a lot from what other countries have done in terms of this very critical phase of education because you know, if you don't get it right at the primary and secondary then you know, you don't expect anybody to get it right afterwards... So, I think we have an opportunity as a country to learn from our neighbours and from other countries that have got very good education systems, not necessarily to just copy what they're doing but to emulate what they've done and establish systems that will work for us...” (P009)

Other opportunities mentioned by the participants were:

- Five-year curriculum implementation cycle
- Focusing on internal efficiencies
- Making teaching a passion
- Providing better housing for teachers

- Offering allowances for teachers in the remote areas
- Learners are eager to learn and excited about school, this can be turned into opportunity
- Parental involvement can be powerful resource
- Budget allocation with better planning can be improved

4.5.5 Priorities of primary and secondary education in Namibia

Researcher also wanted to investigate and find out from the participants what are the current priorities in the primary and secondary education in Namibia. In other words, researcher wanted to study where the country is focusing on in the educational sector. Participants' answers give an excellent idea for the Finnish education experts and investors to understand, where the real needs and wants are in the Namibian educational market. 80% of the all participants were having similar thoughts of the priorities. 70% participants mentioned pre-primary education as one of the top priorities and the government has also enforced this. In NDP5, pre-primary education has been allocated its own section, thereby signalling the importance of early childhood development. Teacher training and the new curriculum and its implementation were mentioned by 80% of the participants to be one of the key priorities currently. NDP 5 also states that reforming primary curriculum to focus on building a strong foundation in numeracy and literacy, while promoting critical thinking and information literacy is one of the priorities of the government (NDP 5, 2017).

“...I would say the one big priority is the whole curriculum review and mean we already implemented the primary phase. We are busy in secondary. We are

up to grade nine this year... We have already done training for ordinary level... We start with direct training at NIED and we train all the teachers or one teacher to every school... ” (P005)

NDP 5 notes: “Technical and vocational education and training prepares learners to participate in the economy through their creative and innovative skills” (NDP 5, 2017). 40% of the participants also noted that availability of teachers who can teach technical subjects and classrooms with specialized equipment for pre-vocational subjects are very important. They noted that the government would need support in order to be able to offer and implement pre-vocational subjects at all schools across the country.

“It's another priority where people, even learners themselves, and also the political leadership have actually realized that vocational and technical education is the key to diversify education. So that is another priority...” (P010)

Participants also felt that the following topics are priorities:

- Issue of reading proficiency
- School system will change and exiting from junior secondary will happen at grade 9, this means that senior secondary will last three years
- Government is trying to increase access and equity in education
- Free education and compulsory education
- Education sector should continue to have the biggest budget allocation
- Holistic view of the children is increasing, schools and society should support the child as whole and also concentrate on issues like school health

- Issue of physical infrastructure should be addressed

4.5.6 Budget and finance

UNESCO has concluded that Namibia spends around 20% of the national budget on the education sector. However, despite high spending levels, these investments are not producing equivalent outputs in learner achievement and preparation in the work force (UNESCO, 2011). All participants stated that the government allocates biggest portion of the national budget on education but they, too, felt strongly that the budget and finances are not enough. 70% of the participants also indicated that due to the current economic conditions Namibia has needed to do major budget cuts that has affected the education sector negatively.

“...on of the highest budget allocation, sometimes close to 30% of the national budget when we education including secondary and higher education, obviously with the best of the Chinese bubble about two three years ago the economy started going down not just in the media. Yes, you feel it quite extensively in a maybe. So, the allocation has gone down...” (P003)

“...Yes, education gets the biggest budget allocation and in my understanding most of this money goes to paying for teachers’ salaries and so on developing the infrastructure...” (P004)

“Tangible actions which are set by the ministry, if we talk about the government budget, then I will say it is not enough because the largest portion of our budget goes to being of operational fees. So that means salaries,

teachers' salaries and all of those things so there is very little left for the maintenance and for capital projects. So, you know, one of the big things is that hostiles are in terrible conditions and you know, they are in very bad shape but there's no money to renovate or to build these things so I think we are lucky we get a lot of support from our development partners... so I think that yeah, there isn't enough money to achieve that Ideal school environment that we would want for the learner..." (P006)

Despite the strong feeling that money is not enough, and budget cuts are affecting the country, 60% of the participants believed that they could do better with the current budget. The participants felt that the money available could be used better and that the budget structure should be revised in order to get the maximum benefits. 30% of the participants were also calling out all partners and stakeholders to contribute towards better education in order to have enough funding.

"... Ministry of Finance and some of the staff member working in the ministry who are finance people don't really understand education. I'm only happy about the new financial advisor who will say that she doesn't have education background. She really tried to, you know, get into conversation with people who have got education background to understand that if you have 13 billion and 10 billion goes to salary. It does not mean that then 10 billion is actually affecting teaching and learning... the way the budget structure is, whether we have a lot of money or not, do not help because... it is directed on operations... for example in order to support teachers... we should have a separate budget

for teachers, so that you can actually say in Namibia teachers are supported...” (P010)

“...if I have to choose between building a school or a classroom or an office for the regional counsellor, I will opt to build a school...” (P004)

“...if all stakeholders support education then funding is enough... parents should also help to contribute...” (P001)

“...we need to mobilize more resources for education... maybe pay high taxes... need to think of a different mode or a model how to allocate more resources to education...” (P004)

There is a lot to do and a lot to improve in the educational sector in Namibia. Finland has excellent tools, innovations and systems, which they could offer to Namibians but currently it seems that there is no money to buy them. Based on the interviews conducted for this study, the researcher got the impression that primary and secondary education is primarily looking for partners who can also contribute and help financially. Ideal partners are partners who can bring capital with them and fund the proposed development projects. Economic crisis has affected the country negatively and finances seem to be a big problem. The main question for actors within the Finnish educational industry is then how much money does the Namibian education sector have for development activities and can they afford to buy services from Finland?

4.5.7 Partnerships

Throughout the study it was very clear that various partnerships are extremely important to Namibia and all participants felt that partnerships between local stakeholders and international partners are highly important. Other thing that was common to all the participants was that they all wanted to learn from the best in the world and benchmarking was seen important. Researcher was impressed by the enthusiasm of the participants. Most mentioned forms of partnerships were: funding, capacity building, providing expertise and volunteering.

30% of the participants mentioned that world is coming more global and cooperation between different countries is becoming even more important than before. This statement supports the idea that the world is also changing to become a global community. Raunio (2014) says that today it is impossible to avoid internationalisation in everyday activities and to be able to become a global community; citizens must be able to work in a completely new environment and with different cultures. These capabilities need to be systematically both taught and studied (Raunio, 2004). Allahwerdi (2001) emphasizes that schools and educational institutions are of paramount importance in the development of international capacity and partnerships with different countries should be encouraged (Allahwerdi, 2001).

“...I think partnership is what is required worldwide and it is something that exists in the world, it is something that exists in countries, it is something that exists in our communities and they say if you want to go fast walk alone and if you want to go far walk with others...” (P007)

40% of the participants also mentioned that in true partnership both partners should learn from each other's and not only one-party learning from the other. Fortuijn (2002) supports this statement by concluding that there are many forms of mutually beneficial partnerships, including student mobility, staff mobility, collaborative curriculum development, joint courses in face-to-face meetings, and field courses abroad (Fortuijn, 2002). Traveling abroad for example to Namibia could offer opportunities for Finnish students to interact with people from other cultures, increases cross-cultural awareness, and foster greater appreciation and understanding of other cultures. Exchange student programs are taking place in the higher education level between Finland and Namibia and one summer school in Finland sends groups of secondary students to Namibia ones a year. 30% of the participants also noted that they want to offer their expertise and know-how to possible partners in return.

According to 100% of the participants Namibia is currently and was in the past having partnerships with multiple countries and international organisations. Detailed data on different international partners is presented in the table below.

Table 4.2: International partnership countries and organisations

Source: Research Findings

Partnership countries to Namibia	Botswana, Canada, China, Denmark, England, Finland, Germany, Lesotho, Norway, South Africa, South Korea, Spain, Swaziland, Sweden, Switzerland, Uganda, United States of America, Wales and Zimbabwe
International partnership organisations to Namibia	African Development Bank, Cambridge International, European Union, OMNIA, Millennium Challenge Corporation, UNESCO, UNICEF, World Bank and World Skills International

For 80% of the participants it was clear that mainly political and historical ties had been the reasons when choosing partner countries and organisations. 40% also mentioned religion and church as a background for the partnerships as missionaries arrived to Namibia long time ago and introduced them to the Christianity. Literature supports this view as education in Namibia started slowly changing when European countries become interested in Namibia. Various missionaries from Germany and Finland established schools around the country in the late 19th century. The missionaries saw education as an ideal way to bring the Christian message to the native people of Namibia (Harber, 1993). Church and Christianity still plays a big role in the country, as Christianity is the most widespread religion. Approximately 80% of the population in Namibia are Christians (Pariona, 2017)

The participants expressed great similarity when describing their picture of the future ideal partner in the education sector. 50% of the participants mentioned that the international partner should be someone who has achieved good results and who has a good track record. 40% of the participants stated that an ideal partner would be someone who comes with finance and funding. 20% also said that partnerships should not be driven by financial gain, but they should genuine interest to develop Namibia and its educational sector. One participant concluded that an ideal partner offers resources, gives solutions to specific needs and asks what is really needed and wanted, rather than just selling their own services or what the partner thinks Namibia needs. Participants' views of an ideal international partner are summarised in table 3 below.

Table 4.3: Ideal international future partner*Source: Research Findings*

Key focus areas should be:	Pre-primary education, Basic education, Vocational subjects, Vocational education, Mother tongue education, English proficiency, Solutions to disparity in access and quality
Partner should offer expertise in following areas:	Teacher training, financial sector, information and communications technology, curriculum implementation, policy implementation
Needed capacity building areas:	Teacher training, technical subject teacher training, technical training, skills transfer for teachers and school management
Development needs:	Infrastructure, socio-economic, curriculum implementation, policy implementation
Funding needs:	Infrastructure, teacher training, project sponsorships, new machinery, e-marking, e-learning in general
Ideal partner countries mentioned by name:	Finland, Germany, Japan, United States of America

Participants also talked about the local business world and companies in Namibia. They wished companies would get more involved and supportive towards the education sector. Also neighbouring country partnerships were seen ideal as neighbouring countries could give peer support, as they might struggle with same issues as Namibia.

4.5.8 Marketing

The interviews suggested that due to the long historical ties between Namibia and Finland, the image of Finland is very positive among Namibians. This observation is supported by the researcher's own experience; As a Finn living in Namibia, the researcher has always greatly enjoyed the warm welcoming and kindness of the Namibian people towards Finnish people. Many Namibians know that the first missionaries arriving to the north of Namibia were Finnish people, and keenly recount family histories on how the Finns helped the country to build churches and schools. The former president of Finland, Mr. Martti Ahtisaari, is a well-known celebrity who was appointed an honorary Namibian citizen. All participants confirmed the special relationship between the two countries. They all knew Finland and had heard about the Finnish education system. 30% of the participants have travelled to Finland and the rest were very interested to travel there to see how Finland has managed to create their world-famous education system. Comments about Finland, its people and the education system were mainly very positive, although the researcher must note that the answers might have also been politeness as the researcher is Finnish. Namibians are very polite and respectful people, who will not say negative comments to you.

“...The Finnish came as missionaries and up to now when you talk to some of the people, they can speak our languages... They understand the culture there is that cooperation and mutual respect... we look different but we actually at the end we are all the same people” (P003)

“...I went to Finland. We went there and for a study tour around the implementation of school health. So, I know quite a bit about the Finnish

education system. That is also you know, that's the ideal. That's what everybody wants... ” (P006)

“...So, I think in the way, if anyone has been a good partner to Namibia, I think it's something that you don't want to stop for no reason. So, I think if we could just pursue the partnership that exists and get maximum benefits and mutual benefits... Not only that Namibia benefits from Finland, but if there's anything that we could offer to Finland...” (P007)

All participants summed up the long ties between the two countries and hoped to maintain the good relationship and existing partnerships. 30% of the participants stated that they wish new partnerships between Namibia and Finland will emerge and 40% said Finland remains possible partner also in the future.

Some of the specific remarks the interviewees made about the Finnish educational system included:

- Best educational solutions
- Best basic education
- The ideal education system
- Excellent partner and benchmark
- Strong vocational education sector
- Finland has school nurses, psychologists and all the schools provide a lot of support to students
- Oulu University helped setting up medical school and assisted with curriculum
- Good partner country for Namibia

- Very good education system
- Free education
- Finland has some good vocational education concepts
- Finland has good simulations and simulated learning environments
- Very good relationship between universities and schools

40% of the participants also pointed out some reasons for why they believed the Finnish school system is so strong. One noted that we should remember that Finland is a first world country, socio-economic development is very good, and the country has more resources than Namibia. One participant believed that Finnish teachers are more skilled and equipped than the Namibian teacher as the minimum requirement to be a teacher in Finland is master's degree in education.

Researcher also went into details and wanted to understand how ready Namibia would be to adapt new education systems, tools and innovations from other countries like Finland. All the participants agreed that Namibia is ready but all also noted that they are ready to adopt some parts of Finnish education system but not everything and that everything should be still localized to fit in the Namibian context. No one believed that "one size fits all" method can work in education. Participants wished that everything offered should be tailor made to suit the county's needs and wants. 40% participants also reminded the researcher that education is affected by whole society around and its support systems. One participant also claimed that Finland is quite aggressive in terms of driving particular agenda or solution, which they want to offer.

“...it's difficult to just plant a tree in Europe and then bring it here because you have to look at the context of our situation, the context of where our education is coming from and then from there you will need to make some kind of adaptation and adjustment to see what works and what does not work...”
(POO2)

All participants were very clear on the fact that Finland should understand Namibia as whole as all aspects of life affect education. They wished that education export experts would take the time and do research about where Namibia is coming from, where the country is now and where it wants to go. Namibia has a lot of excellent policies and plans in place for example NDP 5, Vision 2030 and Harambee Prosperity Plan, all these are important guidelines. The solutions offered by Finns should be aligned to these documents and they should offer solutions on how to support these polies and plans. The curriculum has just been revamped so it would be important to understand the content and what Namibia wants to achieve with it.

Participants put a lot weight on the fact that all partners should understand the key concepts and needs of the education sector. The researcher got the impression that the education experts would like that they would be first asked what they want and need and based on those answers, services would be offered. Partner should fully understand the challenges and then address those challenges together with the local parties. 60% of the participants said that partner should focus on what Namibia really needs and wants. This entails understanding that various social issues affect education in Namibia.

On communication, 60% of the participants noted that, as the respect is very important culturally it is hard to sometimes create open communication with the partner. Culturally many Namibians are not straightforward, they will listen but not say what they really think or want, they will smile, nod and conclude that the partner's idea is good even though they might think the opposite. One participant noted that this is due to the fact that Namibians see Europeans many times as experts and they do not want to appear to undermine the experts by disagreeing with them for example in meetings.

All participants concluded that educational experts and decision makers in Namibia know Finland and their educational expertise very well. 30% of participants said that they do not feel that Finland needs to market the country itself or the education system, as it is so familiar to them.

100% of the participants stated the start of any partnership should be from the highest level. One should approach the relevant authorities starting from the ministry; approach the Minister and the other political leaders like Permanent Secretary. Researcher was familiar with the idea that blessing for the partnership must come from the ministry as this is seen politically correct way to operate. Do a memorandum of understanding with the ministry and then take a multi-stakeholder approach to start approaching different organisations and institutions.

“So, I think of the first entrance always is through the governance system of the country, which is the Office of the Prime Minister... and then National Planning Commission to see what is already planned in terms of educational opportunities for the country. What is already there in blend? And then from

there you come to the Minister of Education... As a culture you need to visit the high-level officers and the politicians in the ministry, which is the Minister the Deputy Minister..." (P002)

"...go through the office of the permanent secretary and write a proposal to the ministry to say this is what we have in mind... sometimes country can apply for implementing something and then they win the grant or whatever the case may be. But yeah, and it would go under the various Ministries depending what the program is. But if they wanted to come, they would just have to write a letter to the permanent Secretary of Education outlining the project in their proposal and the partnership they wish to have and take it from there..." (P006)

"Even if the target population is non-governmental organisation it is always best to start with the government... I think the starting point is with the government then after whatever marketing strategy comes out later..." (P007)

50% of the participant wished that Finland would take very practical approach when marketing their educational solutions. These participants were hoping rather to see concrete things like doing pilots in the country with the Finnish system. By piloting one could show the Namibian government the outcomes and results in their own environment. If the pilot is successful, then one could expand it in a larger scale and get the ministry to support it.

Other practical wish from 60% of the participants was to see the solutions, tools and systems live and in action. This practical approach could be done for example by show casing, exchange programs, inviting delegations to Finland, Finnish professor coming to Namibia to teach, using Namibians who studied in Finland as messengers and gathering all the right people around the same table to share systems, knowledge and achievements. It is clear to researcher that Namibians want to see with their own eyes and hear from their own people.

“...different levels of exchange programs for example training our trainers and providing opportunities for people to be trained in Finland... show resources, your simulators... showcase what they're doing for example come and showcase a simulator here...” (P009)

“I remember that we are now in a situation where Finland was 70 years ago, and that's how someone can relate... How Finland upgraded itself to where it is now... and how they came up with the innovative innovations and how they work the things out. What were the challenges that they experienced and how did they overcome those challenges? You know, that is something the people can relate, where they are at the moment and where they can be in the future...” (P010)

Other mentioned things to remember when planning out the marketing and entry strategy by the participants would be:

- Bear in mind marginalized and those disadvantaged communities
- Do market research

- Identify the needs and bring solutions to those specific and immediate needs like pre-primary and primary education, curriculum implementation, vocational education, mother tongue education and teacher training
- Listen to the Namibian people
- Have a clear exit strategy so that the Namibian partner is able to carry on without the Finnish partner

In sum, based on the interviews, existing literature, and the researchers own experience as a Finn in Namibia, the researcher suggests that Finnish actors looking to establish partnerships in the Namibian education sector should consider the following factors:

- Great cultural variety: Namibia is a multicultural society with considerable in-country cultural differences. The population comprises several ethnic groups speaking seven different indigenous languages and four European languages. In rural areas, communities are mainly formed around ethnic groups, while urban communities – including educational institutions – are more mixed. Life in rural villages and urban centres differs in many other ways, too.
- Vast socioeconomic inequalities: Namibia is one of the most unequal societies in the world. Although the previously advantaged white population still holds disproportionate wealth, inequalities among the previously disadvantaged populations are on the rise (World Bank, 2017). In terms of education, these inequalities are reflected in a skewed provision of quality education, private schools offering far better quality than government schools. Socioeconomic status and educational attainment are strongly related, children from poor

households being much less likely to complete their secondary education than children from better-off households. Namibia has a vast and continuously increasing number of un- and underemployed youth and this problem requires urgent solutions.

- Vast geographic distances and varying standards of infrastructure: Namibia is one of the most sparsely populated countries in the world. Although the road infrastructure between major urban centres is good, rural areas suffer from lack of infrastructure and services. For example, many pupils from rural areas need to stay in a school hostel from a young age, as distance between homestead and school is too vast for daily travel.

4.6 Summary Review of Primary Data

- Business etiquette: Mutual respect and understanding is culturally highly important. Correct protocol and professional titles are held in high esteem, but so is showing concern for the business partner's family. Majority of Namibians are practicing Christians and prayers and references to the Bible are not uncommon in business contexts.
- Reading between the lines: Remember that due to the cultural value placed on respectful behaviour, many Namibians are not straightforward. They may state your idea is good, even though it may not be what they need or will eventually want to buy. Researcher also doubts if Namibia is at this point able to pay for educational services offered by the Finns. This is due to the fact that Namibia is currently facing an economic crisis and the government has made major

budget cuts. One should also take under consideration the fact that the country has been having partners in the past who come with their own funding.

- Understanding of the Namibian context: An important part of the business etiquette is to show an understanding of the Namibian context. The country has sound educational policies with clear priorities. The curriculum has been recently renewed. The standards Namibia seeks to achieve are high, but the level of implementation is low. The educational level of teachers is very different from that from Finland, where a master's degree is required from all teachers and all teachers master the language, they are required to teach in.

4.6 Summary Review of Primary Data

The researcher interviewed 10 educational experts from different educational organisations in Namibia. These educational experts were selected based on their in-depth knowledge and expertise on the educational sector as well as their managerial decision-making positions. All interviewees were working in high or senior positions in their respective organisations. 50% of the participants were men and 50% were women. The data was divided into 8 themes and 6 sub themes.

The study showed that Namibia is moving forwards in education. Government is putting a lot of effort and resources towards education and significant progress has been made since independence. Although most of the participants were hopeful and had seen progress, the overall perception of primary and secondary education in Namibia remained quite negative. All the participants felt that the educational system

has multiple weaknesses and the country is facing huge challenges in the primary and secondary education levels. The country is facing challenges like lack of resources, shortage of teachers, unqualified teachers, shortage of space and language issues in terms of English and African languages. In addition to these, also other social issues are affecting the education system and the learning outcomes of the children. Namibia is facing major concerns of the level and quality of the teaching and teachers. Currently Namibia has too many unqualified teachers and most of the teachers are not well trained and this has led into problems with curriculum implementation. Poor quality of school environments makes teaching and learning more difficult, and less enjoyable, than is ideal. Inadequate learning and teaching material at all levels of basic education affects the quality.

Improving quality of education is one of the most highly valued outcomes and opportunities in the near-future for Namibia. Great opportunities are seen with partnerships in order to improve the educational system. Pre-primary education, primary education, vocational education, teacher training, classrooms with specialised equipment for pre-vocational subjects, and physical infrastructure are seen as top priorities for the educational sector in Namibia.

The government of Namibia allocates the biggest portion of the national budget on education but this is not enough, as most of the finances go into basic operations and not into development. The current poor economic conditions in Namibia are not helping the situation as it has led to major budget cuts that have affected the educational sector negatively.

Partnerships are extremely important to Namibia and all the participants felt that partnerships between local stakeholders and international partners are highly important. Namibia is currently having partnerships with several countries and international organisations. The local businesses and stakeholders should be more involved in helping the educational sector.

Finland is well-known and well-liked by Namibian educational experts. Namibia is ready to adopt some parts of the Finnish education system but not everything. All solutions offered to Namibia should be localised to fit in the Namibian context. No participant believed that the “one size fits all” method can work in education. Finland should understand Namibia as a whole, as all aspects of life affect education. The participants wished that educational export experts would take the time and do market research on Namibia. Namibia has a lot of excellent policies and plans in place and all these are important guidelines for any possible partner.

The data analysis showed that there is a clear need for new educational tools, innovations and systems and that Finland currently is and could also in the future be one of the possible solution providers. From the marketing point of view, Finland should take a very practical approach when marketing educational solutions to Namibia. All possible partnerships should always start from the highest level of authority like the ministry and all protocols should be followed. In Namibia, respect is very important, is part of the culture and this can many times create communication problems with the partner country. The researcher created marketing guidelines for Finnish companies to enter the educational market in Namibia; See appendix 4.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter re-caps the steps taken in carrying out this research and gives a summary of the findings, conclusions and recommendations. This study focused on challenges and opportunities in primary and secondary education in Namibia. Furthermore, the study focused on how the partnership with Finland could help Namibia to overcome these challenges and meet Vision 2030 in the educational sector. The research also focused on strategic marketing and market entry methods on how Finland should approach Namibia.

This research used a case study research design and a qualitative research method was used. Primary data was collected via semi-structured face-to-face interviews with open-ended questions. The researcher used an interview guide as the research instrument, in order to guide the interviews. All interview data was recorded by using a voice recorder and all the qualitative data was analysed through content analysis. The total population of the research was 71 participants and the sample was made up of 10 participants. The research sample was selected by using purposive sampling technique. Researcher ensured all ethical protocols were obtained throughout this study.

5.2 Summary of key findings

The study showed that Namibia is moving forward in education. Government is putting a lot of effort and resources towards education and significant progress has been made since independence. Although most of the participants were hopeful and

had seen progress, the overall perception of primary and secondary education in Namibia remained quite negative.

Namibia is facing the following challenges in the primary and secondary education:

- Lack of resources
- Shortage of teachers and unqualified teachers
- Poor quality of teaching and teachers
- Inadequate learning and teaching materials at all levels of basic education affects the quality
- Poor infrastructure and poor quality of school environments
- Language issues in terms of English and African languages
- Social issues are negatively affecting the educational system and the learning outcomes of the children

Improving quality of education is one of the most highly valued outcomes and opportunities in the near future for Namibia. Other opportunities were:

- Teacher training and improving supportive documents and materials
- Making teaching a passion
- Providing better housing for teachers
- Offering allowances for teachers in the remote areas
- Focus on implementation of all great policies, which the country has
- Understanding children as a whole and looking at the psychosocial well-being and physical well-being of the child
- Focusing on partners and partnerships in the local sector and internationally
- Five-year curriculum implementation cycle

- Focusing on internal efficiencies
- Improving Parental involvement
- Budget allocation with better planning can be improved

Finland can also see Namibia's priorities in the primary and secondary education as opportunities to market and offer their services. Stated priorities in Namibia in the educational sector were:

- Early childhood development and pre-primary education
- Primary education (grades 1 to 7)
- Vocational education and pre-vocational subjects in secondary school
- Classrooms with specialized equipment for pre-vocational subjects
- Teacher training
- Physical infrastructure

Finland should consider the following points before exporting educational solutions to Namibia:

- The government of Namibia allocates biggest portion of the national budget on education but most of the finances goes into basic operations and not into development.
- The current poor economic conditions in Namibia are not helping the situation as it has led to major budget cuts that have affected the education sector negatively.

- Partnerships are extremely important to Namibia. Namibia is currently having partnerships with several countries and international organisations.
- There is a clear need for new education tools, innovations and systems in Namibia.
- Finland currently is and could be also in the future one of the possible solution providers.
- Finland is well-known and well-liked by Namibian education experts.
- Namibia is ready to adopt some parts of Finnish education system but not everything. All solutions offered to Namibia should be localized to fit in the Namibian context.
- Important part of the business etiquette is to show an understanding of the Namibian context
- Finland should understand Namibia as a whole, as all aspects of life affects education.
- Namibia has a lot of excellent polies and plans in place and all these are important guidelines.
- Namibia is one of the most unequal societies in the world.
- Namibia has vast geographic distances and varying standards of infrastructure
- Mutual respect and understanding are culturally highly important. Due to the cultural value placed on respectful behaviour, many Namibians are not straightforward.

100% of the participants agreed that Namibia is ready to adopt some parts of Finnish educational solutions in the country. All noted all offered solutions should be localised

their services. Finnish organisations should think about the county's priorities in the educational sector and provide solutions and services to those.

Namibia is ready to adopt some parts of the Finnish education system and Namibians feel like all solutions offered to them should be localised to fit the Namibian context. Thus, Finland and Finnish organisations should do a full market research in the area and understand the Namibian context. Namibia is one of the most unequal societies in the world with wide a variety of different cultures. It has vast geographic distances and varying standards of infrastructure. Therefore, making a market research and understanding the Namibian culture can be quite difficult for the Finnish companies.

From a marketing point of view, Finland should take a very practical approach when marketing educational solutions to Namibia. All possible partnerships should always start from the highest level of authority like the ministry and all protocols should be followed. In Namibia, respect is a very important part of the culture and this can many times create problems with the partner country if not observed. The researcher created marketing guidelines for Finnish companies to enter the educational market in Namibia. See appendix 4.

5.4 Recommendations

All in all, the results show Namibia has made improvements during the past decades in the educational sector. The country is still facing challenges but in spite of these challenges, there are still great opportunities for the country. Partnerships between local actors and international organisations are held high and seen as being very important. Finland is a well-known and well-liked country in Namibia. Finland could

be one of the solution providers for Namibia to meet the Vision 2030 in the educational sector. Namibia has enjoyed greatly, different funding and support programs as well as partnerships since Independence.

To begin with, Namibia should consider starting to invest in the development of primary and secondary education. The country should not spend most of its allocated budget in operations but create a separate budget for development projects. With this separate budget, Namibia could create partnerships where they could buy new tools, innovations and expertise to develop the educational sector in the country. This is the very first step that could secure proper outcomes in the educational sector in the future. This could also be a great way to eliminate challenges that are being experienced today.

Moving on, Namibia should continue to partner with the best countries in education. Namibia should be willing to invest in these partnerships in order to make sure that partnerships are equal and that the partner countries and their organisations will serve Namibia to the highest level. Finland should keep on partnering with Namibia by offering them their educational solutions and innovations for the areas identified by the Namibian educational experts. Finland and Finnish organisations should not forget to do market research and to fully understand what is needed in the country. All resources should be focused on the priorities of the country. This research among other guiding policies and documents like Vision 2030 and NDP 5 should be read and used as a reference in making policy decisions on education in Namibia. See also appendix 4.

To conclude, partnerships should always be a two-way street. As Namibia wants to gain from their partnerships, they should also focus and understand how their partner

countries can gain from them. Education is one of the biggest service sectors in the world and this should be kept in mind in understanding how important it is and how education, its innovations, tools and techniques are not for free.

5.5 Suggestions for further research

Research is a continuous process. Based on the experience gained from this research, it is recommended that further research should be undertaken to cover the areas not covered by this research. Some of the areas where research is needed are:

- How the Namibian educational budget is divided between operations and development
- How much money Namibia has allocated in their budget towards development of primary and secondary education
- How to create a correct exiting strategy when a partnership or project is coming to an end between different countries

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16 July 2018

TO WHOM IT MAY CONCERN

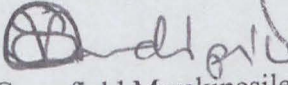
RE: MBA STUDENT - MS CLARISSA ANNINA RÄTY, STUDENT NUMBER: 201512635

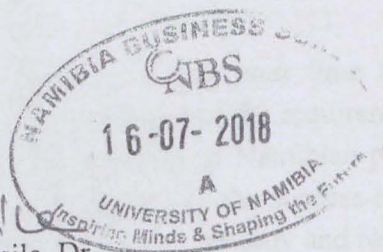
As part of our MBA Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

Ms Rätty has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Ms Rätty with the information she requires. Accept our assurance that the data will be used for academic purposes only. A copy of the completed document will be available at the Namibia Business School for perusal. Her research synopsis indicates that her topic touches on an *"Investigation on primary and secondary education in Namibia: Focus on marketing strategy."*

Your kind assistance is highly appreciated.

Yours sincerely


Greenfield Mwakipesile. Dr
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UNIVERSITY OF NAMIBIA

INTERVIEW GUIDE

INVESTIGATING PRIMARY AND SECONDARY EDUCATION IN NAMIBIA;

FOCUS ON MARKETING STRATEGY

Introduction

My name is Clarissa Rätty, and I am a Master of Business Administration - Management Strategy student at the University of Namibia in the Faculty of Management Sciences. I am pursuing a Master's degree in Management Strategy.

To the Respondent

Thank you in advance for taking your time to join this interview. This interview is being conducted as a partial fulfillment of the requirements for my thesis with a view of understanding the challenges and opportunities of Namibian primary and secondary education. Your accurate and frank response is important to the success of this survey. The information provided will be used for academic/research purposes only and results will be disseminated to all participants. The interview will last for about one hour only.

PERSONAL AND OCCUPATIONAL INFORMATION AND CURRENT SITUATION

Male: <input type="checkbox"/>	Female: <input type="checkbox"/>
Organization Name:	
Department:	
Designation:	
Civil Status:	
Region:	
Date:	
Start Time:	Finishing Time:
Level of Cooperation:	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>

SECTION A: INTRODUCTORY INFORMATION AND CURRENT SITUATION

1. To begin with, we would like to know a little bit about you. Would you please kindly tell us your current job description?
2. How would you estimate in few words, the current situation of primary and secondary education in Namibia?
3. Could you please tell us what are the current strengths of the current primary and secondary education?
4. And what about the weaknesses?
5. What challenges do you think primary and secondary education is currently facing?
6. What do you think are the opportunities in the primary and secondary education in Namibia?
7. What actions were taken in the past to reach the current state of primary and secondary education?
8. What are the priorities currently in primary and secondary education in Namibia?
9. What tangible actions are currently taken to achieve this and what resources are available?
10. Is the budget and available finances enough to achieve the objectives, which are set by the ministry?
11. How do you feel about partnerships and cooperation in the education sector with other countries and international entities?
12. Who are the international partners currently in the primary and secondary sector in Namibia?
13. How did you find the current partners and why did you choose these specific partners?
14. How do you feel about cooperation with the international partners, are you meeting the set objectives?

SECTION B: UNDERSTANDING THE FUTURE ASPIRATIONS, WANTS AND NEEDS

1. Now we would like to learn more about the future aspirations. Who would you like partner up in the future and why?
2. Kindly tell us is Namibia currently benchmarking its education system and if yes to whom?
3. Who and which countries or companies have approached you to provide educational solutions?
4. In your opinion what kind of partners are wanted and needed in the future?
5. Have you ever heard about Finland and the Finnish education system?
6. If yes, could Finland be possible educational partner and would the some of the Finnish educational solutions fit in the Namibian context?
7. What should the new partner country or a company understand about the Namibian education market?
8. If Finland would like to partner up with Namibia how should they market their education system?
9. If Finland would like to offer its education system, tools and innovations to Namibia what should be done and whom should they approach?
10. If you have any other comments or information, please feel free to share with us at this moment.

May I please take this opportunity to thank you for taking your time to share with us information on the primary and secondary education in Namibia. Thank you once more!



The Rev. Dr. Greenfield Mwakipesile

ThD, MBA, HBS | mwakipg@outlook.com

CONTACT

PO Box 40529,
Ausspannplatz,
Windhoek,
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

7th December 2018

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF CLARISSA ANNINA RÄTY'S THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA

This certificate serves to confirm that I copyedited and proofread **CLARISSA ANNINA RÄTY's** Thesis for the **MASTER OF BUSINESS ADMINISTRATION DEGREE** entitled: **INVESTIGATING PRIMARY AND SECONDARY EDUCATION IN NAMIBIA FOCUSING ON MARKETING STRATEGY**

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many Postgraduate Diploma, Masters' Thesis, Dissertations and Doctoral Dissertations for students studying with universities in Namibia, Zimbabwe, eSwatini, South Africa and abroad. I have also copy-edited company documents for companies in the region and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,

The Rev. Dr. Greenfield Mwakipesile



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Dr. Greenfield Mwakipesile

NAMIBIA



**MARKET ENTRY AND MARKETING
GUIDELINES FOR EDUCATION
SECTOR IN NAMIBIA
2018 - 2019**





THINGS NOT TO DO

- Don't assume. Even if your organization has an excellent service idea do not assume that it fits into Namibian context or that the country is currently in need of that service.
- Don't be too aggressive in terms of driving particular agenda or solutions. Ask the locals and listen to their opinions.
- Don't forget the importance of ownership. Many partnerships and projects have failed in the past because the other party has not taken ownership. Make sure from the beginning that all parties feel that the project belongs to them!
- Don't forget marginalized and disadvantaged communities. Do not spend time only in Windhoek. Explore the rural areas to understand how vast the Namibia is.
- Don't forget small talk. Namibians are very friendly so chatting politely and small talk is very important.
- Don't conclude or end any projects without having a clear exiting strategy. Exiting strategy is important so that the Namibian partner is able to carry on without the Finnish partner.