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Theme: Eradicating Learning Poverty, A National priority

Sub-Theme: Teachers' Support, Training and Mentorship

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Abstract:

The **Annual Teachers' Information Sharing Seminar** is a teacher-led professional development initiative that empowers primary school teachers in the Khomas Region through collaboration, mentorship, and innovation in Environmental Education (EE) and Education for Sustainable Development (ESD). Introduced in 2016 at cluster level and formalized in 2022 through the Khomas Regional Directorate, the seminar has evolved into a dynamic platform hosted by Van Rhyn PS in collaboration with Namutuni, Green Leaves, and Michelle McLean PS. Supported by UNESCO, the Ministry of Environment, Forestry and Tourism (MEFT), IUM, UNAM, and others. The seminar blends **methodologies** including motivational talks, teacher-led presentations, hands-on sessions like Mindsinaction's programming workshops, and experiential learning through site visits.

Over the years, teacher participation and confidence have grown significantly, **from two teachers presenters when started to seven** in 2025, showing increased confidence, peer motivation, and deepening professional growth. The platform **results** have contributed to enhanced classroom practices, learner engagement, and integration of EE, indigenous knowledge systems, and innovative technology. The seminar focuses on inclusivity, demonstrated by the active participation of schools for the **Visually Impaired and Hearing impairment**, affirming the seminar's commitment to equitable professional development opportunities for all. The initiative is conceptually grounded in Namibian national frameworks: the **Environmental Education and ESD Policy (2019)**, which encourages institutional EE/ESD action plans and teacher capacity-building; the **National Curriculum for Basic Education (2016)**, promoting practical, inquiry-based, and cross-curricular integration of sustainability; and the **Inclusive Education Policy (2013)**, ensuring equitable access to professional development, notably involving the **Visually Impaired and Hearing Impairment schools**. Furthermore, the integration of technology supports the **National Policy on Science, Technology, and Innovation (2020–2030)** and its outcomes contribute to **Vision 2030 and National Development Plans (NDPs)** in building a

skilled, environmentally responsible, and inclusive education system. Future plans include expanding this model across regions to promote inter-regional collaboration and amplify peer learning. The seminar stands as a dynamic model of teacher-led professional development rooted in national policy alignment, innovation, and inclusivity. This initiative holds transformative potential for addressing learning poverty, equipping future-ready learners, and contributing meaningfully to Namibia's education and development priorities.