



Exploring the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region, Namibia

by
Nahenda Saima Nangaku

*Thesis presented in fulfilment of the requirements for the degree of
Master of Philosophy in Education and Training for Lifelong Learning
in the Faculty of Education at
Stellenbosch University*

Supervisor: Prof. Peter Rule
Co-supervisor: Dr N. Tshuma

December 2023

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the authorship owner thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Nahenda Saima Nangaku.

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ABSTRACT

The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region, Namibia. The study was qualitative and employed a narrative inquiry to explore the research problem. During the study, six veterans were interviewed to tell their stories relating to their life experiences on how they manage their IVPs with or without necessary skills. The data was collected using an interview guide, through semi-structured interviews and observations. The objective of the interviews was to provide in-depth understanding of the research problem. Furthermore, thematic analysis was used to analyse the data. This study employed experiential learning as the theoretical lens with the purpose of understanding and analysing the experiences with IVPs of war veterans in the Khomas region of Namibia. The study used the age groups, and experiences to identify who could be classified as veterans. As such, for them to be classified as veterans, the subjects of the study, ought to have been involved in the Namibian liberation war. Considering that the war of liberation of Namibia ended in 1989 and independence was in 1990, these individuals are adults with experience of the liberation struggle, meaning that they could provide the necessary information for the research. The main finding from the study is that the veterans who participated in the study for the funded IVPs were faced with many challenges in the running of their IVPs. The key challenges included that: the veterans who own IVPs were operating with no skills or knowledge in terms of business management or entrepreneurship; they had a problem with space to operate their IVPs and they had inadequate funds to sustain their IVPs. It was recommended that the Ministry of Defence and Veterans Affairs should consider assisting the veterans of the national liberation struggle with mentoring or training programmes. Training Needs Assessment should be introduced, where veterans are encouraged to state their training needs. Also, policy makers in the Ministry should integrate adult education into the implementation guidelines of IVPs. This is considering that it was noted that veterans are elderly citizens and adult learning principles should be considered. These principles include other strategies used in the adult education programmes. Furthermore, the Ministry should create a platform for the media to promote successful stories of IVPs with the intention of promoting these IVPs. In conclusion, the qualifying IVPs should be given necessary support by government and non-governmental sectors, in terms of mentorship, training and finances to encourage them to work hard and successfully grow their businesses. In turn, this would contribute to the national development of the country.

OPSOMMING

Die doel van die studie was om ryk inligting oor die potensiële rol van volwasse onderwys in die implementering van die Individuele Veterane-projekte in die Khomas-streek, Namibië, te verken en in te samel. Die studie was kwalitatief en het 'n narratiewe ondersoek gebruik om die navorsingsprobleem te verken. tydens die studie is onderhoude gevoer met ses veterane om hul stories te vertel wat verband hou met hul lewenservarings oor hoe hulle hul IVP's bestuur met of sonder die nodige vaardighede. Die data is ingesamel met behulp van 'n onderhoudsgids, deur middel van semi-gestruktureerde onderhoude en waarnemings. Die doel van die onderhoude was om in-diepte begrip van die navorsingsprobleem te verskaf. Verder is tematiese analise gebruik om die data te ontleed. hierdie studie het ervaringsleer as die teoretiese lens gebruik met die doel om die ervarings met IVP's van oorlogsveterane in die Khomas-streek van Namibië te verstaan en te analiseer. Die studie het die ouderdomsgroepe en ervarings gebruik om te identifiseer wie as veterane geklassifiseer kan word. As sodanig, om as veterane geklassifiseer te word, moes die onderwerpe van die studie, by die Namibiese bevrydingsoorlog betrokke gewees het. In ag genome dat die bevrydingsoorlog van Namibië in 1989 geëindig het en onafhanklikheid in 1990 was, is hierdie individue volwassenes met ervaring van die bevrydingstryd, wat beteken dat hulle die nodige inligting vir die navorsing kon verskaf. Die hoofbevinding van die studie is dat die veterane wat aan die studie vir die befondsde IVP's deelgeneem het, voor baie uitdagings in die bestuur van hul IVP's te staan gekom het. Die sleuteluitdagings het ingesluit dat: die veterane wat IVP's besit, werkzaam was met geen vaardighede of kennis in terme van besigheidsbestuur of entrepreneurskap nie; hulle het 'n probleem gehad met ruimte om hul IVP's te bedryf en hulle het onvoldoende fondse gehad om hul IVP's te onderhou. daar is aanbeveel dat die Ministerie van Verdediging en Veterane-sake dit moet oorweeg om die veterane van die nasionale bevrydingstryd met mentorskap- of opleidingsprogramme by te staan. Opleidingsbehoeftebepaling moet ingestel word, waar veterane aangemoedig word om hul opleidingsbehoefte te meld. ook moet beleidmakers in die Ministerie volwasse onderwys integreer in die implementeringsriglyne van IVP's. Dit is in ag geneem dat daar kennis geneem is dat veterane bejaarde burgers is en volwasse leerbeginsels moet oorweeg word. hierdie beginsels sluit ander strategieë in

wat in die volwasse onderwysprogramme gebruik word. Verder moet die Ministerie 'n platform skep vir die media om suksesvolle verhale van IVP's te bevorder met die doel om hierdie IVP's te bevorder. ten slotte, die kwalifiserende IVP's moet die nodige ondersteuning deur die regering en nie-regeringssektore gegee word in terme van mentorskap, opleiding en finansies om hulle aan te moedig om hard te werk en hul besighede suksesvol te laat groei. Op sy beurt sal dit bydra tot die nasionale ontwikkeling van die land.

ACKNOWLEDGMENTS

First and foremost, I would like to acknowledge the Almighty God, for His unfailing love, mercy, and favour upon me. It's because of Him, I completed this study. Secondly, I would love to thank Prof. Peter Rule and Dr. Tshuma for their guidance in completing this thesis. May the Almighty Father bless you, my supervisors. Also, I would like to thank my family for the support and patience you gave me during the study. I love you and may God preserve you for me. Last but not least, I would like to acknowledge the support I got from my colleagues at work and also the love I got from the veterans of the national liberation struggle who participated in the study. May God bless you all for your patience and the love you have for others.

DEDICATION

I dedicate this thesis to our last born, our little prince, his name is baby Tuyeni. Baby Tuyeni was born while I was busy with this thesis. He gave me hope to complete this study.

ACRONYMS

DDR	Disarmament Demobilisation and Reintegration
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IOM	International Organisation for Migration
IVP	Individual Veterans Project
MSDG	Millennium Sustainable Development Goals
NAMCOL	Namibian College of Open Learning
NTA	Namibia Training Authority
NUST	Namibia University of Science and Technology
PTSD	Post Traumatic Stress Disorder
SAF	Sudan Armed Forces
SDG	Sustainable Development Goals
SME	Small and Medium Enterprises
SPLA	Sudan People's Liberation Army
SWAPO	South West Africa People Organisation
UN	United Nations
UNAM	University of Namibia
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VAS	Veterans Affairs System

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CHAPTER ONE

1. Introduction

1.1 Introduction

The Ministry of Veterans Affairs in Namibia was created by order of the President of the Republic of Namibia on the 6th of October 2006, in terms of article 32, sub-article (3) (g), of the Namibian Constitution. Its mandate was to initiate, promote and implement projects and programmes which address the socio-economic needs of the veterans, including keeping the history of the national liberation struggle alive. As a result, the Veterans Affairs Department initiated Individual Veterans Projects (IVPs) to assist veterans generate income, improve their livelihoods and those of their families. The projects also aimed to contribute to national economic growth through employment creation. This was also done to assist the re-integration of veterans of the national liberation struggle into the communities or civilian life. Ozerdem (2002: 962) as quoted in Bowd and Ozerdem (2013: 455) defines re-integration as the process where ex-combatants and their families acquire status in the societal and economic lives of civilians.

According to the booklet by the Ministry of Defence and Veterans Affairs (Republic of Namibia, 2017: 6), 10 278 on the implementation of regional economic opportunities for IVPs, former liberation war fighters in Namibia were funded for their IVPs. This helped empower them to engage in several income generating projects for their economic sustenance. The Government of the Republic of Namibia avails a plethora of possible IVPs, giving veterans a choice of projects, they can engage in. It also empowers the veterans by making funds available to the Veterans' Board for funding viable projects in line with the developmental targets for each region (Republic of Namibia, 2017: 6). Furthermore, the Veterans Act of 2008, section 35(3) has authorised payment for the cost of any skills training for veterans in relation to IVPs funded or for training to be funded by the Veterans' Board.

The study is located in the field of adult education to see how best adult education may help the war veterans in the Khomas region of Namibia to implement their IVPs to sustain their socio-economic status in the country by improving their level of understanding in managing their day-to-day activities, in terms of businesses and life in general. UNESCO (2016: 7) points out that

“adult education and learning equips adults with the necessary competencies to exercise and realise their rights and take control of their destinies”. As a result, the field of adult education may help the veterans to be integrated fully within their community for personal, social and economic development purposes.

1.2 Background of the study

Transitioning ex-combatants from military into civilian and re-integrating them into societies for socio- economic development to better their living standards is challenging in countries where the war has ended. Several strategies of Disarmament, Demobilisation and Reintegration (DDR) are put in place, including adult education and training and other programmes that will help ex-combatants to be integrated and become part of the civilians. Once the war ends, countries must start the facilitation process of implementing the DDR programme to ensure ex-combatants are re-integrated for the purpose of improving their livelihoods. In this study, the researcher reviewed other literature, similar situations had happened to ex-combatants in other countries where their governments supported and ensured that their ex-combatants were re-integrated into their societies. Different countries at international and regional levels including Namibia were discussed below as to how they experienced transitioning and re-integration of ex-combatants into their societies.

The United States of America is one of the states that started the war veterans’ benefits after World War I had ended. Arminio, et al. (2014:01) state that the war veterans’ benefits were introduced in 1818 when the first benefits that were granted to the veterans for serving in the Continental Army after the American Revolution. In this century, Ford and Vignare (2015:08) indicate that a Post-9/11 Veterans Educational Assistance Act/ GI bill was enacted in 2008 for educational benefits to qualifying military veterans. The bill pays for all the tuition expenses of the veterans who want to proceed with their education at colleges. Hence, education is one of the benefits the war veterans receive in many countries as it creates opportunities through sharing of experience, acquiring new skills and competencies for personal and economic development that most military veterans missed while serving in war.

Furthermore, in Colombia, the Government had similar benefits for their ex-combatants as they implemented a strategy called “re-integration route” to help all the ex-combatants with

transitioning. This assistance was through providing psychosocial and legal assistance, helping them get access to healthcare, education and vocational training and supporting them with income-generating activities (Silva, 2015: 12).

Moving to African countries, according to Munive (2014: 334), South Sudan gained its independence on the 9th of July 2011 from Sudan when the Sudan Armed Forces (SAF) from the North and the Sudan People's Liberation Army (SPLA) from the South agreed to demobilise. Furthermore, Munive (2014: 343) further highlights that the DDR programme in South Sudan had four benefits that were introduced to the ex-combatants where the Government ensured that the ex-combatants had received training to help them return to civilian life and materials were given after completion of training to start their own businesses. Thus, the ex-combatants in South Sudan were given the opportunity to choose from the following four packages as part of their re-integrational benefits: agriculture and livestock, which include fishery and forestry, small business development, vocational training and adult education.

The Government of South Sudan seems to have done little in facilitating and initiating programmes to benefit their war veterans in terms of re-integration. Other contributors to re-integration are the international organisations including United Nations Development Programmes (UNDP), International Organisation for Migration (IOM) and German International Cooperation Organisations Services (GIZ). In the literature reviewed, the researcher discovered that South Sudan had focused more on re-integrating ex-combatants by focusing on the DDR process. This was implemented over a limited period of time and did not address the future of the ex-combatants after they received training. It did not also discuss their service benefits so as to equip the ex-combatants to create their own businesses to help them to re-integrate in their communities. Furthermore, their programmes were implemented as a once off activity of which the ex-combatants' livelihoods were not considered. As a result, the programme failed to get employment or business support. The international agencies were mostly offering training and reimbursement to the ex-combatants for the re-integration process (Muggah, 2009: 14 in Torjesen, 2013: 2).

However, when it comes to the Southern African countries with the re-integration process, literature has indicated that countries such as South Africa, Zimbabwe and Angola also battled with wars for many years before they gained their independence from their colonial masters.

Hence, after the war, their ex-combatants have to be appreciated for the good gesture and sacrifices made to liberate their counties by bringing independence. According to Heineken and Bwalya (2013: 34), in Angola, the war veterans and their dependents under the age of 18 were eligible to receive a car every five years, an annual subsidy, monthly pension and free travel abroad for medical reasons. In South Africa, there was the Veterans Act no. 18 of 2011, as Matshoba (2017: 6) indicates, where the Government of the Republic of South Africa provides the following service benefits to the military veterans and their dependents: military pension, housing, free access to military health services, free access to public transport, skills acquisition and education, job placement, burial support, entrepreneurship support services and counselling services.

When it comes to Zimbabwe, Heineken and Bwalya (2013: 34) state, the war veterans in Zimbabwe received financial assistance to start small scale enterprises and skills training and pensions. Although the veterans have been demanding for the government to recognise them for all the benefits to be able to address their needs however, the government has failed to fulfil their promises made to the veterans (Matshoba, 2017: 6).

According to Wiegink *et al.* (2019: 76), many Southern African countries, including Angola, Mozambique, Namibia, South Africa and Zimbabwe, suffered from war conflicts between the 1960s and the early 1990s where countries were associated with violence. They were then faced with the challenge of transitioning their ex-combatants through DDR. Ball (1997: 11) states that many of the countries where war had ended, experienced conflicts when demobilisation and re-integration implementation processes failed. As a result, Heineken and Bwalya (2013: 34) make it clear that, many war veterans in the Southern African countries remained destitute due to the lack of basic education and marketable skills including social skills which are required for the successful economic and social integration. On this basis, adult education programmes may be a necessity for the war veterans so that they can acquire necessary competencies, skills and knowledge for personal and social development. This indicates that Namibia is not the only country that was implicated in conflicts related to ex-combatants after the war ended between Namibia and South Africa. Most of the war veterans were deprived of good opportunities, including education as they were involved in the war.

As for Namibia, this is one of the African countries that were colonised and suffered through war for many years. According to Evans (1993: 131), Namibia gained its independence on the 21st of March 1990 after being colonised for more than 106 years by Germany and then South Africa for 76 years. After independence, the Government had a responsibility to look after the veterans of the national liberation struggle and measures were put in place to identify war veterans in communities where they lived. Bowd and Ozerdem (2013: 455) argue that re-integration is mostly successful when the Disarmament, Demobilisation and Re-integration (DDR) programme is practiced effectively with the purpose of re-integrating war veterans. Especially important is the Demobilisation phase which addresses registration and need assessment of war veterans and their dependents for re-integration planning.

According to the booklet on the benefits of the veterans of the national liberation struggle by the Ministry of Defence and Veterans Affairs (Republic of Namibia, 2013: 3), for the veterans to enjoy the benefits from the Government's offerings they should be registered. This registration is to help determine the number of veterans in the country and also to determine their social and economic status; where they live and their contributions to the liberation struggle. For this reason, the veterans were registered and accorded veterans' status in Namibia, allowing them to benefit from Government programmes and projects.

The Government of the Republic of Namibia committed to supporting the veterans of the national liberation struggle by providing financial and social resources, aimed at improving the socio-economic wellbeing of the veterans. Some of these programmes will be discussed in detail in the next chapter of the study. The Government of the Republic of Namibia initiated all these programmes and projects with the purpose to of re-integrating the ex-combatants into society as part of the transition from them being in war to civilians. In other countries, "re-integration programmes include identifying and discharging ex-combatants, assembling them in cantonment areas for a limited duration, transporting them to their places of origin, providing benefits and facilitating transition to civilian life" (Ball, 1997: 11). After Namibia got independence, some war veterans could not get opportunities, including employment to support their families. Hence, the Government ensured the war veterans benefited from programmes that were designed for re-integration.

In Namibia, although the country has many programmes to benefit the war veterans, the focus of this study was to address one of the programmes by exploring the potential role of adult education in the implementation of IVPs in the Khomas region of Namibia. MEN (2008:1) in Silva (2015: 4) states that providing adult education is an opportunity that allows ex-combatants to socialise, develop basic skills and citizenship competencies, share life experiences and set goals for their lives. Thus, training and mentorship of adults on various skills, including vocational and other competencies may help veterans learn. According to the NAMCOL Act no. 1 of 1997 Namibia has a State-Owned Educational institution which is called Namibia College of Open Learning (NAMCOL). NAMCOL was created “to expand access to education by providing alternatives to conventional means of education and training and facilitate lifelong learning opportunities for Namibians” (Afunde, 2010:01).

1.3 Motivation and significance

IVPs have an important role to play in the re-integration of veterans into Namibian society. This study could contribute to this area of research by exploring how adult education might improve the projects as “adult education is more than providing trained labour force with skills and knowledge required to implement and maintain the projects” (Jack, 2012:7). Along the same lines, Narayan and Ebbe (1998:45) in Jack (2012: 5) indicate that adult education includes things that expand people’s understanding of their situations, empower them to take and implement decisions that affect their livelihood which can possibly go beyond making them purposeful. The outcome of the study may benefit the following groups: the researcher, the field of Adult Education research, the Ministry of Defence and Veteran Affairs and the veterans of the national liberation struggle in Namibia as follows:

- **The researcher:** the study was based on the researcher’s own experience and involvement in war veterans’ projects. The researcher was interested in this study to explore the role of adult education in the implementation of IVPs as she has been working in the Department of Veterans Affairs for the past 5 years and nothing has been done in terms of training or education of the veterans of the national liberation struggle relating to IVPs. From the researcher’s experience as a Chief Community Liaison Officer responsible for coordinating all the Veterans’ Affairs activities, she has come to realise that, most of the veterans have

been running IVPs without any formal training or mentorship that may boost their knowledge and skills to run businesses.

- **Adult Education research on military veterans:** the study also contributes to the field of adult education for future research on the potential role of adult education in the reintegration of war veterans and the implementation of programmes similar to IVPs. This is especially important because, while research on veterans and adult education has been conducted in the United States of America and Canada, there is very little similar research in the Namibian and African contexts. One North American study focused on military veterans and entrepreneurial training programs (Cumberland, Peake, Kerrick and Tapolsky, 2020: 125). Another focused on the transition of veterans from war to their communities through community colleges (Guth, 2019: 25). Hunter-Johnson (2020: 111) supports veterans who face a range of transitional challenges from military to higher education. The focus of this study is on how veterans “embrace the challenge of adapting to a new learning environment in higher education, which evidently does not reflect the learning environment in the military” (Hunter- Johnson, 2020: 112). These scholars portrayed that a lot has been done in the countries where studies were conducted, however there is a lack of relevant research related to war veterans and the role of adult education in the improvement of the livelihood of the veterans through income generating projects in African contexts.
- **The Ministry of Defence and Veterans Affairs:** the study should provide feedback on the findings to the Ministry of Defence and Veterans Affairs on the potential role of adult education in the implementation of IVPs for veterans of the liberation struggle. This should allow policymakers in the Ministry of Defence and Veterans Affairs to integrate adult education in the implementation of IVPs.

The veterans of the national liberation struggle in Namibia: they are likely to learn lessons from experiences shared by the participants in the study regarding their successful and unsuccessful IVP implementations. The veterans who have not yet received the funds for their projects may take lessons from current beneficiaries in terms of successful projects

and challenges the fellow veterans with projects experienced. The newly formulated recommendations out of the findings should help other veterans to learn from the study.

However, the gap the study identifies is that the Government of the Republic of Namibia initiated IVPs on behalf of veterans. This was done without engaging the veterans and finding out how they want the IVPs to be operationalised. The veterans are adults and have needs that deserve to be addressed with regards to the implementation of the IVP process. Hence, the most important gap in the literature that the current study intended to address was the lack of application of adult education strategies in addressing educational needs of the veterans for skills development on IVPs business management and entrepreneurship.

1.4 Statement of the problem

The problem is that the Ministry of Defence and Veterans Affairs does not have an implementation strategy that includes adult education programmes for the veterans, upon receiving their funds for their IVPs from the Ministry. The main assumption of this study is that the veterans of the national liberation struggle might require education and awareness, skills and knowledge in managing their projects and also to identify areas of competence. This would enable them to better their living standards and be able to contribute to the development of their respective communities. This assumption is based on the report by the Ministry of Defence and Veterans Affairs on monitoring and evaluation of Transport & Tractor IVPs (Republic of Namibia, 2019: 13). The report revealed that about 86% of the veterans indicated not having received any business training in their lives, although they are running their IVPs. For this reason, it may be possible for adult education to enhance the veterans' knowledge and skills in running their IVPs. Hallenbeck et al. (1955: 138) state that in-service training and pre-vocational training are part of adult education. On that basis, adult education may be one of the strategies that may address the shortcomings in the implementation of IVPs of the veterans. Given this background, the focus of the study was to explore the potential role of adult education in the implementation of IVPs in the Khomas Region of Namibia and recommend strategies to integrate adult education in the implementation of individual veterans' projects.

1.5 Purpose of the study

The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region of Namibia.

1.6 Research questions

The main research question for this study is: What is the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region of Namibia?

The following sub-questions should help the researcher answer the main research question:

- What challenges do veterans of the national liberation struggle face in the implementation of their IVPs?
- What are the educational needs of the veterans of the national liberation struggle regarding the IVPs?
- How might adult education strategies address their educational needs?

1.7 Methodology

Methodology is defined by Kothari (2004: 8) as an approach to “systematically solve research problems using various steps that are generally adopted by a researcher in studying his or her research problems along with the logic behind them”. Hence, research methodology is “not only about research methods but also considers the logic behind the methods one uses in the context of the research”. In this study, although the methodology used was qualitative, the study also employed a narrative inquiry with the purpose of exploring the research problem.

The study was positioned within the interpretivist paradigm for the purpose of finding meanings to issues affecting the veterans in managing their IVPs without necessary skills and knowledge on project management and entrepreneurship. During the study, the researcher engaged with participants who were the veterans of the national liberation struggle in the Khomas region, using semi-structured interviews and observations. This helped in getting in-depth details of their experiences through narratives and also interpreting their narratives to draw a meaningful understanding of the problem under study. Lastly, thematic analysis using Braun and Clark’s

(2006: 87) procedure was applied in analysing the data collected from the participants. This was also done by coding the emerging themes to make logical meanings of the reality of the problem.

1.8 Ethical considerations

A researcher who acts with integrity in attending to ethical principles and professional standards is able to conduct research in a responsible manner (Du-Plooy-Cilliers *et al.* 2014: 262). Since the study was a narrative inquiry, the researcher used storytelling to understand, negotiate and make sense of situations encountered by participants in the study (Adams, 2008:1). During the data collection, following their consent, the participants were recorded, and the information is being kept safe. Also, the information shared by participants in the study is kept confidential. Informed consent was granted by the participants after being assured that their identity and their freedom were not at risk.

An informed consent form was issued and explained to the participants before they started with interviews. The participants were also informed that they had the right to decline to respond to any questions in the interviews. Hammersley and Traianou (2012: 84) confirm that in social research ethics, researchers must acquire informed consent from people before research is carried out, and that participants should be able to withdraw from an investigation and any work identities of the participants should be protected. To ensure anonymity, pseudonyms were used.

Moreover, the researcher familiarised herself with the University of Stellenbosch's policy on research ethics to make sure she complied with the university's requirements. The researcher was granted an ethical clearance from the University of Stellenbosch to permit her to conduct the study. Also, before collecting data, the researcher sought approval from the Ministry of Defence and Veterans Affairs to collect data from the veterans of the national liberation struggle in the Khomas region, Namibia because the veterans of the national liberation struggle are the clients of the Ministry. Also, because, the Ministry has a database (VAS) that manages the information regarding the veterans. The approval was granted on the 22nd of October 2021. The study adhered to the institutional laws and government policies of the Government of the Republic of Namibia and the University of Stellenbosch.

1.9 Brief overview of the chapters

This section covers a brief overview or outline of the chapters forming this research:

Chapter one

This chapter presented the orientation of the study. It further discussed the background of the study looking at other studies not only in Southern Africa, but also throughout the world relating to the research question on challenges of implementing IVPs of the veterans of the national liberation struggle for re-integrating the veterans into society and how adult education may play a role in the implementation of IVPs of the veterans. In the same chapter, the motivation to study and the purpose of the study were also deliberated on and discussed. The chapter further highlighted the research questions, the methodology and the ethics of the study.

Chapter two

This chapter presents the summary and evaluation of the body on exploration of the potential role of adult education in the implementation of IVPs for the veterans of national liberation struggle in the Khomas region of Namibia. The chapter further discusses the issues faced by the veterans of the liberation struggle in Namibia on their implementation of projects aimed at improving their socio-economic development and integrating them back into society. Also considered is literature on the need for adult education in addressing the veterans' educational needs for the successful implementation of IVPs. Lastly, the chapter sought to address gaps in literature on the implementation of the IVPs.

Chapter three

The chapter presents the discussion on the methodology which covers the research paradigm, research design and research methods that were used in the study to explore the research questions raised in chapter one. The chapter further describes the research approach and provides detail on the research population, sample size and sampling technique. Additionally, it categorises and explains the types of data collection instruments and procedures used in collecting of data for the purpose of understanding the potential role of adult education in the implementation of IVPs in

the Khomas region of Namibia. The chapter also highlights the limitations and delimitations of the study. Ethical considerations of the study are also discussed.

Chapter four

This chapter presents the data and analyses information gathered from loosely structured interviews and observation during the study. This chapter also reminded the reader of the research questions in chapter one, where the research questions were presented. The description of participants was presented and its relevance to the study was discussed. The themes were presented and discussed in the same chapter. Last but not least, challenges experienced by veterans in other countries and solutions implemented to solve those challenges were discussed in relation to the findings of the study.

Chapter five

This chapter details the summary of the findings, conclusions and recommendations related to the findings and analysis of the study on the potential role of adult education in the implementation of IVPs for the veterans of national liberation struggle in the Khomas region, Namibia.

1.10 Summary

Chapter one provided a brief introduction on the history of the war veterans of the national liberation struggle in Namibia and how the IVPs came into existence. The motivation of the study was highlighted that the study could contribute to the reintegration of the veterans into the socio-economic environment of the country by understanding how adult education might improve the projects. The chapter then highlighted the purpose of the study as the exploration of the potential role of adult education in the implementation of IVPs for the veterans of national liberation struggle in the Khomas region of Namibia. Hence, the research questions were also highlighted including a brief outline of the methodology used in the study.

CHAPTER TWO

2. Literature review

2.1 Introduction

The importance of this chapter is to discuss knowledge from different literature relating to the study area so as to further justify the current study. The literature reviewed sought to identify gaps that this research could fill in exploring the role adult education could play in IVPs in the region of the study. The literature review seeks to discuss the justification of the problem statement of the study hence the outcomes from the study are expected to add to existing knowledge or create a new body of knowledge related to IVPs. This was particularly with emphasis on the re-integration of the war veterans in Namibia and how adult education plays a role in enhancing the implementation of IVPs. The literature review includes discussions which place the researcher in a better position to agree or disagree with existing knowledge and the reasoning related to this study.

This chapter discusses the following themes in detail: who is a veteran?, the benefits of the veterans of the national liberation struggle in Namibia, the concepts of adult education, the theoretical framework (Experiential learning theory), challenges faced by veterans of the national liberation struggle in the implementation of IVPs, adult education programmes for veterans of the national liberation struggle in the implementation of IVPs in Namibia and the educational needs of the veterans of the national liberation struggle to implement sustainable projects.

2.2 Who is a veteran (s)?

Depending on different countries' criterion, the term "veteran" takes on many delineations, mostly based on the war experience. For Namibia, the study adopts the definition provided by the Veterans Act No. 2 of 2008 and the regulations as prescribed under section 46. According to the act:

"Veteran" means any person who:

- a) was a member of the liberation forces;
- b) consistently and persistently participated or engaged in any political, diplomatic or underground activity in furtherance of the liberation struggle; or

- c) owing to his or her participation in the liberation struggle was convicted, whether in Namibia or elsewhere, of any offence closely connected to the struggle and sentenced to imprisonment” (Republic of Namibia: 2008: 5).

In other literature, a veteran is an ex-combatant. The term refers to someone who is no longer a soldier who was fighting for his or her country’s freedom from its colonial master. According to Brewer and Wahidin (2021: 4), “ex-combatant refers to living, breathing people, with motivations, hopes, aspirations, fears and problems that are less real because of the moral judgement made about them”. The two terms are used interchangeably and associated with ended wars in countries that were affected by wars.

2.3 Benefits of the veterans of the national liberation struggle in Namibia

Re-integration of the war veterans into civilian life after being in war has been a critical aspect of the peace building process to ensure sustainable peace in affected countries (Silva, 2015: 1). Namibia went through the same process of re-integrating its veterans of the national liberation struggle after its war ended in 1989 between the fighting forces of South Africa and the liberation movement called South West Africa People Organisation (SWAPO). According to Metsola (2006: 1121), the SWAPO leaders who returned from exile took over high government positions while the returnees who had obtained education became part of the emerging middle class as they all got employed in government positions. The tension among the ex-combatants in the country needed government intervention to avoid conflicts and political instability among the ex-combatants. Hence, Metsola (2006: 1121) further states, the ex-combatants who did not get a chance to acquire education while in exile due to war found themselves without employment or skills. This indicates that there was a division among the group of the ex-combatants in terms of their placement within Namibia society (Matshoba, 2017: 17).

As it was detailed discussed in chapter one, The Ministry of Defence and Veterans Affairs was established by the order of the President of the Republic of Namibia, in terms of article 32, sub-article (3) (g), of the Namibian Constitution. In fulfilling the mandate of the Department of Veterans Affairs in the Ministry of Defence and Veterans Affairs, has been initiating programs and projects that aim at addressing the socio-economic impact on the livelihood of the veterans

and the dependents of veterans for the purpose of re-integration. Here are the following programmes and projects as they are stipulated by the booklet on the benefits of the veterans of the national liberation struggle by the Ministry of Defence and Veterans Affairs (Republic of Namibia, 2013: 3) that have been implemented to benefit the veterans of the national liberation struggle and their dependents.

- **Once-off gratuity:** this is a lump-sum payment given to all veterans as a token of appreciation for their participation in the national liberation struggle. This benefit is administered in two categories: N\$ 50,000 and N\$ 20,000 for the veterans whose participation began in 1964-1987 and 1988-1989 respectively.
- **Monthly subvention and improvement welfare grant:** the programme intends for payment of monthly grants to qualifying veterans as a means to supplement their income for their livelihood. The monthly subvention of N\$ 2200 is waged to veterans who earn below the threshold amount of N\$ 36000 per annum. However, there is an improvement welfare grant which varies between N\$ 3000 to N\$ 5000 and is paid monthly to retired or unemployed ex-combatants additional to the monthly subvention.
- **Medical Assistance:** this programme includes the provision of medical services for veterans that require private medical treatment for health conditions that cannot be treated at the public hospitals. It also includes supply of mobility aids for disabled veterans.
- **Psychosocial support:** this programme provides for psychosocial needs for the veterans experiencing post-traumatic disorders either related to war or other problems that veterans are going through. This includes hospital or home visits to veterans with special needs.
- **Education grant:** the grant has been awarded to veterans or their dependents who are below the age of 21 at the time of application to contribute towards their education at institutions of higher learning. Veterans or their dependents can only benefit once from the grant. However, the Ministry of Defence and Veterans Affairs has discontinued this programme due to inadequate funding.
- **Housing programme:** This programme constructs standard dwelling for veterans living in deplorable conditions or renovates dilapidating dwellings for veterans living in sub-standard houses to improve their living standards. Only disabled and elderly veterans

(above 60 years of age) qualify to benefit from this programme. However, the Ministry of Defence and Veterans Affairs has discontinued this programme due to inadequate funding.

- **IVPs:** IVPs are Individual Veterans' Projects and are also one of the benefits initiated by the Ministry of Veterans Affairs in Namibia as per its mandate to address the socio-economic needs of the veterans. These projects are funded with an amount not exceeding N\$ 200,000 per veteran per the provision of the Veterans Act, No. 8 of 2008. IVPs have an important role in the reintegration of veterans into society. IVPs were implemented to assist veterans to generate income, improve their livelihoods and those of their families as well as contribute to the national economic growth through employment creation. Equally, the veterans of the national liberation struggle must transition from being in war to becoming civilians and being part of the society by engaging themselves in projects within their communities. Therefore, the Ministry of Defence and Veterans Affairs in Namibia provides a variety of viable projects for veterans funded by the Veterans' Board of the above-mentioned Ministry.

2.4 The concepts of adult education

This study aimed at exploring the potential role of adult education in the implementation of IVPs in the Khomas region of Namibia. To support this focus, the concepts of adult education and adult learning are drawn from international and local literature. Adult education is defined as “any learning or educational activity that happens outside the structure of the formal education system and is undertaken by people who are considered to be adults in their society” (Indabawa and Mpofu, 2006:3).

Adult learning, on the other hand, is “an entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by society in which they live develop and enrich their capabilities for living and working, both in their interests and those of their communities, organisations and societies” (UNESCO, 2016:6). Following from this definition, adult education may be understood as adult learning processes which prepares an adult for life. Javed (2017:51) indicates that learning is a lifelong activity which can be taken up anytime or any day by a child or an adult. In this view, the war veterans are regarded as adults who require education through adult learning to acquire new attitudes, values, skills, and knowledge.

Adult education is different from education which is designed for children. Hence, adult education is designed for adult learners. In this view, learning in adulthood is distinguished from childhood in terms of the learners and the learning process (Hansman and Mott, 2010: 19). In terms of adult education, Jarvis (2004: 180) points out, adult learners would perceive education as a way of developing increased competence in achieving their full potential in life by applying new knowledge and skills they gain today to live more effectively tomorrow.

2.5 The theoretical framework (experiential learning theory)

There are different theories on adult learning that are attached to this study, particularly on the role adult education plays in the IVPs implementation for war veterans. This study employed experiential learning as the theoretical lens with the purpose of understanding and analysing the experiences of war veterans in the Khomas region of Namibia with IVPs. By applying this theory in the study, experiences shall be shared through narratives of participants using different stages of the learning cycle theory. As such, Kolb (2014:1) claims that experiential learning theory aims at creating a synthesis of the works of the fundamental scholars. This theory helps in clarifying how experience is transformed into learning and reliable knowledge. Also, Segers and Van der Haar (2012: 63) further stresses David Kolb's experiential learning theory as being widely used in many fields of study. It has gained popularity for its good practical outcomes.

According to Kelly (1997: 2), "in the early 1980's, Mezirow, Freire and others pointed out that the heart of all learning lies in the way human beings process experience, especially when it comes to how they critically reflect on their experiences". On this basis, experience is viewed as "the core element in the learning process" (Segers and Van der Haar, 2012). Applying experiential learning theory, there is no way learning is taking place without participants' experiences considered. Furthermore, Rogers (1996) in Kelly (1997:2) states, "learning is a cycle that begins with experience, continues with reflection and later leads to action, which itself becomes a concrete experience for reflection".

One of the most important aspects of Kolb's learning cycle is that "it describes the learning process as a recursive circle as opposed to the linear or traditional transmission model of learning" which is commonly used in education, concerning the transfer of information from the teacher to learner (Kolb and Kolb, 2017: 15). The learning cycle is widely used concept in experiential learning

where the relationship is created between the learner, teacher and the subject and the subject can be learnt by both teacher and learner (Kolb and Kolb, 2017: 16). A learner and teacher can learn from one another by sharing experiences through dialogue or discussion on a specific subject matter. Therefore, through a learning cycle, war veterans and adult educator may learn the subject matters as they may be part of the learning process through sharing of ideas, concrete experiences, motivations and reflections on the subject matter. As such, their ideas can create new information on the subject matter which could be entrepreneurship or IVPs.

The learning cycle is made up of four stages hence, Healey and Jenkins (2000: 187) point out that learning takes place through a sequence of four phases where a learning cycle is created. This cycle has the most widely recognised concepts in experiential learning theory as follows: Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. Additionally, Healey and Jenkins (2007: 186) argue that the four phases of Kolb's model are a simple description of learning that demonstrates "how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences".

Kelly (1997: 2) argues that at the stage of concrete conceptualization, learning that takes place among learners involves logic and ideas to understand situations around them. Hence, systematic planning and development of ideas have to be established with a purpose to solve such situations affecting learners. For instance, the lack of training and mentorship among the war veterans on entrepreneurship, project management and all the business management areas are seen as a problem that can be addressed using learning cycle to help the war veterans in managing and successfully implement their IVPs. Kelly (1997: 2) further added, the ability to reflect on experience gained is part of learning. As such, Kelly indicated that reflection is a missing link that defines the relationship between experience and learning. War veterans required to reflect on the experience gained through sharing of experiences to result them in learning. Hence, there is no learning without reflecting on the experience that will lead into action.

2.6 Challenges faced by veterans of the national liberation struggle in the implementation of IVPs.

As it was indicated in this chapter, the Veterans Act No. 2, 2008 stipulated the following programmes and projects have been executed to support the veterans of the national liberation struggle and their dependents and they are; monthly subvention, improvement welfare grant, medical assistance, psychosocial support, funeral assistance, tombstone assistance, Once-off gratuity, housing programme and IVPs. For this reason, IVPs are not the only benefits the veterans of the national liberation struggle in Namibia have received for the re- integration of veterans into society. The Government of the Republic of Namibia to ensure the veterans of the national liberation struggle are well supported and taken care off through the Ministry of Defence and Veterans Affairs.

While the veterans of the national liberation struggle in Namibia are being re-integrated into the society, the study showed that, the veterans are still experiencing challenges when it comes to the implementation of their businesses in the form of IVPs. Although funds were given to some of the veterans through the Veterans Board for the veterans to implement their IVPs business, no training or mentorship programmes were offered to them for guidance on project management or business management. However, for the projects or any programme implementation to succeed, education through training or coaching and mentorship must be considered.

In comparison to other countries, Annan *et al.* (2011: 878) states “after war, nations and people try to re-establish their lives, hence re-integrating ex-combatants is a particular priority”. Hence, the war veterans and their dependents should be supported by means of providing education, psychosocial support, counselling, and shelters to help war veterans with transition from being in the war to civilians. According to the study that was conducted in the Northern Uganda on the impacts of civil war, reintegration, and gender in 2011, re-integration of veterans is part of humanitarian aid and if it fails, it may threaten the economic recovery, social integration, and peace of the country (Annan *et al.* 2011: 878).

MEN (2008:1) in Silva (2015: 4) indicates as per the Colombia Government Circular no. 15 of September 2008, “the provision of adult education is an opportunity for ex-combatants to socialise, develop basic skills and citizenship competencies, sharing life experiences and set personal goals”.

On the other hand, Narayan and Ebbe (1998:45) in Jack (2012: 5) indicate adult education includes things that expand people's understanding of their situations, empower them to take and implement decisions that affect their livelihood which can possibly go beyond to make them purposeful. For this reason, adult education could possibly improve in the implementation of IVPs once it is part of the training and development including mentorship and coaching of veterans that will join adult education programme.

2.7 Adult education programmes for veterans of the national liberation struggle in the implementation of IVPs in Namibia

Namibia is a member of the United Nations (UN) and supported by the UN in different sectors such as education and health. With that effort, Elfert (2019: 537) indicates, Sustainable Development Goal (SDG) number four (4) is committed to education where it calls on the State Members to "ensure inclusive and equitable equality education and promote lifelong learning opportunities for all". Hence, the government is committed to ensuring that education for all is achieved. Shalyefu *et al.* (2012: 12) states that education is for everyone, including adults as we need to have a literate nation to participate in social-economic development in alleviating poverty.

Since the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was formed, it has played a role in advocating for education for all through lifelong learning (Ouane, 2009: 303). Furthermore, the concept of adult education through lifelong learning has been supported by UNESCO since the 5th International Conference on Adult Education (CONFINTEA V) in Hamburg in 1997 (Ouane, 2009: 306). In this context, the war veterans are as well eligible to improve their skills and knowledge through adult education programmes which may increase their productivity in managing IVPs businesses to reduce poverty. As Green (2012: 34) states, education is a critical aspect in breaking the cycle of poverty as it equips individuals with skills to live a better life and understand the world, gain self-confidence that make themselves heard.

Nubler (1997) in Silva (2015: 1) argue, education aims at preparing ex-combatants with relevant skills, knowledge and competencies or help them to come up with income generating activities within their local communities. Hopfer (1997: 53) states that the Government of the Republic of Namibia made adult education a priority in its educational planning immediately after its independence to offer educational opportunities to adults. Therefore, according to Ellis (2004:

105), the Government of Namibia has dedicated fully to support the veterans in addressing their needs including those of IVPs. Henceforth, awareness raising about project management and any other skills development through adult education programmes are possibly needed for the veterans' IVPs to be implemented successfully.

2.8 The educational needs of the veterans of the national liberation struggle to implement sustainable projects

Likando *et al.* (2016: 75) pointed out, the educational needs of Namibian adults today require provisions which respond to their situations and could potentially support them to develop their individuals' potential which will help them to contribute to their economic or social needs. For instance, Ngozwana (2018: 22) indicates, South Africa provides the necessary support to small business owners in ensuring to have adequate local capacity to start- up and develop self-employment in small business. IVPs are part of Small Medium Enterprise (SME) and assist the veterans to generate incomes hence the veterans may need to be provided with necessary support to help them be successful in their IVPs.

Moreover, through adult education programmes, veterans are likely to boost their confidence and self-esteem through interaction and networking through adult education platforms. As on the scenario of Tett, (2013: 6) in Scotland, there was a study conducted in 2006 where over six hundred adult learners took part, and the key finding was that adult education strategies such as literacy programmes helped build the confidence and increase self-esteem in adults.

According to Silva (2015: 20), there are 4A- schemes designed to support adult learners, mostly those who seem disadvantaged in society. In this case, we have the war veterans of which most of them missed formal schooling due to war. Again, Silva (2015: 20) further argues, the 4A- scheme intends to help adults with their rights to, in and through education which should be made; available, accessible, acceptable, and adoptable. In this study, this implies addressing the veterans who need education or mentorship courses to help them better their lives including managing their IVPs.

Therefore, in fulfilling the 4A- scheme in the adult education programs for the war veterans, Ngozwana (2017: 223- 225) suggested that their principles that were used in recreation facilities

in Africa for adult learners (adult offenders) who went in rehabilitation. On this basis, to have the 4A- scheme successfully implemented in adult education programs for the war veterans in Namibia, the policy makers who are involving in the planning of the veterans' benefits programs to address their educational may apply these principles:

- **Adult learners' centeredness and ownership in learning:** the war veterans have needs especially when it comes to their IVPs hence they should be consulted and involved in the planning of adult education programmes. Therefore, the veterans need to own their learning as they know what they want to learn and what they intend to achieve in their learning. Therefore, planning for them what to learn will not work in their favour as they may not be interested in what they will be taught.
- **Adult learner's participation in learning:** as the war veterans are adults, their engagement in learning or education should be voluntary hence they should not be forced to learn things they do not intend to learn. Policy makers and adult educators for the veterans 'programs should be aware that adults intend to learn things that affect their needs or interests. Therefore, the methods and approaches to their learning should be a collective participatory decision where collaboration, consultation and information sharing should be considered.
- **Adult learners' motivation to learn:** adult learners are motivated to learn only when it's based on their interests. Hence, the policymakers involved in the programmes for the war veterans should bear in mind that adults have different motives hence, the contents and approaches to learn should be relevant to their needs.

2.9 Summary

A range of literature was reviewed to help the reader understand the research questions on the potential role of adult education in the implementation of IVPs in the Khomas region of Namibia. The literature further highlighted that the Government of the Republic of Namibia has worked diligently to re- integrate the freedom fighters back into the society by ensuring programmes and projects were initiated to benefit them for bringing freedom and peace to their country. As a result, the IVPs were initiated by the Ministry of Veterans Affairs in Namibia as per its mandate to address the socio-economic needs of the veterans. Some of the veterans applied and were funded as per

the provision of the Veterans Act, No. 8 of 2008. However, most of the veterans were and are running projects without necessary knowledge and skills which may result in failure. The literature has also concluded that, adult education programs may be a necessity in the implementation of IVPs in Namibia to help the veterans with new skills, knowledge and develop competencies to guide them in addressing the gaps in the implementation of IVPs which is part of the re-integration of veterans of the national liberation struggle into the society. There are principles for adult education programs that may help the war veterans to acquire relevant skills and knowledge that will help them in the implementation of their IVPs businesses. The three principles are: adult learner-centeredness and ownership in learning, adult learners' participation in learning and adult learners' motivation to learn. These principles are a guide to the policy makers of the Government of the Republic of Namibia and anyone involved in the designing or implementing of adult education programs for the war veterans. The next chapter presents the research methodology adopted for the study.

CHAPTER THREE

3. Research methodology

3.1 Introduction

The aim of this chapter is to discuss the research paradigm, research design and research methods that were used in the study to explore the research questions raised in chapter one. The main research question was:

- What is the potential role of adult education in the implementation of IVPs in the Khomas Region of Namibia?

The following were the sub-questions that unpack what the researcher explored during the study:

- What challenges do war veterans face in the implementation of their IVPs?
- What are the educational needs of war veterans regarding IVPs?
- How might adult educational strategies address their educational needs?

This chapter presents the research approach and provides details on the research population, sample size and sampling technique. Furthermore, it categorises and explains the types of data collection instruments and procedures used in collecting and analysing data for the purpose of understanding the potential role of adult education in the implementation of IVPs in the Khomas region of Namibia. The chapter also discusses the criteria adopted for trustworthiness regarding the research instrument to ensure the integrity of the findings of this study. Furthermore, the chapter also highlights the limitations and delimitations of the study. Finally, the ethical considerations of the study are also discussed.

3.2 Research paradigm

This study adopted the qualitative research method. For this reason, the researcher positioned the study within the interpretivist paradigm. According to Neuman (2014: 103), the interpretivist paradigm has a different way of looking beyond the empirical data collection where its researchers' interests rely on the subjectivity of views, emotions, opinions and values of individuals under

study. The researcher sought to gather concrete and quality data so that it would give her deeper understanding regarding the participants. This would eventually generate meaning from shared narratives of participants relating to their experiences and realities of their phenomenon. In social science, researchers apply interpretivism in their studies by analysing transcripts of conversations or audio tapes recorded with the purpose of having a detailed understanding of interactions in their contexts (Neuman, 2014: 103). Furthermore, the researcher used the following philosophical assumptions regarding ontology, epistemology, and axiology to guide in the application of the interpretivist paradigm in the study (Du-Plooy-Cilliers *et al.* 2014:8). Below, the research presents how each assumption is linked to the context of the study with the purpose of reaching a common goal of constructing a body of knowledge from shared narratives to address the research problems.

Ontology

Ontology is a study of being, existence or reality of a certain phenomenon (Du-Plooy-Cilliers *et al.* 2014: 23). This research chose ontology on the assumption that it would guide in supporting of the interpretivist paradigm for the interpretation of the views and reality provided by the veterans as there are multiple realities which are shaped by the individual perspectives and experiences. Therefore, ontology focuses on the perceived reality of what the selected veterans in the study were going through, including their IVPs. The researcher ensured having semi-structured interviews with participants and observing their IVPs. Through the process, the researcher listened to the participants, sharing their narratives, including experiences regarding their IVPs and the potential role of adult education in the implementation of IVPs. As a result, such narratives guided the researcher in interpreting the veterans' realities of what they were going through regarding their IVPs. In the end, the research adopted a position concerning perceptions of how IVPs of the war veterans were operating. In this context, the ontological assumption of this study was that the veterans of the national liberation struggle who were selected for the study were funded by the Government in the implementation of their IVPs. This was done with the purpose of re-integrating the veterans into the socio-economic development of the country.

Epistemology

Neuman (2014:95) defines epistemology as “an area of philosophy concerned with the creation of knowledge; it focuses on how we know or what are the most valid ways to reach truth”. Regarding the epistemological assumptions in the study, the researcher was interested in understanding the knowledge the participants had, relating to war veterans; the knowledge of the participants relating to IVPs implementation and the potential role of adult education in the implementation of IVPs. Furthermore, Lincoln and Guba (1994: 108) define epistemology as the nature of the relationship between the knower or would-be knower and what can be known? Hence, Scotland (2012: 9) indicates, “epistemological assumptions are concerned with “how knowledge can be created, acquired, and communicated”. In this study, this assumption was about the knowledge created by the participants as gathered through interaction with the researcher, in relation to the existing body of knowledge. Applying epistemological assumptions in this study, the veterans had experience from their past lives as freedom fighters and how they managed their IVPs. Furthermore, the researcher had knowledge of the subject under study through work experience and studies.

Axiology

Another philosophical assumption is axiology which refers to the values that guided the research (Guba and Lincoln, 1994: 108). During the study, the researcher valued the stories and lived experiences shared by the participants as they contributed to the knowledge created on the potential roles of adult education in the implementation of IVPs in the Khomas of Namibia.

3.3 Research design

This qualitative study employed narrative inquiry to explore the research problem. According to Patton (2002) in Butina (2015: 190), when research is conducted, the purpose of the inquiry and the types of answers needed should be considered in selecting which approach to use (i.e., quantitative, qualitative, or mixed methods). Qualitative studies have different approaches of inquiry, depending on the phenomenon that is explored in the study. Butina (2015: 190) indicates that narrative inquiry is a form of qualitative research whereby the stories themselves become the raw data as this form of inquiry includes inquiries that are directed at narratives of individuals involved in the study’s experiences.

During the study, the researcher interviewed selected veterans who had IVPs. This was for them to tell their stories relating to their life experience on how they manage their projects with or without necessary skills. In the end, the researcher was able to analyse and interpret the stories. Bogdan and Biklen (1997: 5) state that “qualitative researchers go to the setting under study because they are concerned with context, therefore, they feel that action is best understood when it is observed in the setting in which it occurs”.

Moreover, Schwandt (2007: 22) in De Vos *et al.* (2011: 313) states that narrative inquiry is about the life world of a person and is best understood from his or her own account and perspective, and thus the focus is on individual subjective definitions and experiences of life. Equally, narrative inquiry “is a means by which we systematically gather, analyse and represent people’s stories as told by them, which challenges traditional and modernist views of truth, reality, knowledge and personhood” (Etherington, 2013:2). For this reason, the research chose narrative inquiry for the study as it allowed the researcher to focus on stories that would be interpreted in view of the literature of the field. Through that process, it produces implications in the process for practice and theory building (Murray, 2009: 49).

Additionally, Bold (2012: 30) states that “narrative data collection in research communities has often focused on the use of interviews that intend to create stories from the interviewee”. This is why the main data collection method detailed below is the loosely structured interview. Further, Bold claims that narrative questions would create a deeper conversation between the interviewer and interviewee came naturally as the storyteller may wish his or her story to be heard. Narrative research is commonly used in educational studies; teachers, like any other human beings are storytellers who individually and socially lead storied lives (Connelly and Clandinin, 1990 in Moen *et al.* 2006: 02) and seek to explore the stories of their students and the experiences of the contexts within which they work and learn.

The following are the strengths and weaknesses of using narrative research design which emerged from the study. Although narrative design is good for qualitative study, the researcher identified some shortcomings during data collection and data analysis. The researcher pointed out that narrative design indeed is an effective method for qualitative study as it helped the participants to expose the unspoken issues related to the failure of IVP implementation for the war veterans

through sharing life experience of the participants. However, the researcher revealed that narrative research design made her focus on a few war veterans who took part in the study. This basically means only 6 participants represented the whole population of war veterans in the Khomas region of Namibia. As a result, this may limit the views of the war veterans represented in the study. Another weakness of using narrative in the study was that it is time consuming. Since the process of collecting and analysing data includes transcriptions and coding, this may lead to time constraints for the researcher to complete high quality research.

3.4 Population and sample

The population for this study was 1389 veterans of the national liberation struggle who had received funding for IVPs in the Khomas region. The sample size of the study was 6 veterans. Although a relatively small sample, this was in line with the requirements of narrative studies. As Bold states, “when the focus on collecting data is narrative, then the sample for the interviews is usually small as the process may be lengthy” (Bold, 2012:7). In achieving the above, purposive sampling was chosen as a sampling technique for the study. This is since, the research was purposely focused on the veterans of the national liberation struggle. These were the people who were able to tell the researcher rich stories about their projects. The reason for choosing this type of sampling was based on the decision of the researcher (De Vos *et al.* 2011: 232). In using purposive sampling, the researcher was required to search for cases of individuals who met set criteria. The following criteria was chosen to identify the veterans of the liberation struggle who implemented IVPs in the Khomas region, where the study took place:

- The veterans who were funded for their IVPs and had succeeded or failed to operate but whose IVPs had been in **existence for more than 3 years**: the reason of selecting this group of veterans was that their projects had been in existence for several years and they may have had experience in managing IVPs. Also, they were able to tell rich stories to the researcher regarding their achievements and challenges concerning their IVPs.
- **Demographic location**: Due to the uncertainty relating to Covid-19, the researcher decided to only choose the war veterans whose IVPs were operational in Windhoek locations. This was also because the researcher was unable to travel long distances to farms

of the Khomas region. Windhoek is the largest city of Namibia and is located in the Khomas region. Also, the types of selected IVPs were within the locations identified.

- **Types of IVPs for the war veterans:** The selected IVPs were agro-industries (fresh produce hub), poultry farming, housing, transport and logistics, and educational services. The reason for choosing these types of IVPs was an assumption – based on the researcher’s experience of working in the sector that they were viable and located in the Khomas region.

Table 3.1: Demographic information of participants

#	Pseudonym	Age	Level of education	Employment status	Sources of income
1	Ndali	69	Tertiary education	Self-employed	Self-employment and has additional source of income of pension
2	Seb	73	Vocational education	Self-employed	Self-employment and has additional source of income of pension
3	Pedu	63	Primary education	Self-employed	Self-employment and has additional source of income of pension
4	Niita	56	Primary education	Employed as a police officer	Employment
5	Meita	54	Primary education	Employed as a soldier	Employment
6	Peter	66	Primary education	Self-employed	Self-employment and has additional source of income of pension

I selected the potential participants in the study from the Ministry’s database (VAS) where I got their personal information including their contact details.

3.5 Data collection

In narrative inquiry, as Butina (2015: 191) indicates, data is collected through interviews and observations or documents because “the data collection process is about asking, watching, and reviewing”. The researcher, collected data using semi-structured interviews and observations.

The researcher got the approval from the Head of the Division Project Planning where the database is managed in the Ministry. The potential participants were phoned individually, and the researcher explained the purpose of the study, briefly told them about the proposed interviews and

observations, and then invited them to take part in the study. The researcher enquired on their availability, and agreed on dates for the interviews. During the call, the researcher explained the issue of confidentiality and requested for each participant's consent before starting with the interview. This was done by asking the participants to read and sign the consent form. The veterans were informed that participation in the study was voluntary, and they could withdraw from the interviews at any time. The interviews were done depending on the availability of the participants. Upon arriving at the venue, the researcher ensured that all parties adhered to the COVID-19 protocol by wearing of masks, sanitising of hands, keeping a safe distance and ensuring that there was good ventilation in the venue. The interviews were conducted in September 2022.

Before starting on the interviews, the researcher prepared herself physically and emotionally to engage with the participants and readily accepted them for who they were. The researcher politely had to introduce herself to the participants and briefly explain the purpose of her visit. She also politely asked the veteran if s/he could allow the researcher to walk around the premises to acquaint or familiarise herself with the operations of the project. Furthermore, the researcher listened attentively to their stories and answered questions arising during the interviews. Prior to the interviews, she also organised a Social Worker through the Division of Social Affairs in the Ministry of Defence and Veterans Affairs. This was done in case one of the participants was struggling with post-traumatic stress disorder (PTSD) as a result of their past war experiences, adverse symptoms of which could be triggered as a result of taking part in the research.

3.5.1 Semi-structured interviews

There are two major forms of qualitative interviews which are semi-structured and unstructured interviews (Edwards and Holland, 2013: 29). Mears (2012: 170) defines semi-structured interviews as the purposeful interactions in which a researcher attempts to learn what another person knows about a topic, to discover and record what he or she thinks and feels about it, and what meaning it might have. In this study, semi-structured interviews were used to gather qualitative data about IVPs of the veterans of the national liberation struggle in the Khomas region of Namibia. This was because of the following reasons:

- It helped the researcher to get to talk to the participants to find out about what they had experienced as war veterans (Fylan, 2005: 65);

- It allowed the researcher to probe for more clarity based on the responses she got from the participants during the interviews (Mayombe, 2017);
- Semi-structured interviews are flexible. Although the questions were set to guide the interviewees when telling their stories, the interviewees were allowed to tell their stories freely and engage with the interviewer concerning the issues being discussed.

Before conducting the interviews, the researcher, prepared a list of questions to use in the interview in an interview guide (Edwards & Holland, 2013: 29). The interview questions were divided into two parts: section A focused on basic biographical information, while section B included questions that helped interviewees to share their IVP stories. The open-ended questions were asked to the individuals and there were follow up questions from the main questions, depending on the information provided and how well the question prompted the person to share their experiences. During the interviews, the researcher only used three guiding questions to elicit detailed narratives and stories from the veterans of the national liberation struggle regarding their IVPs as follows:

- What challenges do war veterans face in the implementation of their IVPs?
- What are the educational needs of war veterans regarding IVPs?
- How might adult education strategies address their educational needs?

Commonly, “researchers of social contexts choose to interview people when they are interested in their lives in terms of their experiences, their emotions and their thoughts about their situation” (Bold, 2012: 5). This is why the researcher adopted semi-structured interviews as she used open-ended questions, which allowed her to deeply explore the respondents’ feelings and perspectives on the subject (Guion *et al.* (2011: 2). The researcher adopted the stance of an interviewer and more of a listener, to allow the interviewee to narrate the story.

As Bell and Waters (2018: 140) state, researchers require the development of some means of recording responses when conducting interviews. As for this study, the researcher used a recording device – to be specific a cell phone, interview guide and field notes. This assisted her in recording responses from transcripts during the interviews with the permission of the participants. The field notes were important as they helped her to take notes of the key points mentioned by the participant or just by observing during the interviews. Bell and Waters (2018: 140) indicates that tape

recordings can be useful to check if the notes are accurate and analyse the content accordingly. The researcher also used an interview guide to assist her to capture responses in prepared headings. According to Adams (2015: 372), an interview guide is subject to change, no matter how extensive its preparation and should be considered a work in progress. During the interviews, the researcher allowed flexibility in asking questions to allow participants to share their stories freely and express issues they thought were important to them.

During the interview, the researcher experienced some challenges in meeting with the participants for interviews. Most of the participants were always not available on the date and time set, hence, re-scheduling the interview was the only option until a successful meeting.

3.5.2 Observations

Observation is a useful method for collecting data in a range of situations and enables researchers to access those aspects of social settings that may not be visible to the public (Kawulich, 2012: 150). There are several ways to observe and create narratives (Bold, 2012: 21). In this study, the observation was used to help the researcher understand situations regarding the war veterans, their stories about IVPs and the potential role of adult education in the implementation of IVPs for the veterans of the national liberation struggle in the Khomas region of Namibia. Furthermore, observations helped the researcher to observe without participating in the activities (Bold, 2012: 21) with the purpose of gathering data in terms of what was seen and what was being said by the interviewees concerning their situations on the ground. Hence, observation as a data collection method guided the researcher to make a comparison of what was said by the interviewee versus the reality of the situation, thereby helping to construct meaningful results in the end.

Yet again, the outcomes of observation during data collection were analysed along with what the researcher noted in the field notes. This helped the researcher to reflect in her diary, on what she had seen and heard concerning the implementation of IVPs of the veterans of the national liberation struggle. It also helped the researcher to interpret the results from the analysis of the data collected.

When the researcher was doing interviews, at the same time she was doing observations, especially on the IVPs. She would do this by just going to have a look at the IVPs to determine the state of IVPs. The researcher used an observation schedule which guided her. The schedule had a set of

questions that directed her on what to look at when observing. She also took notes of what she observed using the field notes. This formed part of the data collection for the study. The following are the questions included in this schedule (See Appendix X: Observation schedule):

- Is the project operating or not?
- What is the status of the project?
- Where is the project located? Is the environment conducive to operating a project?
- Does the project generate income? If so, how does it generate income?
- Are there employees employed to run the project? If so, how many are there?
- Are there possible opportunities for the project to expand?
- What are the threats to the project?
- What resources are available to support the project?

Most importantly, Bold (2012) in Dollinger (2013:107) indicates “observation is a reflective activity on data collected, thus, pictures, photographs, video recordings and other communications media can serve as useful narrative functions” during data collection.

3.6 Data analysis

Thematic analysis is widely and mostly used in analysing qualitative data (Terry *et al.* 2017: 17). In this study, the researcher chose to use thematic analysis, because it is a qualitative data analysis approach which is appropriate for this study as it seeks to discover interpretations (Alhojailan, 2012: 40). The participants’ interpretations are important in qualitative research in terms of giving the most appropriate explanations of their behaviours, actions and thoughts (Alhojailan, 2012: 41). Terry *et al.* (2017: 17) argues that, unlike other approaches to qualitative analysis, thematic analysis is not strictly linear, since the researcher works mostly moving back and forth between the different phases. Hence, the researcher applied the six- phase framework of thematic analysis (Braun and Clark, 2006: 87) in Maguire and Delahunt, (2017:3) in analysing the data from the study as follows:

Six phases of thematic analysis used in the data analysis of my study:	
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1. Familiarising myself with the data	On this first step, the researcher made sure she had enough time to read and re-read the transcripts and at the same time, she was listening to the audio recordings of the respondents with the purpose of finding meaning in the responses. She made notes of the initial ideas from the transcripts.
2. Generating initial codes	Coding reduces a lot of data into small pieces of meaning as the researcher didn't need to code every single piece of work collected.
3. Searching for themes	The researcher arranged the codes into potential themes where she developed themes deriving them from research questions. The researcher came up with two themes where her results of the data collection were presented based on the themes.
4. Reviewing themes	By using this step, she made sure that the combination of themes was coherent and relevant to the research purpose and questions.
5. Redefining and naming themes	This is the final refinement where she had to define what each theme means; however, she didn't have subthemes that interact with the main themes.
6. Writing up the report	The results of the study were interpreted and discussed, and recommendations made for further research hence, the researcher wrote the final research study report.

The following are the themes that were developed based on the results presented in chapter four:

- The challenges the veterans of the national liberation struggle face in the implementation of their IVPs
- The educational needs of veterans of the national liberation struggle regarding the IVPs

3.7 Trustworthiness of the study

This study was qualitative. Hence, the researcher ensured that the data collected was trustworthy. Du-Plooy-Cilliers *et al.* (2014: 258) state that qualitative researchers do not use numbers as

evidence; however, they use different measures to determine the trustworthiness of research findings. Connelly (2016: 435) defines “trustworthiness in research as the degree of confidence in data, interpretation, and methods used to ensure the quality of a study”. In this study, the researcher applied the criteria that defined trustworthiness in line with Lincoln and Guba (1985) as quoted by Moser and Korstjens (2018: 11). The criteria is detailed as follows:

Credibility: the researcher ensured the interpretation of data collected was accurate (Du-Plooy-Cilliers *et al.* 2014: 258). The researcher spent adequate time with the veterans who were chosen for the study to have more insight into the reality of their life experience concerning their IVPs implementation. She also used methods to collect insightful data through semi-structured interviews and observation. Researchers collect “multiple forms of data related to the research questions to find consistencies or inconsistencies among the data” (Leedy and Ormrod, 2015: 278). Thus, the researcher used different techniques to establish credibility. These were prolonged engagement with participants and observation during the interviews (Connelly, 2016: 435).

Dependability: the researcher had quality research findings by ensuring to integrate the data collection method and data analysis and the concepts generated from the data (Lincoln and Guba, 1985; Shenton, 2004; Collis and Hussey, 2003; in Du-Plooy-Cilliers *et al.*, 2014: 259). At this stage, the researcher ensured to be consistent throughout the research process to avoid making mistakes in terms of collecting and analysing data or in reviewing the research findings.

Confirmability: this refers to “how well the data collected supports the findings and interpretation of the researcher” (Du-Plooy-Cilliers, 2014: 259). In this process, the participants and I had a chance to discuss, ask questions, validate the data collected and clarify what was not clear so as to reach a consensus for the purpose of having truthfulness and meaningful data.

Transferability: in this context, the findings should be useful to persons in other settings or different aspects of the research (Connelly, 2016: 435).

3.8 Ethical considerations

A researcher who acts with integrity regarding ethical principles and professional standards is able to conduct research in a responsible manner (Du-Plooy-Cilliers *et al.* 2014: 262). Since the study

was a narrative inquiry, the researcher used storytelling to understand, negotiate and make sense of situations encountered by participants in the study (Adams, 2008:1). During the data collection, the participants were recorded and the information was kept safe. Also, the information shared by participants in the study was kept confidential and informed consent was secured from the participants as they were assured that their identity and their freedom were not at risk.

An informed consent form was issued and explained to the participants before they started with interviews. The participants were also informed that they had the right to decline to respond to any questions in the interviews. Hammersley and Traianou (2012: 84) confirm that in social research ethics, it's important for researchers to get informed consent from participants before research is commenced. Also, that participants should be able to withdraw from an investigation and any work identities of the participants would be protected to ensure anonymity as pseudonyms were used.

Hence, the researcher adhered to the principles of confidentiality and privacy of participants since pseudonyms were used instead of real names of participants in the study. This protects the privacy and confidentiality of the participants as no one will know who participated in the study. At the time of data collection, all principles of the data collection process including confidentiality and privacy were well clarified to every participant and they were given a chance to decline participation in the study. However, none of the participants declined to participate in the study.

Moreover, the researcher familiarised herself with the University of Stellenbosch's policy on research ethics to make sure she complied with the university's requirements. She was granted an ethical clearance from Stellenbosch University to permit her to conduct the study. Also, before she collected data, she sought approval from the Ministry of Defence and Veterans Affairs to collect data from the veterans of the national liberation struggle in the Khomas region of Namibia. This is considering that the veterans of the national liberation struggle are the clients of the Ministry, and the Ministry has a database (VAS) that manages the information about them. The approval was granted on the 22nd of October 2021. The study adhered to the institutional laws and government policies of the Government of the Republic of Namibia and Stellenbosch University.

3.9 Delimitations and limitations of the study

3.9.1 Delimitations

The study was conducted in 1 of the 14 regions in Namibia, the Khomas Region, with 6 veterans of the national liberation struggle whose IVPs were funded and in existence for more than 3 years.

3.9.2 Limitations

It was not easy to meet the potential participants for the study since the selected participants were veterans. Some of them were elderly citizens with a lot of responsibilities. The researcher experienced a lot of postponements of interviews and some of the IVPs were closed due to the COVID-19 pandemic. However, the researcher managed to meet the available veterans at different pace including those that their IVPs were closed due to COVID- 19 pandemic.

3.10 Summary of the chapter

This chapter highlighted the narrative research methodology used in the study. That encouraged a narrative expression on the IVPs implementation of the veterans of national liberation struggle in the Khomas region of Namibia. The research employed a narrative approach to help understand the lives of the war veterans and their IVP businesses by telling their true stories about their past, present lives and future hopes as war veterans who were involved in entrepreneurship for better livelihood. As an interpretivist research, data was collected data using semi-structured questions in an interview guide to derive narratives through semi-structured interviews and observations. Through life experience, participants in the study had a chance to express themselves through story-telling about phenomena related to their lives as war veterans and also relating to their IVPs.

Once data had been collected, more intensive analysis started (Butina, 2015: 192). During the data analysis, the research used the thematic analysis tool through following the six stages of thematic process. Moreover, as a researcher, she had to ensure the quality of her qualitative research by ensuring the data was credible, dependable, and confirmable for the purposes of ensuring the integrity of the research findings. Last but not least, the researcher also ensured that the ethical principles were set and practically applied in the study. The participants' ideas and opinions were kept anonymous and confidential. The next chapter of the study presents the results from the

analysis of the data gathered for the study and their discussion under literature control to come up with the findings of the study.

CHAPTER FOUR

4. Presentation of results and discussion

4. 1 Introduction

This chapter presents the results that were obtained from the semi-structured interviews and observations. The results are presented in terms of demographic information of the participants and providing descriptions and detailed information on the challenges faced by veterans of the national liberation struggle of Namibia with regards to their IVPs. Also, the results are presented based on the categories and themes that emerged from the research questions posed and the interviewee responses. The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the IVPs in the Khomas region, Namibia. Thematic analysis was used to analyse the qualitative data collected from the participants during the study. Anderson (2007: 1) states “thematic analysis is a descriptive presentation of qualitative data”. Hence, all data was analysed to create themes and name each theme as it emerged from the groups of research questions as follows:

- The challenges the veterans of the national liberation struggle face in the implementation of their IVPs.
- The educational needs of veterans of the national liberation struggle regarding IVPs.

The chapter also presents the narratives of the veterans who took part in the study.

4.2 Demographic information of the participants

This section presents the demographic information of the participants that took part in this study. The information includes participants’ ages, level of education, employment status and sources of income. To comply with research ethical considerations for anonymity and confidentiality, pseudonyms were used in the form of names to represent participants, as indicated in Table 4.1 below:

Table 4.1: Demographic information of participants

#	Pseudonym	Age	Level of education	Employment status	Sources of income
1	Ndali	69	Tertiary education	Self-employed	Self-employment and has additional source of income of pension
2	Seb	73	Vocational education	Self-employed	Self-employment and has additional source of income of pension
3	Pedu	63	Primary education	Self-employed	Self-employment and has additional source of income of pension
4	Niita	56	Primary education	Employed as a police officer	Employment
5	Meita	54	Primary education	Employed as a soldier	Employment
6	Peter	66	Primary education	Self-employed	Self-employment and has additional source of income of pension

4.2.1 Age distribution of participants

Table 4.1 indicates that the age of participants ranged from 54 to 73 years of age. However, six of the participants are above the age of 60 and managing their IVPs that are intended to help them to address their social and economic needs. Two of the participants were below the age of 60 years and both their IVPs closed. The study revealed that most of the participants in the study were below the age of 69.

4.2.2 Level of education

The study established that most of the participants have attained primary education level while two of the respondents hold tertiary education qualifications. The study further revealed that veterans

with lower educational background are struggling to implement and maintain their IVPs businesses successfully. They didn't manage to complete their primary education as some indicated that they left the country at a young age to join fellow compatriots and fight for independence of the country. Also, the study indicated that veterans with tertiary qualifications had successful IVPs' businesses in line of what they studied at tertiary level.

4.2.3 Employment status of participants

The findings of this study show that four of the six participants are pensioners while two are employed. The study revealed that the participants engage in individual veterans' project activities with the aim to generate income and improve their livelihoods and contribute to national development of the country.

4.2.4 Sources of income of the participants

Most of the participants not only gain their sources of income from their IVPs that are helping them to sustain themselves and their families but also pension as they are above the age of 60. Two participants' income is from their job as public servants. Most of the participants indicated that they work hard to contribute to their livelihoods and that of their family members.

The demographic information of ages of the participants is important in addressing challenges the veterans of the national liberation struggle face in the implementation of their IVPs because, this will help the policy makers in Namibia to consider the ages, the level of education, employment status and sources of incomes when planning adult education programmes that may be implemented to address the educational needs of veterans as per the outcomes of this study. Policy makers and researchers in the country should be able to consider the ages of the veterans when planning how effective adult education will address the needs of the veterans in managing their IVPs businesses. They should consider that veterans are elderly and have wide experience in running their businesses although they are not professionally trained or mentored on business management and entrepreneurship.

The veterans mostly have enough time to run their business day to day activity as they are self-employed and not necessarily bound to other employment. According to the study, most of them were above the age of 60s and retired from employment therefore, they are full time into IVPs

businesses. However, the study revealed that the two veterans who were below 60 years were the ones whose IVPs closed and they did not seem to intend reviving their businesses on their own. They wished the Government of the Republic of Namibia to fund them again to open their businesses. This showed that the elderly veterans are more committed to their businesses and showed more interest in their businesses to grow.

4.3 The stories of the six participants

4.3.1 Ndali' story

Ndali is one of the vibrant veterans of the national liberation struggle who took part in the study. She was born in 1953 in the northern part of Namibia. Ndali is easily approachable, beautiful dark in complexion with a slim body who has a kind heart and smiley face. She was a calm and reserved person when the researcher met her. However, she welcomed me wholeheartedly and openly to talk about her life and experience she had as a veteran and her IVP. Apart from telling me about her life, she also spoke about how she assisted people who are in need, especially young students who are unable to meet their daily needs at varsity. *"I have been helping people especially the youths and at one point, I employed two students at my pharmacy to help them financially"* she said with a smile on her face. She further stated that she has a social responsibility hence she often gets involved to help those that are struggling especially that are unable to feed themselves and their loved ones.

During the interview, she continued narrating her journey of being a combatant and where she is today. Ndali joined the liberation struggle in Angola over 50 years ago where she met her husband and married in 1979. Although, her mission to go in exile was to go fight and liberate her beloved country, Namibia, she received the opportunity to study pharmacy while in exile. After Namibia gained its independence, she was one of the Namibian returnees and she was employed by the Ministry of Health and Social Services and later she went to work for Namibia Institute of Pathology (NIP). She further indicated that she resigned and went to venture into the business of owning a community pharmacy in the city centre of Windhoek. Ndali indicated that the decision she took was not an easy decision due to lack of funding. Also, she indicated that when the Ministry of Veterans Affairs by then established funding for IVPs of the veterans, she was already in the process to have the pharmacy opened however she was struggling with funding.

The Ministry of Defence and Veterans Affairs funded her with N\$ 200,000.00 which made a great impact in creating her IVP business. She said she is grateful that she contributed positively to employment creation among the youths, and her business is giving back to the community. She also said that prompting her to open the pharmacy was her wish and one of the Doctors requested her to open her proposed pharmacy nearby their clinic to serve the patients that are treated from the clinic at that time.

Since then, she was motivated to have her business opened in that vicinity. Unfortunately, the clinic closed, and the rental of the premises went very high, such challenges have affected her business. However, she indicated that she won't give up on her business as she has a social responsibility to serve her community and anyone that needs help from her as an entrepreneur. She also indicated that, as the owner of the community pharmacy, she ensured her employees, supplies and rent of the premises were paid. At the end of the interview, the researcher learnt that Ndali has legs problem, she indicated that she has health issues related to her joint pain on her back and legs sometimes *"having pain doesn't stop me to do my job unless I am no longer be able to do anything at all"* She also indicated that *"I am grateful that I have my subordinates that are assisting me in providing effective services our clients on daily basis"*.

After the interview, Ndali and the researcher went around the Pharmacy for her to showcase the pharmacy. The pharmacy is in the city centre close to a government office's park. The clients were coming in and out to buy or just checking for medicines or other products offered by the pharmacy. They had two Assistants at the tills and one pharmacist on board who was assisting clients with their prescriptions. There was one man who volunteered with cleaning outside as it was indicated by the owner of the Pharmacy *"the man you see outside he comes often just to volunteer and clean especially when he needs money or food, but he is not employed here but I just help him out of generosity. God created me with a gift to give"*.

4.3.2 Seb's story

Seb was born in the far northern part of Namibia in 1955 at Oneeya. He is a father and family man who is married in 2000. Seb is of middle height and dark in complexion with a friendly soul. He was very accommodative and happy to share his story about his life and his IVP journey with me. Through our engagement, I realised that Seb was outspoken, however he told me that he has not

been well for some time although he looked fit that day. He served as a Commissioner of the Namibian Police before he resigned and joined entrepreneurship by opening his business's door in 2011. Seb is a war veteran who owned a mechanical and engineering training centre in Windhoek. When he approached the Ministry of Defence and Veterans Affairs for IVP funding and he was funded N\$ 200, 000.00. He said he came up with this business to support the youths that dropped out of schools or those that did not get the opportunity to enrol to further their studies.

The institution is registered with the National Training Centre and the Ministry of Mine and Energy in the country. Hence, the diesel mechanical courses offered by the institution are certified and recognised in the country. However, Seb stated that the current curriculum is phasing out as the centre is introducing a new curriculum with new courses to accommodate auto- mechanics. He said it is a challenge to obtain a large enough venue and new equipment to accommodate the criteria set for the new curriculum for the courses. Also said he added that they have 44 students for level 2 to 3 however when it comes to the in- service training that the students have to go for job attachments is a problem as students struggle to find placement. Nonetheless the business owner further indicated that, after completion of their courses, some graduates go on to open their mechanical workshops and at the same time they employ fellow graduates while some graduates go to work in private and public sectors. Seb said, *"I am happy that our graduates create job opportunities for the youths who don't have jobs"*. He further said, *"Our graduates are self-employees, they are not on the streets nor that they are suffering because they have their own jobs, and I am indeed proud of them"*.

Through observation, the researcher was taken to the workshop where the students and the instructors operate, the venue looks bigger however the mechanical instruments in the workshop used up almost the whole space, but the area is conducive to operate as it is in the industrial area and far from the locations and city centre. Also, the centre has two assistants who assist the manager of the business with administrative activities of the office.

4.3.3 Pedu's story

Pedu is a war veteran who is a retired soldier; she worked for the Namibia Defence Force. She is an Oshiwambo speaking woman who was born in Onekwaya West in the northern Namibia. She is a lovely woman who has a heart of a mother, very passionate about others and outspoken in a

calm manner. Pedu is married to a fellow veteran and former soldier of Namibia Defence Force with three children, one girl and two boys who are all employed. She indicated that her daughter is married and lives in United Kingdom, and she hardly comes to visit them but communicates through social media. Hence, Pedu expressed that she is indeed getting support from her family, her husband and the boys are involved in the business.

She is currently managing her IVP business for poultry farming in Windhoek; she sells chicken, chicks, and eggs countrywide. She said *“when I started my business I was struggling. It was not easy in the beginning however the project is going well apart from challenges of chicken feeds that are expensive, also chicks they die a lot but grown chicken hardly die. So far, I have 720 grown chickens”*. She further stated that she produced about 250 eggs and 200 chicken countrywide where she transports them to Walvis Bay, Otjiwarongo and Windhoek depending on the clients where they are based.

She added that the profits she makes from the business help her and the family a lot especially in paying their utility bills such as water and electricity and support their business as they have two workers who assist them in the farm. Hence, she is asking for help for assistance from the Government on chicken feeds. She indicated that one bag of chicken feed is N\$ 500.00 and it's not sufficient for the chicken and chicks at all. She further expressed that *“I am a hard-working person hence the Government should consider supporting veterans that are working hard to improve their livelihoods through their income generating activities”*. *“Another good thing I appreciate is that I learnt so much in running this business, at the beginning I didn't have any skills about the business but now I know what to do”*. I learnt from her that she loves doing business and hardly give up on her business despite her closure of her first business on transportation, she came up with another business on poultry farming.

By observation, the business area is good and just in the yard of the homestead, the location is quiet and safe for poultry farming. The animals were not exposed to danger or the sun either. The animals looked well taken care of. Also, what assume me was that the veteran kept her old two vehicles that she was using for her transportation business before she changes her business to poultry farming when she realised that the first business was not making a profit as expected but a loss. The two vehicles were parked in the open shaded parking at home.

4.3.4 Niita's story

When the researcher approached Niita, she found her at her house in the vicinity of Katutura. She was very friendly, relaxed but not free to speak with me. She indicated that she was worried about sharing information about her life with me. *"Where will that information be going again?"* She asked. However, the researcher explained to her once more why she was doing the research and wanted to have an interview with the veterans including her. Niita is a war veteran who is working in the Namibia Police Force as a police officer. She told me that she was born in 1964 at Uukwaluudhi in the northern part of Namibia. She continues stating that she grew up in the village however, at the age of 14 years, she joined other fellow youths in the liberation struggle to fight for freedom of their motherland hence they run away from home and went into exile in Angola.

As young as she was and a girl by then, she didn't continue with school but trained and deployed as a soldier until 1989 when they returned home when the war ended between Namibia and South Africa. She also shared that, after independence, she got employed in the Namibian Police Force and later got married in 1995. Her life continued and after the Ministry of Veterans Affairs was created and Niita was one of the veterans who submitted their application to be funded for their proposed IVP business. She admitted that she was awarded funds in 2011 for her IVP which was on transportation. She said *"I had a taxi business to transport around Windhoek, but the business closed. The car broke down and I didn't have money to maintain the car. The problem I had with the taxi was, I was cheated by the guy I hired to drive my taxi. I was not making a profit and when the taxi broke down, I didn't fix it due to lack of funds. I think I didn't understand how to run a business, I got the funds and bought a vehicle hoping to bring income to support my family, but I didn't gain anything out of the business"*.

Through my observation, there was not any sign of business going on nor did any vehicle display to show that there was a taxi used for transportation. However, Niita indicated that, the vehicle was destroyed thus it's no longer there.

4.3.5 Meita's story

Meita is one of the youngest veterans who participated in the study. She was reserved, quiet and looked like she had mixed thoughts of not being sure whether to trust me when the researcher

visited her for the interviews. At the beginning, she only spoke when asked her; however, after the researcher explained the purpose of the study and how safe it was with her information shared with me, she at least started to speak with confidence. Meita is a beautiful light in complexion woman who is a bit tall. Her tone of her voice is soft but clear. She told me that she was born in 1969 at Odibo and grew up in the same village.

As young she was in the 1980s, she fled the country with some other Namibians to Angola to join other liberation freedom fighters for independence of their beloved country, Namibia. In 1989, she came home with other returnees as the war ended. Upon returning home, she had a privilege to be employed by the Namibian Defence Force. She is also indicated that she is a family woman who got married in 1999. She pointed out *“although, I am employed, my catering business closed due to COVID-19. I am not sure if I will re- open the same business or just let it be. The problem is there is no support from the Ministry of Defence and Veterans Affairs to help those who are trying to run their IVPs, no business training or extra funding”*.

After the interview, there was not any sign of business operating. She stated that there were no clients to support her business as her business depended on the requests from the clients. Meita also stated that her catering business was getting good tender to provide service to events such as birthday parties, wedding, and other functions. She also didn't indicate whether she is intending to re- open the business nor that she wants to re-strategise and open a different business.

4.3.6 Peter's story

Peter is one of the war veterans who was happy and open-minded man to share his life journey with me through interview. He is energetic and passionate about what he does for his living. The researcher can say he is a businessman as he has passion for business. He was the last veteran to be interviewed as he was out of town. He told the researcher that he is in the process of opening another poultry farm at his village in the north hence he was out of town, and the researcher waited for him to come back. The reason the researcher waited for him was to hear his story, especially on his IVP. Peter told me that he was born in 1955. However, by looking at him, he looks young and fit as he is very busy. He further indicated that he grew up in the northern part of Namibia before he left the country to join the liberation struggle for Namibia to get independence. He didn't

even get a chance to go to school or study. He said, *“The time of war was a bitter and hard time of my life journey, many of my compatriots lost their lives and some of them became disable”*.

After Namibia got independence, Peter was fortunate to get employed by the Namibia Defence Force until his retirement. He was also fortunate to be funded for his IVP in 2012. Peter established his business while he was working as a soldier. He stated that *“I have an accommodation business that I have been managing near the University of Namibia which mostly caters for the University students. The business has been going well and grew, currently it has 5 bedrooms. However, during the COVID-19 lockdown, and my business went down as people were struggling to pay for accommodation but now it has recovered again”*.

Peter also indicated that, through his accommodation business venture, he managed to open another business in 2013 venturing in poultry farming. He indicated that *“I have a poultry farming in Greenwell Matongo, Katutura where I grow chicken and eggs for selling purposes”*. Peter stated that his poultry farming was hit by the COVID-19 strict measures where he was locked down in another town for the period of 3 months. The time he came back to his business, the chicken had died, and no one was there to take care of the chicken. Peter said, *“It was difficult for me to restart my business and I am thinking of focusing only on growing chicks and selling them while young since growing chicken is difficult to maintain because the chicken feeds have become very expensive too”*.

Through observation, the accommodation rooms looked well taken care of as he indicated that he has workers that help him to manage the accommodation facility. The people that rent at the facility were not around as most of them were students as were all gone for classes. On the poultry farming site, there were one man who is employed to take charge of the poultry farming. By observation at the poultry farming, it was indeed affected by COVID-19 restrictions as there was not much going on the farm.

4.4 Presentation of results based on the developed themes

As mentioned earlier, the data was obtained through semi-structured interviews and observations and the results presented below are based on the themes drawn from the veterans who took part in the study's responses. The following are the themes that emerged from the study:

4.4.1 The challenges the veterans of the national liberation struggle face in the implementation of their IVPs

The findings of the study revealed the following challenges experienced by the veterans of the national liberation struggle in the implementation of their IVPs in Windhoek:

Space for business operation: the results based on the space for businesses operation is a challenge for the veterans as most of the participants indicated that they do not own land or premises to operate their businesses. Due to this, they are mostly renting places to run their funded IVP businesses. It was expressed by Ndali that *“despite the fact that IVP funding has played a big role in my life after I opened a pharmacy, my business is operating in a rented place within a complex and my landlord has been looking for a buyer to buy the whole complex”*. She further added that *“my fear is that once the premises is bought, my pharmacy may close down as the new owner will decide what she or he wants in the complex”*.

Another participant who is identified as Seb in the study raised concern about his workshop premises where he is renting for his business. The business opened after he was funded for his IVP in 2011. This participant has a Vocational Training Centre which is registered with the Namibia Training Authority (NTA), the organisation that regulates all the vocational institutions in the country and is fully recognised by the Ministry of Higher Education. He expressed his dismay that *“our training centre has a small space and is unable to accommodate many students”*. He added *“today, we have new 44 students for level 2 and level 3 and the centre have 6 employees including the owner. This means the numbers of students is growing but the space for the workshop to accommodate them is small”*.

Lack of financial support: Another challenge that was raised in the interviews by the participants was lack of financial support to sustain their IVPs because most of the IVPs are struggling financially. Some indicated that ever since their IVPs were funded at inception, they had never got extra funding to keep the business running efficiently as their incomes are insufficient to settle all the business needs of the IVPs. Thus, the participant identified as Meita in the study expressed that *“my IVP has closed down last year due to lack of finances.”* She continued by stating that *“I opened my catering company in 2013 of which was successful however it was affected by COVID-19 restriction measures last year 2021, I ended up not receiving clients to cater for events”*.

Another participant named Peter in the study expressed his dismay that his poultry farming that he opened in 2013 had also closed as a result of COVID-19 in 2021 and he is trying to revive it. However, *“I am struggling with finances and chicken feeds are expensive”* he added. Another veteran who was interviewed and identified as Niita stated that *“I came up with a business of a taxi transportation in 2011 after I received my IVP funding”*. However, the veteran continued to explain that *“my project was a taxi for transporting people in the vicinity of Windhoek, in the process the project closed down as the vehicle broke down and no money to maintain it”*.

Based on the results of the study, some veterans' IVPs have closed due to financial challenges, and they recommend that the Government intervenes to support those that are willing to revive their IVPs. One of the participants in the study named Ndali whose IVP was founded in 2011 pointed out that *“I have a big business of a pharmacy but financially it's draining unlike before. I wish I could get support to complement the business. I have employees and I buy medicines and sell to the clients with the aim to have a healthy nation”*. Thus, the participant wishes, if possible, the Government to support her efforts with a fund to manage her business operation.

Lack of skills in managing IVPs: According to the results of the study, four out of the six veterans who took part in the study had only primary education. Also, all the participants have indicated that they never went through training courses or mentorship programmes to educate themselves about how to manage a business or just any educational programme to accommodate their needs with regards to IVPs or their lives as business owners. For this reason, some of the IVPs have closed due to misappropriation of resources or lack of skills and knowledge in business management.

One of the veterans who was interviewed identified as Pedu indicated that *“initially, I implemented a project venturing in transportation where I bought two taxis and put them on the road in 2012. However, my business failed because I started making a loss as the driver was dishonest when it comes to giving me money he worked for the day”*. She further highlighted that *“due to lack of skills and inexperience in managing a business, I diverted my IVP from transportation to poultry farming which is doing well”*. Through observation, I found two vehicles abandoned in an open garage at the veteran's residence. Upon further inquiries, the veteran indicated that due to lack of experience in the transportation industry, she didn't know what to do with the vehicles as she has

diverted her earlier IVP into poultry farming where she has a total of 500 chickens and 300 chicks for business now. *“I even learn the types of medicine to administer to the chicken or chicks when sick as I had been longing to be trained”* Pedu said with a smile.

It is also notable that the transport related projects have reported that the taxis were involved in road accidents, and they failed to maintain the taxis thus the projects ceased operations. Most veterans expressed their disappointment of not having basic knowledge on how to run their IVPs. Also, they indicated that they were not consulted when the projects were introduced so they could share their expectations or needs. Hence, they claimed they need training and development for mentorship on adult education programmes specifically on business management and project management to help the veterans gain new skills and knowledge for successful IVPs implementation.

4.4.2 The educational needs of veterans of the national liberation struggle regarding the IVPs

Based on the results of the study, the veterans of the national liberation struggle who participated in the study indicated that they have educational needs and urged the Ministry of Defence and Veterans Affairs to consider assisting them with mentoring or training programmes as they are managing their IVPs without proper education or training. Training and development came out strongly as the educational needs for the veterans so that they could manage their IVPs better. These are the entrepreneurs who are managing their businesses of IVPs with no proper guidance from the business point of view. Thus, Barkhuizen and Bennett (2014: 298) claimed “entrepreneurs within the Namibia environment are individuals who, due to knowledge of the surrounding markets and unemployment, embark on initiatives to create their own business to make a living”. Therefore, the findings from the study revealed that training and development are required in the lives of the respondents who are entrepreneurs to help them in managing their businesses effectively.

According to Fitzgerald (1992: 81), training is the acquisition of knowledge and skills for the present while development is also the acquisition of skills and knowledge for long-term effects. For the veterans of national liberation struggle to implement their IVPs businesses success they need training as per their personal development needs to be attained. Similarly, Rodriguez and Walters (2017: 207) cited in Nassazi (2013) defined training as “planned and systematic activities

which are focused on enhancing the level of skills, knowledge and competency”. Hence, training and development are not only focused on enhancing knowledge, skills and attitudes, Rodriguez, and Walters (2017: 207) cited in Nassazi (2013) argue that it also increases the morale, confidence, and motivation of personnel. For this reason, most of the respondents indicated that the Government of the Republic of Namibia should make a provision for them to enrol for short courses for personal development as per their educational needs.

One of the participants identified as Pedu expressed that *“the government should not abandon us, yet we are putting too much effort in these businesses, at least we must be given funding for training so that we can be well equipped and have confidence in what we are doing”*. Another participant who is identified as Meita also urged that *“running a business is not easy, the world is evolving too thus I need training in courses that I can acquire skills and knowledge to implement my IVPs as expected”*. Another participant identified as Ndali stated that *“Yes I have a tertiary qualification, I am a professional however that won’t make me an expert in the implementation of my IVP therefore, and I need further development of learning in other areas that will help me to do better in my business”*. Furthermore, some of the veterans who participated in the study indicated that they discontinued their IVPs when they observed that their IVPs were not yielding results as expected. Hence, once the veterans undergo training courses and mentoring for personal development they may be empowered and motivated to find ways to maintain their IVPs.

Therefore, Likando *et al.* (2016: 75) expressed that the educational needs of Namibian adults today require provisions which respond to their situations and could potentially support them to develop their individuals’ potential which will help them to contribute to their economic or social needs. Their involvement in attending training, mentoring programmes, meetings, or workshops related to their educational needs may improve opportunities for the veterans of the national liberation struggle to be more successful in implementing their IVPs.

4.2.3 Adult education strategies may address the educational needs of the participants in the study.

The results of the study presented that most of the veterans of the national liberation struggle who participated in the study would want to upgrade their skills, knowledge, and competencies for them to be able to cope with the ever-evolving world of work. UNESCO (2016: 6) defines adult education as “the entire body of learning process, formal, non-formal and in-formal, where those

regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, to fulfil their interests and benefit the communities in which they live”. Hence, education and development courses for mentorship programmes for the veterans would be appropriate for their IVP implementations. Freire (1984) as cited in Saepudin *et al.* (2019: 65) states that “education is the practice of freedom of means by which men and women deal critically and creatively with reality and find ways to engage in the process of transformation in their world”. Correspondingly, Harkema and Popescu (2015: 218) claim that when entrepreneurship programs are offered to a group of adult learners, the following principles should be considered:

- **Adult learning is selective:** The veterans of the national liberation struggle are adults who intend to learn what is expected of them as per their educational needs for their IVP businesses.
- **Adult learning is self-directed:** As was indicated above, the veterans have their needs, therefore, they take responsibility for their own learning. Similarly, Rubenson (2011: 53) as cited in Harkema and Popescu (2015: 218) state that Malcolm Knowles defined self-directed learning as “a process by which people identify their learning needs, set goals, choose how to learn, gather materials and evaluate their progress”.
- **Many adult learners have been away from formal schooling for many years and may have had negative experiences with schools:** In the case of the veterans, these are people who have a background of coming from war. Most of them left school a long time ago, whereas some did not even attend formal school in their lives. However, they are business-minded and making a difference in their lives as they are into business ventures. For this reason, the elderly may be coming to the training venues with low self-esteem, so they need a chance to be at the same level with others and to be motivated to excel.
- **Adult learners bring knowledge and experience to the classroom:** The veterans are elderly people who have huge experiences regarding life. These experiences include business and entrepreneurship related ideas. Therefore, one needs to allow them to participate and share their skills and the knowledge of what they know.

- **Adults also have a problem-centred approach to learning and are interested in content that has a direct application to their lives:** The veterans may be only interested in what they want to be trained in or learn, therefore, they may want to see how the course content would help them to address their needs.

On that note, adult education would lead the veterans to engage in different types of adult learning that shapes their knowledge in the successful implementation of their IVPs.

4.5 Experiential learning theory in relation to the war veterans

The findings of this study are in support of Kolb's Experiential Learning Theory which was discussed in chapter two. Experiential learning helps the participants in the study to explore the reality of their lives as they were exposed to situations that they faced and challenged them in the process. Hence, the four stages of the learning cycle used by Kolb in Experiential Learning Theory were indirectly applied by the participants in the study on their IVPs businesses and those stages of learning cycle are; concrete experience, reflective observation, abstract actualisation and active experimentation. Furthermore, Healey and Jenkins (2000: 186) state: the learning cycle indicates how the experience of participants is translated through reflection into the concepts, which in turn are used as guides for the active experimentation and the choice of new experience. Thus, the purpose of applying a learning cycle in any kind of learning is to provide feedback which is the basis of the new action and consequences of that action (Healey and Jenkins, 2000: 186).

The following is application of the four stages of learning cycle responding to the participants' situations in the study by using the two primary axes which is behind the learning cycle to determine how the participants solve the problems encountered with their IVPs implementation Kolb (1984) in Healey and Jenkins (2000: 187) and they are;

Concrete Experience & Reflective Observation: in this phase, the two learning stages are combined, the concrete experience is about the feeling of the veterans while the reflective observation is about the veterans watching or observing at situation. Hence, the researcher can attest that, most of the participants in the study have applied this learning style. The participants seemed to both involve their feelings in their midst of challenges they went through and that they had observed their situations from different angles to find

solution on challenges affecting them as war veterans and their IVPs. Hence, through process, they ended up gathering information to find solutions on their own. The findings showed that most of the participants implemented their IVPs without training for personnel development or necessary skills and knowledge in business management and entrepreneurship. However, with the exceptions of their experiences from the past or that they acquired in the process of the implementation of their IVPs they ended up learning so much in terms of business management.

Based on the findings, the researcher observed that the participants in the study had wide experience about life in general and have gone through challenges with the implementation of their businesses of IVPs. Most of them narrated that they learnt in managing their businesses on their own as time passed by without undergoing training or mentorship programmes to address their educational needs about themselves as entrepreneurs or business-related skills.

This confirmation is made to another participant identified as Pedu who indicated that she orders chicks aged 3 weeks from South Africa every month. However, the chicks died due to cold as they arrived in Windhoek therefore, she wants to focus on selling eggs and chickens only. Also, Pedu further narrated that in the process of managing her IVP business of poultry farming *“I learnt how to administer the medicine to my chicken when they are not well”*. Through these narratives, the participants went through some hardships to maintain their IVPs and through the process they saw possibilities that they intended to initiate to revive and grow their poultry farming businesses. On this basis, as Boz and Dagh (2017:168) argue, “adults especially the elderly people, want to use their experience and knowledge in the learning process actively and be responsible for their own learning” and this is part of experiential learning.

Reflective Observation& Abstract Conceptualisation: based on the findings, the participants showcased their IVPs, their stories showed that some veterans allowed their businesses to close due to challenges that affected them as business owners while some participants worked hard to sustain their businesses through experiences learnt. This is because the participants were at a stage where they reflected on their own experiences with

their IVPs businesses through learning, as such they re- strategise for change in their IVPs business to achieve better outcomes. The following were some of the stories quoted from the participants that showed how they intervened in their business for a change. According to Pedu said that she changed her initial IVP business from taxi transportation to poultry farming as there were no profits generated in the initial business.

Abstract Conceptualisation & Active Experimentation: as per the findings, the learning style was applied in the IVPs implementation at the stage where some participants indicated that, they acted and change their IVPs from their initial proposal or ideas when they realised that the business were not bringing in incomes. These learning styles are applied to bring practical solution by learning from a practical issue to find practical solutions to the problem. One of the participants who is identified as Peter narrated as follows *“I would like to revive my poultry farming business from selling chicks and replace it with the focus of selling chicken because to buy small chicks from South Africa and resell them is a loss as most of them they die upon arrival due to tiredness or by cold”*.

Concrete Experience& Active Experimentation; based on the findings, this kind of learning style was minimal applied in the IVPs implementation by the participants. The participants were not into analysing issues and involving other people for help, but they acted based on their situations and tried to solve the problems threatening their businesses by that time.

4.6 Summary

This chapter presented the results and findings of the study based on the themes that emanated from the research questions and the veterans who had funded IVPs. The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the IVPs in the Khomas region, Namibia. In achieving this purpose of the study, the researcher considered challenges the veterans of the national liberation experienced or are experiencing in the implementation of their IVPs. The qualitative data from loosely structured interviews and observation was analysed using thematic analysis. The following themes were analysed: the challenges the veterans of the national liberation struggle face in the implementation

of their IVPs and the educational needs of veterans of the national liberation struggle regarding the IVPs. Also, the findings of the study revealed that experiential learning theory that was employed in this study as presented in chapter two, is supported by the findings of the study. The participants indicated that through experience of what they knew and learnt through the implementation of their IVPs, they tried to handle challenges faced without any coaching, mentorship, or training on IVPs or business management in general.

CHAPTER FIVE

5. Summary of the findings, conclusions and recommendations

5.1 Introduction

This chapter summarises the findings, presents the conclusions of this qualitative study and the recommendations based on the findings. The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region of Namibia. The data was obtained from the participants, using a narrative approach, by way of semi-structured interviews. At the same time, the researcher also carried out observations on IVPs of the participants. This was in order to confirm what was said by the participants regarding their IVPs. Below are the themes that will be discussed in the findings:

- The challenges the veterans of the national liberation struggle face in the implementation of their IVPs.
- The educational needs of veterans of the national liberation struggle regarding IVPs.
- How adult education strategies can address their educational needs.

5.2 Summary of the findings

5.2.1 The challenges the veterans of the national liberation struggle face in the implementation of their IVPs.

Lack of skills development to manage IVPs: The Government of the Republic of Namibia “provides a variety of projects for veterans to choose from and assists the Veterans’ Board to approve funding of projects that are viable in line with regional economic development goals”. However, the findings of the study revealed that participants in the study are faced with numerous challenges that hinder the progress of implementing and managing their IVPs. The study further revealed that veterans who are the business owners of their IVPs were operating with no skills or knowledge in terms of business management and entrepreneurship. As per the Veterans Act of 2008, section 35(3) the Veterans’ Board authorises payment for the cost of any skills training for veterans in relation to IVPs funded or for training.

Lack of space for IVPs operation: The space for business operation is a challenge for the veterans interviewed as most of the participants in the study indicated that they do not own premises to operate their businesses. Some of the participants expressed distress regarding space to operate their IVPs, since most of them are renting premises where they operate their businesses from and again, they indicated that renting costs are high.

Lack of financial support: Based on the findings of the study, veterans who participated in the study voiced their concerns that they had the challenge of inadequate funds to finance their businesses operations. Some of the participants specified that ever since their IVPs were funded at inception, they had never got extra funding to keep the businesses running efficiently as their incomes are insufficient to settle all the business needs of their IVPs.

5.2.2 The educational needs of the participants in the study

Based on the findings of the study, the veterans of the national liberation struggle who participated in the study indicated that they have educational needs and urged the Ministry of Defence and Veterans Affairs to consider assisting them with mentoring or training programmes as they are managing their IVPs without proper education or training. Training and mentorship related to project management and entrepreneurship were the educational needs highlighted by the veterans. This would enable them to better manage their IVPs.

5.2.3 Adult education strategies address the educational needs of the participants in the study

The veterans of the national liberation struggle who participated in the study need to upgrade their skills, knowledge, and competencies for them to be able to cope with the ever-evolving world of work. Thus, adult education strategies would address the educational needs of the veterans hence, the policy makers and technical officials in the Ministry should consult the veterans to who intend to acquire skills and competencies on business management and entrepreneurship.

5.3 Contributions of the study

This study has contributed towards the understanding of the IVPs. These IVPs are one of the benefits to the veterans of national liberation struggle in Namibia. It also contributed to the understanding of adult education, which is identified as one of the programmes that the veterans

can engage in to be equipped with relevant skills and knowledge; benefit from mentorship and acquire competency in their day-to-day business-related activities. The study identified that the veterans were implementing IVPs without the necessary skills as they didn't receive any training or mentorship upon being awarded funds to run their IVPs. The study did not however only focus on Namibia. It also explored other literature to have an understanding of the experiences of war veterans globally. This included countries in the Southern African region, especially how the war veterans were re-integrated into society after being in the war. Some of the projects included imparting skills on entrepreneurship and empowerment through IVPs. These facilitated their transitional process into becoming civilians. There was also focus on how adult education or any other education or learning could help war veterans with their income generating activities in a quest to improve their socio-economic conditions. Through reviewing different literature, the researcher could not identify similar studies that had been conducted before on empowerment of war veterans through IVPs. However, the researcher identified a lot of studies that had been conducted related to war veterans and re-integration into their societies, following the end of the wars.

5.4 Reflection on own learning from conducting the study

The study brought new knowledge in the researcher's life due to the transformation she gained as an MPhil student whose research focus was on exploring the role of adult education in the implementation of IVPs in the Khomas region of Namibia. Though the focus was grounded in Namibia as a country, the study broadened the researcher's skills and knowledge as she read wide literature to understand and gain more knowledge on the research problem. Again, the researcher learnt through narratives of the participants who shared their experiences regarding their real-life situations with her. They shared experiences, including those of them being freedom fighters and how they were managing their IVPs with little experience on project and business management. This taught the researcher that, as aged as the veterans are, they are determined to improve their socio-economic status as veterans by engaging in operationalisation of their IVP businesses for food security and better living standards for themselves and Namibia at large.

However, the study has brought on the researcher, challenges that made the researcher almost give up on the study. Nevertheless, a Samaritan came through who encouraged the researcher to

complete what she had started. One of the challenges she encountered was the COVID-19 pandemic that erupted in 2019 and hit the whole world, Namibia included. However, the researcher managed to conduct the interviews face to face with the participants since COVID-19 measures were no longer as strict as before. Also, the researcher was hospitalised while busy with the research and only later managed to submit transcripts as requested by the University.

5.5 Conclusion

The purpose of the study was to explore and gather rich information on the potential role of adult education in the implementation of the Individual Veterans Projects in the Khomas region of Namibia. The study was qualitative and employed narrative inquiry to explore the research problem. Butina (2015: 190) indicates that narrative inquiry is a form of qualitative research whereby the stories themselves become the raw data. This is so as this form of inquiry includes inquiries that are directed at narratives of individuals involved in the study's experiences. During the study, selected veterans were interviewed to tell their stories related to their life experience on how they manage their IVPs with or without necessary skills. The data was collected using an interview guide through semi-structured interviews and an observation guide for the observations. This was done in order to provide in-depth understanding of the research problem. Furthermore, thematic content analysis was used to analyse the qualitative data, with the purpose of describing data using themes. The themes were created from the research questions as indicated below:

- What are the challenges the veterans of the national liberation struggle face in the implementation of their IVPs?
- What are the educational needs of veterans of the national liberation struggle regarding the IVPs?
- What are the adult educational strategies required to address the war veterans' educational needs?

The study revealed that, although the Government of the Republic of Namibia funded veterans' IVPs, the six veterans who were interviewed were faced with many challenges in terms of implementation of their IVPs. The study further revealed that the six veterans who participated in

the study were business owners of IVPs were operating with no skills or knowledge in terms of business management or entrepreneurship. The study also found that the veterans who took part in the study were facing a problem with space to operate their IVPs and lastly, that they had inadequate funds in sustaining their IVPs. Based on the findings, the practical application of the findings to the society included the idea of curriculum design which will accommodate the veterans' educational needs. Hence, the policy makers in the Ministry should consider incorporating curriculum design which will inform and mentor the veterans on project management and any other related business concepts for successful and sustainable project implementation.

5.6 Recommendations

5.6.1 Training needs analysis on skills development for the IVP funded veterans of the national liberation struggle

- Based on the findings of the study, most veterans lack technical competencies and skills relevant for successful IVP implementation, therefore the research suggests that the Ministry of Defence and Veterans Affairs should conduct Training Needs Assessment among the veterans who had IVPs funded. This would help them to identify the veterans who desire to enrol and undergo skills development courses of their choices.
- The Ministry should solicit funds from the Veterans Board and allocate a budget for training. This would also include development of manuals, facilities and cover costs for the trainers. The training should at least be rolled out to all fourteen (14) regions of the country to cut the cost on transport for veterans and the trainers. This means the veterans who intend to attend the training would be trained in their regions where they live. The Ministry should also develop for veterans, a training manual on training and mentoring veterans on Small to Medium Enterprise (SME) management. The study revealed that the veterans of the national liberation struggle require education and awareness, skills and knowledge, including competencies in managing their IVPs so that they are able to contribute to their livelihood and to the development of their respective communities or the country at large. This would enable Namibia as a country to produce skilled manpower

in line with one of the objectives of the Namibia Vision 2030, which is “to transform Namibia into an industrialised country of equal opportunities, which is globally competitive, realising its maximum growth potential on a sustainable basis, with improved quality of life for all Namibians” (Republic of Namibia, 2004:39).

- Institutions of Higher Learning, specifically the University of Namibia (UNAM), the Namibia College of Open Learning (NAMCOL), the Namibia University of Science and Technology (NUST) and the Namibia Training Authority (NTA) should be engaged in providing technical support. This could be in the form of or in the areas of training, coaching and mentoring programmes for veterans to be skilfully equipped and competent in managing their businesses.

5.6.2 The policy makers in the Ministry of Defence and Veterans Affairs should integrate adult education strategies in addressing the educational needs of the veterans

The purpose of addressing educational needs is to ensure the problems that hinder their progress in the implementation of their IVP businesses are solved through learning. The education would equip the veterans to successfully run their IVPs. The policymakers in the Ministry of Defence and Veterans Affairs should integrate adult education in the implementation of IVPs. This means that, when developing their IVP implementation guidelines, the policy makers should consider customising mainstream adult education in the guidelines as they are working with elderly people. In the future, the Ministry should first consult the veterans before they implement any programme to help the veterans of the national liberation struggle. This would help allow for the veterans to propose and collectively agree upon the objectives and strategies for running the IVPs before they are operationalised.

5.6.3 Financial support for the funded and successful IVP owners

- The Ministry of Defence and Veterans Affairs should make provision for the veterans who are willing to take a small loan at any bank for a period of five (5) to ten (10) years. The loan would assist the veterans to maintain their IVPs or complement the requirements with their resources. As it was raised in the findings, most of the veterans are renting places to operate their businesses. It is difficult for the Government to allocate land to the veterans to

operate their businesses. The Government has initiated a fund to sponsor IVPs with a maximum of N\$ 200,000.00 through the Ministry's Veterans Board. Many veterans have been funded through this. Furthermore, veterans need to be allowed to apply for financial aid at commercial banks with an agreed amount and time frame, depending of the financial status of the veterans.

- The Ministry of Defence and Veterans Affairs should create and document successful IVPs in the country and promote them through media platforms where the veterans of the national liberation struggle are interviewed to tell their successful stories about IVPs through electronic media such as television or any other media platforms. This way, the successful IVPs would be publicly known and supported, be it financially or through any kind of support, by not only by the Government but also any good Samaritans or angel funding. This could include funding from successful businessmen and women in the country. Some of the IVPs are successful and contributing towards the development of the country, aiding in the realisation of vision 2030. However, such IVPs are neither known nor promoted.

5.7 Recommendations for future research

This study identified a few recommendations for future research to allow other researchers to continue exploring more on the role of adult education in the effective operationalisation of IVPs in Namibia. These are listed below:

- The researcher recommends for a study to be conducted to explore further how adult education can be used as a tool for successful implementation of programmes that offer training, mentorship and coaching on skills development for the veterans of the national liberation struggle programmes in Namibia.
- The IVPs programme was initiated with the aim of generating income and improving the quality of lives of the veterans. There is a need for further research to assess the socio-economic impact of IVPs and how it contributes to the veteran's livelihood.

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APPENDIX A: Individual Interview Schedule

The aim of the interview is to gather rich and quality data about Individual Veterans' Projects (IVPs) of the veterans of the national liberation struggle in Khomas region, Namibia. The interview consists of two sections. Section A focuses on basic biographical information. Section B includes questions that will help interviewees to share their IVP stories. The open-ended questions will be asked to the individual and questions may flow from these main questions, depending on the information provided and how well the question prompts the person into sharing their experiences. Hence, there is needs of flexibility in asking questions with intention to allow the participants to share their stories freely and express issues they think are important to them.

Section 1: biographical questionnaire

a) Veterans age (*as at last birth day*)

b) Highest level of education completed

Never attended school		Tertiary education	
Primary education		Vocational education	

Secondary education		Others (specify)	
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c) Current employment status of Veteran

Employed full-time		Unemployed	
Employed part-time		Self-employed	
Casual worker		Others (specify)	
Retired			

d) Main sources of income (*Tick up to three main sources of income*)

Government pension/disability grant / pension grant		Veterans grants (Monthly and improvement grants)	
Employment		Contributions from family members/friends	
Self-employment		Subsistence farming products	
Individual Veterans Projects			

When IVP project started: -----

Section 2: Interview Questions:

2.1 Please tell me about your IVP project and how you experienced implementing the project.

Prompts: challenges; benefits; achievements; key moments/incidents;

2.2 How is your life now different comparing with before you were IVP funded?

Prompts: changes in daily routine, income, attitudes, relationships, knowledge.

2.3 What have you learnt from the project and how have you learnt it? What skills and knowledge would help you to improve the project?

Prompts: learning needs, support received, support needed, formal and informal learning, hopes and plans for future.

APPENDIX B: Observation Guide: Individual Veterans Project (IVP)

This guide will be used by the researcher to assist in collecting data. The outcomes of observation guide in data collection will help to interpret her data collected based on what she has seen and heard concerning the implementation of IVPs of the veterans of the national liberation struggle.

The following questions are not meant to be asked the participants during observation. However, they are set to help the researcher when observing and trying to relate to what she got from the participant during the interviews.

Veteran Number: _____

Date: _____

Item	Observation	Comment
Is the project actually operating or not?		
What is the status of the project?		
Where is the project located? Is the environment conducive to operate for a project?		

Does the project generate income? If so, how does it generate income?		
Are there employees employed to run the project? If so, how many are they?		
Are there possible opportunities for the project to expand?		
What are the threats to the project?		
What resources are available to support the project?		

APPENDIX C: Consent form of participants



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**STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH**

Dear Veteran of the liberation struggle,

You are invited to take part in a research project. Please take some time to read the information below which will explain the details of this research project.

Please feel free to contact the researcher about any part of this project that you do not fully understand. It is very important that you are completely satisfied that you clearly understand what this research is about and how you could be involved.

Your participation is completely voluntary, and you are free to decline to participate. In other words, you may choose to take part, or not. Saying no will not affect you negatively in any way whatsoever.

You are also free to withdraw from the study at any point, even if you do agree to take part initially.

The Research Ethics Committee: Social, Behavioural and Education Research at Stellenbosch University has approved this study (**Project ID #: 23945**). We commit to conduct the study according to the ethical guidelines and principles of the South African Department of Health Ethics in Health Research: Principles, Processes and Studies (2015).

1. WHO IS CONDUCTING THIS STUDY?

This research study is conducted by **Nahenda Saima Nangaku** from the **Centre for Higher and Adult Education** at Stellenbosch University.

2. WHY DO WE INVITE YOU TO PARTICIPATE?

You have been invited to take part in this study, because you are a veteran of the national liberation struggle in Namibia whose your project has been funded for more than 3 years and is based in Windhoek, Khomas region. As a result, your project has been in existence for several years and you may have experience in managing IVPs. Also, you may be able to tell rich stories to the researcher about your achievements, challenges concerning your IVPs. In order to understand the potential role of adult education, it is important to first understand how (or if) IVPs have enabled the transition of the veterans of the national liberation struggle into society. This will allow the researcher to identify gaps that could potentially be addressed by adult education. Above all, you will be interviewed with your consent.

3. WHAT IS THIS RESEARCH PROJECT ABOUT?

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Since the Ministry of Defence and Veterans Affairs has the mandate to initiate, promote and implement projects and programmes which address the socio-economic needs of the veterans. The Individual Veterans Projects (IVPs) were initiated to assist veterans to generate income, improve their livelihoods and those of their families as well as contribute to the national economic growth through employment creation. Therefore, the purpose of conducting this research is to gather rich information on the potential role of adult education in the implementation of IVPs for veterans of the liberation struggle. Also, the researcher will intend to understand how IVPs have impacted the veterans of the national liberation struggle to transition from being in war to becoming civilians and being part of the society after being engaged in the implementation of their IVPs.

Also, scholars from various countries have found that a lot has been done to reintegrate war veterans into society. However, there is a lack of relevant research related to war veterans and the role of adult education in improving the livelihood of the veterans through income generating projects in African contexts, especially Namibia as a country. Thus, the researcher states that the study could contribute to this by understanding how adult education might improve on the implementation of IVPs, as adult education goes beyond providing trained people with skills and knowledge required to implement and maintain the projects. However, adult education could empower them to take and implement decisions that affect their livelihood positively.

4. WHAT WILL BE ASKED OF ME?

If you agree to take part in this study, you will be asked to participate in the face- to- face in-depth interview, which will last no longer than one hour with few breaks as required by the participant. The interview will consist of loosely structured open ended questions to help the participant to share his or her stories freely and express issues with regard to the implementation of IVPs. The interview will be recorded using an audio taping device, to assist in the analysis of the data after the interview. If it is possible to conduct the interview in person a suitable time and location will be agreed prior to the interview between the participant and the researcher. Again, the researcher will request you to allow her to observe your IVP to help her to gather rich data in terms of what is seen and what is being said by you as a participant concerning the situations on the ground.

5. ARE THERE ANY RISKS IN MY TAKING PART IN THIS RESEARCH?

Covid- 19 pandemic has imposed health risk to human lives in the World, therefore the Government of the Republic of Namibia has put up Covid- 19 regulations that every person has to adhere to prevent the spread of the virus. Therefore, participants and the researcher in this study have to adhere to the current regulations of wearing masks, hands' sanitising and social distancing when conducting interviews. As a researcher, I will conform to these regulations and the setup of the interviews will be in an open space for ventilation, whereby we will all still wear masks and be 2meter apart from each other with the participant. Also, the participants would be asked if they were in contact with a case of covid-19 or if they have any symptoms before the interview is scheduled. If the answer to these two questions is yes, the interview will be postponed to be conducted after 7 days.

6. WILL I BENEFIT FROM TAKING PART IN THIS RESEARCH?

There will be no direct benefit in taking part in the study however the information you provide will contribute to the body of research with regard to the role of adult education in the implementation of IVPs in Khomas region, Namibia. Adult education might improve on the

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implementation of IVPs as adult education goes beyond providing trained labour force with skills and knowledge required by the war veterans to implement and maintain their projects but to empower them to take and implement decisions that affect their livelihood positively. The findings of the study might benefit the war as they allow policymakers in the Ministry of Defence and Veterans Affairs to integrate adult education in the implementation of IVPs. The war veterans who have not yet received the funds for their projects may take lessons from current beneficiaries in terms of successful projects and challenge fellow war veterans with projects experienced. The recommendations from the study could help war veterans involved in the future IVPs.

7. WILL I BE PAID TO TAKE PART IN THIS STUDY AND ARE THERE ANY COSTS INVOLVED?

Your participation is entirely voluntary and you are not going to receive any monetary compensation for participating in this study.

8. WHO WILL HAVE ACCESS TO MY INFORMATION?

Any information you share with me during this study will be protected. The only persons who will access the documents and listen to the recorded interviews are me and my university supervisor. We will be using pseudonyms and codes to ensure participant confidentiality. All documents and recorded interviews will be stored in a secure place such as a locked drawer and any computer documents will be password secured. Following the completion of the research studies, the data will become confidential waste and disposed of appropriately. The report will be kept for use by future students and University staff members. The information collected for this study will not be used for future publications.

9. HOW DO I MAKE CONTACT WITH THE RESEARCHERS?

If you have any questions or concerns about this study, please feel free to contact the researcher, (Nahenda Saima Nangaku at 24509477@sun.ac.za), and/or the study supervisor (Prof. Peter Rule at prule2015@sun.ac.za).

10. RIGHTS OF RESEARCH PARTICIPANTS

If you have questions, concerns, or a complaint regarding your rights as a research participant in this research project, please contact Mrs Clarissa Robertson [cgraham@sun.ac.za; (+27) 021 808 9183] at the Division for Research Development.

DECLARATION OF CONSENT BY THE PARTICIPANT

As the participant, I declare that:

- I have read this information and consent form, or it was read to me, and it is written in a language in which I am fluent and with which I am comfortable.
- I have had a chance to ask questions and I am satisfied that all my questions have been answered
- I understand that taking part in this study is voluntary, and I have not been pressurised to take part.
- I may choose to leave the study at any time and nothing bad will come of it – I will not be penalised or prejudiced in any way.

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OPTIONAL SECTIONS TO INCLUDE IN YOUR CONSENT FORM WHERE APPLICABLE

Permission to have all anonymous data shared with journals:

When this study is finished, we would like to publish results of the study in journals. Most journals require us to share your anonymous data with them before they publish the results. Therefore, we would like to obtain your permission to have your anonymous data shared with journals.

Tick the Option you choose for anonymous data sharing with journals:

I agree to have my anonymous data shared with journals during publication of results of this study

☐

Signature_____

OR

I do not agree to have my anonymous data shared with journals during publication of results of this study

☐

Signature_____

Permission for sharing data/information with other investigators:

In order to do the research, we have discussed, we must collect and store [*describe the raw data that will be collected and stored*] from people like you. Once we have done the research that we are planning for this research project, we would like to store your information for further research to be done in the future. Other investigators from all over the world can ask to use your data in future research [*please indicate if the data will be transferred from South Africa, where the data will be stored and who will have access to the data*]. To protect your privacy, we will replace your name with a unique study number. We will only use this code for data/information about you. We will do our best to keep the code private. It is however always possible that someone could find out about your name, but this is very unlikely to happen. Therefore, we would like to ask for your permission to share your data/information with other investigators for future, related research.

Tick the Option you choose for sharing your data/information with other investigators:

I do not want my data to be shared with other investigators

☐

Signature_____

OR

My data may be shared with other investigators for further analysis and future research in a field related to ... [*describe the field of your study*]

☐

Signature_____

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- I agree that the interview with me can be [audio-recorded].

By signing below, I _____ (*name of participant*) agree to take part in this research study, as conducted by _____ (*name of principal investigator*).

Signature of Participant

Date

DECLARATION BY THE RESEARCHER

As the **researcher**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition, I would like to select the following option:

<input type="checkbox"/>	The conversation with the participant was conducted in a language in which the participant is fluent.
<input type="checkbox"/>	I did/did not use an interpreter. (If an interpreter is used then the interpreter must sign the declaration below.)

Signature of Principal Investigator

Date

Signature of Interpreter (if applicable)

Date

REC: SBE_General ICF template_December 2021

APPENDIX D: REC approval letter**CONFIRMATION OF RESEARCH ETHICS APPROVAL**

REC: Social, Behavioural and Education Research (SBER) - Initial Application Form

3 August 2022

Project number: 23945

Project Title: Exploring the potential role of adult education in the implementation of IVPs in the Khomas Region, Namibia

Dear Ms NS Nangaku

Identified supervisor(s) and/or co-investigator(s):

Dr N Tshuma, Prof PN Rule

Your REC: Social, Behavioural and Education Research (SBER) - Initial Application Form submitted on 13/06/2022 09:14 was reviewed and approved by the Social, Behavioural and Education Research Ethics Committee (REC: SBE).

Your research ethics approval is valid for the following period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
3 August 2022	2 August 2023

GENERAL COMMENTS PERTAINING TO THIS PROJECT:

Section 5.15: The researcher should remember to include contact details of the person who is going to provide counselling in the consent form. [ACTION REQUIRED]

INVESTIGATOR RESPONSIBILITIES

1. Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.
2. Your approval is based on the information you provided in your online research ethics application form. If you are required to make amendments to or deviate from the proposal approved by the REC, please contact the REC: SBE office for advice: applyethics@sun.ac.za
3. Always use this project ID number (23945) in all communications with the REC: SBE concerning your project.
4. Please note that the REC has the prerogative and authority to ask further questions, seek additional information, and monitor the conduct of your research and the consent process, where required.

RENEWAL OF RESEARCH BEYOND THE EXPIRATION DATE

You are required to submit a progress report to the REC: SBE before the project approval period expires if renewal of ethics approval is required.

If you have completed your research, you are required to submit a final report to the REC: SBE to close the active REC record for this project.

Project documents approved by the REC:

Document Type	File Name	Date	Version
Research Protocol/Proposal	nangaku research proposal	14/10/2021	version 1
Proof of permission	approval form ED	26/10/2021	version1
Informed Consent Form	new SU HUMANITIES Consent form template (1)	22/04/2022	version2
Default	my response on the comments	25/04/2022	version1
Default	mitigation strategy on covid- 19	25/04/2022	version1
Budget	coste related	05/05/2022	version1
Data collection tool	Interview Guide1	05/05/2022	version1

Principal Investigator Responsibilities

Protection of Human Research Participants

As soon as Research Ethics Committee approval is confirmed by the REC, the principal investigator (PI) is responsible for the following:

Conducting the Research: The PI is responsible for making sure that the research is conducted according to the REC-approved research plan. The PI is jointly responsible for the conduct of co-investigators and any research staff involved with this research. The PI must ensure that the research is conducted according to the recognised standards of their research field/discipline and according to the principles and standards of ethical research and responsible research conduct.

Participant Enrolment: The PI may not recruit or enrol participants unless the strategy for recruitment is approved by the REC. Recruitment and data collection activities must cease after the expiration date of REC approval. All recruitment materials must be approved by the REC prior to their use.

Informed Consent: The PI is responsible for obtaining and documenting affirmative informed consent using **only** the REC-approved consent documents/process, and for ensuring that no participants are involved in research prior to obtaining their affirmative informed consent. The PI must give all participants copies of the signed informed consent documents, where required. The PI must keep the originals in a secured, REC-approved location for at least five (5) years after the research is complete.

Continuing Review: The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is the PI's responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. Once REC approval of your research lapses, all research activities must cease, and contact must be made with the REC immediately.

Amendments and Changes: Any planned changes to any aspect of the research (such as research design, procedures, participant population, informed consent document, instruments, surveys or recruiting material, etc.), must be submitted to the REC for review and approval before implementation. Amendments may not be initiated without first obtaining written REC approval. **The only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

Adverse or Unanticipated Events: Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research-related injuries, occurring at this institution or at other performance sites must be reported to the REC within **five (5) days** of discovery of the incident. The PI must also report any instances of serious or continuing problems, or non-compliance with the REC's requirements for protecting human research participants.

Research Record Keeping: The PI must keep the following research-related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence and approvals from the REC.

Provision of Counselling or emergency support: When a dedicated counsellor or a psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

Final reports: When the research is completed (no further participant enrolment, interactions or interventions), the PI must submit a Final Report to the REC to close the study.

On-Site Evaluations, Inspections, or Audits: If the researcher is notified that the research will be reviewed or audited by the sponsor or any other external agency or any internal group, the PI must inform the REC immediately of the impending audit/evaluation.

Default	my response on the comments for the second time	05/05/2022	version1
Data collection tool	Observation guide	05/05/2022	version2
Letter of support_counselling	scan0001	06/05/2022	version1
Budget	Budget for the researcher during data collection	12/06/2022	version2
Informed Consent Form	new SU HUMANITIES Consent form template (1)	13/06/2022	version3
Data collection tool	interview guide	13/06/2022	Version2
Default	my response on the comments for the third time	13/06/2022	version3
Default	nangaku research proposal	13/06/2022	version2
Default	new SU HUMANITIES Consent form template (1)	13/06/2022	version4
Default	SIGNED COPY NAHENDA	13/06/2022	version1

If you have any questions or need further help, please contact the REC office at applyethics@sun.ac.za

Sincerely,

Mrs Clarissa Robertson (cgraham@sun.ac.za)

Secretariat: Social, Behavioral and Education Research Ethics Committee (REC: SBE)

*National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Social, Behavioural and Education Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.*

APPENDIX E: Permission letter



REPUBLIC OF NAMIBIA

MINISTRY OF DEFENCE AND VETERANS AFFAIRS

Private bag 13407
Windhoek
Namibia
Enquiries: VK Aihuki

C/o John Meinert and Rossini street
Windhoek West
Windhoek, Namibia

Tel: (061) 296 3005
Telefax (061) 305 935

22 October 2021

RE: EXPLORING THE POTENTIAL ROLE OF ADULT EDUCATION IN THE IMPLEMENTATION OF INDIVIDUAL VETERANS PROJECTS (IVPS) IN THE KHOMAS REGION, NAMIBIA – MRS NAHENDA SAIMA NANGAKU (STUDENT NO: 24509477)

1. This letter serves to confirm that Mrs. Nahenda Saima Nangaku is a student pursuing a Masters of Philosophy (MPhil) in Education and Training for Lifelong Learning at Stellenbosch University and is granted permission to conduct her research on the above subject amongst the veterans' community within the Khomas Region.
2. The research, which is in partial fulfilment of the studies, aims to focus on adult education as an accelerator to successful implementation of Individual Veterans Projects.
3. Respondents to the study are therefore requested to render Ms. Nangaku their cooperation and assistance, and should there be queries, please feel free to contact the Regional Coordination Division on the above contact details.

Yours Sincerely,

Dr. Wilhelmine Shivute
EXECUTIVE DIRECTOR



APPENDIX F: Language Editing Certificate



The Rev. Dr. Greenfield Mwakipesile

ThD, MBA, HBS | mwakipg@outlook.com

CONTACT

PO Box 99539,
UNAM,
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

26th August 2023

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF NAHENDA SAIMA NANGAKU's THESIS FOR THE MASTER OF PHILOSOPHY DEGREE IN EDUCATION AND TRAINING FOR LIFELONG LEARNING OF STELLENBOSCH UNIVERSITY

This certificate serves to confirm that I copyedited and proofread NAHENDA SAIMA NANGAKU's Thesis for the THE MASTER OF PHILOSOPHY DEGREE IN EDUCATION AND TRAINING FOR LIFELONG LEARNING entitled: **EXPLORING THE POTENTIAL ROLE OF ADULT EDUCATION IN THE IMPLEMENTATION OF THE INDIVIDUAL VETERANS' PROJECTS IN THE KHOMAS REGION OF NAMIBIA**

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 Stellenbosch University'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



greenfield.mwakipesile



[@mwakipg](https://twitter.com/mwakipg)



+264813901701



Dr. Greenfield
Mwakipesile