

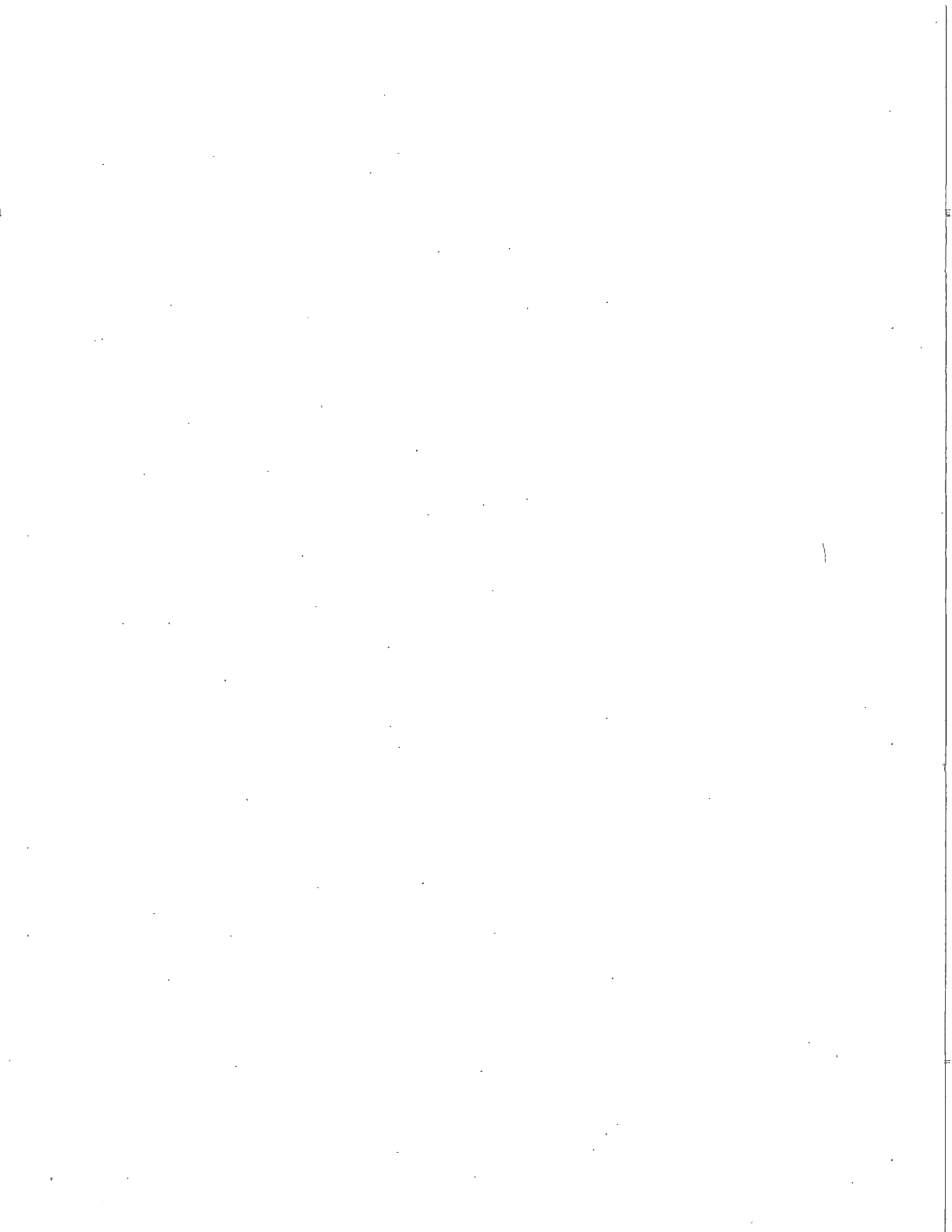


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# IMPACT EVALUATION OF USAID'S SUPPORT TO THE EDUCATION SECTOR IN NAMIBIA (1990–2009)

September 2009

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## ACRONYMS

AED	Academy for Educational Development
AIR	American Institutes for Research
AT	Advisory Teachers
BES	Basic Education Support Project
BETD	Basic Education Teachers Diploma
CA	Continuous assessment
CAM	Continuous Assessment Materials
CI	Circuit Inspectors
COE	College of Education
CPD	Continuous professional development modules and training
CST	Circuit Support Team
DNEA	MOE Directorate of National Examinations and Assessment
DRD	Deputy Regional Directors (of Education)
EMIS	MOE Education Management Information System
EPI	MOE Directorate of Educational Program Implementation [now PQA]
ETSIP	Education and Training Sector Improvement Program
GDP	Gross Domestic Product
GRN	Government of the Republic of Namibia
HAMU	MOE HIV/AIDS Management Unit
HDI	Human Development Index
HIGCSE	Higher International General Certificate of Secondary Education
ICT	Information communications technology
IFESH	International Foundation for Education and Self-Help
IGCSE	International General Certificate of Secondary Education
ILGARD	Namibian Institute for Local Government and Rural Development
INSET	BETD In-Service Training
IR	Intermediate Result
ISC	Instructional Skills Certificate
LCE	Learner Centered Education
LPAI	Learner performance assessment instrument
MBEC	Ministry of Basic Education and Culture
MBESC	Ministry of Basic Education, Sport, and Culture
MDG	Millennium Development Goals
MDU	NIED Materials Development Unit
MOE	Ministry of Education [the current title of the ministry]
NDP 1/2	First National Development Plan/Second National Development Plan
NEPP	Namibia EQUIP2 PEPFAR Project
NIED	National Institute for Educational Development
NPA	Non-Project Assistance
NSS	National Standards for Schools
ORP	Peace Corps On-site Resource Person
OVC	Orphans and Vulnerable Children affected by HIV/AIDS
PAD	MOE Directorate of Planning and Development
PDU	NIED Professional Development Unit
PDW	Professional Development Workgroups
PEP	Professional Enhancement Program
PEPFAR	President's Emergency Plan For AIDS Relief

PQA	MOE Directorate of Program Quality and Assurance [successor to EPI]
RD	Regional Directors (of Education)
REO	Regional Education Officers
RSGAC	Regional Small Grants Award Committees
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SC	Steering Committee
SDP	School Development Plan
SGC	Small Grants Component
SIM	Structured Instructional Materials
SIP	School Improvement Program
SMP	School Management Plan
SO	Strategic Objective
SOAG	Strategic Objective Agreement
SSA	School Self-Assessment
SSG	School Small Grants
TA	Technical assistance
TBCM	Teacher Basic Competency Modules
TRC	Teacher Resource Centers
TSIC	Target School Intervention Coordinators
UNAM	University of Namibia
UNDP	United Nations Development Program
USAID	United States Agency for International Development

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## EXECUTIVE SUMMARY

On July 13, 2009, USAID contracted with JBS International to conduct a comprehensive, detailed retrospective evaluation of the impact of USAID's assistance to the education sector in Namibia from its beginnings in 1990 to the present, with a particular focus on the Basic Education Support (BES) projects II and III. A five-person team, comprising two U.S. specialists (Dr. Frank Dall, team leader and Felipe Tejada, Deputy Team Leader), and three Namibian specialists (Ms. Tautiko Shikongo and Mr. Salomo Uushona, later augmented by Mrs. Menette Nambala) conducted an evaluation that incorporated extensive site visits to 18 schools and six regional offices in the six Northern regions targeted by the BES programs, and to six schools and two regional offices in two Control regions. Field work continued till September 14, 2009.

USAID started its program in Namibia in 1991 with a focus on basic education. The first major component of the new USAID program was quickly conceived basic education non-project assistance (NPA) activity, which was authorized in March 1991. For a variety of design and implementation reasons, this was redesigned in 1993-1994 as the Basic Education Systems Project (USAID 673-0006), which was later called the Basic Education Support (BES I) project.

In July of 1998, the full BES Steering Committee met to discuss and finalize an action plan which would deliver a BES II results packet to augment what had been started under BES I. Reflected in the new plan were the MBESC's new education priorities laid out in the Second National Development Plan (NDP2). As a result of the successful BES II project, and with the full cooperation and agreement of the Namibian Ministry of Education, USAID/Namibia awarded the five-year follow-on BES III project to the BES II implementing partner AED. The strategy for BES III was to continue in the same vein as BES II, which was to promote the Ministry of Education's national priority for improving the quality of primary education for Namibia's poorest communities in the North. After a comprehensive review and analysis of documentary evidence, numerous interviews, visits to schools, regional education offices, teacher colleges and MBESC offices in Windhoek, the following positive BES-induced impacts were revealed:

**BES I:** successfully developed and piloted structured instructional materials in mathematics, languages and sciences for use by teachers in primary schools in the North, while also introducing child centered learning (LCE) and continuous assessment (CA) methods to encourage a more effective and interactive classroom learning environment. In coordination with the NIED, on-site ICT distance learning methods and technologies were successfully introduced to improve the colleges of education BETD training program.

**BES II:** encouraged parental involvement in school management through School Council (SC) training and the development of innovatory School Improvement Plans (SIP), School Self-Assessment (SSA) and Small School Grant (SSG) protocols. With assistance from NIED, 13 Continuous Professional Development Modules were developed and used to train untrained teachers in schools and to improve school level management skills. SSGs were increased to assist schools to meet the needs of OVC, and to raise HIV/AIDS awareness. Special effort was made through the REOs and Circuit Support Teams (CST) to inculcate the LCE and CA methods into the classroom learning process.

**BES III:** shifted the focus away from school level support to circuit and cluster level support and laced more emphasis on strengthening central and regional institutional level HIV/AIDS

awareness, management decentralization using a revamped Education Management Information System (EMIS) database and CPD for staff in COEs, and REOs. CEOs were encouraged to make their training more relevant to the needs of teachers and children in schools by promoting CA and LCE methods and playing a more active role in educational meetings and other fora.

### **Findings from the Field:**

Visits to schools, regional offices and colleges of education in the six Northern regions that were targeted revealed different perceptions and broad impacts arising from BES supported activities. Here are some of cross-cutting impacts observed:

- Most schools visited in the North were positive about the impact of BES activities on their work.
- The majority of teachers and principals interviewed in the North had received BES training, or had participated in multiple BES events.
- School quality improvements had benefitted from Cluster, CST and REO on-site support, but some schools complained that this support had declined.
- All schools visited were enthusiastically and actively supported by Parent Councils who are playing positive roles in school management and maintenance activities.
- Classroom teaching and learning environments have benefitted from BES training in AC and LCE methods, but gains are fragile, and still need a lot of classroom level support.
- Leadership at the school, cluster and CST levels remains weak, and more training is required.

### **Control Schools:**

- Some teachers had heard of BES, but had not participated in BES activities.
- Some teachers performed as well as, or better than, BES teachers, but weren't applying modern BES promoted methods.
- Parents in SC aren't engaged in school management and support activities, to the same extent as BES parents.
- There are acute shortages of learning materials, textbooks and school equipment and evidence of poorly maintained facilities, in both BES schools, and the CS.

### **Lessons Learned:**

Over the ten-year period encompassing BES II and III activities, the following innovations seem to have left a positive impact on basic education service delivery, in Namibia:

- BES innovations have made a significant impact on education policy making and have contributed conceptually to the current ETSIP reforms.
- BES contributed important new methods and procedures for the implementation of on-site training and decentralization through school Cluster, CST and REO management and training reforms.
- BES seems to have successfully started a positive trend in classroom learning and teaching change, through the introduction of LCE and CA methods.

**BES Activities Meriting Ongoing USG Support:**

- Continue supporting the DNEA for the next phase of the DLAI implementation, with technical assistance (TA) from AIR.
- Provide adequate funding through PEPFAR to expand Small School Grants (SSG) nationally to schools in all 13 regions.
- Provide TA in support of the roll-out of ICT to schools and colleges nationally, using Peace Corps volunteers for on-site TA.
- Work with IFES, or Peace Corps to provide on-site English language training for English teachers in schools, and for English Language method instructors in Colleges of Education (COE).

**Recommendations for Improving and Sustaining BES Gains:**

The following recommendations result from the JBS Evaluation Team's comprehensive review of documents, the outcome of numerous interviews, visits to regional offices, colleges and schools in eight regions. (The Team's collective teaching experience and well informed professional judgment may account for the pragmatic nature of what is being proposed.)

- Continue and strengthen support being given to improve teaching and management in COEs.
- Provide assistance to the MBESC for the creation and training of a cadre of school counselors needed to assist with the impact of the HIV/AIDS pandemic in staff and students in schools and colleges.
- Bolster the quality and frequency of leadership training for senior staff in REOs, schools, Cluster Centers and CSTs.
- Provide professional and management training for Regional Councils prior to their activation in order to insure that key regional institutions are prepared to take on their new national decentralization roles.



## I. BACKGROUND AND INTRODUCTION

### Overview of Namibia and Its People

The Republic of Namibia is a vast sparsely populated, mainly arid territory whose 824,268 square kilometer expanse is just over twice the size of California. Perched on the South West corner of Africa, and previously a colony of South Africa, it shares common Eastern borders with South Africa and Botswana, and Northern frontiers with Zambia and Angola. A largely uninhabited desert coastline dubbed “the skeleton coast” by early European mariners and explorers provides a rugged difficult to access Atlantic coastal border stretching almost two thousand kilometers from Oranjemund in the South, to the Kunene River border with Angola, in the North.

Namibia gained independence from South Africa in March 1990, after a protracted and bloody twenty five year liberation struggle led by the South West African Peoples’ Organization (SWAPO). Today, 19 years after independence, Namibia is a stable, progressive, multi-party democracy of about 2.1 million inhabitants. The official language, adopted after independence, is English. Strong cultural and linguistic residues of two colonial languages, German and Afrikaans, persist in the central and southern regions.

After independence, the Republic of Namibia was re-organized into 13 socio-political regions encompassing 13 ethnic cultures, speaking 16 languages and dialects. Today’s population growth rate is about 2.6% per annum with a population density of approximately 2.2 people per sq. km. The country’s economy is mainly dependent on mining, fishing, tourism and agriculture. Agriculture is still the main employer and provides 46% of the nation’s jobs.

Despite having one of Africa’s highest GDPs at around \$ 3,157 per annum (World Bank, 2006), the Bank ranks Namibia still among the most unequal of societies, with a Gini coefficient of 0.6. Over 55 percent of the mainly black population who are rural dwellers share less than three percent of GDP. The per capita income of the African rural population concentrated in the nine poorest Northern socio-political regions which include Caprivi, Kavango, Oshana, Oshikoto, Omaheke and Otjozondjupa, is less than \$262 per annum (World Bank, 2007). In contrast, the white minority, which makes up only 5 percent of the population and lives primarily in the Central-Southern regions, receives 70% of GDP and accounts for about 45% of national consumption. Actually, Namibia is economically and culturally segmented into three economic worlds: One, with indices comparable to any well developed middle-income European nation; another, with indicators reflective of an emerging middle-income African country, and a third, the frequently forgotten majority segment, with human development indices equivalent to Mozambique, Eritrea, or other poorer African nations. While some income inequalities seem to be narrowing, the UNDP Human Development Index (HDI) suggests signs of deterioration and the pervasiveness of poverty. The HDI fell from 0.734 in 1996 to 0.626 in 2006, which may be due to a dramatic lowering of life expectancy due to the impact of HIV/AIDS on the general population.

### The History of Education in Namibia

At independence, Namibia inherited a highly fragmented education system divided along racial and ethnic lines which deliberately applied disparities in the allocation of resources to participating groups. The South African Bantu Education Act, which was also applied to education in South West Africa by the colonizing power, was systematically administered through eleven race and ethnic-based departments of education. The Act was designed to support and promote South Africa’s Afrikaaner-inspired apartheid

system which obstructed the development of a human resource base for the promotion of equitable economic and social development.

To tackle the problems left by the Bantu Education Act, the newly established post-independence government strove to centralize and democratize the education system by setting up seven new education regions based on geographical criteria and not on ethnic or racial factors. The new education regions are contiguous with Namibia's 13 socio-political regions. In recognition of the importance of education to national development, the Ministry of Basic Education and Culture (MBESC)<sup>1</sup> emphasized the need to invest in primary education in its First National Development Plan (NDP I). As a result, in 1991 the MBESC launched the first basic education reform program with an emphasis on rebuilding Namibia's lower primary education base. The NDPI emphasized the need to improve the quality of primary education services from grades 1-4, the development of a new national curriculum reflecting the main local vernacular languages, and the upgrading of teacher training and performance.<sup>2</sup> To begin reforming the middle and secondary levels, the MBESC introduced an international system of Cambridge Examination equivalencies and introduced the International General Certificate of Secondary Education (IGCSE) and the Higher International General Certificate of Secondary Education (HIGCSE) to give international credibility to Namibia's examination and certification process.

After MBESC's launching of the "Toward Education for All" visionary statement which provided a more coherent rationale of its basic education goals and objectives, USAID and other donors stepped forward to support MBESC in the realization of its education reform goals with special emphasis on providing technical and materials support for improving teaching, learning and the curriculum. Despite impressive and significant gains in the 19 years since independence, Namibia's education system still bears the scars of years of discrimination and neglect. This is especially true for the quality and relevance of education for marginalized rural communities which are still striving to catch-up with regions in the center and south. Lower performance levels among teachers working in the rural north, poorer rural student performance levels in national examinations, and poorly supported and supplied rural schools and education services suggest inequalities and disparities still to be resolved.

In 2009, Namibia boasts 1,672 schools, of which 1,039 are primary schools, 445 are combined primary-secondary schools, and 178 are secondary schools. Ten schools are classified as other schools which include pre-school, special and other educational institutions. Of the 577,290 students in school, 407,446 are in primary schools, 389,806 students attend 986 state schools, and 17,640 are in 53 private schools.

Significant gains have also been made in training and recruiting teachers. 20,830 teachers now work in Namibian schools. Of these, only 902 lack full training, while 19,928 are trained. The average teacher-to-learner ratio in the Republic is 1:28, which is quite low by African standards. Equally significant gains have been made in the construction of new classrooms and other learning spaces. Today, there are 19,460 classrooms, of which 16,877 are permanent structures and only 2,460 remain prefabricated or constructed from traditional materials. Quantitatively, Namibia is well placed to meet the MDG goals for education. About 85 percent of adults 15 years and over and 90 percent of youth between 15 and 24 years of age are now literate. In 2005, primary enrolment rates, basic education and senior secondary

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<sup>1</sup> There have been a number of changes in the names of what is now called the Ministry of Education and its directorates over the years. In this report, we will use the titles that were current as of the events described.

<sup>2</sup> Tables 5 and 6 indicate student enrollments by home language over the phases of BES and languages of instruction, respectively.

enrolment rates were 94, 93 and 50 percent, respectively. Similarly, grades 5, 8 and 11 survival rates were 90, 73 and 31 percent, respectively. Exceptionally for Africa, the overall gender parity index at all education levels, in favor of females, is now 1, or over 1.<sup>3</sup>

## **This Evaluation**

On July 13, 2009, USAID contracted with JBS International to conduct a comprehensive, detailed retrospective evaluation of the impact of USAID's assistance to the education sector in Namibia from its beginnings in 1990 to the present, with a particular focus on the Basic Education Support (BES) projects II and III. A four-person team, comprised of U.S. specialists Dr. Frank Dall, Team Leader, and Mr. Felipe Tejada, Deputy Team Leader, and Namibian specialists Ms. Tautiko Shikongo and Mr. Salomo Uushona, later augmented by Mrs. Menette Nambala, Representative of the Ministry of Education, began full-team field activities on July 21, 2009, incorporating extensive site visits to the six Northern regions targeted by the BES programs plus two control regions, continuing through September 14, 2009.

## **2. USAID INTERVENTIONS**

### **Basic Education Support (BES) I**

USAID started its program in Namibia in 1991 with a focus on basic education. The first major component of the new USAID program was a quickly designed basic education non-project assistance (NPA) activity which was authorized in March 1991. For a variety of design and implementation reasons, the NPA did not achieve what was intended and was redesigned in 1993-1994 as the Basic Education Systems Project (USAID 673-0006), which was later called the Basic Education Support (BES) project. BES I operated under a Project Agreement (PROAG) with a lifetime USAID contribution of US\$20,170,000 which was obligated by June 30, 2003.

The Basic Education Support (BES) Project was designed to assist the Ministry of Basic Education, Sport and Culture (MBESC) with plans to accelerate the lower primary education reform in the Northern regions of Namibia. These were the areas with the poorest physical facilities, the least qualified teaching staff, higher numbers of learners and learning environments that were not conducive to continued quality learning.

The BES I project was implemented by the Institute for International Research under USAID contract number 673-0006-C-00-5066-00. Technical assistance was provided through subcontracts to the Harvard Institute for International Development, Ohio University's Center for Higher Education and International Programs, and the Namibian Institute for Local Government and Rural Development (ILGARD). Short-term technical assistance was provided through a subcontract to The Mitchell Group (TMG).

### **Goal, Purpose and Objectives**

The overall purpose of the MBESC's national education reform was to establish an effective, efficient, and sustainable basic education system that would be both accessible and appropriate for all Namibian

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<sup>3</sup> Tables 2 and 3 depict the regional changes in gender parity over BES phase.

children. In response, the goal of BES I was to "Improve the quality of life for majority of Namibian by guaranteeing appropriate skills and knowledge needed to realize their full human potential."<sup>4</sup>

To achieve the overall objective, the program implemented the following intermediate objectives:

**IR 1. Improve the quality of Namibia's basic education system;**

*Impacts:*

- An Education Management Information System (EMIS) was established and received continuous support
- Regional Education Officers (REO), Circuit Inspectors (CI), Advisory Teachers (AT) and School Principals were trained to effectively carry out the education reform
- Technical support for monitoring and evaluation procedures was made available to the MBESC.

**IR 2. Increase the quality and supply of basic education textbooks and other instructional materials;**

*Impacts:*

- Design and development of Grade 1-4 Curriculum Materials (including syllabi, teachers' guides and learners' materials) in English, Mathematics, Environmental Science and School Readiness. Structured Instructional Materials (SIMs) and Continuous Assessment Materials (CAMs) were developed and distributed to more than 300 schools.
- The Grade 1-4 curriculum and School Readiness materials were translated into five local languages and distributed.
- 800 out of 4,000 unqualified or under-qualified teachers were trained in the target regions.
- Capacity in instructional and materials development and production, including a Materials Development Unit (MDU), were developed and established at NIED.
- 20 Teacher Basic Competency Modules (TBCMs) were developed and disseminated nationally.
- The U.S. Peace Corps provided Teacher Education Resource Kits to teachers in the selected schools for use as reference materials.

**IR 3. Establish a rational and equitable financial resources base for the sustainable delivery of quality educational services;**

*Impacts:*

- Financial assistance and training were provided.

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<sup>4</sup> Revised Project Grant Agreement 673-0006, September 8, 1993.

**IR 4. Enhance the institutional and professional capacity of Namibian educators to plan and manage and improve the basic education system.**

*Impacts:*

- Regional Education Officers (REO), Circuit Inspectors, Advisory Teachers and School Principals received training in school management and instructional leadership skills.
- Teacher Resource Centers (TRCs) were strengthened to provide ongoing in-service training for teachers in the target regions.
- Target School Intervention Coordinators (TSIC) were identified and trained.
- Advanced degree programs in research and evaluation were provided for Ministry personnel under the Professional Enhancement Program (PEP). Thirty-four ministry personnel obtained Masters Degrees. Thirty two personnel participated in the University of Western Cape program, and two participated in the University of Montana program in the U.S.
- Technical assistance was provided for EMIS development in the Directorate of Planning and Development (PAD).

The project supported the ministry with the development and provision of Structured Instructional (SIMs) and Continuous Assessment (CAMs) materials, for use by unqualified or under-qualified teachers in the target regions. In addition, the BES project provided initial training for teachers doing the Instructional Skills Certificate (ISC) to act as a bridging program linked to the BETD INSET. The program provided instruction in the use of SIMs/CAMs materials, which 95 Peace Corps volunteers shared with the teachers as they implemented the new instructional approaches in their classes.

Many lower primary teachers were unqualified or under-qualified and had limited knowledge of the subjects they were teaching. Most had insufficient English language skills to effectively make a transition from Afrikaans to new English medium mode of instruction. In-service training was carried out focusing on teaching methodologies in various subject areas, including English language, science and mathematics skills. A major contribution was providing training in monitoring and evaluation skills through the duration of the program.

### **Co-operating Partners and Sub-contractors**

**Peace Corps Volunteers** provided significant project support. They provided On-site Resource Persons (ORP) for clusters of up to ten schools. They conducted on going in-service training and supported at least thirty teachers in each target school cluster, through classroom observations, lesson and material preparation, demonstrations, workshops, English language teaching and cluster meetings.

The data collection and analysis activities were carried out by personnel from the Ministry's Education Management Information System (EMIS) unit with assistance from the **Social Impact Assessment and Policy Analysis Corporation (Pty) Ltd, (SIAPAC)**, of Namibia . The Quality of Primary Education in Namibia based on a National Survey of schools at Grade 6 was carried out by a **Southern Africa Consortium for Monitoring of Educational Quality (SACMEQ)**, and UNESCO's **International Institute for Education Planning (IIEP)**, in Paris. The **University of Western Cape**, in collaboration with the **Harvard University Faculty of Education**, provided training through hands-on research and evaluation experiences for the Ministry of Education personnel, under PEP. The **Rossing Foundation** administered the grant fund, and the **National Institute for**

**Education Development (NIED)** provided the national locus for technical services for the BES I project under the auspices of the MBESC.

## **Basic Education Support (BES) II**

Following a participatory evaluation of BES I carried out in May and June of 1998, which included intensive consultations and field visits with the MBESC and implementing partners, the need for a BES II concept arose. In July of 1998, the full BES Steering Committee met to discuss and finalize an action plan which would deliver a BES II results packet to augment what had been started under BES I. Reflected in the new plan were the MBESC's new education priorities laid out in the Second National Development Plan (NDP2).

The overall strategy for BES II continued to promote the MBESC's national primary education reform with the view to strengthening commitments already undertaken through BES I to "improve delivery of quality primary education for Namibian learners in grades 1-4 in the most disadvantaged school (SO 2)."

BES II continued the school and education improvements already begun by BES I. IR 1.0 and IR 2 through IR 2.3 included the following activities already described under the discussion of BES I. IR 2.4 and 2.5 expanded on BES I activities.

### **IR 1.0: The Provision of Supporting Inputs:**

Sub-IR 1.1 Strong parental and community support

Sub-IR 1.2 Provide strong support from the education system

Sub-IR 1.3 Adequate training and materials support

### **IR 2.0: Improved Delivery of Quality primary education to Namibian learners in grades 1-4 in disadvantaged schools.**

Sub-IR 2.1 Number of schools with teachers demonstrating a validated self assessment of two LCE techniques

Sub-IR 2.2 Number of schools with teachers demonstrating a validated self mastery of at least two CA techniques.

Sub-IR 2.3 Number of schools implementing SDP activities

As noted, BES II IR 2.4 and 2.5 were complementary to what had already been achieved through BES I. They included the following priorities and sub-IRs:

### **IR 2.4: Improved instructional support systems:**

Sub-IR 2.4.1: Effective teaching practiced

Sub-IR 2.4.2: A learner centered relevant curriculum applied

Sub-IR 2.4.3: Pupil learning assessed

## **IR 2.5: Improved school support and management systems**

Sub-IR: 2.5.1 School, circuit, regional management improved

Sub-IR: 2.5.2 Increased community support for school improvement achieved.

The Basic Education Support Results Strategic Objective Agreement (SOAG SO/2, # 673-0006), or BES II, for an additional US\$ 12,900,000.00, was planned to include a BES I transition phase designed to provide continued support to MBESC's national primary education objective; to provide quality primary education services for children living in Namibia's six poorest and most economically marginalized Northern regions. The new SOAG was signed by the MBESC on behalf of the GRN. Administrative support, established by the MBESC under BES I via an effective BES Steering Committee, included senior members from all GRN and contractor partners and chaired by the Director of Directorate of Educational Program Implementation (EPI) [which later became the Directorate of Program Quality and Assurance], continued to be the preferred conduit for coordinating BES II activities and dealing with management issues.

A contract between USAID/Namibia and the Academy for Education Development (AED) to implement BES II was signed in September 21, 1999 and lasted for five years, until September 29, 2004, with a contract value of US\$ 9,279,299.00. This amount included a 2003 contract modification to support HIV and AIDS work, valued at \$780,015.00. The mandate for BES II under AED was to continue working with the six densely populated Northern regions including Caprivi, Kavango, Ohangwena, Omusati, Oshana and Oshikoto, to improve the delivery of quality primary education and strengthen instructional services to targeted learners in grades 1-4 in the most disadvantaged schools.

### **Cooperating Partners and Sub-Contractors**

Two local institutions were sub-contracted to deliver services:

**SchoolNet**, a locally-based ICT company, operated as an AED sub-contractor to set up and manage the laptop computer leasing program. This initiative was set up to improve the management capacity and performance of regional staff, especially Circuit Support Team members. The program leased 40 laptop computers to education staff who agreed to repay their lease on a monthly basis. Leased computers allowed school inspectors and other staff to record data in the field, provide training, access internet information and document meetings and workshops. SchoolNet worked closely with iNET, described below, which also provided inspectors with data processing and statistical training in support of the MBESC's EMIS field data gathering procedures.

The **Rossing Foundation** was contracted to manage and oversee the BES II Small Grants Component (SGC). This component disbursed \$700,000 worth of small grants throughout the duration of the project. An additional US \$200,000 in small grants was disbursed in 2003 for HIV/AIDS related support activities. Schools, clusters, NGOs, and other organizations working on school improvements, HIV/AIDS, and school development planning were the beneficiaries of the SGC process. The Rossing

Foundation's Grants Manager was the chief liaison to the National Small Grants Committee and played a key role in the adjudication, coordination and processing of all grant applications.

Several partnerships initiated through BES I also played a significant role in supporting ongoing basic education support activities under BES II.

Cooperative relations with USAID supported entities provided support and services delivered by:

**Teachers for Africa: IFESH:** With the help of IFESH volunteers in Colleges of Education and at the NIED, work was carried out to develop a pre-service basic education curriculum. BES II Continuous Assessment (CA) and Learner Centered Education (LCE) components, benefitted significantly from IFESH support. IFESH volunteers also helped to link BES II and BES III work on CA and LCE with work being done to upgrade the new curriculum for Colleges of Education.

**iNET:** iNET, which had followed another AED-led initiative called LearnLink, provided BES II with the delivery mechanism needed to disseminate new CA and LCE materials and approaches through iNET information technology centers based at the Teacher Resource Centers (TRC). iNET also provided significant spreadsheet training for Inspectors of Education for use in their data and statistical reporting responsibilities. iNET assisted in loading all BES II training materials on the EDNet both on-line and on CDs.

**The HIV/AIDS Management Unit (HAMU):** HAMU's relationship with BES II HIV AIDS activities was strengthened and formalized by appointing HAMU's Head to sit on the BES Steering Committee. This association enabled HAMU to more closely coordinate BES II HIV activities funded by USAID to GRN priorities. Progress was made on the placement of HIV grants and the training of school managers in the content of the new Module #8 on "Sexual Health and HIV-AIDS" developed to raise management awareness on issues relating to HIV/AIDS in the workplace.

### **Achievements, Outcomes and Impacts by Objective and Intermediate Result**

BES II reached out to and worked with 410 School Improvement Program (SIP) schools in 29 circuits in six Northern regions. Each participating school fully incorporated a school development planning and self-assessment process that involved communities, parents, teachers and principals.

BES II results were measured as percentage of participating teachers, principals and parents in SIP schools who were assessed to have mastered and adopted certain techniques and behaviors which were transferred throughout the BES II period via well-designed training activities and support programs.

### **Results by IRs and sub-activities:**

#### ***IR 2.4 Improved Instructional Support Systems***

##### **2.4.1 Effective teaching practiced**

- School Self-Assessment (SSA)

*BES Intervention:* SSA is a BES mechanism developed to measure all BES II impacts on schools, teachers, students and parents. The idea of SSA was first observed by a delegation from the MBESC who visited

the Seychelles on an official familiarization tour. The Seychelles schools visited had successfully applied a similar participatory self-assessment approach for assessing school performance and improving education quality. The SSA process, with BES assistance, adopted the same approach for Namibia. SSA places responsibility for improving school performance on the school and on parents, teachers, students and principals. The SSA monitoring and evaluation process includes three steps: i) A teacher self assessment instrument; ii) a principal self-assessment instrument, iii) a summary school skills inventory. The summary skills inventory resulting from steps (i) and (ii) is shared and discussed by parents, teachers and the principal who jointly develop summary scores for each of the quality indicators listed. Each individual school's SSA, per circuit, is aggregated to give a quality measure for participating schools in all circuits, for each of the six BES II regions.

*Impacts:* Currently, most of the 410 SIP schools still use SSA to assess improvements and changes in teaching, learning and school management. Data received from participating schools is collected and fed into regional databases and used to make decisions about the allocation of regional resources for school level training, school improvements, and visits by inspectors, advisers and circuit teams.

- Cluster and Circuit Level Professional Development Workgroups (PDW)

*BES Intervention:* Cluster and circuit level PDWs were held in each circuit in all six participating regions and were conducted by Circuit Support Team (CST) members to improve the professional capacity of both principals and teachers. This first attempt to bring decentralized professional training to both the circuit and individual school levels is a significant innovation for Namibian education services.

*Impacts:* Focus group meetings carried out by the Evaluation team with teachers, CSTs, inspectors and regional advisers in all six regional offices attest to the level of enthusiasm and increased professionalism engendered by this kind of in-service training. Sustainability may be an issue especially since a shortage of transport seems to be having a significant negative impact on each region's ability to sustain service delivery.

#### **2.4.2 A learner-centered relevant curriculum**

- Learner Centered Education (LCE)

*BES Intervention:* With MBESC concurrence, teachers are now assessed on seven LCE techniques which were learned during BES-supported CST training either at the school, or circuit levels. BES has provided several training video tapes, written materials and an instructional guide for use by CSTs. These materials, which were extensively field-tested, are now available nationally.

*Impacts:* Two cohorts which received LCE training were assessed to measure the impact of training on classroom teaching behaviors and the following results were recorded by the BES II team: 1) The 2001-2002 teacher cohort when observed for compliance with the seven LCE behaviors taught, had achieved a 77% success rate; 2) the 2003-2004 cohort achieved a lower 53% success rate. The average scored across both cohorts by teachers on at least two of the seven LCE techniques was 65%, which was within the 65% achievement rate set as a target.

#### **2.4.3 Pupil learning assessed**

- Continuous Assessment (CA)

*BES Intervention:* Continuous assessment is now being regularly applied by teachers in grade 1-4 classrooms, and is responsible for boosting pass and transition rates for all four grade levels. Teachers applying CA reported positively on teaching to students individual learning needs, and not only for examinations. Several BES produced video tapes are being used for CA training at both the classroom and CST levels. The videos are supported by written materials and an instructional guide. The CA training packet is nationally available and plays a significant role in disseminating the application of CA techniques in primary classrooms throughout the nation.

*Impacts:* Among the BES II cohort of teachers assessed in 2001-2002, 65% were rated as either good, or excellent, on at least two CA techniques. Among the 2003-2004 cohort, only 41% were rated as either good or excellent in their application of at least two CA techniques. For this aspect of teacher training and behavioral change, BES did not reach the targeted benchmark of 65%.

## **IR 2.5 Improved school support and management systems**

### **2.5.1 School, circuit and regional management improved.**

- Continuous professional development modules and training (CPD)

*BES Intervention:* With technical assistance from both the National Institute for Educational Development (NIED), IFESH and AED consultants, 13 Continuous Professional Development Modules were developed for use by CSTs, Colleges of Education and REOs for the training of student teachers, serving teachers, school principals, inspectors and advisory teachers in the six regions targeted. NIED's Professional Development Unit (PDU) was responsible for convening writers, editing materials, piloting modules, revising producing and distributing CPD materials for training purposes.

*Impacts:* A study carried out in 2004 for BES by NIED showed that 51% of principals in the six regions received the CPD modules and had used their content for training. All modules are now complete and have been printed and distributed. Interviews with module producers at NIED revealed that this aspect had been highly successful and that the financial and technical support and collaboration received through BES had played a pivotal role in the quality and success of both the content and training carried out both at the college, regional and CST levels.

- Circuit support teams (CST)

*BES Intervention and impacts:* In 2002 only 35% of team members in seven CSTs were rated good or excellent in their ability to carry out school support tasks. By 2004, after BES supported training, 100% of CST members were rated good, or better, in carrying out data analysis, schools need assessments, planning and implementing training workshops for principals, teachers, and parents. By 2004, 90% of CSTs demonstrated capacity to lead and carry out well-focused training support to schools in their circuits.

- Laptop leasing

*BES Intervention and impacts:* With the help of LearnLink and SchoolNet, 40 senior staff received laptop computers through a lease-purchase scheme funded by BES and supported by the MBESC. The scheme allowed beneficiaries to purchase their computers through debit orders made out to the Ministry allowing monthly withdrawals from individual salary accounts toward their purchase. The scheme

successfully placed ICT technology in the hands of REO officers, advisers and inspectors and improved their management and organizational skills. This activity was in direct response to a need voiced by Regional Directors for help in tackling the many new administrative tasks passed down by the MBESC in Windhoek, such as the decentralized data gathering and analysis responsibilities which is now a regional mandate. Computers were also used to extend and improve the training capacities of advisers and inspectors tasked with promoting and improving CA and LCE skills training for teachers and principals. With laptops, CST members are now better able to show the relevant training modules on CDs and DVDs, to teachers in schools, or at TRC training meetings.

- HIV/AIDS awareness

*BES intervention and impacts:* As part of the Continuous Professional Development series of modules launched by NIED and supported by BES II, Module 8, on Sexual Health and HIV/AIDS, was written in 2002. In order to improve the impact of the module's content, a team developed a face-to-face training program using BES resources and technical support. The materials included a training manual and other materials which were field tested in 2003. In 2004, these materials were used in a Training of Trainers workshop which resulted in the training of 44 senior trainers chosen from five regions. After completing a two-week training course, trainers went out in pairs to carry out circuit, cluster and regional training workshops in all six regions. After training was completed in 2004, 38 workshops were carried out in six regions, providing training for 1,097 school principals and teachers on the contents of CP Module 8.

### **2.5.2 Increased community support for school improvement.**

- School development plans and small grants

*BES Intervention and impacts:* BES II promoted the distribution of School Small Grants (SSG) as a mechanism for stimulating better parental involvement in schools, and to help schools carry out school improvements mandated by the Ministry through School Development Plans (SDP). Under BES II, the Rossing Foundation was given the responsibility for managing the SSG program. In order to speed up and improve the effectiveness of the process, parent-supported Regional Small Grants Award Committees (RSGAC) were formed. The RSGACs were in turn overseen by the National Small Grants Committee chaired by the EPI. The Rossing Foundation also carried out "community mobilization" campaigns to inform communities about SSGs and developed proposal writing workshops for the SDCs responsible for drafting their school's SDP with parental participation. In 2004, 117 small grants had been awarded, averaging about N\$ 40,000 per grant. Included were 23 grants funded through the 2003 HIV-AIDS contract amendment. The Caprivi region received 34 grants, Kavango 29, Ohangwena 13, Omusati 15, Oshana 10, and Oshikoto 16. By 2004, 96% of all Phase I grant projects were fully operative.

- Parental involvement through school development committees (SDC).

*BES interventions and impacts:* BES strongly promoted parental involvement in the development of SDPs and the placement of SSGs. By 2004, the school development process was institutionalized in all 410 BES II schools. After School Committee Training, principals and teachers were more easily able to work with parents on school-related improvement activities. All participating schools now also include parents on

their SDCs. By the BES II closure date, 90% of targeted schools had parents involved collaboratively in the development of SDPs.

### **Basic Education Support (BES) III**

As a result of the successful BES II project, and with the full cooperation and agreement of the Namibian Ministry of Education, USAID/Namibia awarded the five-year follow-on BES III to the BES II implementing partner, AED, under Cooperative Agreement 690-A-00-04-00306-00. BES III began in October 2004 and ended in August 2009. The project was funded in the amount of \$12,410,437.00. The transition from BES II to BES III was smooth, and in November 2004 a BES II/BES III Transition Conference was held with the participation of all major stakeholders. Most BES II team members agreed to continue with AED under BES III. Equipment and vehicles were transferred expeditiously, MOE collaborators remained engaged, and the new BES III project proved productive.

The strategy for BES III was to continue in the same vein as BES II, which was to promote the Ministry of Education's national priority for improving the primary education reform process. In addition, a component was added to address the growing HIV/AIDS epidemic with the Ministry, and school levels.

The SO for USAID/Namibia's BES III project became:

**SO 6: Increased capacity of the basic education system (in Namibia) to give learners the foundation for better health and livelihoods.**

Two key program indicators were included for this SO:

**SO 6.1 Percentage increase in learner achievement scores of target primary schools in core subjects (Language, Mathematics, Science)**

**SO 6.2. Percentage of OVCs in target regions that remain in school through grade 7**

The target population for BES III SO 6 activities, was the learners in Grades 1 through 7. The regional focus remained, as in BES II, the six densely-populated Northern regions of Namibia which included: Omusati, Oshana, Ohangwena, Oshikoto, Kavango, and Caprivi.

The three original SO 6 intermediate results were:

- **IR 1: Increased resilience of the basic education system to cope with the AIDS epidemic**
- **IR 2: Improved effectiveness of decentralized education management**
- **IR 3: Improved quality education delivered by primary schools (English, Mathematics and Science).**

Subsequently IR 1 was unfunded and was later removed from the AED CA in July, 2009.

**IR 1.1 Increased resilience of the basic education system to cope with the AIDS epidemic.** Results achieved by 2007 included mitigating the impact of HIV and AIDS among teachers and teacher educators. BES III established and implemented a system for communities to support orphans and other vulnerable children to successfully complete primary school.

**IR 1 BES interventions:** Under this IR, strategies were developed for addressing teacher absenteeism in target regions, and ways to provide a consistent instructional program in schools with high teacher absenteeism. For the first time in 2007, BES III was able to report on this IR. Subsequently the majority of HIV/AIDS activities were removed from BES III and became part of the USAID NEPP project, which AED also implemented.

**Impacts:** Some results achieved under BES III's HIV/AIDS component, up to the NEPP transition, included:

- BES III staff, in collaboration with UNICEF, supported MOE to conduct a relief teacher study to inform the design of teacher absenteeism to mitigate the impact of HIV on the education sector.
- As of 2007, BES III supported approximately 20,000 OVCs in primary schools in the six target regions.
- BES III conducted nutritional assessments in 41 BES schools with a nutrition support program targeting 5,500 OVCs. Data from this assessment helped the MOE to set baseline indicators for tracking the health and nutritional status of OVCs, and to transfer responsibility through training and support to the MOE school feeding unit.
- BES III designed a training program to support 4,000 caregivers with skills to cater for the special needs of OVCs.
- A capacity audit was carried out to help schools assess their capacity to sustain the OVC support program initiated with USAID grant funding.
- BES III was able to attract US\$250,000 of private sector support from Johnson & Johnson, Inc. to enhance and expand activities initiated through USAID funding.
- BES III provided TA to the MOE HIV & AIDS Management Unit (HAMU) to develop and pilot a teacher workplace wellness program that targets teachers with prevention activities. The Workplace Wellness Policy was to help ensure that the MOE carry out prevention, treatment, and care activities to enabled all teachers to make healthy lifestyle decisions, especially with regards to HIV and AIDS.
- BES III conducted a knowledge, attitudes, and practices (KAP) survey to establish baseline data, inform program design, and monitor targets over time. In designing the survey, AED built capacity within the MOE to help the Ministry design future surveys with minimal external technical assistance.
- In 2007, BES III supported 11,122 OVCs from 39 schools that had benefitted from the rounds 1, 2 and 3 OVC grants. With the addition of 5,563 OVCs from 41 schools in grant round 4, which was awarded in June 2007, the number of OVCs who benefitted increased to 16,685.
- Based on needs identified by the NIED and CSTs, the Writing by Kids series was initiated. These materials were to be written by OVCs in schools and focused on HIV and AIDS and its impacts on their lives.

**IR 2: Improved effectiveness of decentralized education management.** Results achieved by 2009:

**IR 2.1 Percentage increase in CST scores on the index of effectiveness (originally) to 90% over the baseline, by 2009.** Due to lack of commitment and interest by the MOE, this indicator was withdrawn from the BES III contract agreement.

**IR 2 BES interventions:** BES III continued to provide support to the MOE decentralization efforts through technical support to the EMIS.

**Impacts:** In 2007 decentralization of school census data included both data entry, analysis, and use via infrastructure and training to regional personnel. BES III also facilitated the MOE's efforts to decentralize the EMIS system and at the same time helped EMIS collect, analyze, and make available the first comprehensive database for OVCs in schools.

**IR 2.2 Percentage increase in the number of school boards implementing School Development Plans (SDPs) to 70% over baseline by 2009.**

**BES Interventions:** BES III conducted numerous teacher/principal/parent conferences and provided technical assistance to regional circuit support teams (CST). The project also established and implemented a system for communities to support orphans and other vulnerable children to complete their primary schooling. BES III continued the BES II policy of promoting the distribution of School Grants and OVC Grants as a mechanism for stimulating better parental involvement in schools, and to help address the basic survival needs of OVCs.

**Impacts:** As a result, approximately 1,300 schools nationwide had completed school self-assessments and developed SDPs from this exercise. In the target northern regions, 625 out of 700 schools (90%) developed SDPs and are now implementing SDP activities.

**IR 3: Improved quality education delivered by primary schools (English, Mathematics and Science).** BES III support to the MOE for improving the quality of education in primary schools was delivered using two complementary approaches: pre-service professional training and in-service professional development.

**IR 3.1 Percentage increase in the number of teachers in target regions using improved teaching techniques and improved materials in core subjects, (originally planned) to reach 90% over the baseline.** This was changed to 82% increase over the Year Two baseline. The indicator measurement was subsequently changed to "baseline percentage of teachers in target regions: 68% scored good or better on 1-4 scale of teacher behaviors."<sup>5</sup>

*Impacts:* Cumulative data from the national standards indicated that for the key area #3, which covers teaching and learning, the summary rating for all 13 national regions was 1.9. However the summary rating for schools in the six BES III target regions was 2.6. On a scale of 1-4, with the highest level being 4, the project regions are clearly on a better footing in terms of the quality of teaching and learning taking place.

**IR 3.2 Number of Grade 1-7 teachers in target regions participating in teacher workgroup sessions on mathematics, science, language and incorporating HIV and AIDS topics in their instructional program**

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<sup>5</sup> Basic Education Support Project: Phase 3. Semi-Annual Report. Reporting Period: 01 October 2008 through 30 March 2009. AED. Windhoek, pages 11-12.

IR 3.2 Number of Grade 1-7 teachers in target regions participating in site-based teacher workgroup professional development sessions in schools, clusters and circuits on mathematics, science, language and life skills was originally planned to reach to 6,721 by 2009. Lifeskills was subsequently removed as a topic with the advent of NEPP.

*Impacts:* The target was surpassed by the project completion date in 2009, with a total of 15,835 teachers participating.

**IR 3 BES intervention/Teacher IST:** The system of site-based teacher in-service training, an innovation based on the use of data from the annual learner assessments linked to the teacher classroom observations carried out by the national standards team, has become the approach of choice for all MOE training in Namibia. Working with NIED, USAID-funded training provided support to teachers in the new revised curricula and methods for teachers of Mathematics, Science and English.

*Impacts:* BES III was instrumental in the roll out of curriculum training for all teachers in all schools in the three core subjects cited. The Ministry, having adopted and adapted the model, has made plans to role this out to the other seven non-project target regions. As a result, four regions (Omaheke, Erongo, Otjozondjupa and Khomas) have already introduced training via circuits. Regions such as Kunene, Hardap and Karas are now close to introducing this approach.

**IR 3 BES interventions/National standards:** Under IR3, the MOE deemed it fit to scale up and roll out the USAID/BES II-initiated School Self-Assessment System as the basis for establishing National Standards for Schools. Consequently, the national standards for schools had already taken root as the core guiding principle for monitoring education quality in Namibia. BES III supported including the views of teachers for better assessing teaching and learning issues.

*Impacts:* With USAID support, the MOE developed and rolled out the National Standards for Schools, and training is now being conducted for all teachers nationally. BES III helped operationalize the NSS through the National SSE instrument that was developed based on the USAID/BES II School Self Assessment tool. This instrument allows teachers and their supervisors to have common criteria for measuring teacher performance.

**IR 3 BES interventions/LPAI:** BES III helped the MOE establish a localized, sustainable, and measurable system for improving instruction in mathematics, science, and language in target region primary schools and the Colleges of Education. The Ministry's Directorate of National Examinations and Assessment (DNEA) was assisted to develop 5th and 8th grade learner assessments modeled on the BES III-initiated 4th grade diagnostic assessment, often referred to as the learner performance assessment instrument (LPAI). The LPAI is a diagnostic tool that that has received very positive reviews has now become a model for DNEA.

*Impacts:* LPAI has now become the model that DNEA plans to use for the Education and Training Sector Improvement Program (ETSIP)-mandated 5th and 8th grade assessments. The adoption of the diagnostic learner assessment has now become a Ministry-led innovation that is the anchor of ETSIP. The results of the final learner assessment conducted in the six target regions with project support indicated that BES III achieved the target set in two of the three subjects:

<b>Subject</b>	<b>Percentage Increase over Baseline</b>
English Language	16.8%
Environmental Study	9%

Mathematics

12.9%

**IR 3 BES intervention/CPD:** The site-based continuous professional development (CPD) for teacher educators became well-grounded and guided by college management whose involvement is critical for its sustainability. A second workshop was held in Swakopmund and attracted close to 40 participants from the four colleges of education and NIED. The workshop equipped teacher educators to prepare and present studies in the 2nd annual Continuous Professional Development Conference held in May 2009 and hosted by NIED.

*Impacts:* Based on an assessment conducted on management engagement in CPD activities, BES III supported NIED with technical assistance (TA) to mentor the other two colleges to get CPD embedded in their system. NIED recently held the 2nd annual CPD workshop. This was the first time in Namibia that conference participants were able to submit their proposals to a review committee in order to have their work published nationally and internationally.

### **Local Partner GRN Institutions**

The BES III team worked in collaboration with a wide range of implementing national partners. Under SO6 as well as IRs 2, and 3, the BES III project teamed with NIED, DNEA, PAD, EPI/PQA, and the Regional Education Offices to promote and extend project activities. Local partners benefitted in the following manner:

1. *NIED Impacts:* BES III assisted the directorate of NIED to become better able to support pre-service activities in Colleges of Education (COE) through:
  - The use of a planning interface that is more focused, regular, site based and monitored frequently to measure progress and challenges.
  - The project reactivation of the annual pre-service conference and its expansion to include presentations of papers by teacher educators has now professionalized teacher training to the extent that pride has been instilled in college lecturers.
  - The NIED 2nd Annual CPD Conference.
  - Implementing COE site-based professional development.
2. *DNEA Impacts:* BES III assisted the Directorate of National Examinations in a number of ways, including:
  - Create, test and implement the LPAI tool. DNEA's acceptance and adaptation of the diagnostic assessment that is regionally driven and managed presents a different type of activity from the external exams that are normally conducted. The new approach will allow the directorate to build staff capacity to design assessment, utilize the data to inform policy makers on the status of education in Namibia, and provide the information needed to inform teacher pre and in-service training.
  - Develop a sustainability approach. The directorate has begun planning to access funds from different sources to complement donor funding. The ability of the directorate management to be innovative and source for co-funding with donors will make it an attractive option for possible continued funding.
  - Provide support to the DNEA to pilot the 5th and 7th grade diagnostic assessment.

3. *PAD Impacts:* The Directorate of Planning and Development has been strengthened through the following activities:
  - Building its capacity to collect, analyze and report national school statistics, which, during the lifetime of the project, has allowed PAD, for the first time ever, to present up to date data in the form of the annual education statistics report. For example, the 2008 report was ready by February 2009. This has allowed the MOE to plan with up-to-date data in all aspects of education planning. The EMIS is now web based, further increasing access to the information, speeding up analysis as well as including regional level planners in the entry analysis and use of such database for specific regional needs.
  - Developing, through a collaborative process, a teacher projection model that has benefitted from experiences in a number of countries.
4. *EPI (which later became PQA) Impacts:* The Directorate of Program Quality and Assurance [formerly the Directorate of Educational Program Implementation] was trained by BES III staff in a number of ways to use innovative systems and processes, including:
  - The systematic evolution of the national standards from purely policy driven data management systems to a more grass roots classroom based systems.
  - Exposure of senior Ministry personnel to various innovations through sponsored attendance of regional and international conferences during which experiences shared with other countries helped raise awareness for action in Namibia.
  - Design of a projection model for teacher supply and demand.
5. *The Six Northern Regional Education Offices Impacts:* At the regional level, where BES II impact was the greatest, assistance included:
  - Setting up a site-based system for teacher professional development that is demand and data driven.
  - The adoption of pilot projects such as the school self- assessments that have helped create the national standards for schools, and also had an impact on educational policy.
  - Workshops for principals and heads of department conducted by the regional Inspectors and Senior Advisory Teachers, on how to conduct SSAs.
  - Training for CSTs to train teachers to make use of the “Writing for Kids” and “Writing by Kids” materials.

### **Cooperating Partners and Sub-Contractors**

Two local institutions were sub-contracted to deliver services:

- **SchoolNet**, a locally based ICT company, continued under BES III to operate as an AED sub-contractor to set-up and manage the laptop computer leasing program.
- **iNET**, provided BES III with the delivery mechanism needed to disseminated new CA and LCE materials and approaches through iNET information technology centers based at the Teacher Resource Centers (TRC).

International partners and their activities included:

- **MCID.** With the Mississippi Consortium for International Development (MCID) assistance and participation, student-teacher seminars were held at NIED and the four COEs.
- **MSU.** Michigan State University (MSU) offered pre-service teacher education, focusing on a writers' workshop in: The Research Process; Preparing Conference Proposals and Presentations; and The Art of Publishing. The MSU team also supported NIED and the COEs with activities to strengthen CPD in each college.
- **AIR.** American Institutes for Research (AIR) continues to provide Technical Assistance in 5th and 7th grade assessment to DNEA, providing capacity building through hands on activities such as item writing workshops and preparation and pilot of the 5th grade assessment tool.
- **Other Partners. IFESH:** Each year IFESH placed U.S. volunteer professors/teacher educators in the four Colleges of Education and at NIED to take over teaching duties for local Ministry of Education professors to allow them to pursue professional development, usually in the form of long-term degrees (MA, Ph.D.) and short-course training. The IFESH Teacher Educators focused on Mathematics, Science, IT, HIV/AIDS, institutional capacity building, and English language training.

### 3. RESEARCH METHODOLOGY

The JBS/Aguirre team's technical approach in implementing the Namibia Evaluation included the following activities and evaluation criteria.

#### Qualitative and Quantitative Research Methods

**Qualitative Research** methods were applied as a framework for understanding the impact on Namibia's basic education delivery systems from activities undertaken by USAID contractors over 19 years under the USAID BES I (1994-1999), BES II (1999-2004), and BES III (2004-2009) initiatives. To achieve the objectives detailed under this task order in a timely manner, the JBS/Aguirre evaluation team successfully completed the following activities:

- *Selective interviews* were carried out with key policy makers in Windhoek and the six Northern regions targeted for the implementation of BES program activities during the 10-year 1999–2009 period. This included scheduled meetings and interviews with Ministry of Education decision-makers, donors, USAID implementation partners, and local consultants.
- *Additional interviews and meetings* were carried out with MOE staff at the national and regional level, including: NIED, DNEA, PAD, NQA, Formal Education, DHE, ICT, the Colleges of Education and regional education teams.
- *Selective interviews with donors and other GRN development partners:* UNICEF, the European Community (EC), IFESH, the Peace Corps, the Millennium Challenge Corporation (MCC), Spanish AID, UK Volunteer Service Overseas (VSO), USAID and U.S. Embassy personnel provided valuable additional supporting evidence.
- *18 BES-impacted schools* were selected and visited in the six Northern regions which were targeted for USAID assistance through the three BES projects.
- *6 control schools* in two adjacent non-BES program regions, Kunene and Otjozondjupa, were visited to compare the quality and impact of BES activities on the 18 selected BES schools in the Northern regions.
- *A mix of field interviews and focus group meetings at the school level* with 24 school principals, and selected groups of teachers, students, regional education staff, College of Education staff, parent school board members, inspectors, and community beneficiaries, were successfully carried out in all eight regions.

- *Fourth-grade classroom observations* were carried out in schools in all six Northern regions and in schools in the two *control regions*, by Namibian professional teacher-educators using a JBS/A classroom observation instrument developed for use in Namibian schools. Each classroom visit focused on teacher behaviors and student interactions observed during a standard 40-minute mathematics, science, or English lesson.
- *The Evaluation Team's Participation as observers in the "BES III Close-Out Conference"*, on August 6, 2009, at the Heja Lodge, near Windhoek, provided a unique opportunity to reach all BES III actors and some beneficiaries. The JBS/A Team was able to interview key BES III USAID and AED managers and MOE senior personnel, while also witnessing a comprehensive MOE-led presentation of BES III project results and outcomes. Valuable additional secondary source data was made available during this event.

**Quantitative Research** methods were also applied in the analysis of available lower and upper primary education data. Key education, planning and budget data gleaned from appropriate government officials were obtained during visits to appropriate GRN institutions, MOE departments and Windhoek-based donor agencies. Available BES I, II and III, and other shared national documents were reviewed to better comprehend the strengths and weaknesses of the project implementation processes which were applied and funded by the USG between 1999-2009, during the delivery of program services under NPA, BES I, BES II and BES III.

All the above activities provided credible qualitative and quantitative data which were used to support the *triangulation process* applied to better understand and assess the positive and/or negative impacts made by USAID funded BES I, II, III program activities on the three "*cross-cutting quality measures*" which are highlighted in this evaluation's scope of work, namely, improved national education policies, improvements in decentralized management practices, and overall improvements in teaching and learning, in the schools targeted.

All three measures are viewed as proxies for education quality in the context of Namibia's primary education reform process, especially for schools in the six Northern regions impacted by BES.

As in other initiatives designed to have a far reaching long-term impact, a central evaluation research concern for the JBS/A team related to the way in which multiple interventions contributed to tangible positive national education policy outcomes, in areas such as:

- teacher training,
- the development of new curriculum materials,
- the strengthening of school management, and
- improved community and parental and community involvement.

### **The School Sampling Approach Adopted.**

The 18 BES-impacted schools visited were picked applying a pragmatic sampling frame which carefully selected schools reflecting the following agreed criteria:

- All the schools selected had been impacted by BES's SIP program.
- All schools were public primary schools with a spread of grades 1-7. This helped to insure that a good proportion of teachers and students in each school had been exposed to two or more years of BES-supported school improvement activities.

- At least one school in each region belonged to a BES-supported School Cluster.
- In each region, one school was classified as rural, one as urban, and one as semi-urban.

The following GRN geographical definitions were applied in the selection of all 24 schools (control and non-control/BES affected) using criteria currently being applied by the MOE in defining *urban, rural and semi-urban areas*:

- *Urban areas* in Namibia have the following characteristics: a major road passing through the area; the existence of government administrative offices; police, fire, electricity, water services are readily available, and have access to basic communications services such as telephone, radio and television.
- *Semi-urban areas* are defined as having close proximity (15-20 kilometers) to a road; access to public transportation; a clinic or post-office; access to a telephone, potable water and electricity.
- *Rural areas* are remote and beyond road access. They also lack most or all of the services described under the urban or semi-urban definitions. Rural areas in Namibia are often cut off by flooding during the rainy season and difficult to access by car, even during the dry season.

## The Challenges

The JBS/A Namibia Evaluation team encountered the following challenges while conducting the Evaluation:

- The non-availability of 2009 national EMIS data, and the Team's access only to an incomplete version of the 2008 EMIS report, meant that the Team's final analysis may be handicapped by the limitations of the prime source of national baseline data required for a better focused final analysis.
- The lack of school-level performance data to make comparisons among schools selected meant that aggregated regional level data had to be used to make comparisons among control and non-control schools, over the ten-year period cited.
- A difficult-to-follow USAID documentary trail and the paucity of formal evaluations and project implementation reports, especially during the BES I project period, meant that information and data gaps about USAID education projects and programs before 1995 have been difficult to define and evaluate.
- Difficulties encountered in bringing on board a qualified and experienced MOE evaluator acceptable to USAID and the GRN to assist in the evaluation caused initial delays. However, this was successfully resolved with the addition of Mrs. Nambala, Senior Adviser for the Oshana region, to the field research team.
- Challenges in identifying control schools in Kunene and Otjozondjupa due to the inclusion of two schools that unexpectedly proved not to satisfy the appropriate criteria, i.e., an Ovahimba 'mobile school' and a San 'community school,' resulted in their having to be excluded because they were inappropriate as comparison schools. However, Regional Education Directors in the two regions willingly assisted in identifying replacement schools which better met the evaluation criteria.
- Additional challenges included finding schools that satisfied the three geographical criteria desired by the Ministry, as many Namibian schools can be considered as both rural or semi-urban. Accessibility criteria, and the need to visit 24 schools in the short time available, provided further constraints.
- The length of time and penetration of USAID's BES activities, and their contribution to the national education reform process made it difficult to find a BES-neutral and objective evaluation environment to work in. Few of the key persons interviewed in the MOE were neutral respondents because the majority had been directly involved in BES activities or had been beneficiaries of USAID and BES financed training, long-term scholarships, and study tours. Even control schools and

Ministry staff in the two control regions selected had been exposed to BES, or were already aware of BES program activities.

- The unexpected and early departure of the JBS Team leader due to complications from influenza and pneumonia presented a challenge to the remaining in-country Team members, during the second field phase of this evaluation task. However, the in-country team successfully worked on-line with the Team Leader in the US to integrate the results of their field work, secondary data review and collection, and remaining stakeholder interviews into the final data analysis process.

### Schools Visited During August 4-22, 2009

<b>BES INTERVENTION SCHOOLS</b>				
<b>School</b>	<b>Region</b>	<b>Circuit</b>	<b>Cluster</b>	<b>Status</b>
Mavuluma PS	CAPRIVI	Katima Mulilo	Katima Mulilo	Urban
Bukalo PS	"	Bukalo	Bukalo	Semi Urban
Ngoma PS	"	Ngoma	Ngoma	Rural
Rudolf Ngondo	KAVANGO	Ncuncuni	Rudolf Ngondo	Urban
Sauyema PS	"	Rundu	Rundu	Semi Urban
Sivara PS	"	Bunya	Bunya	Rural
Oshakati PS	OSHANA	Oshakati	Oshakati West	Urban
Olukolo PS	"	Ondangwa	Nangolo	Semi Urban
Eheke PS	"	Eheke	Kapembe	Rural
Onathing South CS	OSHIKOTO	Onathing	Onathing South	Urban
Iihongo CS	"	Onathing	Onathing South	Rural
Engoyi PS	"	Onankali	Engoyi	Semi Urban
Onakalunga PS	OHANGWENA	Eenhana	Onakalunga	Urban
Endola PS	"	Endola	Shituwa	Semi Urban
Onambutu CS	"	Eenhana	Onambutu	Rural
Okahao JP	OMUSATI	Okahao	Shaamika Nashilongo	Urban
Okanimekwa CS	"	Outapi	Okanimekwa	Semi Urban
Oshuulagulwa PS	"	Okahao	Niitayitula	Rural

#### Criteria for the selection of sample schools:

1. Met the three sample definition criteria of urban, semi-urban and rural;
2. Were supported by BES projects, some for at least ten years;
3. Had a lower primary phase;
4. Were recipient of small grant funds;
5. Were easily accessible;
6. Some are cluster centers.

<b>CONTROL SCHOOLS</b>				
<b>School</b>	<b>Region</b>	<b>Circuit</b>	<b>Cluster</b>	<b>Status</b>
Alfa CS	KUNENE	Opuwo	Alfa	Urban
Oukongo PS	"	Epupa	Opuwo	Rural

Kaoko-Otavi	“	Opuwo	Kaoko-Otavi	Semi Urban
Shamalindi PS	OTJOZONDJUPA	Grootfontein	Grootfontein	Semi Urban
Shalom PS	“	Otjiwarongo	Otavi	Urban
Otjituuo PS	“	Grootfontein	Otjiwanda	Rural

**Criteria for the selection of control schools:**

1. Met the three sample definition criteria of urban, semi-urban and rural;
2. Had a lower primary phase;
3. Were easily accessible;
4. Some are cluster centers;
5. Were not directly impacted by BES activities.

**4. THEMATIC FIELD RESEARCH FINDINGS BY GROUP AND REGION**

**BES Evidence-Based Management and Decentralization Impacts**

Interviews and focus groups carried out both in Windhoek and in the six targeted regions with senior MOE officials, regional directors and college rectors and their staffs captured the following perceptions and comments about BES impacts on the management culture, both at the center and in the regions.

**The Deputy Permanent Secretary, Education (Mr. Alfred Ilukena).**

USAID has played a key catalytic role through BES activities in providing high quality technical guidance and financial support for Namibia’s educational reform process. From the outset USAID participated in important national policy panels and committees in the areas of management training, teacher professional development, the improvement of EMIS training and national EMIS report writing, bringing focused and well managed educational change to the poorest six regions. BES’s example assisted in creating a culture of collaboration and cooperative management between regional offices, schools and training colleges. From the outset USAID provided invaluable guidance and advice which helped the GRN prioritize strengthening lower primary education, prior to investing in higher levels of the system. Important for the successful management of this process was USAID’s funding of professional visits for senior GRN managers and professionals to the U.S., Canada and neighboring African countries, where senior planners and decision makers were able to learn at first-hand about successful educational innovations which have since been transferred and adopted through BES, in Namibia. The three notable BES successes which been instrumental in improving management, and have now been co-opted into the ETSIP reforms are; i) well organized in-service training and field support for schools and teacher through the CSTs; ii) improved school level management through the SIP and School Management Plan (SMP) procedures, and: iii) the introduction of ICTs to improve classroom learning, and school and regional office level management tasks.

**The Under Secretary, Formal Education (Mr. Charles Kabajani)**

USAID’s support and assistance to education management has been significant and sector wide. Especially valuable was the support received through BES II and III in the areas of comprehensive

professional development, the parent-managed school improvement process (SIP) where improving school management at the local level has already made a visible impact. These and initiatives, like learner assessment and school self evaluation, have all been adopted by the Presidential Commission on Educational Reform. A BES-financed and led research study in the six poorest Northern regions showed how better managed schools produced better learning outcomes. This helped to convince the GRN to put more effort into management training for education at all administrative levels. Many of the successful activities introduced by BES in the Northern regions are now "blazing a trail" for similar changes in regions throughout the country. BES II and III management training workshops helped to empower inspectors and principals to work cooperatively on common problems and issues. To insure more effective performance, principals will now be only appointed on five-year contracts which will be renewed based on performance. At the REO level, SSAs are being used to set objective principal performance criteria assisted by inputs from School Boards which are being encouraged to provide critical assessments of teacher and principal performance in their school assessments. However, much still needs to be done before principals will be better able to deliver the management performance expected of them. A missing element which still needs more attention is leadership training for staff at all supervisory levels, but more especially at the school and regional office levels.

#### **The Director of NIED (Ms. Hertha Pomuti)**

USAID through BES and IFESH has been instrumental in transforming how educators at NIED work. Through the attachment of international expert volunteers the USAID funded IFESH program helped to build professional and other management capacities both within NIED and regionally at the REO and Teacher College levels. BES encouraged and trained NIED staff to carry out relevant field research in schools and colleges of education. Through a jointly developed LPAI assessment procedure, NIED staff learned to use formative evaluation approaches to improve the management and quality of learning incorporating computers into the process for the first time in Namibia. The development of CPD modules and site-based professional training procedures for application in the Colleges of Education has successfully started a movement that will lead to the improved management of these Colleges via a long term process of in-house professional development both at the teaching and administrative levels. In a similar manner, help from BES advisers and IFESH volunteers assisted NIED to improve its approach to curriculum development where curricula are now developed primarily with learner and teacher needs in mind, and with an e-learning emphasis. Until recently, most NIED CD staff had never seen curricula being taught in classrooms. In a similar way, USAID and BES helped to draw attention to the gap between the creators and users of technical information and policy makers. In Namibia, BES drew attention for need to have teachers, inspectors and principals on key decision-making bodies so that decisions taken centrally can be representative of complex and diverse national realities. BES's most significant impact will have been the long-term and well focused attention given to Namibia's educational needs in the field.

#### **Director of PAD (EMIS) (Mr. Raino Dengeinge)**

The EMIS is Namibia's most important education management tool and as such deserves more attention. In 2004, with USAID/ BES II technical assistance positive impact was made by installing new Oracle procedures with appropriate training for senior EMIS staff. New procedures were established for national report building, data cleaning and a new server installed to increase capacity to include new data sets on education finances, school boards and other missing teacher recruitment and placement information. With a view to speeding up management decentralization, the increased server capacity will eventually enable all 13 regions to participate in their own regional data input and analyses activities. To facilitate this USAID purchased 13 computers plus one PC to enable the REOs to become more

engaged. With BES assisted training, data integrity was improved which helped to encourage a better understanding of the importance of data collected at the decentralized level. The BES-assisted data management improvements included: data on the resolution of key access, equity and gender issues; tracking and insuring of appropriate teacher career choices including licensing and reasons why teachers leave the education service; projections on primary teacher availability by medium of instruction; projections on teacher needs by region and education level; training regional level capacities to enable REOs to carry out their own data analyses via an internet linked national system; and the setting up of an OVC register to track individual learners and produce an annual OVC information base. This was published for the first time in 2008.

### **Colleges of Education Rectors and Coordinators**

During a focus group convened at the Heja Lodge on August 5, 2009, participants shared the following perceptions about the impact BES has had on the management culture of the four Colleges of Education that they represented. They concurred that BES II had been helpful in providing resources and technical assistance for the organizational development of the COEs while BES III had emphasized the professional development of staff. IFESH and BES technical assistance helped the COEs develop strategic management plans, develop clearer policy guidelines for their institutions, draw up criteria for the design and development of short courses, and introduce staff to study leave policies. Under BES III guidance, the COEs were able to better manage their HIV/AIDS response via HIV AIDS Management Committees, better organized fund raising for HIV activities, training on HIV/AIDS for students and teachers, and the establishment of HIV/AIDS reading corners in college libraries. The introduction of an ICT culture into the COEs has helped to improve the quality of teaching by making the learning process more interactive, improved and sped up administrative processes and encouraged staff and students to work together to learn and apply computer skills in the carrying out of teaching, learning and classroom research tasks. Under BES III, two strong institutional management courses for administrators and academic staff were well received, but they need to be followed up by more in-house management training to be effective. Will this happen after the demise of BES? Had BES started work in the COEs before 2004, more would have been achieved in the improvement of college teaching and management procedures.

In a separate meeting with Ms Etta Mbuye, Director of Higher Education, MOE, she concurred that all various phases of BES, IFESH, and NIED had made a significant impact on college management and teaching. Both the CPD and ICT activities started by BES have begun to transform the culture of learning in the COEs from a passive rote learning one, to a more pragmatic research and evidence-based one. However, this transformation, which has just started, won't make much of an impact on school teaching and learning until it has had a chance to change the way the COEs see their role as trainers of teachers who will eventually have to work in schools and classrooms. Still missing in the management improvement equation is the need to give COE Rectors leadership and professional development training so they can begin to run their colleges like institutions of higher learning, and not like secondary schools. However, the COEs still need U.S. technical assistance to help them gain the capacity to carry out the following important management tasks: Create computerized record keeping and admissions procedures; training in budget keeping and financial management; the ability to attract better academic staff and devise ways of retaining them in the system; further work in fully integrating computer communications technologies into college teaching and management procedures.

## **Regional Directors and Deputies**

Regional Directors and Deputy Directors participated in a 2½-hour focus group meeting organized by the Evaluation Team at the Heja Lodge, on August 5, 2009. They shared the following observations and concerns about management decentralization.

They quickly raised the issue of decentralization and not giving full control and management of financial resources to the regional level. A move toward Regional Councils (RC) may help, but skepticism was expressed concerning the capacity of RCs to plan, manage finances and successfully implement what will still be needed for education in the regions. While regions were generally already autonomous, management quality was still lacking in most regions. More leadership training was required at all levels but especially at the cluster and school principal levels. Most cluster leaders and school principals are promoted from the teaching ranks without adequate management or leadership preparation and training. BES has helped to raise each REO's capacity to capture and analyze local data for management and decision making purposes. Another important future management issue will be how REOs coordinate and become integrated into the proposed new Regional Council structure. This new decentralization initiative is intended to give regions more autonomy in the financial and decision making aspects of national development plan implementation, at all regional levels. However, a shortage of suitably trained and qualified manpower in many regions may create major implementation obstacles, especially as Regional Councils become more politicized and less technical. REOs also shared their major concerns about the issues preventing better management and implementation of their education programs. These included: an acute shortage of transport resources, a shortage of suitably trained and experienced staff, which has only been partly addressed by BES training; inadequate budgets to cover the per diem and other costs of staff running training workshops, conferences and other essential meetings; an inadequate centrally run system for the purchase and timely delivery of textbooks and other learning materials; the timing of the annual central budget allocation that is out of synchronization with actual needs in the field (i.e., funds are received late in the year when demand for funding is at its lowest); and school facilities that are generally in a poor state of repair including: toilets, teacher's blocks and school eating facilities. Further, with BES assistance, mathematics and science teaching has improved but much still needs to be done to improve English language teaching and learning.

A separate focus group meeting was held for members of the BES Steering Committee (SC), which also includes regional directors and their deputies, plus representatives from the BES project and the MOE in Windhoek. Originally, members thought the Steering Committee had the potential to be a useful tool in the BES generated management culture. SC membership was comprehensive and included all regional heads, their deputies, the MOE/ PQA, NIED, HAMU, IFESH, Peace Corps, BES Project leadership and USAID. The committee began as a BES initiative under BES I, in 1993. The BES Steering Committee provided project oversight, acting as a forum for coordinating project activities and locus for addressing implementation problems. The SC also channeled these problems to the appropriate ministry departments. Additionally, the Committee was used as the venue for sharing reports about the progress being made in the implementation of key BES activities in the field. The SC helped bring managers and leaders from diverse regions together to constructively discuss common problems and share successes. However, members participating in the focus groups considered the current SC to be a waste of time because, in their opinion, agenda now mostly reflect MOE priorities and not regional ones. Now repetitive progress reports are quickly reviewed without doing meaningful evaluations. The future of the SC is now uncertain, but an equivalent management oversight mechanism will be needed, if what was started by BES is to continue in a sustainable manner under PEPFAR/NEPP, ETSIP, or any other national education reform initiative. The forum provided an important venue for education donor partners to raise implementation problems and challenges, and find common solutions. The forum drew interest

from a wide range of education partners that used the forum to raise implementation challenges, seeking common ground to resolve such challenges.

### **Evidence-Based BES Impacts on Teaching, Learning and Parental Involvement.**

Additional information and comments were obtained through interviews, and focus groups carried out during visits made to REOs and staff in the six target regions and two control regions selected for this study. Quantitative and qualitative data gathered using two instruments designed for this field impact study (Annex 4), namely, a Classroom Observation Checklist and a Principal/Vice-Principal Interview questionnaire, provided much of the additional evidence-based data which is presented here. Selected tables with data taken from the most recent (2008) EMIS national report, where relevant, complemented and supported the field information collected by the Evaluation Team.

#### **The MOE in Windhoek**

During interviews and in meetings with the Under-Secretary for Formal Education, the Permanent Secretary, USAID staff responsible for BES project oversight and AED BES project staff, strong positive sentiments were shared about the impact BES has made and is making on classroom teaching and learning in the six Northern regions targeted by BES II and III. The positive impact of GRN policies favoring a more equitable distribution of manpower and resources for the education of poor and marginalized communities in the North is evidenced by a significant increase in the number of primary schools built there during the past ten years, (Table 7: Changes in number of schools between 2002-2008) except in the case of the negative trend in the Oshana Region, where several private schools were closed by the government. Similar impressive positive increases in both male and female enrolments from 2002 to 2008 in the six Northern regions and the two control regions is evidence of continued demand for primary education, except in the Oshana and Omusati regions. The negative enrolment trend in Oshana is explained by the school closures, but in the case of Omusati, no clear explanation was forthcoming. (Table 1: Regional Change in Total Enrollment by BES Phase).

In the past ten years, national gross and net enrolments showed dramatic increases which may be reflective, in part, of the impact made by GRN and BES pro-poor education policies and activities which are successfully targeting school improvements in the six most populous Northern regions, and which are the subject of this evaluation. (Table 4: Net and Gross Enrolment Ratios).

Reviews of teacher qualifications and training levels in the regions of interest reveal that there are still significant numbers of teachers without formal teacher training in all the eight regions visited. Three regions, Kavango, Ohangwena and Omusati are more severely burdened with this problem, despite training inputs received through BES. (Table 8: Teacher Qualifications by Region). The same three regions also show higher than average teacher attrition rates during the 2007-2008 period. (Table 9: Transfer Rates of Teachers by Region and Table 10. Attrition Rates of Teachers between 2007 and 2008). Since the national student-teacher ratio of 27.8 compares favorably with the student-teacher ratios in all the regions under study, (Table 11. Learner-Teacher Ratios from 2002 -2008), high teacher transfer and attrition rates may be better explained by exogenous factors like the remoteness of school locations, lack of access to social life, lack of suitable accommodation, poor access to essential health and sanitation services and professional isolation due to poor communications, and other more difficult to discern factors. (Table 12. Provision of Sanitary and Water Facilities for Teachers in Schools).

However, the factor which seems to be having visible impact on the growth and success of the education system in the regions cited is the high teacher and student mortality rates associated with HIV/AIDS, and other opportunistic AIDS-associated diseases now impacting communities in the North. The two tables cited below display only reported cases, which may hide a significant number of deaths which aren't registered as AIDS-related (Table 13. Teachers' Mortality by Region). The regions most severely impacted are Kavango, Oshana, Oshikoto and Omusati. Region-specific trends may partially account for the drop in enrolments and the other negative educational impacts previously indicated (Table 14. Learners' Mortality by Region).

### **The Regional Education Offices and Staff**

In the six regional offices visited, RDs, DRDs, senior advisors and regional inspectors attested to the positive impacts made through all BES projects on teaching and learning in schools in their respective regions. They claimed that BES I started the process by focusing on the need to improve the quality of teaching and learning at the lower primary level as a foundation-building strategy prior to initiating further reforms higher levels in the system. Notable contributions were: work carried out with NIED and IFESH to encourage learning in the mother tongue by developing language teaching materials in the most commonly used vernacular languages, and improved curricula for learning mathematics, science and English.

With the advent of BES II, more focus was placed on developing systems for school improvement with a focus on poorer schools in the six Northern regions. School improvement plans (SIP) and SSA were developed to place the onus for school improvement locally, on schools and parents, while simultaneously providing school level training and support through Circuit Support Teams (CST) trained to provide hands-on school level in-service training. BES III extended what had been started during BES II, and leaned more strongly toward professional development and management training at the regional and college levels. On-site training for principals and teachers provided by the CST received more emphasis as heralded by the enthusiasm of CST team members and teacher advisers, who voiced their strong support for what BES III was achieving for teachers and learners in most of the schools under their purview. Above all, BES has empowered teachers, principals and parents to work together with regional and school inspectors in a more harmonious and cooperative manner. BES, with the help of DNEA and the PQA, is promoting the establishment of uniform national performance standards in key subjects like mathematics, English and science. As a result of initial successes achieved by the pilot learning assessment program carried out at the lower primary level, LPAI assessment instruments are being field tested and modified for application at the higher primary level before a new national competency-based learning achievement assessment procedure can be implemented. BES II was also credited for promoting better focused HIV/AIDS awareness activities at both the school and college levels. An upgraded program for OVC support is part of the new national strategy promoted by the Prime Minister's Office through BES and PEPFAR/NEPP.

### **School Principals**

One-hour interviews were held with principals in the 24 schools visited. The interview questionnaire developed for this purpose (Annex 4A) was used as a springboard for a more extensive discussion of school problems and successes. The data gathered during principal interviews revealed the following cross-cutting trends:

- Principals in the 18 schools visited in six Northern regions averaged 6.6 years occupancy in their current schools, while the six principals in the two control regions averaged only about 6.4 years in their respective schools.
- The Northern Principals were less experienced in the leadership business averaging only about 9 years service as school principals, while principals in the two control regions had a slightly higher average of 10 years in school leadership roles.
- Only Principals in Oshana and Katima had university bachelor's degrees, or education diplomas. Principals in the remaining four regions only held four-year college teacher training diplomas, teacher certificates, or less.
- Schools in the two control regions averaged about 332 students, while schools in the six Northern regions were all significantly larger, averaging about 604 students.
- 100%, or all 6 schools in the two control regions, and 100%, or all 18 schools in the targeted Northern regions, had fully established HIV/AIDS awareness programs.
- 16% of the schools in the control regions, and 44% of schools in the Northern regions reported teacher absenteeism due to HIV/AIDS.
- 16% of the control schools and 72% of schools in the North reported student absenteeism due to HIV/AIDS.
- Principals in the six control schools had been exposed to nine training courses or seminars, but none were BES or USAID sponsored training events.
- Principals in BES-impacted schools had been exposed to 13 high quality training courses or events, including leadership training, HIV awareness, training of trainers workshops, SIP and LPAI training, Management training, planning and workshop management training, NST and curriculum training, TPP, NIED led SDP professional development, and learner centered education training.
- 83% of principals interviewed cited better school management practices as a result of what they learned through BES sponsored training programs, while 77% claimed that they were now implementing better monitoring practices as a result of BES implemented training.

### General Observations

The following observations were recorded by the Evaluation Team during visits to Northern and control schools:

- Many educational planners and senior managers at the MOE, REO and school levels have failed to acknowledge the severity of the problems still faced by teachers and principals in lower primary schools.
- There is significant difference across the sample of schools visited with respect to quality of school facilities like classrooms, hostels, and the availability of school resources, in general.
- In the majority of schools visited, lower primary classes were relegated to the worse facilities, e.g., tin shacks and traditional mud structures.
- Poor school management in most schools is reflective of a dearth of trained personnel, lack of training opportunities for administrators and the need for leadership skills training for principals and senior managers.
- Some school principals also need training in financial and human resources management, as well as training in community outreach and public relations.
- School principals and school administrators are still unsure of their role in the implementation of the new decentralization laws with respect to education.

- Despite a national law banning corporal punishment, this is still being practiced in schools, often with tacit support from principals.
- While many schools run school feeding programs, many students still suffer nutritional problems due to an uneven and inefficient distribution of food resources and inability, in some schools, to provide students with a daily school meal.

#### Teaching and Learning.

A classroom observation checklist was developed to assess changes in teacher behaviors due to BES influences and training. This was applied in all 24 schools to evaluate significant positive or negative changes in teacher behavior during a 45-minute mathematics, science, or English lesson, taught by a teacher to a 4th grade class. The following data were gathered about teacher classroom behaviors in the 18 Northern and six control schools visited over a three-week period during August 2009.

Data taken from the Classroom Observation Instrument revealed the following changes in classroom teaching behaviors:

The five important classroom teaching behaviors sought were assessed for the 18 schools visited in Ohangwena, Caprivi, Kavango, Omusati, Oshana and Oshikoto (Table 15. Data from Teacher/Classroom Observations).

#### **BES Transferred Classroom Skills Observed**

- Lesson Planning was carried out successfully by 89% of the teachers observed.
- Classroom management skills, including the ability to organize large classes, were observed in 78% of the classes seen.
- Continuous student assessment techniques were applied by 88% of the teachers observed.
- Active classroom learning methods were successfully applied by 89% of those observed.
- Evidence of an appropriate use of learning materials was seen in 72% of the lessons observed.

#### **Field Evaluation Team Comments**

- Only a third of the teachers observed in the Northern regions displayed very good, or excellent group organizational skills
- Two-thirds of the teachers observed in the control regions displayed very good, or excellent group organizational skills.
- A third of the classrooms seen in the Northern regions were old and run-down where walls wouldn't permit teachers to display learning materials and other aids.
- In only a third to two-thirds of the classes visited in the Northern regions, were teachers well prepared and experienced.
- In all the classes observed in Kunene, teachers were well prepared, but only a third seemed well prepared in Otjozondjupa.
- In Ohangwena, only a third of the teachers observed were competent in their use of English.
- In Oshana, a third of the teachers observed displayed very weak classroom management skills.
- Only a third of teachers seen in Oshana applied continuous assessment methods in their teaching.
- A third of the teachers observed in Oshikoto delivered lessons poorly.

## General Observations

- The majority of the teachers observed in the lower primary sample chosen were middle-aged and lacked the training and skills required to implement the innovatory teaching LCE methods promoted by the GRN through BES.
- Many of the teachers observed prepared lessons plans, but a significant number didn't use them to teach.
- Most teachers in BES-impacted schools were able to understand and explain learner-centered learning theories. However, a significant number were not able to apply these in the lessons observed.
- The majority of LP teachers observed had weak English language skills and a poor grasp of subject content.
- In some schools, 4th grade students were speaking English more competently than their teachers.
- In the majority of classes observed, learners had to share textbooks for lack of adequate supplies. In the best of cases, a one book per two student ratio was being implemented.
- The majority of teachers interviewed claimed they lacked adequate basic teaching and learning resources.
- Teachers expressed being overwhelmed by the growing number of OVC and not being trained to deal with their social and psychological problems in class.
- TRCs and advisory teachers aren't being fully utilized by schools because of lack of funding for training activities and transport.
- Despite teachers having received BES training in the local production and use of teaching aids, there was little evidence of teachers using these in their lessons.
- Few, if any, teachers, principals or school administrators know how to use ICT in support of their teaching or management tasks. This was evident, even in the few schools visited with computers installed.
- Despite a determined attempt by HIV school coordinators to inform teachers and administrators in schools about the dangers of HIV/ AIDS , many teachers still seem to exhibit inappropriate and risky behaviors toward older female students
- The new national MOE teaching requirements which mandate that mathematics becomes a compulsory teaching subject for grades 1-12 is a challenge for teachers who aren't trained to teach mathematics.

## Parental and Community Roles

In most of the 24 schools visited, individual parents were interviewed or parent focus groups were convened by the Evaluation Team with the approval of school principals and school boards. Additional information on parental and community involvement gleaned from the Principal Interview Questionnaire provides a complementary dimension.

An analysis of the responses given by Principals to seven parental and community involvement questions revealed that parents and communities play a significant role in the way schools are run and maintained, both in BES affected regions, and in the non-BES affected regions visited.

- In 83% of the Control schools and 67% of Northern schools, community leaders had visited schools to provide support.

- 100% of the Control schools and 94% of the Northern schools held routine parent meetings on a regular basis.
- 100% of Control schools and 100% of Northern schools convened SDA meetings on a regular basis.
- In 17% of the Control schools and 44% of the Northern schools, parents volunteered their services during classes.
- In 67% of the Control schools and 94% of the Northern schools, parents provided active support during school functions.
- In 67% of the Control schools and 55% of the Northern schools, parents played an active role in school repairs and other maintenance tasks.
- 67% of parents in the Control schools provide monetary and in-kind support to schools, while 78% of parents in the Northern schools do likewise.

### **General Observations**

- In the last five years parental involvement has improved significantly, especially in BES-influenced regions. Parents in Control schools are less frequently involved in school functions and are unclear about their roles and responsibilities to school boards, providing financial assistance, and carrying out school maintenance tasks.
- In the Control regions visited, only 17% of parents participate in school support activities over 50% of the time, while in the Northern BES schools about 67% of parents claimed that they were actively involved in their schools more than 50% of the time.
- Parent-run School Boards are legitimized under the Education Act, but are not registered as Civil Society Organizations. Therefore, they don't have the right to lobby for change.
- While most parents are willing to serve on school boards, school boards are still merely meeting places where members are reluctant to assume ownership, or be held accountable.
- The majority of rural parents have low educational levels and are poorly informed about how to improve school quality, etc.
- Parents and communities need to be given more of a role in formulating school policies.
- In some schools, tribal differences are a source of conflict, holding back progress in school improvements.
- Many schools visited were concerned about the growing numbers of OVCs and the negative impact they are having on the running of their schools.
- Most School Board parents lack the financial skills needed to keep accounts, run budgets and carry out fund raising activities, etc.
- In the majority of BES and Control schools visited, a lack of school maintenance is conspicuously apparent.

### **Student Perceptions of Teaching, Teachers and Parents**

Focus groups were organized to reach 7th grade students in the 18 Northern schools visited. The Evaluation Team's analysis of responses received identified the following common issues and concerns:

- The majority of students claimed that they had not heard about the BES project, or USAID.
- Over 70% of the students were positive about getting an education. Many had ambitions to become professionals like, teachers, doctors, nurses and engineers.
- Over 50% claimed that they made an active contribution to their schools like teaching younger children, helping in class and carrying out school development projects, etc.

- Students said that they did about five mathematics lessons per week; about two English classes per week, and about two science classes per week. Mathematics and English classes were most demanding in that they were required to do a lot of in-class activities and homework.
- In mathematics, science and English classes many students claimed they did group activities like debates, field experiments, oral reading of liberation stories, drama and some visits to institutions in their towns.
- In the majority of schools students claimed that they played a role in active HIV AIDS awareness activities like My Future is My Choice Clubs, Window of Hope and songs and poems through fund raising activities, talks and other social activities aimed at raising HIV/AIDS awareness.
- Teachers were on the whole good, but many couldn't handle discipline problems and resort to corporal punishment with children for non-performance, or bad behavior.
- Students complained that grading was inconsistent across subject areas. Teachers were subjective and not very fair in how they allocated grades to work done by students in class.
- They were very positive about newly trained COE graduates who brought a new approach to teaching. Classes were more lively, and new teachers made an attempt to listen and get students more involved.
- In most schools (85%), parents come to school two-three times a year to see what students are doing in class. Many parents also help with school building construction, maintenance, and other school fundraising activities.
- Many students still walk long distances each day to reach schools. Health and nutritional needs are important constraints, and often inhibit school attendance.
- The across-school needs most frequently expressed, included the need for better equipped classroom space, better trained teachers, and more textbooks, libraries, laboratory equipment and better accommodation for teachers.

### **The Impact of BES on National and Regional Policy Implementation.**

The information presented here is a synthesis of observations and information gathered after a comprehensive review of official documents, current EMIS data tables, and information captured during formal and informal conversations carried out by the Team, both in Windhoek and in the field (see Annex 3. List of Interviewees). The impact of all three BES projects on national policy, as seen from following perceptions shared by key informants individually and in and groups, suggest that BES did make positive impacts on the substance and direction of Namibia's current national education reform process.

#### **On the MOE's Leadership in Windhoek**

During a formal presentation made by the Deputy Minister of Education at the BES Closing Conference, Dr. Becky R.K. Ndojoze-Ojo, praised BES program contributions to Namibia's national education reform effort. She extended special thanks to USAID/ Windhoek and the US contractors who provided invaluable technical assistance and experience. The GRN was proud of BES's contributions to Namibia's educational reform policies. Of special note were USAID's and AED's contributions through BES I-III to the Vision 2030 document. She drew special attention to BES I and II contribution which included a new education vision, an emphasis on providing young children with quality basic education, giving teachers good on-site pre and in-service training and support, and encouraging parents and the community to get fully involved in schools. These changes will require letting regions take responsibility for running their own education services. BES III went further and extended this new policy vision to give more emphasis to accountabilities like, clearer national education standards, parental involvement in school self-

assessments and teacher self-assessments, and insuring that children with special needs are given a second chance. The trend toward decentralization which started earlier was extended to helping School Boards play a more responsible role in the running and upkeep of their schools, through better training. Ultimately, the decentralization reforms which are beginning to take root, and which will now move toward giving regions authority and autonomy to run services through their Regional Councils, owe a lot to what BES started.

### **On Regional Directors and their Senior Staff**

Eight regional offices were consulted during the evaluation, and a good rapport was struck-up between REO teams and the Evaluation Team. The REO teams visited shared the following common concerns vis-à-vis their capacities to implement and sustain the policy changes initiated by the GRN, through BES:

- They had benefitted from all three BES projects, but more specifically from BES III, which contributed significantly toward building and strengthening REO capacities to decentralize management, carry out professional development, and generally become more self-sufficient in the planning and running of more effective regional school outreach and support programs.
- The training and introduction of ICTs has helped REOs contribute more credibly toward the national policy dialogue through research, data analysis and more effective cooperation and communication between other regions and the MOE in Windhoek. However, all REOs still felt powerless to manage and use what few financial resources they received from Windhoek, because of rigid controls from the center.
- Several important issues were raised concerning the REOs ability to properly implement and sustain BES and GRN mandated changes in the six Northern regions visited. a) Transport and financial constraints were preventing REOs from providing the logistical support needed to keep BES initiated on-site school training and improvement activities going. In many instances school inspectors, CSTs and teacher advisers were unable to visit schools with the frequency required to make an impact because they lacked transport or per diems. b) The current Windhoek centralized book and stationary purchasing system, which is still of the "colonial era," is causing unacceptable delays in the purchase and distribution of essential learning materials to schools, TRCs and centers, especially in the rural areas. c) The lack of investment in school infrastructure and other facilities has left the majority of offices and rural schools in a serious state of disrepair. Specifically impacted are classrooms, sanitary facilities, teacher accommodation, laboratories and school feeding facilities. d) A still missing element in the school management equation is leadership training for school principals and senior managers. Principals and managers also need training in time-tabling, book-keeping, and financial management. e) School Boards require more training in how to use and manage school grants which are making a strong positive impact on school improvements, in most regions. f) Regions shared concern about what would happen after Regional Councils took over the management of regional plans and budgets. They still lacked clarity as relates to the role of REOs under the new decentralized RC decision making structure and expressed concern about the possibility of not being fully included in any future education change, or decision making process.

### **On NIED and Teacher Training Colleges and their Staff**

During visits to NIED and all three COEs in the North, and after a separate discussion with the Principal of the Windhoek COE, the following potentially impacting policy perceptions and concerns were shared:

- All three Northern colleges and NIED claimed that they had benefitted positively from BES funded and supported activities. Special mention was made about the impact made on college management, professional development, improvements in teaching methods and learning content, and on college student-teacher relations, especially through the technical assistance received during the BES II and BES III projects in partnership with the NIED.
- Two colleges, Rundu and Caprivi, regretted not having benefitted from BES help until late in the BES process. They were adamant in expressing disappointment at BES's closure. Without ongoing support from USAID and BES, many of the important professional development and management reforms already started may be brought to a halt.
- While COEs are being invited to contribute to PAD's national data-gathering activity, PAD is not always able to provide nation-wide education data for analysis. The much touted national internet data network to permit access and sharing of national data at the decentralized level, has still to materialize.
- NIED is responsible for helping COEs develop professionally, but isn't pro-active in helping COEs to face up to the real needs of teachers in schools.
- There is currently a serious disconnect between which teachers need to teach, and what to teach, in English, mathematics and science and what the COEs actually offer as training in these subjects.
- COEs aren't responding seriously to the GRN's HIV/AIDS workplace awareness initiative. Much of what is being shared by way of information through BES-supported training and other activities is not absorbed because messages in English or another second language are culturally insensitive. Teachers and students seldom get tested, and appropriate and regular counseling services aren't available in COEs.
- COEs are still unclear about their role in the new regional decentralization process which is being implemented. Will they remain autonomous and under their appropriate Regional Councils, or will they be absorbed into the University of Namibia (UNAM) Faculty of Education and given some sort of associate status? There is concern about the UNAM option since the COEs would lose their current status by ceasing to be autonomous.

### **On School Principals and Teachers**

During interviews and meetings with school principals and teachers, several perceptions were shared about how policy changes might affect their work. National policies seemed remote and dissociated from their daily work requirements. They were rarely asked to comment on new policies, either at the regional level or at the national level. Important changes like the current move to decentralize responsibility for public service delivery to the Regional Council level were barely known and less well understood. Yet, when important decisions are eventually taken at the regional level and not in Windhoek, this decentralization will probably have an impact on things like conditions of service, salaries, pensions and other benefits. In some regions poor communications between principals and the REOs have exacerbated and compounded the feeling of isolation, and the lack of access to relevant information. Perhaps, with the introduction of school computers and on line services, they may be better able to become better informed and more involved in decision making processes?

Teachers in remote rural schools were more skeptical. They expressed the need to be better informed and better connected, but didn't see that happening soon. Distances, remoteness from centers, regional offices, TRCs and cluster centers meant that they were often left out of the loop for long periods of time. Some teachers complained about the infrequency of visits from CSTs, advisory teachers and school inspectors. When visits did occur seldom were classrooms visited, or teachers themselves consulted. Except for BES sponsored meetings, conferences and training events, which provided a

chance for meeting other teachers and getting together with regional inspectors, advisers and senior staff, there were few opportunities to learn about what was happening in the education world beyond their schools.

## **5. BES BEST PRACTICES AND CONTRIBUTIONS TO NAMIBIA'S ONGOING EDUCATION REFORM**

Vision 2030, which was drafted and approved in 2004 and is currently the national blueprint for change, gives education a central role in accelerating economic growth and social development during the next post-independence stage of the nation's development program. To achieve this, the GRN has set aside resources which project an ambitious expenditure of at least 30% of the national budget, or about 9% of GDP. In response to this challenge, the GRN and international partners, including the World Bank, the European Commission, Sweden, Holland, Spain and the Global Fund, have agreed to provide support for Phase I of a national "Education and Training Improvement Program (ETSIP)" in the amount of N\$ 8,494,678.

During the BES III close-out conference held on August 6, 2009 at the Heja Lodge by USAID and AED, both the MOE's Undersecretary for Formal Education and the Deputy Minister of Education lauded BES's contribution to educational change and reform process drawing specific attention to important lessons learned during the past ten years of the BES program. Many of these "lessons learned" have been incorporated into the ETSIP education improvement program, which is currently underway.

Objectives laid out under Phase I of ETSIP's strategy include General Education, Tertiary Education and Training, Information Communications Technology, and addressing HIV and AIDS components map out comprehensive teaching and learning reforms for Grades 1-12 in all primary and secondary schools. All four components borrowed heavily from many of the successful innovations and practices learned during the successful implementation of the BES II-III projects.

A number of the best BES practices described in this report reflect many well designed programs and activities applied by principals, teachers, students, circuit support teams, regional administrators and parents, which were reflected in the Vision 2030 document and are now incorporated into the ETSIP education strategy design. Among the most significant are some of the successes already being implemented by REOs and schools in the six poorest Northern regions targeted by BES.

The following seven ETSIP education priority objectives embody successful BES initiated or inspired strategies and activities designed to:

1. Strengthen and disseminate the BES-supported quality improvement system and introduce learning standards and curriculum development, teacher professional development, textbook and material improvement, and student assessment activities for schools in all regions, at both the primary and secondary levels.
2. Take measures to insure equality and educational opportunity for all with an emphasis on pro-poor expansion and access to primary and secondary education based on a more equitable distribution of resources, in all of Namibia's 13 regions. Experience gained implementing similar strategies during BES in the six poorest Northern regions will be applied to more effectively reach schools in remote areas in the remaining Central, Eastern, Western and Southern regions of Namibia.
3. Expand on "lessons learned" during BES and improve education management and system efficiency by building management competencies and accountabilities and improving the efficient use of

resources in all regions and at all levels, including in the MOE in Windhoek, in Regional Education Offices, and at the circuit, cluster and school levels.

4. Strengthen institutional capacities in teacher training Colleges of Education by properly applying the Teacher Education Colleges Act and implementing the existing teacher education reform program, and providing research and higher-level problem-solving skills for student teachers.
5. Work with NIED to improve the overall quality of teacher college education by implementing continuous staff development protocols, instituting quality assurance processes, and instituting a more efficient use of existing resources.
6. Carry out a national comprehensive review of existing curricula and ICT training elements and use improved versions of both to strengthen and extend implementation of ICT training. Additionally, develop and support the deployment of ICT services to make educational management, at both the central and regional levels, more effective.
7. Apply the best practices learned from BES, UNICEF and other NGO HIV/AIDS interventions to improve prevention, treatment and care, and better managed HIV/AIDS responses for the community and in the workplace. USG support for this latter ETSIP priority will continue through PEPFAR/NEPP, which is scheduled to provide resources and technical assistance for several years beyond the USAID-funded BES program. Insure that the successful small grants element of the HIV/AIDS strategy already tested through BES is expanded to cover the immediate needs of OVC in all 13 regions.

The ultimate success and sustainability of the activities described under all seven of the Vision 2030 influenced ETSIP components described above may depend on discipline, sacrifice and the political will to get the job done. In final analysis, the building of equitable and quality educational services for all will be a shared national responsibility that cannot be outsourced, with donor benevolence, to imported expertise. The development of an appropriate quality educational system is a long term labor of care, tempered by hard work and necessary capacity to get the job done. Like in the completion of any seemingly endless marathon, to achieve this will require clear political vision, stamina, and a stubborn determination to put the REAL needs of poor and marginalized communities, before other less urgent national priorities.

## **6. SOME OF THE LESSONS LEARNED FROM BES II AND III ACTIVITIES**

After a careful review of BES II and III programs funded and supported by USAID, the JBS/A Evaluation Team observed that the GRN benefitted in a significant way from the following USAID-funded BES activities.

### **1. Contributing toward the creation of a strong national education policy change and implementation platform**

- This was carried out in part through BES's contribution toward strengthening and refining Namibia's EMIS capacity. This represents one of USAID's and the GRN's most tangible policy support and national development contributions. Unfortunately, the benefits of training and technical assistance invested in refining this important planning tool, remain underexploited. This may be due to leadership's lack of capacity at both the central MOE and decentralized REO levels in understanding how better to put this tool to work in support of the new management and decision-making procedures which were implemented through BES and which are now part of the ETSIP reform initiatives.

- Discussions with senior MOE personnel and a review of relevant national policy documents revealed that during the 1999-2009 period, USAID actively contributed and assisted in numerous national policy development initiatives by playing a significant role at meetings, conferences, and in national policy fora. USAID'S contributions included support and technical inputs into the first National Education Reform Conference, at Etosha, in 1991, active membership in ETSIP planning committees, technical advice and inputs into the drafting of the first, second and third National and Medium Term Development Plans, contributions made to the Vision 2030 document, and a significant role in the development of a National ICT Policy for Education. These were only some of the significant contributions to the national education policy dialogue.
- The Team has gathered ample evidence that USAID and its U.S. partners worked cooperatively and in harmony with national counterparts to provide technical and financial support for the development of key educational innovations like the creation of a viable national framework for education standards, improvements in primary level school and classroom assessment procedures through the development of new competency based learning measurement criteria, and the strengthening and institutionalization of a culture of parental participation in school improvements. The provision of expert and timely technical support to the GRN for the transfer and absorption of successful models and solutions from other African countries and elsewhere helped to build the competence and trust needed for the professional development of a cadre of national educators better able to support change. BES's AED-led technical support played a significant role in helping to insure that the innovations introduced through BES were field tested for quicker adoption both at the Central MOE and REO levels.
- The maintenance of a strong Mission-based education team willing to respond flexibly to GRN's requests for help was another factor which contributed to creating the kind of environment needed to build the trust and transparency required to maintain an open dialogue based on mutual respect. USAID's willingness to provide long-term support for an important national education reform process helped to insure that many BES-supported activities have made a positive impact on Namibia's national basic education reforms.

## **2. Providing successful in-service training procedures through clusters and circuit support teams for the implementation of decentralized management and professional development solutions**

- In discussions with the staff at the NIED, the REOs, the COEs, local NGOs and relevant MOE departments, the Evaluation Team learned about the design, development and dissemination of Continuous Professional Development (CPD) Modules and supporting training materials. The majority of beneficiaries and actors attested to the importance of successful team work between US implementers, national private and public entities, REOs, CTs and CSTs. This resulted in winning partnerships for positive change at the decentralized level, both at the regional and rural school levels.
- The Evaluation Team observed positive outcomes in the use of ICTs (e.g., Laptop Computers) for improving and supporting regional management, administrative and inspectoral procedures. This was the outcome of a successful partnership which was established with BES assistance between a local privately supported foundation, local private sector ICT service providers, and the six Regional Education Directors and their staffs.
- Respondents in schools, REOs, circuit support teams, and among the inspectorate, attested to how inconsistent and intermittent technical support and training to schools, principals and teachers, due to transport shortages and a lack of other material and financial support, might ultimately undermine

successful professional development and training activities developed and initiated during the BES II and III projects.

### 3. Creating and encouraging a culture of learner-centered teaching and learning in poor marginalized rural schools:

- The team observed that the provision of well-focused training and resources to facilitate the carrying out of parent and teacher administered School Self Assessments (SSA) and School Development Plans (SDP) in the schools visited needed to be supported by quickly disbursed small grants and frequent technical support from CSTs and REO professional staff. Schools in the North which are now held accountable for the quality of their own learning and teaching and for carrying out school improvements through REO approved SDPs will require timely, quality supervision in order to comply. The sustainability of this important school-based management innovation may require that priority be given to devolving more education management and supervisory responsibilities to parents and communities. REO technical teams will also need to be given more authority and ample resources to provide more school level support.
- Classroom observations carried out in 18 schools in the six targeted Northern regions, and six schools in the two Control regions, discovered that both the Learner Centered Education (LCE) and Continuous Assessment (CA) classroom learning and assessment reforms introduced by BES as part of a comprehensive teaching and learning reform process, were unevenly absorbed and applied by teachers. The major lessons learned were: i) that short in-service training courses applied to teachers who are either untrained or poorly trained prior to going into schools will not achieve the behavioral changes required to introduce LCE methodologies and CA assessment protocols required to transform classroom learning behaviors, in this context. ii) teachers, especially older, less well trained and poorly educated teachers, in remote rural schools need consistent, high quality supervision and frequent exposure to professional development, for classroom teaching standards to significantly improve. However, 7th grade students report that newly trained COE graduates have brought a new approach to teaching that involves learners more actively and that results in livelier classes.

## 7. RECOMMENDATIONS

The previous analysis of data and information gathered during the six weeks of work in Namibia revealed a complex and fast changing educational environment where over the past 19 years, since independence, much has been accomplished to bring education services to a standard at least comparable to, or better than in many neighboring Southern and Central African countries. Given the country's relatively late arrival at independence, its educational accomplishments are both significant and praiseworthy. However, as indicated in two prior SACMEQ regional evaluations, Namibia's education system is still deficient in critical areas pertaining to quality, including effective teaching, a modern curriculum content, recognizable education standards and poor performance in international achievement test in vital skill areas like mathematics, science and English language.

USAID and other donor-supported studies carried out between 1990 and 2009 demonstrated that many of the deficiencies highlighted in the first two Southern Africa Consortium for Monitoring Education Quality SACMEQ reports are now being effectively tackled by the GRN, especially in the six poorest Northern regions, where attention and resources have been applied to correct previous inequities in resource allocation which were deliberately applied to the majority of the population during the colonial period, prior to 1990.

This Evaluation has been able to demonstrate how, during the last ten years, under the USAID-funded “Basic Education Support” (BES) initiative, many of the deficiencies identified above are now being tackled in a well focused and more determined manner. Through three USG-funded BES projects, critical policy areas like curriculum development, teacher education and training, school management, professional development, the decentralization of the decision-making process to the regional and schools levels, parental support, and the setting of acceptable national standards through a reform of the achievement measurement system, have all begun to be implemented with some success.

The preceding analysis showed that while at every level in the educational system BES contributions were recognized as having made a discernible impact, some of the reforms started will be difficult to sustain without more, or at least comparable, financial and supporting management structure. Nineteen years of high quality support provided by USG financial and technical assistance may have created a dependency that will be difficult to live without. Respondents at all levels in the education system alluded to the difficulties that may be created when USAID withdraws BES financial and technical support and feared that many of the activities started, or beginning, will not now be sustained.

The Evaluation Team’s recommendations reflect the fact that the scope of work for this evaluation is an assessment of USG support over the past nineteen years. They are, therefore, not intended to influence activities that are currently being wound-down prior to the BES III project’s closure. They reflect our best informed judgement of those areas likely to make the most impact but which, for the many issues raised by this evaluation, will still need ongoing support.

#### **Fragile and at-risk BES activities requiring ongoing support.**

The Team recommends that some thought be given to providing ongoing and timely technical support to the following important, but still fragile, BES supported activities in order to insure sustainability:

- Provide ongoing technical assistance for improving the quality of teaching and learning, in Namibia’s four Colleges of Education.
- The creation and training of a cadre of college and school counselors to provide the support needed to deal with the negative impact of the HIV/AIDS pandemic in schools and colleges.
- Provide leadership training to bolster key elements of the on-site, in-service training program which is currently in effect but which may be brought to a close because of a lack of competent senior leadership at the school principal, CST and cluster levels.
- Provide training assistance for the empowerment of Regional Councils, especially in the planning, financial management and monitoring and evaluation areas as they impact on educational programs at the local level. This may be the best way to insure that the decentralization process which was successfully started by the BES project is consolidated and sustained institutionally at the regional level.

#### **Priority elements meriting ongoing USG support**

However, should funding and other considerations be a constraining factor, then the Evaluation Team recommends that the USG, and partners, continue to give top priority to providing either some financial or limited technical assistance to the following ongoing and successful, but still to be completed, BES activities:

- Provide continued support to the DNEA, through AIR, for implementing the next phase of the DLAI to allow for the grades 5 and 8 mathematics, science and English national assessments instruments to be successfully piloted.
- Provide through PEPFAR, additional funding to support and increase grants for OVC to schools in all 13 regions.
- Continue to assist in the successful roll-out of ICTs to schools and colleges by providing school-based technical support with the help of qualified Peace Corps volunteers placed in cluster centers, schools and colleges of education.
- Work with IFESH, or Peace Corps, to provide high quality on-site English Language training for English teachers in schools, and for lecturers in colleges responsible for the pre-service training of English language teachers.

### **Notable BES successes worthy of transfer elsewhere.**

BES was successful in implementing a number of innovations in Namibia. Some are still nascent and thus too early to assess for long term sustainable impact. However, a few have made a tangible impact on the Namibian education system's reform process and are worthy of promotion elsewhere.

- Perhaps, one of Namibia's more discernible successes is the development of a reliable annual EMIS reporting system. Few developing countries, and fewer African countries with functioning EMIS, have achieved a comprehensive and accurate annual education data reporting system like Namibia's. This aspect deserves to be promoted elsewhere, especially in sub-Saharan Africa.
- Namibia's now successfully established School and Teacher Self-Assessment procedures are an important contribution to the educational reform process, and deserve to be promoted elsewhere in Africa, the Middle East, Latin America and Asia, where countries undertaking educational reforms are struggling to get to grips with similar school-level accountability issues.
- Another exception is Namibia's apparent success in involving the private and public sectors in joint ventures to roll out information communications technologies quickly and effectively to schools, colleges and REOs as tools for assisting in the national decentralization process. Many countries would like to do the same, but don't know how to, and need working examples to emulate.

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## Annex 2. List of Documents Consulted

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Sayed Yusuf. Continuing Professional Development and Education Policy: Characteristics, conditions and change.

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## Annex 3. List of People Interviewed

WINDHOEK Ministry of Education						
Name	Function	Place	Telephone	2009 Date	Email	
Mr. C Van der Merwe	Director of DNEA, MoE	Windhoek	293 3432	July 22		
Mr. Raimo Dengeinge	Director of PAD, MoE	Windhoek	293 3334	July 23	<a href="mailto:draimo@mec.gov.na">draimo@mec.gov.na</a>	
Mr. Geoffrey Shakwa	NIED,	Okahandja	(062) 509084	July 23	<a href="mailto:gshakwa@nied.edu.na">gshakwa@nied.edu.na</a>	
Mr. Gernot Piepmeyer	NIED	Okahandja	(062) 509049	July 23		
Mr. Robert Munganda	NIED	Okahandja	(062) 509078	July 23		
R Simanga	NIED	Okahandja	(062) 509095		<a href="mailto:rsimanga@nied.edu.na">rsimanga@nied.edu.na</a>	
J. Nyambe	NIED	Okahandja	(062) 509083		<a href="mailto:jnyambe@nied.edu.na">jnyambe@nied.edu.na</a>	
Mr. Matthew Shimhopileni	Director of PQA, MoE	Windhoek	293 3200	July 23		
Mr. Alfred Ilukena	Deputy Permanent Secretary, MoE	Windhoek	293 3352	July 24		
Mr. Charles Kabajani	Under Secretary, Formal Education, MoE	Windhoek & Heja Lodge	293 3205	July 24 & Aug 5	<a href="mailto:ckabajani@mec.gov.na">ckabajani@mec.gov.na</a>	
Dr. Heltha . Pomuti	Director of NIED, MoE	Windhoek	(062) 509001	July 24		
Ms. E. Mbuye	Director of DHE, MoE	Windhoek	309756	July 27	<a href="mailto:draimo@mec.gov.na">draimo@mec.gov.na</a>	
Ms. V. Kauaria	Director of NLAS, MoE	Windhoek	293 3180	July 28		
Mr. Van Wyk	Director of ICT, MoE	Windhoek	293 3125	July 29	<a href="mailto:ivandermerwe@mec.gov.na">ivandermerwe@mec.gov.na</a>	
Ms. E. Kirchner	Rector , Windhoek College	Heja Lodge		August 5		
GD Enssle	Director of PQA, MoE	Windhoek	293 3220		<a href="mailto:genssle@gmail.com">genssle@gmail.com</a>	
T Keeja	Director of Planning, MoE	Windhoek	061 293 3335/ 0811 240 681		<a href="mailto:tkeeja@iway.na">tkeeja@iway.na</a>	
US Government						
Name	Function	Place	Telephone	2009 Date	Email	
Ambassador Matthieu	US Ambassador to Namibia	Windhoek		Aug 27		
Greg Gottlieb	USAID Mission Director	Windhoek		Sept 14		
Debbie Mozel	USAID Deputy Director	Windhoek		July-Aug		
Shireen Strauss	USAID, Program Office	Windhoek		July-Sept		
Martin Tjituka	USAID, Education Team	Windhoek		July-Sept		
Matthew Goagoseb	USAID, Education Team	Windhoek		July-Sept		
John Wingle	MCC, Country Representative	Windhoek		July 29		
Mao Tjiroze	MCC, Development Specialist/ Education	Windhoek		July 29		
Waldo Junius	Associate Director, Peace Corps	Windhoek	081-127-8262	July-August		
Implementing Partners						
Name	Function	Place	Telephone	2009 Date	Email	
Dr. Wes Snyder	Chief of party BES 3	Windhoek		July-August		
Dr. Donna Kay LeCzel	Former Chief of Party BES 3	Windhoek		August 4	<a href="mailto:dleczel@aed.org">dleczel@aed.org</a>	
Muhammed Liman	Former Chief of Party BES 3	Windhoek		August 4	<a href="mailto:limanm@crea-sd.com">limanm@crea-sd.com</a>	
Ms. Eurydice Rorick	Deputy Chief of Party/BES 3	Windhoek	293-3337	July-August		
Jeff Millington	Chief of Party/NEPP	Windhoek		August		

## Donors

Impact Evaluation of USAID Support to Education in Namibia 1990-2009

Name	Function	Place	Telephone	2009 Date	Email
Mr. Segurola	Education Officer, Spanish AID	Windhoek	213-724	July 28	
Mr. Nolan Van Der Ross	Education Officer, UNICEF	Windhoek	204-6111	July 28	<a href="mailto:nvanderross@unicef.org">nvanderross@unicef.org</a>
Ms. Nathalie	Education Officer, EU	Windhoek	202-6000	July 29	<a href="mailto:nathalie.houlou@ec.europa.eu">nathalie.houlou@ec.europa.eu</a>
Ms. Sheila Mangan	HIV/AIDS, UNICEF			July	

**NGOs**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Ernest	Education Officer, VSO	Windhoek	237-513	July 29	

**Other**

Name	Function	Place	Telephone	2009 Date	Email
Waldo Junius	Associate Director, Peace Corps	Windhoek	081-127-8262	July-August	

**CAPRIVI REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. L. Lupalezwi	Regional Director	Caprivi	066 253210		<a href="mailto:lupalezwilovemore@yahoo.com">lupalezwilovemore@yahoo.com</a>
Mr. A. Samupwa	REO	Heja Lodge	066 253210	August 5	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Ms. Cecilia Sibuku	Vice Rector, Caprivi College	Katima		August 17	
Mr. Henry Musialike	Control Officer, Caprivi College	Katima		August 17	
Mr. Nzwala	LP HOD, Caprivi College	Katima		August 17	
Mr. B.M. Simasiku	HOD Math/SC, Caprivi College	Katima		August 17	
Mr. J.M. Fumano	HOD Student Affairs, Caprivi College	Katima		August 17	
Mr. Richard Nyambe	Principal, Ngoma PS	Ngoma	081 200 0522	August 18	
Mr. Michael Salusika	H.O.D, Ngoma PS	Ngoma		August 18	
Mr. Boniface Serivula Sillilo	Teacher, Ngoma PS	Ngoma		August 18	
Mr. Benadidd Ntema Kasale	Teacher, Ngoma PS	Ngoma		August 18	
Mr. Victor Mabuta	Principal, Bukalo PS	Bukalo	081 433 1141	August 18	
Ms. Francis Mukanwa	Principal, Mavuluma PS	Katima	081 233 9461	August 17	
Ms. Maryclare Libana	Teacher, Mavuluma PS	Katima		August 17	
Ms. Agatha Muhinda	Teacher, Mavuluma PS	Katima		August 17	

**Students**

Name	Function	Place	Telephone	2009 Date	Email
Siboleka Muyangano	Student, Bukalo PS	Bukalo		August 18	
Sikokwani Simasiku	Student, Bukalo PS	Bukalo		August 18	
Magwaza Mwala	Student, Bukalo PS	Bukalo		August 18	
Mwemba Lumba	Student, Bukalo PS	Bukalo		August 18	
Kasale Kaungwe	Student, Bukalo PS	Bukalo		August 18	
Mwazi Muanei	Student, Bukalo PS	Bukalo		August 18	
Kamwi Sitengu	Student, Bukalo PS	Bukalo		August 18	
Maswahu Mununga	Student, Bukalo PS	Bukalo		August 18	
Sitali Monde	Student, Bukalo PS	Bukalo		August 18	
Sililo Kabuba	Student, Bukalo PS	Bukalo		August 18	

**KAVANGO REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. A Dikuua	Regional Director	Rundu	066 255567/ 081 122 1509	August 5	<a href="mailto:dikuua@iway.na">dikuua@iway.na</a>

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Fanuel Kapapero	Deputy Director, and member of BES Steering Committee	Heja Lodge	066 255567	August 5	
<b>Ministry of Education Local Staff</b>					
<b>Name</b>	<b>Function</b>	<b>Place</b>	<b>Telephone</b>	<b>2009 Date</b>	<b>Email</b>
John Kamwi	CPD Coordinator, RCE	Heja Lodge		August 5	
Mr. Joseph Shininge	Principal, Sauyema PS	Sauyema	081 270 2246	August 13	
E. Mombola	Principal, Sivara PS	Sivara	081 258 4258	August 13	
Ms. Veronica Thikusho	Principal, Rudolf Ngondo PS	Rundu	081 124 4464	August 14	
Mr. Silkaki P. Moses	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Mr. Xoaseb E.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Sikerete V.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Shikusho T.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Thimbunga H.N.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Antonio E.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Kumbwa M.P.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Sikongo N. Veronica	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Ms. Turukatu A.L.N.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
Mr. Kandjimi P.K.	Teacher, Rudolf Ngondo PS	Rundu		August 14	
<b>Students</b>					
<b>Name</b>	<b>Function</b>	<b>Place</b>	<b>Telephone</b>	<b>2009 Date</b>	<b>Email</b>
Kandjimi Maria	Student, Sivara PS	Sivara		August 13	
Kagera Theresia	Student, Sivara PS	Sivara		August 13	
Nanyemba Maria	Student, Sivara PS	Sivara		August 13	
Nyango Elizabeth	Student, Sivara PS	Sivara		August 13	
Kambinda Isabela	Student, Sivara PS	Sivara		August 13	
Sigweda Adolfl	Student, Sivara PS	Sivara		August 13	
Paokwa Johannes	Student, Sivara PS	Sivara		August 13	
Ndumba Malakia	Student, Sivara PS	Sivara		August 13	
Murongo Jacobus	Student, Sivara PS	Sivara		August 13	
Mungenga Andreas	Student, Sivara PS	Sivara		August 13	
Mukuva Peter	Student, Sivara PS	Sivara		August 13	
Muduva Joseph	Student, Sivara PS	Sivara		August 13	
Kalihonda Loalistus	Student, Sivara PS	Sivara		August 13	
Hausona Paulus	Student, Sivara PS	Sivara		August 13	
Hausiku Manfred	Student, Sivara PS	Sivara		August 13	
Haitha Stephanus	Student, Sivara PS	Sivara		August 13	
Haimbili Paulus	Student, Sivara PS	Sivara		August 13	
<b>Parents</b>					
<b>Name</b>	<b>Function</b>	<b>Place</b>	<b>Telephone</b>	<b>2009 Date</b>	<b>Email</b>
Mudi Maria	Parent, Sauyema PS	Sauyema		August 13	
Kulyata Anneki	Parent, Sauyema PS	Sauyema		August 13	
Sihinga Victoria	Parent, Sauyema PS	Sauyema		August 13	
Nambaru Theresia	Parent, Sauyema PS	Sauyema		August 13	
Munenge Victoria	Parent, Sauyema PS	Sauyema		August 13	
Kamwengo maria	Parent, Sauyema PS	Sauyema		August 13	
Maria Karara	Parent, Sauyema PS	Sivara		August 13	
Siviya Kasera	Parent, Sauyema PS	Sivara		August 13	
Kemba Richard	Parent, Sauyema PS	Sivara a		August 13	
Mukuve maurius	Parent, Sauyema PS	Sivara		August 13	
Thimbudu Heimic Makanya	Parent, Rudolf Ngondo PS	Rundu		August 14	
Sitongo Sixtus	Parent, Rudolf Ngondo PS	Rundu		August 14	
Shikukutu					
Shivute Emilie Maita	Parent, Rudolf Ngondo PS	Rundu		August 14	

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**KUNENE REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mme. Bernadette Jagger	Inspector, Epupa Circuit	Epupa	081 289 8024	August 14	<a href="mailto:bernadettejagger@yahoo.com">bernadettejagger@yahoo.com</a>

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Auty Muhuka	Principal, Alfa CS	Uatokuta		August 17	
Mr. Uatokuk	Teacher, Alfa CS	Uatokuta		August 17	
Mr. Kakuva	Teacher, Alfa CS	Uatokuta		August 17	
Mr. Mumbuu	Teacher, Alfa CS	Uatokuta		August 17	
Ms. Muhimba	HOD, Alfa CS	Uatokuta		August 17	
Mrs. Tjazapi	Principal, Kaoko-Otavi PS	Kaoko Otavi	081 373 0855	August 14	
Mrs. Tjandu	Principal, Oukongo	Oukongo	060 801 7447	August 14	
Mr. Muzuma	HOD, Oukongo	Oukongo		August 14	
Mr. Tjivehungira	Teacher, Oukongo	Oukongo		August 14	

**Students**

Name	Function	Place	Telephone	2009 Date	Email
Jonhy Kahohoi	Student, Alpha CS	Uatokuta		August 17	
Kaveere Tjiute	Student, Alpha CS	Uatokuta		August 17	
Veroyova Kombuneri	Student, Alpha CS	Uatokuta		August 17	
Kanambunga Kaizinbi	Student, Alpha CS	Uatokuta		August 17	
Yail Hantly	Student, Alpha CS	Uatokuta		August 17	
Andakuuya Utjavari	Student, Alpha CS	Uatokuta		August 17	
Kuneke Herunga	Student, Alpha CS	Uatokuta		August 17	
Deshi Haitoza	Student, Alpha CS	Uatokuta		August 17	
Maihannika Tjiuna	Student, Alpha CS	Uatokuta		August 17	
Autetura Muhuna	Student, Alpha CS	Uatokuta		August 17	
Kasora Nbjengwa	Student, Alpha CS	Uatokuta		August 17	
Bonia Hinu	Student, Alpha CS	Uatokuta		August 17	
Tjhumu	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Tunaune	Student, Kaoko - Otavi PS	Kaoko Otavi		August 14	
Kazombaruru	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Ratutuma Tjhiugire	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Matujamapi Kunooro	Student, Kaoko - Otavi PS	Kaoko Otavi		August 14	
Kembambi Kuvare	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Zanyangapi Kuvare	Student, Kaoko - Otavi PS	Kaoko Otavi		August 14	
Moyao Mumyovandu	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Mavepu Muharukwa	Student, Kaoko - Otavi PS	Kaoko Otavi		August 14	
Kavasoko Mukandi	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Kariteerue Tjikombo	Student, Kaoko - Otavi PS	Kaoko Otavi		August 14	
Ueritoorora	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	
Kazombaruru	Student, Kaoko-Otavi PS	Kaoko Otavi		August 14	

**Parents**

Name	Function	Place	Telephone	2009 Date	Email
Mrs. Naunga Ndjengua	Parent, Focus group	Ondororundu			
Mr. Maipukikua Katundo	Parent, Focus group	Ondororundu			

**Other**

Name	Function	Place	Telephone	2009 Date	Email
Obediah Pressman	Peace Corps Volunteer	Opuwo		Aug 15-16	
Ayoola Kellar	World Teach Volunteer	Opuwo/Ukongo		Aug 16	

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**OHANGWENA REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Sanet Cloete	Deputy Director, and member of BES Steering Committee	Hedja Lodge/ Ondangwa		August 5	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Ms. Kayofa Helena	Education Officer	Ondangwa		July 31	
Ms. Constantin Sofia	Education Officer	Ondangwa		July 31	
Mr. Neshuku Christian	Education Officer	Ondangwa		July 31	
Ms. Nakamwe Sesilia	Education Officer	Ondangwa		July 31	
Ms. Shinyala Eva- Liisa	Resource Teacher	Ondobe		July 31	
Ms. Munyanaya Festus	Resource Teacher	Endola		July 31	
Ms. Kayala Lot	Resource Teacher	Ohakafiya		July 31	
Ms. Lucia Shilamba	Principal, Endola PS	Endola	081 271 7575	August 5	
Ms. Ottilie Namwoonde	Teacher, Endola PS	Endola		August 5	
Ms. Annel Kamati	Teacher, Endola PS	Endola		August 5	
Ms. Victoria Shiwayu	Teacher, Endola PS	Endola		August 5	
Ms. Lahja Newaka	Teacher, Endola PS	Endola		August 5	
Ms. Merjam Kafula	Teacher, Endola PS	Endola		August 5	
Ms. Christiana lipinge	Teacher, Endola PS	Endola		August 5	
Ms. Sylvia Nangolo	Teacher, Endola PS	Endola		August 5	
Ms. Elise Haimbangu	Teacher, Endola PS	Endola		August 5	
Ms. Ester Mbango	Principal, Onambutu CS	Onambutu		August 10	
Ms. Justina N. Petrus	Teacher, Onambutu CS	Onambutu		August 10	
Ms. Mbingo Miina	Teacher, Onambutu CS	Onambutu		August 10	
Mr. Shixwameni Stephanus	Teacher, Onambutu CS	Onambutu		August 10	
Ms. Hamukoto Twahafifwa	Teacher, Onambutu CS	Onambutu		August 10	
Ms. Sheelango Rachel	Teacher, Onambutu CS	Onambutu		August 10	
Ms. Ephraim Justine	Teacher, Onambutu CS	Onambutu		August 10	
Mr. Hepangalume Nahas	Teacher, Onambutu CS	Onambutu		August 10	
Mr. Vaino Kaukungwa	Principal, Onakalunga PS	Onakalunga		August 10	
Ms. Teofelus Lylie N.	Teacher, Onakalunga PS	Onakalunga		August 10	
Ms. Hamunyela Lonia	Teacher, Onakalunga PS	Onakalunga		August 10	
Ms. lilanda Lusia	Teacher, Onakalunga PS	Onakalunga		August 10	
Ms. Taukuheke Aira-L N.	Teacher, Onakalunga PS	Onakalunga		August 10	

**Students**

Name	Function	Place	Telephone	2009 Date	Email
Andreas Nghinyangelw	Student, Endola PS	Endola		August 8	
Haimbungu Nafimane	Student, Endola PS	Endola		August 8	
Magdalena Katenda	Student, Endola PS	Endola		August 8	
Emilia Kambode	Student, Endola PS	Endola		August 8	
Alfeus Ndishita	Student, Endola PS	Endola		August 8	
Kristofina Hauwanga	Student, Endola PS	Endola		August 8	
Werner Haimbangu	Student, Endola PS	Endola		August 8	
Foibe Eliakim	Student, Endola PS	Endola		August 8	
Ester Ndaumbwa	Student, Endola PS	Endola		August 8	
Josphina Shuudifonya	Student, Endola PS	Endola		August 5	
Joolokeni Shaduka	Student, Endola PS	Endola		August 5	
Helena Hainghumbi	Student, Endola PS	Endola		August 5	
Elizabeth Haiplinge	Student, Endola PS	Endola		August 5	
Nathanael Shonena	Student, Endola PS	Endola		August 5	
Josefina Hamukwaya	Student, Endola PS	Endola		August 5	
Elise Shilunga	Student, Endola PS	Endola		August 5	
Elsie Haimbangu	Student, Endola PS	Endola		August 5	
Frieda Tobias	Student, Onambutu CS	Onambutu		August 10	
Nghondela Justine	Student, Onambutu CS	Onambutu		August 10	
Shitalaana esther	Student, Onambutu CS	Onambutu		August 10	
Vatileni gabriel	Student, Onambutu CS	Onambutu		August 10	
Haiduwa Arabia	Student, Onambutu CS	Onambutu		August 10	
Phillemon nakale	Student, Onambutu CS	Onambutu		August 10	
Hashali Michael	Student, Onambutu CS	Onambutu		August 10	
Joseph matthew	Student, Onambutu CS	Onambutu		August 10	
Pombili hishono	Student, Onambutu CS	Onambutu		August 10	
Nangombe laimi	Student, Onambutu CS	Onambutu		August 10	
Indateelela mweshipandeka	Student, Onambutu CS	Onambutu		August 10	

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Damen levison	Student, Onakalunga PS	Onakalunga	August 10
David Erastus	Student, Onakalunga PS	Onakalunga	
Tweumona Shimhanda	Student, Onakalunga PS	Onakalunga	
Ndove Victory	Student, Onakalunga PS	Onakalunga	August 10
Perus Olivia	Student, Onakalunga PS	Onakalunga	August 10
Shapubumba Anna	Student, Onakalunga PS	Onakalunga	August 10
Ikanda Lonja	Student, Onakalunga PS	Onakalunga	August 10
Shimbode Elizabeth	Student, Onakalunga PS	Onakalunga	August 10
Ndahepele Paelencia	Student, Onakalunga PS	Onakalunga	August 10
Mwatetelenge Lusja	Student, Onakalunga PS	Onakalunga	August 10

**Parents**

Name	Function	Place	Telephone	2009 Date	Email
Josiphina Shuudifonya	Parent, Endola PS	Endola		August 8	
Joolokeni Shaduka	Parent, Endola PS	Endola		August 8	
Helena Hainghumbi	Parent, Endola PS	Endola		August 8	
Elizabeth Halpinge	Parent, Endola PS	Endola		August 8	
Nathanael Shonena	Parent, Endola PS	Endola		August 8	
Josefina Hamukwaya	Parent, Endola PS	Endola		August 8	
Elise Shilunga	Parent, Endola PS	Endola		August 8	
Elsie Haimbangu	Parent, Endola PS	Endola		August 8	
Kakololo Petrus	Parent, Onakalunga PS	Onakalunga		August 10	
Haukuti Penehambeko	Parent, Onakalunga PS	Onakalunga		August 10	
Shinyongo Toini	Parent, Onakalunga PS	Onakalunga		August 10	
Italeni Joseph	Parent, Onakalunga PS	Onakalunga		August 10	
Shinana Dina	Parent, Onakalunga PS	Onakalunga		August 10	

**OMUSATI REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Ms. A.E. Nghipondoka	Regional Director	Outapi	065 242503/ 081 124 9406	Aug 3	<a href="mailto:enghipondoka@yahoo.com">enghipondoka@yahoo.com</a>
Ms. L. Shatiwa	Deputy Director	Outapi & Heja		Aug 3 & 5	
Ms. Hilma Ilonga	Education Officer	Lodge	065 242 500	Aug 3	
Ms. Anastasia Shalumbu	Resource Teacher	Outapi		Aug 3	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Shikongo Abner	Inspector, Okahao Circuit	Outapi & Okahao		Aug 3 & 20	
Mr. Immanuel Amutenya	Principal, Okahao JP	Okahao	081 259 9388	August 20	
Ms. Aune Ndadi	Teacher, Okahao JP	Okahao		August 20	
Ms. Kangombe Hilma N.	Teacher, Okahao JP	Okahao		August 20	
Ms. Elago Taimi	Teacher, Okahao JP	Okahao		August 20	
Mr. Shikokola Erastus	Teacher, Okahao JP	Okahao		August 20	
Ms. lindombo Hilma N.	Teacher, Okahao JP	Okahao		August 20	
Ms. Lahja Namutenya Alweendo	Principal, Oshuulagulwa PS	Oshuulagulwa	081 277 0185	August 20	
Ms. Eva- Mary Shivute	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ms. Hendrina Shooja	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ms. Lovisa Shumi	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ms. Victoria Shigwdha	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ms. Beata Ndakukamo	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ms. Loide M. Shaanika	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Mr. Nicodemus Angula	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Mr. Nuuyoma Paulus	Teacher, Oshuulagulwa PS	Oshuulagulwa		August 20	
Mr. Ephraim Kalumbu	Principal, Okanimekwa	Okanimekwa	081 268 5891	August 21	

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Mr. Michael Muleni	CS HOD, Okanimekwa	Okanimekwa	August 21
Ms. Albertina Ndjene	CS HOD, Okanimekwa	Okanimekwa	August 21
Ms. Hildebertha Taanyanda	CS Teacher, Okanimekwa	Okanimekwa	August 21
Ms. Alina Kamulunga	CS Teacher, Okanimekwa	Okanimekwa	August 21
Ms. Monika Andowa	CS, AIDS Club Coordinator	Okanimekwa	August 21
Ms. Veronika Aindongo	CS, Window of Hope Coordinator	Okanimekwa	August 21

Name	Function	Place	Students		Email
			Telephone	2009 Date	
Evangelyn Mushabati	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Josephine Shipingana	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Fresmin Ndilimodwi	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Selma Shiponeni	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Ndapandula Uushona	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Hertha lipadhi	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Margaleta Eita	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Hertha liyambo	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Sakeus Juukonjele	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Nekongo David	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	
Paulus Kuuondokwa	Student, Oshuulagulwa PS	Oshuulagulwa		August 20	

Name	Function	Place	Parents		Email
			Telephone	2009 Date	
Mr. Amon Shipopyeni	Parent, School Board	Oshuulagulwa		Aug 20	
Ms. Ester Kambungu	Parent, School Board	Oshuulagulwa		Aug 20	
Ms. Loide Angula	Parent, School Board	Oshuulagulwa		Aug 20	
Ms. Oullie Andowa	Parent, School Board	Oipanda		Aug 21	
Ms. Elizabeth Aitana	Parent, School Board	Oipanda		Aug 21	

Name	Function	Place	Other		Email
			Telephone	2009 Date	
Ms. Penny O'Brien	VSO	Outapi		August 21	

**OSHANA REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Ms. Dutte Shinyemba	Regional Director	Oshakati	065 229800	Aug 3 & 21	<a href="mailto:dutte@iway.na">dutte@iway.na</a>
Immanuel Aipanda	REO, and member of BES Steering Committee	Oshana & Heja Lodge	065 229800/ 081 122 1507	Aug 3 & Aug 5	
Ms. Menette Nambala	SAT	Ongwediva TRC		July 29	
Christoph Petrus	TRC Manager/EMIS	Heja Lodge		August 5	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Shipena Immanuel	Vice Rector, Ongwediva	Ongwediva		July 29	

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Mr. Moses Hidengwa	College HOD Skills Dept, Ongwediva College	Ongwediva		July 29/ Aug 5
Mr. Muzambani Efrain	HOD Math/Sc, Ongwediva College	Ongwediva		July 29
Ms. Mbodo loide	HOD ETP, Ongwediva College	Ongwediva		July 29
Ms. Amakai Amram	HOD INSET, Ongwediva College	Ongwediva		July 29
Ms. Susan Herman	HIV/AIDS Coord, Ongwediva College	Ongwediva		July 29
Ms. Victoria Hapulile	Language Dept, Ongwediva College	Ongwediva		July 29
Ms. Toini Alweendo	Principal, Olukolo PS	Ondangwa	065 241 193	August 3
Ms. Helmi Ndengu	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Hakaala Justina	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Elina Katau	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Shalongo N.Ashipala	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Johanna N. Daniel	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Lousia K. Boy	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Dorthea M. Amoonio	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Kiiga N.N. Paulina	Teacher, Olukolo PS	Ondangwa		August 3
Mr. Angula Mathus	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Uusizi Linda	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Kalangula Esther	Teacher, Olukolo PS	Ondangwa		August 3
Ms. Esther Shitumba	Teacher, Olukolo PS	Ondangwa		August 3
Mr. Tomas Amutenya	Principal, Oshakati PS	Oshakati		August 5
Ms. Aune Mvula	Teacher, Oshakati PS	Oshakati		August 5
Ms. Foibe Davia	Teacher, Oshakati PS	Oshakati		August 5
Ms. Foibe Kalumbu	Teacher, Oshakati PS	Oshakati		August 5
Ms. Amushila Suama	Teacher, Oshakati PS	Oshakati		August 5
Ms. Nelago Kleopas	Teacher, Oshakati PS	Oshakati		August 5
Ms. Amoomo Patricia	Teacher, Oshakati PS	Oshakati		August 5
Ms. Toini Uukunde	Teacher, Oshakati PS	Oshakati		August 5
Ms. Justina Ainima	Teacher, Oshakati PS	Oshakati		August 5
Mr. Alugodhi Mikka Goerge	Teacher, Oshakati PS	Oshakati		August 5
Mr. Uugwanga Sam	Teacher, Oshakati PS	Oshakati		August 5
Ms. Shigwedha Frieda	Teacher, Oshakati PS	Oshakati		August 5
Ms. Frieda Karolina Uusiku	Principal, Eheke PS	Eheke	081 371 3808	August 3
Ms. Vistorina Munenguni	Teacher, Eheke PS	Eheke		August 3
Ms. Paulina T. Namupala	Teacher, Eheke PS	Eheke		August 3
Ms. Beata lita	Teacher, Eheke PS	Eheke		August 3
Ms. Liisa Itana	Teacher, Eheke PS	Eheke		August 3
Ms. Luise Namwandi	Teacher, Eheke PS	Eheke		August 3
Ms. Merry Nanyemba	Teacher, Eheke PS	Eheke		August 3

Name	Function	Students Place	Telephone	2009 Date	Email
Kutako christophina	Student, Oshakati PS	Oshakati		August 5	
Shifundo Fredrik	Student, Oshakati PS	Oshakati		August 5	
Nangonya monica	Student, Oshakati PS	Oshakati		August 5	
Ndelumulgila hilma	Student, Oshakati PS	Oshakati		August 5	
Shuukeni Elizabeth	Student, Oshakati PS	Oshakati		August 5	
Negonya tioni	Student, Oshakati PS	Oshakati		August 5	
Joseph beata	Student, Oshakati PS	Oshakati		August 5	
Gabriel loide	Student, Oshakati PS	Oshakati		August 5	
Amutenya benyame	Student, Oshakati PS	Oshakati		August 5	
Kambinda alexexander	Student, Oshakati PS	Oshakati		August 5	
Marthin T. Namupala	Student, Eheke PS	Eheke		August 13	
Grasian Gabriel	Student, Eheke PS	Eheke		August 13	
Fillemon Petrus	Student, Eheke PS	Eheke		August 13	
Elago Emilia	Student, Eheke PS	Eheke		August 13	
Monika Nawinda	Student, Eheke PS	Eheke		August 13	
Frieda Taaipopi	Student, Eheke PS	Eheke		August 13	
Shilongo Joseph	Student, Eheke PS	Eheke		August 13	
Mathew Abed	Student, Eheke PS	Eheke		August 13	

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Lydia Lumbu	Student, Eheke PS	Eheke	August 13
Frederika Kulula	Student, Eheke PS	Eheke	August 13
Julia Negoli	Student, Eheke PS	Eheke	August 13
Martin Paavo	Student, Eheke PS	Eheke	August 13
Shilimela Fabiam	Student, Eheke PS	Eheke	August 13
Trives Erastus	Student, Eheke PS	Eheke	August 13
Angula Alfeus	Student, Eheke PS	Eheke	August 13
Kautewa Lusula	Student, Olukolo PS	Ondangwa	August 10
Toini Amupanda	Student, Olukolo PS	Ondangwa	August 10
Amuthitu Elia	Student, Olukolo PS	Ondangwa	August 10
Judith Joseph	Student, Olukolo PS	Ondangwa	August 10
Haipinge Tobias	Student, Olukolo PS	Ondangwa	August 10
Secilia Nicolaus	Student, Olukolo PS	Ondangwa	August 10
Shilongo Festus	Student, Olukolo PS	Ondangwa	August 10

Name	Function	Parents Place	Telephone	2009 Date	Email
Ms. Angombe Sylvia	Parent, Focus group	Ondangwa		August 3	
Ms. Uuyumba Victoria	Parent, Focus group	Ondangwa		August 3	
Ms. Nampala Martha	Parent, Focus group	Ondangwa		August 3	

**OSHIKOTO REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Lameck Kafidi	Regional Director	Ondangwa & Heja Lodge	065 281900/ 081 128 2112	July 31 & Aug 5	<a href="mailto:fidifidi@iway.na">fidifidi@iway.na</a>
Mr. Struwig Andre	Deputy Director	Ondangwa & Heja Lodge	065 281900	July 31 & Aug 5	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Ms. Kamati Taimi	Senior Advisory Teacher	Oshikoto, Ondangwa		July 31	
Ms. Leena- Liisa Uugulu	Principal, lihongo CS	lihongo	081 295 9592	August 4	
Ms. Mathew Kambonde	Teacher, lihongo CS	lihongo		August 4	
Ms. Hileni Namupala	Teacher, lihongo CS	lihongo		August 4	
Ms. Maria Iita	Teacher, lihongo CS	lihongo		August 4	
Mr. Jeremia Mwendeleli	Principal, Onathinghe South CS	Onathinghe		August 4	
Ms. Shiimi Anna	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Elipha Saima	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Nambahu M. Martha	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Mbombo N. Hilma	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Akwaake Vistorina	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Shiawedha Liina - Ndinelago	Teacher, Onathinghe South CS	Onathinghe		August 4	
Ms. Johanna Kambonde	Principal, Engoyi PS	Engoyi		August 4	
Ms. Aina Imene	Teacher, Engoyi PS	Engoyi		August 4	
Ms. Hilja Uugulu	Teacher, Engoyi PS	Engoyi		August 4	
Ms. Martha Ndokosho	Teacher, Engoyi PS	Engoyi		August 4	
Ms. Ruusa Nakaziko	Teacher, Engoyi PS	Engoyi		August 4	

Name	Function	Students Place	Telephone	2009 Date	Email
Toini nangolo	Student, lihongo CS	lihongo		August 4	
Selma newaka	Student, lihongo CS	lihongo		August 4	
Albertina ashipembe	Student, lihongo CS	lihongo		August 4	
Hileni nangombe	Student, lihongo CS	lihongo		August 4	
Taimi kamule	Student, lihongo CS	lihongo		August 4	
Eddy namindi	Student, lihongo CS	lihongo		August 4	
Ally shilongo	Student, lihongo CS	lihongo		August 4	
Nandu ntinda	Student, lihongo CS	lihongo		August 4	
Johannes kambode	Student, lihongo CS	lihongo		August 4	
Linus Elina	Student, Onathinghe South CS	Onathinghe		August 4	

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Petrus Maria	Student, Onathing South CS	Onathing	August 4
Nangwasha Andreas	Student, Onathing South CS	Onathing	August 4
Thomas Leopard	Student, Onathing South CS	Onathing	August 4
Amutenya	Student, Onathing South CS	Onathing	August 4
Akwaake Victoria	Student, Onathing South CS	Onathing	August 4
Mupupa Vistorina	Student, Onathing South CS	Onathing	August 4
Ipinge Ndinelago	Student, Onathing South CS	Onathing	August 4
Shikuni Seblon	Student, Onathing South CS	Onathing	August 4
Mutumbulwa Johannes	Student, Onathing South CS	Onathing	August 4

Name	Function	Parents Place	Telephone	2009 Date	Email
Matheus Iifo	Parent, Engoyi PS	Engoyi		August 11	
Frans Shidhudhu	Parent, Engoyi PS	Engoyi		August 11	
Elizabeth Shoombe	Parent, Engoyi PS	Engoyi		August 11	
Beata Nehale	Parent, Engoyi PS	Engoyi		August 11	

**OTJOZONDJUPA REGION**

**Ministry of Education Regional Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mrs. Faustina Namutenya	Regional Director of Education	Grootfontein		August 17	
Mr. Simon Tsuseb	Deputy Regional Director	Grootfontein		August 17	
Mr. September	Inspector	Grootfontein		August 17	

**Ministry of Education Local Staff**

Name	Function	Place	Telephone	2009 Date	Email
Mr. Shihango	Principal, Otjituuo PS	Otjituuo	081 412 8730	August 18	
Mrs. F. Damases	Principal, Shalom PS	Otavi		August 18	
Mrs. Gustafine	Principal, Shamalindi PS	Grootfontein	081 274 0660	August 18	

**Students**

Name	Function	Place	Telephone	2009 Date	Email
Ruben Hamunyena	Student, Shamalindi PS	Grootfontein		August 18	
Leroy Nuxab	Student, Shamalindi PS	Grootfontein		August 18	
Jackson Khausoab	Student, Shamalindi PS	Grootfontein		August 18	
Thomas Gum	Student, Shamalindi PS	Grootfontein		August 18	
Ben Naigab	Student, Shamalindi PS	Grootfontein		August 18	
Erinin Khais- oab	Student, Shamalindi PS	Grootfontein		August 18	
Muremi Kamina	Student, Shamalindi PS	Grootfontein		August 18	
Pieter Gaeseb	Student, Shamalindi PS	Grootfontein		August 18	
Albertus Basson	Student, Shamalindi PS	Grootfontein		August 18	
Bongani Gurirab	Student, Shamalindi PS	Grootfontein		August 18	
Merlyn Uwu-Khaes	Student, Shamalindi PS	Grootfontein		August 18	
Fransina Nawases	Student, Shamalindi PS	Grootfontein		August 18	
Rosalia Ganses	Student, Shamalindi PS	Grootfontein		August 18	

**Parents**

Name	Function	Place	Telephone	2009 Date	Email
Ms. Frioline Kuvare	Parent, School Board	Otavi		Aug 18	
Mr. Theophilus Venaani	Parent, School Board	Otjituuo		Aug 19	

**Other**

Name	Function	Place	Telephone	2009 Date	Email
Ashley Skeith	Peace Corps Volunteer	Grootfontein		Aug 18	

## **Annex 4. Survey Instruments**

- A. Principal/Vice-Principal Interview Guide
  - B. Teacher Observations of “Best Practices” in the Classroom
  - C. Parent-Community Interview Guide
-



**USAID**  
FROM THE AMERICAN PEOPLE

## PRINCIPAL/VICE PRINCIPALS

### INTERVIEW GUIDE

Interviewer: \_\_\_\_\_ Date \_\_\_\_\_

Principal Name: \_\_\_\_\_ Principal ID: \_\_\_\_\_

Sex:  (1) M  (2) F Cell number: \_\_\_\_\_

School Name: \_\_\_\_\_ School ID: \_\_\_\_\_

Village/Town/City: \_\_\_\_\_ Country ID \_\_\_\_\_

Type of School:  (1) Elementary/Primary  (2) Jr. Secondary  (3) Secondary

Intervention (mark one):  (1) BES 3  (2) BES II  (3) Other  (4) None

**Instructions:** Start by thanking the Principal for permitting the observations and for giving time for this interview. Explain that we are not evaluating teachers or schools. Also explain that interview results are confidential and will be analyzed along with many others from other countries so that we will know how to improve the program.

### PRINCIPAL BACKGROUND

Please tell me a little about yourself:

1. How many years in total have you been a principal (including this year)?

- (0) Less than one year  
 \_\_\_\_\_ years (if one year or more )

2. How long have you been a principal at this school (including this year)?

- (0) Less than one year  
 \_\_\_\_\_ years (if one year or more )

3. What is the *highest* diploma/degree that you have earned? [Mark ONLY one]

- (1) No diploma/degree/certificate
- (2) Training Certificate
- (3) Training Certificate with special elementary teacher requirement
- (4) High school diploma
- (5) Teacher Training Diploma/Certificate
- (5) Bachelors Degree or License
- (6) Graduate Degree
- (7) Doctorate

## SCHOOL PROFILE

4. Could your registrar please provide us with information on how many students there are at your school?

- A. Tick each of the grade levels enrolled at the school.
- B. Enter the number of female students in each grade level. Enter "0" if none.
- C. Enter the number of male student in each grade level. Enter "0" if none.
- D. Enter the total number of student in each grade level Enter "0" if none. [Interviewer – check to make sure that the Total # of Students for each grade level equals both the male and female students.]

FROM PRINCIPAL'S RECORDS FOR ENTIRE SCHOOL

---

A. Grade levels taught	Official Enrollment			E. COMMENTS
	B. Girls	C. Boys	D. Total	
o. All Grades at School				

5. How many teachers are at your school, by grade? When we say by grade, we mean their primary or homeroom assignment.

- A. Mark each of the grade levels enrolled at the school.  
 B. Enter the number of male teachers in each grade level. Enter "0" (zero) if none.  
 C. Enter the number of female teachers in each grade level. Enter "0" (zero) if none.  
 D. Enter the total number of teachers in each grade level. Enter "0" (zero) if none. [Interviewer – check to make sure that the Total # of Teachers for each grade level equals both the male and female teachers. Also check to ensure that the totals are correct for columns B, C, and D.]

A. Grade Levels Taught	B. # of Male Teachers	C. # of Female Teachers	D. Total # of Teachers
a. <input type="checkbox"/> (1) Grade 1			
b. <input type="checkbox"/> (1) Grade 2			
c. <input type="checkbox"/> (1) Grade 3			
d. <input type="checkbox"/> (1) Grade 4			
e. <input type="checkbox"/> (1) Grade 5			
f. <input type="checkbox"/> (1) Grade 6			
g. <input type="checkbox"/> (1) Grade 7			
h. <input type="checkbox"/> (1) Grade 8			
i. <input type="checkbox"/> (1) Grade 9			
j. <input type="checkbox"/> (1) Grade 10			
k. <input type="checkbox"/> (1) Grade 11			
l. <input type="checkbox"/> (1) Grade 12			
m. <input type="checkbox"/> (1) Grade 13			
n. <input type="checkbox"/> (1) Grade 14			
o. All Grades at School			

6. How many of the teachers at your school have a certificate, diploma or bachelor's degree in teaching? [Interviewer – Enter "0" (zero) in all spaces where the answer is zero, or if the school has no Male teachers or no Female teachers. Do not leave any spaces blank.]

Degree	A. # Male teachers	B. # Female teachers	C.# Total teachers
a. Certificate			
b. Diploma			
c. B.A.			
d. B.A.+			
e. Total teachers at school			

**7. How has HIV/AIDS affected the everyday functioning of your school?**

- a.  (1) No effects [If NO, skip to question 9]  
 [Mark all that apply]
- b.  (1) Teachers have been regularly absent
- c.  (1) Students have been regularly absent
- d.  (1) There have been deaths of teachers, students or parents
- e.  (1) Parents are reluctant to send their children to school for fear of contracting HIV/AIDS
- f.  (1) Other: \_\_\_\_\_

**8. Do you currently have a program at your school to address HIV/AIDS awareness?**

[Mark only one]

- (1) No
- (2) Yes

**9. Have parents and community members been involved at your school in the following ways this year? [mark only one for each row – READ OPTIONS TO RESPONDENT.]**

Activities	Yes	No	Don't know
a. Community leaders visit school and give talks	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
b. Routine meetings with individual parents	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
c. PTA meetings	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
d. Volunteering in classrooms	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
e. Volunteering at school functions	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
f. Assistance with school repairs or renovations	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
g. Support in fundraising (cash or kind: money, materials, equipment, etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
h. Other (specify)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

**10. On average, what percentage of your school's parents typically participate in school activities?**

- (0) None

\_\_\_\_\_ % of parents participate in school activities

**11. Please name ONE thing that parents or community members could do (that they are not doing now) that would significantly help your school. [Interviewer: Write only ONE thing in the space below]**

---

## PRINCIPAL TRAINING

[Interviewer: Skip this section if the school has **not** participated in a BES component]

**12. Which of the [BES II/BES 3/LOCAL PROJECT NAME] principal trainings did you attend? Please identify the trainings by name and subject matter.**

(1) I have not attended any of the [BES II/BES 3/LOCAL PROJECT NAME] training for Principals. [If none, skip to question 21]

A. Name of Training	B. Topic(s)
a.	
b.	
c.	
d.	

**13. Have you been able to better manage the school since you participated in the [BES II/BES 3/LOCAL PROJECT NAME] principal training? [mark only ONE]**

(1) No

(2) Yes

(3) Don't know/ Can't say

---

19.A. If yes, please explain:

---

14. Have you been able to better monitor and evaluate teachers since you participated in the [BES II/BES 3/LOCAL PROJECT NAME] principal training? [mark only ONE]

(1) No

(2) Yes

(3) Don't know/ Can't say

20.A. If yes, please explain:

---

15. What other topic would you MOST like to learn about in training, to help you in your position? [Interviewer: please write only ONE topic in principal training.]

## TEACHER TRAINING

16. Which of the following teacher practices have you observed in teachers who have received the [BES II/BES 3/LOCAL PROJECT NAME] teacher training? [Mark only ONE per row; READ THESE ITEMS AND ASK RESPONDENT TO RESPOND TO EACH]

Teaching Skill	Practice observed in teachers		
a. Planning lessons	<input type="checkbox"/> (1) Yes say	<input type="checkbox"/> (2) No	<input type="checkbox"/> (3) Don't know/Can't say
b. Classroom management (this might include large-size class management)	<input type="checkbox"/> (1) Yes say	<input type="checkbox"/> (2) No	<input type="checkbox"/> (3) Don't know/Can't say
c. Student assessment or continuous assessment	<input type="checkbox"/> (1) Yes say	<input type="checkbox"/> (2) No	<input type="checkbox"/> (3) Don't know/Can't say
d. Active learning methods	<input type="checkbox"/> (1) Yes say	<input type="checkbox"/> (2) No	<input type="checkbox"/> (3) Don't know/Can't say

Teaching Skill	Practice observed in teachers
e. Using learning materials	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (3) Don't know/Can't say

## CONCLUSION

17. Is there anything else you would like to tell me about your school that I might not have asked?

Thank you very much for your time.

---



## TEACHER OBSERVATIONS OF 'BEST PRACTICES' IN THE CLASSROOM

(To be completed at the end of the lesson)

School Name \_\_\_\_\_ School ID \_\_\_\_\_

Type of School:  [1] Primary;  [2] Jr. Sec;  [3] Sec

Village/Town/City/Area \_\_\_\_\_ Country ID: \_\_\_\_\_

Teacher Name \_\_\_\_\_ Teacher ID \_\_\_\_\_

Teacher Gender:  [1] Male  [2] Female      Grade Level \_\_\_\_\_

Number of Students: \_\_\_\_\_ (F); \_\_\_\_\_ (M)

Intervention (mark one): 0 (1) BES 3    0 (2) BES II    0 (3) Other    0 (4) None

Observer \_\_\_\_\_ Date \_\_\_\_\_

Indicator	Observed [1]	Not Observed [0]
<b>Instruction</b>		
1. The teacher shows evidence of prior class planning. The teacher has prepared materials for the class period.		
2. Materials related to the class activities are ready. The students have materials related to the class activity.		
3. The teacher explains the goal and purpose of the class lesson to the students		
4. The teacher models the task that the students are to perform (e.g., predicting before reading, using sounds to spell, etc.)		
5. The teacher begins the class activity with questions that review previous activities and draw on the prior knowledge of the students.		

Indicator	Observed [1]	Not Observed [0]
6. The content prepared by the teacher is consistent with the purpose and goal of the lesson.		
7. The teacher asks questions of different types to encourage students to answer using critical thinking skills.		
<b>Grouping and Feedback</b>		
1. The teacher facilitates work in groups when appropriate.		
2. The teacher works with student groups at different levels of difficulty based on the knowledge of the students.		
3. The teacher gives different assignments based on the learning needs of the students when appropriate.		
4. Provides students with corrective feedback and positive support as necessary.		
5. Evaluates the students using corrective feedback tools (ongoing evaluation).		
<b>Classroom Management</b>		
1. Organizes class time so that a majority of the students are involved in schoolwork during the observation.		
2. Promotes an effective classroom climate through positive and respectful actions, attitudes and gestures.		
3. Consistently reminds the students of the classroom rules and expectations.		
<b>Use of Physical Space</b>		
1. The classroom is decorated with printed materials and/or students' original work.		
2. The classroom is decorated with "found" or home-made work or learning aids.		

Comment on Lesson by Observer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**USAID**  
FROM THE AMERICAN PEOPLE

**PARENT AND COMMUNITY REPORT CARD/INDIVIDUAL**

**Interviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **School ID:** \_\_\_\_\_

**Village/Town/City:** \_\_\_\_\_ **Country ID:** \_\_\_\_\_

**First Name of Person Interviewed:**  
\_\_\_\_\_

**Parent/Community Member ID:** \_\_\_\_\_

**Gender:**  [1] Male  [2] Female **Age:** \_\_\_\_\_

**Relationship to Student:**

[1] Parent

[2] Guardian

[3] Community Member

[4] Other: \_\_\_\_\_

**If Parent or Guardian, Student ID of Parent/Guardian's child:** \_\_\_\_\_

**Instructions:** Thank the Interviewee for taking the time to participate in this interview. Let them know that their answers will remain anonymous and be reported with other parents/community members in different countries. The purpose of this study is to make the program more helpful to students. Inform the Interviewee that there are two parts to our interview: the first is a few open-ended questions; and the second is a "report card" in which you will give a "grade" to the job that the school is doing.

1. **Please tell me a little about your community and your relationship with the school.**  
**How long have you lived in this same village/town?** [mark only one. DON'T READ OPTIONS TO RESPONDENT.]

- [1] I've always lived here
- [2] I moved here within the last two years
- [3] I moved here more than two years ago
- [4] Don't Know

2. **What is your relationship with this particular school?** [mark all that apply. DON'T READ OPTIONS TO RESPONDENT.]

- a.  [1] I once was a student there.
- b.  [1] I am a parent/guardian of a child who is now a student
- c.  [1] I am a parent/guardian of a child who used to be a student
- d.  [1] I have family members (siblings, nephews, grandchildren, etc.) that are now a student.
- e.  [1] I have family members (siblings, nephews, grandchildren, etc.) that used to be a student.
- f.  [1] I know non-family members who are students there.
- g.  [1] I know non-family members who used to be students there.
- h.  [1] I know of the school but I do not know anyone who has been a student there
- i.  [1] Don't know/Can't say

3. **Tell me about your family: What is your/their primary occupation/source of income?**  
[Mark the **ONE** option below that best describes the occupation DON'T READ OPTIONS TO RESPONDENT.]

- (1) Raise animals
- (2) Trade/Sell Goods
- (3) Works in an Office
- (4) Farming
- (5) Laborer (construction, etc.)
- (6) Professional (doctor, lawyer)
- (7) Trades Person (barber, ferrier, tailor, etc.)
- (8) Student supports him/herself
- (9) Other \_\_\_\_\_
- (10) Don't Know

4. **How many sons, daughters, (or other children under 18 years old), live with you at home?** *[Enter zero if no boys or girls or children are at home]*

a. Total boy children at home: \_\_\_\_\_

b. Total girl children at home: \_\_\_\_\_

c. All children at home: \_\_\_\_\_

5. **How many years of school have you completed?** *[mark only one. DON'T READ OPTIONS TO RESPONDENT.]*

[1] No School

[2] 1-3 grades

[3] 4-6 grades

[4] 7-9 grades

[5] 12 or more grades

[6] Don't know

6. **Have you heard about the [BES/USAID]?**

[1] Yes

[2] No *(If NO, skip to question 9)*

7. **What have you heard about it?** *[Write Brief Answer]*

8. Are any of YOUR children involved in the [BES] project?

[1] No [IF NO, skip to question 17.]

[2] Yes [IF YES, continue to question 10.]

9. What did your child receive this year as part of the [BES] project? [mark all that apply.

DON'T READ OPTIONS TO RESPONDENT.]

a.  (1) School Supplies (pencils, paper, etc.)

b.  (1) Received Mentoring

c.  (1) Received Tutoring

d.  (1) Participated in group activities at school

e.  (1) Other: \_\_\_\_\_

f.  (1) Don't know

10. Have you noticed any signs of positive changes in your child since participating in the [BES]? mark all that apply.

a.  (1) No, I have not noticed any changes

b.  (1) Child is absent less

c.  (1) Spends more time doing homework

d.  (1) Teacher has reported that child is doing better.

e.  (1) Child brings home better grades

f.  (1) Child has more confidence

g.  (1) Child seems to enjoy school more

h.  (1) Child talks about health issues learned in school

i.  (1) Other: \_\_\_\_\_

10.a. If YES, please explain one way the [BES] project has influenced other children in the family.

**COMMUNITY QUESTIONS**

10. **Do you agree with the following statements?** [Interviewer: read the statements one at a time and ask respondent if they agree or disagree. Mark only one per row.]

	I agree	I disagree	Don't know
a. It is as important for girls to attend primary school as it is for boys.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
b. It is as important for girls to attend high school as it is for boys.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

11. **I'd like to ask you a few questions about HIV/AIDS in this community: Where do members of this community learn about HIV/AIDS prevention?** [mark all that apply. DON'T READ OPTIONS TO RESPONDENT.]

- a.  (1) From the [LOCAL AGSP NAME] program
- b.  (1) From each other
- c.  (1) From their parents and family members
- d.  (1) Radio
- e.  (1) Community programs held at the school
- f.  (1) Programs at schools
- g.  (1) Doctor visits
- h.  (1) Other: \_\_\_\_\_
- i.  (1) Don't Know

12. **Where do students and children learn about HIV/AIDS prevention?** [mark all that apply. DON'T READ OPTIONS TO RESPONDENT.]

- a.  (1) From the BES program
- b.  (1) From each other
- c.  (1) From their parents and family members
- d.  (1) Radio
- e.  (1) Programs held at the school
- f.  (1) Student clubs held at the school
- g.  (1) Programs at schools
- h.  (1) Doctor visits
- i.  (1) Other: \_\_\_\_\_
- j.  (1) Don't Know

13. **Has HIV/AIDS had a serious effect on this community?** [mark only one. READ THE OPTIONS TO THE RESPONDENT.]

- (1) Yes

(2) No

(3) Don't know

**14. How have children in this community been affected by HIV/AIDS? [mark all that apply.**

**DON'T READ OPTIONS TO RESPONDENT.]**

- a.  (1) There have been very few direct affects on children.
- b.  (1) A large number of children have become orphans
- c.  (1) Teachers are absent or leave school because they become sick with HIV/AIDS
- d.  (1) Children are absent or leave school because they become sick with HIV/AIDS
- e.  (1) Children are absent or leave school because they have to take care of family members who are sick with HIV/AIDS
- f.  (1) Other way 1
- g.  (1) Other way 2
- h.  (1) Don't know

## SCHOOL REPORT CARD FOR PARENT FOCAL GROUPS

15. Now I just have some questions about your opinions. Please give your opinion of the following aspects of your local school. [Interviewer: Read each activity in the Column A, and ask respondents for their opinion on that activity. Read them the answer options (Poor, Good, Very Good) and check the appropriate box for their answer in Column B. Then ask: **Can you tell me, please, why do you think so?** and write their response in column C.

A. ACTIVITY	B. OPINION	EXPLANATION FOR GRADE GIVEN
a. Number of students in the children's classes	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
b. Effectiveness of school administration	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
c. Ability of the children's teachers to teach well	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
d. Availability of textbooks in the children's classes for them to use	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
e. Age ranges/gaps between students in one class	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	

A. ACTIVITY	B. OPINION	EXPLANATION FOR GRADE GIVEN
f. Distance children have to travel to school	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
g. Physical condition of the school and the furniture in the school	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	
h. Communication between the school and families about the children	<input type="checkbox"/> (1) Poor <input type="checkbox"/> (2) Good <input type="checkbox"/> (3) Very Good <input type="checkbox"/> (4) Don't know	

## Annex 5. Tables

- Table 1. Regional Changes in Total Enrollment by BES Phase  
 Table 2. Regional Changes in Gender Parity by BES Phase  
 Table 3. Regional Grade 1 and 2 Enrollments by Gender, by BES Phase  
 Table 4. Net and Gross Enrollment Rates  
 Table 5. Enrollments by Students' Home Language, by BES Phase  
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 Table 8. Teacher Qualifications by Region (by BES Phase)  
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     i. Number of toilet units for learners  
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Table 1. Regional Changes in Total Enrollment by BES Phase

Namibia: Enrolments by BES phases by region											
			1999			2005			2008		
Control regions:			Total	Grade 1-5	Grade 6-7	Total	Grade 1-5	Grade 6-7	Total	Grade 1-5	Grade 6-7
	Kunene		10,637	6,772	3,865	12,637	7,965	4,672	13,115	8,468	4,647
	Otjozondjupa		20,732	12,397	8,335	22,727	13,885	8,842	24,746	15,118	9,628
Sample regions:											
	Caprivi		15,474	8,731	6,743	17,606	11,239	6,367	18,620	11,318	7,302
	Kavango		48,254	32,333	15,921	54,421	35,723	18,698	54,891	36,103	18,788
	Oshana		37,999	21,697	16,302	35,566	19,311	16,255	33,164	18,081	15,083
	Oshikoto		37,630	22,186	15,444	39,523	22,858	16,665	39,617	22,623	16,994
	Ohangwena		63,103	37,749	25,354	63,950	37,183	26,767	63,947	36,363	27,584
	Omusati		66,636	39,045	27,591	63,342	36,084	27,258	60,731	33,528	27,203

Table 2. Regional Changes in Gender Parity by BES Phase

Namibia: Percentage of female learners by BES phase by region							
Control regions:		1999		2005		2008	
	Kunene	50.0%	51.1%	49.6%	49.6%	50.4%	50.9%
	Otjozondjupa	50.1%	49.1%	49.8%	51.2%	49.8%	51.0%
Sample regions:							
	Caprivi	49.2%	49.9%	48.4%	48.5%	47.5%	49.5%
	Kavango	50.0%	49.0%	49.5%	50.6%	49.3%	50.5%
	Oshana	49.4%	50.8%	49.2%	49.8%	48.4%	49.0%
	Oshikoto	47.9%	51.4%	48.1%	50.7%	47.6%	49.9%
	Ohangwena	49.6%	55.3%	49.1%	53.1%	48.3%	52.1%
	Omusati	48.2%	51.8%	47.6%	51.4%	47.4%	49.4%

Table 3. Regional Grade 1 and 2 Enrollments by Gender, by BES Phase

Namibia: Male and Female enrolments in grades 1 and 2 by region			1999		2005		2008	
			Grade 1	Grade 2	Grade 1	Grade 2	Grade 1	Grade 2
<b>Control regions:</b>								
	<b>Kunene</b>							
		Females	1,041	809	1,160	962	1,416	1,073
		Males	1,101	812	1,148	994	1,494	1,039
	<b>Otjozondjupa</b>							
		Females	1,747	1,627	1,923	1,663	2,160	1,947
		Males	1,672	1,558	1,969	1,714	2,297	1,915
<b>Sample regions:</b>								
	<b>Caprivi</b>							
		Females	1,163	891	1,561	1,358	1,420	1,353
		Males	1,211	933	1,725	1,433	1,658	1,480
	<b>Kavango</b>							
		Females	4,559	3,813	5,523	4,204	5,294	4,426
		Males	4,414	3,794	5,658	4,317	5,682	4,639
	<b>Oshana</b>							
		Females	2,853	2,803	2,404	2,281	2,296	2,080
		Males	2,907	2,724	2,455	2,238	2,478	2,271
	<b>Oshikoto</b>							
		Females	2,748	2,590	2,919	2,553	2,804	2,698
		Males	2,971	2,661	3,034	2,861	3,202	2,924
	<b>Ohangwena</b>							
		Females	4,912	4,421	4,556	4,222	4,478	4,377
		Males	4,980	4,383	4,951	4,401	4,856	4,611
	<b>Omusati</b>							
		Females	5,322	4,551	4,485	3,920	4,189	3,910
		Males	5,627	4,770	5,048	4,481	4,699	4,331

Table 4. Net and Gross Enrollment Rates

Namibia: Net and gross enrolment ratios			1999	2005	2008
		<b>Age group</b>	7 - 13	7 - 13	7 - 13
		<b>Grades</b>	Gd 1 - 7	Gd 1 - 7	Gd 1 - 7
<b>Net Enrolment Ratio</b>		<b>Total</b>	92.9%	93.6%	97.4%
		<b>Female</b>	95.3%	95.4%	99.2%
		<b>Males</b>	90.4%	91.7%	95.7%
<b>Gross Enrolment Ratio</b>		<b>Total</b>	123.4%	117.3%	123.0%
		<b>Female</b>	123.3%	116.3%	121.6%
		<b>Males</b>	123.6%	118.3%	124.5%

Table 5. Enrollments by Students' Home Language, by BES Phase

Namibia: Home language of learners			1999			2005			2008		
Afrikaans			24,385	14,565	9,820	24,067	13,965	10,102	23,656	13,758	9,898
English			2,545	1,470	1,075	2,101	1,202	899	2,432	1,373	1,059
German			1,390	787	603	1,173	620	553	1,181	671	510
Khoekhoegowab			40,266	24,636	15,630	43,846	26,255	17,591	45,601	28,071	17,530
Oshikwanyama			91,521	54,416	37,105	99,184	57,540	41,644	100,752	57,037	43,715
Oshindonga			56,302	33,319	22,983	53,489	30,213	23,276	52,010	29,391	22,619
Other Oshiwambo languages			66,288	38,584	27,704	66,394	37,180	29,214	63,887	35,801	28,086
Other Caprivan languages			12,453	7,051	5,402	13,994	8,809	5,185	15,025	8,971	6,054
Other European languages			330	157	173	361	154	207	551	279	272
Otjiherero			26,848	15,919	10,929	27,830	16,412	11,418	28,435	17,329	11,106
Rugcirikuru			8,542	5,409	3,133	8,892	5,625	3,267	9,115	5,936	3,179
Rukwangall			21,955	14,917	7,038	24,232	16,298	7,934	23,159	15,178	7,981
San (Bushman languages)			3,345	2,475	870	4,721	3,640	1,081	6,152	4,655	1,497
Setswana			1,072	649	423	1,104	625	476	1,099	681	418
Shishambyu			2,330	1,623	707	1,974	1,319	655	2,297	1,366	931
Silozi			3,539	2,008	1,531	4,613	2,966	1,647	4,860	3,026	1,834
Thimbukushu			6,166	4,241	1,925	6,762	4,290	2,472	6,733	4,389	2,344
Sign Language			0	0	0	0	0	0	347	219	128
Other languages			13,014	8,353	4,661	19,369	12,438	6,931	20,154	12,610	7,544

Table 6. Languages of Instruction, Grades 1-3, by BES Phase

	1999				2005				2008			
	Total	Grade 1	Grade 2	Grade 3	Total	Grade 1	Grade 2	Grade 3	Total	Grade 1	Grade 2	Grade 3
<b>Afrikaans</b>	12,060	4,131	3,912	4,017	11,013	3,946	3,609	3,458	11,048	3,979	3,666	3,403
<b>English</b>	30,984	11,069	10,047	9,868	35,119	12,515	11,216	11,388	37,291	13,458	12,044	11,789
<b>German</b>	591	200	201	190	526	178	165	183	712	226	199	287
<b>Khoekhoegowab</b>	6,750	2,557	2,188	2,005	9,770	3,774	3,194	2,802	11,751	4,349	4,095	3,307
<b>Oshikwanyama</b>	32,986	12,043	10,752	10,191	33,531	11,609	10,434	11,488	32,535	11,168	10,728	10,639
<b>Oshindonga</b>	52,095	18,839	16,940	16,316	48,199	16,945	15,207	16,047	46,198	16,291	15,288	14,619
<b>Otjiherero</b>	7,041	2,835	2,207	1,999	7,802	2,952	2,384	2,466	8,953	3,787	2,717	2,449
<b>Rugcirikuru</b>	6,872	2,439	2,200	2,233	402	200	259	15	511	187	216	108
<b>Rukwangali</b>	14,261	5,451	4,462	4,348	16,196	6,674	4,983	4,539	15,850	6,204	5,066	4,580
<b>San</b>	240	98	74	68	141	80	27	34	431	153	118	160
<b>Setswana</b>	529	183	194	152	364	167	76	121	356	133	121	102
<b>Shishambyu</b>	82	26	37	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Silozi</b>	6,112	2,273	1,733	2,106	8,302	3,134	2,692	2,476	7,978	2,861	2,627	2,490
<b>Thimbukushu</b>	2,791	959	774	1,058	2,950	1,189	834	927	2,891	1,119	961	811
<b>Sign Language</b>	N/A	N/A	N/A	N/A	35	11	11	3	158	59	42	57

Table 7. Changes in the number of schools between 2002 and 2008

	Year							Average annual growth rate 2002 - 08	Percentage change 2007 - 08
	2002	2003	2004	2005	2006	2007	2008		
<b>National</b>	1,584	1,598	1,601	1,626	1,641	1,661	1,672	0.9%	0.7%
<b>Control regions:</b>									
Kunene	52	52	52	52	52	52	53	0.3%	1.9%
Otjozondjupa	57	57	58	62	61	63	65	2.2%	3.2%
<b>Sample regions:</b>									
Caprivi	95	95	96	96	97	97	97	0.3%	0.0%
Kavango	330	330	325	329	329	329	330	0.0%	0.3%
Oshana	126	127	127	127	131	134	132	0.8%	-1.5%
Oshikoto	159	165	170	171	178	184	188	2.8%	2.2%
Ohangwena	214	218	221	223	232	235	235	1.6%	0.0%
Omusati	265	267	267	271	268	268	269	0.3%	0.4%

Table 8. Teacher Qualifications by Region (by BES Phase)

	1999								
	Total - all teachers			Teachers without formal teacher training			Teachers with formal teacher training		
<b>Control regions:</b>	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Kunene	130	160	85	51	65	-	79	96	85
Otjozondjupa	200	261	274	63	38	1	137	223	273
<b>Sample regions:</b>									
Caprivi	209	304	142	30	19	-	179	285	142
Kavango	1,011	493	187	603	245	2	407	248	185
Oshana	352	494	230	55	48	1	297	447	229
Oshikoto	322	523	219	89	165	4	234	359	215
Ohangwena	491	691	356	114	184	2	378	507	354
Omusati	846	698	410	187	115	4	660	583	405

	2005								
	Total - all teachers			Teachers without formal teacher training			Teachers with formal teacher training		
<b>Control regions:</b>	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Kunene	44	122	264	12	16	1	32	106	263
Otjozondjupa	101	169	460	25	43	3	76	126	457
<b>Sample regions:</b>									
Caprivi	119	178	306	6	3	-	113	175	306
Kavango	459	412	839	218	79	1	241	333	838
Oshana	158	326	628	6	24	3	152	302	625
Oshikoto	164	338	810	23	81	4	141	257	806
Ohangwena	235	548	1,196	39	169	5	196	379	1,191
Omusati	366	587	1,123	16	35	1	350	552	1,122

	2008								
	Total-all teachers			Teachers without formal teacher training			Teachers with formal teacher training		
Control regions:	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Kunene	28	95	359	8	7	1	20	89	358
Otjozondjupa	69	155	576	21	37	5	48	117	570
<b>Sample regions:</b>									
Caprivi	68	126	451	5	7	1	63	119	450
Kavango	311	383	1,111	149	42	1	162	340	1,110
Oshana	107	237	762	3	18	-	104	219	762
Oshikoto	109	264	1,001	10	43	4	99	220	997
Ohangwena	160	448	1,494	28	112	6	132	337	1,489
Omusati	224	517	1,348	9	24	-	215	493	1,348

Table 9. Transfer Rates of Teachers between 2007 and 2008

	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>Control regions:</b>												
Kunene	6.1%	3.2%	7.9%	5.9%	7.7%	0.0%	20.0%	0.0%	5.4%	0.0%	5.5%	5.7%
Otjozondjupa	5.3%	2.3%	3.6%	6.0%	4.2%	0.0%	2.3%	22.2%	5.3%	3.0%	3.3%	5.8%
<b>Sample regions:</b>												
Caprivi	4.2%	0.0%	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%
Kavango	4.5%	1.9%	3.5%	5.4%	1.3%	1.2%	0.0%	7.1%	4.7%	2.5%	3.2%	5.4%
Oshana	3.1%	3.1%	0.3%	3.8%	0.0%	0.0%	0.0%	0.0%	3.2%	3.3%	0.3%	3.8%
Oshikoto	4.8%	0.0%	3.9%	5.3%	1.2%	0.0%	1.7%	0.0%	4.7%	0.0%	3.3%	5.3%
Ohangwena	4.3%	0.5%	3.1%	4.9%	4.6%	0.0%	6.1%	0.0%	4.1%	0.6%	1.0%	4.9%
Omusati	3.9%	0.4%	1.5%	5.0%	0.0%	0.0%	0.0%	0.0%	3.9%	0.4%	1.5%	5.0%

Table 10. Attrition Rates of Teachers between 2007 and 2008

	<b>Total - all teachers</b>				<b>Teachers without formal teacher training</b>				<b>Teachers with formal teacher training</b>			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
<b>Control regions:</b>												
Kunene	9.4%	19.4%	10.5%	8.4%	7.7%	14.3%	0.0%	0.0%	9.4%	20.8%	11.0%	8.4%
Otjozondjupa	11.3%	12.8%	10.3%	11.4%	11.1%	5.3%	11.4%	22.2%	11.4%	14.9%	10.0%	11.3%
<b>Sample regions:</b>												
Caprivi	8.7%	11.0%	10.2%	8.1%	50.0%	20.0%	60.0%	75.0%	8.2%	10.4%	8.8%	7.8%
Kavango	7.3%	9.8%	6.6%	6.9%	8.7%	6.5%	16.7%	7.1%	7.1%	12.2%	5.3%	6.9%
Oshana	7.9%	6.2%	10.2%	7.4%	16.2%	0.0%	19.4%	0.0%	7.1%	5.7%	6.9%	7.3%
Oshikoto	7.7%	4.9%	11.2%	7.2%	18.6%	7.7%	20.3%	21.4%	7.2%	4.6%	9.2%	7.1%
Ohangwena	6.2%	11.1%	7.5%	5.5%	17.9%	15.6%	17.4%	33.3%	5.5%	10.1%	4.1%	5.4%
Omusati	10.1%	13.5%	8.8%	10.1%	18.2%	14.3%	18.2%	25.0%	10.0%	13.5%	8.3%	10.0%

Table 11. Learner-teacher ratios from 2002 to 2008

	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2002	2003	2004	2005	2006	2007	2008	2002	2003	2004	2005	2006	2007	2008
<b>National</b>	29.2	29.0	29.5	29.2	28.8	28.1	27.8	29.8	29.6	30.1	29.8	29.4	28.7	27.8
<b>Control regions:</b>														
Kunene	26.8	27.0	28.4	28.0	27.7	26.6	25.8	27.2	27.4	28.9	28.4	28.0	26.8	24.9
Otjozondjupa	30.9	30.2	31.2	30.1	29.6	29.0	29.5	31.5	30.7	32.1	31.0	30.6	29.8	32.2
<b>Sample regions:</b>														
Caprivi	21.9	23.7	25.1	25.7	26.2	26.4	25.7	22.0	23.8	25.3	25.9	26.4	26.6	25.4
Kavango	28.7	28.5	29.4	30.0	29.8	28.9	28.5	28.9	28.7	29.6	30.2	30.0	29.1	28.8
Oshana	31.2	30.6	30.9	30.4	29.9	29.1	28.7	31.2	30.8	31.2	30.7	30.2	29.5	28.7
Oshikoto	32.0	30.7	30.0	29.3	28.4	28.6	27.6	32.6	31.1	30.3	29.6	28.7	28.8	27.8
Ohangwena	36.4	34.2	33.2	31.5	30.6	29.3	29.1	36.6	34.3	33.2	31.6	30.6	29.3	29.2
Omusati	30.7	30.3	30.3	29.6	29.1	27.9	28.2	30.7	30.3	30.3	29.6	29.1	27.9	28.2

Table 12. Provision of Toilets and Water Supply at Schools

a. Number of toilet units for learners

	1999			2005		
	Flush	Pit	% flush	Flush	Pit	% flush
<b>National</b>	9,523	2,760	77.50%	10,695	6,135	63.50%
<b>Control regions:</b>						
Kunene	439	22	95.20%	543	104	83.90%
Otjozondjupa	1,160	23	98.10%	1,007	97	91.20%
<b>Sample regions:</b>						
Caprivi	147	193	43.20%	171	481	26.20%
Kavango	427	444	49.00%	421	961	30.50%
Oshana	412	355	53.70%	494	785	38.60%
Oshikoto	411	268	60.50%	624	652	48.90%
Ohangwena	230	599	27.70%	642	1,508	29.90%
Omusati	556	678	45.10%	539	1,317	29.00%

b. Numbers of schools with toilets for learners

	1999			2005		
	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets
<b>National</b>	516	980	65.50%	349	1,277	78.50%
<b>Control regions:</b>						
Kunene	8	42	84.00%	3	49	94.20%
Otjozondjupa	3	50	94.30%	4	57	93.40%
<b>Sample regions:</b>						
Caprivi	47	49	51.00%	22	74	77.10%
Kavango	201	100	33.20%	163	167	50.60%
Oshana	23	94	80.30%	7	123	94.60%
Oshikoto	58	89	60.50%	38	141	78.80%
Ohangwena	78	127	62.00%	34	190	84.80%
Omusati	94	163	63.40%	68	199	74.50%

c. Number of schools with toilets for teachers

	1999			2005		
	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets
<b>National</b>	596	900	60.20%	437	1,189	73.10%
<b>Control regions:</b>						
Kunene	10	40	80.00%	6	46	88.50%
Otjozondjupa	7	46	86.80%	7	54	88.50%
<b>Sample regions:</b>						
Caprivi	43	53	55.20%	23	73	76.00%
Kavango	202	99	32.90%	171	159	48.20%
Oshana	33	84	71.80%	14	116	89.20%
Oshikoto	69	78	53.10%	49	130	72.60%
Ohangwena	90	115	56.10%	58	166	74.10%
Omusati	124	133	51.80%	87	180	67.40%

d. Number of Schools with a Supply of Water

	1999			2005		
	No water	Have water	% with water	No water	Have water	% with water
<b>National</b>	554	942	63.00%	442	1,184	72.80%
<b>Control regions:</b>						
Kunene	7	43	86.00%	6	46	88.50%
Otjozondjupa	1	52	98.10%		61	100.00%
<b>Sample regions:</b>						
Caprivi	35	61	63.50%	41	55	57.30%
Kavango	180	121	40.20%	204	126	38.20%
Oshana	21	96	82.10%	5	125	96.20%
Oshikoto	57	90	61.20%	27	152	84.90%
Ohangwena	127	78	38.00%	95	129	57.60%
Omusati	119	138	53.70%	50	217	81.30%

Table 13. Teachers' Mortality by Region and Reason

	Illness			Accident			Suicide			Violence and Homicide		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>Control regions:</b>												
Kunene	1	1	0	1	0	0	0	0	0	0	0	0
Otjozondjupa	2	1	0	1	0	0	0	1	0	1	0	0
<b>Sample regions:</b>												
Caprivi	1	1	1	0	0	0	0	0	0	0	0	0
Kavango	10	6	3	3	4	2	2	0	0	0	0	0
Oshana	3	3	1	2	0	0	0	0	0	0	0	0
Oshikoto	2	2	2	0	0	0	0	0	0	0	0	0
Ohangwena	7	6	4	2	0	0	0	1	0	1	0	0
Omusati	6	5	3	2	1	1	0	0	0	0	0	0

Table 14. Learners' Mortality by Region and Reason

	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>Control regions:</b>													
Kunene	3	0	0	0	3	2	1	0	0	0	0	0	0
Otjozondjupa	27	22	15	7	5	4	1	0	0	0	0	0	0
<b>Sample regions:</b>													
Caprivi	17	9	4	5	8	5	3	0	0	0	0	0	0
Kavango	37	30	16	14	5	1	4	2	0	2	0	0	0
Oshana	25	18	8	10	7	4	3	0	0	0	0	0	0
Oshikoto	33	22	11	11	11	6	5	0	0	0	0	0	0
Ohangwena	24	19	11	8	2	0	2	3	1	2	0	0	0
Omusati	33	24	8	16	9	4	5	0	0	0	0	0	0

Table 15. Data from Teacher/Classroom Observations

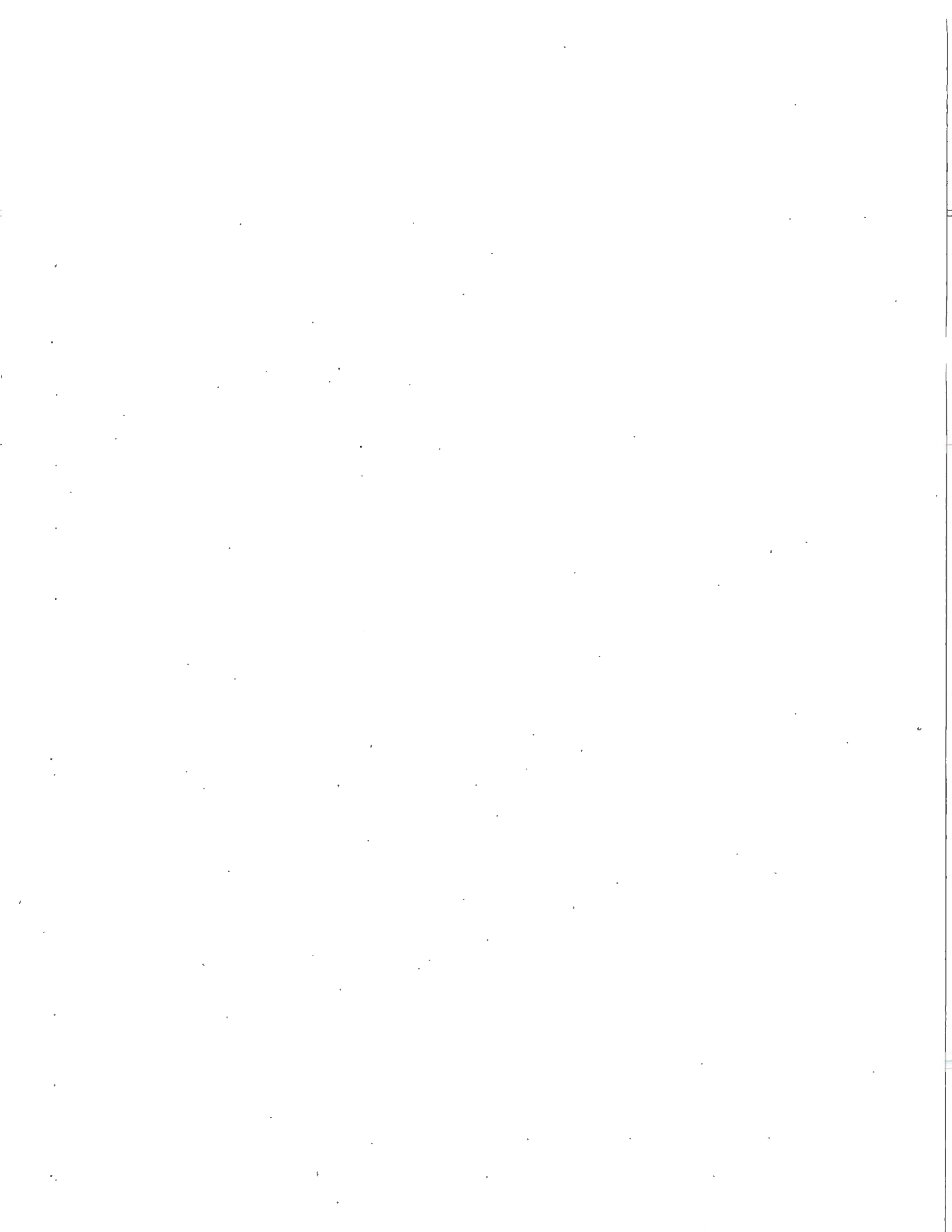
Percentages Showing the indicated indicator								
Indicator	Control Regions		Sample Regions					
	Kun	Otjozo	Kav	Ohangw	Omus	Oshiko	Oshana	Kat
The teacher shows evidence of prior class planning. The teacher has prepared materials for the class period.	66.67%	33.33%	100%	100%	100%	33.33%	66.67%	33.33%
Materials related to the class activities are ready. The students have materials related to the class activity.	66.67%	66.67%	100%	33.33%	100%	33.33%	33.33%	33.33%
The teacher explains the goal and purpose of the class lesson to the students/learners	66.67%	66.67%	66.67%	66.67%	33.33%	66.67%	66.67%	33.33%
The teacher models the task that the students are to perform (e.g., predicting before reading, using sounds to spell, etc.)	100%	33.33%	66.67%	33.33%	100%	33.33%	0%	0%
The teacher begins the class activity with questions that review previous activities and draw on the prior knowledge of the students.	100%	66.67%	100%	100%	33.33%	100%	100%	66.67%
The content prepared by the teacher is consistent with the purpose and goal of the lesson.	66.67%	66.67%	33.33%	66.67%	100%	66.67%	100%	33.33%
The teacher asks questions of different types to encourage students to answer using critical thinking skills.	33.33%	33.33%	100%	33.33%	33.33%	33.33%	66.67%	66.67%

Percentages Showing Grouping and Feedback								
Grouping and Feedback	Control Regions		Sample Regions					
	Kun	Otjozo	Kav	Ohangw	Omus	Oshiko	Oshana	Kat
The teacher facilitates work in groups when appropriate.	33.33%	33.33%	66.67%	33.33%	66.67%	100%	0%	66.67%
The teacher works with student groups at different levels of difficulty based on the knowledge of the students.	0%	33.33%	33.33%	0%	33.33%	33.33%	0%	33.33%
The teacher gives different assignments based on the learning needs of the students when appropriate.	0%	33.33%	33.33%	33.33%	33.33%	33.33%	0%	0%
Provides students with corrective feedback and positive support as necessary.	100%	66.67%	100%	66.67%	100%	100%	100%	33.33%
Evaluates the students using corrective feedback tools (ongoing evaluation).	33.33%	66.67%	66.67%	33.33%	66.67%	33.33%	33.33%	66.67%

Percentages Showing Classroom Management								
Classroom Management	Control Reg.		Sample Regions					
	Kun	Otjozo	Kav	Ohangw	Omus	Oshiko	Oshana	Kat
Organizes class time so that a majority of the students are involved in schoolwork during the observation.	100%	66.67%	33.33%	33.33%	100%	66.67%	0%	3.33%
Promotes an effective classroom climate through positive and respectful actions, attitudes and gestures.	100%	33.33%	33.33%	66.67%	66.67%	66.67%	100%	66.67%
Consistently reminds the students of the classroom rules and expectations.	33.33%	66.67%	66.67%	0%	66.67%	0%	0%	0%

Percentages Showing the Use of Physical Space								
Use of Physical Space	Control Reg.		Sample Regions					
	Kun	Otjozo	Kav	Ohangw	Omus	Oshiko	Oshana	Kat
The classroom is decorated with printed materials and/or students' original work.	100%	66.67%	33.33%	100%	100%	66.67%	100%	33.33%
The classroom is decorated with "found" or home-made work or learning aids.	100%	66.67%	33.33%	100%	100%	33.33%	100%	0%

Miscellaneous comments of JBS/A classroom observers								
Comments:	Control Reg.		Sample Regions					
	Kun	Otjozo	Kav	Ohangw	Omus	Oshiko	Oshana	Kat
Very good learner participation and excellent group facilitation	66.67%	66.67%			33.33%	33.33%		
Too teacher-controlled				33.33%		33.33%	33.33%	
Classroom too old and difficult to hang up things. Good lesson integration and use of motor skills			33.33%	33.33%				
Teacher well prepared and experienced	100%	33.33%			66.67%	33.33%	33.33%	33.33%
Teacher ill and very low energy level								33.33%
The most LCE lessons in full			33.33%					
Although lesson was a revision, learners showed no sign of understanding				33.33%				
Learners English levels very impressive					33.33%			
Classroom management very poor							33.33%	
No continuous assessment							33.33%	
Very poor lesson						33.33%		



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