

BASIC EDUCATION SUPPORT PROJECT PHASE 3

FIRST SEMI-ANNUAL REPORT



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Basic Education Support Project, Phase 3
SEMI-ANNUAL REPORT
September-March 2005

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Learner centered activities for CST members

Basic Education Support Project, Phase 3
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Executive Summary

This report covers the first six months of project implementation and includes information on project start-up, project management, and early implementation activities in each of the four major project components:

- PO6 Increased capacity of the basic education system to give learners the foundation for health and livelihood
- IR1 Increased resilience of the basic education system to cope with the AIDS epidemic
- IR2 Improved effectiveness of decentralized education management
- IR 3 Improved quality education delivered by primary schools (English, Mathematics and Science)

Progress through March on the Year 1 priorities as outlined in the 2005 Annual Workplan:

1. To collaboratively develop a learner measurement tool that will be acceptable and useable in the target regions and will accurately measure and report learner performance in the three core subject areas
 - *During March, two consultants worked with NIED and the Regions to determine the key competencies that will be used to measure performance in the three core subjects of language, math and science. The consultants participated in the Circuit Support Team meetings attended by CST members from all six regions to familiarize them with the plans for the measurement tool development and implementation and to elicit their contributions to the process. One NIED senior officer has been assigned to participate in and guide the development of the instrument. Currently, the first draft is being developed to be ready for the pilot to be conducted in June. We expect to have a baseline of learner performance in the core subjects by the end of the 2005 school year.*
2. With expected funding, to develop a system for communities to support orphans and other vulnerable children to successfully complete primary school to the end of Grade 7, and
3. To initiate the development of a bank of appropriate MOE and Regional Education Office responses to teacher absenteeism due to the impact of HIV and AIDS
 - *Baseline data have been collected, analyzed and reported on these two issues. Summaries are included in this report. PEPFAR funds are expected in May. At that time, activities will be initiated on these two priorities. The HIV and AIDS Advisor position has been advertised and a short list of candidates developed.*
4. To engage regional and national Ministry officers in a meaningful dialogue on the decentralization of education services that results in a first draft of an index of effective decentralization and national standards of education quality

- *As a result of a series of meetings with the PAD officers and the Ministry's Decentralization Committee Chair, the first Decentralization Dialogue is scheduled for 9-12 May to be held in Ondangwa with senior representatives from the Ministry of Education, Regional Education Offices, Governors' offices, and the Ministry of Regional and Local Government, Lands and Housing. The dialogue will be facilitated by EQUIP2 partners, co-sponsored by EQUIP2 project funds.*
 - *On the issue of implementing the National Standards of Education Quality, the AED team has worked very closely with the Director of EPI, Mr. Charles Kabajani on integrating the indicators in the National Standards with the School Self Assessment System. CST members have been introduced to National Standards, the AED team participated in the first training program for Inspectors and Advisory Teachers from all 13 regions, and an additional planning and training session is scheduled for some time in May or June.*
5. To facilitate MOE's efforts to decentralize the EMIS system
 - *During the first six months of BES 3, the EMIS staff have completed and published the 2002 statistical report, both in hard copy and electronically. The 2003 data are expected to be finalized and disseminated within the next quarter. Once that process is completed, the AED team will begin working with EMIS and PAD on a training program for Regional Education Planners and Inspectors of Education on generating the statistical data locally and electronically and accessing the national data at local levels.*
 6. To establish a localized, sustainable, and measurable system for improving instruction in mathematics, science and language in the target regions' primary schools and the colleges of education.
 - *The chart below summarizes the various activities that have taken place during the first six months of project implementation which form the basis of a local, ongoing and sustainable system of professional development for teachers and teacher educators in the core subjects. BES 3 has been able to build on the site based model developed and institutionalized during BES II to enhance and strengthen the system of teacher development and improvement in instructional practice.*

Activity	Participants	M	F	Total
6 sessions on science, language and math instruction	CSTs, Teachers, Teacher Educators	103	151	254
9 Site based sessions on SSA and SDP	Teachers, Parents, Principals, CSTs	24	169	193
2 sessions on Small Grants M&E Training	CSTs, Parents, Teachers, Principals	17	12	29
3 College of Education seminars/panel meetings	Teacher Educators, NIED officers	58	46	104
20 Total Sessions	Seven categories of educators from all six target regions and all four Colleges of Education	202	378	580

Introduction

This report summarizes the activities of the first six months of implementation of the USAID funded Basic Education Support Project, Phase Three. The report follows the format of the approved 2005 Annual workplan and is divided into two main sub-sections: progress related to project management, and results of activities related to the Program Objective and each of the project's three Intermediate Results.

A major activity at the very opening of the project was the BES Transition Conference, held at the Safari Hotel in Windhoek on 28-30 September. The participants included representatives from each of the six target Education Region Offices, nearly all of the BES II School Improvement Program Circuit Support Teams, representatives from NIED, EPI, Planning and Development, and USAID partners including iNET, NERA, and the Discovery Channel program. A full report of the activities and results of the Transition Conference has been distributed.

Project Management

Introduction

The COP arrived in Namibia in mid September to finalize plans for and participate in the Transition Conference and to complete the transition process. The startup activities included a thorough inventory and review, repair and replacement of equipment as needed, BES II files catalogued for storage, and offices re-organized to better meet the requirements of the new project. Seven vehicles from the BES II fleet were handed over to the Ministry for use in the target regions, six were retained for use by the BES 3 team and five identified to be auctioned. One new vehicle has been added to the existing fleet. Mr. Liman represented AED at the USAID Audit Training program to become familiar with those procedures. Also, the team participated in USAID's annual Monitoring and Performance Review to report on the results of BES II and respond to issues related to planning for BES 3. Finally, a smooth and efficient management transition process was ensured by the support and expertise of Mr. David Benedetti, COP for BES II.

Staffing and Consultancies

With one exception, all the BES II team members "signed on" with the new project. Job descriptions, letters of appointment and the first team retreat were all accomplished within the first three months. In the project's MoE offices, it was necessary to recruit and hire a new Finance and Human Resource Officer. After an extensive search and selection process, Ms. Victoria Mamvura-Gava joined the team on 8 December. In January, AED sent the project home office financial officer, Ms. Nassima Briggs, to Namibia to orient Ms. Gava. To complete the team, the Mathematics Education Specialist position was filled with the hiring of Ms. Maria Eises who joined the team in March. Subsequently, the Administrative Assistant in the Ongwediva Office resigned and was replaced on 4 April by Ms. Letu Hainghumbi. In anticipation of PEPFAR funding, the HIV and AIDS Technical Advisor position has been advertised and a short list developed. The following short term consultancies were completed during the first six months:

- Mr. David Benedetti, AED/BES II COP
- Dr. Bill Fanslow, Continuous Assessment Consultant
- Dr. Adrienne Bailey, Learner Performance Measurement Consultant
- Dr. Elizabeth Leu, Teacher Educator Professional Development Consultant

Steering Committee

The first Steering Committee meeting was held on 19 November 2004 and the second on 17 February 2005. The major topics of the first two meetings were collaboration on the development of the 2005 Annual Workplan, reports of project activities in the six target regions, and coordination with project partners such as IFESH. Minutes of those meetings are on file and available. Mr. Charles Kabajani, Director of EPI, serves as the chairman of the Steering Committee with Ms. Tuli Nghiyoonanye, Director of PAD and Mr. Alfred Ilukena, Director of NIED serving as the Executive sub-committee members. At the November 2004 meeting the membership of the Executive was expanded to include two members representing the six target regions, Mr. L. S. Lupalezwi and Ms. E. Nghitwiikwa. The full committee includes representation from HAMU, the three directorates of PAD, NIED, and EPI within MoE, the six target regions, USAID, and all collaborating partners. The remaining meetings for this year are scheduled for 19 May, 18 August, and 17 November.

Reporting and Progress Review

The AED team met regularly with the USAID PO6 team and participated in the Extended Education Team meetings to coordinate activities with other education partners. Quarterly financial reports have been submitted on time from AED Washington. The team participated in the USAID Mission Portfolio Review in November. The COP attends the Mission Chief of Party meetings and reported on project activities at the February 25th meeting.

Annual Workplan Development

The 2005 Annual Workplan was developed in collaboration with MOE and Regional Education Office partners during September and October, 2004. After review and approval by USAID, the 2005 Annual Workplan was presented to the Steering Committee during the 17 February meeting. The workplan development process included collaboration with all the Directorates in the Ministry of Education, all six Regional Education Offices, NIED, IFESH, and other partner organizations.

Partnerships

During the first six months, the AED team has held talks with the leadership of Urban Trust of Namibia and IBIS to develop a plan to collaborate with those organizations on community development and school board training on the issue of providing support to OVC to remain in and succeed in primary school. Once the HIV and AIDS activities are funded, the AED team will participate in the PEPFAR Partners meetings in order to be able to coordinate and collaborate more closely with groups and organizations with parallel or similar objectives. In addition, once funding is available and the HIV and AIDS Advisor is on board, the team will work closely with HAMU, the RACE members, FHI, and the appropriate officers in the Ministry of Gender Equality and Child Welfare. In the coming months, if funding becomes available, the team will collaborate with the National Youth Service on developing a plan and training program to supply relief teachers in circuits with high teacher absenteeism.

PO6: Increased capacity of the basic education system to give learners the foundations for health and livelihood

The major activity for the overall program objective is to initiate the baseline data collection process to measure learner performance outcomes in the three core subjects of math, science, and language. In March, the formal work got underway with the arrival of the two consultants, Dr. Bill Fanslow and Dr. Adrienne Bailey. They worked at NIED with Ms. Gonnie Kruger, the Senior Education Officer assigned to collaborate with the project on this endeavor. During initial discussions at NIED, it was agreed that the measurement tool for Grade 4 will complement and correlate with the existing Continuous Assessment policy and system in place in the primary schools. The key competencies in each of the core subjects were identified. Upon completion of the first activities at NIED, the consultants and Ms. Kruger traveled to Katima Mulilo and Ongwediva to facilitate sessions on the learner measurement tool development for the 124 CST members at their planning and professional development workshop. The results of those sessions was a refinement in the key competencies and the first drafts of some potential items to be used in the tool.

Finally, during the first months of project implementation the team has been compiling a wide range of baseline data on school enrollment figures, numbers of teachers, numbers of student teachers and teacher educators in the six target regions and related information in order to be able to report accurately and in a timely manner as project activities progress. A summary of those data is included in the Appendix to this report.

Name of Program Objective: Increased capacity of the basic education system to give learners the foundation for health and livelihood

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>PO 6.1 Percentage increase in learner achievement scores of target primary schools in core subjects (Language, Math, Science)</p> <p>Year One Targets: Baseline will be established by developing, piloting and administering the Grade 4 Learner Performance Measurement Tool and by analyzing the results of the 2004 Grade 7 end-of-year test results in the three core subjects for a representative sample of learners in the target regions</p>	<p>Increased achievement refers to attainment of higher average scores in target schools as measured by the grade 4 and 7 learner performance instrument of relevant competencies in English, Mathematics, and Science.</p> <p>Unit of Analysis: Scores obtained by learners in Grades 4 and 7 at specified intervals (annually) against the baseline. The percentage will be cumulative. Management can take corrective actions as needed.</p>	<p>During the first six months of project implementation, the following steps have been taken toward development of the instrument to establish baseline levels of learner performance in the three core subjects:</p> <ul style="list-style-type: none"> • Two consultants worked with a total of 64 male and 57 female (121) circuit support team members and one NIED officer on the initial identification of key basic competencies to be included in the fourth grade assessment and developed the first drafts of a few sample items to be used • Currently, the consultants are developing the first draft of the tool which is 	<p>None anticipated</p>

		planned to be piloted in June this year The year one plan is presently on target	
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Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
PO 6.2 Percentage of OVC in target regions that remain in school through grade 7 Year One Targets: Baseline established	Increased percentage refers to the number of OVC who remain in school through grade 7 in target regions as compared to the total number of age appropriate OVC in the regions Unit of Analysis: OVC enrollment rates per year	Based upon the analysis of the OVC baseline data collected during Sept-Nov 2004, 12 circuits of 32 clusters with a total of 297 schools have been identified as having the highest number of OVC needing support to remain in school. Combined with the upcoming assessment of current programs, when PEPFAR funds become available the program will be initiated. A summary of the data collected through March is included in the Appendix of this report.	None anticipated, pending funding

IR 1: Increased resilience of the basic education system to cope with the HIV and AIDS epidemic

Although funds are not yet available to AED to support any activities for this intermediate result, initial activities went forward during the first months of project implementation with funding from the budget resources in scenarios two and three. The BES 3 team coordinated baseline data collection activities conducted by the Circuit Support Team members to develop a general picture of the numbers of orphans and other vulnerable children in the target regions and to compare that information with existing databases. Basic demographic information was collected and an analysis of the current support mechanisms available to the children and their schools will be conducted during the coming months.

At the same time, data were collected on current rates of teacher absenteeism related to the impact of HIV and AIDS in the target regions. The results of both baseline studies will inform the development of a plan of activities to begin in May 2005 when the funds become available. Also, the HIV and AIDS Technical Advisor position has been advertised and a short list developed. Finally, the first four Writing for Kids books were completed, published and launched. Training for Circuit Support Team members, teacher educators and teachers in methods for using the books in classroom instruction was an important component of the three subject area workshops held in February. Further training is planned for the April Writing/Coaching workshop for Advisory Teachers and Resource Teachers.

At the request of Caprivi and Kavango Education Regions, the BES 3 project provided training for Inspectors of Education to monitor the HIV and AIDS small grants activities in those circuits where schools received grants near the end of BES

II. This training provides both capacity building and the potential for sustainability within the education system to support, monitor, and evaluate local HIV and AIDS impact mitigation activities. Two other regions have requested the same training and workshops are planned for late May or early June.

IR 1: Increased resilience of the basic education system to cope with the AIDS epidemic

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>1.1 Alternative strategies developed for addressing teacher absenteeism in target regions</p> <p>Year One Targets: Baseline data show that, on average, 18 school days per year per school are lost to teacher absenteeism due to illness. During the first year we will work with Regions and school communities on developing some appropriate strategies for trial implementation</p>	<p>Alternative strategies refers to school level measures to provide instructional activities in classrooms of absent teachers</p> <p>Unit of Analysis: Number of strategies piloted and implemented</p>	<p>The baseline data on teacher absenteeism were collected in the six target regions during September, October and November of 2005. Circuit Inspectors and Advisory Teachers (CST members) collected information from a sample of 517 out of a total of 777 primary schools reporting two or more days absent per teacher in a given month. The analysis of the baseline shows a total of 8460 days absent in the 6 regions during the 3 month period, with 45% of those absences for illness. The region with the largest number of days absent reported is Oshana, with Ohangwena the next. The BES 3 team will begin working with regional and circuit level leadership and communities on ways to ameliorate the consequences of teacher absenteeism in the primary schools. A summary of the data collection is appended to this report.</p>	<p>None anticipated.</p>

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>1.2 Number of OVC benefiting from support from communities through small grants to remain in school</p> <p>Year One Targets: 50 per target region for a total of 300 in year one</p>	<p>An increase in the number of registered OVC in the target schools that benefit from one or more of the following interventions under the program:</p> <ol style="list-style-type: none"> 1) payment of school fees to enable them to continue attending school; 2) supply of school uniforms; 3) supply of education materials and 4) facilitating feeding (meals) in partnership with MOE and other programs in the communities <p>Unit of Analysis: Number of OVC benefiting each year. The number is cumulative</p>	<p>As soon as PEPFAR funds become available, the HIV and AIDS advisor will begin working with HAMU, RACE, and other partners to develop and analyze the current situation in the circuits with the largest number of OVC and the availability of services in those circuits. At the same time, an assessment of the current small grant programs will be conducted for lessons learned and to develop a set of potential models of programs that work. Based upon those analyses, the small grants program will be initiated, using the already established regional small grants committee system.</p>	<p>Due to the delay in release of funds, the year one target may need to be adjusted.</p>

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>1.3 Increase in the number of school and community based programs of support for OVC to remain in school</p> <p>Year One Targets: 3 community or school based programs to support OVC to remain in school per target region</p>	<p>An increase in the number programs to support OVC, for example:</p> <ol style="list-style-type: none"> 1) supply of school uniforms; 2) supply of education materials and 3) facilitating feeding (meals) in partnership with MOE and other programs in the communities <p>Unit of Analysis: Number programs in target regions. The number is cumulative.</p>	<p>The program will get underway when funds become available.</p>	<p>Due to the delay in release of funds, the year one target may need to be adjusted.</p>

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>1.4 HIV and AIDS and lifeskills content integrated into curriculum and materials</p> <p>Year One Targets: In the first year we will add 4 new titles to the Writing for Kids series of books with particular content focus on HIV and AIDS and lifeskills</p>	<p>The new Grade 1-4 integrated curriculum is being introduced into Grades 1 and 2 in 2005 and 3 and 4 in 2006. Supplementary reading materials will add to the bank of materials for teachers to use to integrate topics related to HIV and AIDS and lifeskills into their instructional program.</p>	<p>The first four titles in the Writing for Kids series have been released, training programs have been provided to Circuit Support Teams and teachers on ways to use them in the classrooms, and the second series of titles will be written in the August Writing Camp. The teachers will receive training on using supplementary teaching materials during site based workgroup sessions and the Teacher-Principal-Parent Conferences</p>	<p>None anticipated.</p>

IR 2: Improved effectiveness of decentralized education management

In the course of budget priority discussions with USAID during the design of BES 3, funding for strengthening EMIS and supporting the decentralization of education services to the regions took precedence over support for school board training activities. Thus, the activities in the first six months of project implementation concentrated on discussions with PAD and EMIS about ways to support decentralization activities. During BES II and in collaboration with the activities of the iNET project, training for inspectors of education was conducted to build circuit level capacity to collect, analyze, and make use of basic statistical information to support plans for school improvement. Discussions were held and general agreements reached to continue that collaborative effort. As the Planning and Development Directorate of MOE and the EMIS unit move forward with decentralizing these activities, the BES 3 team will provide technical support. The first in a series of policy dialogue sessions is scheduled for May.

During the first six months, the BES 3 team worked closely with Mr. Charles Kabajani, the Director of EPI on assisting his Directorate to put into operation the newly developed National Standards of School Quality. It has been decided that the BES School Self Assessment system will form the basis of implementing the National Standards at school level. The BES 3 team participated in a workshop attended by officers from all 13 education regions to introduce them to the National Standards and begin the process of integrating the indicators from the SSA with the quality indicators in the National Standards. Another session to complete that process is planned for late May or early June. The AED team and the target region CST members will continue to work with EPI in all regions on implementing National Standards in schools.

IR 2: Improved effectiveness of decentralized education management

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>2.1 Percentage increase in CST scores on the index of effectiveness</p> <p>Year One Targets: Establish baseline</p>	<p>CSTs in target regions will be measured against the criteria and behaviors specified in the measurement instrument to be developed by BES3, the first year for a baseline, and in subsequent years to measure the effectiveness with which the CSTs display the required behaviors that demonstrate effectiveness in management of education at the regional level.</p> <p>Unit of Analysis: CST scores on the Performance Index to be developed under BES 3</p>	<p>The Index of Effectiveness will be developed after the Decentralization Dialogue, scheduled for May 2005, based upon collaboration with Regional Education Offices and Regional Governors' offices.</p>	<p>None anticipated so long as the decentralization of education services proceeds as expected</p>

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>2.2 Percentage increase in the number of school boards implementing School Development Plans (SDPs)</p> <p>Year One Targets: 10% increase in year one from the baseline of 404 SIP schools</p>	<p>SDPs are the key aspects of decentralization and indicate the degree of decentralized management of the education system at grassroots level</p> <p>Unit of Analysis: Number of school boards developing and implementing SDPs. The data will be cumulative.</p>	<p>School Development Plan update and revision workshops were held for a total of 174 teachers, principals and parents during the first six months of project implementation. Further workshops will be held in the upcoming months. CST members are currently working with schools that do not yet have SDPs in place.</p>	<p>None anticipated</p>

IR 3: “Improved quality of language, math, and science education delivered by primary schools”

Pre-service Professional Development: An initial meeting with the NIED Professional Development Unit and IFESH was held to introduce the collaboratively designed training program for teaching staff of the four colleges of education. That meeting was followed up by individual introductory sessions at each of the colleges involving the AED team, the heads of department of the core subjects, and the college rectors. Further, Dr. Elizabeth Leu initiated a series of consultancy activities with the NIED officers responsible for professional development. Two college of education panel meetings were held, one in October and one in March to assist in the curriculum revision process and develop training ideas on learner centered education, continuous assessment, and the teaching of math, science and language at the colleges. The AED team, including Dr. Leu, worked throughout December in the planning and implementation of the first seminar held at Windhoek College in January. In addition to the Windhoek College seminar, three sessions, one each on the teaching of language, math, and science, were conducted in the regions and attended by teacher educators from all four colleges and subject specialist Advisory Teachers.

Teacher Professional Development (Inservice): During meetings in each of the target regions, a range of teacher support strategies emerged to ensure the continuation of the BES II Circuit Support Team approach to providing site based, ongoing professional development for primary teachers in all the circuits. In some regions, the SIP Resource Teachers will continue to provide local support for teachers in their role as heads of department, while in other regions primary school heads of department are being identified to serve as teacher professional development facilitators at circuit and/or cluster levels. During the first six months, six different training sessions were conducted on math, language, and science instruction and the CST members held 9 site based sessions for a total of 447 teachers and CST members.

IR 3: Improved quality education delivered by primary schools (English, Mathematics and Science)

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>3.1 Percentage increase in the number of teachers in target regions using improved teaching techniques and improved materials in core subjects</p> <p>Year One Targets:</p> <p>Establish baseline</p>	<p>This will be measured by the Index of classroom quality to be developed under BES 3 that will indicate the effectiveness with which a teacher employ subject related techniques to conduct teaching.</p> <p>Unit of Analysis: Number of teachers scoring higher than baseline on the Index of classroom quality, indicating utilization of improved teaching techniques to present math, science and English. The number is cumulative.</p>	<p>The index of classroom quality will be developed in line with the National Standards of School Quality and the revised School Self Assessment instruments as they are aligned with the National Standards. The responsible officers at NIED and Regional Education Offices will be part of the process</p>	<p>None anticipated.</p>

Indicators and Year One Targets	Definitions and Units	Progress to Date and Next Steps	Adjustments and Modifications
<p>3.2 Number of Grade 1-7 teachers in target regions participating in teacher workgroup sessions on math, science, language and incorporating HIV and AIDS topics in their instructional program</p> <p>Year One Targets:</p> <p>Establish baseline</p>	<p>Teacher workgroup sessions are defined as site based professional development activities in schools, clusters and circuits</p> <p>Unit of Analysis: Number of teachers participating. The number is cumulative.</p>	<p>During the first six months, a total of 254 Circuit Support Team members, including 32 newly appointed teachers as cluster facilitators, participated in training sessions on supporting improvements in classroom instruction in the three core subjects. During the coming months, those support providers will facilitate training sessions for a proportion of the total of 8,650 grade 1-7 teachers in the six target regions</p>	<p>None anticipated.</p>

Conclusion

As is expected, the first few months of project startup included a great many activities that fall in the process rather than product category of results. Nonetheless, the many meetings and discussions with regional and national level Ministry of Education partners, USAID and other implementing partners, college of education and NIED staff have all resulted in a clear plan of action for the first year of project implementation. At the same time, the basis has been laid for the overall direction and expected results for the life of the project.

The results of the first six months include:

- BES 3 offices have been established in Windhoek, Ongwediva, Katima Mulilo, and Rundu.
- The project is fully staffed with the exception of an HIV and AIDS Technical Advisor
- The first annual workplan was developed based upon extensive consultation with all MOE and USAID partners and implementation of activities to support the Program Objective and all three Intermediate Results were initiated and are well underway.
- Four Writing for Kids books published and distributed with training
- Baseline data on OVC in schools in the target regions collected and analyzed
- Baseline data on teacher absenteeism in the target regions collected and analyzed

Plans for the next six months

A calendar of activities for the months from April through December is included in this report. The priorities for the coming months will include:

- A draft of the index of effective implementation of decentralization

- A draft of the index of classroom quality
- Baseline of learner performance at Grade 4 in science, language and mathematics

Consultancies for the coming months will include:

- Mrs. Audrey Fielding, Coaching and Language Instruction Consultant
- Dr. Joseph Cohen, Dr. Brenda Arrington and Dr. Pilly Punday, Decentralization Policy and Implementation Consultants
- Ms. Stephanie Lehner, AED Program Officer and Science Education Specialist
- Dr. Bill Fanslow, Continuous Assessment Consultant
- Dr. Adrienne Bailey, Learner Performance Measurement Consultant
- Dr. Elizabeth Leu, Teacher Educator Professional Development Consultant
- Dr. Suresh Submaranian, HIV and AIDS Specialist
- Mr. Patrick Mulatehi, Small Grants Specialist

WRITING FOR KIDS A STORY ABOUT BOOKS



A new series of children's books written by Namibians for Namibians is now available for the reading pleasure of young learners in the BES target regions. As the Honourable Minister John Mutorwa said when the books were officially launched in January 2005, "More books in classrooms means more opportunities for children to read independently, and more opportunities for pleasurable reading is a great motivator for children to learn to write."

The first four titles in the Writing for Kids series are the result of training sessions on the teaching of writing conducted during the last year of the BES II project. The authors are student teachers from all four colleges of education who participated in a writing camp in May, 2004, facilitated by AED consultants in collaboration with officers from the National Institute of Education Development (NIED). The stories were edited and translated by NIED education officers and illustrated by students at the John Muafangoyo Art Centre in Windhoek. A local publishing house, Pollination Publishers of Namibia, worked closely with the artists on the design and final publication of these beautiful books.

At the launch, the books were presented to the Honourable Minister for Basic Education, Sport and Culture, Mr. John Mutorwa, by the Director of United States Agency for International Development (USAID) in Namibia, Mr. Gary Newton. The Directors of Education from the six most disadvantaged education regions and senior officials of the Ministry of Basic Education attended the launch which was highlighted by the participation of young learners from Suiderhof Primary school. The authors and artists and graduates of the Adult Literacy Campaign read the stories to the children as one way to demonstrate how the books will be used in schools.

The next phase of the Writing for Kids program includes professional development for teachers, advisory teachers, teacher educators, and student teachers on the use of supplementary reading materials in primary classrooms as well as training on the teaching of writing. These activities will result in the production of many more books for the Writing for Kids series authored by Namibian teachers and student teachers and illustrated by Namibian artists in training.



Children need a variety of exciting reading materials that relate to their own environment, culture, and language needs. These books are written specifically with Namibian children as the audience by young Namibian student teachers and illustrated by young Namibian artists. Their use in classrooms helps ensure that Namibian children become readers and writers.

TEACHER EDUCATORS A STORY OF COLLABORATION

Despite the fact that their roles are closely connected, until recently teacher educators and teacher support providers in Namibia had little opportunity or reason to work together. However, with the initiation of a new component in the Basic Education Support project, College of Education lecturers and Advisory Teachers, their counterparts in the Regional Education Offices who support classroom teachers have been working together on developing exciting and innovative lessons that can be used in the college classrooms and in professional development for classroom teachers.



During the first six months of implementation in AED's BES 3 project, four different training sessions were conducted, involving members of the Science, Language, and Math departments from the four colleges of education who train new teachers and the subject advisors who support classroom teachers from all six target education regions. The results have surprised and pleased the leadership of the Regional Education Offices as well as the Ministry of Education staff at NIED. The two groups have had very little opportunity or motivation to work together, with the result that the inservice and preservice training programs have become somewhat isolated from each other. The new component of BES which brings the two groups together promises to break down that isolation in a way that will improve the overall teacher professional development system in Namibia.



In the February workshops, it was immediately clear that each group brings a unique set of skills and experience to the collaboration that is mutually beneficial. Some of the college staff have had a good deal more training in technology than their counterparts in the regions. While they worked together on learning to use the internet

as a research tool, the teams were able to help each other with new skills.

At the same time, the Advisory Teachers have a wealth of practical knowledge about what actually works in the classroom with teachers and learners in the areas of



learner centered education and continuous assessment. The theories of pedagogy that form an important part of the instruction in the colleges come to life in the classroom only when the instructors are able to practice lessons that work with children. The Science, Language, and Math training sessions offered many

opportunities to learn how to reinforce learning theory with motivating and activity based lessons for primary school children.

FROM PILOT TO NATIONAL A STORY ABOUT SUSTAINABILITY

The story begins with a journey to the beautiful Seychelle Islands. In 2000, several senior level Ministry of Education officials and Regional Education Officers traveled from Namibia to the islands in the Indian Ocean to learn about the commonalities and differences in their two education systems. Important lessons were learned on both sides, but the most exciting outcome of that journey was what the Namibian officials learned about the system of school self assessment used in the Seychelles. The Namibians returned to their offices with the confidence that a similar system of local monitoring and evaluation of school effectiveness would greatly support their efforts to improve primary schooling, particularly in the six “most disadvantaged” regions of the country.

The Academy for Educational Development team had just begun implementation of BES II project activities those regions. Thus, they were asked to explore the notion of developing a locally adapted version of school self assessment. During the course of the next two years, with the guidance and support of Dr. John Gillies from AED, the Namibian School Self Assessment system was designed, tried in a few schools with parents, teachers and principals, revised by the Inspectors of Education, Advisory Teachers, and Resource teachers who form the Circuit Support Teams (CSTs) in the regions. After the initial trial in about 40 schools, the instruments were revised by the officers who use them, the CST members. In the second year of implementation, 90 schools were added to the program and after that year a second round of revision took place. By the end of the BES II project, all 404 of the School Improvement Program participating schools had been trained in the use of SSA and use the system regularly to evaluate their own progress on a comprehensive set of measures of school effectiveness.



While SSA was being refined and became a regular feature of monitoring school effectiveness in the BES II project circuits, at the national level a set of National Standards of School Quality was being designed and piloted in a few schools and regions. With the leadership of Mr. Charles Kabajani, Director of Education Program Implementation, the National Standards are now ready to be put into operation in the nation’s schools. Because the two sets of school effectiveness measures were developed from the same conceptual framework and are almost exactly parallel, Mr. Kabajani has asked the AED team to coordinate the two systems into one. And now, after four years of SSA implementation in a large sample of schools in the six northern education regions, the “top down” system of National Standards and the “bottom up” School Self Assessment process of monitoring school quality will be merged into one system that will enable teachers, parents and principals to monitor their school’s progress on a consistent set of measures of school quality, make improvement plans based upon local, empirical and measurable evidence, and participate fully in contributing to effective classroom instruction and improved learner performance.



Acronyms

AED	Academy for Educational Development
BES	Basic Education Support
CA	Continuous Assessment
CST	Circuit Support Team
DNEA	Directorate of National Examinations and Assessment
EPI	Directorate of Education Program Implementation
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Project
FHI	Family Health International
GTZ	German Technical Cooperation
HAMU	HIV and AIDS Management Unit
IBIS	Danish NGO
IFESH	International Federation for Education and Self Help
iNET	Initiative for Namibia Education Technology
IR	Intermediate Result
LCE	Learner Centered Education
MGECW	Ministry of Gender Equality and Child Welfare
MOE	Ministry of Education
MPR	Mission Portfolio Review
NETA	Namibia Education Technology Alliance
NIED	National Institute for Educational Development
OVC	Orphans and Vulnerable Children
PAD	Directorate of Planning and Development
PO	Program Objective
RACE	Regional AIDS Committee in Education
SDP	School Development Plan
SSA	School Self Assessment
UNAM	University of Namibia
USAID	United States Agency for International Development
UTN	Urban Trust of Namibia

MBESC/USAID/AED BES 3
CALENDAR OF ACTIVITIES FOR APRIL-DECEMBER 2005

Dates	Major Activity	IR	Funding Source	Venue	Topic	Personnel
April/May	<ul style="list-style-type: none"> • Recruit and hire HIV and AIDS technical advisor based upon receipt of PEPFAR funding • Initial discussions with HAMU and RACE members on potential activities • First round of HIV and AIDS curriculum development planning and workshops 	IR1 and IR3	PEPFAR 3180-1604	Windhoek MBESC and Regions NIED and regions	HIV and AIDS Curriculum integration materials	BES 3 team, USAID PO#6 team Advisor, HAMU, RACE members Advisor and NIED officers
April/May	Second round of professional development activities for CST members and cluster facilitators	IR 3	AEI-Inser 3180-1603	Target Regions	Math, science and language content and instructional strategies for Grade 1-7 teachers; coaching skills; planning session for TPP conferences	NIED, BES 3 Professional Development Advisors and consultants, cluster facilitators
May	Learner performance measurement development	PO6 and IR3	Basic Ed 3180-1601	NIED and regions	Final version of first draft of tool developed and ready for piloting	NIED, BES 3 team including Dr. Bill Fanslow and AIR consultant
9-12 May	Decentralization Dialogue	IR 2	Basic Ed 3180-1601	Ondangwa	Facilitate dialogue to support Ministry and Regional efforts to decentralize education services	MOE officers, Regional Education Directors, Ministry of Local, Regional Government and Housing, BES 3 team, EQUIP2 consultants
19 May	BES Steering Committee Meeting	IRs 1, 2, 3	Basic Ed 3180-1601	Windhoek	BES Program Management	Steering Committee, BES 3 team
May	Teacher-Principal-Parent Conferences and Teacher Facilitator Training Sessions	IRs 1, 2, 3	AEI-Inser 3180-1603	Circuits and clusters in all six regions	Math, Science, Language and HIV and AIDS topics	Regional Education Officers, Circuit Support Teams, BES 3, teachers, principals, and parents

Second school term	Cluster and circuit based teacher workgroup sessions	IRs 1 and 3	AEI-Inser 3180-1603	Selected circuits in target regions	Math, science, and language instruction for Grade 1-7 teachers	Circuit Support Team members, BES 3 Professional Development Advisors, cluster facilitators
June	BES 3 Team Meeting	IRs 1, 2, 3	Basic Ed 3180-1601	Rundu – Omashare Lodge and Windhoek	Planning for next six months of project implementation	AED team
June	Pilot Grade 4 learner performance measurement tool in sample of schools	PO6 and IR3	Basic Ed 3180-1601	NIED and regions	Grade 4 learner performance measures in math, science and language	NIED, BES 3 team including Dr. Bill Fanslow and AIR consultant, Regional Education Officers, teachers, principals and learners
June/July	If funding available, initiate the NYS relief program	IRs 1 and 3	EQUIP3-EFA-YGP	Windhoek and Regions	Planning, recruitment, and initial training for NYS volunteers to serve as relief teachers	BES 3 team, NYS leadership and volunteers, trainers
July	Analysis of pilot results	PO6 and IR3	Basic Ed 3180-1601	NIED and regions	Analyze results of pilot to revise measurement tool as needed	NIED, Regional Education Officers and Advisory Services, BES 3 team including Dr. Bill Fanslow and AIR consultant
August	Writing for Kids Writing Camp	IRs 1 and 3	Basic Ed 3180-1601	Okashana	Develop second set of titles for the Writing for Kids program	BES 3 team, Audrey Fielding, ATs, RTs, teachers
18 August	BES Steering Committee Meeting	IRs 1, 2, 3	Basic Ed 3180-1601	Windhoek	BES Program Management, report on results of pilot analysis	Steering Committee, BES 3 team
August	Professional development activities for teacher educators and student teachers (seminars)	IR3	AEI-PreSer 3180-1602	NIED Colleges of Education	Use of LCE, CA and math, science and language instructional strategies	E. Leu, NIED officers, BES 3 Professional Development team, with MCID partners, IFESH volunteers, teacher educators, student teachers
September	Site based follow-up of teacher educator development activities	IR3	AEI-PreSer 3180-1602	NIED Colleges of Education	Use of LCE, CA and math, science and language instructional strategies	BES 3 Professional Development team, IFESH volunteers, teacher educators, student teachers

September	Planning meeting for Regional Education Officers and Circuit Support Teams	IRs 1, 2, 3	Basic Ed 3180-1601 AEI-Inser 3180-1603	Mokuti Lodge (?)	Review of activities, plans for third term, plans for 2006	Regions, NIED, IFESH, CoE professional development coordinators, BES 3
September	EMIS training for Inspectors of Education and Regional Planners	IR 2	Basic Ed 3180-1601	Windhoek and regions	Decentralization of education statistics	M. Liman, PAD, Inspectors and Regional Planners
Third school term	Cluster and circuit based teacher workgroup sessions	IRs 1 and 3	AEI-Inser 3180-1603	Selected circuits in target regions	Math, science, and language instruction for Grade 1-7 teachers	Circuit Support Team members, BES 3 Professional Development Advisors, cluster facilitators
October	Professional development activities for teacher educators (Panel Meeting)	IR 3	AEI-PreSer 3180-1602	NIED Colleges of Education	Use of LCE, CA and math, science and language instructional strategies	E. Leu, NIED officers, BES 3 Professional Development team, teacher educators
October	Finalize 2006 Annual Workplan	IRs 1, 2, 3	Basic Ed 3180-1601	Regions, MBESC	Activities for next year	BES 3, Regions, USAID PO#6 team, MBESC
October	Administer pilot version of learner performance measure	PO6 and IR 3	Basic Ed 3180-1601	Stratified random sample of schools in target region	Measure Grade 4 learner performance in math, science and language	NIED, and BES 3 team including Dr. Bill Fanslow and AIR consultant, CST members, teachers, principals, learners
November	Analysis of results of learner performance measurement	PO6 and IR 3	Basic Ed 3180-1601	NIED, MBESC	Report results of analysis for baseline learner performance	NIED, and BES 3 team including Dr. Bill Fanslow and AIR consultant
17 November	BES Steering Committee Meeting	IRs 1, 2, 3	Basic Ed 3180-1601	Windhoek	BES Program Management, report on baseline study, 2006 workplan	Steering Committee, BES 3 team
November/December	Complete all data collection and analysis for second semi-annual report and 2005 Annual Report to USAID	IRS 1, 2, 3	Basic Ed 3180-1601 AEI-PreSer 3180-1602 AEI-Inser 3180-1603	AED offices in Windhoek, Rundu, Katima Mulilo and Ongwediva	Report of fourth quarter activities and results and 2005 Annual Report of activities and results	BES 3 team

Appendix One: Target Region General Data Summary

Schools

Total Number of All Schools		Total Number of Primary Schools		Total Number of Combined Schools		Total Schools in target Regions (Primary + Combined)
National	Target Regions	National	Target Regions	National	Target Regions	
1584	1189	1042	777	385	337	
Percentage						70%

Source: EMIS 2002

Teachers

Total Number of Teachers (all grades)						Number of Primary Teachers	
National			Target Regions			National	Target Regions
M	F	Total	M	F	Total	Total	Total
7405	11377	18782	5094	7069	12163	12967	8606
Percentage							66%

Source: EMIS 2002

Enrolment -*

	Grade 1- 4			Grade 5			Grade 6			Grade 7			TOTAL
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
National	123180	120575	243755	30283	29544	59827	25690	26810	52500	22941	25757	48698	404780
Target Regions	105533	81806	187339	20857	20319	41176	17704	18489	36193	15888	18313	34201	298909
Percentage												74%	

Source: EMIS 2002

AED/BES 3
OVC Data Collection Summary
April 2005

This report summarizes data collected from 22 circuits out of a total of 37 in the six target regions. The data were collected at school level through forms completed by school principals and validated by Inspectors of Education or Advisory Teachers. A copy of the data collection form is attached to this report. As of the end of this reporting period, March 2005, there are 43959 OVC so far identified from 395 schools in 22 circuits and 109 clusters in the six target regions. Omusati region reports the most OVC and Oshikoto region reporting the least. Except for Oshana region, none of the regions has reported from all circuits so the data reported here represent a sample of OVC in 395 schools out of a total of 777 primary schools in the six target regions. The sample represents 59% of all circuits in the regions.

Region	Number	Percent
Omusati	14025	32
Ohangwena	11309	26
Oshana	6800	15
Caprivi	5311	12
Kavango	4838	11
Oshikoto	1236	3
Total	43959	100

Circuit Level Data (59% of circuits have submitted data)

Based on the data so far collected, the twelve circuits with the highest number of OVC represent 82% (35999) of the total OVC in the 22 circuits reporting. Data are still outstanding from the remaining 15 circuits in the regions.

#	Region	Circuit	Number	Percent
1	Omusati	Okahao	5275	12
2	Omusati	Tsandi	4498	10
3	Ohangwena	Endola	4469	10
4	Omusati	Ogongo	3425	8
5	Ohangwena	Eenhana	3261	7
6	Oshana	Oshakati	2873	7
7	Oshana	Oluno	2789	6
8	Kavango	Ncuncuni	2100	5
9	Ohangwena	Ohangwena	2093	5
10	Caprivi	Katima	2088	5
11	Caprivi	Chinchimane	1597	4
12	Caprivi	Sibbinda	1531	3
13	Kavango	Rundu	1375	3
14	Kavango	Shambyu	1363	3
15	Oshikoto	Oshigambo	1236	3
16	Ohangwena	Okongo	1090	2
17	Omusati	Outapi	625	1

18	Oshana	Onamutai	507	1
19	Oshana	Eheke	472	1
20	Ohangwena	Ohakafiya	396	1
21	Omusati	Onaanda	202	0
22	Caprivi	Bukalo	94	0
		Total	43959	100

Cluster Level Data (53% of clusters have submitted data)

If we select the 32 clusters with the largest number of OVC, they represent 63.6 % (27628) of the total number of OVC from the 109 clusters reporting. Out of a total of 204 clusters in all six regions, there are still 95 clusters in which no school has submitted OVC data.

#	Region	Circuit	Cluster	Number	Percentage
1	Ohangwena	Endola	Shituwa	1530	3.5
2	Omusati	Ogongo	Ogongo	1296	3.0
3	Caprivi	Katima	Katima Urban	1294	3.0
4	Omusati	Okahao	Etalaleko	1271	2.9
5	Omusati	Okahao	Niita Yiitula	1206	2.8
6	Oshana	Oluno	Oluno	1119	2.6
7	Ohangwena	Endola	Okambebe	1104	2.5
8	Omusati	Tsandi	Mwaala	1068	2.5
9	Kavango	Ncununi	Ngondo	1016	2.3
10	Omusati	Okahao	Omuthitu	973	2.2
11	Omusati	Ogongo	Oshikulufitu	954	2.2
12	Omusati	Tsandi	Shikongo iipinge	906	2.1
13	Ohangwena	Eenhana	Onanona	905	2.1
14	Omusati	Okahao	Shaanika Nashilongo	869	2.0
15	Oshikoto	Oshigambo	Omukwiugwemanya	837	1.9
16	Ohangwena	Ohangwena	Engela	813	1.9
17	Kavango	Rundu	Kasote	797	1.8
18	Caprivi	Katima	Katima Rural	795	1.8
19	Omusati	Okahao	Keendawala	783	1.8
20	Kavango	Ncununi	Rudolf Ngondo	750	1.7
21	Ohangwena	Endola	Eengedjo	720	1.7
22	Omusati	Ogongo	Uushwa	718	1.7
23	Oshana	Oshakati	Iipumbu	711	1.6
24	Caprivi	Sibbinda	Kongola	688	1.6
25	Caprivi	Chincimane	Batubaja	656	1.5
26	Omusati	Tsandi	Ondukuta	634	1.5
27	Omusati	Tsandi	Oshilemba	600	1.4
28	Ohangwena	Eenhana	Eenhana	549	1.3
29	Kavango	Shambyu	Ngone	524	1.2
30	Ohangwena	Eenhana	Eembahu	519	1.2
31	Oshana	Oluno	Ambili	518	1.2
32	Ohangwena	Eenhana	Haimbili Haufiku	505	1.2
33	Omusati	Tsandi	Nambula	500	1.2
34	Ohangwena	Ohangwena	Uudjombala	498	1.1

35	Oshana	Eheke	Kapembe	472	1.1
36	Ohangwena	Okongo	Elia Weyulu	470	1.1
37	Oshana	Oshakati	Nakele	468	1.1
38	Ohangwena	Endola	Ongenga	416	1.0
39	Ohangwena	Eenhana	Onambutu	403	0.9
40	Oshikoto	Oshigambo	Onamulunga	399	0.9
41	Ohangwena	Ohakafiya	Ohakafiya	396	0.9
42	Oshana	Oshakati	Amutanga	393	0.9
43	Caprivi	Chincimane	Sangwali	391	0.9
44	Ohangwena	Ohangwena	Ponhofi	389	0.9
45	Caprivi	Chincimane	Masokotwane	385	0.9
46	Oshana	Oluno	Nangolo	383	0.9
47	Ohangwena	Eenhana	Onakalunga	380	0.9
48	Oshana	Oluno	Onkumbwiimbwi	357	0.8
49	Omusati	Outapi	Okanimekwa	345	0.8
50	Omusati	Ogongo	Ongolo	332	0.8
51	Oshana	Oshakati	Oshakati	322	0.7
52	Oshana	Oshakati	Omapopo	296	0.7
53	Oshana	Oshakati	Gabriel Taapopi	285	0.7
54	Omusati	Tsandi	Eemwandi	276	0.6
55	Oshana	Oshakati	Mweshipandeka	263	0.6
56	Kavango	Rundu	Kamunoko	253	0.6
57	Kavango	Shambyu	Shambyu	249	0.6
58	Oshana	Onamutai	Onamutai	247	0.6
59	Ohangwena	Endola	Omundundu	246	0.6
60	Ohangwena	Endola	Onanghulo	242	0.6
61	Kavango	Rundu	Romanus Kamunoko	239	0.6
62	Omusati	Tsandi	Namfula C.S	224	0.5
63	Oshana	Onamutai	Eloolo	221	0.5
64	Caprivi	Sibbinda	Sikubi	215	0.5
65	Oshana	Oluno	Uukwiyuushona	211	0.5
66	Omusati	Onaanda	Otamanzi	202	0.5
67	Ohangwena	Ohangwena	Omuve	200	0.5
68	Kavango	Sambyu	Sambyu	200	0.5
69	Oshana	Onamutai	Iindangungu	198	0.5
70	Ohangwena	Ohangwena	Ongha	193	0.4
71	Caprivi	Sibbinda	Sikosinyana	189	0.4
72	Oshana	Oluno	Andiba T Y	182	0.4
73	Caprivi	Sibbinda	Sibuki	181	0.4
74	Caprivi	Sibbinda	Kasheshe	179	0.4
75	Ohangwena	Okongo	Enyana	174	0.4
76	Omusati	Okahao	Niita-Titula	172	0.4
77	Caprivi	Chincimane	Simataa	165	0.4
78	Omusati	Tsandi	Ik Tjimuhiva	162	0.4
79	Kavango	Shambyu	Ndonga Linena	150	0.3
80	Ohangwena	Okongo	Oshela	142	0.3
81	Oshana	Oshakati	Amutanya	135	0.3
82	Ohangwena	Okongo	Okongo	129	0.3

83	OmUSati	Ogongo	Ongongo	128	0.3
84	OmUSati	Tsandi	Tsandi	128	0.3
85	OmUSati	Outapi	Onakayale	118	0.3
86	Kavango	Shambyu	koro	117	0.3
87	Kavango	Ncununi	Ncushe	115	0.3
88	Ohangwena	Okongo	Okongo	99	0.2
89	Kavango	Ncununi	Ncaute	97	0.2
90	Caprivi	Bukalo	Isize	94	0.2
91	OmUSati	Outapi	Nakayale	88	0.2
92	Kavango	Shambyu	TaraTara	87	0.2
93	Kavango	Rundu	Kapako	86	0.2
94	Caprivi	Sibbinda	Mayuni	77	0.2
95	Ohangwena	Okongo	Oluwayo	76	0.2
96	OmUSati	Outapi	David Sheehama	75	0.2
97	Ohangwena	Endola	Eengendjo	73	0.2
98	Ohangwena	Endola	Endola	56	0.1
99	Kavango	Ncununi	Kawe	30	0.1
100	Kavango	Ncununi	Shimpanda	24	0.1
101	Oshana	Oluno	Mukwiyu	19	0.0
102	Kavango	Ncununi	Sharukwe	18	0.0
103	Kavango	Ncununi	Gcaute	17	0.0
104	Kavango	Shambyu	Neyuua	16	0.0
105	Kavango	Ncununi	Shimpanda	15	0.0
106	Kavango	Ncununi	Shimponya	14	0.0
107	Kavango	Shambyu	Kambowo	13	0.0
108	Kavango	Shambyu	Mantyenya	7	0.0
109	Kavango	Ncununi	Narukwe	4	0.0
			Total	43438.0	100.0

Schools

As of March 2005, 395 schools submitted the OVC data. The majority are primary schools. There are 297 (75%) schools in the 32 clusters and 12 circuits with the highest number of OVC from this data base. The school with the largest number of OVC is **Oshikulufitu CS (428 OVC)** found in Oshikulufiyu cluster of Ogongo circuit in the Omusati region while the one reporting the least is **Omungwelume JS (1 OVC)** located in Eengedjo cluster of Endola circuit in Ohangwena region

Grades

The majority of the OVC are found in the primary phase (grades 1-7), 74% (32636)

Grade	Number	Percent
1	4106	9
2	4367	10
3	4733	11
4	5261	12
5	5028	11
6	4704	11
7	4437	10
8	3404	8
9	2693	6
10	1195	3
11	711	2
12	575	1
Total	43959	100

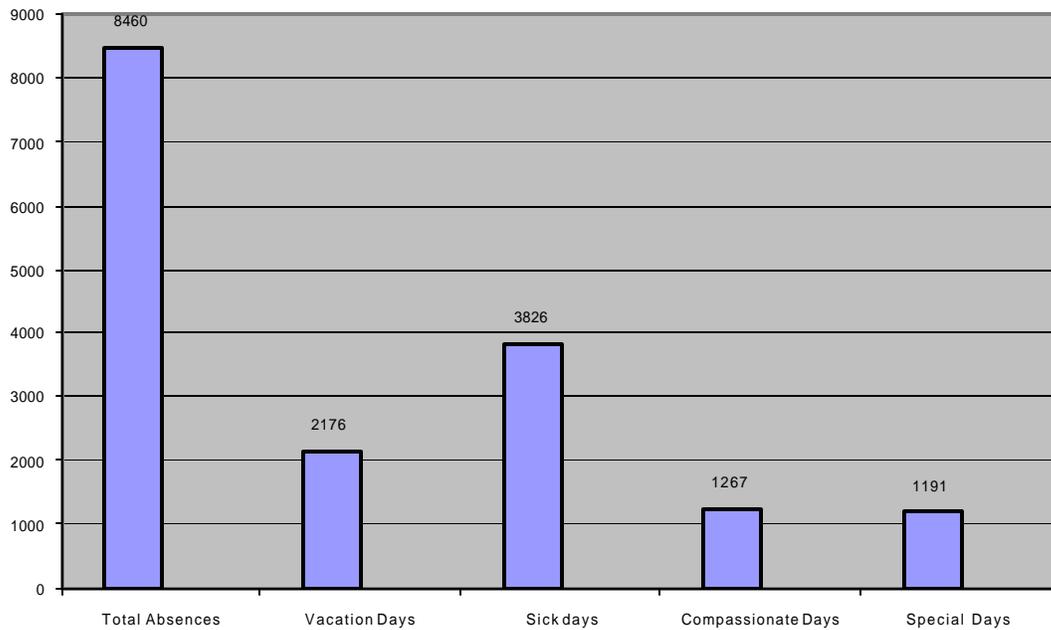
AED/BES 3
Teacher Absenteeism Preliminary Data Summary
April 2005

This report summarizes a data collection effort funded by USAID to inform plans to assist the MOE to develop strategies for responding to an apparent but undocumented increase in teacher absenteeism presumed to be the result of the impact of HIV and AIDS epidemic. A few basic facts about Namibia include:

- According to the impact study conducted in 2002¹ Namibia has a 22.3% HIV infection rate in a population of 1.8 million
- There are 18,782 teachers in the total of 13 education regions²
- The 6 “target” education regions in the north represent 66% of the total population of teachers and 70% of the schools
- HIV infection rate of teachers appears to match that of the general population

The data were collected during the three month period of September, October, and November 2004. The Inspectors of Education and Advisory Teachers in the circuits elicited reports from a total of 617 primary schools out of the total of 744 in the six target regions. Data requested number of teachers absent two or more days per month in the data collection period. The chart below reports the basic data with the reason given for the absence.

Teachers absent in 3 months in 6 regions

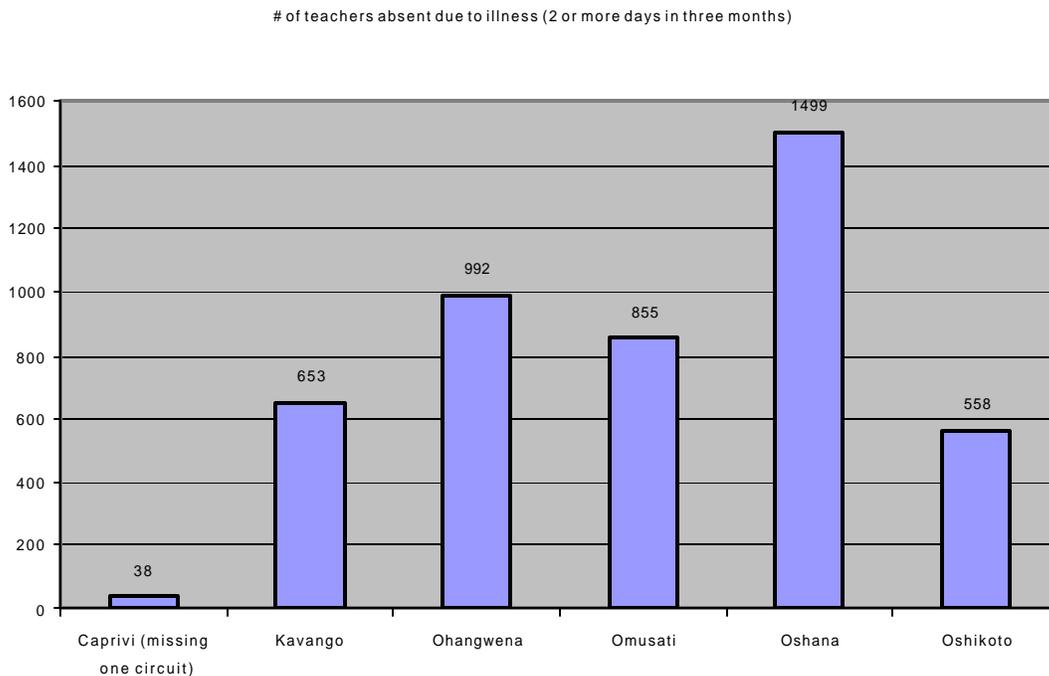


¹ The Impact of HIV/AIDS on Education in Namibia, Abt, June 2002.

² EMIS, 2002

As can be seen from the chart, 45% of the absences during the 3 month period were reported as due to illness. The other two reasons, “Compassionate Days” and “Special Days” are used to attend funerals or provide care and support in times of family need. By combining teachers absent due to illness, compassionate and special leave the data show that 74% teachers were absent for reasons possibly related to impact of HIV and AIDS on themselves and their families. The basic data show that the simple average of the total days lost is six per school during the three month period. If we extrapolate, the average number of days lost in each school during the total of 196 school days is 18. Obviously, the number of days lost will be much greater in the schools reporting higher numbers of days lost in the initial data collection period.

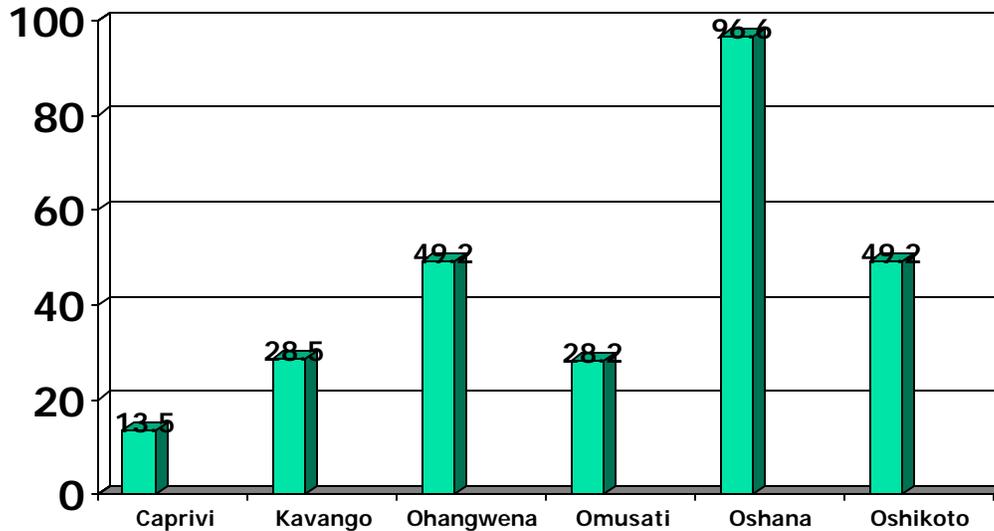
The chart below breaks the data down into regions:



It should be noted that the missing circuit in Caprivi is the second largest in number of schools and teachers and thus distorts the data for that region. Oshana and Ohangwena Regions, with the largest numbers of teachers absent, would be the places to begin planning responses to teacher absenteeism. The smallest unit of the data is the school, so we can identify clusters of schools with the highest rates for further investigation. We know that most schools in these regions do not have the resources needed to provide relief teachers.

If we look at the same information from the perspective of time, the results give a clear picture of the degree of the problem:

Average days lost out of 196 school days



In

Oshana Region, for example, nearly half of the school year is lost to teacher absenteeism.

Conclusions

We now have some empirical evidence to support the notion that the epidemic is having an effect on classroom instruction, in terms of time lost. We can start to develop some strategies in the schools and clusters with the greatest number of days lost to teacher illness that could serve as models for other circuits and clusters of schools. At the same time, we need to work with the regions to develop a more systematic and clearer method for tracking teacher absenteeism.