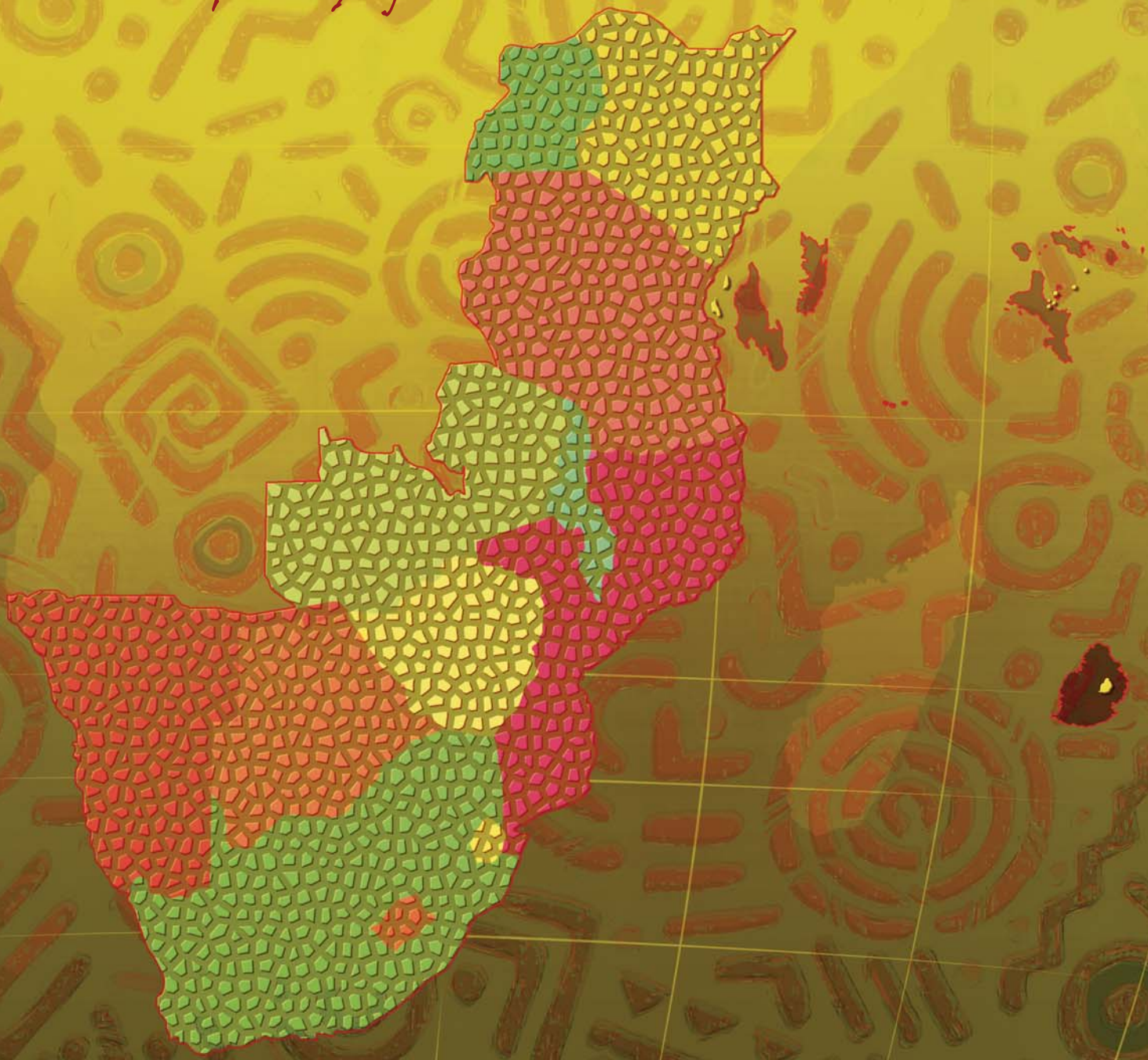
The SACMEQ III project in

NAMIBIA

A study of the conditions of schooling and the quality of education



SACMEQ

Southern and Eastern Africa Consortium for Monitoring Educational Quality

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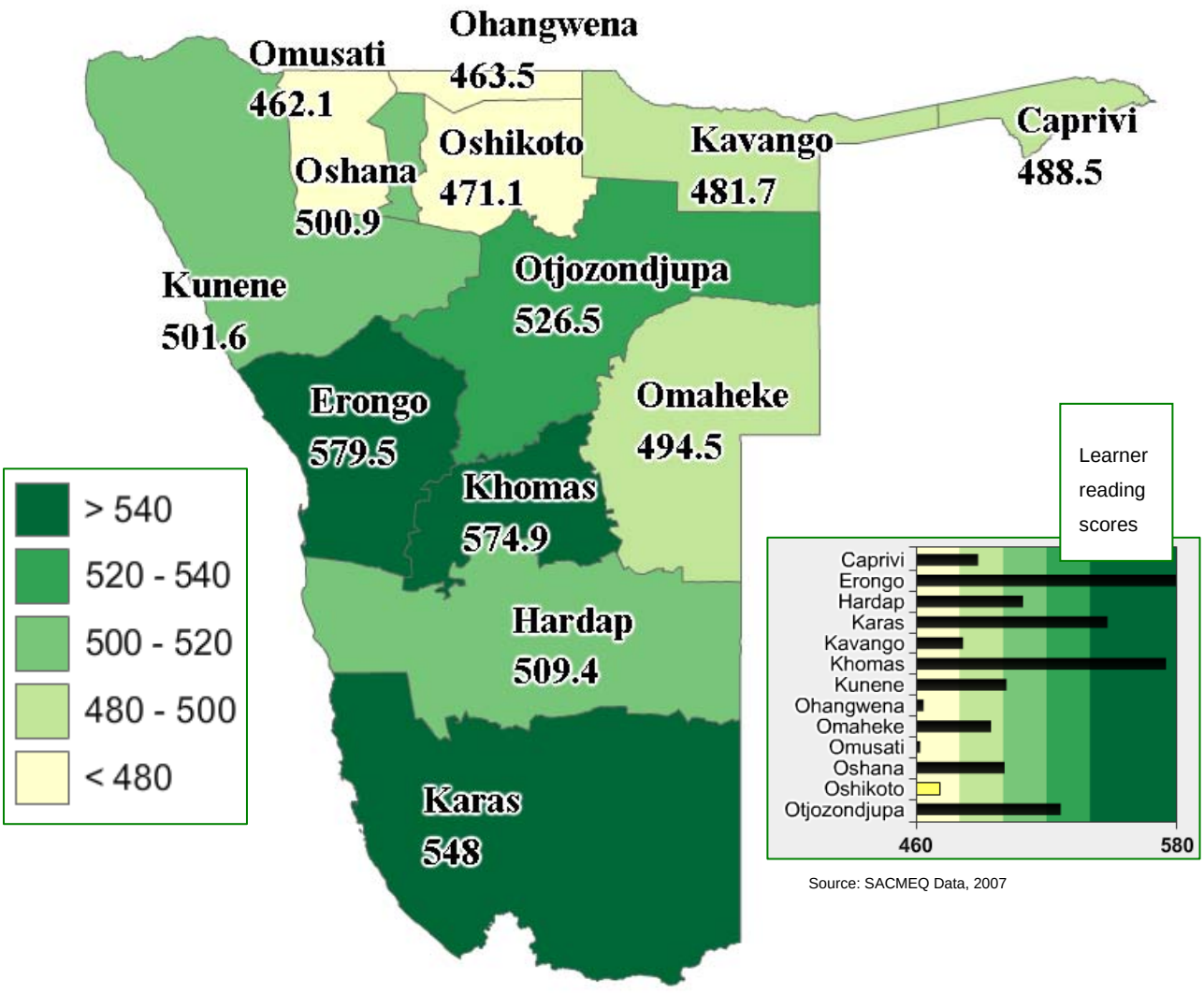
LIST OF ACRONYMS

BETD	Basic Education Teachers Diploma
DNEA	Directorate of National Examinations and Assessment
DPs	Development Partners
ECD	Early Childhood Development
EFA	Education for All
EMIS	Educational Management Information System
ETSIP	Education and Training Sector Improvement Program
GPC	General Policy Concern
GRN	Government of the Republic of Namibia
HAMU	HIV and AIDS Management Unit
IIEP	International Institute for Educational Planning
KBE	Knowledge Based Economy
MCA	Millennium Challenge Account
MDG	Millennium Development Goals
MGECW	Ministry of Gender Equality and Child Welfare
MoE	Ministry of Education
MPCC	Management Policy Coordinating Committee
NDP	Namibia Development Plan
NER	Net Enrolment Ratio
NESE	National External School Evaluation
NGOs	Non-governmental Organisations
NIED	National Institute for Educational Development
NPC	National Planning Commission
OVC	Orphan and Vulnerable Children
PAD	Planning and Development
PQA	Program Quality Assurance
RACE	Regional AIDS Committee on Education
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
TRC	Teachers' Resource Centre
UNAM	University of Namibia
UNDP	United Nations Development Program
UNESCO	United Nation Education Science Cultural Organisation
VET	Vocational Education and Training



Source: SACMEQ Data, 2007

Grade 6 Learner Reading Scores across Regions in Namibia (SACMEQ III)

Chapter 1
Setting the Scene

1.1 Introduction

The main purpose of this chapter is to orientate the reader towards the background of SACMEQ in general and this research study in particular. More importantly, a brief picture of the political features of Namibia and its people as well as its education system is provided. Major emphasis is placed on the schooling system, its administration, as well as its place in the national development plans.

Following independence which was gained in 1990 the Namibian Government saw universal education reform as a principal means of investing in human capital to promote socio-economic development. At first, the government stressed the need for Universal Primary Education by introducing the Education for All (EFA) concept which became the foundation on which the post independent Namibian education was to be built. Access, equity, democracy and quality were set as the four main pillars of the Namibian education system. By 2007, Namibia had attained a 92.3% net enrolment ratio (NER) of children aged 7-13 (grades 1-7) and the gross enrolment ratio of 116.6% in similar grades and age group, with genders equitably represented (Ministry of Education, 2007).

While much has been achieved in terms of access to schooling, a lot still had to be done in order to improve quality and equitable distribution of resources (both human and materials) to attain greater efficiency and to curb wastage. Repetition and dropout rates in particular place an extra demand on resources for education in terms of expenditure and the provision of teaching/learning space.

In working towards improvement the emphasis was put on educational structural change, learner-centred education, and universality providing strong foundations for a democratic education system. However a medium of instruction policy that has proven difficult to effectively implement and insufficient attention to gender equity in education management and administration delayed a comprehensive reform. In the years following independence, Namibia placed greater emphasis on educator participation in implementing pedagogical approaches, altering the language-of-instruction policy, gender equity in resource allocation and sex and HIV and AIDS education.

In order for the education system to offer viable responses to the challenges of the 21st century, the development of a knowledge based society has become the driving force as contained in the National *Vision 2030* document (Namibia Vision 2030, 2004, p 76). The document presents several challenges and puts forward an agenda for education that aims to move Namibia from a primary and heavy industry based economy to knowledge based one where the key factors would be specialised services, specialised industries and communications and information technologies. This process requires a total transformation into an "***innovative, knowledge based society; supported by a dynamic, responsive and highly effective education and training system***" (Namibia Vision 2030, 2004, p 77). In this regard, key steps have been identified to ensure that the responsible government institutions play their roles in realising this vision. For education the following is currently being pursued as priorities in the movement towards realisation of Vision *2030*:

a) A comprehensive curriculum review.
b) Development and implementation of a human resources development plan.
c) Strengthening the teaching of English, mathematics, science and technology at all levels.
d) Striving to achieve education for all.
e) Creating awareness on HIV and AIDS at all levels of the education system.

As a direct response to the national call towards Vision 2030, the education sector introduced the Education and Training Sector Improvement Program (ETSIP) (GRN, 2007), which also aims at:

a) Strengthening the immediate supply of middle to high level skilled labour to meet labour market demands and support national development goals.
b) Improving the quality, effectiveness and efficiency of the general education and training system.
c) Systematising knowledge creation and innovation to ensure adequate capacity for production of knowledge to improve production growth.
d) Strengthening the policy, legal and institutional frameworks to support equitable access to high quality and responsive adult learning.

In a quest to improve the quality of education, the Ministry of Education had taken into account both SACMEQ I and SACMEQ II reports. Subsequently, SACMEQ results have become part of the Ministry's Monitoring and Evaluation Framework and are used in

particular in measuring the quality aspects of schooling conditions.

1.2 Brief Description of Namibia

The Republic of Namibia is situated on the south west coast of Africa bordering Angola and Zambia to the north and north-east respectively, and Botswana and South Africa to the east and south respectively. Namibia attained its national independence on 21 March 1990 after a long national liberation struggle. The country spreads over a vast area of 824,292 km^2 square kilometres and is marked by large physical contrasts. It includes the Namib Desert along the entire west coast and the Kalahari Desert along the central eastern border with Botswana and is characterised by frequent droughts, making it the driest country south of the equator. Namibia has a total population of 2.1 million which comprises of different ethnic and language groups. English is the official language and the medium of instruction from grade 4 although only roughly 7% of the population speaks English as a home language.

Due inter alia to better rainfall, the northern parts of the country are more favourable for crop cultivation than the southern parts. Cattle farming take place in the north and central regions while in the drier southern parts of the country only sheep and goat farming are common.

The distribution of the Namibian population follows the rainfall pattern with over 60% of the 2.1 million people living in the northern parts of the country. The population density in some areas is 100 people per square kilometre. The remaining 40% of the population is sparsely distributed in the rest of the country with isolated concentration of population in major towns like Windhoek, Swakopmund, Walvis Bay, Otjiwarongo and Oshakati. Around 600 000 people live in urban centres. The southern parts of Namibia contain less than 10% of the population.

With a population growth rate of about 2.6% per annum, the demand for school places is ever increasing, thus exerting further pressure on available resources since Namibia has adopted a policy to provide schools within a 5km radius to all learners.

As a country, Namibia is endowed with rich deposits of uranium, diamonds and other minerals, as well as rich fishing products. This provides a brief background of the socio-

economic context under in which Namibia's education system has to develop.

1.3 Structure of the Namibian School System

The school system in Namibia consists of 13 years of schooling. This includes five years of lower primary education comprising of one-year of pre-primary education, three years of grades 1 to 3 in which learners are usually taught in their mother tongue and one year of grade 4 in which English is used as the medium of instruction (English serves as the medium of instruction from grade 4 onwards); three years of upper primary education (grades 5-7); three years of junior secondary education (grades 8-10); and two years of senior secondary education (grades 11-12). The school system is often divided into two main phases, primary (which now includes pre-primary) and secondary. However schools do not strictly follow this arrangement with some schools providing both primary and secondary phases.

Primary Education Phase

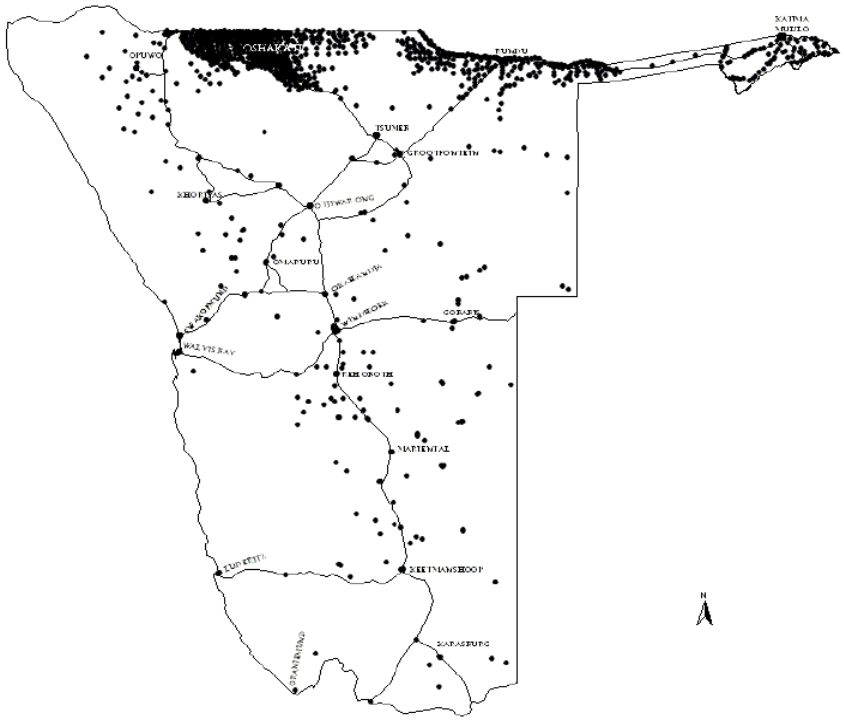
This phase starts with grade 0 (pre-primary), which is mainly offered by private and community institutions. In 1995, grade 0 became institutionalised under the jurisdiction of the Ministry of Regional, Local Government and Housing and in 2000 under that of the Ministry of Gender Equality and Child Welfare. In 2006, with the introduction of ETSIP, pre-primary education was formalised as part of the primary education phase and is now part of that phase. It is however slowly being phased into mainstream public schooling due to lack of physical facilities and trained teachers.

By the year 2007, there were 1,049 primary schools, of which 994 were public schools and 54 were private schools (MoE, 2007). In the same year, there were a total of 409,508 learners enrolled in the primary education phase. The Namibia Policy on Continuous Assessment (MoE, 2000), based on a set of competencies that learners are expected to acquire, provides the basis for the promotion of learners from one grade level to the other. A national grade 7 examination in mathematics, English and science was also introduced for the first time in 2000 to help monitor learner acquisition of the basic competencies at the end of the primary education phase.

A map illustrating the distribution of all Namibian schools from which the SACMEQ III

sample was selected is presented in **Figure 1** below. Nearly two thirds of these schools were located in the six northern regions of Caprivi, Kavango, Ohangwena, Oshikoto, Oshana and Omusati. In fact more than two thirds of the entire school population is concentrated in these mainly rural areas.

Figure 1: The distribution of primary schools in Namibia



Secondary Education Phase

The secondary education phase consists of grades 8 to 12. In 2007 there were 176 secondary schools in Namibia of which 158 were public and had 158,162 learners enrolled. Learners write the Namibian Junior Secondary Certificate examinations at the end of grade 10 and the Namibian Senior Secondary Certificate examination (Ordinary and Higher Level (NSSCO/H), at the end of grade 12).

Other grades

Besides the primary and secondary education phases, the Namibian school system also caters

for learners in 'special grades' who in 2007 totalled 2,953. These are learners with special needs including learners who need remedial help in their learning, those who are engaged in skills training instead of a pure academic line and learners with severe mental and physical disabilities as well as hearing, speech and visual impairments. The majority of these learners are in schools organized under the pseudo region 'Head Offices' and are directly administered by the Directorate of Program Quality Assurance (PQA). The overall picture on enrolment is presented in **Table 1** below

Table 1: Enrolment of learners in the school system – 2007 (Ministry of Education, 2007)

Region	Total	Primary			Secondary			
		Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
Caprivi	26,277	18,562	11,472	7,090	7,706	5,655	2,051	9
Erongo	26,131	17,662	10,392	7,270	8,313	6,388	1,925	156
Hardap	19,973	14,345	8,596	5,749	5,534	4,403	1,131	94
Head Office	1,524	342	200	142	245	245	-	937
Karas	18,450	13,228	7,942	5,286	4,926	3,875	1,051	296
Kavango	69,534	55,185	36,104	19,081	14,319	11,560	2,759	30
Khomas	62,613	40,773	24,007	16,766	21,230	15,152	6,078	610
Kunene	16,491	13,012	8,319	4,693	3,369	2,832	537	110
Ohangwena	86,475	64,429	36,831	27,598	22,034	18,869	3,165	12
Omaheke	14,541	11,214	6,971	4,243	3,237	2,727	510	90
Omusati	87,030	61,660	34,175	27,485	25,312	20,402	4,910	58
Oshana	52,880	34,350	18,648	15,702	18,246	13,545	4,701	284
Oshikoto	57,035	40,865	23,473	17,392	16,097	12,546	3,551	73
Otjozondjupa	31,669	23,881	14,486	9,395	7,594	6,249	1,345	194
Namibia	**570,623**	**409,508**	**241,616**	**167,892**	**158,162**	**124,448**	**33,714**	**2,953**

1.4 Management and administration of school education

There is a single Ministry of Education that administers basic and higher education as well as other training components. This ministry is organised into three departments of which two, Formal Education and Life Long Learning, are directly responsible for education. The third department is responsible for finance and administration.

The Department of Formal Education harbours directorates such as Program Quality Assurance (PQA), formally known as the Education Program Implementation (EPI), the

Directorate of National Examination and Assessment (DNEA) and the National Institute of Educational Development (NIED). The Department of Lifelong Learning houses the directorates of Adult Education, National Libraries and Information Services, Higher Education and Vocational Education and Training.

There are also other directorates or units within the Ministry of Education that report either to the Permanent Secretary or to the Deputy Permanent Secretary such as the Directorate Planning and Development, Science and Technology, General Services and National Commission for UNESCO. The directorate of Planning, Research and Development, under the Finance and Administration Department houses the division of Education Management Information System (EMIS) which is responsible for conducting the SACMEQ studies in Namibia. The operations of schools in Namibia are administered through thirteen educational regions which are briefly explained below.

Caprivi region

Out of Namibia's 13 political regions, the Caprivi region is the hardest hit by HIV/AIDS. Chinsembu & Hedimbi (2010) indicated that in 2008 the HIV prevalence rate among pregnant women was 31.7% in Katima Mulilo, the capital of the Caprivi region.

This region stretches over 14,528 km^2 and is situated in the far north eastern part along the Zambezi River bordering Zambia and Botswana. It has a population of about 85,071. Apart from the town of Katima Mulilo, the rest of the region is rural and most of the people are subsistence farmers. In the recent past there has been an increase in commercial farming of fish and rice production. In 2007 the region of Caprivi had 97 schools with a total of 26,277 learners of which 18,562 were primary learners (with 2,120 grade 6 learners) and 995 teachers. Schooling in this region is often disturbed by floods which occur on an annual basis and often cause shorter learning times especially for younger learners. Sometimes families and schools have to relocate altogether.

Erongo region

This region lies along the central western side of Namibia and contains the major towns of Swakopmund and Walvis Bay. Like other regions along the west coast, the western part of

this region is covered by the Namib Desert. In 2007, Erongo had an area of 63,579 km^2 and a population of 111,346 people with about two thirds of them living in urban centres. This is understandable as most of this area is desert and unfit for agricultural production. There are however commercial activities in mining, fishing and harbour services. There were 61 schools with 26,131 learners of which 17,662 were primary learners (with 2,293 grade 6 learners) and 937 teachers in Erongo region.

Hardap region

This is the third largest region in Namibia spreading over an area of 109,651 km^2 but is sparsely populated with 70,584 inhabitants. In 2007, this region had 57 schools, 19,973 learners of which 14,345 were primary learners (with 1,803 grade 6 learners) and 707 teachers. Erongo is one of the regions that has experienced a decline in both learner and teacher population (MoE, 2007). Livelihood in this region basically depends on commercial farming, but a considerable proportion of its inhabitants live in towns.

Karas region

This is the biggest region with a landmass of 161,215 km^2 and a population of only 71,701 people. It covers close to one quarter of the country, spreading over much of the southern part of Namibia. However, this area is sparsely populated with the population concentrated in towns such as Keetmanshop, Karasburg, Oranjemund and Luderitz. Rural inhabitants are mainly subsistence small livestock farmers. In the year 2007, Karas region had 47 schools with 18,450 learners of which 13,228 were primary learners (with 1,678 grade 6 learners) and 699 teachers.

Kavango region

Much of this region is mainly rural and inhabited by subsistence crop farmers with the town of Rundu being the only urban centre. The region spreads over an area of 48,463 km^2 with a population of 242,097 people most of whom are concentrated along the Kavango River for easy access to water. In 2007 Kavango region recorded a total of 329 schools with 69,534 learners of which 55,185 were primary learners (with 5,728 grade 6 learners) and 2,409 teachers. This region also has a considerable number of the San people, one of the country's

semi-nomadic groups.

Khomas region

This is the region in which Windhoek, the capital city of Namibia, is located. It has an area of 37,007 km^2 and it is the most populous region with a total population of 304,341, mostly in urban areas. Khomas has a mixture of occupations, from professionals and administrative personnel in the capital, to the urban working class and to farm workers employed on a few large commercial farms, in addition to subsistence livestock farmers. In 2007, the 85 schools in Khomas accommodated 62,613 learners of which 40,773 were primary learners (with 5,396 grade 6 learners) and 2,279 teachers.

Kunene region

Situated in the north-western corner of the country, Kunene is partly covered by the Namib Desert along the west coast. It has an area of 115,293 km^2, making it the second biggest region. It has a total population of only 73,756 people. Kunene is home to one of the semi-nomadic people of Namibia, the Ovahimba, who are mainly cattle herders. It is the only region with mobile school units following about 2,000 learners as their communities move. In the year 2007 there was a total of 52 schools in Kunene with 16,491 learners of which 13,012 were primary (with 1,465 grade 6 learners) taught by 620 teachers.

Ohangwena region

This is one of the smaller regions in the country. It covers an area of 10,703 km^2, but it is the 3rd most densely populated region with a total population of 252,313 people. Ohangwena is situated in the central northern part of the country, extending to the borders of Namibia and Angola. The population in Ohangwena is predominantly subsistence crop and animal farmers and the majority of its inhabitants are in rural centres. A number of learners cross borders from Angola on a daily basis to attend school in this region. In 2007, this region had a total of 235 schools and 86,475 learners of which 64,429 were primary (with 8,506 grade 6 learners) and 2,951 teachers.

Omaheke region

Omaheke region is located in the central eastern part of Namibia. It has an area of 84,612 km^2 and 75,620 people. There are 41 schools, 14,451 learners of which 11,214 are primary learners (with 1,300 grade 6 learners) and 535 teachers. Omaheke is the heart of the cattle farming area and many of its inhabitants are cattle breeders. This vast but less populated region is also home to a considerable number of the semi-nomadic San people.

Omusati region

Omusati is another northern region which has a size of 26,573 km^2. It is the second most populated region with a total population of 239,529 people. Its economy is also driven by subsistence farming with crop and animal husbandry. The region has 268 schools, 87,030 learners of which 61,660 are primary learners (with 8,582 grade 6 learners) and 3,119 teachers.

Oshikoto region

Oshikoto is also found in the northern part of the country with an area of 38,653 km^2 and a total population of 175,755. Farming is the main source of income for the region's population. In the year 2007 there were 184 schools in the region, 56,962 learners of which 40,865 were primary learners (with 5,215 grade 6 learners) and 1,994 teachers.

Otjozondjupa region

Otjozondjupa region has a landmass of 105,185 km^2 and a population of 153,202 people. Fifty five percent of the working population in this region are wage or salary earners although the area is also a farming area. In 2007 the region had a total of 63 schools, 31,475 learners of which 23,881 were primary learners (with 2,874 grade 6 learners) and 1,093 teachers.

Oshana region

This is the smallest region of all, covering an area of 8,653 km^2, but it has a total population of 172,555 people. Seventy percent of the people in Oshana live in rural environments although the urban population is rapidly increasing. In 2007, the region recorded a total of 134 schools with 52,596 learners of which 34,350 were primary learners (with 4,926 grade 6

learners), taught by 1,819 teachers.

1.5 Education financing

Schooling in Namibia is free and financed by the government with its development partners. Parents are however expected to contribute a minimal sum to the School Development Fund intended to finance minor school expenses and for replacement of broken materials. Education receives the highest allocation of the national budget where 6.24% of GDP and 22.9% of total public expenditure is spent on education related activities. In 2007, the Ministry of Education received a sum of N$3.5 billion out of a total of N$15.3 billion in government allocation.

1.6 Curriculum development

Namibia's curriculum is well documented in documents of the Ministry of Education such as the Pilot Curriculum Guide for Formal Basic Education (1996), the Pilot Curriculum Guide for Formal Senior Secondary Education (1998), the Supplement to the Pilot Curriculum Guide for Formal Basic Education: Special Education (1999), Towards Improving Continuous Assessment in Schools: A Policy and Information Guide (1999) and Syllabi for Namibia Higher General Certificate for Secondary Education/NI/HGCSE.

The basic education curriculum guide is based on government's responsibility for education as spelt out by the Constitution, with "education for all" proclaimed as the nation's goal at the World Conference on Education for All in Jomtien, Thailand, (1990), and the "First Call for Children" appeal at the World Summit for Children in New York (1990). According to Article 20 of the Constitution of the Republic of Namibia (1998) education is free and compulsory from the age of 6 to the age of 16 or the end of primary education, whichever comes first. In order to provide 10 years of basic education, the Ministry of Education provides a broad curriculum guide which serves as the framework for devising subject syllabi and materials to be used in various subjects and areas of learning.

1.7 Teacher education and training

Until recently, teacher education and training in Namibia were the responsibility of two bodies. The Colleges of Education was responsible for training teachers for grades 1 to 10 through a program known as Basic Education Teachers Diploma (BETD). The BETD was for both pre- and in-service teachers and prepared them to face new challenges facing education in grades 1 to 10 and to use a learner-centred approach to teaching.

The Senior Secondary education teachers were trained by the University of Namibia under the BEd (Bachelor of Education) program which predominantly focused on subject specialisation rather than pedagogy. In January 2010, the training of teachers for all levels became the responsibility of the University of Namibia (UNAM).

1.8 Recent educational policy review

In the following sections some of the policies that the Ministry of Education has tried to put in place for the smooth running of education in schools and to ensure that learners are holistically prepared for their future are discussed.

Democratic Education Style:

In order to eradicate the apartheid mentalities and replace Bantu education methodologies characterised by rote learning, democratic education and pedagogical methods were adopted and promoted. This approach to teaching and learning seeks to create a classroom environment in which the educator builds on learners' knowledge and experience which encourages them to ask questions, focuses on systematic analysis and promotes critical thinking, investigation, experimentation and discovery.

Promotion Policy

It is anticipated that learners will progress through grades 1 to 9 without repetition. Only in cases where the class teacher (grades 1 to 4) or teaching team (grades 5 to 9) in consultation

with the principal and head of department is absolutely convinced that a learner would not benefit from progressing to the next grade, should a learner repeat a grade. A promotion committee of the school should discuss borderline cases. Parents/guardians must be kept fully informed with regard to why it is necessary for their child to repeat a grade *(MoE, 2007).*

The promotion requirements stipulate, *"In some cases where learners do not achieve the basic competencies, repetition might be part of the solution. However, it must be emphasised that making a learner repeat a grade will be of no benefit unless the learner receives compensatory teaching. When compensatory teaching is organised for learners who repeat a grade, they would normally not experience any further backlogs within that phase."* (MoE, 2007:42).

Assessment and Examination

The continuous assessment policy (*MoE, 1999*) was introduced in Namibia to provide criterion-based estimates of each learner's progress and level of achievement in relation to minimum competencies specified in curricula and subject syllabi. Semi-external examination was introduced in grade 7, the last grade in the primary phase. The secondary phase assessment is practically examination based.

National Gender Policy

Although gender equity is not a problem in primary education, considerable efforts are being made to ensure equal access and keep up with the aspirations of the EFA goals. There are still, however, access barriers for girls studying subject areas that are traditionally male dominated. Furthermore, even though female teachers make up two thirds of the teaching force, there are fewer females in promotional rankings. The national gender policy (MGECW, 2010, p.9) outlines a framework through which implementation of constitutional issues can be encouraged, supported and sustained; and sets out principles for the implementation, coordination and monitoring of gender sensitive issues.

School Policy on Learner pregnancy in Namibia

Namibian policy on learner pregnancy has been recently approved by the Cabinet and was put into practice in January 2010. The policy was adopted with the aim of reducing pregnancies

among school-going children while also trying to minimise the impact on their education if they do become pregnant. According to this policy, a girl who has fallen pregnant may continue with her education at school until the time of her confinement or an earlier date on the advice of a medical practitioner or clinic sister. After giving birth, and provided that a social worker is satisfied that the infant will be cared for by a responsible adult, the girl has the right of readmission to the same school or another school if she prefers and there is space within twelve months of the date on which she left school, irrespective of her age. Should the girl decide not to return to full-time schooling, she should be counselled about the options available to her for continuing her education (*MoE, 2008, p.9*).

HIV and AIDS policy

HIV and AIDS present a big challenge to access and quality of education, also for education sector management. The rising numbers of orphans, children caring for terminally ill parents and children who are heading households make it difficult for many children to enrol in or remain in school. Those in school often also still carry the burden of taking care of the household because they are either orphaned or their parents are ill (*MoE, 2003, p.7*). Indeed, the HIV scourge has long been identified as a major economic, social and personal threat. There is now strong evidence from both within and outside the country that effective education programs that address both prevention and support issues can mitigate the impact of the virus. The Ministry of Education has, with much welcome assistance from development partners and NGOs and in close co-operation with the Ministry of Health and Social Services, come far in developing an effective program that is now being implemented.

Policy on inclusive education

The government has placed specific responsibilities on the Ministry of Education to ensure that children and adults with disabilities are integrated into mainstream education. Currently needs of learners with disabilities are being met through special classes in mainstream schools and/or special schools. Access to such classes is however limited due to shortage of places and lack of trained teachers who understand and cater for the challenges experienced by these learners (*MoE, 2010, p.5*).

1.9 Education and Training Sector Improvement Program (ETSIP)

The Education and Training Sector Improvement Program (acronym ETSIP) is a response to the call of the Vision 2030 discussed earlier. Its key purpose is to substantially enhance the sector's contribution to the attainment of strategic national development goals and to facilitate the transition to a knowledge based economy. It is hoped that the ETSIP will improve the quality, range and threshold of skilled labour required to improve knowledge driven productivity growth and thus contribute to economic growth. By adopting a pro-poor approach to the distribution of opportunities for high quality and market-responsive education and training opportunities, ETSIP will also contribute directly to the attainment of equitable social development.

ETSIP's immediate critical priorities are:

(a) Pro-poor expansion of high quality senior secondary education, vocational education and training, pre-entry tertiary education and training programs;
(b) Building system equity, quality and efficiency;
(c) Strengthening system delivery capacity;
(d) Strengthening the system's response to HIV/AIDS;
(e) Strengthening the national knowledge and innovation system; and
(f) Creating an enabling environment for the development of lifelong learning.

ETSIP is premised on a realisation that a weak education and training system cannot facilitate the attainment of complex and ambitious development goals. It is a comprehensive sector-wide program that covers: (i) early childhood development and pre-primary education, (ii) general education, (iii) vocational education and training, (iv) tertiary education and training, (v) knowledge and innovation, and (vi) information, adult and lifelong learning. These are briefly discussed in the sections that follow.

Early Childhood Development

Early Childhood Development (ECD) and pre-primary education are widely recognised to have a significant impact on subsequent educational performance of children. They lay the foundations for acquiring basic literacy and numeracy skills, considerably reduce dropout and repetition rates and, if well managed, may generate a predisposition towards learning and attending school. Pre-primary education ensures a smooth transition between ECD and

primary education and lays the foundation for lifelong learning. ECD and pre-primary education are in high demand by literate parents who can afford them. One of the educational challenges in Namibia is to ensure that ECD and pre-primary education is also available to the less advantaged communities that have the greatest need for them.

General Education

General education is the most important part of the education system. It provides the foundation for lifelong learning. Quality formal general education (grades 0 to 12) as well as non-formal general education build the foundation skills required for employment of trainable people who are adaptable to labour market changes, increase capacity intake to Vocational Education and Training (VET) for the development of skilled workers, and increase the number of school leavers able to enter tertiary education and training. An existing loan/grant scheme is designed to attract prospective teachers to mathematics and sciences and other graduates who would join as vocational instructors as well as mathematics and science teachers in secondary schools. The quality of general education plays a large part in determining the quality of tertiary education and is essential for an effective functioning knowledge based economy (KBE) in the realisation of Vision 2030. It is the entry point for developing a self-educable learning society to which Namibia aspires.

General secondary education is therefore an essential foundation for the human resources required to build a sustainable competitive economy. In an information age with the globalisation of markets, secondary education develops and reinforces the capacity for continuous learning and flexible skill training. National competitiveness and international co-operation, especially in high value added economic activities; depend on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills, and the applications of science and technology. Export-led growth requires development of technical and managerial skills associated with investments at post-primary levels.

In terms of social goals, broad access and equity are best addressed through general education. General education provides an effective vehicle to ensure that important social messages, e.g. HIV and AIDS information, are conveyed. Secondary education in particular

has many positive externalities such as improved health, reduced infant mortality and better family planning, HIV and AIDS prevention, and enhanced social participation. More and better secondary education for girls contributes directly to the empowerment of women.

Vocational Education and Training

Vocational training and skills development contribute to economic growth through their direct link to labour productivity. The initial development and constant upgrading of market-relevant skills are therefore critical factors in meeting Namibia's goals of accelerated economic growth through productivity growth. A skilled workforce is also fundamental to the attainment of the objectives of increased export-oriented manufacturing and improved economic competitiveness. Among other things, Namibia's transition to a knowledge based economy will demand a skilled and competitive workforce. At present shortage of skills is one of the most critical constraints to employment creation and hence economic growth.

Tertiary Education and Training

Tertiary education and training contribute to development in multiple ways. Directly or indirectly it sets quality standards for the entire education system. It produces high level technical and managerial personnel required for economic growth and competitiveness, trains teachers and supplies knowledge workers and researchers essential to knowledge driven development. Tertiary education and training also provide enterprises with technical support and partnership to spur knowledge based innovation. It delivers policy analysts and managers to the public and private sectors. It moulds social values and ethics. For individuals, higher education leads to higher earnings, provided that the training is relevant to the country's needs. Improved access to tertiary education by all, including disadvantaged groups, can therefore contribute to reduced poverty in absolute and relative terms. Thus improved tertiary education is essential for the achievement of Vision 2030.

Furthermore a country's capability to solve its development problems depends on its institutional and human capacities in science, technology and innovation. Science, technology, innovation and entrepreneurship have to be closely linked, especially through a system of financial incentives. Innovation has not been given the attention it deserves and this has reduced the dynamic impact of science and technology on the economy. A separate

sub-program describes how knowledge and innovation will be managed and coordinated. The present concern is with the strengthening of tertiary education bodies so that they have the capacity to engage in research and development, and thus make the contribution expected from them for improved productivity and quality, thereby raising incomes and earnings.

Knowledge Creation and Innovation

Knowledge, technology, skills, and the interaction thereof have become more critical determinants of economic growth than traditional factors of production namely land, capital, and labour. Over the past three decades production has become increasingly more knowledge intensive as investments in intangibles such as research and development, software, product design, process engineering, quality control, testing, training, marketing and management have come to play a greater role in the production of goods and services. Gradually, the knowledge intensity of production has extended beyond the high technology sectors to reshape a broad spectrum of traditional industries.

Information, Adult and Lifelong Learning

Adult learning and access to relevant information are indispensable contributors to an education that is not limited and tied to formal education. They provide a framework for education and self-education activities at work and in the wider society within and beyond the classroom, the curriculum and examinations. Social and economic development therefore requires an enabling environment of information provision and management as well as a functional adult education system.

Information and Technology in Education

The Namibian Government has clearly identified ICT skills and competencies are regarded as core elements of living and participating in the 21st century and in the development of a dynamic knowledge based economy. The knowledge society is now more about skills, social networks and leading people to greater economic participation. Education has a key role to play in providing these skills and competencies.

Capacity Development

The MoE is the lead agency in the education sector. It requires strong capacity to lead the sector to deliver on-going routine education services to the public and to implement special non-routine projects and programs such as ETSIP. Capacity is strongly related to productivity; high capacity in the MoE will directly increase its productivity, its ability to lead the sector and achieve more with whatever resources it has. Capacity also has a multiplier effect; high capacity attracts additional funding from the government as well as partner agencies because it builds credibility.

1.10 Main policy concerns of the Ministry of Education

The main policy concerns of the SACMEQ Ministries of Education have evolved with time. Although the concerns are still access, equity, equality and quality, the nature of these issues has changed somewhat. Access and equity, for example, are no longer mainly about providing more school spaces but rather about the extent to which learners can be kept in school, or how best learners can be encouraged to take subjects like mathematics, physical science and computer sciences, which were considered male dominated subjects.

Below is a list of some of the main policy concerns:

- Quality improvement
- Equitable distribution of resources – human, physical facilities, per capita funding, and textbooks
- Internal efficiency
- Parental involvement
- Expansion to secondary phase
- Expanded and improved Early Childhood Development
- Access to quality Education for All
- Life Long Learning and appropriate life-skills programs
- Improved adult literacy
- Elimination of gender disparity in primary & secondary education

1.11 SACMEQ Consortium: Its importance, relevance and benefits to Namibia

Namibia participated in all three SACMEQ studies (SACMEQ I, I and III) and has a great appreciation of SACMEQ as a project, particularly its focus on education quality. One of SACMEQ's missions is to assist educational planners and researchers to undertake studies on the quality of their education systems by working in a cooperative manner that encourages them to share their experiences and to learn from each other. It is therefore seen as a major capacity building project and indeed encourages planners and policy makers to reconsider the quality aspects of education from an evidence base.

SACMEQ has also informed the development of ETSIP, especially in attending to the input-output outcome process of the education system. It forms part of the Monitoring and Evaluation of the general education component of the ETSIP's Results Framework with specific targets set for improvement. For example, given that Namibia stagnated in SACMEQ II compared to SACMEQ I, targets were set to 475 points for SACMEQ III in both mathematics and reading with specific interventions identified.

As SACMEQ is highly participatory, it allows national teams a chance to learn from colleagues and researchers from other SACMEQ countries. It is an opportunity for further cooperation with other researchers, especially in areas where there are common problems in neighbouring countries.

1.12 The structure and content of this report

In Chapter 1 of this report the reader was introduced to a brief background of Namibia and its education system. In Chapter 2 a discussion of how the study was conducted is presented. Crucial issues pertaining to the planning of the study, instrument construction, sampling, data collection, data entry, cleaning and merging, data analysis and write up of the results are outlined.

The following chapters present discussions on twenty-five policy concerns stressed by the

SACMEQ Ministers of Education. In Chapter 3, grade 6 learners' personal characteristics (like age and gender) and home background characteristics (such as parental education, meals provisions, spoken language at home) that might have an impact on teaching and learning or might have implications for monitoring equity are highlighted. In Chapter 4, information about teachers' characteristics and their views about teaching, classroom resources, professional support, etc. are reported. Chapter 5 highlights school principals' characteristics and viewpoints on educational infrastructure, learners and teachers. School resources are presented in Chapter 6. Chapter 7 contains a discussion of learners and teachers' reading and mathematics achievement levels while Chapter 8 highlights learners and teachers' knowledge, behaviour and attitude about HIV and AIDS.

The last chapter, Chapter 9 closes with the conclusions of the study and its report as well as an agenda for the future actions of SACMEQ.

Chapter 3
Characteristics of Learners and their Learning Environment

3.1 Introduction

The main aim of this chapter is to present information on characteristics of learners and their learning environments. The data presented and discussed in this chapter present a context for the later analyses and discussions in this report. The chapter compares grade 6 learners and their learning environments at different time periods and looks at learners' home background, an important aspect of their learning experience. It is from the home context that the socio-economic scale is constructed, thus it is important that the reader knows exactly which variables are included in a scale. Schools that have an intake of learners from better home backgrounds are expected to achieve better than schools with learners from poor home backgrounds. In addition, many other school and teacher variables that appear in later chapters of this report will be examined for their effect on learner achievement. It is important when investigating the impact of such factors to take note of such learners' socio-economic status.

3.2 General and specific policy questions related to learners characteristics

To guide the data analyses, the broad educational policy issue of learners' characteristics implied in the title to this chapter was categorised into five general policy concerns (GPCs). These in turn were further subdivided into a set of specific research questions as a means of attending to each of the policy concerns. The five policy areas of general concern were:

- GPC 1: Personal characteristics (such as age and gender) and home background characteristics (such as parental level of education, frequency of meals and home language) of grade 6 learners that might have for monitoring equity, and/or that might affect teaching and learning.
- GPC 2: School context factors experienced by grade 6 learners (such as location, absenteeism (frequency and reasons), grade repetition, and homework (frequency, amount, correction, and family involvement) that might affect teaching, learning and the general functioning of schools.

- GPC 3: Access to classroom materials (such as textbooks, readers, and stationeries) to fully participate in lessons?
- GPC 4: Access to library books within schools, and whether use of these books was maximised by allowing learners to take them home.
- GPC 5: The practice of offering extra lessons to grade 6 learners in various school subjects outside school hours and whether these are paid lessons?

Each of the five general policy concerns outlined above is further discussed in the next section.

3.3 Personal characteristics of Grade 6 learners and their home backgrounds

General Policy Concern 1:

What were the personal characteristics (for example: age and gender) and home background characteristics (for example: parental level of education, frequency of meals and home language) of grade 6 learners that might have implications for monitoring equity and/or might impact teaching and learning?

Personal attributes of learners such as age, gender, health, ability and motivation, play an important role in the teaching and learning process. Of equal importance are learner's home backgrounds. This includes any learning materials that can be found in the learner's home, the frequency of meals the learner gets at home as well as the parents' wealth, level of education and interest in the education of their children. Walberg and Paik (2000) argue that home background characteristics have a strong influence on learners because from early childhood up to the age of 18 years, children spend about 92% of their time under the influence of their parents or home rather than at school. All these home characteristics may help in creating either enabling or constraining conditions for learning. Specific questions were therefore asked of grade 6 learners in order to obtain data on their different personal characteristics and their homes.

Research questions related to the age distribution of learners, their gender, how many books were in learners' homes, what other reading materials and electronic media learners had at home, how regularly learners ate meals at home, and the level of parents' education. The data collected in order to attend to these research questions were collected in 2000 for the

SACMEQ II study and in 2007 for the SACMEQ III study. These data are presented in **Table 2(a)** and **(b)** respectively. The first column in both tables indicates the average age (in months) of the learners that were in grade 6 each year. If all learners had entered school at the official age of entry and there had been no grade-repetitions, then the expected average age for a grade 6 learner would be 147 months. Learners enter school in January if they are already 6 years old (Between, 1 January -31 December of the previous year). Hence, the figure of 147 months was derived by adding 5 years (60 months) of study to 6.5 years (78 months) (the average age of entry), plus 9 months (since survey was conducted in September of grade 6). The table also indicates the gender distribution of the learners, the average number of books they have at home, and the number of meals they get on average per week. Another variable in the tables is that of possessions at home which indicates the possession of thirteen (13) different materials and resources in their homes, namely: a daily newspaper, weekly or monthly magazine, clock, piped water, borehole, table to write on, bed, bicycle, donkey or horse cart, car, motorcycle, tractor, and electricity.

Table 2(a): Mean ages, gender and dynamics at home of learners (SACMEQ II)

Region	Age (months)		Sex (female)		Books at home		Total possessions at home (number)		Meals (index)		Parent education	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	155.0	1.83	46.4	2.28	11.7	3.10	4.6	0.51	11.1	0.14	3.6	0.24
Erongo	156.2	1.32	48.6	2.15	21.3	4.92	8.7	0.51	11.5	0.16	4.2	0.17
Hardap	156.3	1.38	48.1	1.97	26.8	6.09	7.3	0.48	11.0	0.26	3.8	0.18
Karas	158.8	1.31	53.1	2.57	21.6	5.07	7.5	0.51	10.8	0.13	3.9	0.17
Kavango	173.4	1.72	48.0	1.93	14.6	2.08	3.9	0.35	9.6	0.22	3.0	0.10
Khomas	154.2	1.32	51.5	2.07	42.7	6.45	8.8	0.28	10.9	0.14	4.6	0.13
Kunene	161.7	2.70	53.0	2.40	27.0	19.07	5.7	0.83	11.3	0.25	3.0	0.22
Ohangwena	174.7	1.62	57.5	1.97	15.3	2.00	4.2	0.19	11.0	0.18	3.1	0.09
Omaheke	160.0	1.65	47.3	1.65	32.2	7.69	5.8	0.58	10.2	0.42	3.4	0.15
Omusati	169.4	1.39	53.5	1.37	19.0	1.65	4.6	0.18	10.8	0.15	3.2	0.09
Oshikoto	167.5	2.22	51.6	1.67	21.9	5.37	4.7	0.40	10.5	0.19	3.3	0.13
Otjozondjupa	159.6	1.81	46.6	1.98	37.2	5.83	6.4	0.69	10.8	0.19	3.8	0.21
Oshana	166.2	1.60	51.8	1.85	20.6	1.85	5.2	0.30	10.9	0.16	3.5	0.13
Namibia	**166.4**	**0.57**	**51.9**	**0.61**	**22.0**	**1.16**	**5.4**	**0.10**	**10.7**	**0.06**	**3.5**	**0.04**

Table 2(b): Mean ages, gender and dynamics at home of learners (SACMEQ III)

Region	Age (months)		Sex (female)		Books at home		Total possessions at home (number)		Meals (index)		Parent education	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	160.0	1.87	52.4	2.45	10.1	3.06	6.1	0.59	10.3	0.22	7.5	0.46
Erongo	154.0	0.76	52.0	1.32	19.4	3.67	8.5	0.43	11.0	0.14	8.1	0.30
Hardap	157.2	1.33	48.8	1.93	12.9	2.90	7.8	0.44	10.8	0.21	7.5	0.26
Karas	158.7	1.24	48.2	1.86	13.1	4.82	7.8	0.39	11.2	0.15	8.1	0.33
Kavango	171.2	1.79	50.5	2.00	4.9	1.93	5.3	0.45	9.4	0.40	6.0	0.34
Khomas	155.9	1.33	52.2	0.83	32.2	9.50	8.8	0.31	10.9	0.10	8.7	0.34
Kunene	165.7	1.97	51.4	2.23	4.0	1.86	5.6	0.54	10.3	0.37	6.5	0.48
Ohangwena	167.2	0.94	55.0	1.39	12.5	1.93	5.0	0.23	10.3	0.16	6.9	0.20
Omaheke	162.8	1.63	51.9	1.73	6.6	2.52	6.3	0.47	10.6	0.24	6.8	0.28
Omusati	166.0	1.62	50.0	1.26	19.6	3.84	5.5	0.17	10.5	0.14	6.7	0.16
Oshikoto	165.8	1.42	52.5	1.90	16.8	6.16	5.6	0.38	10.2	0.19	6.8	0.34
Otjozondjupa	158.1	1.68	56.4	1.63	5.4	1.31	7.2	0.40	10.9	0.20	7.7	0.33
Oshana	159.4	1.60	51.5	2.10	18.1	3.32	7.1	0.37	10.8	0.12	8.1	0.30
Namibia	**163.2**	**0.48**	**52.0**	**0.52**	**15.5**	**1.48**	**6.3**	**0.10**	**10.5**	**0.06**	**7.2**	**0.09**

Age distribution of learners

These two tables show that the average age of learners in grade 6 had decreased from 166.4 months in 2000 to 163.2 months in 2007. This reduction of three months in average age could indicate that the Ministry's policies of having learners enter school at the appropriate age and trying to decrease grade repetition have had an effect, albeit small. Even though this decrease had not taken place in all educational regions, it is quite noticeable in Ohangwena, Omusati and Oshana. Despite this progress, parents still need to be encouraged to enrol their children in grade 1 as early as possible. In SACMEQ III, a grade 6 learner in Kavango region was on average eight months older than an average Namibian learner in the same grade. This means that learners in Kavango Region either start school much later than children in other regions or they have repeated grades more often than in other regions.

Gender distribution of learners

From **Tables 2(a)** and **2(b)** it can be seen that the percentage of learners in grade 6 who are girls remained stable between 2000 and 2007 for the country as a whole, and this was consistently more than boys. However, the percentage of girls in Caprivi, Erongo, Karas, Omaheke, Omusati and Otjozondjupa regions has increased notably. This could be due in part

to differential and changing repetition patterns between boys and girls.

Possessions of learners at home

The tables also show average scores on a possession index which combines information on 13 possessions in the household. There was a strong increase across the whole country in this index reflecting the fact that the economic situation of many Namibian households has improved. Improvements were especially large in Caprivi and Oshana.

Books at home

The educational example that parents set for their children can be, in part, measured by the number of books they keep at home. The average number of books learners reported that they have at home has dropped from 22.0 in 2000 to 15.5 in 2007, a reduction of almost 7 books. However, this decline could be artificial, as the way this question was phrased changed between SACMEQ II and SACMEQ III. In the former survey children had to select a category and in the latter they had to fill in an exact number. This change may account for some of the recorded changes. Also, parents may depend on children being able to borrow books from school libraries to take home for reading. Yet it remains disturbing that 27% of Namibian children in grade 6 are in homes that do not contain a single book and almost 72% in households which have fewer than 10 books.

How regularly did learners eat meals?

In the SACMEQ study, one aspect of the material care of children is measured by the frequency of the meals they have at home. It is expected that each learner has at least three meals a day even if the nutritional value of those meals is not known and though the frequency of meals is sometimes also culturally determined. Learners were asked to provide information about the meals they have in the morning, at midday and in the evening, as well as the frequency of having each of those meals per week. For this measure a score of 3 means that the learners did not eat at all while a score of 12 means that the learners had all three meals every day. As can be seen in **Table 2(b),** on average, the score on the meal index remained constant at 10.5 between 2000 and 2007. It should be noted that learners in

Kavango region had a lower score of 9.4 in 2007. Therefore it might be advisable for education authorities in Kavango to consider extending the school feeding program. In 2007, 52.3% of schools in Kavango region were implementing the school feeding program.

Policy Suggestion 1: The educational authorities in Kavango are reminded once again, as was the case in SACMEQ II, to consider extending the school feeding programmes or any other supplementary food programmes to schools with children from very poor families.

Parents' educational background and level play an important role in the upbringing of every child. Parents with higher levels of education are more likely to provide a conducive learning environment for their children as they have a better understanding of the need for education and are more capable of helping their children with homework and other school related activities at home. Altogether 7.4% of learners had fathers with no schooling background and 7.3% mothers with no schooling background. It is common that parents have roughly similar levels of education. For instance, 77.3% of the grade 6 learners who had fathers with some primary education in 2007 also had mothers with some primary education. It should also be noted that in 2007, a higher percentage of learners had parents with secondary education. The proportion of learners whose mothers and fathers both had secondary education increased strongly from 6.0% to 13.2% between 2000 and 2007.

Table 3(a): Percentages of mothers and fathers with different levels of education (SACMEQ II)

		Mother's education levels						Total
		No School	Some Primary	All Primary	Some Secondary	All Secondary	Some Tertiary	
Father's education level	No School	44.5	33.8	8.9	5.6	4.2	3.0	100 (6.7)
	Some Primary	7.9	62.2	11.2	9.8	5.1	3.8	100 (32.5)
	All Primary	4.4	35.9	29.5	15.0	10.1	5.2	100 (7.7)
	Some Secondary	2.9	13.0	22.4	39.7	13.5	8.6	100 (22.9)
	All Secondary	3.1	19.0	10.9	21.6	36.1	9.3	100 (14.0)
	Some Tertiary	1.8	10.7	8.8	14.4	27.3	37.1	100 (16.3)
Total		7.3	32.6	14.6	19.1	15.3	11.2	100.0

Table 3(b): Percentages of mothers and fathers with different levels of education (SACMEQ III)

		Mother's education levels						Total
		No School	Some Primary	All Primary	Some Secondary	All Secondary	Some Tertiary	
Father's education level	No School	67.9	20.0	4.7	3.8	1.5	2.1	100 (7.3)
	Some Primary	4.9	77.3	7.8	5.4	1.5	3.1	100 (25.1)
	All Primary	3.3	19.0	54.3	10.3	5.7	7.5	100 (14.9)
	Some Secondary	1.7	8.9	17.5	59.2	7.1	5.6	100 (17.8)
	All Secondary	1.2	6.8	13.0	18.3	49.0	11.8	100 (13.4)
	Some Tertiary	1.2	5.9	7.8	9.4	14.1	61.5	100 (21.5)
Total		7.4	27.4	16.9	18.2	12.2	17.9	100.0

Percentage of learners speaking English at home

In all Namibian schools, English is the language of instruction from grade 4 upwards. To most learners this is either their second or third language. Learners who speak some English outside the classroom might benefit in terms of ease of learning. In **Table 4** the percentages of grade 6 learners who spoke English at home in both 2000 (SACMEQ II) and 2007 (SACMEQ III) are presented. More learners spoke English at home in 2007 than in 2000. It is likely that this increased use of English of about 10 percentage points between the two studies contributed to improved achievement in both English and mathematics test scores.

Table 4: Percentages of learners who spoke some English outside school

Region	SACMEQII		SACMEQIII	
	Speak English		Speak English	
	%	SE	%	SE
Caprivi	63.6	8.52	78.9	4.10
Erongo	77.7	7.81	91.0	2.71
Hardap	66.7	5.25	76.8	3.32
Karas	62.0	5.57	67.3	6.40
Kavango	74.9	3.95	88.3	2.99
Khomas	88.9	2.16	94.6	1.34
Kunene	88.9	4.73	93.1	2.48
Ohangwena	78.0	3.17	83.2	2.24
Omaheke	80.3	3.80	91.3	2.31
Omusati	79.6	3.37	91.5	1.54
Oshana	78.0	3.63	81.0	4.89
Oshikoto	84.2	4.44	96.0	1.26
Otjozondjupa	75.6	4.34	92.9	1.48
Namibia	**78.0**	**1.25**	**87.8**	**0.85**

Where did learners stay during the school week?

Long distances between school and learners' homes have long been a problem in Namibia, contributing to non-enrolment and school. Therefore one of the policies of the Ministry of Education is to provide more schools close to where learners live so that children of school-going age have the opportunity to attend school within walking distance from their homes. Also the Ministry provides hostel accommodation in areas where learners would otherwise not be able to go to school due to long distances. In **Table 5**, the percentage of learners staying in different places is presented.

Table 5: Percentages of learners staying in different places during the school week (SACMEQ III)

Region	Home with family		Home with other people		Hostel/ boarding school		Orphanage		Others	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	90.4	3.51	2.9	0.89	0.6	0.44	0.0	0.00	6.1	3.37
Erongo	84.0	5.61	1.0	0.49	13.6	5.77	0.5	0.33	0.9	0.43
Hardap	79.2	7.03	1.6	0.99	18.8	6.96	0.0	0.00	0.3	0.32
Karas	74.7	7.87	0.2	0.18	24.9	7.92	0.0	0.00	0.3	0.27
Kavango	90.7	3.34	1.5	0.55	5.9	3.26	0.9	0.48	0.9	0.49
Khomas	94.1	1.98	1.9	0.66	3.4	2.03	0.0	0.00	0.7	0.46
Kunene	50.2	8.93	3.9	1.56	42.9	9.11	1.1	0.62	1.9	1.23
Ohangwena	89.5	1.72	5.5	1.00	0.8	0.36	1.2	0.53	3.0	0.86
Omaheke	47.6	9.07	2.0	0.70	47.8	9.25	0.8	0.44	1.8	0.86
Omusati	90.2	1.69	5.1	1.11	1.2	0.45	1.2	0.50	2.3	0.76
Oshikoto	89.3	1.73	5.7	0.94	1.9	1.38	1.0	0.44	2.2	1.20
Otjozondjupa	65.1	9.37	2.8	1.07	27.1	8.49	0.5	0.36	4.4	1.84
Oshana	94.9	1.66	3.7	1.25	0.4	0.42	0.2	0.21	0.8	0.36
Namibia	**86.2**	**1.00**	**3.6**	**0.32**	**7.5**	**0.86**	**0.7**	**0.14**	**2.0**	**0.30**

As can be seen in **Table 5**, most grade 6 learners in Namibia lived at home with their families or other people. Only 7.5% lived in hostels or boarding schools while 0.7% lived in orphanages. More learners in Karas, Kunene, Omaheke, and Otjozondjupa seem to be staying in hostels or boarding schools, an indication that many learners in these regions still live beyond walking distance from the nearest schools and hence opt to stay in hostels. This is also evident in **Table 8** which presents distances between learners' homes and school. These same four regions show the longest distances between learners' homes and schools. The objective of providing schools within walking distances from learners' homes is not easy to meet in sparsely populated regions such as Kunene and Omaheke (Makuwa, 2005). Hostels in these regions can be classified into government hostels, private hostels, and community hostels. Most of these hostels cater for the children from sparsely populated and marginalised communities such as the San children and the children of farm workers who do not have schools near the farms on which they live. In Kunene especially, hostels are complemented by mobile schools which cater for children of semi-nomadic people such as the Ovahimba and the San. It is, however, not clear whether all the community and informal hostels in the two

regions concerned are registered with the Ministry of Education.

Other reading and electronic materials at home

Another aspect investigated about learners' background was the possession of other educational materials at home that could directly or indirectly contribute to learning such as newspapers, magazines, radios, televisions, video or audio cassette recorders or players, and telephones. In **Tables 6(a)** and **6(b),** the data on the availability of these materials are presented for SACMEQ II and SACMEQ III respectively.

Table 6(a): Percentage of learners staying in homes containing certain possessions (SACMEQ II)

Region	Newspaper	Magazine	Radio	TV	VCR	Cassette	Telephone
Caprivi	29	17	92	49	16	39	14
Erongo	62	61	87	82	53	67	67
Hardap	49	47	74	68	31	55	60
Karas	42	47	91	60	31	75	54
Kavango	33	17	88	26	15	38	15
Khomas	66	60	92	89	53	64	72
Kunene	29	43	66	51	30	37	38
Ohangwena	46	13	93	21	8	36	6
Omaheke	32	22	73	56	26	40	51
Omusati	51	24	94	23	7	34	12
Oshikoto	51	27	95	28	16	35	18
Otjozondjupa	39	35	82	71	32	44	46
Oshana	56	27	94	40	16	42	21
Namibia	**48**	**28**	**90**	**40**	**19**	**42**	**26**

Table 6(b): Percentage of learners staying in homes containing certain possessions (SACMEQ III)

Region	Newspaper	Magazine	Radio	TV	VCR	Cassette	Telephone/ mobile phone
Caprivi	47	36	93	53	30	43	68
Erongo	72	68	86	83	50	50	84
Hardap	51	61	87	73	41	42	79
Karas	47	50	85	73	40	51	88
Kavango	31	33	93	40	23	40	68
Khomas	79	70	93	87	45	57	94
Kunene	26	28	59	60	25	23	67
Ohangwena	50	31	95	24	9	23	77
Omaheke	40	41	76	65	29	36	65
Omusati	59	39	94	19	11	22	80
Oshikoto	57	39	95	31	15	24	81
Otjozondjupa	57	49	78	80	33	45	78
Oshana	70	52	95	56	25	37	84
Namibia	**56**	**44**	**91**	**47**	**24**	**35**	**79**

As can be seen in **Table 6(a)** and **(b)** there was an increase, on average, in most educational materials in learners' homes. For example, the number of children with magazines at home increased from 28% in 2000 to 44% in 2007 and those with telephones from 26% in 2000 to 79% in 2007. The drop in the number of audio cassette recorders reflects the growing availability of alternative electronic devices.

Learners' socio-economic background

What was the socio-economic status of learners in terms of housing conditions (lighting, floor, wall and roof)?

Previous studies have shown that learners from lower socio-economic backgrounds tend to achieve lower scores (Makuwa, 2005). It is impossible to obtain information from grade 6 learners on exactly how much money their parents earn. For this reason proxy or indirect methods of assessing the wealth of learners' households had to be used in this study. Some indicators of such wealth include possession of different items at home and the quality of the learners' home structure, such as the type of lighting, floor, wall and roof of the home. **Figure**

2 below presents the method of how the index for the general quality of learners' homes was derived.

Figure 2: The quality of home index

Index of Quality of home

Light at home: No light or only firelight = 1
Candlelight or paraffin or oil light = 2
Gas light = 3
Electric light = 4

Floor of home: Earth/clay or canvas = 1
Wooden planks = 2
Cement = 3
Carpet or tiles = 4

Wall of home: Cardboard/plastic/canvas/reeds/sticks/grass = 1
Stones/mud bricks = 2
Metal/asbestos/wood = 3
Cut stone/concrete/bricks = 4

Roof of home: Cardboard/plastic/canvas/grass thatch/mud = 1
Metal/asbestos = 2
Cement /concrete = 3
Tile = 4

The above were summed thus making a scale from 4 (minimum) to 16 (maximum)

The results for the learners' general home quality for SACMEQ II and SACMEQ III are presented in **Table 7**.1

Table 7.1: The general quality of learners' homes

Region	General quality of learners' homes (index)			
	SACMEQII		SACMEQIII	
	Mean	SE	Mean	SE
Caprivi	7.5	0.51	8.6	0.73
Erongo	12.6	0.39	12.3	0.24
Hardap	12.4	0.21	12.0	0.25
Karas	11.9	0.30	12.6	0.24
Kavango	7.5	0.33	7.8	0.49
Khomas	12.8	0.21	12.4	0.27
Kunene	11.4	0.57	11.3	0.29
Ohangwena	6.3	0.18	6.8	0.17
Omaheke	11.1	0.50	11.3	0.36
Omusati	6.5	0.19	6.7	0.26
Oshikoto	7.1	0.43	7.0	0.44
Otjozondjupa	11.3	0.40	11.1	0.30
Oshana	7.6	0.33	8.9	0.53
Namibia	**8.4**	**0.10**	**8.8**	**0.11**

On average, there was a small improvement in the general quality of learners' homes between 2000 and 2007 from 8.4 to 8.8 respectively. Learners in Caprivi, Kavango, Ohangwena, Omusati, Oshikoto and Oshana lived in homes of poorer quality than those in regions such as Erongo and Hardap. It is also evident in **Table A1**, **A2**, **A3**and **A4** that learners from these regions depended on candle or paraffin for lighting or came from homes with earth or canvas floors, walls and roofs made from cardboard or grass thatches. If compared to **Table 2(b)**, learners from most of these regions also had parents with lower levels of education compared to other regions.

Other questions concerning their wealth relate to the possession of different items at home. These items included, but were not limited to, those reported in **Table 6(b)**. These numbers were then summed for each learner. The lowest score possible was zero and the highest possible score was fourteen.

Table 7.2: Learners' socio-economic status (SACMEQ III)

Region	Bottom quarter		Top quarter	
	%	SE	%	SE
Caprivi	25.2	5.99	25.4	10.00
Erongo	1.3	1.04	61.8	7.31
Hardap	3.6	1.63	54.5	8.13
Karas	0.4	0.27	59.4	6.07
Kavango	46.9	6.04	15.4	5.97
Khomas	2.3	0.81	68.2	5.99
Kunene	7.7	2.81	24.2	6.90
Ohangwena	36.5	4.07	3.0	0.86
Omaheke	5.1	1.64	28.4	7.23
Omusati	34.9	3.38	4.3	2.08
Oshikoto	36.8	5.77	11.9	4.85
Otjozondjupa	5.7	4.37	37.2	4.62
Oshana	14.8	3.08	31.1	7.74
Namibia	**24.1**	**1.34**	**25.1**	**1.54**

Table 7.2 shows the distribution of learners in approximately the bottom and the top quarter respectively of the Namibian grade 6 population, with about half in the middle ranks. More learners in regions such as Caprivi, Kavango, Ohangwena, Omusati, Oshikoto, and Oshana were in the lower socio-economic status group (bottom quartile for Namibia as a whole),

while larger proportions were in the top quartile in Khomas, Erongo, Hardap and Karas..

3.4 School context factors experienced by Grade 6 learners

Policy Concern 2:

What were the school context factors experienced by grade 6 learners (such as school location, absenteeism, grade repetition, and home work) which might impact upon teaching/learning and the general functioning of schools?

The local contexts in which the learners live differ in terms of the schooling that learners receive and the kinds of facilities available in the communities where the learners lived. For instance, the frequency of learners' absenteeism, grade repetition, and long distances between home and school might have an effect on their learning. Each of these aspects has been taken up in the SACMEQ studies and attended to by attempting to answer specific research questions which are discussed below.

School location

What was the location of the school?

Principals were asked to indicate whether the school was in an isolated area, a rural area, a small town or a large city. The responses to this question were then summed up in order to provide two categories of either '*rural*' or '*urban*' schools. The second question concerned the distance, in kilometres, of the school buildings from the nearest other facilities such as health clinics, tarmac roads, public libraries, bookshops, and secondary schools. These distances were then summed up and divided by 5 in order to provide an index of the average number of kilometres between schools and other amenities. The results of these are presented in **Table 8** below, with comparisons between SACMEQ II and SACMEQ III.

Table 8: Percentage of those living in urban areas and distance (in km) to nearest facilities

Region	Urban		Distance (Km)		Urban		Distance (Km)	
	%	SE	Mean	SE	%	SE	Mean	SE
Caprivi	21.4	11.55	65.0	14.58	41.9	13.20	40.0	3.01
Erongo	84.5	8.88	20.5	6.34	88.9	7.90	4.8	0.51
Hardap	87.6	8.62	16.8	7.37	84.3	9.40	16.3	1.39
Karas	83.5	9.32	31.7	12.15	78.1	10.50	38.5	3.13
Kavango	31.6	9.88	32.3	7.03	17.8	8.20	38.4	1.49
Khomas	96.0	4.03	4.5	1.24	92.7	5.10	14.7	1.27
Kunene	39.6	13.41	109.7	27.77	46.7	14.20	63.2	4.15
Ohangwena	15.5	6.11	35.0	5.83	10.1	5.70	17.8	0.47
Omaheke	26.3	13.14	75.5	18.24	39.7	13.00	59.2	3.64
Omusati	9.8	4.84	31.4	3.00	11.0	6.10	25.1	0.49
Oshikoto	24.3	8.93	28.1	4.73	18.7	7.90	22.7	0.92
Otjozondjupa	73.7	11.85	37.2	15.52	87.7	8.50	23.2	1.92
Oshana	31.6	9.71	11.8	1.33	43.2	10.70	8.9	0.34
Namibia	**36.5**	**2.57**	**30.8**	**2.02**	**39.2**	**2.50**	**23.9**	**0.39**

The percentage of learners in urban schools increased marginally from 37% in 2000 to 39% in 2007. Some regions have far lower percentages in urban schools, such as Ohangwena (10%), Omusati (11%), Kavango (18%) and Oshikoto (19%). Increases in rural percentages in some regions point to enrolment of grade 6 learners in these regions increasing even more rapidly in urban than in rural areas.

In general, there has been decrease in the distances between Namibian schools and other amenities. However, as can be seen in **Table 8** above, in 2007, the average grade 6 learners in Namibia attended a school that was on average about 24 kilometres from other amenities. Schools in Kunene, Caprivi and Omaheke regions were much further from other amenities in 2007. The high percentage of learners in rural schools and the average distance of 24 kilometres between schools and other amenities mean that there is still more to be done in building infrastructure and amenities for all learners.

Days absent

How many days were learners absent from school in the previous month and what were the reasons for their absence?

Home background has an important influence on absence from school. Parents who do not value schooling do not realise the importance of sending their children to school every day, thereby allowing them to skip classes or asking them to take on other family duties that the parents view to be more important than school. Absence from school affects performance in tests and examinations which may contribute to failures and grade repetition. The data concerning learners' absenteeism and grade 6 repetitions for both 2000 and 2007 are presented in **Table 9(a)** below.

Table 9(a): Average number of days absent (in a month) and percent of learners who previously repeated a grade

Region	SACMEQ II				SACMEQ III			
	Days absent		Repetition		Days absent		Repetition	
	Mean	SE	%	SE	Mean	SE	%	SE
Caprivi	1.0	0.17	44.1	4.50	0.7	0.12	33.0	4.55
Erongo	0.5	0.07	43.2	4.90	0.5	0.08	34.1	2.62
Hardap	0.6	0.13	38.8	4.02	0.7	0.17	33.6	2.75
Karas	0.5	0.08	38.8	4.79	0.5	0.11	42.0	4.05
Kavango	1.6	0.17	48.5	2.96	1.2	0.15	53.2	3.94
Khomas	0.4	0.07	34.9	3.38	0.6	0.10	35.8	2.96
Kunene	0.8	0.30	43.9	5.32	0.3	0.08	45.9	4.58
Ohangwena	2.1	0.19	58.6	3.01	1.4	0.14	49.4	2.72
Omaheke	0.4	0.11	56.1	4.61	0.5	0.10	50.4	4.27
Omusati	1.8	0.22	63.6	3.36	1.3	0.20	44.6	3.03
Oshikoto	2.2	0.30	60.1	3.59	1.2	0.27	47.3	3.19
Otjozondjupa	0.4	0.12	56.4	3.89	0.6	0.09	39.5	6.18
Oshana	2.0	0.41	60.2	3.69	0.8	0.07	34.5	3.61
Namibia	**1.5**	**0.08**	**54.1**	**1.16**	**1.0**	**0.55**	**43.2**	**1.10**

As shown in **Table 9(a)** above, close to half of the learners in Kavango, Kunene, Ohangwena, Omaheke, Omusati and Oshikoto regions had repeated at least a grade since they had started school. Furthermore the average number of days learners were absent during the month prior to data collection increased slightly between SACMEQ II and SACMEQ III. A single day of absenteeism from school in a month may mean that over a year a Namibian grade 6 learner was absent for quite a few days in the whole year. Learners who indicated that they were

absent in the month prior to data collection were also asked to give reasons for such absenteeism. Absenteeism was mostly associated with illness and was occasionally associated with visiting a doctor. It should however also be noted that a large percentage of absenteeism (23.3%) was due to other reasons, which included work and school fees being unpaid.

Grade repetition

How many learners had ever repeated a grade, and were they currently repeating grade 6?

It should be noted in **Table 9(a)** above that there has been a reduction in grade repetition from 54.1% in 2000 to 43.2% in 2007. This means that in 2007, 43.2% of the grade 6 learners had ever repeated a grade since they started school. Learners who indicated that they had ever repeated a grade were also asked to state whether they were repeating grade 6 at the time of data collection. The data on this are presented in **Table 9(b)** below.

Table 9(b): Repetition of grade 6 learners (SACMEQ III)

Region	%	SE
Caprivi	13.4	2.22
Erongo	8.4	1.55
Hardap	11.4	2.57
Karas	12.3	3.20
Kavango	23.2	3.34
Khomas	7.9	1.66
Kunene	20.9	2.03
Ohangwena	20.8	2.56
Omaheke	14.6	2.24
Omusati	18.2	2.30
Oshikoto	24.8	2.99
Otjozondjupa	16.6	2.92
Oshana	13.9	2.46
Namibia	**17.2**	**0.85**

It is evident in **Table 9(b)** that 17.2% of the learners were repeating grade 6 in 2007. This implies that most who have repeated a grade have done so before they entered grade 6. More learners in Kavango, Kunene, Ohangwena, and Oshikoto were repeating grade 6 in 2007 as compared to other regions. These regions should therefore look into this matter so that the

situation can be improved.

Policy Suggestion 2: The educational authorities in Kavango, Kunene, Ohangwena and Oshikoto should investigate the reasons for the high grade repetition rates in their regions.

Homework given

How frequently did learners receive homework in reading and mathematics?

Homework can be considered as learners' further practice over and above ordinary schoolwork. In this sense, assigning and checking learners' homework is a part of schooling. In SACMEQ II a question was asked about learners' receiving homework in both reading and mathematics. In SACMEQ III this question was more general in that it only asked about learners' receiving homework in any subject area. For SACMEQ III, learners who reported that they never received any homework or received homework once or twice a month together with those who reported that they received homework once or twice per week were categorised as learners who do not receive homework in any subject. Learners who reported that they received homework most of the days in a week were categorised as learners receiving homework in any subject. These results are presented in **Table 10(a)** below with comparisons to SACMEQ II results.

Table 10(a): Percentage of learners receiving homework in reading and mathematics (SACMEQ II) and in any subject area (SACMEQ III)

Region	SACMEQ II				SACMEQ III	
	Reading homework		Mathematics homework		Homework in any subject	
	%	SE	%	SE	%	SE
Caprivi	32.9	11.21	40.4	11.00	50.3	10.09
Erongo	48.0	9.74	80.0	4.59	88.5	3.99
Hardap	40.0	8.03	80.4	6.40	73.0	8.62
Karas	33.8	5.83	67.8	7.83	72.2	9.15
Kavango	37.8	5.10	58.8	4.39	65.6	7.24
Khomas	35.8	4.54	72.9	4.05	81.5	4.48
Kunene	36.4	9.74	84.2	7.91	81.1	5.33
Ohangwena	56.8	4.20	69.6	3.49	67.4	6.62
Omaheke	47.8	4.48	61.3	4.66	76.6	7.11
Omusati	47.3	2.96	68.3	2.76	64.6	4.73
Oshikoto	41.3	4.48	58.7	5.54	47.4	7.45
Otjozondjupa	49.2	6.45	72.1	5.39	76.5	6.83
Oshana	52.9	5.74	63.4	4.61	72.7	4.24
Namibia	**46.0**	**1.54**	**66.9**	**1.38**	**68.4**	**1.99**

As can be seen in **Table 10(a)** above, in 2000 more learners received homework in mathematics (66.9%) than in reading (46.0%). In 2007, only 68.4% of learners reported that they very regularly receive homework in any subject area. This is quite low considering that giving homework to learners needs to be part of their daily learning. Therefore, this matter needs to be re-emphasised at a national level. More especially, teachers in regions such as Caprivi, Kavango, Ohangwena, Omusati and Oshikoto need to improve on assigning homework to their learners. School principals, advisory teachers and circuit inspectors should take this matter seriously and remind teachers of the importance of regularly assigning homework to learners.

Homework corrected

Did teachers correct assigned homework?

Where learners' homework is marked by teachers and the material is worked through with the learners, either collectively or individually, they are more likely to perform better. The data concerning teachers' marking of learners' homework per region are presented below, in **Table 10(b)** and **(c)** for SACMEQ II and **Table 10(d)** for SACMEQ III. For SACMEQ II, these

data have been separately reported for reading and mathematics while for SACMEQ III, the data have been collected for learners' having homework corrected by teachers in any subject area.

Table 10(b): Percentage of learners having reading homework corrected by teachers (SACMEQ II)

Region	No homework given		Never corrected		Sometimes corrected		Mostly/Always corrected	
	%	SE	%	SE	%	SE	%	SE
Caprivi	19.3	6.53	15.8	10.40	26.5	5.60	38.4	9.69
Erongo	7.7	2.98	4.6	2.07	30.0	5.39	57.7	5.51
Hardap	12.2	3.89	2.7	1.24	39.8	5.42	45.4	6.27
Karas	14.7	4.03	1.4	1.01	21.3	3.66	62.5	7.29
Kavango	9.4	3.47	2.6	1.10	22.1	2.89	65.9	4.40
Khomas	15.9	3.41	6.8	1.37	29.3	2.13	48.1	3.72
Kunene	5.9	4.55	1.5	0.84	29.9	9.80	62.7	10.54
Ohangwena	7.8	1.65	7.2	1.37	22.8	3.05	62.2	3.91
Omaheke	12.4	2.40	8.4	4.13	26.5	3.12	52.7	4.65
Omusati	9.4	1.59	3.5	0.91	17.9	2.65	69.1	3.75
Oshikoto	7.5	1.66	2.4	0.95	19.9	3.66	70.3	3.83
Otjozondjupa	11.7	3.31	3.0	1.03	36.7	4.75	48.6	5.28
Oshana	8.5	2.37	3.9	1.00	13.0	2.14	74.7	3.56
Namibia	**9.9**	**0.78**	**4.6**	**0.51**	**23.0**	**1.05**	**62.4**	**1.41**

Table 10(c): Percentage of learners having mathematics homework corrected by teachers (SACMEQ II)

Region	No homework given		Never corrected		Sometimes corrected		Mostly/Always corrected	
	%	SE	%	SE	%	SE	%	SE
Caprivi	13.1	7.13	15.1	10.05	21.6	6.36	50.2	10.84
Erongo	2.6	1.33	1.4	0.82	23.2	4.06	72.7	4.54
Hardap	0.4	0.38	0.8	0.51	28.1	6.84	70.8	6.79
Karas	2.3	1.95	0.3	0.32	14.8	3.79	82.6	4.75
Kavango	1.0	0.45	0.3	0.29	19.3	4.05	79.4	4.07
Khomas	1.8	0.72	2.5	0.85	25.4	2.30	70.3	2.60
Kunene	0.9	0.65	2.9	2.18	21.8	8.86	74.3	9.93
Ohangwena	4.1	1.00	2.8	1.10	19.5	4.00	73.5	4.66
Omaheke	7.3	2.97	5.6	1.88	23.9	4.23	63.2	5.39
Omusati	1.7	0.52	0.8	0.46	12.8	2.38	84.7	2.80
Oshikoto	5.0	1.75	1.8	0.73	14.8	3.45	78.4	3.46
Otjozondjupa	4.7	1.53	4.7	1.48	16.1	3.15	74.4	4.52
Oshana	5.6	2.06	2.5	1.38	8.3	2.02	83.6	4.17
Namibia	**3.5**	**0.43**	**2.4**	**0.43**	**17.4**	**1.16**	**76.8**	**1.38**

Table 10(d): Percentages of learners having any subject homework corrected by teachers (SACMEQ III)

Region	No homework given		Never corrected		Sometimes corrected		Mostly/Always corrected	
	%	SE	%	SE	%	SE	%	SE
Caprivi	0.3	0.27	1.7	0.63	46.8	10.37	51.3	10.10
Erongo	0.0	0.00	1.6	0.86	30.0	5.72	68.3	5.87
Hardap	0.8	0.46	0.5	0.32	50.0	8.01	48.7	7.82
Karas	0.0	0.00	0.5	0.37	43.4	9.80	56.0	9.77
Kavango	0.0	0.00	0.2	0.22	24.8	5.60	75.0	5.73
Khomas	0.1	0.14	2.4	1.09	45.5	6.45	51.9	6.47
Kunene	0.5	0.47	0.6	0.36	22.5	8.48	76.4	8.37
Ohangwena	0.2	0.19	1.3	0.50	21.4	4.62	77.1	4.86
Omaheke	0.2	0.22	2.6	1.66	39.1	8.15	58.1	8.08
Omusati	0.2	0.18	2.1	0.51	18.8	3.00	78.9	3.22
Oshikoto	0.4	0.31	1.2	0.54	24.1	5.07	74.2	5.28
Otjozondjupa	0.0	0.00	0.0	0.00	29.6	6.90	70.4	6.90
Oshana	0.0	0.00	2.5	1.08	20.8	3.20	76.8	3.92
Namibia	**0.2**	**0.06**	**1.5**	**0.22**	**27.9**	**1.62**	**70.4**	**1.68**

As can be seen in **Table 10(b)** to **(d)** above, most of the learners who get homework have reported that this homework is corrected by their teachers most of the times or always. This is a positive sign that teachers who assign homework give feedback through correcting the homework either with individual learners or as groups. However, there is still scope for much improvement in some regions. For example in Caprivi, Hardap, Karas, Khomas, and Omaheke, about half of the learners do not get their homework corrected regularly. It is not possible to directly compare the SACMEQ II and SACMEQ III since the data for the two studies has been reported differently.

Homework help at home

How often did learners get help at home with school related work?

An important aspect of the home environment is the involvement of parents in children's education through parent-teacher meetings, school visits, helping children with homework and other activities. Parents with greater interest in their children's education are more likely to help their children with homework. A child's education should be a joint effort of home and the school. Learners were asked about the interactions they had regarding their homework

with their parents or anybody else in their home. The data on learners' receiving help at home with school related work are presented in **Table 10(e)** below.

Table 10(e): Percentages of learners' receiving of help at home on school-related work

Region	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Caprivi	13.9	4.4	26.7	5.02
Erongo	30.3	4.06	26.1	2.76
Hardap	31.8	5.54	24.6	5.32
Karas	35.6	3.89	20.1	4.52
Kavango	25.3	4.8	26.7	5.22
Khomas	38.4	3.81	32.4	3.7
Kunene	14.8	3.63	23.1	5.77
Ohangwena	35.9	2.78	37.3	3.72
Omaheke	30.9	4.73	20.5	5.2
Omusati	36.9	3.14	35.3	2.69
Oshikoto	33	2.56	28.9	4.57
Otjozondjupa	36.7	5.11	22.6	5.42
Oshana	40.7	3.83	39.2	4.38
Namibia	**33.9**	**1.18**	**31.2**	**1.3**

In general there has been a decrease in most regions in terms of home assistance with learners' homework, thereby reducing the national percentage from already low levels (33.9% to 31.2%). More learners in Caprivi, Kavango, and Kunene regions were getting assistance at home with their homework in 2007 than in 2000.

Another question concerning homework which was not part of SACMEQ II but was included in SACMEQ III relates to the extent to which teachers explain the content and context of the work assigned to learners as homework. These results are presented in **Table A5**, in the appendix. As can be seen in that table, most of the learners who got homework indicated that their teacher explained the homework to them upon assignment most of the time or always. Yet there are still some regions where this needs to improve so that learners are clear on what they are expected to do in such homework.

Policy Suggestion 3: Given the importance of homework in improving learning outcomes,; teachers, school principals, school boards, advisory teachers and inspectors of education should ensure that learners are regularly given homework, that the homework is well explained and corrected and that parents are encouraged to assist children with homework.

3.5 Learners access to classroom materials

Policy Concern 3:

Did grade 6 learners have sufficient access to classroom materials (e.g. textbooks, readers and stationery) in order to fully participate in lessons?

If learners are to learn effectively it is essential that they have textbooks, readers and stationery. It is important to know where there is an absence of such material so that steps can be taken to correct this.

Learners access to reading and mathematics textbooks

What percentage of learners had reading and mathematics textbooks?

Learners were asked to indicate whether they had their own textbooks, shared textbooks or had no textbooks at all for both mathematics and reading. Having one's own textbook means not having to share the textbook obtained from school with any other learner. The responses about access to textbooks are presented in **Table 11** below.

Table 11: Percentage of learners having own reading and mathematics textbooks (SACMEQ II and III)

Region	SACMEQ II				SACMEQ III			
	Own reading textbook		Own mathematics textbook		Own reading textbook		Own mathematics textbook	
	%	SE	%	SE	%	SE	%	SE
Caprivi	53.3	9.54	60.4	11.04	49.8	9.35	44.9	9.93
Erongo	42.4	12.59	50.7	10.79	73.3	11.06	64.0	11.95
Hardap	75.2	8.90	72.5	9.00	56.2	9.78	33.6	9.62
Karas	44.5	10.31	71.8	9.31	54.2	11.11	40.6	11.45
Kavango	23.9	4.86	25.6	6.58	12.5	3.94	12.7	4.36
Khomas	63.3	6.44	74.5	6.04	40.0	6.80	44.9	8.50
Kunene	47.2	13.10	54.7	12.27	26.1	8.86	22.3	7.70
Ohangwena	46.1	5.27	39.8	5.49	26.0	5.63	38.7	6.48
Omaheke	45.1	8.67	48.6	10.18	30.4	8.21	21.0	6.96
Omusati	48.4	4.70	44.7	5.46	30.2	4.35	21.9	4.97
Oshikoto	51.5	6.40	50.8	7.06	21.0	5.29	30.8	8.07
Otjozondjupa	43.2	8.26	49.0	9.70	25.8	6.42	36.1	9.68
Oshana	41.7	5.95	49.3	7.77	34.8	6.09	30.1	6.35
Namibia	**46.6**	**1.99**	**48.3**	**2.23**	**31.9**	**1.89**	**32.3**	**2.23**

There was an alarmingly large deterioration in the availability of both reading and mathematics textbooks from 46.6% in 2000 to 31.9% in 2007 for reading textbooks and from 48.3% to 32.3% for mathematics textbooks. Only two of the thirteen regions have improved

in terms of learners' access to reading textbooks, with Erongo showing great improvement (availability of own reading textbooks increased from 42.2%). In the same region there was also a strong increase in availability of mathematics textbooks. Availability of reading textbooks also improved in Karas region.

Generally, the fact that many more learners were sharing textbooks in 2007 than in 2000 is the opposite of what was expected to happen. The shortage in the supply of textbooks to Namibian schools had been highlighted in both SACMEQ I and SACMEQ II and it had been recommended that textbook provision should be ensured to all schools and that books be taken better care of to ensure that they are used for longer periods. Currently there is an intervention by the MCA (Millennium Challenge Account) through ETSIP activities to provide textbooks in English, mathematics and science to all grades. This is an urgent priority and should be closely monitored. The Ministry is also advised to take advantage of the MCA and any other possible interventions that supply textbooks.

Policy Suggestion 4: The availability of textbooks is a serious problem that affects most schools in Namibia. The Ministry of Education should take full cognizance of this and deal with it as a matter of urgency. This includes taking advantage of interventions that may alleviate the problem of reading and mathematics textbooks such as the one embarked upon by MCA.

Learners with basic learning materials

What percentages of grade 6 learners had adequate basic classroom supplies of stationery such as exercise books, rulers, pens, files, etc?

There was also a need to find out about learners' access to classroom supplies. Learners were therefore asked to indicate whether or not they had classroom material such as notebooks, exercise books, pencils, erasers, pens, pencils and files. The percentage of learners who had access to these classroom materials for both SACMEQ II and SACMEQ III are presented in **Tables 12 (a)** and **(b)** below. Note should be taken here that SACMEQ II did not enquire about access to sharpeners and files which were incorporated in the SACMEQ III study.

Table 12(a): Percentage of learners having exercise books, notebooks, pencils, and sharpeners

Region	SACMEQ II						SACMEQ III							
	Exercise books		Notebooks		Pencils		Exercise books		Notebooks		Pencils		Sharpeners	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	96.9	2.20	53.6	11.79	75.7	4.69	97.6	0.97	48.4	5.61	86.1	2.40	55.5	6.63
Erongo	98.6	0.78	71.0	8.82	87.6	5.35	97.4	1.10	66.9	5.77	94.6	1.33	83.4	1.62
Hardap	98.2	1.19	77.4	7.13	91.7	2.87	97.9	1.13	59.5	7.08	96.8	1.33	78.5	2.63
Karas	98.6	0.71	75.6	7.17	91.2	3.18	99.6	0.31	83.4	8.00	97.3	1.05	80.6	3.61
Kavango	91.7	4.15	65.7	7.83	67.3	6.06	97.1	0.82	34.1	4.65	83.9	3.80	49.7	5.91
Khomas	87.5	5.13	65.2	5.57	82.0	6.18	99.3	0.38	80.3	3.32	95.5	1.30	84.8	2.75
Kunene	98.2	0.86	56.1	12.12	61.5	11.21	98.4	0.87	47.6	7.04	79.0	6.87	53.3	7.95
Ohangwena	97.6	0.68	85.2	3.29	81.8	2.31	98.3	0.88	90.9	2.46	78.0	3.88	42.2	4.46
Omaheke	91.5	3.59	60.5	6.54	86.4	3.02	90.2	4.58	54.3	6.74	86.9	4.51	66.9	5.67
Omusati	98.5	0.47	92.3	1.44	81.0	2.49	98.0	0.47	94.3	1.39	85.5	2.67	50.8	4.04
Oshikoto	96.4	1.46	90.2	3.06	84.7	2.48	98.6	0.66	91.7	2.53	89.3	2.98	59.6	6.06
Otjozondjupa	91.0	3.28	56.4	8.81	86.6	3.24	85.7	4.81	26.2	6.90	74.0	8.78	61.0	8.03
Oshana	98.5	0.74	88.8	2.42	80.7	3.30	97.5	0.74	92.8	1.24	90.1	1.94	65.3	3.87
Namibia	**95.9**	**0.69**	**78.9**	**1.48**	**80.9**	**1.20**	**97.2**	**0.38**	**75.2**	**1.09**	**86.4**	**1.12**	**59.7**	**1.54**

Table 12(b): Percentage of learners having erasers, pens, rulers, and files

Region	SACMEQ II						SACMEQ III							
	Erasers		Pens		Rulers		Erasers		Pens		Rulers		Files	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	49.9	8.28	83.8	5.54	60.6	6.39	65.4	5.36	90.6	1.95	71.0	5.52	37.6	7.65
Erongo	71.9	5.44	87.2	5.89	79.8	5.28	84.3	2.00	89.6	1.95	87.5	1.47	80.0	3.01
Hardap	71.3	4.22	89.2	3.16	83.1	4.00	85.1	2.98	90.9	2.19	84.6	3.46	53.6	7.97
Karas	69.2	5.17	87.1	3.32	77	5.15	85.0	3.86	94.9	2.03	84.7	3.75	65.4	9.02
Kavango	48.0	5.94	73.9	6.30	75.6	5.49	58.5	5.24	86.7	2.30	69.3	4.92	19.7	5.49
Khomas	65.4	5.59	73.6	5.96	77.8	5.95	85.4	3.48	92.3	1.91	86.9	2.89	85.1	3.27
Kunene	55.0	10.73	94.0	1.74	68.4	8.97	62.6	6.95	86.7	3.43	67.4	5.29	37.3	6.58
Ohangwena	58.4	3.22	84.3	3.07	75.7	2.64	53.0	4.31	67.3	5.25	61.8	4.89	25.7	4.04
Omaheke	70.9	5.00	80.6	5.04	81.2	4.09	77.4	4.82	84.3	4.79	80.5	4.76	50.6	7.64
Omusati	54.9	3.17	82.5	2.77	77.8	3.04	61.2	3.86	80.7	2.62	74.7	3.72	24.2	3.84
Oshikoto	66.8	4.43	89.3	2.61	82.4	3.64	74.8	3.72	76.3	5.76	80.8	3.88	26.1	5.12
Otjozondjupa	71.9	4.55	80.5	4.57	80.3	5.24	62.4	8.05	69.7	9.26	67.1	9.30	40.3	9.63
Oshana	60.8	4.93	83.9	3.35	77.5	3.57	72.3	3.01	84.2	2.13	84.8	2.12	46.9	5.89
Namibia	**60.3**	**1.44**	**82.7**	**1.27**	**77.4**	**1.29**	**67.9**	**1.39**	**81.4**	**1.33**	**75.5**	**1.42**	**40.0**	**1.62**

As can be seen in the two tables above, there has been an improvement nationwide in the provision of exercise books, pencils, and erasers between 2000 and 2007 and a slight decline in possession of notebooks, pens, and rulers. Encouragingly, almost all children in most regions have exercise books but only 85.7% have such books in Otjozondjupa, a decline since 2007. This needs some special attention. Generally most other changes were small. Furthermore only 40.0% of learners had access to files in 2007, a question not previously asked.

Teaching and learning is enhanced when all learners have all the classroom materials that they need to use in the teaching and learning process. Even though there has been an improvement in the supply of some classroom materials between 2000 and 2007, much still need to be done in order to overcome the disparities between individual regions and schools.

Policy Suggestion 5: Regional Education offices and school Inspectors should constantly monitor the budgetary allocation for classroom materials, while school board should mobilise parents to contribute to the education of their children by buying affordable materials such as pencils, erasers and rulers.

3.6 Learners access to school library books

General Policy Concern 4:

Did grade 6 learners have access to library books within their schools and were they allowed to take them home to read?

A factor that might influence learners' opportunities to learn is their access to reading materials at home and at school. Therefore data were collected on learners' access to library books at school and on whether learners are allowed to take such books home.

What percentage of learners had access to school and library facilities?

The findings are that nationally 7.4% of the learners had no library. Of those with classroom library 71.7% were allowed to borrow books. Regionally, it is evident from the table that,

the provision of schools libraries to schools in different Namibian regions is inadequate. Even if many schools may have bookstores or classroom libraries only, it is shown in the table that, still there are some schools where the learners are not allowed to borrow books.The percentage of learners whose reading, mathematics and health teachers indicated that there was at least a library at their school in 2007 are presented in **Table A6**, in the appendix. It should be noted here that there are no comparisons to SACMEQ II because in that survey this was not asked in the same manner.

3.7 Extra tuition

General Policy Concern 5:

How widespread was the practice of extra tuition to learners in any school subjects outside school hours and was such tuition paid for?

Providing extra tuition is one method for learners to catch up with their school work and improve on their learning progress. Some learners may get extra tuition from their own teachers through remedial teaching while others may seek assistance from teachers outside their own schools. This tuition may be paid or free of charge. It was therefore important for the SACMEQ study to determine the percentages of grade 6 learners who have access to extra tuition, who provides such extra tuition and whether it is paid or provided free of charge.

What percentage of learners received extra tuition?

Learners were asked to indicate whether they received extra tuition in any school subject area. These percentages for both SACMEQ II and SACMEQ III are presented below in **Table 13(a).**

Table 13(a): Percentage of learners who received extra tuition in any subject outside school hours

Region	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Caprivi	26.7	8.06	27.3	12.13
Erongo	25.6	10.46	19.8	8.46
Hardap	5.9	2.18	0.8	0.39
Karas	26.1	9.61	15.5	7.82
Kavango	52.2	8.00	23.8	7.87
Khomas	43.0	6.93	16.7	3.08
Kunene	19.3	9.45	55.8	12.89
Ohangwena	46.4	6.45	20.5	7.17
Omaheke	81.8	10.71	1.7	0.98
Omusati	43.1	6.13	18.0	6.32
Oshikoto	62.1	7.04	20.1	7.45
Otjozondjupa	57.7	10.08	27.5	11.14
Oshana	40.7	6.06	26.4	7.99
Namibia	**44.7**	**2.33**	**20.9**	**2.35**

It is evident in **Table 13(a)** that there has been a sharp reduction in the proportion of learners who received extra tuition between 2000 (44.7%) and 2007 (20.9%). This also applies to most regions. These changes are suspiciously large, raising questions about how these questions were interpreted by learners and perhaps by fieldworkers. For example in 2000, 81.8% of grade 6 learners in Omaheke were receiving extra tuition but in 2007 only 1.7% were receiving extra tuition. There was however an increase in the percentage of learners receiving extra tuition in Caprivi and Kunene regions between 2000 and 2007. In SACMEQ III it was considered necessary to determine the number of learners who received extra tuition in reading, mathematics and science subjects separately. These results are presented in **Table A7** in the appendix. From that table it is evident that the percentage of learners receiving extra tuition in the three subject areas is fairly large across the three subjects, hence pointing to the fact that learners still experience learning challenges with these particular, as well as other, subjects.

What percentage of learners who received extra tuition was paying for such extra tuition?

Given the frequency of extra tuition in many participating countries, SACMEQ II and III also attempted to determine whether learners who received extra tuition paid or did not pay for

such extra tuition. The percentage of learners who paid for extra tuition in both 2000 (SACMEQ II) and 2007 (SACMEQ III) are presented below in **Table 13(b)**. It should be noted here that SACMEQ II reported the percentage of learners who did not pay for extra tuition and the percentage of those who paid. However in SACMEQ III learners were asked to indicate whether they have paid for extra tuition , no payment and do not know whether they have paid extra tuition . (See **Table 13(b)** below.).

Table 13(b): Percentage of learners who paid for extra tuition

Region	SACMEQ II						SACMEQ III			
	Payment		No Payment		Do not know		Payment		No Payment / Do not know	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	52.2	19.53	47.8	19.53	4.8	4.09	95.2	4.09
Erongo	19.7	5.10	57.7	12.46	22.7	10.12	43.5	21.07	56.5	21.07
Hardap	5.3	6.05	17.0	8.70	77.7	10.66	38.3	35.47	61.7	35.47
Karas	12.5	5.96	56.3	19.32	31.2	16.40	9.8	8.15	90.2	8.15
Kavango	8.5	2.17	50.2	7.83	41.3	7.79	4.3	2.76	95.7	2.76
Khomas	38.2	4.79	22.9	3.27	38.9	3.64	44.4	8.40	55.7	8.40
Kunene	5.9	4.64	42.6	37.52	51.5	33.34	24.5	9.27	75.6	9.05
Ohangwena	10.3	3.21	50.7	5.71	39.0	4.34	7.4	3.81	92.6	3.81
Omaheke	25.8	4.92	33.0	7.95	41.2	6.42	56.7	37.61	43.3	37.61
Omusati	13.0	2.22	31.5	7.29	55.5	6.67	41.9	11.18	58.1	11.18
Oshikoto	33.5	7.59	19.4	5.12	47.1	6.95	17.9	10.12	82.1	10.12
Otjozondjupa	18.0	4.62	40.6	8.51	41.3	8.16	25.2	12.67	74.9	12.67
Oshana	19.7	5.03	41.7	4.86	38.6	3.93	15.2	6.57	84.8	6.57
Namibia	**17.3**	**1.42**	**39.6**	**2.37**	**43.1**	**2.08**	**21.4**	**3.03**	**78.6**	**3.03**

Here emphasis is placed on the percentage of the learners who paid for any extra tuition received outside school hours. In 2000 about half of the learners who received extra tuition did not know whether there was payment involved. These are likely to have been learners whose parents arranged extra tuition for them and were not sure if parents were paying for that service. Also 17.3% of the learners who received extra tuition outside school hours in 2000 indicated that they had to pay for such tuition. These figures have changed in 2007 where 21.4% indicated that they received extra tuition while the rest (78.6%) did not pay or did not know whether there was payment or not.

It is not desirable that learners pay for extra tuition, thus it is disappointing that **Table 13(b)** shows that more learners were paying for extra tuition in 2007 than in 2000. It is prohibited by the Ministry of Education for teachers to charge a fee for providing extra tuition to any

learners from their own school. Therefore there is a need to investigate further why learners in regions such as Erongo, Hardap, Khomas, Omaheke and Omusati are now paying for extra tuition. However, a teacher from another school or somebody else from the community who offers extra tuition to learners has the right to charge for such service depending on what they have agreed with the parents. Yet any teacher (not only from the same school) who offers such extra tuition to any learner from the community for payment must first seek permission from the Education Permanent Secretary to do so.

From whom did the learners receive extra tuition?

The question of who provides extra tuition is very important. In the table it is evident that most learners who receive extra tuition receive it from their own school teachers. This is most common in regions such as Caprivi, Kavango, Kunene, and Otjozondjupa. The next highest percentage is for learners who received extra tuition from other teachers in their own school. These percentages can also be matched with the data presented in **Table A8-A9** (in the appendix) that indicate that more learners (17.3%) received extra tuition in their own schools. A teacher offering extra tuition to learners from their own class or school is an acceptable practice as long as these learners do not have to pay for such service. **Table 13(b)** above indicates that the regions with the highest percentage of learners paying for extra tuition are not the same regions in which more learners receive extra tuition from their own teachers. This indicates that learners who receive extra tuition from their own teachers are less likely to be paying for such services.

It can be noted from **Table A10** in the appendix that most extra lessons took place during school term so they did not seem to burden children with too much school work during holidays.

What activities were learners engaged in as part of extra tuition?

The last question that was posed to learners concerning extra tuition was about the different activities they engage in when taking part in extra tuition sessions. These results are presented in **Table A11** in the appendix. The highest proportion of learners (15.1%) spend their time on extra tuition repeating and revising what has already been taught, but almost as many learners

engage in extra tuition to do their homework. A further 11.4% of learners utilise extra tuition for the purposes of practicing for examinations.

3.8 Conclusion

In summarizing the chapter it can be seen that the average age of learners in grade 6 had decreased from 166.4 months in 2000 to 163.2 months in 2007. This is only a difference of three months. It could therefore be concluded that the Ministry's policies of having learners enter school at the appropriate age and of trying to decrease grade repetition has had an effect.

The introduction of school feeding program at primary school is intended to benefit learners from low SES backgrounds who often cannot afford regular meals at home. This is to encourage them to attend school. Such efforts may have contributed to decreased absenteeism among learners. It is expected that absenteeism will reduce even further by the time the SACMEQ IV study is conducted. The decline in grade repetition is a commendable improvement for Namibia. However, the overall repetition is still higher than the SACMEQ average. Thus Namibia still has a lot to do in order to reduce absenteeism and grade repetition.

Chapter 4

Characteristics of Teachers and their Views about Classroom Resources and Professional Support

4.1 Introduction

This chapter explores characteristics of grade 6 teachers. The main purpose of the chapter is to present the context for interpreting the achievement data later and also to show how such inputs to grade 6 changes over time. It also depicts a picture of the quality of human resource inputs into education and how they tend to shape learner outcomes as well as views on teaching, learning, classroom resources, and professional support.

In earlier chapters it was mentioned that the Namibian schooling system comprises of four phases: lower primary, upper primary, junior secondary and senior secondary. Grade 6, on which this study focuses, falls into the upper primary phase. In this phase, teachers teach one or two examinable subjects only. Class teaching, where a teacher teaches all subjects in a grade, is a rare practice in upper primary, although it is not completely ruled out, especially in smaller schools. The SACMEQ III study collected data on achievement in English (reading), mathematics and health. As mentioned in the introductory chapter, the health component was added in SACMEQ III and therefore there are no comparisons of achievements in this component with SACMEQ II.

The previous chapter, Chapter 3, covered the first policy concerns as raised by the SACMEQ Ministers of Education. In this Chapter, six more policy concerns will be explored. Each of these general policy concerns have been divided into specific research questions as a means of attending to the issues involved in such policy concerns. The sections that follow present the analysis and discussion of data pertaining to those research questions.

General policy concerns 6-11 and specific research questions

The general policy concerns in this chapter are concerned with the various characteristics of grade 6 teachers which can be directly or indirectly related to learners' experiences of and performance in the three subjects under study. These sections are discussions of the specific

research questions that were posed as a way of attending to the general policy concerns 6 to 11.

4.2 Personal characteristics of Grade 6 teachers and their conditions of housing

General Policy Concern 6:

What were the personal characteristics of grade 6 teachers (for example: age, gender and socio-economic level) and what was the condition of their housing?

The characteristics of teachers that were captured included their age, sex, academic and professional qualifications, years of teaching experience, number of in-service courses attended and whether they were subject specialists or general class teachers. The reader is reminded that the mean values and percentages of certain characteristics of teachers are the stated mean values and percentages of learners who are taught by teachers with such characteristics.

Age distribution of teachers

What was the age distribution of grade 6 teachers?

The mean ages of teachers and the percentage female teachers are presented in **Table 14(a)** and **(b)** for SACMEQ II and SACMEQ III respectively.

Table 14(a): Age, gender and socio-economic background of reading and mathematics teachers (SACMEQ II)

Region	Reading teacher						Mathematics teacher					
	Age *(years)*		Gender *(female)*		Possessions at home *(index)*		Age *(years)*		Gender *(female)*		Possessions at home *(index)*	
	Mean	SE	%	SE	Mean	SE	Mean	SE	%	SE	Mean	SE
Caprivi	36.8	2.16	53.3	13.60	6.6	0.75	39.5	2.14	47.2	14.19	5.0	0.43
Erongo	38.9	2.22	62.9	14.38	9.7	0.62	40.8	1.95	55.1	12.50	9.5	0.63
Hardap	38.5	2.22	77.8	12.46	10.4	0.31	37.1	2.16	45.6	13.98	9.8	0.53
Karas	38.0	2.74	56.6	13.18	9.5	0.53	39.7	1.86	6.0	6.00	9.3	0.66
Kavango	31.4	0.93	37.9	10.15	6.0	0.47	32.5	1.03	19.0	9.07	5.8	0.53
Khomas	37.4	1.83	58.2	9.96	9.7	0.35	39.2	1.17	61.4	9.48	10.1	0.22
Kunene	35.8	1.67	23.0	10.91	6.6	0.78	35.6	1.70	37.6	12.93	7.7	0.81
Ohangwena	33.8	1.23	55.1	8.60	5.8	0.48	34.4	1.34	36.7	8.57	4.7	0.56
Omaheke	34.3	3.69	85.6	10.05	7.7	0.66	37.8	3.14	43.6	15.42	7.6	0.38
Omusati	33.6	1.09	49.2	8.64	5.6	0.40	38.2	1.28	67.6	7.35	5.4	0.29
Oshikoto	33.2	1.24	43.0	10.00	5.5	0.62	35.7	1.76	64.8	9.87	5.3	0.47
Otjozondjupa	38.8	1.89	50.6	12.64	9.1	0.70	42.5	2.02	42.7	12.13	8.1	0.69
Oshana	34.6	1.64	53.9	9.88	7.2	0.51	35.5	1.48	56.8	10.03	6.4	0.48
Namibia	**34.7**	**0.47**	**52.1**	**3.22**	**6.9**	**0.17**	**36.8**	**0.48**	**48.9**	**3.07**	**6.5**	**0.15**

Table 14(b): Age and gender of reading, mathematics and health teachers (SACMEQ III)

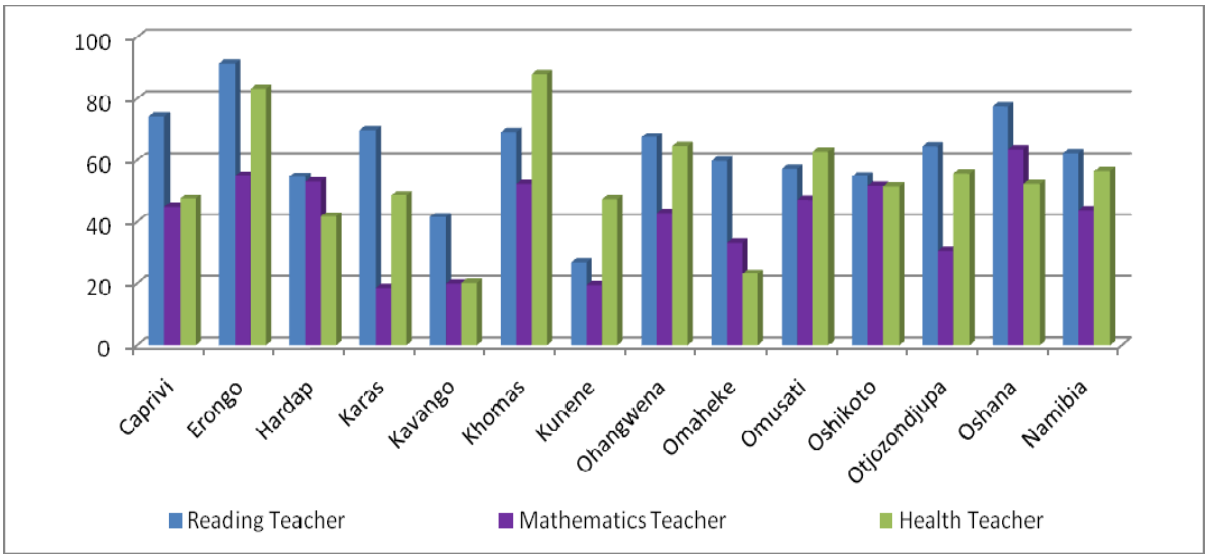
Region	Reading Teacher				Mathematics Teacher				Health Teacher			
	Age *(years)*		Gender *(female)*		Age *(years)*		Gender *(female)*		Age *(years)*		Gender *(female)*	
	Mean	SE	%	SE	Mean	SE	%	SE	Mean	SE	%	SE
Caprivi	37.8	1.86	74.4	10.77	40.7	1.90	44.9	12.83	37.6	1.45	47.5	13.12
Erongo	34.8	1.97	91.4	6.43	42.9	2.12	55.0	14.45	35.5	2.10	83.2	9.62
Hardap	42.2	1.95	54.7	13.78	39.3	2.05	53.1	13.86	40.5	1.92	41.8	13.49
Karas	42.0	2.00	69.8	11.92	41.6	1.90	18.7	10.43	41.2	2.64	48.7	13.11
Kavango	33.5	1.09	41.6	10.25	37.4	1.58	20.0	8.03	37.1	1.87	20.2	8.34
Khomas	39.1	1.62	69.2	8.18	39.5	1.82	52.3	9.73	41.4	1.28	88.1	6.21
Kunene	36.4	2.04	26.8	11.89	43.7	2.42	19.5	10.68	39.0	3.05	47.2	14.18
Ohangwena	32.0	1.29	67.6	8.09	30.8	0.79	42.9	8.26	34.1	1.52	64.6	7.84
Omaheke	36.5	2.27	59.8	12.53	38.0	2.13	33.2	12.53	39.1	2.17	23.2	10.89
Omusati	38.7	1.31	57.3	9.03	39.1	1.53	47.0	8.79	38.9	1.35	62.9	8.62
Oshikoto	37.2	1.84	54.9	10.09	39.0	2.29	51.7	10.35	36.9	1.81	51.5	10.56
Otjozondjupa	41.3	2.08	64.5	12.43	43.4	2.72	30.7	11.28	38.8	1.95	55.8	13.15
Oshana	40.5	1.74	77.5	8.80	41.1	1.98	63.6	10.24	38.0	1.87	52.3	10.77
Namibia	**37.1**	**4.95**	**62.4**	**3.04**	**38.4**	**0.54**	**43.8**	**3.10**	**37.8**	**0.54**	**56.6**	**3.02**

Gender distribution of teachers

What was the gender distribution of grade 6 teachers?

The percentages of female teachers in reading, mathematics and health teachers in 2007, which also appear **Table 14(b)**, are presented in **Figure 3.**

Figure 3: Reading, mathematics and health teachers who were female in 2007 (%)



In 2007, 62.4% of grade 6 learners had female reading teachers and only 43.8% female mathematics teachers. There was a considerable increase in the proportion having female reading teachers from 2000 to 2007 (from 52.1% to 62.4%) but a decrease for mathematics (from 48.9% to 43.8%). More than half of the grade 6 (56.6%) learners in 2007 had female health teachers. Across the regions, Kunene had the smallest proportion (26.8%) of female reading teachers while Karas and Kavango had the smallest proportion of female mathematics teachers. Kavango and Kunene regions in general had fewer learners with female teachers in all three subjects. The increase in the percentage of grade 6 learners having female reading teachers and the decrease in the percentage with a female teacher in mathematics are both contrary to the aspirations of the Ministry of Education, which advocates an increase in male teachers in primary phases but is also trying to introduce more female teachers in the subjects mathematics and science.

Housing condition of teachers

What was the general condition (repair, status and lighting) of teacher accommodation?

If teachers are well housed, it contributes to greater satisfaction and may enhance how effective they are in their work. Teachers were asked to indicate how they perceived the conditions of the houses in which they lived. Responses that houses were in generally good conditions or requiring only minor repairs were grouped together and classed as houses in acceptable condition while those indicating that houses were in generally poor condition or requiring major repairs were classified as being in poor condition. The responses for SACMEQ II and III regarding acceptable conditions are presented in **Table 15** below.

Table 15: Learners whose teachers' housing was in acceptable condition (SACMEQ II and III)

Region	Teacher Housing with acceptable conditions									
	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	43.6	13.87	15.4	9.19	29.9	12.02	48.7	13.21	39.4	13.06
Erongo	74.4	12.31	95.1	4.92	69.5	12.79	76.2	11.44	82.8	9.89
Hardap	74.4	11.75	85.4	9.90	94.0	6.08	92.9	7.12	73.4	11.27
Karas	92.7	7.37	85.4	8.35	95.3	4.80	93.2	6.75	100.0	0.00
Kavango	44.6	10.10	30.3	8.97	38.8	10.34	48.7	10.58	37.7	10.08
Khomas	84.3	7.53	91.7	5.67	86.1	7.55	76.1	7.42	67.1	10.60
Kunene	54.8	14.00	67.3	13.33	58.5	14.15	32.2	12.74	60.5	14.02
Ohangwena	34.7	8.41	26.7	7.60	56.7	8.71	64.2	7.96	40.3	8.15
Omaheke	38.5	15.53	61.8	14.88	61.6	12.34	56.1	12.56	54.4	12.25
Omusati	56.8	8.50	28.6	7.57	40.2	8.95	37.4	8.49	37.1	8.32
Oshikoto	36.2	9.63	45.1	10.07	46.4	10.25	53.0	10.60	48.3	10.35
Otjozondjupa	67.8	12.78	36.1	11.84	63.9	12.58	81.7	8.95	75.4	11.29
Oshana	36.2	9.61	33.2	8.93	69.0	8.78	59.6	10.47	43.9	10.18
Namibia	**51.3**	**3.08**	**43.6**	**2.84**	**57.8**	**3.07**	**59.3**	**3.03**	**51.1**	**3.12**

Generally satisfaction with housing conditions had improved a little; however, in 2007 still only 57.8% of reading teachers, 59.3% mathematics teachers and 51.1% health teachers were living in houses with acceptable conditions. Housing conditions still need much improvement, particularly in Caprivi, Kavango and Omusati.

It should be noted here that there are different providers of teacher housing in different

regions of the country and hence huge variations from region to region and within regions. The Ministry does not provide teacher accommodation in all schools. In urban areas, teachers may lease or obtain a mortgage loan and buy their own houses, a privilege that most rural teachers do not have. Some teachers in rural schools prefer to commute on a daily basis from nearby urban places while some come from their own homesteads or live in accommodation provided by the community. The Ministry of Education continues to experience problems in allocating teachers to rural schools because of lack of accommodation.

4.3 Professional characteristics of Grade 6 teachers

General Policy Concern 7:

What were the academic and professional qualifications of grade 6 teachers and did they consider in-service training to be effective in improving their teaching?

To some extent, the quality of teaching and learning depends on factors such as the quantity and quality of teacher training. The minimum requirement for teachers' qualification that the Ministry of Education had set down is grade 12 (academic) with Basic Education Teachers' Diploma – BETD (professional). There are some teachers who do have the professional qualification but have academic qualifications lower than the prescribed grade 12. This is undesirable as some of these teachers might have a limited understanding of the subject content that they have to teach.

Academic education, teacher training and teaching experience

Teachers were asked to indicate their highest academic and professional qualifications, years of training, years of teaching, in-service training frequency and their views on the effectiveness of the various in-service training programs that they attended. Issues on the teachers' professional training including those that will emerge from this chapter will be highlighted in Chapter 6.

The levels of teachers academic training in reading and mathematics for SACMEQ II have been reported in **Tables 16(a)** and **(c)** respectively while the SACMEQ III results have

been presented in **Tables 16(b)** and **(d)** for reading and mathematics respectively. **Table 16(e)** presents the health teachers results for SACMEQ III. These qualifications are categorised according to the levels of education that the teachers have obtained. The categories Primary, Junior Secondary, Senior Secondary and A-level refer to the highest level of school education teachers have completed while Tertiary indicates that the teachers have obtained a diploma/degree.

Table 16(a): Academic education of reading teachers (SACMEQ II)

Region	Primary		Junior secondary		Senior secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	17.2	11.81	6.9	6.92	62.8	13.69	13.1	9.07	0.0	0.00
Erongo	5.6	5.67	0.0	0.00	33.6	14.51	42.9	14.68	17.9	10.91
Hardap	11.0	7.66	6.8	6.78	50.3	13.83	18.1	10.02	13.8	9.46
Karas	14.5	9.86	0.0	0.00	26.4	12.07	19.6	9.55	39.6	14.19
Kavango	18.0	7.58	20.0	8.50	51.5	10.21	10.5	5.95	0.0	0.00
Khomas	7.9	4.69	9.1	5.60	16.6	7.19	18.8	7.88	47.5	9.75
Kunene	5.6	5.58	0.0	0.00	40.7	13.26	33.6	13.94	20.2	11.02
Ohangwena	11.3	5.53	7.7	4.53	53.3	8.87	13.0	6.14	14.6	6.13
Omaheke	24.9	13.60	9.2	9.29	21.9	14.38	43.9	16.12	0.0	0.00
Omusati	17.8	6.32	5.7	3.46	58.6	8.31	14.1	5.68	3.8	3.78
Oshikoto	4.9	3.63	18.6	7.79	45.6	9.79	23.7	8.51	7.1	5.36
Otjozondjupa	23.2	12.23	3.1	3.14	30.4	12.07	9.7	6.89	33.5	12.85
Oshana	15.0	6.84	9.8	5.41	50.7	9.56	19.2	7.67	5.3	4.05
Namibia	**13.6**	**2.18**	**9.2**	**1.81**	**46.5**	**3.18**	**17.8**	**2.38**	**13.0**	**1.96**

Table 16(b): Academic education of reading teachers (SACMEQ III)

Region	Primary		Junior secondary		Senior secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	4.2	4.20	11.5	7.32	46.5	13.08	21.7	10.19	16.2	10.81
Erongo	0.0	0.00	5.4	5.51	16.9	9.65	19.6	10.89	58.2	14.12
Hardap	0.0	0.00	0.0	0.00	53.3	13.78	21.8	10.78	25.0	11.56
Karas	15.2	10.08	8.9	6.32	42.9	12.92	0.0	0.00	33.0	12.53
Kavango	10.7	6.15	7.5	5.31	47.7	10.39	25.6	9.12	8.50	5.87
Khomas	14.6	6.50	0.0	0.00	32.6	10.18	13.4	7.45	39.4	9.38
Kunene	17.7	9.95	1.3	1.36	35.7	14.25	19.9	10.83	25.4	11.81
Ohangwena	5.4	3.79	2.5	2.52	38.0	8.63	19.7	6.93	34.4	8.48
Omaheke	34.7	12.30	21.6	10.62	12.0	8.09	13.1	8.97	18.6	10.20
Omusati	15.1	6.50	10.2	5.73	46.3	8.74	11.9	5.87	16.5	6.26
Oshikoto	5.8	5.67	0.0	0.00	52.8	10.13	14.6	6.65	26.9	9.29
Otjozondjupa	10.6	7.48	6.0	6.01	54.1	13.12	13.9	8.44	15.3	8.62
Oshana	11.9	5.81	8.4	5.83	31.0	9.64	29.7	9.89	19.0	8.34
Namibia	**10.5**	**1.91**	**5.6**	**1.45**	**40.8**	**3.19**	**17.8**	**2.49**	**25.2**	**2.73**

From **Table 16(b)** it can be seen that the modal level of education for reading teachers was senior secondary (40.8% of teachers). The majority of grade 6 learners in 2007 were taught reading by teachers who had only up to senior secondary education as a qualification. There were still more than 10% of learners taught reading by teachers who had only completed primary education and another 5.6% by teachers with only junior secondary. However, there has been considerable improvement since 2000: 25.2% had teachers who studied up to tertiary levels compared to only 13.0% in 2000, while it became more common to have teachers with A-levels.

Of particular note here is the reduction between 2000 and 2007 in numbers of learners taught by teachers with only primary education qualifications in regions such as Caprivi, Erongo, Hardap, Kavango, Ohangwena, Otjozondjupa and Oshana. Erongo, Khomas and Ohangwena had recorded the highest percentages of learners taught reading by teachers with tertiary education, i.e. 58.2%, 39.4% and 34.4% respectively.

Tables 16(c) and **(d)** present the percentage of mathematics teachers with different levels of academic qualifications for SACMEQ II and III respectively. Here too there had been an improvement in qualifications with the percentage of learners taught by mathematics teachers with tertiary education rising from 10.2% to 15.3%, and the proportion taught mathematics by teachers with only primary education declining but still being unacceptably high at 11.9%. According to the survey this was particularly a problem in Otjozondjupa, where more than half the children were taught by mathematics teachers who only had primary education, though the sampling error for this value indicates that this percentage could be considerable over-estimated.

Table 16(c): Academic education of mathematics teachers (SACMEQ II)

Region	Primary		Junior secondary		Senior secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	4.5	4.57	4.5	4.57	84.0	9.18	6.9	6.92	0.0	0.00
Erongo	18.8	9.70	20.5	11.52	41.5	12.86	19.2	11.27	0.0	0.00
Hardap	5.7	5.71	0.0	0.00	69.3	11.59	4.0	4.05	21.0	10.39
Karas	0.0	0.00	5.5	5.51	48.6	13.94	20.7	11.88	25.2	13.00
Kavango	11.6	5.66	1.3	1.27	52.0	10.19	32.2	9.56	3.0	3.01
Khomas	8.3	5.05	4.8	4.84	28.2	8.85	15.5	6.66	43.2	9.84
Kunene	4.2	4.25	13.9	9.58	45.0	13.42	24.8	11.61	12.1	8.39
Ohangwena	20.7	6.92	8.3	5.01	50.4	8.85	14.2	6.22	6.3	3.92
Omaheke	6.8	4.95	22.0	14.74	41.9	16.05	20.8	11.78	8.5	8.57
Omusati	36.8	8.18	10.0	4.49	39.4	8.04	10.5	4.68	3.2	3.18
Oshikoto	18.7	7.78	8.2	4.94	41.9	9.95	17.3	6.49	13.9	6.75
Otjozondjupa	15.1	10.23	21.1	10.45	30.0	11.23	18.1	9.90	15.7	9.39
Oshana	10.6	4.91	5.9	4.30	49.7	10.54	30.0	9.67	3.8	3.83
Namibia	**17.8**	**2.42**	**8.5**	**1.72**	**45.6**	**3.19**	**17.9**	**2.39**	**10.2**	**1.70**

Table 16(d): Academic education of mathematics teachers (SACMEQ III)

Region	Primary		Junior Secondary		Senior Secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	10.5	7.38	12.3	8.50	29.1	10.90	34.7	12.32	13.4	9.11
Erongo	18.2	10.51	6.9	6.99	28.9	12.23	19.5	9.99	26.5	13.05
Hardap	6.4	6.39	7.1	7.12	19.2	10.60	26.3	13.46	40.9	13.40
Karas	6.8	6.75	4.1	4.24	17.0	9.44	30.2	11.87	41.9	13.15
Kavango	8.1	4.83	13.5	7.40	52.2	10.31	26.2	9.45	0.0	0.00
Khomas	4.6	4.60	4.6	2.75	45.8	9.77	22.2	9.09	22.8	7.88
Kunene	36.3	13.53	0.0	0.00	21.3	10.97	25.5	13.34	16.9	9.56
Ohangwena	9.4	4.22	9.6	5.38	38.7	8.59	24.6	7.91	17.8	6.16
Omaheke	23.8	11.24	6.6	6.56	9.5	6.57	39.3	12.12	20.9	11.01
Omusati	4.0	3.19	18.5	6.68	44.9	8.43	26.3	7.95	6.3	4.43
Oshikoto	17.3	8.23	0.0	0.00	55.0	10.31	15.8	7.53	11.8	6.61
Otjozondjupa	51.3	12.82	0.0	0.00	15.4	8.80	2.9	2.93	30.4	11.28
Oshana	4.1	4.07	17.7	7.82	43.7	10.10	27.1	9.92	7.4	5.27
Namibia	**11.9**	**1.86**	**9.6**	**1.91**	**39.5**	**3.08**	**23.7**	**2.83**	**15.3**	**2.10**

Table 16(e) presents the percentages of grade 6 learners by academic qualifications of health teachers. This cannot be compared to 2000 as SACMEQ II did not include a module focusing on health. Altogether 36.1% of the grade 6 learners were taught health by teachers with senior secondary education and only 19.2% by teachers who had completed less education.

Table 16(e): Academic education of health teachers (SACMEQ III)

Region	Primary		Junior Secondary		Senior Secondary		A-level		First Degree	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	10.5	7.42	57.3	12.97	18.6	10.08	13.7	9.27
Erongo	10.3	7.42	0.0	0.00	19.5	10.97	32.6	14.43	37.6	14.62
Hardap	0.0	0.00	0.0	0.00	19.2	10.37	28.0	11.87	52.8	13.40
Karas	13.8	9.33	12.1	8.64	26.4	11.82	16.7	9.32	30.9	12.02
Kavango	4.5	4.49	16.3	7.58	41.3	10.17	19.0	8.07	19.0	8.67
Khomas	9.8	6.08	4.0	3.97	37.8	10.04	12.8	7.19	35.7	10.15
Kunene	20.9	10.91	14.0	9.60	15.6	10.44	17.6	9.85	31.9	13.78
Ohangwena	12.5	5.44	3.0	2.99	46.9	8.18	26.2	7.44	11.4	4.65
Omaheke	18.1	8.95	0.0	0.00	31.2	11.13	22.6	10.74	28.1	11.44
Omusati	10.7	5.90	13.4	6.43	48.0	8.90	20.3	7.64	7.6	4.32
Oshikoto	16.3	8.15	9.7	5.54	24.8	8.44	30.4	9.90	18.8	8.64
Otjozondjupa	7.7	5.31	0.0	0.00	6.5	4.75	25.0	9.89	60.8	10.63
Oshana	19.5	7.67	8.1	5.64	34.3	10.25	28.0	9.63	10.1	5.98
Namibia	**11.4**	**2.04**	**7.8**	**1.76**	**36.1**	**3.01**	**23.0**	**2.78**	**21.7**	**2.42**

Policy Suggestion 6: Given the low level of academic qualifications of some teachers, the National Institute for Educational development (NIED) should increase in-service training for all teachers but particularly for those who have low levels of academic training.

How many years of teaching training and how many years of teaching experience had teachers completed?

In 2000 and 2007 primary teachers were expected to have completed at least the Basic Education Teachers' Diploma (BETD) which comprises of grade 12 and at least 3 years full time training. The relevant data regarding teacher training for both SACMEQ II and III are presented in **Table 17**.

There has been an improvement in the number of years of both teaching experience and training in reading and mathematics between 2000 and 2007. The average number of years of teaching experience for reading teachers rose from 10.0 in 2000 to 11.9 in 2007, whilst that for mathematics teachers rose from 11.7 to 13.2. Only in Ohangwena was teaching experience for both reading and mathematics teachers below 10 years and teaching experience was below 10 years for reading teachers in Kavango.

Average years of teacher training rose by half a year in both reading and mathematics to 3.2 and 3.1 years respectively. This is in line with the minimum requirement of a qualified

teacher. In part the improvement recorded could be due to older and less qualified teachers leaving teaching and new and better qualified teachers entering the system. The relatively high number of teachers with low qualifications which was observed in the previous sections could be due to some of the older teachers still remaining in the system and better qualified and younger teachers unwilling to take up posts in deep rural areas. As pointed out earlier, acceptable accommodation for teachers remains limited in rural areas and hence teachers are more reluctant to teach there.

Policy Suggestion 7: Regional Directors should strive to allocate teachers to schools in their Regions in a way that promotes a balance between experienced qualified teachers and new graduates teachers in all schools.

Table 17: Experience and teacher training of reading, mathematics and health teachers (SACMEQ II and III)

Region	SACMEQ II								SACMEQ III											
	Reading teacher				Mathematics teacher				Reading Teacher				Mathematics Teacher				Health Teacher			
	Experience (years)		Training (years)		Experience (years)		Training (years)		Experience (years)		Training (years)		Experience (years)		Training (years)		Experience (years)		Training (years)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	11.0	1.76	2.5	0.21	13.6	2.04	2.4	0.30	12.6	2.29	3.3	0.16	14.9	2.24	3.1	0.18	11.9	1.38	3.5	0.13
Erongo	14.9	2.18	3.2	0.25	18.3	2.00	3.1	0.23	11.1	2.06	3.5	0.13	19.2	2.39	3.0	0.29	11.8	2.00	3.5	0.20
Hardap	16.8	2.65	3.0	0.30	13.9	2.36	3.1	0.17	16.1	2.16	3.4	0.14	13.7	2.10	3.3	0.27	16.1	1.95	3.7	0.14
Karas	13.5	2.28	2.8	0.26	16.8	1.90	2.9	0.28	17.6	2.48	2.7	0.24	17.1	2.04	3.2	0.24	16.2	3.09	3.2	0.27
Kavango	6.8	0.79	2.2	0.24	8.7	1.01	2.6	0.15	8.8	0.84	3.2	0.17	12.2	1.53	2.8	0.12	13.0	1.81	3.1	0.16
Khomas	11.7	1.48	3.2	0.18	14.5	1.21	3.1	0.19	12.8	1.74	3.4	0.12	15.6	1.75	3.3	0.12	16.4	1.24	3.5	0.22
Kunene	12.3	1.64	2.9	0.23	10.8	1.43	2.9	0.29	12.1	2.13	3.2	0.23	19.2	2.40	3.0	0.26	15.8	2.81	3.2	0.25
Ohangwena	7.5	1.05	2.8	0.15	9.2	1.23	2.6	0.15	7.4	0.98	3.3	0.09	6.5	0.77	3.1	0.11	9.9	1.34	2.9	0.12
Omaheke	11.5	3.27	3.1	0.21	13.5	2.82	2.3	0.29	11.2	2.18	3.0	0.22	12.8	2.23	3.2	0.10	14.2	2.11	3.3	0.26
Omusati	9.6	1.08	2.6	0.13	12.2	1.44	2.5	0.11	12.6	1.31	3.1	0.15	12.5	1.31	3.1	0.15	13.5	1.55	3.3	0.13
Oshikoto	9.0	1.19	2.2	0.25	10.5	1.71	2.2	0.21	12.1	1.71	3.2	0.12	14.1	2.06	2.9	0.25	12.7	1.62	3.0	0.19
Otjozondjupa	14.3	1.70	2.9	0.24	17.8	2.08	2.8	0.24	16.4	2.15	3.1	0.22	17.2	3.36	2.5	0.28	14.0	2.08	3.1	0.24
Oshana	10.1	1.47	2.6	0.15	9.0	1.13	2.6	0.17	14.7	1.46	3.3	0.12	14.8	1.63	3.3	0.11	13.2	1.55	2.7	0.23
Namibia	**10.0**	**0.42**	**2.7**	**0.06**	**11.7**	**0.48**	**2.6**	**0.05**	**11.9**	**0.47**	**3.2**	**0.04**	**13.2**	**0.52**	**3.1**	**0.05**	**13.2**	**0.52**	**3.2**	**0.06**

In-service training

How much in-service training had teachers completed?

Adequate in-service training is needed to upgrade teacher qualifications and skills. Since shortly after independence, a number of short in-service training courses have been regularly conducted in Namibia to acquaint teachers with the contents of curriculum reforms. Other in-service courses focus on curricular aspects such as learner centred approaches to teaching, continuous assessment or specific subject content and teaching methodologies.

In order to investigate the quantity of in-service training that grade 6 teachers had, they were asked to indicate the number of in-service courses they had taken in the three years prior to the year of the respective SACMEQ studies and to state the number of days that each course had taken. This information is presented in **Tables 18(a)** and **(b)**.

Table 18(a): In-service courses and days attended by reading teachers in the last three years (SACMEQ II and III)

Region	Reading teacher							
	SACMEQ II				SACMEQIII			
	In-services courses		Duration (Days)		In-Service Courses		Duration (Days)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	5.1	2.65	22.2	10.29	4.9	0.97	24.1	8.26
Erongo	1.5	0.36	5.6	1.21	1.7	0.44	7.2	2.44
Hardap	1.4	0.59	4.1	1.43	1.3	0.35	17.4	11.31
Karas	2.5	0.33	8.6	2.44	1.6	0.43	5.3	1.29
Kavango	1.4	0.42	18.4	9.45	4.0	1.53	27.7	18.99
Khomas	2.9	0.58	42.9	23.40	2.6	0.69	7.4	1.86
Kunene	4.5	1.71	82.4	53.17	4.3	0.89	16.1	5.68
Ohangwena	3.8	0.63	51.3	26.48	2.7	0.69	30.8	22.20
Omaheke	2.8	0.66	23.3	7.01	2.0	0.72	6.2	3.08
Omusati	2.7	0.54	60.0	26.28	2.2	0.64	22.8	10.29
Oshikoto	3.1	0.64	30.3	11.34	2.4	0.53	10.1	2.85
Otjozondjupa	3.4	0.70	17.4	4.62	2.4	0.55	7.8	2.43
Oshana	1.5	0.46	4.4	1.56	1.9	0.41	29.6	22.13
Namibia	**2.7**	**0.21**	**34.4**	**7.48**	**2.6**	**0.25**	**19.5**	**5.06**

Table 18(b): In-service courses and days attended by mathematics teachers and health teachers in the last three years (SACMEQ II and III)

Region	SACMEQ II				SACMEQ III							
	Mathematics teacher				Mathematics teacher				Health teacher			
	In-services courses		Duration (Days)		In-Service Courses		Duration (Days)		In-Service Courses		Duration (Days)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	4.2	1.64	32.4	12.86	5.8	1.12	22.1	10.81	4.1	1.17	31.5	20.37
Erongo	2.5	0.76	17.1	7.99	1.1	0.32	4.7	1.45	2.0	0.48	7.5	1.81
Hardap	1.8	0.51	7.4	2.00	1.7	0.54	18.8	11.08	1.6	0.41	6.7	1.92
Karas	1.7	0.40	7.4	1.73	5.7	2.25	7.2	2.15	2.5	0.45	7.0	1.40
Kavango	1.9	0.51	114.6	46.38	2.8	0.68	18.1	5.68	4.2	0.89	13.5	2.67
Khomas	2.6	0.57	26.7	13.21	2.2	0.70	6.5	1.91	3.7	0.81	14.1	3.46
Kunene	3.3	0.71	37.4	14.88	1.3	0.33	5.6	1.59	1.8	0.40	28.5	18.61
Ohangwena	3.6	0.95	37.6	14.58	1.8	0.58	66.2	30.81	2.0	0.50	12.4	5.74
Omaheke	2.7	0.86	91.3	56.19	1.3	0.42	4.7	1.54	1.6	0.55	5.9	1.93
Omusati	3.5	0.74	61.5	25.89	3.0	0.93	59.3	24.04	1.7	0.41	102.6	39.13
Oshikoto	4.2	1.10	40.7	15.99	2.9	0.53	20.1	10.80	3.7	0.80	12.4	2.83
Otjozondjupa	2.0	0.55	7.6	1.85	1.5	0.50	5.1	1.73	4.1	1.17	17.3	8.13
Oshana	1.4	0.25	45.6	33.82	3.3	0.82	10.2	2.44	2.0	0.45	12.0	3.57
Namibia	**2.9**	**0.27**	**47.4**	**8.61**	**2.6**	**0.25**	**28.9**	**6.66**	**2.7**	**0.21**	**28.5**	**3.77**

As can be seen, the number of in-service training courses attended by reading and mathematics teachers has not changed much between 2000 and 2007. However the total number of days involved taken has decreased for both reading and mathematics. Compared to other regions, Caprivi teachers were offered the highest number of in-service training courses for both reading and mathematics teachers in 2007. However, Ohangwena reading and mathematics teachers spent the greatest amount of time in in-service training courses. In 2007, grade 6 health teachers also attended similar numbers of courses as the other teachers and spent about 29 days in-service courses on average.. If in-service training holds teachers away from the classroom, however, there needs to be a fine balance between too little and too much training.

In Namibia there is no policy stipulating the number or type of in-service training courses that a teacher should attend within a prescribed period of time. Individual educational regions often initiate in-service training courses depending on the needs of teachers in the regions. As a result some teachers in a region may attend several in-service training courses while other teachers in the same region or another region may have none. As can be seen in **Table 18(b)**, mathematics teachers in 2007 spent more days on in-service training courses than the reading

and health teachers of the same year.

Policy Suggestion 8: The National Institute for Educational Development (NIED) should consider providing policy guidelines on the type and frequency of in-services courses to all teachers in all regions.

Did teachers consider the in-service training they attended to have improved their teaching?

How effective was the in-service training courses teachers attended? Teachers were asked to state if they thought that the in-service courses that they had attended in the previous three years were effective in terms of improving their teaching skills and content delivery. The percentages of reading, mathematics and health teachers who said that they attended courses and that these were reasonably effective, effective or very effective are presented below in **Table 19** for both SACMEQ II and III.

Table 19: Learners whose teachers found in-service training reasonably effective, effective or very affective (SACMEQ II and III)

Region	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	62.8	12.80	61.3	13.68	92.5	6.19	93.2	6.79	91.2	8.67
Erongo	52.8	13.29	69.3	12.95	88.0	11.86	65.3	14.92	94.0	6.20
Hardap	37.6	13.45	35.7	13.12	58.6	19.00	51.6	19.71	78.6	11.78
Karas	58.4	13.33	51.2	13.95	79.8	13.56	84.9	10.60	63.2	13.66
Kavango	45.3	10.26	58.8	9.99	67.0	10.66	79.6	11.02	83.6	8.33
Khomas	50.6	8.55	55.5	9.23	63.0	12.44	70.7	11.22	85.7	7.99
Kunene	65.5	13.46	64.0	13.03	75.2	12.83	70.0	16.41	81.6	12.33
Ohangwena	61.2	8.98	58.4	8.45	81.9	8.60	70.9	11.49	78.0	9.66
Omaheke	66.6	14.84	53.9	16.24	88.1	12.03	58.6	16.84	62.1	19.30
Omusati	60.2	8.32	61.3	8.30	84.3	8.52	48.7	10.35	80.4	8.97
Oshikoto	59.4	9.68	57.7	10.15	88.1	6.83	65.9	10.14	84.0	7.97
Otjozondjupa	63.4	11.56	49.0	12.20	61.3	16.00	89.5	10.52	75.3	12.73
Oshana	28.4	8.65	54.3	9.74	88.4	8.05	67.9	11.29	78.5	9.31
Namibia	**53.8**	**3.17**	**57.2**	**3.18**	**78.7**	**3.15**	**68.3**	**3.63**	**81.2**	**2.95**

Clearly, in the view of the teachers in-service training had improved tremendously, especially for reading. In 2000, only 53.8% of grade 6 learners had reading teachers who attended in-

service training courses and found these to be at least reasonably effective but this has increased to 78.7% in 2007. Similarly, these proportions rose for mathematics teachers from 57.2% in 2000 to 68.3% in 2007. On average the majority of learners in all regions had reading, mathematics and health teachers who appreciated the effectiveness of the in-service training courses that they attended. This Substantial increase could be a result of the new curriculum that was introduced in 2007 and most teachers attended in-service training for the new curriculum. However, regional differences show that there are some regions where some of the courses were not attended or not found effective by teachers.

4.4 Lessons preparation and marking

General Policy Concern 8:

How did grade 6 teachers allocate their time among responsibilities concerned with teaching, preparing lessons and marking?

In Namibia, the Broad Curriculum document ((*MoE, 2008*) prescribes the minimum time teachers must spend on different subjects in the classroom to cover the syllabi contents. However teachers need time not only in lesson delivery but also during lesson preparations, marking, attention to other curricular and extracurricular activities, remediation, professional development, attention to social needs for the learners and attending to parents and other stakeholders. A lot of administrative work is also expected of teachers. Teachers are therefore expected to strike a good balance in how they spend their time.

The number of teaching hours in primary schools should not vary that much within a single country. Furthermore novice teachers may require more time when preparing lessons but as they gain experience and teaching practice, lesson preparation should become a less time-consuming process. Teachers may also spend a lot of time on marking of home work and class tests.

How many periods did teachers teach and how long were these periods?

The time allocated to subjects depends on aspects such as curriculum content, the practical work required of learners, and the grade level and age of learners as younger learners have

shorter attention spans than older ones. Some schools and regions make some amendments to the prescribed teaching schedule in order to attend to special circumstances at regions or schools. For example, some schools have adopted a seven-day cycle instead of the typical five-day cycle. This explains some discrepancies in the number and length of lessons.

Data on the number of periods and hours spent by teachers on reading and mathematics in both 2000 and 2007 are presented in **Tables 20(a)** and **(b)** below. On average reading, mathematics and health teachers taught about the same number of periods and hours in 2007 and little has changed since 2000. Caprivi teachers in all three these subject areas seem to have spent less time teaching compared to other regions.

Table 20(a): Number of periods and time spent on teaching reading per week (SACMEQ II and III)

Region	Time spent of teaching reading per week							
	SACMEQ II				SACMEQ III			
	Periods per week		Hours per week		Periods per week		Hours per week	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	29.6	2.12	19.1	1.43	30.1	1.35	20.1	0.93
Erongo	39.7	4.10	32.0	7.65	33.7	1.99	23.0	1.32
Hardap	32.1	2.44	21.4	1.62	33.7	1.54	22.3	1.03
Karas	31.5	2.74	21.0	1.83	36.6	0.73	24.0	0.53
Kavango	28.5	2.41	18.5	1.58	36.0	1.41	23.7	0.94
Khomas	33.5	1.29	22.2	0.94	33.1	1.62	21.4	1.05
Kunene	31.8	3.81	19.6	2.17	34.3	2.21	21.9	1.26
Ohangwena	33.1	1.26	22.2	0.86	33.3	1.08	22.2	0.72
Omaheke	33.6	3.43	22.1	2.26	34.3	1.94	23.0	1.27
Omusati	31.6	1.83	21.2	1.25	31.4	1.67	20.6	1.13
Oshikoto	33.4	1.77	22.3	1.28	35.2	0.89	23.5	0.59
Otjozondjupa	32.8	2.82	21.8	1.94	31.6	2.45	21.5	1.65
Oshana	30.6	1.67	20.3	1.12	34.1	1.33	22.3	0.88
Namibia	**32.2**	**0.62**	**21.6**	**0.50**	**33.5**	**0.48**	**22.1**	**0.32**

Table 20(b): Number of periods and time spent on teaching mathematics and health per week (SACMEQ II and III)

Region	SACMEQ II				SACMEQ III							
	Mathematics teacher				Mathematics teacher				Health teacher			
	Periods per week		Hours per week		Periods per week		Hours per week		Periods per week		Hours per week	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	26.8	2.80	17.4	1.96	28.6	1.40	18.9	1.10	29.3	2.14	18.5	1.49
Erongo	30.2	3.72	19.2	2.83	33.0	2.24	22.2	1.57	32.5	3.76	22.1	2.51
Hardap	32.9	2.28	22.0	1.52	35.4	1.59	23.5	0.97	34.3	1.56	24.5	1.34
Karas	31.2	2.22	20.8	1.48	37.2	0.87	24.4	0.54	34.9	1.54	22.9	1.02
Kavango	32.4	1.60	22.1	1.51	32.6	1.74	21.5	1.18	33.1	1.99	21.9	1.32
Khomas	33.5	1.05	22.3	0.79	36.2	0.69	23.5	0.62	30.2	2.76	19.7	1.87
Kunene	35.5	3.15	22.3	1.86	34.5	1.73	22.2	1.04	26.7	4.48	17.2	2.92
Ohangwena	34.1	1.37	22.7	0.91	33.7	1.16	22.5	0.78	33.2	1.25	21.9	0.83
Omaheke	33.4	2.04	21.4	1.35	33.8	1.22	22.6	0.81	32.8	1.66	22.1	1.09
Omusati	32.6	1.75	21.8	1.20	32.6	1.80	21.7	1.20	30.6	1.72	20.5	1.12
Oshikoto	31.1	2.13	20.7	1.47	35.2	1.10	23.5	0.74	34.1	1.71	22.7	1.14
Otjozondjupa	30.4	2.46	19.9	1.66	34.0	1.93	22.7	1.29	32.4	1.77	21.8	1.20
Oshana	27.5	2.33	18.1	1.54	32.3	1.25	21.2	0.88	30.9	1.73	20.4	1.20
Namibia	**31.9**	**0.62**	**21.2**	**0.44**	**33.7**	**0.47**	**22.3**	**0.32**	**32.0**	**0.62**	**21.2**	**0.42**

Policy Suggestion 9: The Education Director in Caprivi region may wish to investigate the possible reasons why reading, mathematics and health teachers in their region reported that they taught fewer hours than teachers in all other 12 regions.

How many hours did teachers spend on lesson preparation and marking?

Lesson preparation and written feedback to learners have a large impact on the effectiveness of lesson delivery in the classroom. Proper and timely feedback in particular is essential in a learner centred approach to education, which is practiced in the Namibian education system. Teachers were therefore asked to indicate the average number of hours they spent in a typical school week working on lesson preparation and marking. Unfortunately the question did not distinguish between these activities. The responses are summarised for both SACMEQ II and III in **Table 21**.

Table 21: Time spent on lesson preparation and marking per week (SACMEQ II and III)

Region	Time spent on lesson preparation and marking (in hours per week)									
	SACMEQ II				SACMEQ III					
	Reading Teacher		Mathematics Teacher		Reading Teacher		Mathematics Teacher		Health Teacher	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	11.5	2.80	14.2	2.70	8.5	1.77	9.8	1.36	8.5	1.44
Erongo	15.0	3.46	15.6	4.08	10.6	1.52	10.7	1.81	12.1	1.37
Hardap	11.8	1.34	12.3	2.06	12.2	1.92	9.9	1.77	12.9	1.67
Karas	12.6	1.93	11.6	1.25	10.5	1.27	12.3	1.51	12.1	1.86
Kavango	20.6	3.59	20.9	2.53	11.5	1.49	12.3	1.42	11.1	1.40
Khomas	13.0	1.69	13.3	1.47	10.4	1.20	10.9	1.45	8.8	1.33
Kunene	12.2	3.49	14.7	2.52	12.4	2.48	11.8	2.04	11.8	2.10
Ohangwena	16.8	2.53	15.6	2.03	8.7	1.08	11.5	1.26	11.8	1.08
Omaheke	16.5	4.02	24.5	6.93	11.1	1.65	14.7	1.96	15.1	2.00
Omusati	13.6	2.44	12.7	2.01	10.9	1.10	9.4	1.12	8.8	1.09
Oshikoto	15.7	2.37	14.7	2.77	13.3	1.58	12.5	1.30	9.5	1.32
Otjozondjupa	12.1	2.33	13.9	1.82	8.6	1.52	10.4	1.56	10.1	1.97
Oshana	14.6	2.30	19.8	4.09	10.5	1.30	12.7	1.44	11.3	1.67
Namibia	**15.0**	**0.87**	**15.6**	**0.86**	**10.6**	**0.43**	**11.3**	**0.40**	**10.5**	**0.43**

Comparison of the two studies indicates a drastic decline in time spent on lesson preparation and marking in both reading and mathematics between 2000 and 2007. This raises issues about the accuracy of the responses to this question. Averages for 2007 across regions are more consistent in 2007, which may indicate that the question was more accurately answered in the latter year. It is difficult to interpret the change between 2000 and 2007 other than it may have been caused by a misinterpretation by fieldworkers and teachers of what exactly should be included in the response. Reading, mathematics and health teachers in 2007 all indicated that they prepared and marked for about 11 hours per week. The low values for Otjozondjupa and Caprivi may be attributed to the predominance of experienced teachers with more than 10 years of teaching experience but the same cannot be said about Ohangwena region.

4.5 Tests and contact with parents

General Policy Concern 9:

What were grade 6 teachers' views about (a) assessment procedures and (b) meeting and communicating with parents?

Assessment is a very important aspect of teaching and learning not only in determining the extent to which learners have achieved the learning objectives but also in providing more learning opportunities to the learners. Teachers are often given training on how to encourage greater learner participation both individually and in group work as part of the learner-centred approach to teaching. It is through assessment in the form of homework, tests, oral discussions and group participation that the teacher identifies learners that are lagging behind. Teachers determine who might need remedial assistance (or extra challenging work for fast learners) and can encourage learners to try out new ideas and problems.

The survey enquired how teachers gave written tests in reading, mathematics and health and whether there were specific sections in learner report cards for reading, mathematics and health, how often teachers met with parents each year, and whether teachers asked parents to sign homework assignments.

Frequency of giving tests

How often did teachers give written tests in reading, mathematics and health?

Testing is very crucial for teachers, learners and parents because it serves as a method of determining the extent to which learners have achieved the prescribed learning objectives. It is also a way of providing feedback to teachers and parents and enabling the teachers to plan for remedial teaching. In a functioning learner-centred approach, testing also provides learners with opportunities for self assessment and enables them to compare themselves with others.

The data collected on the frequency of testing are presented in **Tables 22(a)** for SACMEQ II and in **Table 22(b)** for SACMEQ III. These responses were categorised as less often, two to three times per month and once or more per week.

Table 22(a): Frequency of reading and mathematics tests (SACMEQ II)

Region	Reading teacher						Mathematics teacher					
	Less often		2/3 per month		1+ per week		Less often		2/3 per month		1+ per week	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	12.1	8.41	9.9	7.01	78.0	10.56	26.6	12.14	35.6	14.69	37.8	13.02
Erongo	38.2	12.23	18.7	12.45	43.1	12.41	46.9	12.92	30.9	11.84	22.2	12.24
Hardap	26.8	12.11	29.8	13.38	43.5	13.53	47.8	13.52	49.8	13.31	2.4	2.40
Karas	13.6	9.31	17.1	9.98	69.4	12.37	35.5	12.89	32.2	12.96	32.2	13.11
Kavango	20.6	8.73	34.1	9.95	45.3	10.71	19.1	8.15	49.5	10.44	31.4	9.14
Khomas	44.5	10.09	26.6	8.52	28.9	9.21	53.1	9.89	39.1	9.51	7.8	4.15
Kunene	23.4	11.02	45.0	13.98	31.6	12.66	33.8	13.06	49.9	13.38	16.3	9.16
Ohangwena	38.9	8.58	23.4	6.75	37.7	8.58	49.6	8.86	42.8	8.71	7.5	3.86
Omaheke	26.7	14.29	16.6	11.47	56.7	16.02	41.0	15.78	50.9	15.57	8.1	8.13
Omusati	41.3	8.59	39.7	8.22	19.0	6.70	58.1	8.52	31.0	7.72	10.9	4.69
Oshikoto	34.4	9.27	31.5	9.00	34.1	9.35	53.7	10.09	37.7	9.19	8.6	5.29
Otjozondjupa	29.5	10.66	27.4	11.58	43.1	12.46	61.6	12.97	26.9	12.00	11.5	8.57
Oshana	49.9	9.69	40.5	10.43	9.6	5.12	50.4	9.98	42.0	9.69	7.7	4.64
Namibia	**35.6**	**3.11**	**30.6**	**2.96**	**33.8**	**2.92**	**47.7**	**3.20**	**39.2**	**3.13**	**13.0**	**1.90**

Table 22(b): Frequency of reading, mathematics and health tests (SACMEQ III)

Region	SACMEQ III																	
	Reading						Mathematics						Health					
	Less Often		2-3 times per month		Once or more per week		Less Often		2-3 times per month		Once or more per week		Less Often		2-3 times per month		Once or more per week	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	36.0	13.04	29.8	11.85	34.2	12.19	36.4	12.50	25.4	10.39	38.2	12.45	31.6	12.18	11.3	8.15	57.1	13.00
Erongo	41.7	12.56	18.2	10.57	40.1	12.79	62.4	13.54	30.0	12.45	7.6	7.59	38.0	13.86	18.1	10.25	43.9	15.21
Hardap	40.5	13.55	14.5	9.80	45.1	13.92	29.6	12.17	26.6	12.07	43.8	14.02	40.0	14.05	42.2	13.52	17.8	10.20
Karas	38.9	12.91	6.0	5.98	55.1	13.09	57.4	12.97	19.9	10.78	22.8	10.67	38.8	12.84	37.4	12.73	23.8	10.99
Kavango	55.2	10.33	12.0	6.61	32.8	9.93	68.9	9.94	26.7	9.54	4.4	4.37	45.9	10.32	48.5	10.38	5.6	5.51
Khomas	45.9	9.23	37.8	9.87	16.4	7.32	24.1	7.81	43.5	9.64	32.4	9.55	61.6	9.85	24.9	8.61	13.5	7.66
Kunene	14.2	9.78	37.7	13.30	48.1	14.13	43.0	13.84	36.6	13.88	20.4	11.12	51.4	14.07	13.5	9.38	35.1	13.33
Ohangwena	56.8	8.82	24.0	7.58	19.3	6.88	57.1	8.48	39.8	8.40	3.1	3.05	56.2	8.53	37.6	8.33	6.2	4.36
Omaheke	37.0	11.87	44.1	12.76	18.9	10.28	53.5	13.07	34.4	12.26	12.1	8.33	49.7	12.53	40.6	12.46	9.8	6.92
Omusati	56.4	8.83	22.1	7.63	21.5	7.05	61.7	8.46	31.2	8.10	7.2	4.15	48.4	9.03	41.5	8.79	10.1	5.23
Oshikoto	52.0	10.42	10.5	5.27	37.4	10.30	23.0	8.67	46.2	10.38	30.8	9.98	46.8	10.15	33.1	9.21	20.1	9.16
Otjozondjupa	59.7	13.21	19.2	10.34	21.1	12.20	48.6	12.48	18.9	9.14	32.5	12.71	51.4	11.22	19.3	8.81	29.3	11.64
Oshana	38.9	10.02	32.2	9.18	28.9	9.54	46.7	10.26	27.7	9.63	25.6	8.94	74.7	8.73	13.3	6.91	12.0	6.10
Namibia	**49.1**	**3.20**	**23.1**	**2.66**	**27.8**	**2.83**	**48.6**	**3.07**	**33.5**	**3.03**	**17.9**	**2.31**	**52.0**	**3.17**	**31.8**	**2.92**	**16.1**	**2.28**

In 2000 few learners were tested once or more per week – 33.8% in reading and 13.0% in mathematics. This aspect had deteriorated such that by 2007 only 27.8% of learners in reading were tested once or more per week. In contrast, the situation improved somewhat for mathematics, in which 17.9% of learners were being tested once or more a week in 2007. The frequency of administering weekly tests decreased between 2000 and 2007 across all regions in reading. What is worrying is that there has been a sharp increase in the proportion of learners who are tested in reading less often than 2 or 3 times per month. There is a need to improve in this respect so that learners' progress may be determined continuously. Particular effort is required in reading in Kavango, Ohangwena, Omusati, Oshikoto and Otjozondjupa; in mathematics in Erongo, Kavango, Ohangwena, Omaheke and Omusati; and in health in Khomas, Kunene, Ohangwena, Otjozondjupa and Oshana. Yet one should note the large sampling errors within regions, indicating that the estimates may not be very precise because of small sample sizes and greatly varying responses.

Policy Suggestion 10*:* The regions of Kavango, Ohangwena, Omusati, Oshikoto, Otjozondjupa in reading; Erongo, Kavango, Ohangwena, Omaheke, Omusati in mathematics; and Khomas, Kunene, Ohangwena Otjozondjupa, and Oshana in health need to employ strict measures with their mathematics, reading and health teachers to ensure that learners are tested frequently to determine their continuous progress.

Learners' reports

Was there a specific section in learner school reports for reading, mathematics and health?

It is very important for teachers to give regular written feedback to learners on their performance. This feedback is usually written in special spaces provided on learner report cards. In Namibia, teachers are expected to write remarks on all subjects on the learner achievement report card. This enables parents to assess progress of their children as guided by teachers. Teachers participating in this study were requested to indicate whether learner report cards in their schools included specific sections for comments on their subject areas. The responses to this item for both SACMEQ II and III are presented in **Table 23** below.

Table 23: Reading, mathematics and health teachers who filled in a section in their learner's report cards

Region	SACMEQ II				SACMEQ III					
	Reading Section		Mathematics Section		Reading Section		Mathematics Section		Health Section	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	37.1	14.08	44.6	13.86	39.1	12.60	80.4	9.47	32.5	12.35
Erongo	68.7	11.07	41.7	14.50	53.8	14.46	44.4	14.83	36.8	14.52
Hardap	34.2	13.49	53.3	13.78	47.6	13.83	50.2	13.43	36.9	13.88
Karas	34.6	13.55	26.4	12.61	44.3	13.03	49.2	13.12	47.2	13.15
Kavango	42.1	10.38	66.4	9.65	45.0	10.53	24.8	9.21	31.0	9.99
Khomas	39.3	10.11	39.8	8.90	60.9	9.32	65.6	9.52	49.1	10.71
Kunene	76.9	12.79	53.5	14.00	53.0	14.01	58.2	13.82	28.4	12.34
Ohangwena	68.6	8.47	46.9	8.59	54.5	8.75	56.2	8.86	43.8	8.77
Omaheke	69.2	14.62	53.2	15.59	67.3	11.25	55.3	12.40	45.0	13.15
Omusati	51.7	8.66	50.7	8.20	68.8	8.07	61.1	8.56	36.9	8.57
Oshikoto	71.4	8.75	50.4	10.35	49.0	10.36	53.4	10.33	39.1	10.40
Otjozondjupa	42.6	12.79	44.8	12.33	46.8	13.35	54.2	12.55	42.9	13.08
Oshana	53.8	9.48	57.5	9.70	81.9	7.85	61.9	10.28	52.2	10.35
Namibia	**54.7**	**3.18**	**50.2**	**3.18**	**57.6**	**3.11**	**55.0**	**3.15**	**41.0**	**3.24**

There has not been much change between 2000 and 2007 in the proportion of learners whose school report cards included special sections for subject teachers to write comments; it remained slightly above half for reading and mathematics. However, few learners (only 41%) had a section specifically for health teachers to write comments in 2007. Since school reports are generic across Namibia and are designed by the Ministry of Education, the Ministry needs to look into this matter and have a general policy to guide schools that may opt to have their own school based reports.

Frequency of meeting parents

How often did teachers meet with parents?

Parental participation is highly encouraged in Namibia. The Education Act 16 of 2001 puts parents in the forefront of education administration and involvement by prescribing that parents must be in the majority on school boards. However, there is no prescription that teacher-parents meetings should be held more frequently than annually. Also the types of such meetings differ from region to region and from school to school.

In the teacher questionnaire teachers were asked to indicate how often they usually meet with the parents or guardians of learners in their classes to discuss learner performance or related matters. Possible responses to this item were: '*never*', '*once a year*', '*once a term*', and '*once a month or more*'. The responses '*once a term*' or '*once a month or more*' were put into one category to represent teachers who meet parents frequently. The results for both SACMEQ II and III are presented in **Table 24**.

Table 24: The frequency of parent teacher meetings

Region	Learners by whether teachers meet parents frequently (at least once per term)									
	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	82.4	9.93	75.7	12.99	86.3	9.28	96.1	4.03	90.5	6.77
Erongo	81.9	9.13	85.1	8.59	64.0	12.06	87.6	8.75	86.7	9.31
Hardap	47.4	13.96	79.6	9.66	73.8	11.89	82.5	9.92	88.8	7.76
Karas	76.3	12.71	83.9	9.08	86.1	9.61	66.2	12.72	94.9	5.22
Kavango	85.4	6.19	87.1	5.74	81.7	7.99	91.4	5.98	86.9	7.23
Khomas	86.4	7.49	84.2	6.88	69.9	9.56	85.5	6.63	71.3	10.31
Kunene	58.9	13.83	61.5	13.96	76.9	11.70	81.2	10.42	83.3	9.44
Ohangwena	63.2	8.23	61.4	8.40	63.7	8.75	61.0	8.31	64.8	7.97
Omaheke	30.9	17.16	49.0	15.59	74.9	11.42	69.3	12.08	77.7	10.27
Omusati	68.6	8.39	60.7	8.37	72.9	8.04	74.8	7.49	77.4	7.64
Oshikoto	65.0	9.07	74.0	8.30	76.7	8.51	89.9	5.76	70.2	9.85
Otjozondjupa	68.3	12.49	81.2	9.09	78.8	11.88	89.1	7.65	87.8	7.25
Oshana	59.0	9.28	45.1	9.93	76.1	8.95	86.8	7.42	86.4	6.87
Namibia	**68.5**	**2.94**	**68.6**	**2.93**	**73.7**	**2.91**	**80.3**	**2.45**	**78.3**	**2.73**

The proportion of teachers that indicated they often meet with parents to discuss learners' performance increased from 68.5% in 2000 to 73.7% in 2007 for reading and from 68.6% to 80.3% for mathematics. For health teachers, the percentage of learners whose teachers frequently meet parents stands at 78.3%. Regions whose reading teachers met particularly often with parents are Caprivi (86.3%), Karas (86.1%) and Kavango (81.7%). Mathematics teachers in Karas, Ohangwena, Omaheke, and Omusati regions still need to improve in terms of frequently meeting with learners' parents. Health teachers also did well in 2007 as far as meeting parents were concerned, with the lowest percentage occurring in Ohangwena (64.8%). Caprivi had the highest percentage (90.5%) of health teachers who frequently met learners' parents.

Asking parents to sign homework

Did teachers ask parents to sign homework assignments?

The Ministry of Education consider parents as important stakeholders in education and especially in improving learning. This is one of the reasons why more human and financial resources are made available to improve adult education, as it is imperative that parents are able to assist their children with understanding homework and other assignments. Signing homework demonstrates that parents are committed to their children's progress while it helps in making sure that learners do their part knowing that parents are checking their work.

According to the homework policy (*MoE, 2005*), grade 6 learners are expected to have organised study sessions each school day for one and half hours with the main aim of ensuring that learners are presented with an opportunity to do their homework. If correctly applied, the homework policy would take the burden off parents who might not be able to read and write. Although this policy does not stipulate that parents must sign learners' homework, individual schools have the freedom to request this of the parents. **Table 25** below presents the percentage of learners whose teachers asked parents to sign homework in 2000 and 2007.

Table 25: Learners by whether teachers ask parents to sign homework

Region	SACMEQ II				SACMEQ III					
	Sign Reading Homework		Sign Mathematics Homework		Sign Reading Homework		Sign Mathematics Homework		Sign Health Homework	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	44.9	14.06	44.3	13.80	47.5	13.12	57.0	12.26	52.7	13.15
Erongo	66.9	11.17	77.1	10.23	57.2	14.46	57.0	13.21	49.0	14.87
Hardap	25.8	13.38	67.1	12.24	44.0	13.69	54.6	13.67	49.9	13.93
Karas	52.3	13.89	38.9	13.58	30.3	11.96	37.7	12.77	34.5	12.24
Kavango	36.7	10.42	46.3	10.33	38.7	10.40	25.9	8.91	32.5	9.55
Khomas	56.2	9.97	67.4	8.86	64.8	9.73	58.4	9.02	59.2	10.32
Kunene	52.5	13.90	23.5	11.11	40.6	13.71	55.6	13.77	29.4	12.84
Ohangwena	32.4	8.54	32.0	8.40	21.3	7.39	16.2	5.89	24.9	6.84
Omaheke	27.5	15.46	13.0	9.92	25.3	11.40	36.5	12.25	23.3	10.87
Omusati	22.9	7.40	25.3	6.73	31.3	8.40	24.2	7.38	23.3	7.51
Oshikoto	32.6	9.02	33.1	9.28	37.7	9.97	27.4	9.31	39.5	10.15
Otjozondjupa	25.1	11.48	48.4	13.07	32.7	11.72	51.0	12.96	55.7	10.49
Oshana	46.8	10.59	37.4	9.59	56.8	9.89	45.0	10.65	48.8	10.55
Namibia	**36.5**	**3.12**	**39.6**	**2.99**	**39.5**	**3.05**	**35.8**	**2.86**	**38.0**	**2.95**

Fewer than 40% of parents of learners in 2000 and 2007 were requested to sign homework, however regional variations were large. In 2007 Khomas had the largest percentage of learners whose reading, mathematics and health teachers asked parents to sign learners' homework. Regions that had a low percentage of learners whose teachers require signed home work are: Karas (30.3%), Ohangwena (21.3%) and Omaheke (25.3%) in reading; Kavango (25.9%), Ohangwena (16.2%), Omusati (24.1%) and Oshikoto (27.4%) in mathematics; and almost all regions in health. But once again, large sampling errors within regions indicate that these percentages could not have been very precisely estimated from the sample.

A large proportion of the population in Namibia is rural and learners from these areas are often expected to fully participate in home chores. At the same time, many families struggle to make ends meet and parents may often not help with or check homework because they do not have time to do so. Furthermore, as indicated in Chapter 3, unavailability of electricity and other sources of light may hamper efforts to check homework, while some parents may not be able to read and write.

4.6 Availability of classroom resources

General Policy Concern 10:

What was the availability of classroom furniture and classroom equipment in grade 6 classrooms?

Quality learning can be enhanced through the availability of adequate teaching and learning materials and physical resources. For example, there must be adequate furniture and equipment, a reading corner and adequate teaching aids in every class. The general policy concern with resources has been divided into specific research questions in order to determine the situation regarding the availability of classroom furniture.

Sitting and writing places in classrooms

What percentages of learners were in classrooms with adequate sitting and writing places?

Teachers were asked to state the number of sitting and writing places they have in their classrooms for learners and these numbers were then matched with the number of learners in each class. The results for both SACMEQ II and III are presented in **Table 26.**

Table 26: Learners with sitting and writing places by region

Region	SACMEQ II				SACMEQ III			
	% having own sitting place		% having own writing place		% having own sitting place		% having own writing place	
	%	SE	%	SE	%	SE	%	SE
Caprivi	96.7	1.97	95.0	2.29	100.0	0.00	100.0	0.00
Erongo	96.8	1.85	93.2	3.26	100.0	0.00	99.3	0.38
Hardap	99.6	0.38	98.1	0.67	99.7	0.28	99.7	0.28
Karas	99.3	0.47	98.8	0.65	100.0	0.00	100.0	0.00
Kavango	98.7	0.58	97.0	0.78	100.0	0.00	99.6	0.25
Khomas	98.9	44.00	95.2	1.51	99.8	0.24	99.1	0.47
Kunene	97.9	1.13	97.3	1.36	100.0	0.00	99.0	0.67
Ohangwena	89.5	4.93	87.1	5.68	99.5	0.34	99.7	0.29
Omaheke	95.2	2.55	89.5	2.36	100.0	0.00	98.9	1.10
Omusati	96.5	0.97	95.8	1.11	100.0	0.00	99.9	0.14
Oshikoto	91.5	4.08	87.0	4.36	97.0	2.95	95.1	4.85
Otjozondjupa	92.8	2.67	89.3	2.68	99.8	0.20	100.0	0.00
Oshana	95.7	1.40	94.2	1.55	100.0	0.00	99.5	0.30
Namibia	**95.1**	**1.04**	**92.8**	**1.19**	**99.6**	**0.32**	**99.1**	**0.52**

On average, the state of furniture in Namibia has improved in all regions between SACMEQ II and III. In 2000 there was a moderate shortfall of sitting and writing places in all regions. This improvement indicates that attention has been given to this issue and that the increase in furniture and the rate at which broken furniture has been repaired or replaced more than matched the growth in learner numbers. However in Hardap, Khomas, Ohangwena, Oshikoto and Otjozondjupa there were still some learners without sitting places in 2007. Also in only three regions (Caprivi, Karas, and Otjozondjupa_ did the results indicate that every learner had a sitting place in 2007. Nationwide, there was still a need to provide sitting places to 0.5% and writing places to 0.1% of the grade 6 learners.

Classroom furniture

What percentage of learners was in classrooms with adequate furniture and equipment (for example: teacher table, teacher chair, bookshelves and chalkboard)?

Teachers were also asked to indicate the availability of classroom resources such as teacher table, teacher chair, bookshelves and chalkboards. The results for both SACMEQ II and III are presented in **Table 27** below.

Table 27: Learners by availability of classroom resources for teachers

Resource	Availability of classroom resources									
	SACMEQ II				SACMEQ III					
	Reading teacher		Mathematics teacher		Reading teacher		Mathematics teacher		Health teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
A usable writing board	97	1.11	94.6	1.64	90.6	1.88	90.1	1.85	89.6	2.02
Chalk board	96	1.26	94.1	1.44	92.1	1.72	91.3	1.77	91.2	1.85
Duster	0	0	0	0	81.5	2.59	82.9	2.37	81.0	2.54
Wall chart of any kind	56.6	3.03	63.2	2.99	68.5	2.96	69.5	2.91	70.7	2.86
A cupboard	59.7	3.08	62.8	2.98	68.0	2.94	65.7	2.97	72.1	2.81
One or more bookshelves	29.9	2.81	26.4	2.74	25.5	2.43	27.7	2.43	33.1	2.67
A classroom library or book corner	45.7	3.15	40.9	3.09	18.0	2.53	19.1	2.59	18.1	2.53
A teacher table	69.6	2.91	69.3	2.79	66.7	2.88	66.2	2.86	72.4	2.84
A teacher chair	68.1	2.84	67.0	2.82	62.9	2.99	62.6	2.9	66.2	2.98

Comparing SACMEQ II to SACMEQ III, there was a slight decline in the supply of classroom resources overall from 2000 to 2007. There was a small decline in the supply of usable writing boards, chalk boards, bookshelves, tables and chairs for both reading and mathematics and reading teachers. More disconcerting is the fact that the number of classroom libraries declined from 45.7% to 18.0% for reading teachers and from 40.9% to 19.1% for mathematics teachers. Furthermore classrooms containing bookshelves have remained below 30% for both mathematics and reading teachers for 2000 and 2007. There has been a moderate increase in the availability of cupboards and wall charts. Lastly, it can be noted that health teachers have more or less the same proportion of resources as mathematics and reading teachers. However they appear to have slightly more furnished classrooms in that there are a marginally higher proportion of cupboards, bookshelves, teacher tables and chairs.

Classroom library

How many books did teachers have in their classroom libraries or book corners?

The importance of books in teaching and learning processes cannot be overemphasised. The number of books available to grade 6 learners in their classroom libraries or book corners is shown in **Table 28** below. The average grade 6 learner was in a classroom that had 1.6 library books available per learner in 2007, a decrease of 0.5 books from 2000, thus implying that the supply of library books deteriorated even further. Efforts should be made to rectify this situation with priority given to Caprivi, Karas and Khomas, considering the low availability of books in those regions.

Table 28: Average number of class library books per learner

Region	SACMEQ II		SACMEQ III	
	Mean	SE	Mean	SE
Caprivi	6.8	4.02	0.6	0.11
Erongo	1.5	0.51	1.2	0.22
Hardap	1.2	0.43	1.2	0.25
Karas	1.0	0.49	0.6	0.07
Kavango	2.5	0.5	1.7	0.21
Khomas	1.4	0.47	0.9	0.09
Kunene	1.7	0.73	1.0	0.18
Ohangwena	1.2	0.8	2.3	0.17
Omaheke	0.9	0.47	1.3	0.19
Omusati	2.1	0.62	2.4	0.18
Oshikoto	3.6	1.32	1.0	0.16
Otjozondjupa	3.4	1.26	3.4	0.29
Oshana	2.0	0.78	1.1	0.17
Namibia	**2.1**	**0.29**	**1.6**	**0.06**

Teacher access to teaching aids

Did teachers have teaching aids (for example a map, dictionary, geometrical instrument and teacher guides)?

Teaching aids are another resource that make teaching more interactive and assist in illustrating complex topics. Reading teachers were asked about access to a map, an English dictionary and a teacher's guide for English, and mathematics teachers about access to some geometrical instruments for drawing on the board and about a teacher's guide for

mathematics. The results are presented in **Table 29(a)** for SACMEQ II and SACMEQ III. The percentage of learners whose health teachers had teaching aids in 2007 is presented in **Table 29(b)**.

Table 29(a): Learners by whether reading teachers have teaching aids in their school (SACMEQ II and III)

Region	SACMEQ II										SACMEQ III									
	For teaching reading						*For teaching mathematics*				*For teaching reading*						*For teaching mathematics*			
	Map		English		Teacher's guide		Geometrical		Teacher's guide		Map		English		Teacher's guide		Geometrical		Teacher's guide	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	64.7	12.98	90.9	7.66	92.4	7.65	58.5	14.04	95.9	4.12	70.2	11.83	61.5	12.48	62.9	12.64	69.7	11.22	63.9	12.51
Erongo	92.3	7.71	100.0	0.00	100.0	0.00	79.6	11.52	88.0	8.42	92.4	7.59	100.0	0.00	100.0	0.00	76.9	10.13	78.7	11.63
Hardap	85.4	9.90	100.0	0.00	92.2	7.79	81.7	10.22	69.9	11.96	77.6	12.62	87.8	11.49	87.8	11.49	70.6	11.20	81.5	9.32
Karas	90.3	6.85	95.4	4.58	95.4	4.58	74.4	10.87	89.4	7.39	81.2	10.17	93.4	6.62	93.4	6.62	80.8	10.36	88.6	7.93
Kavango	35.8	10.25	71.5	8.95	88.9	6.50	79.2	7.72	61.9	9.67	64.4	10.00	56.4	10.54	66.2	10.05	56.9	10.22	15.9	7.56
Khomas	68.8	9.30	88.1	6.01	62.6	9.90	60.9	9.39	79.3	8.07	79.0	7.48	90.9	4.49	92.1	4.51	60.0	9.99	68.1	9.21
Kunene	45.9	13.79	86.9	9.08	92.7	7.27	63.7	12.97	75.3	11.58	74.6	12.97	90.9	7.88	83.9	9.16	71.6	12.65	90.5	8.25
Ohangwena	82.3	6.65	91.6	4.90	93.1	4.93	61.6	8.77	59.8	8.81	53.6	8.66	66.0	8.40	76.1	7.67	77.8	7.31	32.1	8.17
Omaheke	76.9	15.36	86.1	13.89	91.8	8.31	51.3	15.63	100.0	0.00	71.4	11.64	87.8	7.24	80.6	9.50	50.3	12.54	70.8	11.38
Omusati	56.1	8.63	85.2	6.29	66.7	8.05	66.5	7.88	61.3	8.44	64.9	8.79	65.5	8.40	76.7	7.61	73.9	8.12	57.3	8.71
Oshikoto	59.2	9.69	74.4	8.75	93.8	4.85	64.3	9.76	64.2	9.92	89.0	6.21	89.5	7.16	93.2	4.92	75.5	8.70	54.2	9.72
Otjozondjupa	53.7	12.74	70.9	11.67	79.4	10.61	58.0	12.46	93.2	6.84	49.7	13.00	75.4	11.29	83.3	9.27	77.2	10.64	77.2	10.64
Oshana	52.6	10.56	87.1	6.25	79.3	8.18	66.0	9.01	51.5	9.71	60.4	10.20	67.9	9.84	66.6	9.65	69.3	9.42	36.5	9.87
Namibia	**63.5**	**3.04**	**85.2**	**2.27**	**83.2**	**2.39**	**66.3**	**3.04**	**67.9**	**3.04**	**68.4**	**2.97**	**74.9**	**2.78**	**79.9**	**2.58**	**70.5**	**2.92**	**52.9**	**2.97**

Table 29(b): Learners by whether health teachers have teaching aids in the school (SACMEQ III)

Region	Teaching Aids for health teachers			
	Teacher Guide		Reference books	
	%	SE	%	SE
Caprivi	55.0	13.16	53.9	13.20
Erongo	86.4	12.71	76.0	11.56
Hardap	87.5	8.70	76.3	10.89
Karas	100.0	0.00	100.0	0.00
Kavango	44.6	10.27	40.7	10.36
Khomas	83.1	7.99	73.8	8.97
Kunene	74.5	13.34	42.9	13.67
Ohangwena	14.3	5.61	55.3	8.28
Omaheke	62.4	11.78	70.9	10.54
Omusati	65.9	8.64	57.9	9.02
Oshikoto	47.6	10.25	66.8	9.62
Otjozondjupa	87.5	8.60	93.5	6.54
Oshana	50.3	10.34	61.6	10.16
Namibia	**57.1**	**2.87**	**63.1**	**3.07**

In 2007, 68.4% of reading teachers had access to a map, 74.9% had an English dictionary and 79.9% had a teacher guide for English. 70.5% of mathematics teachers had access to geometrical instruments and 52.9% had a teacher guide for mathematics. Nationwide there has been an improvement in the availability of some teaching aids but it is concerning that there has been a decline in the availability of dictionaries for reading teachers and teacher guides for both reading and mathematics teachers. There were also some regions that were low on some of these items. Therefore regional education authorities are advised to add these kinds of items to their annual audit of schools, to calculate what is needed and to ensure that it is supplied. This is particularly important for mathematics teachers' guide in Kavango, Ohangwena and Oshana. Overall, Kavango region seems to have low supplies of teaching aids of almost all kinds for both reading and mathematics.

Overall, 57.1% of learners were with health teachers who were in possession of a teacher guide and 63.1% with reference books. It is interesting that all learners in Karas had health teachers who had access to teacher guides and reference books. However, Ohangwena had a very low supply of teacher guides for health teachers where only 14.3% of learners had teachers with such access.

Furthermore in Kunene only 42.9% of health teachers with access to reference books in 2007. Again, large sampling errors mean that the regional estimates are not very precise.

4.7 Access to professional support

General Policy Concern 11:

What professional support (in terms of education resource centre, inspections, advisory visits and school head inputs) was given to grade 6 teachers?

Education systems in most countries devote a great deal of time, energy and money to the provision of professional support for all teachers. This may be in the form of curricular materials, teachers' resource centres, workshops and visits by advisory teachers or circuit inspectors. Professional support is an integral part of enhancing quality delivery. As new methods, subjects and concepts are being introduced in the school system, teachers need to be equipped with the skills necessary to take advantage of these. This can only be done through well developed professional development programs.

The general policy concern of the availability of professional support to teachers has been divided into specific research questions addressed below.

Teacher access to education resource centres

Did teachers use the education resource centres?

In every education region, there is at least one Teachers' Resource Centre (TRC) available to be used for in-service training workshops. Some regions have two resource centres. At these centres reference materials such as books, teacher guides, computers, and teaching aids are kept for teacher use in lesson preparations. Teachers are therefore encouraged and expected to pay regular visits to TRCs for skills enhancement, development of teaching materials, teaching advice and references as well as for opportunities to interact and share ideas with other teachers.

In the teacher questionnaire teachers were asked to indicate whether there was at least one resource centre near their schools and whether they had visited it or not. The results are presented in **Table 30(a)** for SACMEQ II and **Table 30(b)** for SACMEQ III.

Table 30(a): Learners by availability of education resource centres for reading teachers (SACMEQ II and III)

Region	Learners by availability of and visits to resource centres by their reading teachers											
	SACMEQ II						SACMEQ III					
	None Available		Have not visited		Have used		None Available		Have not visited		Have used	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	4.1	4.12	95.9	4.12	5.1	5.20	14.2	9.54	80.7	10.45
Erongo	9.8	6.98	53.9	12.67	36.3	12.45	6.9	6.99	20.4	9.07	72.7	10.49
Hardap	0.0	0.00	41.1	13.59	58.9	13.59	12.2	11.49	12.6	8.70	75.2	13.07
Karas	0.0	0.00	11.9	8.29	88.1	8.29	6.6	6.62	30.3	12.06	63.1	12.68
Kavango	2.7	2.71	22.5	8.64	74.8	8.90	19.5	8.15	26.9	9.67	53.6	10.58
Khomas	0.0	0.00	21.9	7.78	78.1	7.78	15.9	7.56	6.5	3.88	77.6	8.63
Kunene	5.5	5.53	25.6	13.25	68.9	13.54	33.6	13.06	19.0	10.61	47.4	14.14
Ohangwena	9.3	4.97	10.1	5.17	80.6	6.80	20.9	6.67	20.5	6.82	58.6	8.61
Omaheke	7.0	7.09	33.3	16.44	59.7	16.47	13.5	8.03	32.5	12.55	54.0	12.68
Omusati	5.5	3.84	25.0	7.49	69.6	7.94	25.0	7.64	9.0	5.18	66.0	8.50
Oshikoto	8.7	5.16	21.9	8.22	69.3	9.38	12.1	6.93	32.5	9.34	55.5	9.98
Otjozondjupa	31.8	12.53	16.1	9.98	52.1	13.13	62.5	12.37	4.8	4.90	32.7	12.01
Oshana	5.0	4.96	18.7	7.48	76.3	8.45	1.4	1.37	11.2	6.34	87.5	6.40
Namibia	**6.8**	**1.59**	**21.3**	**2.57**	**71.9**	**2.85**	**18.6**	**2.40**	**17.3**	**2.32**	**64.1**	**3.01**

Very few grade 6 learners in 2000 had reading and mathematics teachers who indicated that no TRC was available near their schools. Even for this modest percentage (which did increase from 6.8% for reading and 8.9% for mathematics in 2000 to 18.6% for reading and 20.6% for mathematics in 2007), it does not imply that there is no resource centres in their regions. It can also be seen that the use of resource centres had not improved since 2000, perhaps because there are few resource centres across regions and many teachers often have to travel long distances to make use of this service which may make it impractical for them to utilise this facility.

Table 30(b): Learners by availability of education resource centres for their mathematics and health teachers (SACMEQ II and III)

Region	Mathematics teacher																	
	SACMEQ II						SACMEQ III											
	None Available		Have not visited		Have used		None Available		Have not visited		Have used		None Available		Have not visited		Have used	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	16.2	9.22	83.8	9.22	0.0	0.00	30.0	11.91	70.0	11.91	9.8	9.40	13.5	7.76	76.8	11.26
Erongo	5.0	5.00	54.1	14.74	40.9	14.38	6.9	6.99	60.8	11.90	32.3	11.03	0.0	0.00	55.9	14.82	44.1	14.82
Hardap	7.0	7.03	22.3	10.83	70.7	12.03	3.6	3.73	45.0	13.74	51.4	13.87	5.4	5.45	32.0	12.80	62.6	13.24
Karas	0.0	0.00	17.3	9.63	82.7	9.63	0.0	0.00	37.0	12.68	63.1	12.68	6.8	6.75	25.7	11.63	67.5	12.43
Kavango	4.4	4.40	38.6	9.74	57.1	9.99	28.1	9.46	35.1	10.24	36.8	10.13	22.6	8.55	20.0	8.35	57.4	10.22
Khomas	4.2	4.19	20.0	7.90	75.8	8.54	8.8	5.03	12.2	5.68	79.1	7.31	8.1	5.73	13.6	8.36	78.3	9.44
Kunene	12.8	8.91	30.2	12.25	57.0	13.21	38.7	13.46	15.0	10.18	46.2	14.13	33.6	13.06	5.6	5.70	60.8	13.51
Ohangwena	11.1	5.25	32.8	8.58	56.1	8.95	23.7	7.20	26.2	7.90	50.1	8.57	19.9	6.34	30.7	8.10	49.4	8.45
Omaheke	0.0	0.00	35.5	14.50	64.5	14.50	9.5	6.57	27.7	11.25	62.8	11.78	8.4	6.11	23.3	10.74	68.4	11.51
Omusati	7.7	4.61	36.7	7.77	55.6	8.15	26.5	7.98	6.4	4.52	67.2	8.54	21.4	7.15	14.5	6.38	64.1	8.46
Oshikoto	12.1	6.78	29.6	9.08	58.3	9.90	27.9	9.12	31.5	10.08	40.5	10.33	25.7	9.04	16.3	7.65	58.0	10.18
Otjozondjupa	33.7	12.89	22.6	10.78	43.7	13.01	60.6	12.49	22.8	10.61	16.7	9.57	58.1	12.97	10.7	7.49	31.3	12.20
Oshana	7.7	5.39	39.1	9.09	53.2	9.21	2.7	2.74	16.1	7.00	81.1	7.30	1.9	1.92	22.4	8.50	75.7	9.00
Namibia	**8.9**	**1.86**	**32.5**	**3.01**	**58.6**	**3.16**	**20.6**	**2.51**	**23.9**	**2.61**	**55.6**	**3.00**	**18.1**	**2.37**	**21.0**	**2.63**	**60.9**	**3.11**

How did teachers use the resource centres? What was their main purpose?

Teachers visit resource centres for many reasons: to attend in-service training courses; to look for, borrow or make teaching and learning materials; or to meet with other teachers and share ideas about teaching in general or subject content in particular. **Table 31** shows that exchanging ideas, getting advice and attending course were the most common purposes for utilising resource centres in SACMEQ III for all types of teachers. As the majority of teachers work far from the established resource centres, it is understandable that fewer teachers make use of these facilities for borrowing teaching/learning materials or to improve their skills in making teaching/learning materials. **Tables A12** to **A14** in the appendix show regional utilisation of resource centres.

Table 31: Reading teachers' purposes for using resource centres (SACMEQ III)

Teacher	Look for materials		Borrow materials		Make materials		Attend courses		Exchange ideas/get advice	
	%	SE	%	SE	%	SE	%	SE	%	SE
Reading	35.3	3.04	26.1	2.91	21.1	2.66	51.4	3.08	44.3	3.18
Mathematics	37.8	3.00	23.9	2.62	26.4	2.70	43.6	3.02	45.9	3.01
Health	35.5	2.99	27.0	2.82	19.9	2.52	49.9	3.15	43.2	3.17

School heads advising teachers

Did school heads advise teachers on their teaching?

Besides providing leadership and managing school operations, school principals are expected to assist teachers in improving their teaching skills. They are not only expected to supervise teachers' work but also to provide support and advice for teachers' professional development. It is therefore common practice in Namibia for school principals or school heads to conduct class visits for selected lessons and to observe teaching aspects that need improvement. The percentage of reading and mathematics learners whose teachers indicated that they received advice from school principals in 2000 and 2007 are presented in **Table 32** below. The percentage of health teachers who received similar advice in 2007 are presented in the same table. The table shows that most teachers received advice from their head teachers in all subject areas in both years.

Table 32: Learners by frequency of advice received by their teachers from school principal

Region	Learners by whether teachers receive advice '*sometimes*' or '*often*'									
	SACMEQ II				SACMEQ III					
	Reading Teacher		Mathematics Teacher		Reading Teacher		Mathematics Teacher		Health Teacher	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	90.1	7.08	88.1	8.63	100.0	0.00	100.0	0.00	95.3	4.83
Erongo	100.0	0.00	78.5	11.21	81.3	10.74	80.1	11.42	83.6	9.54
Hardap	93.8	6.28	89.6	8.21	92.3	7.70	95.0	5.14	77.6	12.57
Karas	89.7	7.28	83.5	11.51	85.8	9.64	100.0	0.00	92.4	7.57
Kavango	87.0	6.28	91.0	6.35	92.9	5.02	85.7	7.82	91.1	6.10
Khomas	79.0	8.15	71.0	8.25	77.6	8.89	80.6	7.43	86.1	6.84
Kunene	81.9	12.27	92.5	7.47	84.0	10.23	87.3	10.97	98.4	1.72
Ohangwena	89.7	5.06	87.1	5.81	94.1	4.08	87.3	5.99	95.6	3.45
Omaheke	90.8	9.29	86.1	13.89	84.8	10.24	93.6	6.42	100.0	0.00
Omusati	90.3	5.07	83.6	6.39	94.3	4.04	88.9	6.16	96.1	3.92
Oshikoto	84.1	7.31	85.7	6.86	92.4	5.35	96.0	4.05	91.8	4.92
Otjozondjupa	91.0	9.02	77.9	12.22	94.4	5.67	86.0	8.13	93.6	6.49
Oshana	89.5	6.23	95.2	4.78	86.6	7.39	95.5	4.51	93.0	5.26
Namibia	**88.5**	**2.04**	**85.5**	**2.27**	**90.2**	**1.88**	**89.2**	**2.10**	**92.4**	**1.67**

4.8 Conclusion

This chapter focuses on the analysis and description of personal and professional characteristics of grade 6 reading, mathematics and health teachers as well as on classroom resources and professional support. It showed that the pool of teachers had generally become somewhat older than in 2000 and that the teaching profession is female dominated in grade 6. Teacher academic and professional qualifications remain weaker than desired but there has been some improvement for both reading and mathematics teachers – in part through the phasing out of older teachers and the entrance of new teachers. The findings also showed some improvement in the proportion of teachers living in acceptable housing. Meetings with parents were quite common. The state of classroom furniture in Namibia has improved slightly, reflecting positive government interventions in this area, and most learners were taught by teachers who received frequent advice from their head teachers.

Thus many of the preconditions for good or improved education were met or had improved in the most recent SACMEQ survey. This report now turns to the views and responses of principals.

Chapter 5

Characteristics of School Principals and their about School Operations and School Problems

5.1 Introduction

Human resources and school management are important aspects of education examined by SACMEQ. This chapter presents information gained from questions posed to school principals about their personal characteristics and those of their schools as well as their views on operations and activities in their schools.

The school principal must be actively involved in the planning and management of school activities to make sure that financial, human and material resources are utilised optimally, effectively and efficiently. In Namibia, the minimum requirement for appointment as a school principal is a 3-year Bachelor's degree plus six years of teaching experience or a Basic Education Teacher Diploma (BETD) plus seven years of teaching experience. Teachers and principals in Namibia received their training and qualifications in different education systems, resulting in a variety of skills that may result in different management styles. However, these may be harmonised by in-service training.

5.2 Personal characteristics of school principals

General Policy Concern 12:

What were the personal characteristics of school principals (for example age, and gender)?

In the previous chapter, the characteristics of teachers and their views on classroom resources were discussed. This chapter does the same with respect to school principals in Namibia, starting with information on their age and gender. **Table 33** shows that the average age of Namibian school principals remained stable between 2000 and 2007, with little variation between regions. It takes time before a teacher becomes a school manager. However, the Ministry has no other requirements for a teacher to become a school principal than those mentioned above (five and six years of teaching experience for Diploma and Degree holders respectively plus one year's experience as a Head of Department).

Table 33: Age and gender of school principals (SACMEQ II and III)

Region	SACMEQ II				SACMEQ III			
	Age (years)		Gender (female)		Age (years)		Gender (female)	
	Mean	SE	%	SE	Mean	SE	%	SE
Caprivi	49.4	1.71	0.0	0.00	49.6	1.35	19.9	10.63
Erongo	46.5	1.91	39.1	15.31	48.4	1.30	70.0	12.64
Hardap	47.5	2.03	15.3	10.35	50.3	1.91	43.9	14.04
Karas	44.0	1.84	0.0	0.00	47.5	1.66	24.5	11.26
Kavango	41.8	1.50	22.5	9.57	45.7	1.71	38.5	10.34
Khomas	51.7	1.17	20.4	8.39	49.0	1.25	43.7	10.92
Kunene	44.6	2.41	15.4	10.39	45.3	1.19	39.8	14.02
Ohangwena	45.0	1.57	27.8	7.72	45.8	1.36	40.0	9.06
Omaheke	53.4	1.17	11.1	11.19	46.2	1.57	35.0	12.87
Omusati	46.1	1.51	42.8	8.75	45.9	1.53	38.9	8.97
Oshikoto	48.3	1.59	51.1	10.34	48.3	2.11	50.6	10.66
Otjozondjupa	47.5	2.13	12.1	8.43	49.2	1.45	50.9	13.27
Oshana	47.6	1.84	30.7	9.61	45.5	1.69	37.3	10.67
Namibia	**46.7**	**0.55**	**29.0**	**3.05**	**47.0**	**0.51**	**41.6**	**3.33**

Despite the large sampling error, the difference between 2000 and 2007 in the percentage of grade 6 learners with female school principals shown in **Table 33** is sufficiently large that it can be stated with great confidence that the percentage of female school heads had substantially risen, from 29% in 2000 to almost 42% in 2007. There are remarkable differences across regions, but here it should be noted that the sampling errors are very large: only a small number of principals were observed in each region.

It seems that the policy suggestion made in SACMEQ II that too few females were school principals was taken seriously. The Ministry does not have a policy regarding the gender of school principals. Qualifying male or female Heads of Departments or Education Officers can apply for promotion to the position of principal whenever a vacancy occurs. Although about 60% of teachers were female in 2007, very few filled management positions such as Head of Department or school principal. Once again, large sampling errors indicate that regional differences should not be interpreted too finely.

5.3 Professional characteristics of school principals

General Policy Concern 13:

What were the professional characteristics of school principals (in terms of academic and professional training, experience, and specialised training)?

It is important that school principals hold qualifications appropriate to their positions. The Ministry of Education together with stakeholders are placing increasingly more emphasis on job training to ensure that principals receive assistance with professional development.

Academic education

How many years of educational attainment did the school principal have?

Before independence, different teachers and hence school principals in Namibia had different levels of academic and professional qualifications. Many teachers had only primary education, some had secondary and very few had tertiary education (Makuwa, 2005). This situation is improving with time. **Table 34** presents the percentage of grade 6 learners with principals with different levels of qualifications in 2000 and 2007.

It is surprising that the percentage of learners with school principals with only primary education is at 14% still quite as high in 2007 as it was in 2000. Some principals with limited academic education might have had difficulties adjusting to the new demands of the post-independence education reforms (such as the use of English language, learner centred education and continuous assessment) which may limit their ability to provide instructional leadership. It is, however, important to note that the proportion of learners with school principals who are educated at tertiary level had improved a great deal (by more than 10%).

Table 34: Qualifications of principals (SACMEQ II and III)

Region	SACMEQ II										SACMEQ III									
	Primary		Junior Secondary		Senior Secondary		A-level		Tertiary		Primary		Junior Secondary		Senior Secondary		A-level		Tertiary	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	5.4	5.41	22.4	12.77	26.0	11.90	39.1	13.87	7.2	7.26	0.0	0.00	6.9	6.87	21.5	11.49	18.8	10.17	52.8	13.21
Erongo	11.3	8.02	5.6	5.67	40.8	15.40	19.0	10.81	23.3	12.50	24.5	13.62	0.0	0.00	48.2	14.85	14.5	9.97	12.8	9.29
Hardap	7.6	7.57	0.0	0.00	16.4	11.80	18.5	10.19	57.6	13.90	0.0	0.00	10.7	7.89	25.4	11.71	19.3	10.79	44.7	14.01
Karas	0.0	0.00	0.0	0.00	25.7	12.00	27.3	12.74	47.0	14.00	5.2	5.22	0.0	0.00	7.1	7.03	14.7	9.82	73.1	11.88
Kavango	2.9	2.86	31.6	9.90	33.8	10.40	16.8	8.00	15.0	7.27	25.8	9.28	0.0	0.00	38.1	10.29	17.7	7.72	18.4	8.48
Khomas	0.0	0.00	8.2	5.70	13.4	7.41	18.1	8.40	60.2	10.40	0.0	0.00	0.0	0.00	15.6	7.54	7.8	5.52	76.7	8.87
Kunene	21.5	12.20	19.5	10.90	44.6	13.70	14.3	9.76	0.0	0.00	9.1	7.88	0.0	0.00	49.1	14.08	0.0	0.00	41.8	14.02
Ohangwena	17.7	6.46	18.0	6.87	54.0	8.94	0.0	0.00	10.2	5.02	16.1	6.75	4.3	3.09	58.4	8.95	3.0	2.99	18.2	6.93
Omaheke	17.5	11.93	18.7	11.71	25.0	16.10	14.4	10.05	24.4	13.60	9.6	6.82	0.0	0.00	34.1	12.75	18.8	10.14	37.6	12.77
Omusati	20.6	7.13	16.1	6.35	54.3	8.75	4.3	4.26	4.8	3.38	14.8	6.29	12.9	6.17	40.9	8.94	13.6	6.52	17.8	7.31
Oshikoto	20.0	8.33	21.2	8.67	31.2	9.49	16.0	7.59	11.7	6.52	22.7	9.16	6.4	4.56	37.7	10.35	10.0	5.70	23.2	9.29
Otjozondjupa	15.6	10.56	5.6	5.57	20.2	10.80	11.8	8.17	46.9	13.50	12.5	8.59	0.0	0.00	0.0	0.00	34.6	13.10	52.9	13.34
Oshana	17.6	7.45	21.9	8.96	31.8	9.76	10.2	7.49	18.5	7.82	15.6	8.76	8.3	5.77	17.8	8.41	17.7	7.56	40.6	10.47
Namibia	**14.0**	**2.31**	**16.9**	**2.53**	**37.6**	**3.22**	**11.3**	**1.97**	**20.1**	**2.25**	**14.2**	**2.39**	**5.0**	**1.42**	**34.0**	**3.05**	**13.0**	**2.13**	**33.8**	**2.86**

Professional training

How many years of teacher training had school principals completed?

Data on the professional teacher training that principals had received are presented in **Table 5.3.35**. The average number of years of teacher training of school principals had improved from 2.9 years in 2000 to 3.3 years in 2007. This follows the Ministry's directive to unqualified and under-qualified teachers to upgrade their qualifications. It is gratifying to note this improvement, which may have resulted both from principals complying with the Ministry's policy and from better qualifications amongst new entrants to this position .

Table 35: Teaching experience and training of school principals (SACMEQ II and III)

Region	SACMEQ II						SACMEQ III					
	Experience (years)		Teacher training (years)		Specialised training (weeks)		Experience (years)		Teacher training (years)		Specialised training days (weeks)	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	25.9	1.80	2.2	0.13	26.7	13.34	25.3	1.48	3.4	0.20	17.8(3.6)	11.02
Erongo	22.5	1.87	3.7	0.16	15.4	6.17	25.2	1.74	3.5	0.20	113.3(22.7)	69.18
Hardap	24.8	1.76	3.7	0.14	28.3	9.24	25.9	2.14	3.4	0.21	72.0(14.4)	46.79
Karas	21.4	1.70	3.6	0.15	3.6	1.32	24.5	1.57	3.7	0.12	14.4(2.9)	7.37
Kavango	18.0	1.47	2.8	0.18	4.7	1.04	21.8	1.92	3.1	0.19	12.2(2.4)	4.25
Khomas	27.4	1.33	3.6	0.13	24.7	8.05	24.6	1.27	3.5	0.18	36.5(7.3)	19.46
Kunene	20.1	2.35	2.8	0.19	11.4	3.76	21.7	1.12	3.4	0.20	126.2(25.2)	76.59
Ohangwena	20.1	1.58	2.8	0.17	6.4	2.36	21.3	1.63	3.1	0.13	52.0(10.4)	30.97
Omaheke	28.7	1.63	2.8	0.27	35.6	14.77	22.4	1.76	3.9	0.07	17.3(3.5)	12.95
Omusati	21.4	1.40	2.6	0.16	14.8	4.08	22.4	1.69	3.4	0.13	66.5(13.3)	35.97
Oshikoto	24.0	1.65	2.6	0.17	18.4	7.44	20.4	2.17	3.2	0.16	7.4(1.5)	1.49
Otjozondjupa	25.0	1.85	3.4	0.25	32.4	9.20	23.5	1.57	2.9	0.25	5.2(5)	6.53
Oshana	22.7	1.63	2.3	0.16	5.4	2.13	26.7	1.80	3.3	0.23	13.6(2.7)	1.92
Namibia	**22.4**	**0.53**	**2.9**	**0.06**	**14.8**	**1.66**	**22.9**	**0.57**	**3.3**	**0.05**	**39.1(7.2)**	**9.22**

Years of experience

How many years of teaching experience had school principal completed?

The average number of years of teaching experience relating to school principals remained constant between 2000 and 2007 at between 22 and 23 years. It is desirable that school principals should be experienced to provide the necessary management and leadership skills, though older principals with only primary education or little professional training may

struggle to cope with the new dynamics and demands of the education system. Such personnel should be gradually phased out.

Policy suggestion 11: The Ministry should, after consultations with teacher unions, identify and offer incentives for early retirement to school principals who only have primary education or junior secondary and have been in the teaching service for more than 25 years.

Have school principals received specialised training in school management?

The average number of weeks of school management training that school principals had received for the country as a whole was reduced by half, from 14.8% in 2000 to 7.2% in 2007 (**Table 5.3**). In Namibia training of principals in school management tends to target principals from the previously disadvantaged regions and those with lower academic and/or professional training, so the amount of training and its duration are bound to vary greatly.

The variation among regions was also large although the precision of the estimates at a regional level was not that great, as the large sampling errors show. Nevertheless the variation may indicate the desirability of reviewing the type of training provided while harmonizing the basic requirements for the promotion of teachers to principals in order to attain greater uniformity in the management training for school principals. Crucial training includes managing contact time between learners and teachers, disaster management for affected regions, dealing with stigma and discrimination of HIV/AIDS infected and affected learners and teachers, and care and support of orphans and vulnerable children (OVCs).

Policy Suggestion 12: PQA and NIED should strengthen specialised training of school principals on management and accommodate issues such as disaster, stigma and discrimination on HIV and AIDS as well OVC.

How many years of experience did school principals have as a principal or acting principal in their current schools?

The average time school principals had been serving in this capacity at their current schools had been reduced from 13.0 to 9.9 years between 2000 and 2007 respectively (**Table 36**).

This might again point to the introduction of new school principals as older school principals retire.

Table 36: School principals' years of experience as a school principal (SACMEQ II and III)

Region	SACMEQ II		SACMEQ III	
	Experience (years)		Experience (years)	
	Mean	SE	Mean	SE
Caprivi	13.4	2.37	9.3	1.46
Erongo	10.0	2.19	5.2	1.41
Hardap	10.7	2.16	7.5	1.90
Karas	9.7	1.29	11.4	1.71
Kavango	9.8	1.36	9.7	1.63
Khomas	10.6	1.73	7.5	1.50
Kunene	12.0	1.54	6.4	1.03
Ohangwena	12.8	1.71	9.7	1.48
Omaheke	15.3	2.92	6.6	1.54
Omusati	14.7	1.58	12.1	1.91
Oshikoto	13.5	1.66	12.6	2.08
Otjozondjupa	13.1	2.23	10.2	1.91
Oshana	16.8	2.03	10.4	1.80
Namibia	**13.0**	**0.58**	**9.9**	**0.57**

What was the average amount of teacher training received by school staff according to principals?

According to **Table 37**, based on principals' responses, the national average number of years of teacher training of teaching staff was 2.9 years, an increase of 0.5 years on 2000. Some teachers might have been improving their qualifications through distance education programs while better qualified new teachers may have just joined the Ministry. However the averages within schools that these numbers reflect may be misleading, as was indicated when investigating teacher responses to a similar question regarding themselves in the previous chapter.

Table 37: Average years of teachers' training as reported by principal (SACMEQ II and III)

Region	SACMEQ II		SACMEQ III	
	Teacher training		Teacher training	
	Mean	SE	Mean	SE
Caprivi	2.4	0.10	3.0	0.07
Erongo	2.7	0.17	3.0	0.10
Hardap	2.8	0.15	3.2	0.15
Karas	2.5	0.16	3.1	0.11
Kavango	1.7	0.09	2.8	0.11
Khomas	3.2	0.09	3.4	0.09
Kunene	2.2	0.17	3.0	0.08
Ohangwena	2.2	0.07	2.8	0.07
Omaheke	2.2	0.20	2.8	0.11
Omusati	2.3	0.07	2.9	0.07
Oshikoto	2.3	0.13	2.8	0.08
Otjozondjupa	2.5	0.19	2.8	0.16
Oshana	2.4	0.08	3.0	0.09
Namibia	**2.4**	**0.03**	**2.9**	**0.03**

5.4 School principals' views about school operations

General Policy Concern 14:

What were school principals' views about (a) daily activities (for example: teaching, school community relations and monitoring learner progress); (b) organisational policies (for example: school magazine, open days and formal debates); (c) inspections; (d) community input, and (e) problems with learners and staff (for example: learner lateness, teacher absenteeism and lost days of school)?

This section discusses school principals' views on school activities, policies, advisory services and community involvement based on a number of questions asked to these principals in the questionnaire.

Teaching load

What amount of teaching did school principal undertake?

In Namibia, primary school principals are expected to have a teaching load of at least 25% of school hours per week. The remaining time is supposed to be spent on administrative activities, class visits and providing support for teachers. However, the time taught by principals differs from school to school and across regions as schools use different choices

of timetable cycles. In **Table 38** below the number of minutes that school principals taught per week, both in 2000 and 2007, are presented.

Table 38: School principal teaching time per week (in minutes) (SACMEQ II and III)

Region	SACMEQ II		SACMEQ III	
	Minutes taught		Minutes taught	
	Mean	SE	Mean	SE
Caprivi	598.0	84.59	540.1	80.39
Erongo	865.1	131.16	627.4	63.70
Hardap	734.1	119.95	763.4	84.54
Karas	888.7	106.68	651.6	94.80
Kavango	726.1	85.24	753.4	78.27
Khomas	286.2	44.30	311.8	45.78
Kunene	876.4	92.29	804.4	123.97
Ohangwena	1061.6	62.73	759.5	59.20
Omaheke	831.2	124.96	643.5	72.68
Omusati	903.8	73.46	798.1	59.38
Oshikoto	1043.1	80.69	864.3	89.20
Otjozondjupa	405.9	108.16	534.6	76.57
Oshana	798.5	83.29	720.5	67.15
Namibia	**818.9**	**25.67**	**693.0**	**22.17**

It can be seen that nationally the amount of time school principals taught is still above the time they are expected to spend on teaching. However in 2000 school principals tended to teach more hours than they did in 2007. There were some notable variations among regions in 2007, but one should beware of making too far-reaching conclusions, given the large sampling errors within regions. The reason for this is that the sample of principals in most regions is quite small.

There are several possible reasons for the large variations in principals' teaching hours. Firstly, in schools where there were more class groups and a shortage of teachers in a particular school, school principals were compelled to teach more periods per week. Secondly, promotion subjects usually have more periods per week than some non-promotion subjects, so a principal who teaches one of the promotion subjects will have more teaching periods than principals who teach other subjects. Furthermore, schools with low enrolment rates may not qualify for additional teachers, thus the principal may have more teaching periods to compensate for a low administrative workload.

Important school activities

What level of importance did school principals attach to activities such as community contacts, monitoring learner progress, administrative tasks, etc?

The importance school principals attach to various activities depends on their judgment of their relevance and quality. The two SACMEQ surveys differed in how they asked the question. In 2000, principals could indicate which activities they regarded as very important while in 2007 they had to rank the activities. Thus the data for SACMEQ II are not comparable to those of SACMEQ III. These data are presented below in **Table 39**. Most principals indicated Administrative tasks as most important activity.

Table 39: The importance school principals attach to various tasks (SACMEQ II and III)

Task	Percentage rating as '*very important*'		Percentage rating as most important	
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Contact with community	88.9	2.13	3.9	1.2
Monitoring learners progress	93.9	1.62	27.2	2.97
Administrative tasks	94.8	1.38	47.2	3.31
Discuss educational objectives with teaching staff	83.5	2.56	22.7	2.84
Professional development (teachers)	86.1	2.43	3.2	1.09
Professional development (school principals)	98.0	0.87	6.4	1.49

School days lost

How many school days were lost in the last school year due to non-school events?

The numbers of official school days that were lost in 2000 and 2007 due to non-school events are presented in **Table 40**. This shows a significant reduction of days lost in a year. In 2007 differences were negligible between most regions with an exception of Omaheke.

Table 40: Number of official school days lost due to non-school events (SACMEQ II and III)

Region	Average of official school days lost			
	SACMEQ II		SACMEQ III	
	Mean	SE	Mean	SE
Caprivi	2.2	0.97	0.8	0.47
Erongo	1.1	0.63	0.9	0.88
Hardap	3.2	1.16	0.7	0.50
Karas	1.3	0.56	0.0	0.00
Kavango	1.9	0.59	0.0	0.04
Khomas	1.1	0.34	0.0	0.00
Kunene	6.3	1.77	0.0	0.00
Ohangwena	1.5	0.57	0.1	0.05
Omaheke	1.4	0.68	1.5	0.83
Omusati	2.2	1.09	0.0	0.00
Oshikoto	2.9	1.47	0.3	0.19
Otjozondjupa	1.1	0.48	0.2	0.22
Oshana	3.1	1.11	0.0	0.00
Namibia	**2.1**	**0.32**	**0.2**	**0.06**

School inspections

What was the frequency of school inspection?

In every education system, there is need for periodic school inspections or supervision by officers at the head office, regional or circuit level. Such visits could serve a variety of purposes depending on the needs of teachers, school principals or inspectors themselves. School principals were therefore asked to indicate the number of school inspection visits which they had received in three years prior to SACMEQ II and a year prior to SACMEQ III .

In **Table 41** below, the number of inspections that took place in three years prior to SACMEQ II and a year prior to SACMEQ III are shown.

Table 41: Number of school inspection in 3 years prior (SACMEQ II) and a year prior (SACMEQ III)

Region	SACMEQ II		SACMEQ III	
	Number of inspections over 3 years		**Number of inspections over a year**	
	Mean	SE	Mean	SE
Caprivi	5.4	1.44	5.24	0.81
Erongo	6.8	1.31	1.49	0.43
Hardap	8.1	1.51	1.38	0.53
Karas	9.7	1.84	2.25	0.41
Kavango	9.7	1.33	6.63	2.93
Khomas	4.5	0.73	1.83	0.49
Kunene	8.4	1.61	2.12	0.59
Ohangwena	4.9	0.82	2.07	0.43
Omaheke	2.8	0.34	2.18	0.48
Omusati	4.3	0.53	1.92	0.41
Oshikoto	4.8	0.97	1.92	0.46
Otjozondjupa	6.7	1.41	3.12	0.55
Oshana	7.5	1.21	1.92	0.74
Namibia	6	0.32	2.6	0.34

The annual average number of inspections for the whole country has increased from 2 in 2000 to 2.6 in 2007. Kavango and Caprivi regions had schools which were on average inspected five times a year while some other regions had schools inspected only once or twice.

When was the last full school inspection?

Ministry of Education guidelines stipulate that every school should be visited regularly by their respective circuit school inspectors. In practice this means that each school should be inspected at least twice a year.

The school principals in 2007 were asked to indicate the number of inspectoral visits at their schools before 2003, in 2003, 2004, 2005, 2006 and 2007. The mean average numbers of these visits are presented in **Table 42** below

Table 42: Frequency of full school inspections in each respective school year (SACMEQ III)

Region	Full school inspection over years													
	Never		Before 2003		2003		2004		2005		2006		2007	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	6.1	6.09	32.7	12.39	17.1	11.19	5.4	5.46	14.6	8.44	12.0	8.26	12.0	8.37
Erongo	0.0	0.00	60.3	14.12	5.5	5.58	0.0	0.00	19.0	10.68	6.9	6.99	8.3	8.27
Hardap	22.2	11.69	47.6	13.95	0.0	0.00	6.2	6.28	8.1	8.03	8.5	6.20	7.3	7.30
Karas	14.3	9.63	51.2	13.11	5.4	5.44	6.8	6.75	0.0	0.00	5.5	5.54	16.9	9.33
Kavango	25.8	9.45	22.3	8.51	26.4	9.41	0.0	0.00	17.4	8.08	4.3	4.26	3.8	3.85
Khomas	15.6	7.45	36.6	10.33	9.5	6.49	3.4	3.45	13.0	7.26	10.1	7.03	12.0	8.41
Kunene	31.3	13.66	20.5	11.15	0.0	0.00	10.0	7.10	21.2	11.36	15.7	10.50	1.3	1.36
Ohangwena	35.2	8.62	26.8	8.28	6.7	4.65	3.0	2.99	16.7	7.06	3.0	2.99	8.7	4.94
Omaheke	0.0	0.00	6.1	6.15	17.5	9.72	32.3	12.38	15.6	8.89	12.2	8.39	16.3	10.73
Omusati	13.4	6.41	12.0	5.88	6.8	4.82	21.6	7.47	17.4	6.80	21.9	7.49	7.0	4.98
Oshikoto	24.1	9.07	22.7	8.58	0.0	0.00	0.0	0.00	19.4	8.85	14.5	7.00	19.4	8.86
Otjozondjupa	29.3	12.85	48.2	13.25	10.2	7.20	6.4	6.43	0.0	0.00	5.8	5.87	0.0	0.00
Oshana	13.1	7.25	18.2	8.58	4.4	4.38	17.9	7.69	10.7	6.11	20.8	9.53	14.9	7.18
Namibia	**20.1**	**2.67**	**27.1**	**2.84**	**8.5**	**1.84**	**8.4**	**1.71**	**14.6**	**2.40**	**11.6**	**2.14**	**9.8**	**2.05**

Nationally there was no significant difference on inspection for the past three years. The sampling errors were so large that the regional differences simply can be ignored. In 2007 alone Otjozondjupa and Kunene experienced visits far below the national average. This was the same with Ohangwena and Kavango regions in 2006.

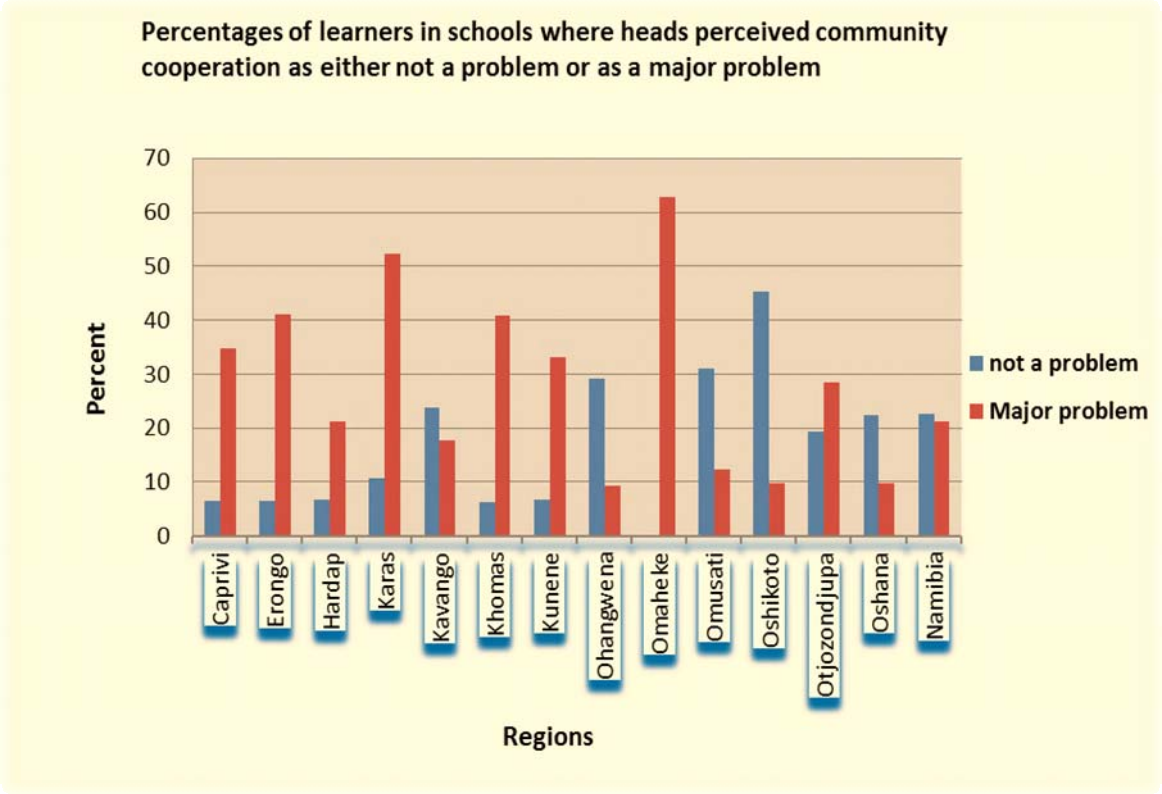
Policy Suggestion 13: It has been observed that the general visit to schools by professional staff for guidance and support has diminished over the years, which might have a negative impact on education quality. All regions are therefore urged to seriously strengthen the professional support to schools.

Community contribution to school activities

What was the contribution of the school community (in terms of time and resources)?

The school principals were asked to indicate the extent to which lack of co-operation from the community was a problem. The results of this item have been given in **Figure 4** below.

Figure 4: Perception of Principals regarding community cooperation as either not a problem or as a major problem



For the country as a whole, just over 20% of the grade 6 learners had principals reporting that community cooperation was a major problem. As the figure shows, there are large differences across regions. More than 60% and 50% of grade 6 learners in Omaheke and Karas respectively had school principals who reported that community cooperation was a major problem while more than 30% of the learners in Oshikoto and Omusati had principals who reported that it was not a problem. But once again, regional differences should not be interpreted too finely given the large sampling errors.

School principals were also asked about what the contributions by parents and the community were commonly used for in their schools. The different purposes are presented in **Table 43** below.

Table 43: Parent/community contributions to schools (SACMEQ II and III)

Type of contribution	Schools in which the community contributes			
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Building of school facilities	55.9	2.79	47.2	2.76
Maintenance of school facilities	40.7	3.21	45.9	3.22
Construction/maintenance and repair of furniture/equipment	27.5	2.91	36.3	3.19
The purchase of textbook	21.7	2.55	41.7	3.21
The purchase of stationeries	31.7	2.67	59.5	3.13
The purchase of other school supplies	46.7	3.17	56.4	3.16
Payment of examination fees	42.7	3.08	45.7	3.06
Payment of salaries of additional teachers	19.9	2.71	18.6	2.61
Payment of the additional amount of salary of teachers (bonus)	1.6	0.90	1.0	0.67
Payment of salaries of non-teaching staff	13.8	2.30	13.6	2.31
Payment of the additional amount of salary of non-teaching staff	4.3	1.44	2.8	1.22
Extra-curricular activities	59.7	3.24	73.1	2.83
Assisting teachers in teaching without pay	24.6	2.88	31.2	2.98
Provision of school meals	12.7	2.16	19.3	2.49

Parents contributed most commonly in areas such as '*extra-curricular activities*', '*purchase of stationery*' and '*purchase of other school supplies*', followed by activities such as '*building of school facilities*', '*maintenance of school facilities*', '*payment of examination fees* and '*purchase of textbooks*'. Only very rarely were contributions directed towards the payment of salaries of either teachers or non-teaching staff. The relatively high percentage (45.7%) for *'payment of examination fees'* is rather surprising, as continuous assessment is the dominant form of assessment in the primary education phase, and the Ministry does not charge examination fees for the national examinations conducted at the end of grade 7. However it is known that some schools ask parents to make financial contributions for purchasing paper that is used for photocopying or duplication of end of term or end of year examinations. The promulgation of the Education Act (2001) gives school boards a legal basis for mobilizing parents and communities to be more involved in different affairs of schools and the education of their children.

Learners behavioural problems

What were the main behavioural problems of learners?

The NRCs identified 18 possible problems with learner behaviour and ten with teachers. The data for learner problems are presented in **Table 44.** It is to be noted that the data show the

percentage of learners whose school principals said that the mentioned behaviour of learners was '*not a problem'* or '*never occurred'*.

Only 2% of learners were in schools where the principal said that learner absenteeism was not a problem. This meant that 98% of learners were in schools where absenteeism was a problem. The main reason that learners gave for absenteeism was illness, as revealed in a previous chapter.

Table 44: Learner behavioural problems (SACMEQ II and III)

Frequency of learners behavioural problem	Indicating *'never occurs'*			
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Absenteeism	5.2	1.41	2.0	0.72
Arriving late at school	2.4	1.11	0.9	0.57
Skipping classes	27.4	2.98	25.1	2.85
Dropping out of school	7.9	1.59	10.0	1.95
Classroom disturbance	28.1	2.94	24.6	2.85
Cheating	30.7	3.14	29.3	3.07
Use of abusive language	18.4	2.55	11.3	2.08
Vandalism	32.0	3.06	20.1	2.68
Theft	33.8	3.09	25.7	2.86
Intimidation of learners	26.7	2.99	13.3	2.25
Intimidation of teachers/staff	61.2	3.26	53.0	3.36
Physical injury to staff	93.2	1.64	87.6	2.30
Sexual harassment of learners	64.0	3.13	62.0	3.24
Sexual harassment of teachers	94.7	1.38	93.6	1.72
Drug abuse	83.7	2.44	78.0	2.72
Alcohol abuse	63.5	3.24	65.9	3.14
Fights	8.1	1.93	2.4	1.12
Health problems	6.9	1.75	1.6	0.80

It can be seen that '*arriving late at school*', '*health problems*', '*skipping classes'* and *'fights*', occurred in many schools. '*Classroom disturbances*', '*intimidation of learners'*, '*vandalism*' '*cheating*', '*dropping out of school*', '*theft*', and the '*use of abusive language*' also occurred in about 70% of the learners' schools. Even the '*sexual harassment of learners*' was prevalent in more than 30% of schools. There is clearly a major problem regarding sexual harassment in many Namibian schools.

Policy Suggestion 14: The directorate of Programme Quality Assurance (PQA), in conjunction with PAD, should set up a task force that should work closely with regional education authorities to identify schools that have discipline problems, identify reasons for the problems and recommend measures to overcome them. Regional education authorities and school boards should investigate the reasons for absenteeism, late coming to schools and other vices that have a negative influence on teaching/learning and ensure that suggested solutions involve parents and local communities. The Ministry should launch a special task force to investigate and make recommendations about what should be done about the large prevalence of sexual harassment as reported by principals.

Teachers behavioural problems

What were the main behavioural problems of teachers?

Table 45 below contains the percentage of learners in schools where specific problems regarding teachers did not exist or never occurred, according to the principals. More than 50% of grade 6 learners were in schools where '*teacher health problems*', '*arriving late at school'*, *'teacher absenteeism' and 'skipping classes'* occurred. The fact that 26% of learners were in schools where teachers were perceived to be guilty of alcohol abuse is also startling. Learner and teacher behaviour problems seem to be widespread enough to warrant attention at the national level. If teachers are guilty of such behaviour, then learners may well follow suit. A separate analysis of the correlations between teacher and children's behavioural problems as reported by principals shows generally low correlations but there is some evidence of such correlations. It may, however, also be in part the result of subjective assessments by principals. There appears to be, in the view of principals, a fairly close association of behaviour regarding sexual harassment of teachers and those of children with regard to both harassment of teachers and learners. However, considering that these are primary schools, it is not clear what in the perception of principals constitutes sexual harassment of teachers by learners. Finally, drug abuse among teachers is also likely to be associated with drug abuse among children, emphasising the need for exemplary behaviour by teachers.

Table 45: Teacher behavioural problems (SACMEQ II and III)

Frequency of teacher behavioural problems	Indicating '*never occurs*'			
	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Arriving late at school	21.5	2.78	13.0	2.18
Absenteeism	41.0	3.21	32.4	3.01
Skipping classes	54.4	3.33	51.0	3.31
Intimidation or bullying of learner	73.9	2.84	61.5	3.17
Sexual harassment of teachers	97.8	0.91	92.2	1.88
Sexual harassment of learners	93.3	1.82	89.6	2.11
Use of abusive language	56.8	3.32	52.0	3.27
Drug abuse	94.1	1.51	91.2	1.93
Alcohol abuse	72.0	2.88	74.4	2.91
Health problems	23.2	2.88	10.0	1.89

Policy Suggestion 15: The directorates NIED, PQA and HAMU should join forces to make sure that life skills content is standardised, regularly revised and assessed to make it easier for school principals to monitor and evaluate the implementation thereof. This might contribute to reducing behavioural problems.

Table 46: Correlations between learner and teacher behavioural problems, SACMEQ III

Learner	Teacher									
	Arrive late	**Absenteeism**	**Skip classes**	**Bully learners**	**Harass teachers**	**Sexually harass learners**	**Abusive language**	**Drug abuse**	**Alcohol abuse**	**Health problems**
Arrive late	0.11	0.04	-0.01	0.08	0.03	0.33	0.09	0.03	0.06	-0.03
Absenteeism	0.07	0.14	0.11	0.00	0.04	0.48	0.08	0.04	1.45	0.01
Skip classes	0.27	0.29	0.25	0.30	0.08	0.13	0.28	0.15	0.12	0.04
Bully learners	0.18	0.10	0.19	0.24	0.11	0.13	0.22	0.12	0.16	0.14
Harass teachers	0.10	0.15	0.24	0.30	0.67	0.63	0.21	0.59	0.34	0.04
Sexually harass learners	0.19	0.13	0.25	0.22	0.32	0.35	0.30	0.29	0.16	0.06
Abusive language	0.14	0.18	0.26	0.17	0.07	0.05	0.23	0.08	0.13	0.07
Drug abuse	0.13	0.21	0.27	0.27	0.45	0.41	0.22	0.40	0.22	-0.01
Alcohol abuse	0.13	0.16	0.21	0.29	0.36	0.37	0.24	0.25	0.32	-0.04
Health problems	-0.05	0.10	0.04	0.10	0.36	-0.04	0.12	0.04	0.07	0.05

5.5 Conclusion

The personal characteristics of school principals, their professional standing and their views about general school infrastructure have been discussed in this chapter. The frequency of school visits by the region officials for support and guidance was also discussed, as well as principals' views about school-community relations, activities related to learning and some of the problems associated with learners and with teachers.

Effective teaching and learning require that principals be well equipped to manage and monitor teaching and learning processes, professional teacher behaviour, teacher and principal commitments, and dealing with behavioural problems of learners. In addition, there should be structured support mechanisms from all stakeholders such as regional educational authorities, communities, parents, teacher unions and learners in order to improve instruction and learning. Schools should set themselves yearly targets to achieve, making use of NESE reports to improve from year to year.

Policy Suggestion 16: Directorates PAD, PQA, NIED and regional authorities (the National Inspectorate) should combine forces involving local communities in conducting situation analysis into the problems hampering effective teaching and learning, while at the same time publicizing good school functioning practices.

Chapter 6
Schools Resources

6.1 Introduction

At independence, Namibia inherited an educational system that had stark institutionalised inequalities among schools and among racial and ethnic groups in the allocation of nearly all types of school resources. Therefore the new democratic government of the independent Republic of Namibia set itself the task of removing the inequalities of the past. One of the goals of education in Namibia is to give all learners an equal opportunity to learn. This cannot be achieved without an equitable distribution of educational resources. The equitable distribution of financial resources in education is the responsibility of the education budget committee based at the Ministry's Head Office in Windhoek. The Ministry of Finance determines the budget of the Ministry of Education, and so the amount and type of resources available for allocation to schools are centrally determined from the available financial resources.

In order to take action to address the issue of fairness, it is important to know the extent and source of differences in resource inputs to schools. For example, whether variations in resource inputs are more pronounced among regions than among schools within regions informs the level at which decisions must be made (nationally or regionally) to address major inequities that may be observed. In exploring questions of fairness, it must also be recognised that there is a need to examine allocation patterns in association with the actual levels of provision. Such information is fundamental for enabling policy makers to identify which resources require attention and to get an indication of what supplementary resources may be needed to achieve a more fair distribution.

This chapter concentrates mainly on an examination of inequities in the distribution of educational resources (both human and material) and upon absolute resource levels. The results presented and discussed in this chapter should therefore be read and interpreted in conjunction with results presented from the two previous chapters.

6.2 General and specific policy questions related to educational inputs

As a starting point and in order to guide the data analysis, the very broad educational policy issue of school resources implied in the title of this chapter was categorised into three general policy concerns (GPC's). Specific research questions were then used as a means of attending to each of the policy concerns. The three policy areas of general concern were:

GPC 15: What were the levels of essential classroom resources (For example: teacher guides, textbooks**,** dictionary, exercise books, library, radio, water and writing board) in 2007 and what were the trends in the presence of these resources between 2000 and 2007?

GPC16: What were the desirable physical resources (for example: building condition, school head office, staff room, meeting hall, class cupboard, class book shelf, sports/playground, school fence, electricity and television) in 2007 and what were the trends in these resources between 2000 and 2007?

GPC17: What were the desirable human resources (for example: female school heads, school head with senior secondary or more, school head had attended management course, school head attended HIV/AIDS course, female reading teachers, in-service training for teachers, pre-service training for teachers, acceptable class size, teachers class attendance) in 2007 and what were the trends in these resources between 2000 and 2007?

Each of the three general policy concerns outlined above is further discussed below.

6.3 Essential classroom resources

General policy concern 15:

What were the levels of essential classroom resources (for example: teacher guides, textbooks, dictionary, exercise books, library, radio, water and writing board) in 2007 and what were the trends in these resources between 2000 and 2007?

Classroom essentials such as teachers guide, textbooks and dictionary play an important role in the teaching and learning process. Equally important are the library and writing board.

Research has shown that textbooks are a cost-effective means of improving educational achievement, especially in the short to medium term (textbook policy, MoE 2008: 9).

The SACMEQ studies therefore investigated what percentage of grade 6 learners were in schools with the essential classroom resources in 2007 and what the trends were in the availability of these resources between 2000 and 2007. The data are presented in **Table 47(a)** and **(b)**. For convenience, the 12 essential classroom resources have been categorised into an A and a B Category. Category A encompasses teacher guide (reading and maths), dictionary, exercise book, own reading and math textbooks, and Category B other resources, including a writing board, learners sitting and writing place, teacher table and chair, library, water and radio.

Table 47(a) and **(b)** illustrate some deterioration in the provision of most classroom resources between the SACMEQ II and SACMEQ III studies with, in some cases, a sharp drop in their availability. The only notable improvement was in the availability of radios (from 34% to 63%), libraries (from 81% to almost 93%), and learner sitting and writing places (from 95% to 99%). In some cases, there was little change (e.g. teacher guides in reading, exercise books and pen or pencil and ruler, and water.). Surprisingly, it is disappointing to see regions such as Caprivi, Hardap, Karas, Kavango, and Kunene having less than 50% of radio equipments. Meaning use of radio in these regions when it come to school activities such as listening comprehension are compromised that might lead to more serious language problems.

In most other respects, in 2007 more learners were likely than in 2000 to be in classrooms that did not contain some equipment regarded as essential. The most significant deterioration in provision of resources occurred in the area of own textbooks, with only 31.9% of learners in SACMEQ III having their own reading textbooks (down from 46.6% in SACMEQ II) and 32.3% their own maths textbook (down from 48.3% in SACMEQ II). However,, the percentage of leaner's with own reading textbooks in Kavango, Oshikoto , Otjozondjupa, Ohangwena and Kunene and the percentage of learner's with own mathematics textbooks in Kavango, Omaheke ,Omusati, and Kunene is so much worse than other regions, calling for the Education authorities to make math and reading textbooks a priorities when it come to budgeting for learners textbooks.. SACMEQ III was conducted at a time when the Ministry of Education had started implementing the new curriculum in most examinable subjects,

which included English and mathematics. It is possible that the shortage of teacher's guides and textbooks in schools was triggered by a change in subject syllabi in that year as books and guides used in the old curriculum become outdated with the new curriculum. Even if this was the reason for these large shortages, it would indicate that the groundwork was not fully in place in terms of teaching and learning materials when the Ministry embarked on this change in the curriculum.

It is reassuring to see that there has been an increase in the percentage of learners in grade 6 in schools that had either piped water or bore-hole water. This is particularly important, but also difficult, because Namibia is the most arid African country south of the equator. In many regions, water is obtained either from dams that fill up during the rainy seasons or from bore-holes. It is therefore gratifying that in ten of the thirteen regions, close to 100% of learners were in schools with water. However, there were still a large proportion of learners in schools without water in Kavango, Ohangwena and Caprivi.

Further deteriorations in provision also occurred, e.g. there were large decreases in the provision of teachers guides for mathematics (68% to 53%), own textbooks for reading (46.6% to 31.9%) and mathematics (48.3% to 32.3%), writing boards (97.9% to 90.6%) and dictionaries (85.2% to 74.9%).

Policy Suggestion 17: PQA to join forces with Regional Directors to investigate why there was a decline in the supply of textbooks and to carry out an audit of available essential classroom resources.

Table 47(a): Teaching and learning materials for SACMEQ II and III

Region	Teaching and learning materials: Category A																							
	SACMEQ II												SACMEQ III											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise book & Pen/Pencil & ruler		Own reading textbooks		Own math textbooks		Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise book & Pen/Pencil & ruler		Own reading textbooks		Own math textbooks	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	92.4	7.57	95.9	4.22	90.9	7.58	57.9	5.98	53.3	9.43	60.4	10.82	62.9	12.64	63.9	12.51	61.5	12.48	68.6	5.59	49.8	9.35	44.9	9.93
Erongo	100.0	0.00	88.0	8.46	100.0	0.00	78.1	5.66	42.4	12.30	50.7	10.72	100.0	0.00	78.7	11.63	100.0	0.00	86.2	1.68	73.3	11.06	64.0	11.95
Hardap	92.2	7.69	69.9	11.87	100.0	0.00	81.8	4.20	75.1	8.84	72.5	8.93	87.8	11.49	81.5	9.32	87.8	11.49	83.3	3.78	56.2	9.78	33.6	9.62
Karas	95.4	4.67	89.4	7.47	95.4	4.67	75.9	4.86	44.5	10.23	71.8	9.25	93.4	6.62	88.6	7.93	93.4	6.62	84.4	3.76	54.2	11.11	40.6	11.45
Kavango	88.9	6.47	61.9	9.61	71.5	8.91	68.1	6.00	23.9	4.83	25.6	6.57	66.2	10.05	15.9	7.56	56.4	10.54	67.5	4.84	12.5	3.94	12.7	4.36
Khomas	62.6	9.88	79.3	8.04	88.1	6.02	72.9	5.93	63.2	6.43	74.5	6.03	92.0	4.51	68.1	9.21	90.9	4.49	85.8	3.19	40.0	6.80	44.9	8.50
Kunene	92.7	7.23	75.3	11.53	86.9	9.06	67.3	8.77	47.2	12.94	54.7	12.17	83.9	9.16	90.4	8.25	90.9	7.88	65.8	5.20	26.1	8.86	22.3	7.70
Ohangwena	93.1	4.88	59.8	8.74	91.6	4.88	71.9	2.78	46.0	5.25	39.8	5.46	76.1	7.67	32.1	8.17	66.0	8.40	57.1	4.90	26.0	5.63	38.7	6.48
Omaheke	91.8	8.30	100.0	0.00	86.1	13.11	72.5	4.29	45.0	8.53	48.6	9.98	80.6	9.50	70.8	11.38	87.8	7.24	78.6	5.49	30.4	8.21	21.0	6.96
Omusati	66.7	8.04	61.3	8.42	85.2	6.28	74.4	2.99	48.4	4.69	44.7	5.45	76.7	7.61	57.3	8.71	65.4	8.40	73.0	4.08	30.2	4.35	21.9	4.97
Oshikoto	93.8	4.82	64.2	9.90	74.4	8.75	78.2	4.04	51.4	6.38	50.8	7.05	93.2	4.92	54.2	9.72	89.5	7.16	78.8	4.21	21.0	5.29	30.8	8.07
Otjozondjupa	79.4	10.48	93.2	6.83	70.9	11.61	73.6	5.93	43.1	8.24	49.0	9.65	83.3	9.27	77.2	10.64	75.3	11.29	64.2	9.19	25.8	6.42	36.1	9.68
Oshana	79.3	8.16	51.5	9.67	87.1	6.22	74.9	3.87	41.6	5.91	49.3	7.70	66.6	9.65	36.5	9.87	67.9	9.84	81.9	2.23	34.8	6.09	30.1	6.35
NAMIBIA	**83.2**	**2.39**	**67.9**	**3.03**	**85.2**	**2.26**	**73.3**	**1.36**	**46.6**	**1.99**	**48.3**	**2.23**	**79.9**	**2.58**	**52.9**	**2.97**	**74.9**	**2.78**	**73.2**	**1.46**	**31.9**	**1.89**	**32.3**	**2.23**

Table 47(b): Equipment and facilities for SACMEQ II and III

Region	Equipment and facilities: Category B																							
	SACMEQ II												SACMEQ III											
	Writing board		Learner sitting & writing place		Teacher table & chair		Library (Class/School)		Radio		Water		Writing board		Learner sitting & writing place		Teacher table & chair		Library (Class/School)		Radio		Water	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	100.0	0.00	99.4	0.55	46.2	14.11	81.2	10.42	26.8	12.25	72.5	11.63	82.3	9.82	100.0	0.00	41.2	12.65	100.0	0.00	47.5	13.22	84.6	8.75
Erongo	95.9	3.77	100.0	0.00	95.9	3.77	95.9	3.77	57.1	14.17	100.0	0.00	100.0	0.00	99.3	0.38	100.0	0.00	75.7	13.66	77.8	10.85	100.0	0.00
Hardap	100.0	0.00	99.7	0.33	100.0	0.00	100.0	0.00	44.7	13.81	100.0	0.00	87.8	11.49	99.7	0.28	81.6	12.38	91.5	6.20	42.9	13.59	100.0	0.00
Karas	93.6	6.47	99.7	0.32	93.6	6.47	100.0	0.00	29.0	12.78	100.0	0.00	93.4	6.62	100.0	0.00	93.4	6.62	100.0	0.00	47.4	13.15	100.0	0.00
Kavango	100.0	0.00	98.1	0.65	61.3	10.48	82.7	7.60	3.3	3.33	70.0	9.54	85.5	7.86	99.6	0.25	45.2	10.30	90.1	6.76	43.3	10.51	70.9	9.63
Khomas	98.9	1.09	98.2	1.05	98.9	1.09	80.5	8.10	66.7	9.88	96.1	3.96	94.6	3.24	99.1	0.47	91.5	3.56	100.0	0.00	92.4	5.38	95.6	4.45
Kunene	100.0	0.00	100.0	0.00	82.0	11.84	62.2	13.69	36.1	13.54	95.8	4.35	87.9	11.40	99.0	0.67	98.7	1.36	84.3	9.85	38.7	14.06	100.0	0.00
Ohangwena	93.6	4.50	87.7	5.64	44.7	8.63	84.8	5.94	24.1	8.00	74.9	7.90	88.5	5.67	99.4	0.34	40.8	8.80	100.0	0.00	54.0	9.12	76.7	7.95
Omaheke	100.0	0.00	99.2	0.79	77.6	14.52	79.1	14.09	69.2	13.52	100.0	0.00	92.8	5.52	98.9	1.10	92.8	5.52	100.0	0.00	64.6	12.48	95.4	4.66
Omusati	98.1	1.93	96.5	1.01	72.8	7.31	74.1	7.64	31.1	8.07	91.2	5.04	90.4	4.88	99.9	0.14	47.8	8.92	97.5	2.50	64.6	9.00	92.7	5.06
Oshikoto	93.8	4.82	88.8	5.04	31.9	9.47	81.9	8.27	34.5	9.99	89.8	5.75	95.7	4.29	95.1	4.85	57.9	10.03	94.6	5.34	57.2	10.48	100.0	0.00
Otjozondjupa	100.0	0.00	97.5	1.93	100.0	0.00	94.3	5.76	50.8	13.51	100.0	0.00	88.9	7.73	99.8	0.20	77.5	10.51	100.0	0.00	76.1	10.95	93.8	6.25
Oshana	96.1	3.15	98.7	0.94	41.9	10.15	67.1	9.83	29.3	9.24	96.8	3.22	89.6	6.28	99.5	0.30	44.8	10.63	68.1	9.79	78.5	8.91	96.5	3.56
NAMIBIA	**97.0**	**1.11**	**95.3**	**1.21**	**64.5**	**2.87**	**81.0**	**2.61**	**33.6**	**2.99**	**88.0**	**2.16**	**90.6**	**1.88**	**99.1**	**0.53**	**60.6**	**2.98**	**93.0**	**1.55**	**63.0**	**3.09**	**90.1**	**2.02**

6.4 Desirable physical classroom resources

General policy concern 16:

What was the state of physical resources (building condition, school head office, staff room, meeting hall, class cupboard, class book shelf, sports/playground, school fence, electricity, computer photocopier and television) in 2007 and what were the trends in these resources between 2000 and 2007?

The conditions of physical resources within the regions are summarised in **Table 48(a)** to **(C)** below. **Table 48(a)** refers to building resources in SACMEQ II and SACMEQ III and **Table 48(b)** and **(c)** to equipment and facilities for SACMEQ II and SACMEQ III respectively.

Table 48(a) shows ample evidence of improvement in building provision between SACMEQ II and SACMEQ III. In 2007, 54.6% of learners were in schools whose schools principal considered the school building to be in good condition, a small improvement from 51.6% in 2000. In terms of school heads having an office, the results show a more substantial improvement (from 53.8% in SACMEQ II to 61.8% in SACMEQ III) but this still means that almost a third of learners were in schools whose heads had no office. In the same vein there was a slight improvement in the availability of staffrooms in schools (from 57.4% of learners in schools with a staffroom in SACMEQ II to 59.6% in SACMEQ III); however, many schools still do not have staffrooms. There was no real improvement in the percentage of learners in schools with a meeting hall (16.8% in SACMEQ III). When it come to regional differences Kavango, Ohangwena, Oshikoto and Oshana had percentage of learners in school in bad building condition comparing to other regions ,as building conditions in these regions did not go beyond 50%.

In terms of school equipment and facilities, **Table 48(b)** and **(c)** shows there were improvements in most of these. A significant improvement of learners in schools with electricity is observed between SACMEQ II and SACMEQ III while increases were also observed with regard to learners in schools with television, photocopiers and computers (this last increased from 23.5% in 2000 to 59.8% in 2007).Despite an increase in computer provision from 2000 to 2007, in several regions fewer than 50% of learners had access to

computers. Indeed, these facilities and equipment should improve the delivery of teaching and learning processes. There was also a sharp increase in the number of schools that were fenced. Despites these improvements, a slight decrease occurred in the provision of class bookshelves (from 29.9% in SACMEQ II to 25.5% in SACMEQ III).

Policy Suggestion 18: PAD directorates through the corporate planning division of physical building infrastructure should ensure that classroom to be build must contain build-in book storage to ensure book safety.

Table 48(a): Percentage of learners in schools in good condition (SACMEQ II and III)

Region	Buildings															
	SACMEQ II								SACMEQ III							
	Building Conditions		School Head Office		Staff Room		Meeting Hall		Building Conditions		School Head Office		Staff Room		Meeting Hall	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	42.4	13.95	40.1	14.24	22.8	10.92	7.9	7.79	66.0	12.16	68.6	12.14	75.2	11.24	6.3	6.34
Erongo	78.0	10.76	95.3	4.87	84.5	8.96	57.2	14.45	79.9	11.17	100.0	0.00	79.9	11.19	48.7	14.87
Hardap	88.2	8.24	100.0	0.00	92.3	7.60	38.4	13.14	60.8	13.46	96.4	3.73	96.4	3.73	60.1	13.79
Karas	89.4	7.56	100.0	0.00	84.8	8.70	56.4	13.57	83.9	9.19	100.0	0.00	88.5	8.05	57.2	12.97
Kavango	38.4	10.30	70.4	9.82	61.0	10.31	6.2	4.39	44.7	10.59	43.0	10.50	47.8	10.58	12.8	7.09
Khomas	79.8	8.28	100.0	0.00	100.0	0.00	51.4	10.50	71.5	10.32	100.0	0.00	100.0	0.00	40.7	10.60
Kunene	59.3	13.62	75.4	11.56	94.9	5.20	36.6	12.95	73.7	11.79	86.8	8.48	86.8	8.48	25.9	11.91
Ohangwena	55.6	8.83	30.7	8.36	38.3	8.85	0.0	0.00	48.4	9.16	42.0	9.10	40.8	9.01	2.6	2.60
Omaheke	71.4	13.67	81.8	10.75	100.0	0.00	24.1	13.46	63.6	12.58	100.0	0.00	100.0	0.00	31.5	12.31
Omusati	45.4	8.76	24.3	7.44	36.9	8.44	3.7	3.71	50.1	9.17	32.7	8.51	29.8	8.28	0.0	0.00
Oshikoto	35.9	9.90	49.9	10.34	44.5	10.28	8.4	5.81	43.3	10.60	35.4	10.08	34.4	9.93	0.0	0.00
Otjozondjupa	50.4	13.51	87.1	8.99	92.4	7.55	44.6	13.36	59.2	13.35	93.5	6.51	95.0	5.11	38.9	13.17
Oshana	27.6	9.29	31.4	10.13	46.7	10.52	0.0	0.00	40.2	10.41	73.8	9.16	63.4	10.26	10.9	6.20
NAMIBIA	**51.6**	**3.22**	**53.8**	**2.88**	**57.4**	**3.04**	**15.5**	**1.82**	**54.6**	**3.30**	**61.8**	**2.85**	**59.6**	**2.91**	**16.8**	**2.00**

Table 48(b): Percentage of learners in schools with equipment and other facilities in good condition (SACMEQ II)

Region	Equipment & Facilities (SACMEQ II)															
	Class Cupboard		Class Bookshelf		Sports/ Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	53.6	13.79	17.1	11.53	86.2	9.49	18.9	10.46	65.5	12.66	0.0	0.00	0.0	0.00	0.0	0.00
Erongo	80.7	10.39	67.1	13.99	71.8	12.07	100.0	0.00	100.0	0.00	64.8	13.32	89.5	7.53	70.2	12.61
Hardap	94.6	5.45	71.0	11.83	100.0	0.00	100.0	0.00	100.0	0.00	57.7	13.33	88.5	8.00	71.7	11.65
Karas	86.4	9.28	68.5	12.58	94.8	5.27	89.5	10.13	100.0	0.00	63.2	13.05	94.8	5.27	74.2	11.03
Kavango	53.2	10.62	21.3	8.86	80.4	8.29	29.1	9.30	85.8	8.12	4.4	4.37	15.6	7.71	3.3	3.36
Khomas	93.0	4.61	44.0	10.05	80.7	8.04	95.8	4.19	100.0	0.00	72.2	9.30	95.8	4.19	78.7	8.66
Kunene	83.1	9.60	48.9	13.75	79.4	11.07	61.5	13.78	74.1	13.06	37.2	13.03	57.0	13.78	45.8	13.65
Ohangwena	42.2	8.79	21.4	7.46	62.7	8.92	58.4	8.96	41.3	8.94	6.0	5.82	7.6	4.32	5.0	3.50
Omaheke	100.0	0.00	58.0	15.80	72.1	13.42	91.8	8.30	92.6	7.51	45.1	15.70	60.6	15.42	53.7	16.05
Omusati	51.6	8.72	22.6	6.98	74.8	7.27	78.6	7.34	9.7	4.78	2.0	2.02	2.6	2.56	0.0	0.00
Oshikoto	45.4	9.99	14.9	7.12	70.0	9.32	76.2	8.75	45.6	10.32	4.3	4.28	22.8	9.03	16.7	7.83
Otjozondjupa	95.9	4.09	44.7	12.90	87.1	8.85	100.0	0.00	100.0	0.00	39.7	13.16	80.3	10.65	81.3	10.22
Oshana	41.8	10.15	18.0	7.63	81.2	7.87	89.0	6.33	40.3	10.27	0.0	0.00	27.9	9.38	0.0	0.00
NAMIBIA	**59.7**	**3.08**	**29.9**	**2.80**	**76.2**	**2.87**	**73.4**	**2.76**	**57.0**	**2.64**	**18.7**	**1.94**	**33.0**	**2.17**	**23.5**	**1.77**

Table 48(c): Percentage of learners in schools with equipment and other facilities in good condition (SACMEQ III)

Region	Equipment & Facilities (SACMEQ III)															
	Class Cupboard		Class Bookshelf		Sports/ Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	58.5	12.86	22.2	11.69	81.6	10.00	57.0	12.99	70.7	11.72	30.0	12.73	56.2	12.88	43.2	13.27
Erongo	100.0	0.00	72.9	10.43	75.0	13.79	88.3	8.32	100.0	0.00	88.8	7.97	100.0	0.00	94.3	5.82
Hardap	87.8	11.49	66.3	13.50	96.4	3.73	100.0	0.00	100.0	0.00	77.0	11.24	96.4	3.73	83.4	9.75
Karas	93.4	6.62	45.2	12.95	100.0	0.00	86.9	8.92	100.0	0.00	74.3	11.58	100.0	0.00	94.5	5.54
Kavango	65.8	10.07	11.5	6.58	84.9	8.12	57.5	10.38	81.0	8.14	49.3	10.59	39.5	10.45	42.4	10.48
Khomas	87.5	5.50	51.4	9.43	92.2	5.50	100.0	0.00	100.0	0.00	79.9	9.50	100.0	0.00	100.0	0.00
Kunene	73.8	11.71	25.6	11.80	75.4	13.10	94.9	5.22	84.3	9.85	70.5	12.57	70.5	12.57	76.5	11.78
Ohangwena	46.9	8.71	11.0	5.33	67.2	8.68	89.3	5.98	46.5	9.12	28.2	8.20	41.0	9.00	38.0	8.89
Omaheke	92.8	5.52	37.9	12.36	84.8	8.58	95.4	4.66	95.4	4.66	78.9	11.36	91.3	6.20	91.3	6.20
Omusati	62.7	8.62	19.4	6.78	86.1	6.55	90.2	5.53	51.0	9.17	31.2	8.45	51.0	9.17	33.3	8.55
Oshikoto	69.1	9.65	5.7	4.38	82.6	8.09	100.0	0.00	64.2	10.37	14.1	6.93	51.8	10.68	52.3	10.68
Otjozondjupa	75.1	11.35	25.3	10.81	77.8	10.42	94.0	6.01	100.0	0.00	78.0	10.37	100.0	0.00	100.0	0.00
Oshana	55.1	10.16	26.2	8.80	65.4	10.65	91.0	6.18	69.9	9.95	23.6	9.68	65.7	10.25	61.1	10.53
NAMIBIA	**68.0**	**2.94**	**25.5**	**2.43**	**80.4**	**2.71**	**88.3**	**1.97**	**72.6**	**2.84**	**45.4**	**2.96**	**64.5**	**2.94**	**59.8**	**2.93**

6.5 Desirable human classroom resources

General policy concern 17:

What was the distribution of human resource attributes considered desirable in 2007 (for example: school heads who were female, had Senior Secondary education or more, had attended management course, or had attended HIV/AIDS courses; female reading teachers; in-service or pre-service training for teachers; acceptable class size; teacher class attendance, etc) and what were the trends in these resources between 2000 and 2007?

The research questions were aimed at determining whether there was an equitable distribution of these desirable factors across regions and what the trends were. The results for SACMEQ II and SACMEQ III are presented in **Table 49**. There was a strong increase in the percentage of learners with school principals who where female (from 29% in 2000 to 41.6% in 2007) or who had Senior Secondary education or more (from 69% in 2000 to 80.9% in 2007). In contrast, there was a deterioration regarding principals who had attended management courses (from 78.2% in 2000 to 62.9% in 2007), implying that some school principals assume such duties without receiving proper management induction courses. More learners were in schools where principals had attended HIV/AIDS courses (virtually 80%) than management courses in 2007; SACMEQ II did not include this question.

The proportion of children in classes containing fewer than 40 learners increased from 64.8% to 74.2%, a major improvement. In contrast, learners in schools where principals did not see teacher absence as a problem declined (from 88.7% to 83.0%). Frequent teacher absence from class is a concern for the MoE as it implies that teachers are not committed. This may seriously affect teaching and learning.

Table 49(a): Percentage of learners in schools with certain desirable human resource attributes for school principals and desirable school environments for learners (SACMEQ II and III)

Region	SACMEQ II											
	School heads								Environment			
	Female School Heads		Head Education Senior Sec. or more		School Head Mngt. Course		Sch. Head HIV/AIDS Course		Acceptable class size <40		Teacher Class Attendance	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	72.3	12.89	77.0	10.95	××	××	88.5	10.96	100.0	0.00
Erongo	39.1	14.81	83.0	9.68	100.0	0.00	××	××	100.0	0.00	85.8	13.18
Hardap	15.3	10.24	92.4	7.50	63.9	12.82	××	××	93.5	4.49	100.0	0.00
Karas	0.0	0.00	100.0	0.00	65.6	12.64	××	××	100.0	0.00	100.0	0.00
Kavango	22.5	9.43	65.6	9.99	76.8	8.34	××	××	75.0	9.59	74.2	9.49
Khomas	20.4	8.38	91.8	5.70	81.5	7.76	××	××	90.7	5.29	96.1	3.91
Kunene	15.4	10.28	58.9	13.67	100.0	0.00	××	××	100.0	0.00	78.0	11.55
Ohangwena	27.8	7.69	64.2	8.45	67.5	8.75	××	××	27.0	7.90	94.1	4.13
Omaheke	11.1	10.86	63.9	14.93	66.4	15.26	××	××	96.1	3.94	76.2	12.89
Omusati	42.8	8.72	63.3	8.42	78.8	7.23	××	××	59.4	8.31	91.7	4.69
Oshikoto	51.1	10.32	58.8	10.23	77.4	8.48	××	××	56.4	9.14	76.0	8.84
Otjozondjupa	12.1	8.45	78.8	11.32	100.0	0.00	××	××	81.2	7.97	100.0	0.00
Oshana	30.7	9.57	60.6	10.20	82.2	7.54	××	××	56.2	10.31	86.1	6.76
NAMIBIA	**29.0**	**3.05**	**69.0**	**3.08**	**78.2**	**2.78**	**××**	**××**	**64.8**	**2.87**	**88.7**	**2.06**

Region	SACMEQ III											
	School heads								Environment			
	Female School Heads		Head Education Senior Sec. or more		School Head Mngt. Course		Sch. Head HIV/AIDS Course		Acceptable class size <40		Teacher Class Attendance	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	19.9	10.63	93.1	6.87	64.8	12.41	94.6	5.46	85.7	9.59	83.3	9.37
Erongo	70.0	12.64	75.5	13.62	82.3	10.10	70.2	14.04	97.4	2.65	76.2	13.50
Hardap	43.9	14.04	89.3	7.89	51.1	13.89	50.9	13.89	88.8	7.95	91.9	8.03
Karas	24.5	11.26	94.8	5.22	100.0	0.00	82.7	9.53	74.7	11.47	87.5	8.61
Kavango	38.5	10.34	74.2	9.28	75.2	9.18	91.2	6.08	74.5	9.12	73.8	8.98
Khomas	43.7	10.92	100.0	0.00	49.9	10.96	75.8	9.07	76.8	7.97	72.8	9.81
Kunene	39.8	14.02	90.9	7.88	75.4	11.15	72.4	12.38	97.3	2.66	86.7	9.32
Ohangwena	40.0	9.06	79.6	7.21	55.3	9.13	87.4	6.05	61.8	8.49	84.4	6.64
Omaheke	35.0	12.87	90.4	6.82	34.9	12.38	67.0	12.57	93.0	5.29	86.8	9.47
Omusati	38.9	8.97	72.3	8.11	50.9	9.16	82.4	6.88	70.2	8.27	82.7	7.14
Oshikoto	50.6	10.66	70.9	9.69	63.0	10.28	74.9	9.27	60.1	10.58	84.1	7.53
Otjozondjupa	50.9	13.27	87.5	8.59	74.7	11.48	76.6	12.38	86.5	7.86	100.0	0.00
Oshana	37.3	10.67	76.1	9.74	77.9	8.52	76.0	8.94	76.2	7.94	87.3	7.24
NAMIBIA	**41.6**	**3.33**	**80.9**	**2.65**	**62.9**	**3.18**	**79.9**	**2.61**	**74.2**	**2.84**	**83.0**	**2.55**

Table 49(b): Percentage of learners in schools with certain desirable human resource attributes for teachers (SACMEQ II and III)

Region	SACMEQ II											
	Female Reading Teachers		In-service Trg. (Last 3 yrs - Rd. Tch)		Pre-service Trg (<2yrs - Rd. Tch)		Spec. Training HIV/AIDS course		Teacher subject knowledge (Read)		Teacher subject knowledge (Math)	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	53.3	13.42	76.2	10.56	94.4	5.71	××	××	17.1	9.59	17.2	9.74
Erongo	62.9	14.12	65.5	13.19	89.9	7.27	××	××	53.4	13.69	38.2	13.65
Hardap	77.8	12.15	37.6	13.29	93.7	6.29	××	××	79.6	11.02	42.4	12.41
Karas	56.6	13.07	85.8	8.26	89.5	7.57	××	××	54.6	13.71	72.2	11.57
Kavango	37.9	10.06	51.1	10.16	72.0	8.87	××	××	20.2	7.73	3.9	2.95
Khomas	58.2	9.95	65.2	9.02	93.0	5.19	××	××	71.4	9.03	45.5	9.81
Kunene	23.0	10.92	78.5	11.91	95.4	4.66	××	××	27.3	12.17	36.1	12.62
Ohangwena	55.1	8.55	72.4	7.99	93.0	3.69	××	××	47.5	8.79	27.5	8.16
Omaheke	85.6	10.10	84.1	10.97	100.0	0.00	××	××	43.7	15.59	41.8	16.12
Omusati	49.2	8.61	72.3	7.45	94.9	3.74	××	××	32.2	8.23	10.7	5.18
Oshikoto	43.0	9.98	65.6	8.99	73.0	8.46	××	××	40.3	9.49	26.7	8.60
Otjozondjupa	50.6	12.56	88.2	7.09	100.0	0.00	××	××	56.1	13.23	39.5	12.03
Oshana	53.9	9.84	40.9	9.98	96.2	3.83	××	××	39.1	9.27	4.0	4.02
NAMIBIA	**52.1**	**3.22**	**65.6**	**2.98**	**90.0**	**1.77**	**××**	**××**	**42.7**	**3.11**	**23.7**	**2.52**

Region	SACMEQ III											
	Female Reading Teachers		In-service Trg. (Last 3 yrs - Rd. Tch)		Pre-service Trg (<2yrs - Rd. Tch)		Spec. Training HIV/AIDS course		Teacher subject knowledge (Read)		Teacher subject knowledge (Math)	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	74.4	10.77	100.0	0.00	100.0	0.00	94.9	5.20	44.9	12.63	19.2	10.58
Erongo	91.4	6.43	69.1	14.20	100.0	0.00	90.6	6.86	63.6	12.12	40.7	13.95
Hardap	54.7	13.78	54.8	13.92	100.0	0.00	74.3	11.97	43.8	14.81	47.8	15.02
Karas	69.8	11.92	69.6	12.00	86.5	9.13	89.9	7.11	59.0	13.42	45.4	13.68
Kavango	41.6	10.25	87.1	7.12	95.2	4.73	80.8	8.75	30.9	9.72	25.9	10.26
Khomas	69.2	8.18	69.0	9.06	96.7	3.33	84.5	7.45	41.7	9.74	36.9	10.04
Kunene	26.8	11.89	94.3	5.76	94.4	5.70	82.8	12.01	67.0	13.74	37.1	13.22
Ohangwena	67.6	8.09	65.6	7.74	100.0	0.00	79.5	7.22	41.5	8.74	49.6	9.17
Omaheke	59.8	12.53	47.5	12.66	92.5	7.42	65.3	12.24	59.3	13.48	47.9	14.28
Omusati	57.3	9.03	62.7	8.47	93.9	4.32	78.6	7.48	30.1	8.64	32.7	9.06
Oshikoto	54.9	10.09	80.1	7.88	100.0	0.00	57.6	10.45	51.6	10.63	35.8	9.99
Otjozondjupa	64.5	12.43	73.8	10.76	95.9	4.11	45.2	13.31	35.6	13.51	30.5	11.30
Oshana	77.5	8.80	72.2	8.99	100.0	0.00	78.0	9.06	14.1	8.29	25.1	10.09
NAMIBIA	**62.4**	**3.04**	**71.8**	**2.81**	**97.1**	**1.04**	**76.5**	**2.75**	**39.5**	**3.14**	**35.9**	**3.25**

Substantially more than half of the learners were in schools where teachers did not show adequate subject knowledge, indicating that this is a serious source of concern. Fortunately there was some improvement in this regard for mathematics from very low initial levels (23.7% in 2000 to 35.9% in 2007), but for reading a slight deterioration was recorded (from 42.7% in 2000 to 39.5% in 2007). There was a sizable increase in learners who had female reading teachers (from 52.1% to 62.4%) but a decrease for mathematics from 48.9% in SACMEQII to 38.4% in SACMEQIII, despite Ministry efforts to increase female participation in technical subjects. Learners in schools where reading teachers had received training, both in-service (in the past year) and pre-service (of at least two year's duration) had increased.

Policy Suggestion 19: Regional directors should ensure that all newly appointed principals in their regions go through management training courses before resuming duties and current ones be sent for in-service management training courses.

Regional advisory teachers should work closely with NIED to investigate the drop in English teachers' subject knowledge and work on possible interventions.

Regional directors and inspectors of education should investigate the apparent drop in teacher class attendance and task school principal to closely monitor their teachers when it comes to class attendance.

6.6 Conclusion

In this chapter an attempt was made to explore the concept of equity in terms of fair allocation of material and human resources among regions. Generally, evidence for 2007 suggests many improvements in terms of resources at a national level but also some disturbing deteriorations. One of the greatest improvements relates to the sizable reduction in large class sizes and better qualified principals. Some of the deteriorations measured may be illusionary or short-

term, for instance the decline in textbook availability may simply be because of the introduction of a new curriculum and insufficient preparatory work to ensure that new textbooks were available. Similarly, the seeming deterioration in attendance by teachers may be because principals may have increased their expectations of what constitutes acceptable behaviour.

Disparities in resource allocation existed among regions. A suggestion was made for PQA to cooperate with regional directors to investigate the decline in the supply of textbooks and to carry out an audit of available essential classroom resources.

There is sufficient evidence to infer that there is a lack of instructional materials such as teachers' guides, dictionaries, exercise books, textbooks and other prerequisites for effective learning. Even where teachers are competent and enthusiastic, without these resources their impact on learning may be muted. From a teacher's perspective, a well-resourced classroom creates an environment conducive to learning.

Chapter 7

Reading and Mathematics Achievement Levels of Learners and their Teachers

7.1 Introduction

In previous chapters, the context in which this study took place and the general characteristics of learners, teachers and schools principals were presented. In particular, the input and process variables which included the learners' background, teacher quality (in terms of qualifications and training), utilisation of curriculum and instructional materials, the school and class setting, school management and institutional leadership, curriculum implementation and monitoring, inspection and advisory services, availability of resource centres, and home practices that affect achievement were examined.

One of the most important and exciting features of the SACMEQ research program has been that the MoE has been able to scientifically assess trends over time in the reading and mathematics achievement levels of grade 6 learners and also to make valid comparisons of Namibian performance to other education systems in Southern and Eastern Africa. In this chapter data on the achievement levels of learners and their teachers in reading and mathematics are presented and discussed. Achievement in HIV/AIDS knowledge is presented in a later chapter. An attempt is made here to link the data on achievement in reading and mathematics to factors such as gender, socio-economic level and school location. Achievement levels of learners and their teachers are presented in two different ways. First, they are presented in the classical form of mean scores, with the score of 500 representing the SACMEQ 2000 mean. Second, the eight levels of competence have been sub-dived into two parts in order to show the percentage of learners and teachers who were operating at different levels of proficiency, from basic levels to advanced levels. The competency levels can also be regarded as instructional levels. For example, learners who have mastered the skills in levels1-3 but not in level 4 are in a position to begin learning the knowledge and skills embodied in level 4. At the national level, this is important feedback for curriculum planners,

while such information can also be useful at the school level for teachers in planning their lessons.

The teachers' and learners' achievement were placed on the same scale and then the results were compared. This gives an indication of teachers' mastery of the subject matter, as teacher subject knowledge is critical in curriculum implementation and teaching.

7.2 Learners achievement in reading and mathematics

General policy concern 18:

What were the achievement levels (according to Rasch scores and descriptive levels of competence) of grade 6 learners and their teachers in reading and mathematics in Namibia and other SACMEQ countries, and what were the variations in Namibia?

To address this policy concern requires attention to some specific research questions.

What were the differences in reading and mathematics achievement among regions within Namibia?

Reading and mathematics achievement levels of grade 6 learners across the 13 regions of Namibia are presented in the table below for the SACMEQ project II (2000) and the SACMEQ III project (2007). These results were derived from tests that were based on a careful analysis of official school curricula, school syllabi and textbooks used in Namibia and the other SACMEQ school systems. These tests included "overlapping" test items which made it possible to employ Modern Item Response Theory Methods to undertake item analyses and test scoring procedures. The test scores were transformed so that learners and their teachers from both SACMEQ studies were placed on a single scale with a mean score of 500 and a standard deviation of 100.

Table 50: Reading and mathematics test scores of learners and teachers (SACMEQ II and III)

Region	SACMEQ II								SACMEQ III							
	LEARNERS				TEACHERS				LEARNERS				TEACHERS			
	Reading		Mathematics		Reading		Mathematics		Reading		Mathematics		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Caprivi	417.0	4.68	405.0	4.00	700.3	19.89	680.8	23.43	488.5	15.94	457.9	10.40	738.7	12.87	737.6	16.39
Erongo	527.4	24.18	494.3	21.22	770.8	23.80	777.0	37.11	579.5	15.01	523.3	12.19	764.8	13.92	786.6	18.04
Hardap	518.6	20.33	498.9	17.93	811.4	28.45	819.6	30.61	509.4	18.27	483.1	13.24	773.6	23.60	818.8	30.61
Karas	510.3	19.13	482.6	17.92	778.2	22.85	853.6	39.71	548.0	15.76	510.3	14.94	774.5	25.37	799.8	26.37
Kavango	431.3	4.99	418.8	4.97	697.9	12.00	684.5	14.32	481.7	10.14	455.6	7.60	709.1	12.38	750.5	15.09
Khomas	567.1	18.79	530.5	19.06	796.9	17.02	831.2	26.10	574.9	12.54	522.7	11.55	751.3	14.82	760.0	21.42
Kunene	448.0	13.42	445.2	14.30	702.4	21.82	809.1	35.97	501.6	15.77	478.2	13.71	786.3	31.63	760.2	33.15
Ohangwena	416.5	3.66	398.5	2.65	726.1	11.22	718.2	21.46	463.5	5.22	447.8	4.86	744.2	15.57	785.0	14.07
Omaheke	434.2	8.28	426.2	5.14	656.6	53.87	811.8	48.03	494.5	8.98	468.3	6.19	779.0	20.13	818.7	27.84
Omusati	423.7	3.92	409.8	3.82	705.5	10.38	703.0	11.11	462.1	4.65	450.2	3.96	729.3	14.79	768.5	16.58
Oshikoto	428.0	13.39	419.8	13.51	728.3	12.91	703.4	20.33	471.1	10.48	457.2	9.27	744.3	11.58	771.7	18.48
Otjozondjupa	468.7	21.39	458.6	17.02	742.3	24.15	789.7	31.17	526.5	9.91	488.6	8.14	731.1	19.78	797.6	23.06
Oshana	429.6	7.63	402.1	6.74	715.0	11.30	704.3	16.17	500.9	10.53	474.8	8.99	704.6	9.62	743.1	19.37
NAMIBIA	**448.8**	**3.13**	**430.9**	**2.94**	**727.9**	**4.70**	**734.8**	**6.66**	**496.9**	**2.99**	**471.0**	**2.51**	**738.6**	**4.78**	**771.1**	**5.87**

Although test scores were on average still slightly below the SACMEQ average of 500, in terms of progress Namibia has performed very well. Performance in both reading and mathematics improved between 2000 and 2007, by 48.1 points and 40.1 points respectively (this is equivalent to almost half a standard deviation increases as scores have been converted to give an average SACMEQ standard deviation of 100). It is worth noting here that the ETSIP (Education and Training Sector Improvement Program) target for the national average SACMEQ test scores of learners in both reading and mathematics was 475 in SACMEQ III and 500 in SACMEQ IV. The SACMEQ III target was indeed achieved in reading, although it was not fully met in mathematics.

Gaps between regions have greatly narrowed due to the fact that regions which had performed very weakly in SACMEQ II generally achieved the greatest gains. The gap between the best performing region and the worst performing narrowed from 157 points to 86 points in reading and from 125 to 74 points in mathematics from 2000 to 2007. This gap closed despite the fact that the most advantaged region (Khomas) also made a little progress (though the sampling errors indicate that such progress in Khomas may not be statistically significant). Virtually all regions experienced large improvements even when taking the sampling errors into consideration. Hardap was an exception, recording small but statistically insignificant declines in both these subjects. Perhaps the most impressive progress made was in Oshana and Caprivi for both reading and mathematics. The largest increases in average scores for reading were in Omaheke (122.4 points) and Kunene (83.9 points). For mathematics, five education regions (Oshikoto, Khomas, Kavango, Omusati and Ohangwena) registered increases in average scores of around 60 to 70 points.

Grade 6 teachers who took part in SACMEQ III achieved average scores of 739 for reading and 771 for mathematics. The regional averages ranged from a high of 786 in Kunene to a low of 705 in Oshana for reading and from 738 in Caprivi to 819 in mathematics for both Hardap and Omaheke. It is interesting to note that there was a small improvement in teacher subject knowledge in reading between the two surveys and a slightly larger improvement in mathematics.

What percentage of learners reached minimum and desirable levels of mastery?

In Chapter 2, definitions of minimum and desirable levels of achievement were discussed. The percentage of learners reaching the minimum and desirable levels in reading is presented in **Table 51** below.

Table 51: Learners reaching various competency levels in reading, SACMEQ II and III

Level	Reading skill levels	SACMEQ II		SACMEQ III	
		%	SE	%	SE
Level 1	**Pre-reading:** Matches words and pictures involving concrete concepts and everyday objects, and follows short simple written instructions.	12.8	0.77	2.8	0.26
Level 2	**Emergent reading:** matches words and pictures involving prepositions and abstract concepts; uses cuing systems (by sounding out, using simple sentence structure, and familiar words) to interpret phrases by reading forwards.	30.6	1.03	10.8	0.63
Level 3	**Basic reading:** Interprets meaning (by matching words and phrases completing a sentence, matching adjacent words) in a short and simple text by reading forwards or backwards.	26.6	0.82	25.1	0.86
Level 4	**Reading for meaning:** Reads forwards and backwards in order to link and interpret information located in various parts of the text.	14.3	0.78	25.5	0.80
Level 5	**Interpretive reading:** Reads forwards and backwards in order to combine and interpret information from various parts of the text in association with external information (based on recalled factual knowledge) that 'completes' and contextualises meaning.	6.0	0.48	15.9	0.70
Level 6	**Inferential reading:** Reads forwards and backwards through longer (narrative, document or expository) texts in order to combine information from various parts of the text so as to infer the writer's purpose.	3.6	0.29	10.5	0.67
Level 7	**Analytical reading:** Locates information in longer (narrative, document or expository) texts by reading forwards and backwards in order to combine information from various parts of the text so as to infer the writer's personal beliefs (value systems, prejudices, and/or biases).	3.9	0.51	6.8	0.56
Level 8	**Critical reading:** Locates information in longer (narrative, document or expository) texts by reading forwards and backwards in order to combine information from various parts of the text so as to infer and evaluate what the writer has assumed about both the topic and the characteristics of the reader - such as age, knowledge, and personal beliefs (value systems, prejudices, and/or biases).	2.2	0.41	2.5	0.45

It is useful to distinguish basic reading skill levels (levels 1 to 5) and advanced reading skills (levels 6 to 8). 'Basic reading' (level 3) is still below the desired level of mastery, while 'advanced reading for meaning' is the beginning of the desirable level of mastery. There was a remarkable improvement in learners moving from levels 1 and 2 into level 3, and from level 3 to higher levels. Altogether, the proportion with reading levels below level 4 ('reading for meaning') dropped from 70.0% to 38.7%, indeed a remarkable achievement. The proportion of learners with more advanced skills increased very strongly (particularly in levels 4 to 6), though it is still far too low. Further improvement in this regard would have to occur to meet the ESTIP target for SACMEQ IV.

Table 52: Learners reaching various competency levels in mathematics, SACMEQ II and III

Level	Mathematic skill level	SACMEQ II		SACMEQ III	
		%	SE	%	SE
Level 1	**Pre-numeracy:** Applies single step addition or subtraction operations. Recognises simple shapes. Matches numbers and pictures. Counts in whole numbers.	19.6	0.83	5.4	0.40
Level 2	**Emergent numeracy:** Applies a two-step addition or subtraction operation involving carrying, checking (through very basic estimation), or conversion of pictures to numbers. Estimates the length of familiar objects. Recognises common two-dimensional shapes.	57.0	1.10	42.3	0.16
Level 3	**Basic numeracy:** Translates verbal information (presented in a sentence, simple graph or table using one arithmetic operation) in several repeated steps. Translates graphical information into fractions. Interprets place value of whole numbers up to thousands. Interprets simple common everyday units of measurement.	14.9	0.77	34.0	0.91
Level 4	**Beginning numeracy:** Translates verbal or graphic information into simple arithmetic problems. Uses multiple different arithmetic operations (in the correct order) on whole numbers, fractions, and/or decimals.	3.5	0.36	12.2	0.62
Level 5	**Competent numeracy:** Translates verbal or graphic, or tabular information into an arithmetic form in order to solve a given problem. Solves multiple-operation problems (using the correct order of arithmetic operations) involving everyday units of measurement and/or whole and mixed numbers. Converts basic measurements units from one level of measurement to another (for eg metres to cm).	2.0	0.33	3.4	0.35
Level 6	**Mathematically skilled:** Solves multiple-operation problems (using the correct order of arithmetic operations) involving	2.1	0.44	2.2	0.38

Level 7	**Problem solving:** Extracts and converts (for eg, with respect to measurement units) information from tables, charts, visual and symbolic presentations in order to identify, and then solve multi-step problems.	0.7	0.22	0.5	0.16
Level 8	**Abstract problem solving:** Identifies the nature of an unstated mathematical problem embedded within verbal or graphic information and translates this into algebraic or equation form in order to solve the problem.	0.1	0.06	0.1	0.03

There were similar improvements in mathematics between 2000 and 2007, with learners especially moving up from the lowest two levels to levels 3, 4 and 5 with the proportion in levels 1 and 2 dropping from 76.6% to 47.7% in 2000 and 2007 respectively. Despite this improvement, 76.3% of grade 6 learners in 2007 were still performing at levels 2 and 3.

What percentages of learners reached different competency levels in reading and mathematics in different regions?

SACMEQ II learner reading results by region are presented in **Table 53(a)** and for SACMEQ III in **Table 53(b)**. For mathematics, the results are presented in **Table 53(a)** for SACMEQ II and **Table 53(b)** for SACMEQ III.

Table 53(a): Reading competency levels of learners by region (SACMEQ II)

Region	SACMEQ II															
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	16.2	2.82	43.1	3.82	27.3	3.44	10.2	2.48	1.6	0.92	0.6	0.55	1.1	0.68	0.0	0.00
Erongo	8.7	3.62	13.9	3.93	13.7	3.15	11.6	3.33	13.9	2.17	16.1	3.19	13.8	3.71	8.2	3.38
Hardap	6.7	3.00	18.6	4.83	12.6	2.71	14.0	2.62	16.4	2.82	10.6	2.08	15.2	3.20	5.8	2.65
Karas	6.2	1.80	14.8	3.94	16.7	3.51	18.8	2.79	14.1	3.73	13.5	2.97	11.9	3.90	4.0	2.34
Kavango	12.4	1.56	29.5	3.50	36.2	2.31	15.5	2.90	4.5	1.10	1.5	0.60	0.5	0.34	0.0	0.00
Khomas	2.1	0.72	7.1	2.06	12.5	2.41	17.5	2.57	14.4	2.17	14.3	1.74	16.6	2.99	15.5	4.03
Kunene	7.3	2.20	34.0	3.66	26.5	3.72	18.8	3.34	7.5	2.54	2.7	1.05	0.6	0.62	2.5	1.88
Ohangwena	16.6	1.99	39.6	2.09	27.9	1.84	13.1	1.74	2.5	1.05	0.2	0.17	0.2	0.17	0.0	0.00
Omaheke	12.5	2.81	33.8	5.05	28.7	3.38	15.2	2.72	6.6	2.43	2.1	0.84	1.1	0.96	0.0	0.00
Omusati	14.0	2.05	32.1	2.54	33.4	2.21	16.8	2.11	3.0	0.99	0.7	0.40	0.0	0.00	0.0	0.00
Oshikoto	17.8	2.53	40.3	3.22	25.0	2.98	7.8	1.56	2.9	1.37	0.9	0.68	4.4	3.06	0.9	0.66
Otjozondjupa	9.8	3.62	29.2	5.01	21.9	3.36	14.3	3.27	7.8	2.00	6.1	1.76	8.3	4.14	2.7	1.93
Oshana	15.5	3.37	32.2	4.31	28.3	2.50	14.9	3.02	6.5	2.08	1.5	0.54	0.8	0.42	0.2	0.21
NAMIBIA	**12.8**	**0.77**	**30.6**	**1.03**	**26.6**	**0.82**	**14.3**	**0.78**	**6.0**	**0.48**	**3.6**	**0.29**	**3.9**	**0.51**	**2.2**	**0.41**

Table 53(b): Reading competency levels of learners by region (SACMEQ III)

Region	SACMEQ III															
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	1.6	0.83	14.2	4.04	26.6	5.20	24.0	4.22	16.2	2.78	9.0	2.67	7.3	3.79	1.1	0.80
Erongo	2.0	0.87	3.4	1.36	7.4	2.27	10.7	2.43	17.2	2.54	26.3	3.32	24.6	3.64	8.5	1.84
Hardap	7.3	2.57	11.1	3.32	17.4	3.35	18.8	3.00	18.2	2.14	12.3	2.61	9.7	3.04	5.3	2.54
Karas	3.2	1.09	7.5	2.47	9.3	2.04	15.6	2.98	23.1	3.00	18.1	2.52	15.9	3.56	7.4	3.40
Kavango	2.5	0.68	11.6	2.15	28.5	3.06	29.6	2.39	15.6	2.36	7.4	2.31	4.0	1.94	0.7	0.56
Khomas	1.4	0.51	4.0	1.44	6.4	1.61	12.5	2.23	21.6	2.46	24.6	2.23	19.7	2.77	9.9	3.38
Kunene	1.2	0.52	10.4	2.28	24.2	3.73	28.1	4.49	15.2	2.58	11.7	2.90	5.8	2.59	3.4	2.79
Ohangwena	2.8	0.74	14.4	1.54	35.8	2.49	30.1	2.53	10.7	1.73	5.2	1.67	1.0	0.54	0.0	0.00
Omaheke	2.9	0.97	9.0	2.11	24.0	3.12	25.5	2.61	20.2	3.35	13.9	4.04	3.9	1.04	0.6	0.40
Omusati	3.6	0.72	15.0	1.89	36.3	2.01	28.0	1.25	11.7	1.84	3.5	0.81	1.3	0.48	0.5	0.32
Oshikoto	5.0	1.09	13.0	2.16	29.8	2.98	31.3	3.20	13.0	2.23	3.3	1.23	3.1	1.62	1.5	1.50
Otjozondjupa	0.7	0.38	4.2	1.53	14.3	3.06	26.1	3.66	23.2	2.39	19.5	4.43	10.9	2.05	1.0	0.59
Oshana	2.3	0.77	9.0	2.05	20.8	2.83	28.2	2.53	20.7	2.06	11.0	2.53	6.3	2.16	1.7	0.98
NAMIBIA	**2.8**	**0.26**	**10.8**	**0.63**	**25.1**	**0.86**	**25.5**	**0.80**	**15.9**	**0.70**	**10.5**	**0.67**	**6.8**	**0.56**	**2.5**	**0.45**

The data from **Tables 53(a)** and **(b)** again demonstrate the reduction in the percentage of learners in reading levels 1 and 2, with almost all regions having a small proportion of

learners remaining in these categories. Advanced reading skills (levels 6 to 8) vary more greatly by region with the historically more advantaged region, Khomas, having far greater proportions of learners at these levels. This demonstrates how much progress is still required in other regions.

In 2007, the proportion of learners with advanced reading skills (level 5 and above, i.e. at least '*interpretive reading*') was 35.7% compared to 15.7% in 2000. The differences between the regions are large with learners in most regions not having mastered advanced reading levels. The highest proportion of advanced mastery of reading is to be found in Erongo, Karas, Khomas and, surprising, Otjozondjupa.

Policy Suggestion 20: NIED and Regional Directors should further investigate the reasons for the low reading comprehension among learners and help both teachers and their learners to overcome this deficiency in order to bring these learners to at least the advanced reading level.

Table 54(a): Mathematics competency levels of learners by region (SACMEQ II)

Region	Percentage of learners reaching the mathematics competence level (SACMEQ II)															
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	25.5	2.94	64.1	3.03	8.8	2.40	1.6	1.14	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Erongo	9.7	3.22	35.7	6.27	26.1	4.28	11.5	2.80	7.3	3.07	6.6	3.08	2.4	1.67	0.7	0.47
Hardap	6.2	2.31	39.2	5.53	25.5	3.96	10.1	2.26	10.1	3.52	7.3	3.05	1.2	0.98	0.3	0.34
Karas	6.7	1.73	46.1	7.05	21.8	3.40	13.4	4.44	4.8	1.74	5.8	2.89	1.5	1.41	0.0	0.00
Kavango	19.9	2.56	60.1	2.87	17.8	2.88	1.8	0.63	0.4	0.27	0.0	0.00	0.0	0.00	0.0	0.00
Khomas	3.8	1.32	29.3	4.86	27.0	3.15	14.3	2.56	8.4	2.09	11.0	3.40	5.5	2.29	0.7	0.53
Kunene	9.2	1.85	62.9	5.34	20.2	3.16	4.1	1.95	1.2	1.25	0.6	0.62	1.2	1.25	0.6	0.62
Ohangwena	28.5	2.23	63.1	2.14	8.4	1.27	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Omaheke	11.2	2.94	70.0	3.23	17.0	2.76	1.5	0.71	0.3	0.32	0.0	0.00	0.0	0.00	0.0	0.00
Omusati	21.3	1.96	65.2	1.93	11.8	2.00	1.4	0.57	0.3	0.28	0.0	0.00	0.0	0.00	0.0	0.00
Oshikoto	24.5	2.55	60.0	4.23	8.3	1.45	1.4	1.11	2.4	1.64	3.0	2.44	0.2	0.22	0.2	0.22
Otjozondjupa	10.4	3.13	54.1	6.38	22.1	3.49	5.4	1.77	3.4	2.26	3.5	2.56	1.0	1.03	0.0	0.00
Oshana	27.6	3.62	58.5	3.79	12.2	2.91	1.5	0.75	0.2	0.22	0.0	0.00	0.0	0.00	0.0	0.00
NAMIBIA	**19.6**	**0.83**	**57.0**	**1.10**	**14.9**	**0.77**	**3.5**	**0.36**	**2.0**	**0.33**	**2.1**	**0.44**	**0.7**	**0.22**	**0.1**	**0.06**

Table 54(b): Mathematics competency levels of learners by region (SACMEQ III)

Region	Percentage of learners reaching the mathematics competence level (SACMEQ III)															
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	5.6	1.63	48.9	5.14	33.5	3.97	9.3	2.63	2.2	1.56	0.7	0.46	0.0	0.00	0.0	0.00
Erongo	2.2	0.87	22.6	3.97	30.6	2.80	21.5	2.76	13.9	2.13	7.9	2.16	1.1	0.64	0.3	0.28
Hardap	6.7	2.32	36.5	5.07	32.3	2.94	13.6	3.17	6.5	2.06	3.3	1.73	0.3	0.29	0.8	0.58
Karas	3.3	1.19	23.3	3.58	35.8	3.66	21.5	2.96	8.0	1.86	5.7	3.14	1.6	1.59	0.8	0.57
Kavango	6.8	1.41	47.7	4.98	33.8	4.04	9.3	2.04	1.5	0.51	0.7	0.72	0.2	0.17	0.0	0.00
Khomas	2.1	0.69	19.6	3.42	35.5	3.75	25.1	2.26	8.1	1.92	8.0	2.86	1.7	0.97	0.0	0.00
Kunene	4.5	1.03	40.7	5.02	35.6	3.67	11.0	2.40	3.2	1.55	4.1	2.51	0.9	0.92	0.0	0.00
Ohangwena	7.4	1.23	52.8	2.85	31.0	2.40	7.9	1.56	0.6	0.28	0.3	0.20	0.0	0.00	0.0	0.00
Omaheke	4.0	1.21	40.7	3.56	42.9	2.58	10.4	1.88	1.6	0.82	0.5	0.34	0.0	0.00	0.0	0.00
Omusati	6.6	1.29	51.4	2.39	34.4	2.23	6.2	1.25	1.1	0.50	0.2	0.18	0.0	0.00	0.0	0.00
Oshikoto	6.4	1.04	50.3	3.68	33.1	2.58	6.6	1.36	1.5	1.02	1.0	0.84	1.0	1.00	0.2	0.17
Otjozondjupa	3.7	1.66	31.1	3.15	39.1	2.05	19.2	2.60	4.9	1.67	1.5	0.66	0.5	0.32	0.0	0.00
Oshana	3.9	0.95	41.1	4.44	33.7	1.77	14.9	2.53	4.2	1.46	2.2	1.12	0.0	0.00	0.0	0.00
NAMIBIA	**5.4**	**0.40**	**42.3**	**1.16**	**34.0**	**0.91**	**12.2**	**0.62**	**3.4**	**0.35**	**2.2**	**0.38**	**0.5**	**0.16**	**0.1**	**0.03**

In 2000 76.9% of Namibian grade 6 learners were only performing at levels 1 or 2 in mathematics. This has improved substantially, such that by 2007 this proportion had declined to a still high 47.7%. There was not much change in the percentage of learners performing at higher levels in mathematics in SACMEQ III; only 6.2% of learners have reached level 5 and above in mathematics (i.e. '*competent numeracy*').

Performance levels in mathematics still differ greatly between regions despite good improvements in some of the regions that performed weakly in SACMEQ II. More than 40% of learners in the Erongo and Khomas regions performed at level 4 or above ('*beginning numeracy'*) in 2007 compared to the Namibian average of less than 20%. Major shifts to higher performance levels particularly from lower levels into level 4 ('*competent numeracy'*) were observed in a number of regions including Caprivi, Kavango, Kunene, Ohangwena, Omaheke, Omusati, Oshana and Otjozondjupa.

Policy Suggestion 21. The mathematic and reading problem of performance that is below average in most regions needs to be addressed as a matter of urgency, starting with the following measures:

- The education authorities in regions that perform below average should carry out an audit of the number of qualified and experienced mathematics and reading teachers in the regions.

- The EMIS division should conduct a verification exercise of data on teachers qualified to teach mathematics and reading at upper primary level in those regions.

- Subject specialists from NIED and advisory teachers should arrange training workshops for mathematics and reading teachers in those regions to address the problem.

Teacher reading and mathematics achievement

What percentages of teachers reached the various competency levels in reading and mathematics?

Results from the SACMEQ III project summarised in the table below show that most teachers that took part in this study reached the basic competency levels in both reading and mathematics; the prevalence of performance at level 5 or below was not statistically different from zero. The data for teachers reaching various reading competency levels are presented in **Table 55**.

Table 55: Learners by reading competency levels of their teachers by region (SACMEQ II and III)

Region	SACMEQ II								SACMEQ III							
	Level 5		Level 6		Level 7		Level 8		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	0.0	0.00	23.5	12.26	25.8	12.53	50.7	13.65	0.0	0.00	0.0	0.00	31.0	12.44	69.0	12.44
Erongo	0.0	0.00	5.6	5.75	22.4	10.94	71.9	11.51	0.0	0.00	0.0	0.00	18.2	10.38	81.8	10.38
Hardap	0.0	0.00	0.0	0.00	12.9	8.96	87.1	8.96	0.0	0.00	0.0	0.00	21.2	11.58	78.8	11.58
Karas	0.0	0.00	0.0	0.00	22.2	11.69	77.8	11.69	0.0	0.00	0.0	0.00	18.5	10.18	81.5	10.18
Kavango	3.6	3.61	6.0	4.30	53.5	10.09	36.9	9.71	0.0	0.00	5.8	5.68	47.1	10.60	47.1	10.57
Khomas	2.5	2.52	0.0	0.00	13.3	6.60	84.2	6.91	0.0	0.00	4.4	4.40	17.1	8.61	78.5	9.21
Kunene	7.3	7.23	12.5	8.91	34.2	12.51	46.0	13.84	0.0	0.00	0.0	0.00	26.9	13.57	73.1	13.57
Ohangwena	0.0	0.00	5.3	3.72	36.3	8.37	58.4	8.65	0.0	0.00	0.0	0.00	34.9	8.88	65.1	8.88
Omaheke	0.0	0.00	0.0	0.00	34.2	15.12	43.7	15.59	0.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Omusati	4.4	3.08	2.9	2.86	41.5	8.47	51.3	8.48	3.5	3.52	3.1	3.10	22.2	8.29	71.2	8.92
Oshikoto	0.0	0.00	6.6	4.63	30.2	8.63	63.2	9.06	0.0	0.00	0.0	0.00	28.0	9.38	72.0	9.38
Otjozondjupa	0.0	0.00	3.7	3.68	27.5	12.36	68.8	12.24	0.0	0.00	0.0	0.00	33.1	13.13	66.9	13.13
Oshana	1.5	1.53	5.6	4.01	38.0	9.86	54.8	10.26	0.0	0.00	0.0	0.00	34.8	9.85	65.2	9.85
NAMIBIA	**1.7**	**0.8**	**4.8**	**1.28**	**34.1**	**3.08**	**58.8**	**3.14**	**0.6**	**0.55**	**1.5**	**0.90**	**28.5**	**3.07**	**69.4**	**3.14**

Most learners in Namibia (69.4%) are taught by teachers whose reading skills are at level 8, the top level distinguished. Variations among regions are less than in mathematics (see below).

Mathematics knowledge among Namibian grade 6 teachers leaves much to be desired. Although most learners in grade 6 are taught by teachers who performed at advanced levels, much needs to be done to improve the mathematics knowledge of many teachers. Less than a third (30.7%) of learners had teachers who reached level 8, the highest level distinguished for learners. In regions such as Kavango and Omusati, almost a third of learners had teachers who reached only level 6 or less. Note though that the large sampling errors indicate that regional differences in this regard should not be interpreted too finely.

Table 56: Learners by mathematics competency levels of their teachers by region (SACMEQ II and III)

Region	SACMEQ II												SACMEQ III											
	Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	3.0	2.99	17.7	9.87	13.4	9.28	36.0	12.10	22.6	10.02	7.2	7.21	0.0	0.00	0.0	0.00	9.8	8.08	34.6	12.16	40.8	12.42	14.8	9.95
Erongo	0.0	0.00	0.0	0.00	10.1	7.27	35.4	12.53	25.9	11.12	28.6	12.13	0.0	0.00	5.7	5.82	0.0	0.00	8.3	8.27	57.7	14.22	28.3	12.12
Hardap	0.0	0.00	0.0	0.00	8.7	6.93	9.8	7.68	39.1	13.16	42.4	12.41	0.0	0.00	0.0	0.00	0.0	0.00	24.1	12.72	28.2	12.95	47.8	15.02
Karas	0.0	0.00	0.0	0.00	0.0	0.00	22.2	10.74	12.9	8.96	64.9	12.59	0.0	0.00	0.0	0.00	5.0	5.14	17.7	9.76	31.9	12.53	45.4	13.68
Kavango	0.0	0.00	11.0	6.47	26.9	8.75	26.1	9.14	34.7	10.39	1.3	1.27	0.0	0.00	0.0	0.00	10.0	6.90	20.2	9.41	58.3	11.53	11.5	7.80
Khomas	0.0	0.00	0.0	0.00	1.2	1.24	10.1	4.90	44.7	9.41	43.9	9.98	4.0	4.00	0.0	0.00	10.7	7.09	8.2	4.90	49.6	10.31	27.5	8.91
Kunene	0.0	0.00	0.0	0.00	4.2	4.35	15.2	10.20	47.0	13.75	33.5	12.88	0.0	0.00	14.6	9.88	1.3	1.36	8.2	8.06	47.2	14.17	28.8	11.94
Ohangwena	8.0	6.05	5.5	4.04	6.6	3.81	24.5	7.09	35.2	7.84	20.2	7.13	0.0	0.00	3.3	3.26	1.3	1.26	12.7	5.57	40.3	8.36	42.4	9.10
Omaheke	0.0	0.00	0.0	0.00	0.0	0.00	27.2	12.36	31.0	13.82	41.8	16.12	0.0	0.00	0.0	0.00	0.0	0.00	12.3	8.85	39.8	13.73	47.9	14.28
Omusati	0.0	0.00	0.0	0.00	22.8	6.94	42.8	8.05	26.1	6.93	8.4	4.71	0.0	0.00	0.0	0.00	7.9	4.62	24.1	7.34	36.8	8.48	31.2	9.12
Oshikoto	4.0	3.98	7.8	5.44	25.1	9.06	23.0	9.13	20.9	7.85	19.2	7.53	0.0	0.00	0.0	0.00	12.5	7.23	7.3	5.30	48.2	10.29	32.0	9.74
Otjozondjupa	0.0	0.00	0.0	0.00	10.0	7.40	22.4	10.43	28.1	10.51	39.5	12.03	0.0	0.00	0.0	0.00	0.0	0.00	26.3	11.73	43.2	12.98	30.5	11.30
Oshana	0.0	0.00	3.2	3.28	14.0	5.83	46.6	9.50	32.2	8.42	4.0	4.02	0.0	0.00	5.1	3.84	12.6	6.99	16.5	7.99	40.8	10.37	25.1	10.09
Namibia	**1.9**	**1.21**	**3.8**	**1.22**	**14.2**	**2.16**	**29.1**	**2.84**	**31.1**	**2.85**	**19.9**	**2.30**	**0.5**	**0.45**	**1.7**	**0.77**	**6.8**	**1.71**	**16.3**	**2.35**	**43.9**	**3.26**	**30.7**	**3.13**

Learners achievement divided by important sub-groups

General Policy Concern 19:

What were the reading and mathematics achievement levels and differences between important sub-groups of grade 6 learners (for example, learners of different gender, socio-economic level and locations)?

The results for gender differences are presented in **Tables 57(a)** and **(b)**. When examining these differences it is important to take account of sampling errors. For example, in **Table 57(a)** it can be seen that in SACMEQ III reading, boys scored 489.6 and girls 503.7; a difference of 14.1 points. However, the sampling error for the boys' score was 3.08. This sampling error should be doubled (approximately) to be 95% certain where the true score lies. In this case we can only be sure (with 95% certainty) that the boys score lies between 489.6±2 x (3.08), which means that the boys score lies between 483.44 and 495.76. The girls' score of 503.7 lies above this range', hence gender differences in Rasch scores between boys and girls for reading in SACMEQ III were significant. Similarly for learners reaching the acceptable levels in reading in SACMEQ III there were differences as the girls score of 64.9% does not lie within the boys range of 57.4%±2x=*(1.41) (see **Table 57(b)**). There were no significant differences between boys and girls for mathematics in SACMEQ III, as the girls score of 470.0 lies within the 95% confidence interval for boys of 472.0±2x(2.70).

From **Table 57(a)** it can be seen that increases in reading and mathematics scores for both boys and girls were large and significant between 2000 and 2007 and that girls only started outperforming boys by a significant margin in 2007. In 2000, more boys performed above level 3 in reading than the girls did (**Table 58(a)).** However, using this yardstick, girls made a bigger improvement in reading skills from 2000 to 2007 than boys and outperformed them in 2007 (**Table 58(b)**).

Both urban and rural schools have shown strong improvement, with rural schools improving more than urban ones. This is very encouraging given the weaker home backgrounds of rural learners and the lack of reading materials available to them. Both learners in the top quarter according to their socio-economic status (SES) and those in the lowest quarter by SES have shown improvement. However, what is again extremely encouraging is that in both reading and mathematics the poorest quarter of learners has shown considerably more

improvement that the richest quarter. In reading, the poorest quartile gained 41.2 test points while the richest gained an almost as impressive 35.2 points. In mathematics, the poorest quartile gained 39.9 points whereas the richest quartile gained only 19.3 points.

Table 57(a): Reading and mathematics test scores of learners by gender, location and socio-economic status (SACMEQ II and III).

Gender, school location and socio-economic status	SACMEQ II				SACMEQ III			
	Reading		Mathematics		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Gender								
Boys	446.0	3.51	433.3	3.46	489.6	3.08	472.0	2.76
Girls	451.3	3.23	428.6	2.93	503.7	3.20	470.1	2.62
School Location								
Rural	417.6	1.90	404.7	1.70	464.4	2.42	448.5	2.18
Urban	503.0	6.95	476.5	6.80	547.5	5.33	506.1	4.66
Socioeconomic status								
Low SES (Bottom 25%)	416.6	2.19	403.8	2.00	457.8	2.87	443.7	2.74
High SES (Top 25%)	522.5	8.11	494.2	8.11	557.7	5.37	513.5	4.89
Namibia	**448.8**	**3.13**	**430.9**	**2.94**	**496.9**	**2.99**	**471.0**	**2.51**

If one sets the acceptable reading skill level at level 4, as discussed above, then it can be seen from **Table 57(b)** that large gains were made between the two surveys in the proportion achieving those levels or above amongst both boys and girls, urban and rural areas, and top and bottom quartile of SES. Encouragingly, it appears that again the greatest improvements were recorded amongst girls, in rural areas, and amongst the poorest quartile of learners.

Table 57(b): Learners with acceptable reading skills by gender, school location and socio-economic level (SACMEQ II and III).

Gender, school location and socio-economic status	SACMEQ II		SACMEQ III	
	%	SE	%	SE
Learner gender				
Boys	28.2	1.62	57.4	1.41
Girls	31.7	1.54	64.9	1.55
School Location				
Rural	15.9	1.34	48.1	1.67
Urban	54.6	2.58	81.7	1.47
Socioeconomic level				
Low SES (Bottom 25%)	15.0	1.53	45.2	2.11
High SES (Top 25%)	62.6	2.59	84.4	1.29
Namibia	**30.0**	**1.41**	**61.3**	**1.35**

Policy Suggestion 22: Directorate PQA is advised to develop new strategies and a holistic approach to improve learners' performance in both reading and mathematics in all regions.

What were the socio-economic differences in reading and mathematics achievement for learners and teachers?

Understanding gaps on achievement related to the gender, school location and SES is the way to identify factors associated with learner's achievement. For Rasch scores there were significant differences by SES for reading in SACMEQ II and for reading and mathematics in SACMEQ III, as discussed above with reference to **Tables 57(a) and 57(b)**. In most cases the high SES group learners scored higher than the low SES group learners. The results for performance at difference competency levels by socio-economic status are presented in **Tables 58(a)** to **(d)**.

In mathematics all sub-groups experienced improvement across gender, school location and socio-economic status. In terms of gender, the data shows that there was fairly a good balance between girls and boys as the difference was very small. Urban learners performed better than rural learners in mathematics. The analysis has shown that more urban learners were in levels 3 to 8. There was a remarkable emergence of learners from rural schools into these levels in 2007.

As for the socio-economic group, about 62% of learners in the bottom quartile of the SES distribution are still performing at levels 1 and 2 compared to almost 27 of the learners from the high SES quartile. Urban learners also read with better understanding than rural learners as shown by the percentage of learners performing in levels 4 to8.

Table 58(a): Learners reaching various reading competency levels by gender, school location and socio-economic status (SACMEQ II)

Gender, school location and socio-economic status	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Learner gender																
Boys	3.7	0.38	12.8	0.84	26.1	0.95	25.7	0.98	13.9	0.79	8.9	0.67	6.2	0.61	2.6	0.53
Girls	2.1	0.32	8.9	0.67	24.1	1.12	25.3	0.98	17.8	0.92	11.9	0.84	7.4	0.66	2.5	0.45
School location																
Rural	3.8	0.38	14.4	0.87	33.7	1.12	29.3	1.03	12.8	0.87	4.2	0.55	1.5	0.32	0.2	0.14
Urban	1.4	0.26	5.1	0.66	11.7	0.93	19.6	1.25	20.8	0.94	20.2	1.22	15.2	1.17	6.0	1.12
Socio-economic level																
Low SES (Bottom 25%)	4.5	0.64	16.4	1.40	33.9	1.49	29.4	1.45	12.1	1.24	3.1	0.73	0.6	0.30	0.0	0.00
High SES (Top 25%)	1.4	0.27	4.1	0.61	10.1	0.89	18.5	1.24	20.1	1.08	20.7	1.22	17.6	1.22	7.5	1.31
Namibia	**2.8**	**0.26**	**10.8**	**0.63**	**25.1**	**0.86**	**25.5**	**0.80**	**15.9**	**0.70**	**10.5**	**0.67**	**6.8**	**0.56**	**2.5**	**0.45**

Table 58(b): Learners reaching various reading competency levels by gender, school location and socio-economic status (SACMEQ III)

Gender, school location and socio-economic status	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Learner gender																
Boys	13.3	0.94	31.8	1.21	26.7	1.12	13.3	0.92	5.5	0.54	3.4	0.37	3.9	0.59	2.0	0.45
Girls	12.4	0.94	29.4	1.27	26.4	1.06	15.3	0.93	6.4	0.65	3.7	0.39	3.9	0.53	2.4	0.49
School location																
Rural	16.9	1.07	37.6	1.29	29.7	1.06	12.4	0.97	2.7	0.48	0.6	0.16	0.1	0.06	0.0	0.01
Urban	5.8	0.68	18.5	1.43	21.2	1.27	17.8	1.14	11.6	0.98	8.7	0.68	10.5	1.30	6.1	1.10
Socio-economic level																
Low	17.3	1.51	36.9	1.64	30.9	1.57	12.1	1.28	2.5	0.62	0.2	0.12	0.1	0.11	0.0	0.00
High	6.1	0.80	14.5	1.38	16.7	1.42	17.3	1.34	13.1	1.05	10.5	0.88	13.5	1.60	8.2	1.45
Namibia	**12.8**	**0.77**	**30.6**	**1.03**	**26.6**	**0.82**	**14.3**	**0.78**	**6.0**	**0.48**	**3.6**	**0.29**	**3.9**	**0.51**	**2.2**	**0.41**

Table 58(c): Learners reaching various mathematics competency levels by gender, school location and socio-economic status (SACMEQ II)

Gender, school location and socio-economic status	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Learner gender																
Boys	19.5	1.05	55.8	1.36	15.3	0.98	3.6	0.42	2.4	0.44	2.5	0.56	0.8	0.28	0.1	0.06
Girls	19.8	1.07	58.0	1.31	14.4	0.87	3.5	0.46	1.7	0.32	1.7	0.39	0.7	0.23	0.2	0.09
School location																
Rural	24.6	1.12	64.3	1.10	10.2	0.81	0.7	0.19	0.1	0.09	0.0	0.00	0.0	0.00	0.0	0.00
Urban	11.0	0.97	44.2	2.18	23.0	1.46	8.4	0.87	5.4	0.86	5.7	1.18	2.0	0.59	0.4	0.15
Socio-economic level																
Low	24.6	1.49	65.0	1.53	10.0	1.02	0.3	0.16	0.1	0.08	0.0	0.00	0.0	0.00	0.0	0.00
High	8.3	0.97	40.3	2.44	23.5	1.56	10.4	1.08	6.7	1.10	7.5	1.51	2.8	0.80	0.5	0.21
Namibia	**19.6**	**0.83**	**57.0**	**1.10**	**14.9**	**0.77**	**3.5**	**0.36**	**2.0**	**0.33**	**2.1**	**0.44**	**0.7**	**0.22**	**0.1**	**0.06**

Table 58(d): Learners reaching various mathematics competency levels by gender, school location and socio-economic status (SACMEQ III)

Gender, school location and socio-economic status	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Learner gender																
Boys	6.0	0.58	41.6	1.38	33.4	1.17	12.3	0.68	3.7	0.44	2.5	0.44	0.6	0.19	0.1	0.05
Girls	4.8	0.46	43.0	1.34	34.6	1.12	12.1	0.82	3.2	0.40	2.0	0.39	0.4	0.17	0.1	0.03
School location																
Rural	7.0	0.57	52.6	1.35	32.2	1.14	6.9	0.63	0.9	0.17	0.3	0.13	0.1	0.05	0.0	0.00
Urban	2.8	0.45	26.3	1.50	36.8	1.44	20.4	0.99	7.3	0.79	5.1	0.95	1.1	0.40	0.2	0.08
Socio-economic level																
Low	8.1	0.92	53.6	1.97	31.5	1.73	6.2	0.83	0.5	0.22	0.8	0.50	0.2	0.10	0.1	0.00
High	2.5	0.39	24.3	1.54	35.6	1.53	20.9	1.01	8.4	0.87	6.5	1.12	1.4	0.49	0.2	0.10
Namibia	**5.4**	**0.40**	**42.3**	**1.16**	**34.0**	**0.91**	**12.2**	**0.62**	**3.4**	**0.35**	**2.2**	**0.38**	**0.5**	**0.16**	**0.1**	**0.03**

Policy Suggestion 22: The poor performance in both reading and mathematics among learners from lower SES backgrounds and learners from rural areas remains a cause for concern, despite the remarkable improvement between 2000 and 2007. Directorates PAD, PQA should therefore join forces with the University of Namibia and the National Planning Commission to carry out research studies which can better determine why such differences exist and how the situation can be improved.

Conclusion

The reading and mathematics achievement and competence levels of learners and their teachers that have been discussed in this chapter are low, especially in the northern regions of Namibia. Countrywide, as can be expected, achievement levels are not only associated with the SES of learners but also differ between urban and rural schools. Although there have been considerable improvements in performance in both reading and numeracy and socio-economic, urban-rural and regional gaps have narrowed, performance still needs to improve much. For instance, more than 80% of learners still do not reach advanced reading, i.e. being able to at least read combining information from various parts of a text so as to infer the writer's purpose (levels 6 to 8). A similar situation applies in mathematics, and only in two regions (Erongo and Khomas) did 20% of learners reach advanced mathematics skills, i.e. levels 5 to 8, a competency level at which they are at least able to translate verbal, graphic, or tabular information into arithmetic form in order to solve a given problem. The results also show that very few children from rural or low SES backgrounds are able to reach advanced mathematics skills, while performance in urban areas and even in the upper quartile of the SES distribution was still far from satisfactory.

Thus, although there has been some progress with reaching the ETSIP targets for SACMEQ III, it is appropriate that the targets for the next round of SACMEQ have been set even higher. Reaching these targets will require an extreme effort from all concerned.

Chapter 8
HIV and AIDS Knowledge, Beliefs and Attitudes

8.1 Introduction

The HIV-AIDS pandemic presents a major challenge for social and economic development in sub-Saharan Africa in general and Namibia in particular. Sub-Sahara Africa continues to bear the largest burden of HIV infections in the world. The joint United Nations Program on HIV-AIDS (UNAIDS) has estimated that in this region there are more than 20 million people living with HIV, around 10% of them below the age of 15 (SACMEQ Policy Series, 2010). This has significant implications for Namibia, especially in terms of its ability to reach the MDGs of reducing poverty and improving overall health and well-being of citizens. Also at stake in Namibia are the goals and targets of the Namibia Development Plan (NDP) III (2007-2012) and Vision 2030. Namibia is ranked amongst the top ten countries in the world in terms of HIV and AIDS prevalence rate (Ministry of Education, 2007).

Dolata and Ross (2010) indicate that the 15 Ministries of Education associated with SACMEQ have been concerned about the lack of well designed objective indicators to guide an informed debate about the effectiveness of HIV and AIDS prevention programs in education for a number of years. The SACMEQ research teams therefore responded to this concern in 2007 by developing an HIV-AIDS Knowledge Test (HAKT) suitable for administration to grade 6 learners and their teachers. This chapter presents information on the knowledge, views and access to information about HIV and AIDS of grade 6 learners and teachers.

It is very important to determine how HIV and AIDS affect teaching and learning in schools, as these results have implications for the implementation of the National Policy on HIV and AIDS for the education Sector. The HIV/AIDS Management Unit (HAMU) under PQA is responsible for coordinating the reduction of the transmission of HIV and mitigating the impact of AIDS on the Namibian education system. Therefore the SACMEQ study informs not only education stakeholders, but more specifically, the responsible division on how well they are succeeding in their objectives.

In the previous chapter, two general policies pertaining to learner and teacher performance in reading and mathematics were explored. The current chapter deals with four more general policy concerns regarding performance in another area, that of HIV/AIDS knowledge. As mentioned, in this area there will be no comparisons between this SACMEQ study and previous ones because this is the first time the SACMEQ project is focusing on HIV/AIDS related issues.

8.2 Learner and teacher knowledge on HIV and AIDS

General Policy Concern 20:

What was the mean performance on the HAKT of grade 6 learners and their teachers; what knowledge levels were achieved; and how did performance and knowledge levels achieved vary by region, gender, SES and school location?

What was the HAKT mean score of learners and teachers?

The HAKT mean scores of learners and teachers are presented in **Table 8.1** below.

Table 59: Mean HAKT scores and proportions of learners and reading teachers reaching minimum and desired HAKT scores by region

Region	Learners						Teachers					
	Transformed score		Reaching minimum level		Reaching desirable level		Transformed score		Reaching Minimum level		Reaching desirable level	
	Mean	SE	%	SE	%	SE	Mean	SE	%	SE	%	SE
Caprivi	498.0	10.56	33.6	6.52	2.6	1.20	745.6	28.59	100.0	0.00	78.8	11.13
Erongo	549.1	10.79	58.6	4.75	12.7	3.29	796.0	21.49	100.0	0.00	91.7	8.39
Hardap	506.5	13.58	40.7	6.96	3.1	1.57	797.7	35.24	100.0	0.00	84.9	10.47
Karas	520.2	14.19	44.7	5.93	9.2	3.77	800.9	24.47	100.0	0.00	95.0	5.07
Kavango	491.2	9.83	29.5	5.28	2.1	0.98	743.0	17.84	100.0	0.00	86.1	7.64
Khomas	553.4	8.06	59.9	3.51	13.4	2.80	763.7	15.84	100.0	0.00	93.4	4.01
Kunene	504.1	12.63	39.2	6.82	3.6	1.61	739.6	32.61	100.0	0.00	77.2	13.10
Ohangwena	529.4	11.21	50.2	5.83	9.6	1.91	774.0	14.91	100.0	0.00	90.5	5.34
Omaheke	491.1	7.43	30.9	4.18	1.2	0.10	814.8	35.76	100.0	0.00	92.4	7.70
Omusati	454.2	6.02	13.9	2.92	0.7	0.34	737.0	18.73	96.8	3.23	76.6	8.20
Oshikoto	476.2	10.93	19.2	4.47	3.7	2.54	790.0	17.30	100.0	0.00	94.6	5.40
Otjozondjupa	509.9	10.61	42.1	5.06	3.5	1.09	751.2	22.89	100.0	0.00	87.6	12.66
Oshana	490.4	11.50	31.9	5.64	5.0	2.19	752.6	21.16	100.0	0.00	80.0	8.53
Namibia	**501.8**	**3.19**	**35.9**	**1.58**	**5.6**	**0.60**	**763.5**	**6.09**	**99.5**	**0.52**	**86.5**	**2.33**

The average transformed Rasch score of 501.8 indicates that Namibian children performed at about the average for all SACMEQ countries. Yet only a small proportion (5.6%) reached desirable levels of HIV/AIDS knowledge, and only 35.9% of grade 6 learners have achieved the minimum levels. This latter proportion is particularly disturbing, as inadequate HIV/AIDS knowledge amongst almost two-thirds of learners is unlikely to deter risky behaviour where HIV is concerned.

As can be seen in **Table 59**, learners in Khomas region performed the best with an average score of 553.4 while Omusati and Oshikoto learners had the lowest average performance of 454.2 and 476.2 respectively. Ohangwena, a mainly rural region, did commendably well on HAKT (529.4). RACE (the Regional Aids Committee on Education) and HAMU (the HIV and AIDS Management Unit) should therefore make concerted efforts to improve performance in other regions. It is also encouraging here that teacher scores were well above the national score for children and that virtually no teachers performed below the minimum level. But even the 13.5% of learners with teachers not reaching the desirable level is still disappointing.

Policy Suggestion 23: HAMU should investigate how Khomas and Ohangwena regions are managing to disseminate the HIV and AIDS information in order to bring about change in other regions such as Oshikoto and Omusati.

Were there any gender differences between those who reached minimum and desirable level on the HAKT?

The results for gender differences on the performance for the HAKT are presented in **Table 60** below. When examining these differences, it is important to take sampling errors into account. Nationally, boys scored an average of 499.8 while girls obtained 503.7. This difference of 3.9 score points is however much smaller than twice the sampling error for the boys' score of 3.34, and this sampling error should be doubled to be 95 percent confident of the range in which the true score lies. The average score for girls lies well within this range, hence there were no statistically significant gender differences in scores between boys and girls. Similarly, there were no differences between boys and girls within regions in terms of

transformed HAKT score.

Table 60: Mean Performance of learners on the HAKT by gender

Region	Learners											
	Transformed Scores				Reaching Minimum Level				Reaching Desirable Level			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	495.1	11.41	500.6	10.89	30.4	7.43	36.6	6.44	2.2	1.29	2.9	2.25
Erongo	545.8	10.49	552.1	12.47	53.1	4.81	63.7	5.81	13.4	3.29	12.0	4.14
Hardap	502.4	13.06	510.7	14.95	36.6	7.27	45.1	7.54	2.2	1.30	4.0	1.98
Karas	513.8	15.26	527.0	15.50	42.3	6.54	47.3	6.30	7.1	4.31	11.5	3.73
Kavango	494.7	10.25	487.7	10.15	32.1	5.98	27.0	5.02	2.8	1.18	1.5	1.14
Khomas	546.6	9.69	559.6	8.35	57.2	4.52	62.4	3.79	13.3	2.85	13.5	3.28
Kunene	503.4	11.99	504.7	14.84	36.0	6.82	42.2	7.39	4.5	1.94	2.8	1.68
Ohangwena	536.5	13.61	523.6	10.32	52.1	6.70	48.6	5.51	14.0	3.08	6.0	1.55
Omaheke	488.3	9.70	493.7	6.27	28.5	5.03	33.1	4.21	2.0	2.02	0.4	0.36
Omusati	450.1	5.83	458.4	7.31	12.0	2.58	15.9	3.62	0.5	0.38	0.9	0.48
Oshikoto	473.0	8.89	479.2	13.19	17.9	3.80	20.4	5.64	2.0	1.78	5.2	3.29
Otjozondjupa	510.5	13.66	509.5	9.42	44.1	6.01	40.6	5.26	3.2	1.56	3.8	1.77
Oshana	486.4	10.83	494.2	12.82	30.8	5.91	32.9	5.80	4.1	1.77	5.8	2.79
Namibia	**499.8**	**3.34**	**503.7**	**3.43**	**34.7**	**1.66**	**37.1**	**1.68**	**5.9**	**0.68**	**5.3**	**0.69**

There were no gender differences in the percentage of learners reaching minimum and desirable levels. Nationally more than 60% of grade 6 learners did not reach minimum level in HAKT, with Oshikoto and Omusati having more than 70% of learners not reaching these levels. It should be noted that very few (about 5%) of grade 6 learners (both boys and girls) reached the desirable level in the 2007 HAKT. This needs to be improved.

What relationship exists between learners' HAKT knowledge and their SES?

Table 61 shows that grade 6 learners from low socio-economic backgrounds (the bottom quartile) obtained a score of 482.9 in the 2007 HAKT, well below the national average of 501.8 and the score of 539.7 obtained by learners from the top quartile. Similar trends apply in most regions. In Khomas, Ohangwena and Otjozondjupa, however, even learners from low socio-economic backgrounds obtained scores that well above the national average. Importantly Ohangwena, which is mostly rural, scored the highest mean (539.2). This may reflect exceptionally good efforts from RACE coordinators. The lowest HAKT scores for grade 6 learners from low SES were in Karas, Hardap and Omaheke regions. In Omusati,

even high SES learners had HAKT scores below the national average.

Table 61: Mean performance of learners reaching minimum and desirable level on the HAKT by socioeconomic status (2007)

Region	Learners											
	Transformed Scores				Reaching minimum level				Reaching desirable level			
	Low SES		High SES		Low SES		High SES		Low SES		High SES	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	474.4	7.68	538.6	16.89	20.9	4.19	58.2	12.09	0.0	0.00	7.3	2.81
Erongo	478.1	29.12	562.7	10.97	14.7	36.83	64.5	4.19	0.0	0.00	14.9	4.24
Hardap	431.3	24.44	523.9	13.97	16.4	8.08	48.1	7.69	0.0	0.00	4.6	2.21
Karas	351.2	56.11	534.9	15.25	0.0	0.00	51.2	6.17	0.0	0.00	11.7	4.68
Kavango	482.7	11.83	532.3	22.61	24.1	6.55	51.9	9.65	0.9	0.89	5.8	3.52
Khomas	529.6	38.50	562.4	8.42	69.7	18.85	62.9	3.55	10.2	11.04	16.0	3.22
Kunene	485.9	22.93	525.9	20.82	29.4	16.10	49.4	11.79	0.0	0.00	8.2	2.98
Ohangwena	539.2	14.29	544.3	17.91	56.6	6.79	56.2	12.13	12.9	2.78	7.0	4.33
Omaheke	482.8	16.51	509.6	10.57	14.9	7.47	45.5	5.88	0.0	0.00	2.3	2.29
Omusati	441.2	6.08	487.0	8.21	8.4	3.01	30.2	4.42	0.5	0.48	1.7	1.72
Oshikoto	464.3	11.95	531.7	50.47	15.6	5.67	41.1	19.14	1.0	0.68	17.8	15.72
Otjozondjupa	509.1	91.14	517.3	8.38	60.1	41.93	42.1	4.57	0.0	0.00	5.1	1.85
Oshana	458.8	13.81	536.1	17.45	23.4	8.58	51.7	8.19	0.9	0.97	12.0	4.77
Namibia	**482.9**	**5.85**	**539.7**	**4.34**	**27.8**	**2.96**	**53.5**	**1.94**	**3.8**	**0.88**	**10.9**	**1.39**

Almost three-quarters of grade 6 learners from the lower quartile of learners by SES background in Namibia did not reach the minimum level in the 2007 HAKT and less than 4% reached the desirable levels. In contrast, slightly less than half of top quartile SES learners did not reach minimum levels, and almost 90% did not reach desirable levels. Clearly, there is still much work to do.

Policy Suggestions 24: Regions with HAKT scores of learners from low SES below a National average should conduct stakeholders' meetings to look at alternative ways to educate their communities and to make HIV and AIDS materials more accessible for targeting poor households.

Were the HAKT scores and knowledge levels of learners influenced by school location?

On average, rural Namibian learners obtained a score of 484.1, significantly lower than the national average of 501.8 and the average score of 529.3 in urban schools (**Table 62**). Surprisingly, learners from Ohangwena rural schools had a substantially better HAKT score than those from urban schools and also outperformed the national average for all schools and

even for urban schools (though this latter difference is not significant). Most grade 6 learners from rural schools were not reaching minimum levels, with the exceptions of Ohangwena and Khomas, where just over half of the learners reached minimum level. Only about 3% of grade 6 learners from rural schools reached the desirable level of mastery.

Table 62: Mean performance of learners reaching minimum and desirable level on the HAKT by school location (2007).

Region	Learners											
	Transformed Scores				Reaching minimum level				Reaching desirable level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	477.3	6.42	526.7	16.77	21.0	3.68	51.2	10.80	0.5	0.51	5.5	2.28
Erongo	491.3	14.52	556.4	10.68	27.7	10.05	62.5	4.22	6.4	1.99	13.4	3.67
Hardap	460.2	17.42	515.1	14.17	19.4	5.77	44.7	7.57	0.0	0.00	3.7	1.83
Karas	455.0	13.90	538.4	14.03	19.8	6.33	51.7	6.06	0.0	0.00	11.8	4.61
Kavango	480.5	9.49	540.3	22.72	24.5	5.31	53.0	12.0	1.0	0.79	7.3	3.30
Khomas	534.1	19.56	554.9	8.58	54.4	9.05	60.3	3.76	1.9	1.99	14.3	2.97
Kunene	495.0	19.19	514.4	17.31	35.7	9.50	43.3	10.75	3.6	2.56	3.6	2.06
Ohangwena	534.8	12.00	481.5	5.81	54.0	6.00	16.2	5.64	10.7	2.01	0.0	0.00
Omaheke	489.6	5.44	493.4	17.93	28.1	425	35.0	8.95	0.3	0.31	2.5	2.51
Omusati	451.7	6.52	474.7	9.58	13.5	3.18	17.1	7.46	0.6	0.36	1.3	1.32
Oshikoto	466.7	8.59	517.8	43.11	14.8	3.71	38.3	16.15	1.1	0.77	14.8	12.75
Otjozondjupa	480.9	9.86	514.0	11.65	29.7	4.88	43.9	5.59	0.0	0.00	4.0	1.16
Oshana	464.9	7.00	524.0	19.13	19.6	4.10	48.0	8.98	1.1	0.79	10.1	4.28
Namibia	**484.1**	**3.97**	**529.3**	**4.56**	**27.8**	**1.98**	**48.6**	**2.14**	**3.3**	**0.55**	**9.1**	**1.23**

Policy Suggestion 25: Regions with HAKT scores of learners from rural schools below a national average should conduct stakeholders meetings to look at all alternative ways to educate their communities and to make HIV and AIDS materials more accessible in rural areas. Regions may be able to learn from what Ohangwena region is doing right.

Was there a difference between male and female teachers in HAKT performance levels?

Data on teachers' performance on the 2007 HKT are presented below by gender. There were no significant differences at the national level in teacher performance by gender, though on average there was a slightly better performance (not statistically different) by male teachers.

Table 63: Performance of teachers on the HAKT by gender

Region	Teachers											
	Transformed Scores				Reaching minimum level				Reaching desirable level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	800.6	56.40	726.6	33.50	100.0	0.00	100.0	0.00	100.0	0.00	71.5	14.60
Erongo	748.5	87.90	800.6	22.90	100.0	0.00	100.0	0.00	100.0	0.00	90.9	9.20
Hardap	853.0	48.60	738.8	46.90	100.0	0.00	100.0	0.00	100.0	0.00	68.8	21.20
Karas	767.7	19.10	816.7	35.20	100.0	0.00	100.0	0.00	100.0	0.00	92.5	7.70
Kavango	774.8	27.40	702.0	14.00	100.0	0.00	100.0	0.00	91.7	8.50	78.8	14.50
Khomas	768.5	42.40	761.4	15.30	100.0	0.00	100.0	0.00	91.0	9.40	94.5	4.40
Kunene	722.7	38.70	785.7	64.60	100.0	0.00	100.0	0.00	75.4	17.30	81.9	20.50
Ohangwena	754.2	24.70	783.7	18.90	100.0	0.00	100.0	0.00	80.3	13.50	95.5	4.60
Omaheke	775.4	85.50	835.9	40.30	100.0	0.00	100.0	0.00	78.2	24.80	100.0	0.00
Omusati	759.7	30.00	719.7	24.40	92.6	7.60	100.0	0.00	84.3	10.90	70.7	12.30
Oshikoto	824.2	25.20	761.9	20.10	100.0	0.00	100.0	0.00	100.0	0.00	90.2	10.00
Otjozondjupa	744.5	47.70	753.8	30.10	100.0	0.00	100.0	0.00	100.0	0.00	82.8	18.20
Oshana	731.1	32.90	758.5	26.30	100.0	0.00	100.0	0.00	79.1	23.20	80.2	9.70
Namibia	**771.8**	**10.30**	**758.6**	**7.50**	**98.6**	**1.40**	**100.0**	**0.00**	**88.7**	**3.60**	**85.2**	**3.10**

8.3 Attitudes of teachers and school principals towards HIV and AIDS

General Policy Concern 21:

What were the attitudes of grade 6 learners, their teachers and school principals toward HIV and AIDS?

The general policy concern regarding attitudes of grade 6 learners, their teachers and school principals toward HIV and AIDS was captured through a number of specific questions, discussed below.

What were the views of learners, teachers and school principals towards casual contact with an HIV infected learner?

Grade 6 learners, their reading and mathematics teachers as well as their school principals were asked to indicate whether a learner infected with HIV should continue to attend school

or not. The responses to this item are presented in **Table 64**, showing what proportion felt that a learner infected with HIV should continue attending school indicated. Those not responding positively either were not sure or did not feel that such a learner should continue attending school.

Table 64: Attitudes towards learners, teachers, friends and relatives infected with HIV or having AIDS

	%	SE
Accept that HIV infected learners should continue in school		
Learners	50.5	1.48
Reading teachers	97.3	1.1
Mathematics teachers	95.6	1.07
Health teachers	97.4	0.96
School principals	98.2	0.88
Accept that HIV infected teachers should continue in school		
Learners	50	1.37
School principals	97.2	0.99
Learner behaviour with a friend infected by HIV		
Avoid/ shun him	13.9	0.77
Not sure	36.3	1.08
Positive attitude	49.9	1.19
Learner willing to care for relatives ill with AIDS		
No	15.3	1.2
Not Sure	22	0.97
Yes	62.8	1.68

Nationally, about half of grade 6 learners were in favour of HIV infected learners continuing to attend school. This implies that the other half either did not agree or were opposed to such a learner continuing to attend school. This point to a possibility that learners living with HIV may be stigmatised and discriminated against at school. In few regions did the support for learners continuing at school rise much above half (see **Table A15** in the appendix) but particularly in Caprivi and Omaheke a notably lower proportion supported such a tolerant view. In contrast to learners, virtually all teachers and school heads supported that learners infected with HIV should continue schooling. Schools heads were also almost unanimous in allowing school teachers infected with HIV to continue teaching, though there were a very few cases where schools heads disagreed on this (considering the sampling errors, the

response was close to unanimous).

Policy Suggestion 26: HAMU should work out a strategy on attitude change on HIV and AIDS especially in Caprivi, Ohangwena, Omusati and Kavango.

What was the general behaviour of learners towards an HIV infected friend and their willingness to care for a relative ill with AIDS?

Table 64 above also highlights learners' general behaviour towards a friend who is infected with HIV. Again, only about half indicated they would respond positively (i.e. maintain contact), while more than a third were unsure how they would react and 14% indicated a negative attitude towards the infected. Furthermore **Table 64** also shows the willingness of learners to care for any relative that is ill with AIDS. Here positive responses rose to 62.7%, with limited variation across regions.

What percentage of learners would allow their teachers who are infected with HIV to continue teaching?

Learners were also asked to indicate whether they are in favour of a teacher who is infected with HIV continuing to teach. Again, as with attitudes to other learners, half of learners answered in the affirmative (see **Table 64**, and for regional responses also **Table A15** in the appendix).

What was the self-risk assessment of being infected with HIV by grade 6 teachers and school principals?

Table 65 presents the percentage of grade 6 learners whose teachers and school principals felt that they themselves were at high or very high risk of being infected with HIV (as opposed to feeling they were at medium risk, or being at low or no risk at all). The interesting part about this question is that the responses probably combine both HIV/AIDS knowledge and knowledge about own behaviour. As the HIV/AIDS knowledge of teachers was in fact quite

good, positive responses as to experiencing high or very high risk may be interpreted as largely an indication of risky behaviour.

The table shows that self-perceived risk is the highest amongst school principals (approximately 32% of learners had principals who perceived themselves to be at high or very high risk), and somewhat less and largely similar amongst teachers of the different subjects. Altogether 25.3%, of grade 6 learners had reading teachers who felt that they were at high or very high risk of becoming infected with HIV, while 28.7% had mathematics teachers and 29.6% health teachers who felt considered themselves to be at high or very high risk. Amazingly high levels of self-perceived risk were recorded in Caprivi and Kavango. These high levels of perceived risk are alarming and need to receive considerable policy attention in Namibia.

Table 65: Learners by their teachers' and school principals' self-risk assessment (those perceiving themselves to be at high or very high risk of being infected)

Region	Reading teachers		Mathematics teachers		Health teachers		School heads	
	%	SE	%	SE	%	SE	%	SE
Caprivi	57.0	12.46	41.9	12.48	55.4	13.08	67.5	12.61
Erongo	16.1	9.28	16.6	9.57	11.1	7.93	5.7	5.82
Hardap	6.2	6.28	17.3	9.46	7.2	7.21	7.1	7.09
Karas	24.6	11.16	20.2	10.93	20.2	10.93	0.0	0.00
Kavango	36.6	10.02	31.5	9.56	55.7	10.57	39.5	10.30
Khomas	16.1	6.66	25.5	8.60	27.3	9.68	15.5	8.85
Kunene	27.1	12.29	14.1	9.70	35.7	13.78	22.0	11.69
Ohangwena	28.9	7.97	18.9	6.33	22.1	7.15	44.2	9.10
Omaheke	21.8	10.36	53.6	12.49	36.3	12.27	22.9	10.77
Omusati	24.2	7.69	36.9	8.39	34.0	8.62	51.7	9.17
Oshikoto	39.6	9.96	32.7	10.05	25.9	9.56	22.6	9.20
Otjozondjupa	11.6	8.07	20.1	9.56	21.8	8.78	11.8	8.15
Oshana	10.6	5.99	35.9	10.13	23.1	8.23	36.4	10.60
Namibia	**25.3**	**2.74**	**28.7**	**2.85**	**29.6**	**2.91**	**32.5**	**3.07**

8.4 Sources of information about HIV and AIDS

General Policy Concern 22:

Were HIV and AIDS information and services (testing centres) accessible to grade 6 learners, their teachers and their school principals? How did learners and their teachers obtain information on HIV and AIDS? Were teachers and school principals ever tested for HIV and AIDS?

What sources did learners access for the information about HIV and AIDS?

As can be seen in **Table 66**, the majority of grade 6 learners in 2007 got information related to HIV and AIDS from sources such as the radio, books, magazines, classrooms, and teachers. Note that learners were asked to indicate *all* of their sources of information. Very few learners got information from the computer and the internet and none of them got such information from their doctors. The extremely high percentage of learners that indicated that they got information about HIV and AIDS in their classes (92.8%) implies that schooling plays a very important role in educating young people about HIV and AIDS. The life skills (health) teachers who have been given the responsibility of covering this area of the curriculum should therefore be commended. Most learners learn about HIV and AIDS in subjects such as life sciences and biology.

What kinds of sources did school principal's access for information about HIV and AIDS?

School principals were also asked to indicate the different sources from which they obtained information about HIV and AIDS. **Table 66** above presents the percentage of learners whose school principals who indicated that they received HIV and AIDS information from the listed sources. A majority got information from sources such as the radio, TV, posters, magazines, and in-service training. It is encouraging that in-service training is reaching a large proportion of principals with this type of information. Very few learners had school principals who got information on HIV and AIDS from the computer or internet, drama, cinema and friends.

Did learners attend lessons specifically on HIV and AIDS? If so, what kinds of activities took place during those lessons?

Tables 67 and **68** below respectively present the percentage of learners who attended lessons

on HIV and AIDS and the different activities that took place during those lessons. Nationally, about 70% of grade 6 learners attended lessons on HIV and AIDS in 2007. This shows that there is still room for improvement to ensure that all learners attend lessons on HIV/AIDS. Of all learners, 62.4% attend lessons taught by their teachers, while 57.2% engaged in asking questions and 35.8% were involved in group discussions.

Table 66: What sources did learners and principals get information on HIV and AIDS?

Source	Learners Source of information on HIV SACMEQ III		School head source of information on HIV SACMEQ III	
	%	SE	%	SE
Radio	92.5	0.56	98.8	0.59
TV	61.9	1.50	94.6	1.51
Video	29.4	1.30	68.8	3.05
Internet	9.7	0.82	20.4	2.50
Computer	14.3	0.88	19.7	2.49
Posters	72.2	1.70	97.5	1.02
Books	89.7	0.64	99.8	0.22
Magazine	80.5	1.18	97.7	0.97
Drama	71.6	1.80	95.90	1.30
Club	62.5	1.97	85.6	2.18
Cinema	21.8	1.34	30.1	3.07
Recreational	28.7	1.50	55.8	3.31
Classroom	92.8	0.88	Not asked	Not asked
Pre-service Teacher Training	Not asked	Not asked	37.8	3.09
In-service Teacher Training	Not asked	Not asked	90.1	1.95
Hospital	75.7	1.54	87.3	2.04
Teacher	87.9	1.00	87.8	2.17
Friends	64.6	1.34	93.8	1.48
Counsellors	40.1	1.70	76.7	2.70
Peer Educator	39.2	1.70	71.4	3.00
Doctor	0.0	1.88	77.9	2.72
Community Health Worker	58.3	1.68	81.4	2.51
Religion	41.0	1.49	75.2	2.86
Person with HIV	41.2	1.63	80.8	2.57
Relative	68.5	1.12	84.7	2.28

Table 67: Percentage of grade 6 learners who attended lessons on HIV and AIDS

Percentage of grade 6 Learners attending HIV and AIDS classes (SACMEQ III)		
Region	**%**	**SE**
Caprivi	66.9	8.91
Erongo	96.7	2.88
Hardap	94.7	2.15
Karas	94.6	5.21
Kavango	73.8	7.47
Khomas	75.7	6.69
Kunene	87.0	5.69
Ohangwena	67.4	7.02
Omaheke	53.1	10.61
Omusati	60.9	6.53
Oshikoto	70.6	6.94
Otjozondjupa	84.8	5.49
Oshana	62.5	7.52
Namibia	**71.7**	**2.27**

Table 68: Activities learners engaged in during HIV and AIDS lessons

Region	Reading Materials		Lesson by Teacher		Watching Video		Listen Video		Asking Questions		Group Discussion		Hospital Trip		Questionnaire	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	24.6	4.04	58.3	8.29	12.2	2.45	29.9	5.91	52.9	8.96	39.5	8.18	9.8	2.31	29.5	6.62
Erongo	56.7	5.33	93.3	3.65	27.6	7.36	27.1	5.45	86.4	3.77	68.6	8.48	7.1	1.94	51.1	9.32
Hardap	50.4	7.97	91.4	1.96	33.0	5.58	44.8	7.14	81.0	3.36	60.3	6.15	26.8	6.51	53.5	7.06
Karas	63.6	8.27	92.4	5.13	20.2	6.34	25.0	6.44	79.5	8.46	57.4	9.63	17.3	6.49	45.0	9.36
Kavango	45.0	6.42	68.5	7.15	14.9	4.61	32.6	7.22	64.2	6.86	40.4	7.23	7.7	3.03	26.3	6.82
Khomas	33.3	5.20	68.8	6.68	20.3	5.98	23.1	3.94	65.3	6.41	46.3	5.62	11.0	2.65	37.4	5.26
Kunene	53.8	7.94	82.1	5.31	27.6	7.64	39.7	6.93	81.6	5.46	68.1	8.44	19.2	5.04	44.4	8.87
Ohangwena	34.8	5.98	52.1	6.77	6.1	1.48	23.2	4.80	47.9	6.31	21.8	4.47	4.2	1.01	18.1	3.49
Omaheke	28.1	6.61	42.2	8.80	18.6	5.38	26.4	6.98	41.9	8.74	28.0	6.68	16.1	3.85	26.5	6.82
Omusati	21.7	3.66	49.4	5.58	4.4	1.03	36.2	4.24	42.3	5.64	22.3	4.00	9.9	2.36	18.5	4.02
Oshikoto	36.9	6.05	58.9	6.68	7.2	2.11	19.3	4.02	56.1	6.86	27.8	4.62	8.0	2.39	29.9	6.16
Otjozondjupa	36.7	8.16	74.6	5.75	21.9	6.35	31.2	6.63	71.4	6.17	53.1	7.12	21.8	6.39	41.6	7.70
Oshana	22.1	3.42	55.4	7.04	10.2	2.61	24.1	4.26	47.8	6.38	27.7	5.23	13.3	2.90	22.3	3.77
Namibia	**34.8**	**1.77**	**62.4**	**2.14**	**13**	**1.11**	**26.5**	**1.62**	**57.2**	**2.09**	**35.8**	**1.74**	**10.7**	**0.87**	**28.8**	**1.69**

8.5 Special training on HIV and AIDS issues

General Policy Concern 23:

How many days of specialised training in HIV and AIDS did grade 6 teachers and school principals receive? What happened during those lessons/classes/activities on HIV and AIDS and what form of support was given to learners and school staff at schools concerning HIV and AIDS?

How much specialised training in HIV and AIDS did school principals receive?

The percentage of grade 6 learners who had school principals who attended specialised training in HIV and AIDS in 2007 is presented in **Table 69** below.

Table 69: Learners by whether school principals had attended specialised courses in HIV and AIDS by region

School Heads who attended HIV/AIDS Courses (SACMEQ III)		
Region	**%**	**SE**
Caprivi	94.6	5.46
Erongo	70.2	14.04
Hardap	50.9	13.89
Karas	82.7	9.53
Kavango	91.2	6.08
Khomas	75.8	9.07
Kunene	72.4	12.38
Ohangwena	87.4	6.05
Omaheke	67.0	12.57
Omusati	82.4	6.88
Oshikoto	74.9	9.27
Otjozondjupa	76.6	12.38
Oshana	76.0	8.94
Namibia	**79.9**	**2.61**

On average, 79.9% of the grade 6 learners in 2007 had school principals who had attended specialised courses in HIV and AIDS. Caprivi region had the biggest proportion of principals attending these courses (94.6%) and the Hardap region had the smallest proportion (50.9%). Educational authorities should encourage school principals in this latter region to attend courses and workshops related to HIV and AIDS to enable them to give informed guidance to teachers and learners with regard to these issues.

What activities were engaged in during HIV and AIDS training courses that school principals attended?

The majority (more than 70%) of school principals who attended HIV and AIDS courses indicated that they read materials, attended lectures or talks, and posed questions as part of the activities carried out in the HIV and AIDS courses (**Table 70).** Few school principals had watched a video (36%), listened to the radio (29%) or took part in a trip to a hospital or care centre (7%) related to HIV and AIDS education.

Table 70: Learners by participation of their school heads in various activities during the HIV and AIDS courses that they attended in 2007

Coverage of in-service courses on HIV and AIDS received by the schools heads	%	SE
Reading Materials	78.3	2.67
A Course instructor gave a lecture	76.1	2.82
We were given a list of contact addresses for further information and help	66.8	3.12
We watched a video/ film	36	3.18
We listened to a radio or recorded program	29.2	3.01
We were able to ask questions	78.4	2.71
A person living with HIV gave a talk	42.4	3.26
We had a group discussion	76.6	2.81
We had an organised trip to a hospital/ care centre	8.6	1.91
We completed a questionnaire	54.7	3.3
We participated in a role play	51.8	3.27
We learned how to respond to sensitive questions from learners about HIV and AIDS	69.3	3.08
We were given practical demonstrations from example condom usage	68.2	2.86
Male/ Female condoms were made available at the meeting	69.1	2.98

What kind of support was given to learners and school staff on HIV and AIDS issues?

In addition to managing the daily operations of a school, a school principal is also expected to give support and guidance to both teachers and learners. This is extremely important in the area of HIV and AIDS. **Table 71** presents the percentage of learners and the percentage of learners whose teachers received different kinds of support from their school principals.

Table 71: Learners getting support on HIV and AIDS issues from their school principals and learners whose teachers got such support

Kinds of support that has been given to learners and school staff on HIV and AIDS issues		
Support to learners	**%**	**SE**
Guidance/Counselling for orphans and vulnerable learners	56.6	3.23
Guidance/ Counselling for learners with HIV and AIDS	23.1	2.77
Home visits for orphans and vulnerable learners	23.0	2.70
Home visits for learners with AIDS related diseases	10.1	1.94
Discussion among learners about combating stigma and discrimination against HIV and AIDS	67.1	3.17
Learning Materials for use at home by orphans and vulnerable learners	21.0	2.56
Learning Materials for use at home by learners with AIDS related diseases	15.7	2.33
Learning Materials for use at home by learners who are caring for relatives with AIDS related Diseases	15.5	2.39
Medication for learners with HIV and AIDS	11.3	1.99
Support for School Staff	**%**	**SE**
Guidance/Counselling for staff with HIV and AIDS	13.9	2.26
Home visits for staff with HIV and AIDS	6.3	1.61
Home visits for staff about combating stigma and discrimination against HIV and AIDS	53.7	3.28
Medication for staff with HIV and AIDS	8.1	1.74
HIV testing for staff	10.4	1.99
Payment for relief teachers to replace sick staff	15.2	2.32

It is evident here that the support that learners receive from their school principals was mainly aimed at guiding and counselling orphans and vulnerable children (OVCs) and discussions about avoiding infection and about discrimination against those infected with HIV and AIDS. School staff received support mainly focused on home visits for staff to combat stigma and discrimination against those infected with HIV and AIDS. Very few learners and teachers reported other kinds of support.

What proportion of school principals are within walking distance of HIV testing centres?

School principals were asked to indicate in their questionnaires whether they stayed within walking distances to the nearest HIV testing centres. This data is presented in **Table 72** below. On average only about 60% of learners whose school principals were within walking distances from HIV testing centres. Proximity to such centres was uncommon especially in Caprivi, Khomas, Omusati and Oshana.

Table 72: Learners whose school principals were within walking distances from HIV testing centres

School Heads within walking distance to HIV Testing Centres		
Region	**%**	**SE**
Caprivi	48.8	13.21
Erongo	94.3	5.82
Hardap	83.8	9.33
Karas	86.6	9.21
Kavango	81.5	7.89
Khomas	48.8	10.93
Kunene	75.1	11.62
Ohangwena	54.1	9.15
Omaheke	71.8	11.53
Omusati	37.9	8.89
Oshikoto	65.6	9.94
Otjozondjupa	70.4	11.80
Oshana	47.9	10.75
Namibia	**49.6**	**3.19**

What proportion of school principals were prepared to take an HIV test either at a cost or free of charge?

Table 73 below shows that about 94% of school principals were prepared to take an HIV test if it was free of charge. However, at a national level only about 69% of principals were prepared to take such a test if they had to pay for it. Fewer than 60% of school principals in Kavango and Ohangwena regions would pay for an HIV test.

Table 73: Learners by whether school principals are prepared to take an HIV test for a charge or free of charge

School head willing to take an HIV for Free or for a Charge				
Region	**Paying**		**Free**	
	%	**SE**	**%**	**SE**
Caprivi	69.6	11.95	100.0	0.00
Erongo	88.1	8.43	93.5	6.54
Hardap	80.3	10.70	100.0	0.00
Karas	76.6	10.94	94.1	5.98
Kavango	55.1	10.60	82.5	8.14
Khomas	76.8	9.42	95.3	4.71
Kunene	91.1	7.67	100.0	0.00
Ohangwena	58.0	9.09	93.5	4.50
Omaheke	87.8	8.51	100.0	0.00
Omusati	62.5	8.74	100.0	0.00
Oshikoto	68.3	9.81	100.0	0.00
Otjozondjupa	89.3	7.55	93.5	6.51
Oshana	63.2	10.43	85.2	8.50
Namibia	**68.5**	**3.12**	**94.3**	**1.59**

8.6 Conclusion

The research results discussed in this chapter might come as a surprise to members of ministries, international agencies and development partners that have made substantial investments in HIV-AIDS prevention education programs in Namibia. Grade 6 learners in Namibia are at a very vulnerable age and their knowledge about HIV-AIDS is clearly inadequate to guide their decisions about behaviour in a way that will protect and promote health. Given the extreme human suffering caused by HIV infection and the massive efforts that have been devoted to large-scale HIV-AIDS prevention education programs, the success as measured in this research amongst grade 6 learners is still not sufficient.

A comprehensive review and evaluation of all aspects of the delivery of HIV-AIDS prevention education programs in Namibian schools is needed. The goal for such programs must be to ensure that all children leave primary school with the basic knowledge that is required to guide their decisions about health protection related to HIV-AIDS.

Chapter 9
Conclusion and Agenda for Action

9.1 Introduction

This is the third national report on the conditions of schooling and the quality of primary education in Namibia. Data for the first report which was published in 1998 was collected in 1995, and the data for the second report was published in 2005, was collected end of 2000, while analysis made in this report was collected in September 2007. The report presents the conditions of primary schooling in 2007, and provides an indication of the changes that had occurred between 2000 and 2007.

This chapter seeks to bring together all the research –based policy suggestions that have been made though this report. The analyses in the preceding chapters have been based on data emanating from a national survey carried out in a sample of 267 primary schools in Namibia in the year 2007. The analyses provided detailed information on characteristics of Grade 6 learners , their teachers and school principals; the conditions of physical infrastructure and the learning environment of primary schools; school resources; learning achievement levels of learners and their teachers and HIV/AIDS knowledge among learners and teachers.

In this chapter all research –based policy suggestions that have been made throughout the report have been categorized with regard to time frames, lead unit and estimated cost, “medium” means it can be implemented within one to two years ; and “long” means it can be implemented in three to five years. “low cost” are those cost that can be implemented within the existing budget and may simply require the redeployment of existing financial, human and physical resources or using them more efficiently “additional costs “are costs that require a few additional funds to the Ministry. An effort was also made to spot the office/region within the ministry that would be responsible for leading the discussion and taking action on each suggestion.

There are a total of 26 policy suggestions that have been made in this report. The policy suggestions were made bearing in mind the social, economic and political realities in the

country. Most suggestions were prepared for "regional" implementation because Namibia's education system planning is now decentralized.

The achievability of the policy suggestions will be to a certain extent center on the availability of resources and will, therefore, require a well considered prioritization schedule.

9.2 Summary of policy suggestions

Policy suggestion	Lead unit	Time frame	Estimated cost
Policy suggestion 1. The educational authorities in Kavango are reminded once again, as was the case in SACMEQ II, to consider extending the school feeding programmes or any other supplementary food programmes to schools with children from very poor families.	Kavango regions	Medium to long term	Low cost
Policy suggestion 2. The educational authorities in Kavango, Kunene, Ohangwena and Oshikoto should investigate the reasons for the high grade repetition rates in their regions.	Kavango, Kunene, Ohangwena and Oshikoto region	Medium term	Low cost
Policy suggestion 3. Given the importance of homework in improving learning outcomes,; teachers, school principals, school boards, advisory teachers and inspectors of education should ensure that learners are regularly given homework, that the homework is well explained and corrected and that parents are encouraged to assist children with homework.	All regions	Medium to long term	Low cost

Policy suggestion 4. The availability of textbooks is a serious problem that affects most schools in Namibia. The Ministry of Education should take full cognizance of this and deal with it as a matter of urgency. This includes taking advantage of interventions that may alleviate the problem of reading and mathematics textbooks such as the one embarked upon by MCA.	All regions	Medium to long term	Requires additional costs
Policy suggestion 5. Regional Education offices and school Inspectors should constantly monitor the budgetary allocation for classroom materials, while school board should mobilise parents to contribute to the education of their children by buying affordable materials such as pencils, erasers and rulers.	All Regional Education Directors	Medium to long term	Requires additional costs
Policy suggestion 6. Given the low level of academic qualifications of some teachers, the National Institute for Educational development (NIED) should increase in-service training for all teachers but particularly for those who have low levels of academic training.	NIED	Medium to long term	Requires additional costs
Policy suggestion 7. Regional Directors should strive to allocate teachers to schools in their Regions in a way that promotes a balance between experienced qualified teachers and new graduates teachers in all schools.	All regions	Medium term	No additional costs
Policy suggestion 8. The National Institute for Educational Development (NIED) should consider providing policy guidelines on the type and frequency of in-services courses to all teachers in all regions.	NIED	Medium to long term	No additional costs

Policy Suggestion 9. The Education Director in Caprivi region may wish to investigate the possible reasons why reading, mathematics and health teachers in their region reported that they taught fewer hours than teachers in all other 12 regions.	Caprivi region	Medium term	No additional costs
Policy suggestion 10. The regions of Kavango, Ohangwena, Omusati, Oshikoto, Otjozondjupa in reading; Erongo, Kavango, Ohangwena, Omaheke, Omusati in mathematics; and Khomas, Kunene, Ohangwena Otjozondjupa, and Oshana in health need to employ strict measures with their mathematics, reading and health teachers to ensure that learners are tested frequently to determine their continuous progress.	All regions except Hardap and Karas regions	Medium to long term	No additional costs
Policy suggestion 11. The Ministry should, after consultations with teacher unions, identify and offer incentives for early retirement to school principals who only have primary education or junior secondary and have been in the teaching service for more than 25 years.	HR directorate.	Medium to long term	Low cost
Policy suggestion 12. PQA and NIED should strengthen specialised training of school principals on management and accommodate issues such as disaster, stigma and discrimination on HIV and AIDS as well OVC.	PQA NIED	Long term	No additional costs
Policy suggestion 13. It has been observed that the general visit to schools by professional staff for guidance and support has diminished over the years, which might have a negative impact on education quality. All regions are therefore urged to seriously strengthen the professional support to schools.	All regions	Medium to long term	Requires additional costs but Low cost

Policy suggestion 14. The directorate of Programme Quality Assurance (PQA), in conjunction with PAD, should set up a task force that should work closely with regional education authorities to identify schools that have discipline problems, identify reasons for the problems and recommend measures to overcome them. Regional education authorities and school boards should investigate the reasons for absenteeism, late coming to schools and other vices that have a negative influence on teaching/learning and ensure that suggested solutions involve parents and local communities. The Ministry should launch a special task force to investigate and make recommendations about what should be done about the large prevalence of sexual harassment as reported by principals.	PQA, PAD Regional Directors, Inspectors, principals & school board members	Medium to long term	No additional costs
Policy suggestion 15. The directorates NIED, PQA and HAMU should join forces to make sure that life skills content is standardised, regularly revised and assessed to make it easier for school principals to monitor and evaluate the implementation thereof. This might contribute to reducing behavioural problems.	NIED, PQA and HAMU	Medium to long term	Low cost
Policy suggestion 16. Directorates PAD, PQA, NIED and regional authorities (the National Inspectorate) should combine forces involving local communities in conducting situation analysis into the problems hampering effective teaching and learning, while at the same time publicizing good school functioning practices.	PQA,NIED PAD,	Medium term	Low cost
Policy suggestion 17. PQA to join forces with Regional Directors to investigate why there was a decline in the supply of textbooks and to carry out an audit of available essential classroom resources.	PQA & Regional directors	Long term	Requires additional costs

Policy suggestion 18. PAD directorates through the corporate planning division of physical building infrastructure should ensure that classroom to be built must contain build-in book storage to ensure book safety.	PAD	Long term	Requires additional costs, but low cost
Policy suggestion 19. Regional directors should ensure that all newly appointed principals in their regions go through management training courses before resuming duties and current ones be sent for in-service management training courses. Regional advisory teachers should work closely with NIED to investigate the drop in English teachers' subject knowledge and work on possible interventions. Regional directors and inspectors of education should investigate the apparent drop in teacher class attendance and task school principal to closely monitor their teachers when it comes to class attendance.	Regional Directors, NIED, Regional advisory teachers, Inspectors of education	Long term	Requires additional costs
Policy suggestion 20. NIED and Regional Directors should further investigate the reasons for the low reading comprehension among learners and help both teachers and their learners to overcome this deficiency in order to bring these learners to at least the advanced reading level.	Regional Directors & NIED	Medium to long term	Requires additional costs but low costs

Policy suggestion 21. The mathematic and reading problem of performance that is below average in most regions needs to be addressed as a matter of urgency, starting with the following measures: - The education authorities in regions that perform below average should carry out an audit of the number of qualified and experienced mathematics and reading teachers in the regions. - The EMIS division should conduct a verification exercise of data on teachers qualified to teach mathematics and reading at upper primary level in those regions. - Subject specialists from NIED and advisory teachers should arrange training workshops for mathematics and reading teachers in those regions to address the problem.	NIED,EMIS, Regional directors & advisory teachers	Medium term	Requires additional costs
Policy suggestion 22. The poor performance in both reading and mathematics among learners from lower SES backgrounds and learners from rural areas remains a concern, despite the remarkable improvement between 2000 and 2007. Directorates PAD, PQA should therefore join forces with the University of Namibia and the National Planning Commission to carry out research studies which can better determine why such differences exist and how the situation can be improved.	PAD,PQA, UNAM, & NPC	Medium term	Low cost
Policy suggestion 23. HAMU should investigate how Khomas and Ohangwena regions are managing to disseminate the HIV and AIDS information in order to bring about change in other regions such as Oshikoto and Omusati.	HAMU	Medium term	No additional costs

Policy suggestion 24. Regions with HAKT scores of learners from low SES below a National average should conduct stakeholders' meetings to look at alternative ways to educate their communities and to make HIV and AIDS materials more accessible for targeting poor households.	All regions except Khomas , Kunene, Ohangwena, Otjozondjupa.	Medium to long term	No additional costs
Policy suggestion 25. Regions with HAKT scores of learners from rural schools below a national average should conduct stakeholders meetings to look at all alternative ways to educate their communities and to make HIV and AIDS materials more accessible in rural areas. Regions may be able to learn from what Ohangwena region is doing right.	All regions	Medium to long term	Requires additional costs but low cost
Policy suggestion 26. HAMU and DATS should work out a strategy on attitude change on HIV and AIDS especially in Caprivi, Ohangwena, Omusati and Kavango.	HAMU & and DATS	Long term	Requires additional costs but low cost

9.3 The way forward

This report has highlighted some achievements, major shortcomings and challenges that have to be tackled to ensure quality primary education for all in conformity with the Ministry's overall objectives. The policy agenda presented and additional comments made on the policy suggestions have been given in the full knowledge that Namibia's Ministry of Education operates within a given context. The ministry has its own priorities, and these have been set out in the 15 years Education and Training Sector Improvement Program (ETSIP).

A good understanding of the complex relationships among the broad range of socio-

economic level factors and other variables that affects the quality of education offered is a must if" good" decisions are to be made.

The nation ought to have quality education in terms of the competencies that teachers and their learners have to demonstrate. It is therefore worrisome to note that there has not only been a decline in the competence of learners, but also the competence of teachers, especially in mathematics, is very low compared to other SACMEQ countries.

In addition, there are indications that the gains made after independence in terms of providing access to education and improving the quality of teaching and learning is battered by the impact of the HIV and AIDS pandemic that has become a growing threat to the gains made in education, due to increased teacher attrition rates, prolonged periods of absence from school due to illness and an increase in the number of school going age orphans and vulnerable children. Therefore a shift of government focus , with more resources being devoted to this area should be a priority It is therefore imperative for the Ministry to redouble its efforts to overcome some of the shortcomings highlighted in this report in order to make improvements in education that will enable Namibia to become more competitive in the universal economy. This is one of the prerequisites to the achievement of a "knowledge based economy" in Namibia as envisaged in the national vision – "Vision 2

In order to maintain the gain made by the Ministry, while at the same time addressing the outstanding challenges will require extreme care in the choice of actions, and is in this regard that the decision makers will find this study useful.

Appendices

Appendix

Table A1: Learners from homes with different types of lighting (%) (SACMEQ III)

Region	Learner Home Lighting			
	No Light/ Fire	Candle/ Paraffin	Gas Lamp	Electric Lighting
Caprivi	2.2	55.1	1.2	41.5
Erongo	0.4	9.0	1.0	89.6
Hardap	0.5	14.6	0.7	84.3
Karas	0.0	10.8	1.0	88.2
Kavango	14.1	50.3	1.7	34.0
Khomas	0.3	10.9	0.8	88.0
Kunene	6.7	22.0	3.6	67.6
Ohangwena	19.9	71.3	3.3	5.6
Omaheke	5.6	30.6	4.6	59.3
Omusati	17.1	69.1	5.1	8.7
Oshikoto	15.9	65.1	2.5	16.6
Otjozondjupa	3.2	23.8	2.5	70.6
Oshana	6.6	53.5	4.2	35.7
Namibia	**10.6**	**47.9**	**2.8**	**38.7**

Table A2: Learners from homes with different types of flooring materials (%) (SACMEQ III)

Region	Learner Floor Material			
	Earth/ Canvas	Wood	Cement	Carpet
Caprivi	54.7	4.7	23.8	16.7
Erongo	5.2	4.5	47.6	42.7
Hardap	8.7	3.4	64.1	23.7
Karas	4.0	1.4	47.1	47.5
Kavango	63.8	4.6	24.9	6.7
Khomas	8.7	1.6	35.5	54.2
Kunene	14.1	3.6	73.0	9.5
Ohangwena	69.1	7.9	17.7	5.4
Omaheke	10.7	5.6	60.7	23.0
Omusati	69.7	9.3	17.9	3.1
Oshikoto	69.5	7.0	13.8	9.7
Otjozondjupa	15.2	3.8	58.9	22.1
Oshana	42.3	7.6	30.8	19.4
Namibia	**46.3**	**6.0**	**30.1**	**17.6**

Table A3: Learners from homes with different types of wall materials (%) (SACMEQ III)

Region	Cardboard/ grass thatch	Metal/ asbestos	Cement/ Concrete	Tiles
Caprivi	25.2	46.4	11.2	17.2
Erongo	4.4	30.2	13.7	51.7
Hardap	3.6	23.4	22.7	50.4
Karas	2.1	23.1	16.2	58.6
Kavango	41.3	32.0	12.2	14.4
Khomas	5.3	23.9	17.6	53.2
Kunene	5.9	19.9	18.2	56.1
Ohangwena	47.0	17.3	31.5	4.2
Omaheke	7.4	23.4	18.0	51.3
Omusati	61.9	6.8	26.5	4.8
Oshikoto	56.2	10.2	25.0	8.7
Otjozondjupa	11.5	36.9	16.7	34.9
Oshana	36.6	21.0	22.5	19.9
Namibia	**34.9**	**20.7**	**21.8**	**22.7**

Table A4: Learners from homes with different types of roof materials (%) (SACMEQ III)

Region	Cardboard/ grass thatch	Metal/ asbestos	Cement/ Concrete	Tiles
Caprivi	51.0	42.8	4.7	1.6
Erongo	17.7	62.1	13.4	6.7
Hardap	6.1	84.0	7.6	2.3
Karas	3.7	87.2	4.8	4.4
Kavango	65.5	25.7	6.6	2.3
Khomas	11.6	72.6	9.1	6.7
Kunene	7.9	86.2	4.5	1.4
Ohangwena	81.2	12.3	3.2	3.4
Omaheke	11.7	78.7	6.9	2.7
Omusati	70.8	22.2	5.3	1.6
Oshikoto	71.9	22.9	4.4	0.9
Otjozondjupa	14.3	72.2	7.8	5.7
Oshana	49.0	39.1	8.6	3.3
Namibia	**50.0**	**40.5**	**6.3**	**3.2**

Table A5: Learners having homework explained by teachers (SACMEQ III)

Region	No homework		Never explained		Sometimes explained		Most of time/ always	
	%	SE	%	SE	%	SE	%	SE
Caprivi	0.3	0.27	4.7	1.36	60.2	9.34	34.8	8.87
Erongo	0.0	0.00	3.1	1.09	40.2	6.49	56.8	6.63
Hardap	0.8	0.46	0.7	0.36	57.9	7.34	40.6	7.20
Karas	0.0	0.00	0.5	0.37	47.4	9.20	52.0	9.16
Kavango	0.0	0.00	1.9	0.76	33.2	5.63	64.9	6.00
Khomas	0.1	0.14	3.4	1.18	49.6	6.15	46.8	6.02
Kunene	0.5	0.47	2.2	1.05	30.0	7.59	67.3	8.22
Ohangwena	0.2	0.19	4.0	1.22	35.8	5.70	60.0	6.09
Omaheke	0.2	0.22	3.9	1.90	48.5	7.54	47.3	7.72
Omusati	0.2	0.18	5.4	0.94	27.4	3.56	67.0	4.01
Oshikoto	0.5	0.31	2.4	0.86	38.2	6.77	59.0	6.88
Otjozondjupa	0.0	0.00	1.7	0.72	38.2	8.24	60.1	8.00
Oshana	0.0	0.00	4.6	1.27	32.2	4.70	63.2	5.29
Namibia	**0.2**	**0.06**	**3.5**	**0.35**	**37.9**	**1.83**	**58.5**	**1.92**

Table A6: Proportion of schools with libraries and proportion of learners allowed to borrow books from the school library (SACMEQ III)

Region	No school Library		Allowed to borrow	
	%	SE	%	SE
Caprivi	0.0	0.00	78.9	11.48
Erongo	24.3	13.66	58.4	14.67
Hardap	8.5	6.20	55.6	13.73
Karas	0.0	0.00	58.7	12.83
Kavango	9.9	6.76	67.1	10.22
Khomas	0.0	0.00	56.5	11.05
Kunene	15.7	9.85	63.7	13.38
Ohangwena	0.0	0.00	88.2	5.69
Omaheke	5.0	5.03	61.6	12.83
Omusati	2.5	2.50	88.9	5.40
Oshikoto	5.4	5.34	83.0	8.21
Otjozondjupa	5.8	5.84	52.6	13.21
Oshana	5.8	9.79	52.0	10.71
Namibia	**7.4**	**1.59**	**71.7**	**2.82**

Table A7: Learners receiving extra tuition in reading, mathematics, science and other subjects (SACMEQ III)

Region	Extra tuition reading		Extra tuition mathematics		Extra tuition science		Extra tuition other subjects	
	%	SE	%	SE	%	SE	%	SE
Caprivi	6.1	6.12	19.8	10.88	10.9	7.57	0.4	0.39
Erongo	5.3	2.38	15.8	8.49	2.4	1.07	3.8	2.33
Hardap	0.3	0.29	0.5	0.35	0.3	0.29	0.5	0.36
Karas	6.2	3.80	8.4	6.01	7.6	4.01	10.3	6.47
Kavango	7.5	4.25	14.2	6.08	11.3	5.26	6.5	3.62
Khomas	8.2	1.51	10.7	2.76	6.4	1.36	6.0	1.57
Kunene	38.4	12.27	37.2	11.33	40.8	11.74	29.2	8.78
Ohangwena	6.5	3.76	17.2	6.52	6.7	3.70	4.9	4.20
Omaheke	1.1	0.66	1.1	0.71	0.9	0.52	1.2	0.60
Omusati	12.1	5.00	12.4	4.66	7.3	3.08	7.4	2.84
Oshikoto	10.6	5.47	11.9	5.38	15.7	6.87	9.0	4.34
Otjozondjupa	21.2	9.88	15.2	6.37	18.2	8.86	12.5	7.75
Oshana	13.6	5.95	22.3	7.45	12.1	5.82	13.5	5.93
Namibia	**10.2**	**1.60**	**14.6**	**1.93**	**10.0**	**1.52**	**7.7**	**1.32**

Table A8: Learners receiving extra tuition from different people (SACMEQ III)

Region	Extra Tuition by own school teacher		Extra tuition by another school teacher		Extra tuition by a teacher from another school		Extra tuition by another person	
	%	SE	%	SE	%	SE	%	SE
Caprivi	26.1	11.43	3.6	2.73	0.2	0.22	0.2	0.22
Erongo	2.2	1.63	8.2	6.40	0.9	0.67	9.2	6.07
Hardap	0.0	0.00	0.0	0.00	0.0	0.00	0.8	0.39
Karas	10.1	5.76	6.4	5.48	0.0	0.00	0.8	0.80
Kavango	20.8	7.06	4.1	2.64	1.4	1.04	0.9	0.63
Khomas	4.0	1.16	5.2	1.84	2.8	0.80	7.9	1.42
Kunene	46.8	11.48	22.0	9.17	2.7	1.37	5.1	2.45
Ohangwena	19.1	6.88	1.2	0.90	0.2	0.16	0.2	0.16
Omaheke	0.6	0.47	0.4	0.28	0.5	0.32	1.2	0.68
Omusati	12.2	4.80	8.8	3.43	3.7	1.80	4.8	2.24
Oshikoto	11.3	5.82	8.6	4.52	3.0	1.81	5.6	1.97
Otjozondjupa	22.7	9.51	11.9	5.81	0.6	0.40	7.7	4.79
Oshana	15.8	7.09	3.9	1.19	2.4	1.06	14.6	6.27
Namibia	**14.5**	**2.00**	**5.9**	**1.01**	**1.8**	**0.40**	**4.9**	**0.88**

Table A9: Various places where learners receive extra tuition (SACMEQ III)

Region	Extra Tuition at my own school		Extra tuition at another school		Extra tuition at teacher's house		Extra tuition at own house		Extra tuition elsewhere	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	27.1	12.07	0.4	0.39	0.0	0.00	1.2	1.18	0.8	0.78
Erongo	15.3	8.15	0.7	0.66	1.2	0.48	1.7	0.79	1.9	1.01
Hardap	0.0	0.00	0.0	0.00	0.0	0.00	0.5	0.31	0.3	0.29
Karas	14.5	7.74	0.2	0.24	0.2	0.22	0.0	0.00	0.8	0.80
Kavango	23.3	7.69	0.7	0.42	0.6	0.49	1.8	1.21	0.9	0.63
Khomas	7.5	2.38	1.4	0.64	1.3	0.49	5.5	1.27	4.0	1.00
Kunene	54.0	12.44	2.8	1.07	5.7	3.06	3.2	2.19	1.2	0.50
Ohangwena	19.8	7.04	0.5	0.32	0.6	0.45	1.8	0.87	0.4	0.26
Omaheke	0.7	0.66	0.8	0.42	0.9	0.52	0.6	0.36	0.2	0.22
Omusati	15.6	5.70	3.3	1.65	3.0	1.55	5.9	2.72	2.1	1.09
Oshikoto	15.9	6.99	2.0	1.32	2.5	1.30	5.9	2.52	0.7	0.46
Otjozondjupa	24.0	10.98	2.1	1.37	0.9	0.68	2.5	1.95	2.3	1.02
Oshana	16.4	7.19	1.2	0.67	2.7	0.96	15.7	6.28	2.3	0.82
Namibia	**17.3**	**2.22**	**1.5**	**0.34**	**1.6**	**0.34**	**4.6**	**0.88**	**1.6**	**0.26**

Table A10: Learners receiving tuition during school holidays or school term (SACMEQ III)

Region	Extra tuition school holiday		Extra tuition school term	
	%	SE	%	SE
Caprivi	0.4	0.43	27.1	12.07
Erongo	0.6	0.37	19.5	8.50
Hardap	0.2	0.23	0.8	0.39
Karas	1.1	0.66	14.1	7.15
Kavango	0.6	0.42	23.1	7.62
Khomas	2.9	0.98	15.1	2.99
Kunene	8.0	3.66	49.9	11.32
Ohangwena	1.3	0.74	19.0	6.80
Omaheke	0.9	0.52	1.0	0.58
Omusati	7.8	3.21	13.6	4.86
Oshikoto	3.4	1.79	17.9	7.17
Otjozondjupa	4.4	2.00	23.2	10.06
Oshana	6.5	2.40	21.7	7.55
Namibia	**3.5**	**0.67**	**18.5**	**2.15**

Table A11: Learners engaged in different activities as part of extra tuition received outside school hours

Region	Practice exam		Repeat/ Revise		Learn new things		Do homework		Other activities	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	14	7.75	12	6.46	17	9.96	9.7	6.28	7.8	5.93
Erongo	2.8	1.08	16.9	8.37	9.6	6.14	6.7	3	8.4	5.81
Hardap	0.5	0.36	0.5	0.31	0.5	0.31	0.8	0.39	0	0
Karas	13.7	7.34	13.6	7.57	7.3	5.17	4.2	2.42	7.5	5.72
Kavango	15.1	6.38	18.1	6.89	16.1	6.19	11.8	5.34	4.6	2.39
Khomas	8.8	1.76	12.7	2.43	11	1.84	10.8	1.69	8.4	1.46
Kunene	27.2	9.86	39.1	10.52	43.6	11.51	47.4	12.12	40.2	10.89
Ohangwena	10.1	5.46	16.4	6.34	6.5	3.6	14.6	6.25	7	4.42
Omaheke	0.9	0.52	0.6	0.36	1.3	0.81	1.5	0.86	0.4	0.28
Omusati	6.5	2.55	10.3	3.87	7.8	3.19	14.6	5.65	13	4.86
Oshikoto	15.6	6.69	14.6	6.13	3.6	1.68	12	4.85	5.2	2.62
Otjozondjupa	12.6	7.51	20.1	9.07	18.6	7.24	18.8	8.2	18.2	8.42
Oshana	19.7	7.4	20.4	6.98	13.2	5.74	13.2	4.77	8.3	2.83
Namibia	**11.4**	**1.71**	**15.1**	**1.9**	**10.5**	**1.41**	**13**	**1.8**	**9.1**	**1.39**

Table A12: Reading teachers' purposes for using resource centres by region (SACMEQ

III)

Region	Reading Teacher									
	Look for materials		Borrow materials		Make materials		Attend courses		Exchange ideas/get advice	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	33.5	11.22	23.7	11.26	46.0	12.81	67.9	12.30	68.3	12.23
Erongo	58.4	14.41	38.7	14.69	19.0	10.80	42.6	12.36	52.4	14.49
Hardap	38.4	13.03	30.3	12.42	16.4	9.61	34.7	13.18	39.7	13.49
Karas	37.9	12.74	25.4	11.46	24.9	11.33	44.2	13.04	63.1	12.68
Kavango	33.7	9.83	30.6	9.82	28.7	9.33	40.2	10.14	33.5	9.80
Khomas	42.4	9.35	36.8	9.99	23.8	8.05	63.6	9.02	51.8	9.46
Kunene	46.1	14.17	26.1	13.16	32.4	13.87	47.4	14.14	47.4	14.14
Ohangwena	16.8	7.07	16.6	7.00	18.4	7.51	50.0	8.84	43.6	8.91
Omaheke	41.7	12.88	20.0	10.72	0.0	0.00	6.1	6.15	42.4	12.54
Omusati	38.2	9.07	26.6	8.13	25.5	7.91	57.3	8.78	35.8	8.67
Oshikoto	40.2	9.88	31.6	9.73	9.6	5.84	47.7	10.04	49.3	10.05
Otjozondjupa	19.4	10.51	12.3	8.48	11.4	7.93	20.4	10.21	24.4	11.23
Oshana	42.4	9.87	22.9	8.67	19.9	8.33	81.6	7.44	52.5	10.28
Namibia	**35.3**	**3.04**	**26.1**	**2.91**	**21.1**	**2.66**	**51.4**	**3.08**	**44.3**	**3.18**

Table A13: Mathematics teachers' purposes for using resource centres by region (SACMEQ III)

Region	Mathematics teacher							
	Borrow materials		Make materials		Attend courses		Exchange ideas/get advice	
	%	SE	%	SE	%	SE	%	SE
Caprivi	50.2	12.76	51.3	13.16	70.0	11.91	56.8	13.01
Erongo	15.6	9.09	5.8	5.87	11.1	7.93	25.4	11.01
Hardap	29.0	13.09	19.4	12.69	27.4	12.87	43.3	13.99
Karas	37.9	12.72	9.9	6.96	37.1	12.65	63.1	12.68
Kavango	11.5	6.37	22.6	8.34	26.5	8.84	25.3	8.69
Khomas	24.0	8.16	10.4	5.74	52.0	9.76	66.7	8.75
Kunene	35.8	14.06	22.4	11.80	40.6	14.11	46.2	14.13
Ohangwena	25.7	7.68	39.1	8.25	48.1	8.43	44.5	8.54
Omaheke	39.0	12.92	27.8	12.30	36.1	12.57	49.4	12.56
Omusati	28.5	7.53	17.5	5.85	55.8	8.70	49.7	8.90
Oshikoto	10.0	6.79	24.7	9.64	30.5	9.54	31.1	9.64
Otjozondjupa	0.0	0.00	13.8	9.40	10.9	8.14	5.8	5.84
Oshana	34.7	9.87	58.1	9.99	71.0	9.44	78.0	7.77
Namibia	**23.9**	**2.62**	**26.4**	**2.70**	**43.7**	**3.02**	**45.9**	**3.01**

Table A14: Health teachers' purposes for using resource centres by region (SACMEQ III)

Region	Health Teachers									
	Look for materials		Borrow materials		Make materials		Attend courses		Exchange ideas/get advice	
	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	36.7	12.56	19.8	10.59	36.7	12.55	69.8	12.25	57.9	13.02
Erongo	11.1	7.93	24.4	11.68	11.5	8.12	44.1	14.82	16.8	9.62
Hardap	50.4	13.49	19.5	9.86	10.0	7.31	21.7	11.48	18.4	10.03
Karas	13.0	8.86	26.4	11.75	4.7	4.80	47.0	13.05	67.5	12.43
Kavango	40.1	10.19	40.8	10.27	23.5	8.89	26.2	9.07	39.3	10.13
Khomas	59.6	10.59	37.1	9.90	32.7	9.39	72.0	10.24	46.2	10.89
Kunene	55.9	13.80	28.8	12.44	23.7	11.84	47.4	14.14	60.8	13.51
Ohangwena	22.3	6.96	18.4	6.45	21.2	6.92	48.2	8.58	43.9	8.30
Omaheke	59.7	12.25	40.3	12.66	37.3	12.70	16.3	10.73	53.9	13.04
Omusati	40.8	8.73	28.4	7.92	17.5	6.79	56.6	8.72	46.1	8.74
Oshikoto	38.2	10.03	22.9	8.27	16.3	7.28	54.4	10.26	54.4	10.26
Otjozondjupa	25.4	11.48	15.1	9.37	13.6	9.31	27.7	11.15	15.8	9.36
Oshana	20.6	8.09	27.2	9.26	11.2	6.34	63.9	10.54	40.4	10.57
Namibia	**35.5**	**2.99**	**27.0**	**2.82**	**19.9**	**2.52**	**49.9**	**3.15**	**43.2**	**3.17**

Table A15: Learners attitudes towards a person living with HIV or AIDS by region (SACMEQ III)

Region	Learner Behaviour with a friend infected by HIV						Learners willing to care for relatives with AIDS						Learners willing to allow HIV teacher to teach	
	Avoid/ shun him		Not sure		Positive Attitude		No		Not Sure		Yes			
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	23.4	3.65	32.0	3.73	44.6	3.92	25.7	5.39	14.5	3.57	59.8	4.73	41.2	6.16
Erongo	5.2	1.68	43.4	4.50	51.4	4.79	11.3	2.71	34.0	3.18	54.7	4.42	46.5	4.35
Hardap	11.1	3.41	43.2	4.72	45.7	4.11	15.4	4.63	31.4	6.96	53.3	6.77	45.4	6.98
Karas	13.8	4.63	41.7	4.29	44.5	4.28	14.9	3.58	29.6	4.41	55.4	4.10	38.9	4.61
Kavango	18.8	3.35	31.1	3.63	50.2	4.11	13.4	2.76	18.1	3.28	68.5	4.12	56.8	5.64
Khomas	4.4	1.09	40.3	2.30	55.3	2.43	7.5	1.33	31.4	3.45	61.1	4.17	50.5	4.80
Kunene	11.4	3.65	35.8	5.16	52.8	4.89	13.2	3.24	28.9	4.75	57.9	4.97	43.4	8.32
Ohangwena	19.9	2.72	38.0	3.29	42.1	3.80	13.8	3.57	16.0	2.09	70.2	4.58	57.8	3.28
Omaheke	10.9	2.54	40.8	4.90	48.3	5.55	17.5	4.26	23.3	4.63	59.1	7.67	39.4	5.06
Omusati	19.0	1.90	36.3	2.67	44.7	2.72	20.1	4.10	19.6	2.45	60.3	5.67	41.5	3.38
Oshikoto	10.1	2.26	26.5	2.92	63.4	3.33	17.3	4.36	15.8	2.60	66.9	5.65	55.4	3.69
Otjozondjupa	6.2	1.96	44.1	6.92	49.7	7.17	11.9	4.64	28.5	5.83	59.6	7.47	47.9	5.56
Oshana	11.5	1.74	34.0	2.96	54.5	3.35	17.6	3.76	22.6	2.32	59.7	4.92	53.5	3.90
Namibia	**13.9**	**0.77**	**36.3**	**1.08**	**49.9**	**1.19**	**15.3**	**1.20**	**22.0**	**0.97**	**62.7**	**1.68**	**50.0**	**1.37**

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