THE SACMEQ IV PROJECT IN NAMIBIA

A STUDY OF THE CONDITIONS OF SCHOOLING AND THE QUALITY OF PRIMARY EDUCATION IN NAMIBIA

MINISTRY OF EDUCATION,
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SACMEQ

Southern and Eastern Africa Consortium
for Monitoring Educational Quality

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A study of the conditions of schooling and the quality of primary education in Namibia

Namibia working report

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Monitoring and Evaluation Sub-Division

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2017

Hon. Katrina Hanse-Himarwa

Mathematics is an indispensable tool for everyday life. Equally, language is the most important tool for thinking, the most important aspect of identity, and HIV/AIDS knowledge is the key to wise health decisions. This justifies the importance of the Southern and Eastern African Consortium for Monitoring Educational Quality in reading, mathematics and HIV/AIDS knowledge.

As signatory to the SACMEQ Consortium, Namibia remains committed to ensuring access to quality and integrated services for all her people. Namibia has developed integrated programmes and studies to enhance core skills of literacy and numeracy over the years; among them are SACMEQ and SATs studies. These research studies have demonstrated that most Namibian learners in the primary phase perform below required level. Namibia took part in the SACMEQ I study in 1995 for the first time with 4 457 learners and 161 teachers. To date, the SACMEQ study's coverage has increased to 7 423 learners and 830 teachers in SACMEQ IV.

SACMEQ's main mission is to undertake research that generates evidence-based information which can be used by decision-makers to plan improvements in the quality of education. SACMEQ provides valuable information that can be used to assess the condition of schooling in the Namibian Grade 6 learners in terms of reading, mathematics and HIV/AIDS performance knowledge, as well as the quality of input of their school principals and teachers.

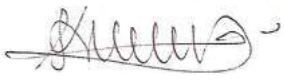
The SACMEQ IV report will serve as an instrument geared towards new curriculum implementation as well as an assessment to consider as we implement the NDP5 and the 2017/18 -2021/22 Strategic Plan. This report showcases the comprehensive findings of the SACMEQ IV survey, as well as policy suggestions to be implemented if change is to be realised. The Namibian Grade 6 learners in SACMEQIV broke the record for the first time by achieving a mean score above the SACMEQ centre point, both in reading and mathematics performance scores. This led Namibia taking third place in the most improved rates in reading and mathematics among 13 participating countries.

A significant improvement is noted in learners' performance in reading and mathematics as well as among learners from low socio-economic status and rural learners.

However, it is worrying to notice a decrease in teacher performance in reading as well as an insignificant performance in mathematics.

A huge gap between learner and teacher HIV/AIDS knowledge is an area of concern that shows an inverse transition of HIV/AIDS knowledge from teachers to learners. This has a huge health impact on learners' wellbeing.

Certainly, the SACMEQ IV report has reviewed a range of important education policy issues and provided reference point information for comparison with later studies. It is my sincere hope and trust that the report findings will be used optimally to improve English and mathematics performance as well as to increase the HIV/AIDS knowledge of learners.



Hon. Katrina Hanse-Himarwa
Minister of Education

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APPENDIXLIST 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
IIEP	International Institute for Educational Planning
HAMU	HIV and AIDS Management Unit
KBE	Knowledge Based Economy
MDG	Millennium Development Goals
MGECW	Ministry of Gender Equality and Child Welfare
MoEAC	Ministry of Education, Arts and Culture, Arts and Culture
NPC	National Planning Commission
MPCC	Management Policy Coordinating Committee
MCA	Millennium Challenge Account
NDP	Namibia Development Plan
NESE	National External School Evaluation
NER	Net Enrolment Ratio
NGOs	Non-governmental Organisations
NIED	National Institute for Educational Development
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
NAMCOL	Namibia College of Open Learning
IOL	Institute of Learning
NRCs	National Research Coordinator
RDE	Regional Directorate of Education

BACKGROUND OF THE STUDY

Introduction

Attempts to improve standards of literacy and numeracy in Namibia have and continue to receive great focus, not only in the Ministry of Education, Arts and Culture, but from the entire Namibian nation. This report aims to highlight the SACMEQ IV findings of the reading and mathematics achievement results of learners and teachers, as well as their HIV knowledge. The report will touch on the SACMEQ IV background, from data collection, data capturing and data analysis. Additionally, a brief analysis of the political features of Namibia and its people as well as its education system is shared. Emphasis is placed on the schooling administration system and the importance of numeracy and reading as highlighted by the National Development Plan (NDP5).

Since independence in 1990, Namibia has invested significantly in the education sector. Education has, in fact, received the lion's share of the national budget almost every year. Despite this, there is broad consensus in Namibia that the education system remains weak by international standards and requires significant intervention as a prime priority for the future of the country (Institute of Public Policy Research, 2010).

The SACMEQ IV numeracy and literacy tests illustrated that, while investment in primary education is relatively high in Namibia, quality outcomes remain a problem. Thus, getting value for money by the efficient use of resources continues to present a challenge.

In responding to the Vision 2030 goals, the Ministry has implemented a National Development Plan 4 which calls for a nation characterised by a high-quality and internationally recognised education system that capacitates the population to meet current and future market demands for skills and innovation by 2017 (NDP4, 2012). In ensuring quality primary education, NDP4 specifically calls for:

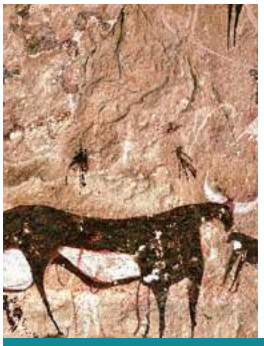
- Increased focus on quality, particularly with regards to numeracy and literacy
- Increased availability of pre-primary and primary education
- Improved efficiency in the use of resources, focusing on value for money
- Improved teaching standards and curriculum development
- Improved availability of the appropriate textbooks and other learning materials
- Improved school education achievements
- Promotion of early childhood development

Namibia in a nutshell

The Republic of Namibia is a vast and sparsely populated country situated along the South Atlantic coast of Africa between 17 and 29 degrees south of the equator.

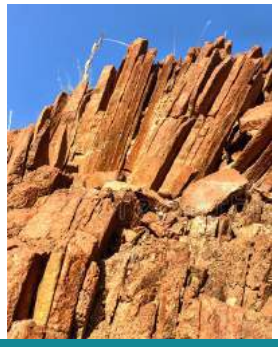
With its surface covering an area of 824 268 square kilometres, Namibia is the 31st largest country in the world. Namibia, previously known as South West Africa, was the last country to gain independence, in 1990. It is bordered by South Africa in the south and south east, Angola and Zambia in the north, and Botswana in the east. The Namib Desert, after which the republic was named, stretches along the entire length of the west coast within the country's borders. The Kalahari Desert stretches along the central eastern border with Botswana.

The country has 14 administrative regions, namely Zambezi, Kavango East, Kavango West, Kunene, Ohangwena, Omusati, Oshikoto and Oshana in the north; Omaheke, Otjozondjupa, Erongo and Khomas in the central areas as well as Hardap and Karas in the south.



Pre-historic Rock Art

Feral Horses of the Namib Desert



Organ Pipe Rock Formation

Windhoek, Namibia's Capital City

Local languages in Namibia

English is the official language, but Namibia's comparatively small population is extraordinarily diverse in language and culture. Over 11 languages are indigenous to Namibia but with its cosmopolitan society, many more from around the globe are spoken. Amongst these, the European languages German, Portuguese, French and Spanish are the most often encountered. Commonly, Namibians are fluent in at least two to three languages, and more than 50% of the population speak Oshiwambo. Namibia has a small number of Khoisan speaking people known as the San, who are often referred to as Bushmen. Due to South Africa's former rule over Namibian territory for several decades, Afrikaans is still widely spoken and serves as the lingua franca. Indigenous languages are included in the school syllabus of public and some private schools. English is the medium of instruction.

The capital city

Namibia's capital city, Windhoek, is situated 1 650 metres above sea level, in the central highlands of the Khomas region, and has approximately 342 141 inhabitants (NSA, 2011). Windhoek is a small yet cosmopolitan city with modern hotels, restaurants, shops, banks and hospital facilities. It houses the three branches of government, namely the executive, legislature and judiciary.

Namibia's climate

The climate varies from arid and semi-arid to sub-tropical in most parts of Namibia, while generally moderate climate conditions with temperatures between 5-20°C prevail along the coast where fog regularly occurs. The central, southern and coastal areas of Namibia are characterised by some of the most arid landscapes in sub-Saharan Africa. The hottest months are January and February, with average day temperatures varying between 9-30°C.

The greatest fluctuation of temperature is experienced during the winter months, May to September. Night temperatures may vary from -6 and 10°C and can recover to around 20°C in the course of the morning hours.

Structure of the Namibian school system

In Namibia, most of the kindergartens are run privately; schools are run mainly by the State. By 2012, there were 1 723 schools in the country, of which 119 were private schools.

Different phases of school are distinguished as follows: Grades 1-4 (lower primary), 5-7 (upper primary, the end of compulsory school attendance), 8-10 (junior secondary) and 11-12 (senior secondary) (EMIS, 2012). Some private schools differ from this model.

In the first three grades, the lessons are given in the mother tongue of the majority of learners. In Grade 4, the switch to English is introduced, so that from Grade 5 on, English is the only language used for teaching and tests.

After finishing Grade 12, learners receive the Namibia Senior Secondary Certificate (NSSC) and are allowed to attend university either in Namibia or abroad. However, universities have restricted admission by installing numerous clauses. It is not possible to fail Grade 12, but the student can retake it voluntarily to get a better grade.

There are only two public tertiary institutions in Namibia which are the University of Science and Technology (NUST) and the University of Namibia (UNAM). NUST concentrates on skills demanded by the industrial sector such as technical or administrative studies, whereas UNAM covers other classic university subjects. However, there is no straight division of competences, e.g. UNAM offers engineering classes as well.

Apart from the two public tertiary institutions, there are a number of private tertiary institutions. Among them is the International University of Management (IUM) which has branches in Windhoek, Swakopmund and Oshakati, and concentrates on management subjects.

All the tertiary institutions demand a fee for their courses, but the Namibian Student Assistance Fund (NSFAF) provides funds to most students. It is also encouraging to mention that some scholarships and bursaries are made available by private institutions like Namport, Nampower, Knowledge Foundation, Petrofund, Namcor and NamibRe etc. to deserving students in financial need.

To date, Namibia has seven vocational centres that are run by the National Training Authority (NTA) and a few that are run privately. The vocational training centres provide education for a handful of professions ranging from panel beating and wood carving to welding and plumbing, amongst others. Namibia has several artisans who are products of the NTA and contribute meaningfully to the economic growth of the country. Many of them have opened their own workshops. Artisans employ many people, not only contributing to employment creation and poverty alleviation, but also raising the gross domestic products (GDP) of the country which is a necessity for economic growth.

TABLE: 1.1 ENROLMENT OF LEARNERS IN THE SCHOOL SYSTEM – 2012 (MINISTRY OF EDUCATION, ARTS AND CULTURE, 2012)

Region		**Pre-Primary**	**Primary**			**Secondary**			
	Total	Pre-Primary	Subtotal Primary	Lower Primary	Upper Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
Namibia	**617,827**	**17,572**	**415,454**	**245,060**	**170,394**	**182,945**	**143,189**	**39,756**	**1,856**
Region									
Caprivi	29,808	1,154	19,361	11,276	8,085	9,281	6,971	2,310	12
Erongo	32,114	932	21,256	12,648	8,608	9,796	7,521	2,275	130
Hardap	21,886	1,050	14,765	8,769	5,996	5,803	4,711	1,092	268
Karas	20,110	931	13,465	7,786	5,679	5,668	4,540	1,128	46
Kavango	77,314	1,931	57,575	36,939	20,636	17,647	14,572	3,075	161
Khomas	73,302	2,055	46,566	27,207	19,359	23,850	17,414	6,436	831
Kunene	20,332	902	15,175	10,057	5,118	4,192	3,539	653	63
Ohangwena	90,703	1,562	61,474	34,648	26,826	27,667	22,645	5,022	-
Omaheke	18,365	927	13,595	8,695	4,900	3,806	3,238	568	37
Omusati	86,430	1,584	56,077	31,632	24,445	28,628	22,465	6,163	141
Oshana	50,740	1,569	30,862	16,811	14,051	18,287	13,134	5,153	22
Oshikoto	60,439	1,624	39,570	22,695	16,875	19,229	14,871	4,358	16
Otjozondjupa	36,284	1,351	25,713	15,897	9,816	9,091	7,568	1,523	129

The total number of primary learner enrolment has gone up since the last SACMEQ III. It is encouraging to note that the Ministry had 415 454 learners in primary schools in 2013. This could be attributed to universal primary education that was introduced early 2013, the expansion of school feeding programme, the implementation of the Orphan and Vulnerable Children (OVC) policy and many other factors and externalities.

The figure below indicates the number of schools, teachers and learners as indicated on the table above. Source: EMIS (2012).

FIGURE 4: NUMBER OF SCHOOLS PER REGION

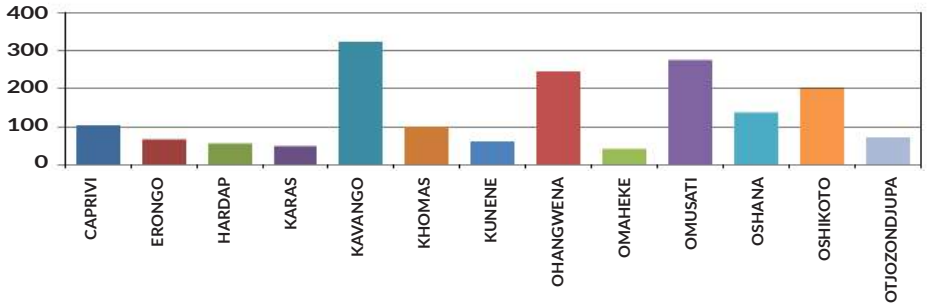


FIGURE 5: NUMBER OF LEARNERS PER REGION

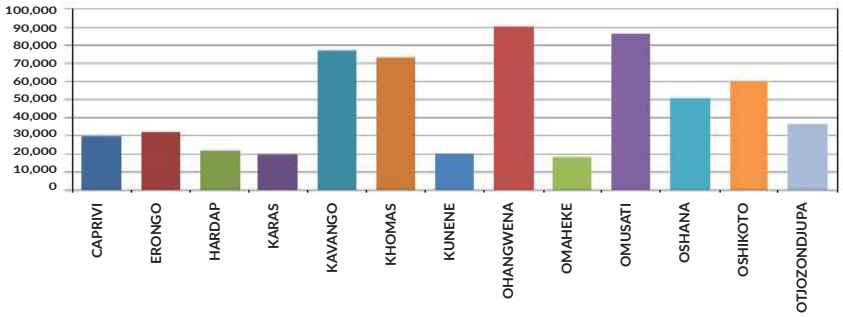
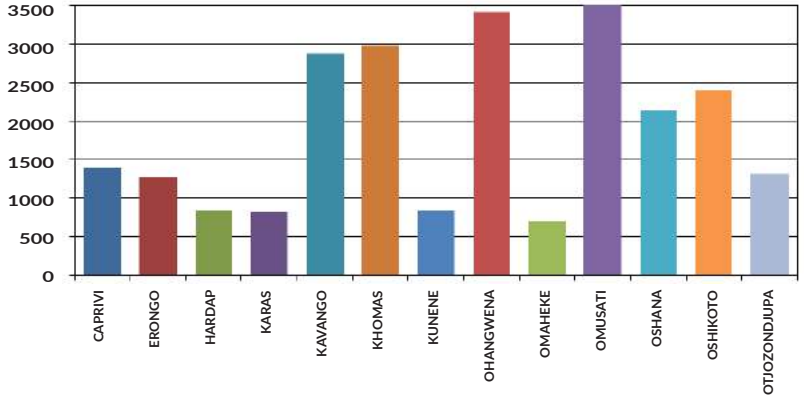


FIGURE 6: NUMBER OF TEACHERS PER REGION



Success in education

Since 1990, Namibia has made progress in overcoming inequality in education of colonial apartheid. School facilities have been built, renovated and expanded, the number of teachers increased by over 50%, the number of learners increased, and the learner-teacher-ratio improved as well.

Problems in education

Despite all successes, Namibian education still does not meet international standards. Although education gets a lion's share of the total budget, school infrastructures, retention of qualified teachers in rural areas, lack of qualified teachers in critical fields, mainstreaming of vocational subjects and inclusive education remain challenges facing the education sector.

SACMEQ Consortium: Its importance, relevance and benefits to Namibia

Namibia participated in all four SACMEQ studies (SACMEQ I, II, III and IV) and has a great appreciation of SACMEQ as a project, particularly its focus on improving education quality. One of SACMEQ's missions is to assist educational planners and researchers in undertaking 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. Much more SACMEQ policy concern is used in educational planning and informs budget planning.

The SACMEQ project follows a highly participatory approach; 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.

The structure and content of this report

Chapter 1 of this report introduced 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 a write-up of the results are outlined.

The following chapters present discussions on 19 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, meal provisions, language spoken at home) that might have an impact on teaching and learning or might have implications for monitoring educational equity are highlighted. In Chapter 4, information about teachers' characteristics and their views about teaching, classroom resources and professional support 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/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 2

THE CONDUCT OF THE STUDY

Over the years since its first project in 1995, SACMEQ has developed research instruments and collected useful information using advanced research methods. An important principle in the studies is to ensure that SACMEQ can generate valid measures of levels and changes in achievement: (a) across countries at single time points, and (b) across time points for individual countries. To achieve this goal, SACMEQ follows virtually the same methodologies across studies and uses the same instruments which must be kept confidential to remain valid. The methodology and instruments that were used in the SACMEQ IV project in 2013 were, therefore, the same as in SACMEQ II and III. For a detailed account of the study design, sampling techniques and the development of the instruments, reference should be made to the second chapter of the SACMEQ II report. The SACMEQ IV research project also includes a HIV/AIDS knowledge test (HAKT) for Grade 6 learners and their teachers.

The SACMEQ IV project represents a major increase in the scale and complexity of SACMEQ's research and training programmes. The focus of the project was on conditions of schooling and the quality of education in 14 school systems: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe. The purpose of the project was to gather information on a) the general conditions of schooling, b) the reading and mathematics achievement levels of Grade 6 learners and their teachers, and c) the knowledge that learners and their teachers have about HIV/AIDS. The main data collection for the project covered a total of around 62 218 pupils, 6 667 teachers and 2 507 school heads. In this chapter, specific aspects of the methodology followed in SACMEQ IV project are outlined. These include a description of the sample used, data collection, cleaning and analysis.

2.1 THE STUDY POPULATION

(a) Desired target population

The desired target population definition for SACMEQ IV project was the same (except for the year) as was employed for the SACMEQ II and III projects. This consistency was maintained to make valid cross-national and cross-time estimates of change in the conditions of schooling and the quality of education.
The desired target population definition for the SACMEQ IV project is as follows:

"All learners at Grade 6 level in 2013 (at the first week of the eighth month of the school year) who were attending registered mainstream (primary) schools."

(b) Excluded target population

One of the rules followed by SACMEQ to ensure valid data in large-scale studies is that no more than 5% of the learners in the desired target population may be excluded from the defined target population. Like in SACMEQ II and III, special schools which provide education to learners with severe educational needs were excluded from SACMEQ IV sample. Schools which had less than 15 learners enrolled in Grade 6 in 2013 were also allocated to the excluded population to reduce data collection costs – without the risk of leading to major distortions in the study population.

(c) Defined target population

The defined target population was constructed by removing the excluded target population from the desired target population. In **Table 2.1**, the numbers of schools and learners in the desired, defined and excluded populations have been presented.

TABLE 2.1: DESIRED, DEFINED, AND EXCLUDED POPULATIONS

	Desired		Defined		Excluded		Pupils % Excluded
	Schools	Learners	Schools	Learners	Schools	Learners	
Country	**1210**	**65 400**	**1056**	**63 800**	**154**	**1600**	**2.45 %**

From the last column of **Table 2.1**, it can be observed that the excluded population of learners was less than the stipulated 5% to meet the SACMEQ criteria for accuracy in large-scale assessment data.

2.2 DATA COLLECTION

In this report, data collection includes preparations before the field work, the actual field work and activities that followed field work.

Preparations for the main data review

Preparations focused on instrument review, communication to schools, printing and distribution of instruments and training of data collectors.

(a) Instrument review

As soon as the 2011 SACMEQ assembly of ministers took a decision to conduct SACMEQ IV project in 2013, the National Research Teams (NRTs), under the auspices of the SACMEQ Coordinating Centre in Paris, set out to prepare and update the instruments (tests and questionnaires). Between 2012 and 2013, the SACMEQ Coordinating Centre hosted at least three working sessions for the NRTs in Nairobi (Kenya), Lusaka (Zambia), and Pretoria (South Africa) that were focused on reviewing existing test items and ensuring that, where there had been curriculum changes, the items were still relevant. Invariably, there were no significant changes on the reading, mathematics and health knowledge test items. SACMEQ IV test items were piloted, first, in a few primary schools in South Africa, and then in individual member countries. The pilot study was intended to ensure that the language in SACMEQ IV tests was accessible to learners, that there were no cultural biases in the items and learners comprehended how to write their responses. The final statistical and content validity and reliability checks of the instruments were carried out by NRTs and specialists at the SACMEQ Coordinating Centre who then declared the instruments ready to print and take to the field.

(b) Communication to schools

The sampled schools were notified through the Permanent Secretary office through the offices of the Regional Directors of Education (RDE) at the beginning of 2013. In addition, each RDE identified a coordinator for data collection and teams of data collectors from regional and circuit officials. The teams were responsible for distributing the data collection schedules as well as intensifying and monitoring communication to schools in their respective regions and circuits. Additional monitoring and quality assurance officers were appointed at head office level and dispatched in all regions to supervise the data collection exercise. The same officer ensured that all SACMEQ IV materials, whether used or not used, were returned to the head office and stored in a safe place.

(c) Printing and distribution of data collection instruments

Data collection instruments included a) school head booklets, b) school information booklets, c) teacher booklets, d) learner booklets e) learner name forms and school forms. Each participating country received print-ready copies from the coordinating centre and was responsible for printing correct numbers of copies for their respective schools.

When all instruments were printed, the NRTs conducted a hand check of all materials to verify that there were no missing/extra pages, misprints or omissions. All work related to the printing and packaging of the data collection instruments was undertaken under strict security arrangements – so that there was no possibility of 'leakage' of information about the content of the learner and teacher reading, mathematics and health knowledge tests.

The printed materials were distributed to leaders of research teams who were assigned to collect data in each school. The team leaders were responsible for checking the accuracy of the instruments in terms of correctness of numbers and languages before carrying the instruments to the schools. The first level of checking was done during data collection training sessions. The data collectors were charged with further and final checks a day before the data collection.

(d) Training of data collectors

In Namibia, a total of 630 data collectors were trained. At first, 53 data collector trainees (TOT) were trained by the NRCs. The trainee data collectors went on to train 577 data collectors from their respective regions. On the first day of training, the NRCs presented a simulated data collection exercise in which the SACMEQ NRTs acted as data collectors and the trainee data collectors took the roles of learners, teachers and school heads. The second day involved an intensive study of the manual for data collectors. This document set down, in sequential order, all the actions to be taken by the data collector from the time of receiving packages of data collection instruments from the Ministry of Education, Arts and Culture to the time when the data collector had completed the data collection and was preparing all materials for return. The third day, the trainees were taken through the within and between checks that should be confirmed during and after data collection. The data collector trainees further went on to train data collectors in their respective regions following all the steps as they were trained by the NRCs.

2.3 MAIN DATA COLLECTION

Main data collection in this report refers to the actual field work. Two to three trained data collectors were assigned to each sampled school to administer the instruments; in case of a double picked school, four data collectors were assigned to a school. Double picked schools are schools that were picked twice by the sampling software because of the higher Grade 6 enrolment at the specific school. All seven schools that were double picked had more than two Grade 6 class groups. Special effort was made to ensure that the data collection was conducted according to explicit and fully-scripted steps so that the same verbal instructions were used (for learners, teachers and school heads) by the data collectors in all sampled schools in all countries for each aspect of the data collection. This was a very important feature of the study because the validity of cross-national comparisons arising from the data analyses depended, in large part, on achieving carefully structured and standardised data collection environments.

The main SACMEQ IV data collection occurred for most SACMEQ ministries of education over the period of September 2013 to December 2013. In Namibia, the SACMEQ IV data was collected in September 2013 in 285 sample schools that were involved.

Two days of data collection were required for each sample school. On the first day, the data collectors had to sample learners from all the Grade 6 classes in the sampled schools, using a list of provided random numbers. The sampled learners were then given the learner questionnaire, the HAKT and the reading test. On the second day, they were given the mathematics test. Part of the learner questionnaire required learners to get confirmation on the accuracy of the information from their parents and so the questionnaire was taken home and returned the following day.

In addition to completing a questionnaire, one teacher who taught the majority of the sampled learners for each of reading, mathematics and health education (for the HIV/AIDS test) also completed the relevant tests.

The data collectors were provided with a 40-point checklist to ensure that they completed all important tasks that were required before, during and after their visits to schools. Each task was cross-referenced to specific pages of instructions in the data collectors' manual. The data collectors also checked all completed questionnaires (learner, teacher and school head) and, if necessary, obtained any missing or incomplete information on the second day before they left the school. The materials were then handed over to the regional coordinator for safekeeping, hand editing and dispatching to the National Research Coordinator (NRC) in Windhoek as soon as all data collection was completed.

2.4 SAMPLING AND SAMPLE CHARACTERISTICS

A two-stage sampling design was employed. In the first stage, schools in the defined target population were sampled on a Probability Proportional to Size (PPS) basis from sampling frames that individual countries submitted to the SACMEQ Coordinating Centre. In the second stage of sampling, learners were sampled from all the Grade 6 classes in each of the sampled schools using simple random sampling. Computer-generated random numbers were used to facilitate the sampling of pupils. Twenty-five (25) learners (minimum cluster size) were sampled where the total number of all enrolled Grade 6 learners at the time of data collection was greater than 25. Where the number of Grade 6 learners was 25 in a school, all the Grade 6 learners were included in the sample.

For a detailed account of how the sampling of schools and learners was carried out, including the software that was used in the SACMEQ IV project, the reader may refer to Ross and Saito (in press). The numbers of schools and learners in the planned and achieved sample have been presented in **Table 2.2**.

TABLE 2.2: PLANNED AND ACHIEVED SAMPLES FOR SACMEQ IV

Schools		Learners	
Planned	**Achieved**	**Planned**	**Achieved**
285	**285**	**7523**	**7423**

2.5 RESPONSE RATES, DESIGN EFFECTS, EFFECTIVE SAMPLE SIZES

The size and the quality of the sample are critical to the accuracy of the research. The response rate, the design effect and the effective sample size are some of the characteristics that SACMEQ monitors in all the projects. The response rates, design effects and effective sample sizes for the SACMEQ IV project have been presented in **Table 2.3.**

Figures in the first two columns under the heading Response Rate (%) in **Table 2.3** are the response rates for schools and learners respectively. The third, fourth and fifth columns under the heading Design Effects are numbers (ratios) that indicate the amount of sampling error associated with the two-stage sample for each of reading, mathematics and HAKT estimates. Columns six, seven and eight under the heading Effective Sample Sizes are numbers of sample units (learners) in a simple random sample that would give the same level of accuracy as the two-stage sample that was used in the study for each of reading, mathematics and HAKT.

TABLE 2.3: RESPONSE RATES, DESIGN EFFECTS, EFFECTIVE SAMPLE SIZES FOR SACMEQ IV

Response Rate (%)		Design Effect			Effective Sample Size		
Schools	learners	Reading	Maths	HAKT	Reading	Maths	HAKT
100	96%	8.8	8.9	9.0	841	834	824

The following observations can be made from **Table 2.3:**

Response rate in surveys refers to the percentage of the total sample units that were planned who actually participated in the study. The SACMEQ rule is that the overall response rate for both the schools and the learners should not be less than 90%. In the SACMEQ IV project, the Namibian overall response rates for schools and learners were 100% and 96% respectively. The overall response rate in SACMEQ IV was slightly higher than in SACMEQ III which stood at 100% for schools and 96% for learners.

Design effect is a number (ratio) which indicates the amount of sampling error that is introduced by the use of a clustered (two-stage) sampling method in relation to the sampling error that would result if a simple random sample of the same size had been used. Alternatively, the design effect is the ratio of the variance (of the sample mean) for a multi-stage sample to the variance for a simple random sample of the same size. Generally, the inaccuracy associated with a multi-stage sample is many times greater than the inaccuracy associated with a simple random sample of the same size. Applied to SACMEQ IV, this means that for reading, the achieved two-stage sample of 7 423 had a variance (of the sample mean) which was 8.8 times the variance that would be realised if a simple random sample of the same size was used. For mathematics, this ratio was 8.9, while for HAKT it was 9.0.

Effective sample size is calculated from the design effect. It is the size of a simple random sample that would be required to give the same level of accuracy as the given multi-stage sample. For reading in this case, a simple random sample of 841 learners would have given the same level of accuracy as the two-stage sample of 7 423 learners. The Effective Sample Size for reading = 7 423 /8.8 = 843 learners. Possible (small) inaccuracies in this calculation may be due to the fact that not all 7 423 learners in Namibia took all three tests. The Effective Sample Sizes of each of mathematics and HAKT can be calculated in the same way provided care is taken to use the correct values. Generally, the Effective Sample Size will be smaller than the given actual multi-stage sample.

The sample designs used in the SACMEQ IV project were selected to meet the standards set by the International Association for the Evaluation of Educational Achievement (IEA). These standards require that sample estimates of important learner population parameters in multi-stage designs should have sampling accuracy that is at least equivalent to a simple random sample of 400 learners (thereby guaranteeing 95% confidence limits for sample means of plus or minus one tenth of a learner standard deviation unit).

2.6 DATA ENTRY, DATA CHECKING AND DATA CLEANING

In this section, the processes that were followed at national level to check, enter and clean the data have been described.

(a) Data checking and data entry

The Namibian NRT received the completed materials from the regional coordinators and kept these safely while they were being checked, captured into computers, and then cleaned to remove errors prior to data

analysis. Data-checking involved the hand editing of data collection instruments by a team of trained staff and trained data capturers. The staff checked that: (i) all expected questionnaires, tests and forms had been received, (ii) the identification numbers on all instruments were complete and accurate, and (iii) certain logical linkages between questions made sense (for example, they had to verify if the two questions to school heads concerning "Do you have a school library?" and "How many books do you have in your school library?" were answered consistently).

Trained data capturers, supervised by the NRT, double cleaned all the questionnaires using the checks used. Data capturers entered the data into computers using data DME supplied by the SACMEQ Coordinating Centre. Data was double entered in order to monitor accuracy. Namibia had 60 data enterers who worked for a maximum of eight hours per day, and the data entry operation took around 25 working days (four weeks).

(b) Data cleaning

Data cleaning in Namibia commenced in December 2013. Data capturers were trained on how to merge the first captured and second captured data into one file and begin cleaning to remove all inconsistency and discrepancies. The entire data cleaning process lasted for two months, starting in December 2013 and was completed by 31 January 2014. This was much shorter than the five months taken to clean the data for the SACMEQ III project.

To clean the data, using the DME software, the NRTs followed specific directions to (i) identify major errors in the sequence of identification numbers, (ii) cross-check identification numbers across files (for example, to ensure that all learners were linked with their reading and mathematics teachers), (iii) ensure that all schools listed on the original sampling frame also had valid data collection instruments and vice-versa, (iv) check for wild codes that occurred when some variables had values that fell outside pre-specified reasonable limits, and (v) validate that variables used as linkage devices in later file merges were available and accurate.

It is worth mentioning that Namibia was awarded a trophy for completing the data capturing and cleaning first among all SACMEQ countries.

2.7 MERGING AND WEIGHTING

When data cleaning was complete, the NRT merged the data from all the sources and submitted to SACMEQ Coordinating Centre for further processing. At the coordinating centre, a further merging process required the construction of a single data file in which learners were the units of analysis and the rest of the data from the other respondents were linked to the learner data. That is, each record of the final data file for the country consisted of the following four components: (a) the questionnaire and test data for an individual learner, (b) the questionnaire and test data for his/her mathematics, reading and health teacher, (c) the questionnaire data for his/her school head, and (d) school and learner forms.

To illustrate, with the merged file it was possible to examine questions of the following kind: "What are the average reading and mathematics test scores (based on information taken from the learner tests) for groups of learners who attend urban or rural schools (based on information taken from the school head questionnaire), and who are taught by male or female teachers (based on information taken from the teacher questionnaire)?" The calculation of sampling weights could only be conducted after all files had been cleaned and merged. Sampling weights were used to adjust for missing data and for variations in probabilities of selection that arose from the application of stratified multi-stage sample designs. There were also certain country-specific aspects of the sampling procedures, and these had to be reflected in the calculation of sampling weights.

Two forms of sampling weights were prepared for the SACMEQ IV project. The first sampling weight (RF2) was the inverse of the probability of selecting a learner into the sample. These raising factors were equal to

the number of learners in the defined target population that were represented by a single learner in the sample. The second sampling weight (pweight2) was obtained by multiplying the raising factors by a constant so that the sum of the sampling weights was equal to the achieved sample size. A detailed account of weighting procedures can be found in Ross et al (2004).

2.8 DATA ANALYSIS

The data analysis for the SACMEQ IV project was very clearly defined because it focused specifically on generating results that could be used to fill in the blank entries in given dummy tables. There were two main tasks in this area. First, SPSS software was used to construct new variables (often referred to as 'indices') or to re-code existing variables. For example, an index of socio-economic level was constructed by combining re-coded variables related to learners' homes, and the number of possessions in their homes. Second, the coordinating centre used SPSS tools to populate dummy tables with appropriate estimates and corresponding sampling errors.

2.9 WRITING THE SACMEQ IV NATIONAL REPORTS

The NRT commenced the process of drafting their national reports during 2015. A working meeting held in Mbabane, Swaziland during February 2015 was organised to support the NRT in this work. This working meeting permitted the NRT to work together and exchange ideas concerning the policy implications of the research results.

2.10 CONCLUSION

The aim of this chapter was to explain the conduct of the study. The chapter has explained the type of population considered in the study in terms of the desired, excluded and defined target populations.

The data collection methods and modalities were elaborated on in detail in this chapter. The data collection processes begin with the printing of the research instruments of reading, mathematics and HIV/AIDS knowledge test instruments as well as the learner name forms, learner questionnaires, school head booklets and school forms. This was followed by training of 53 TOT and eventually 577 data collectors who ensured that the data collection took place in September 2013 and that all research instruments were returned to Windhoek immediately after the data collection process.

The data capturing and cleaning process took two months and Namibia was awarded a trophy for being the first country to finish the data capturing and cleaning first. Even though the Namibian draft SACMEQ IV report was ready in 2014, it was not possible to go ahead as other countries were behind schedule; hence the report compilation was delayed by other countries that could not finish capturing and cleaning their data on time.

CHARACTERISTICS OF PUPILS, THEIR HOMES AND LEARNING ENVIRONMENTS

3.1. INTRODUCTION

This chapter has taken another step in analysing the learners' home conditions and backgrounds as well as their learning environments. The chapter will analyse five general and specific policy questions related to educational inputs.

The first endeavour will analyse the learners' personal characteristics of age and gender as well as their home background such as their parents' level of education, meal frequency and language spoken at home. The second endeavour analyses the learners' school context factors such as location, absenteeism frequency and reasons, grade repetition, frequency of homework and many other factors that affect their learning at school.

The last three general and specific policy concerns looked at classroom material, library access and practice of extra lessons.

In interpreting the values in the tables throughout this chapter, it is important to remember that the percentages and the mean have been presented in terms of learners. That is, learners were the unit of analysis.

General and specific policy questions related to educational inputs

To guide the data analysis, 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 implications 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 stationery) to fully participate in lessons.
- **GPC 4:** Access to library books within schools, and whether the 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.

3.2 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?

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. Other studies conducted in different education systems have shown that, in addition to personal characteristics, a learner's home background has a significant effect on their achievement. Home background includes - but may not be limited to - measures such as the level of material possessions at home, the education of parents and the nutrition that learners have to sustain their physical health. Whilst no claim of causal relationships between these measures and learner achievement in schoolwork is made, it is logical to expect that, for instance, learners from homes with higher levels of possessions and higher levels of parental education would have more opportunities and learning support than those from homes with lower levels of these resources. The following specific research questions pertaining to the personal characteristics and home background of learners that might impact upon equity in teaching and learning were explored.

What was the age distribution of learners in 2007 and 2013?

Table 3.1 below presents the average age and gender of the Grade 6 learners in 2007 and 2013. The regions have been presented in the rows while the ages and the corresponding standard errors have been given in the columns. The learners' age is reported in months for e.g, in Erongo the average Grade 6 learner was 154 months in 2007 and 146.9 months in 2013 which shows a reduction between the two studies.

TABLE 3.1: AVERAGE AGE AND GENDER OF LEARNERS IN 2007 AND 2013

	SACMEQ III (2007)				SACMEQ IV (2013)			
	Age (Months)		Sex (Female)		Age (Months)		Sex (Female)	
Region	**Mean**	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**
Erongo	154	0.76	52	1.32	146.9	0.88	53.9	1.77
Hardap	157.2	1.33	48.8	1.93	147.5	1.28	51.2	1.48
Karas	158.7	1.24	48.2	1.86	148.7	1.14	52.9	1.5
Kavango	171.2	1.79	50.5	2	162	1.46	49.4	1.59
Khomas	155.9	1.33	52.2	0.83	146.5	1.01	50	1.91
Kunene	165.7	1.97	51.4	2.23	157.5	2.41	50.4	2.41
Ohangwena	167.2	0.94	55	1.39	159.1	0.96	49.8	1.51
Omaheke	162.8	1.63	51.9	1.73	154.4	1.33	53.2	0.93
Omusati	166	1.62	50	1.26	158.7	1.28	47.7	1.51
Oshikoto	165.8	1.42	52.5	1.9	158	1.63	49	2.11
Oshana	159.4	1.6	51.5	2.1	151.2	1.42	50.3	2.17
Otjozondjupa	158.1	1.68	56.4	1.63	150.2	1.34	51.6	2.71
Zambezi (Caprivi during SACMEQ IV)	160	1.87	52.4	2.45	150	1.55	49.6	1.74
Namibia	**163.2**	**0.48**	**52.0**	**0.52**	**154.7**	**0.41**	**50.0**	**0.56**

The Namibian School admission policy stipulates that a child should be 6 by the 31st December preceding the year they start Grade 1, meaning the child should be 12 years (144 months) in Grade 6. On average, Namibia's mean age in months for Grade 6 learners stands at 154.7, which is 10 months from the appropriate age in months (144 months). On average, the oldest learner was in Kavango region and the youngest was in Erongo region. Generally, the average Grade 6 learner was younger in 2013 than in 2007, which could mean that either there was improved compliance with the National Admission Policy or there was a decrease in grade repetition rates.

Regions like Kavango, Ohangwena, Omusati and Oshana have mean age higher than the national average. This can be attributed to a lot of factors such as respect for culture (remoteness of the region, household chores, illiteracy, and lack of awareness on the importance of schooling.

POLICY SUGGESTION: 1

> The regional education directors in Kavango, Ohangwena, Omusati and Oshikoto are urged to investigate why they have so many over-age learners in Grade 6 and take appropriate measures to remedy the situation.

What was the gender distribution of learners in 2007 and 2013?

The gender distribution of pupils is important when taking into consideration the set targets for 2015 Education For All (EFA) and the Sustainable Development Goals (SDGs) regarding gender parity and equality in schools as well as universal primary education.

The percentages of Grade 6 female learners in Namibia overall and the regions have been presented in the fourth and eighth columns of Table 3.1 for 2007 and 2013, respectively. Each percentage is followed by a corresponding standard error in the fifth and ninth columns respectively.

It can be observed in **Table 3.1**, that both boys and girls in Namibia had an equal opportunity to be selected into the SACMEQ IV sample. Overall, 50% of the Grade 6 learners sampled were girls in Namibia. In general, the number of girls decreased from 52% in 2007 to 50% in 2013, with a standard error of 0,56 which is a 2% decrease from the 2007 data.

What was the highest level of parental education?

Parental education may influence the type of support that children receive outside school. Such support takes the form of help with extra lessons and homework, the language used by parents to communicate with their children as well as material support provided to learners. Parents who have high levels of education are likely to provide a conducive learning environment for their children because they understand education better and provide support to their children with their homework.

It should be noted with concern that the percentage of learners whose mothers had not attended any school has increased from 7.4% in 2007 (SACMEQ III) to 9.9% in 2013 (SACMEQ IV). Likewise, the percentages of learners whose fathers had no schooling also increased from 7.3% in 2007 to 14.1% in 2013 (SACMEQ IV). The percentage of learners with parents who have tertiary education has also decreased between 2007 and 2013. Percentages of parents with secondary education (some secondary and all secondary) have increased greatly between SACMEQ III AND SACMEQ IV (fathers with secondary education increased from 31.2% to 36.9% and mothers with secondary education increased from 30.4% to 39.5%). All these positive changes could be attributed to the intensive education campaigns that the Ministry has engaged in and the literacy promotion in the country.

TABLE:3.2 (A) 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

TABLE: 3.2 (B) PERCENTAGES OF MOTHERS AND FATHERS WITH DIFFERENT LEVELS OF EDUCATION SACMEQ IV

		Mother's education level						
		No school	Some primary	All primary	Some secondary	All secondary	Some tertiary	Total
Father's education level	No school	37.7	22.7	13.5	9.8	11	5.3	100 (14.1)
	Some primary	11.8	57.1	13.7	9.9	5.5	2	100 (15.6)
	All primary	5.6	21	49.1	10.5	10.8	2.9	100 (14.7)
	Some Secondary	5.8	13.9	11.2	46.3	17	5.8	100 (13.4)
	All secondary	2.7	6.4	12.8	20.9	47.1	10.3	100 (23.5)
	Some Tertiary	2.9	4.9	5.5	11.7	23.1	51.9	100 (18.7)
	Total	**9.9**	**19.5**	**16.8**	**17.8**	**21.7**	**14.4**	**100**

Percentages of learners speaking English at home

English is the official language of communication and instruction in schools for all Grade 6 subjects except mother tongue which is a first language. Therefore, learners who communicate in English more often outside school are more likely to better understand their learning materials. Learners were asked how often they used English outside school. The majority (74.3%) reported using English only 'sometimes' outside school. The Khomas and Kunene regions had the highest percentage of learners (96.0% and 95.9%) who spoke some English outside school, followed by Erongo and Oshana regions with 92.5% and 92.3% respectively. The regions with higher percentage of learners who spoke some English outside school might be attributed to the migration of learners from different areas.

TABLE: 3.3 PERCENTAGES OF EARNERS WHO SPOKE SOME ENGLISH OUTSIDE SCHOOL

Region	SACMEQ III		SACMEQ IV	
	Speak English		Speak English	
	%	SE	%	SE
Erongo	91	2.71	92.5	1.3
Hardap	76.8	3.32	71.3	3.1
Karas	67.3	6.4	81.2	1.1
Kavango	88.3	2.99	85.4	0.3
Khomas	94.6	1.34	96.0	2.3
Kunene	93.1	2.48	95.9	2.1
Ohangwena	83.2	2.24	77.6	2.7
Omaheke	91.3	2.31	87.4	0.2
Omusati	91.5	1.54	90.1	1.1
Oshikoto	96	1.26	82.5	1.1
Oshana	81	4.89	92.3	1.5
Otjozondjupa	92.9	1.48	86.7	0.0
Zambezi	78.9	4.1	86.6	0.0
Namibia	**87.8**	**0.85**	**86.5**	**1.3**

Where do learners stay during the school week?

The support that learners receive at home usually correlates positively with their performance. Thus, it is important that information about where learners stay during the school week is known, especially with the rise in single parents and orphans due to the HIV/AIDS pandemic and non-communicable diseases.

Learners were asked to indicate where they stayed during the school week. Their responses to this question indicated the type of living arrangements they had during the school week. This analysis is important in the sense that the family's contribution toward education of children normally occurs at home through the people who live with the learners. The support and care that learners receive from those in their home environment is an important factor in their performance.

The table shows that 90.8% of the learners in the Namibian schools stay at home with family members/close relatives, an increase from 86.2% in 2007. Only 7.6% stay in the hostels/boarding schools, as opposed to 7.5% in 2007. Kunene and Omaheke regions have the lowest number of learners staying with family. It is not a bad situation since these regions are not vastly populated and most of the learners live in hostels. 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). Very few learners stay in orphanages/ children's homes (0.1%) or some unspecified living arrangements (0.2%).

There is a need to ensure that wherever possible, learners remain with their family so that they get the care and support that is required for good performance.

TABLE: 3.4 (A) PERCENTAGE 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	90.40	3.51	2.90	0.89	0.60	0.44	0.00	0.00	6.10	3.37
Erongo	84.00	5.61	1.00	0.49	13.60	5.77	0.50	0.33	0.90	0.43
Hardap	79.20	7.03	1.60	0.99	18.80	6.96	0.00	0.00	0.30	0.32
Karas	74.70	7.87	0.20	0.18	24.90	7.92	0.00	0.00	0.30	0.27
Kavango	90.70	3.34	1.50	0.55	5.90	3.26	0.90	0.48	0.90	0.49
Khomas	94.10	1.98	1.90	0.66	3.40	2.03	0.00	0.00	0.70	0.46
Kunene	50.20	8.93	3.90	1.56	42.90	9.11	1.10	0.62	1.90	1.23
Ohangwena	89.50	1.72	5.50	1.00	0.80	0.36	1.20	0.53	3.00	0.86
Omaheke	47.60	9.07	2.00	0.70	47.80	9.25	0.80	0.44	1.80	0.86
Omusati	90.20	1.69	5.10	1.11	1.20	0.45	1.20	0.50	2.30	0.76
Oshikoto	89.30	1.73	5.70	0.94	1.90	1.38	1.00	0.44	2.20	1.20
Otjozondjupa	65.10	9.37	2.80	1.07	27.10	8.49	0.50	0.36	4.40	1.84
Oshana	94.90	1.66	3.70	1.25	0.40	0.42	0.20	0.21	0.80	0.36
Namibia	**86.20**	**1.00**	**3.60**	**0.32**	**7.50**	**0.86**	**0.70**	**0.14**	**2.00**	**0.30**

TABLE 3.4(B) PERCENTAGE OF LEARNERS STAYING IN DIFFERENT PLACES DURING THE SCHOOL WEEK SACMEQ IV

PUPIL STAY DURING THE WEEK										
	In a home with my family		In a home with other people		In a hostel/boarding school		In an orphanage or children's home		Other	
Region	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	90.50	4.99	1.00	0.45	7.60	4.99	0.20	0.24	0.70	0.73
Hardap	85.90	4.70	0.90	0.47	12.90	4.79	0.30	0.26	0.00	0.00
Karas	80.50	6.09	1.10	0.60	18.40	5.92	0.00	0.00	0.00	0.00
Kavango	96.70	1.80	0.90	0.41	2.30	1.70	0.10	0.15	0.00	0.00
Khomas	94.10	2.95	1.50	0.52	4.30	2.65	0.00	0.00	0.00	0.00
Kunene	49.60	8.91	1.70	0.63	48.50	9.09	0.20	0.23	0.00	0.00
Ohangwena	97.80	0.63	1.10	0.43	0.70	0.32	0.30	0.18	0.10	0.12
Omaheke	52.00	11.50	0.80	0.44	46.90	11.56	0.00	0.00	0.30	0.29
Omusati	94.40	2.30	2.10	0.68	3.00	2.13	0.10	0.13	0.40	0.20
Oshikoto	97.90	0.89	1.30	0.56	0.80	0.70	0.00	0.00	0.00	0.00
Oshana	95.70	2.09	0.90	0.46	2.40	2.07	0.20	0.18	0.90	0.57
Otjozondjupa	74.20	6.70	2.50	0.83	23.30	6.62	0.00	0.00	0.00	0.00
Zambezi	98.40	0.56	0.80	0.40	0.70	0.44	0.00	0.00	0.00	0.00
Namibia	**90.80**	**0.91**	**1.30**	**0.17**	**7.60**	**0.88**	**0.10**	**0.04**	**0.20**	**0.07**

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 3.5 (a)** and **(b)**, the data on the availability of these materials are presented for SACMEQ III and SACMEQ IV respectively.

As can be seen in **Table 3.5 (a)** and **(b)**, there was an increase, on average, in most educational materials in learners' homes. For example, the number of children with newspapers at home increased from 56 % in 2007 to 58% in 2013 and those with telephones from 79% in 2007 to 81% in 2013.

TABLE: 3.5 (A) PERCENTAGES 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**

TABLE: 3.5 (B) PERCENTAGES OF LEARNERS STAYING IN HOMES CONTAINING CERTAIN POSSESSIONS (SACMEQ IV)

Region	Newspaper	Magazine	Radio	Television	VCR	Landline Telephone	Mobile Phone
Erongo	75.30	62.80	85.10	80.10	37.20	29.10	87.50
Hardap	58.50	49.00	84.60	81.50	37.00	32.70	85.50
Karas	65.80	52.20	83.30	48.00	36.90	38.10	88.60
Kavango	39.70	28.70	87.90	42.10	17.10	22.80	77.70
Khomas	75.60	58.80	83.30	84.20	41.40	38.30	86.20
Kunene	45.70	37.00	67.70	63.00	35.10	46.70	66.60
Ohangwena	55.80	30.40	83.70	17.00	6.80	10.10	85.20
Omaheke	44.20	36.80	62.20	64.20	29.60	35.60	56.60
Omusati	58.70	41.70	83.20	26.10	10.20	19.30	81.10
Oshikoto	55.90	37.90	84.40	26.20	9.80	16.50	84.00
Oshana	70.90	49.80	89.40	41.30	19.40	21.70	84.40
Otjozondjupa	65.10	50.70	70.00	77.50	41.80	43.40	75.70
Zambezi	50.90	41.50	88.80	68.10	33.30	26.20	87.70
Namibia	**58.10**	**42.80**	**82.10**	**51.80**	**24.10**	**26.70**	**81.10**

What was the economic status of learners and the general quality of their home? (Lightning, floor, wall and roof))

FIGURE: 3.1 THE QUALITY OF HOME INDEX

INDEX OF QUALITY OF HOME	
Light at home:	Fire; no lighting =1 Candle, paraffin = 2 Gas lamp =3 Electricity = 4
Floor of home:	Earth, Canvas = 1 Wooden = 2 Cement = 3 Carpet = 4
Wall of home:	Cardboard, Grass = 1 Mud & sticks, Stones = 2 Metal sheets, Wood = 3 Cut stones = 4
Roof of home:	Cardboard, Grass = 1 Metal Sheet = 2 Cement or concrete = 3

The results for the general home quality for SACMEQ III and SACMEQ IV are presented in the table below. In general, there is a slight improvement in the quality of learners' homes between 2007 and 2013. The national average has increased from 8.8% to 9.7%. The general quality of homes was lower in Ohangwena and Oshikoto, as most of the learners from these regions are from rural areas. Regions like Erongo and Khomas had better quality of homes.

It was not easy to get information from learners on how much their parents earn, therefore proxy indicators were used to establish the learners' socio-economic status and the quality of lives. Finding out where the learners live and what possession they have at home provides a clear picture of their socio-economic status. Figure 3.1 below provides a clear summary of how the quality of learners' homes was established.

TABLE 3.6 GENERAL QUALITY OF LEARNERS' HOMES INDEX

Region	General quality of homes(Index)			
	SACMEQIII		SACMEQ IV	
	Mean	SE	Mean	SE
Erongo	12.3	0.24	12.3	0.1
Hardap	12.0	0.25	11.9	0.1
Karas	12.6	0.24	12	0.09
Kavango	7.8	0.49	8.1	0.1
Khomas	12.4	0.27	12.2	0.08
Kunene	11.3	0.29	11	0.12
Ohangwena	6.8	0.17	7.1	0.08
Omaheke	11.3	0.36	11.2	0.11
Omusati	6.7	0.26	8.2	0.09
Oshikoto	7.0	0.44	7.8	0.11
Oshana	8.9	0.53	9.7	0.12
Otjozondjupa	11.1	0.3	12	0.09
Zambezi	8.6	0.73	9.6	0.13
Namibia	**8.8**	**0.11**	**9.7**	**0.04**

TABLE 3.7(A) 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 3.7(B) LEARNERS' SOCIO-ECONOMIC STATUS (SACMEQ IV)

Region	SES Bottom quarter		SES Top quarter	
	%	SE	%	SE
Erongo	0.0	3.7	51.5	11.2
Hardap	0.0	3.4	43.6	7.4
Karas	0.0	3.5	39.1	5.7
Kavango	4.3	1.3	7.7	8.9
Khomas	0.0	4.2	49.2	11.5
Kunene	0.3	3.4	35.5	4.5
Ohangwena	8.8	8.5	2.9	12.4
Omaheke	0.8	2.6	31.8	2.9
Omusati	3.0	0.6	7.9	9.2
Oshikoto	12.1	12.7	9.3	8.1
Oshana	2.4	1.3	20.4	1.9
Otjozondjupa	0.2	3.6	52.9	12.3
Zambezi	0.6	3.3	21.0	1.5
Namibia	**3.4**	**2.1**	**24.3**	**2.6**

The socio-economic status of Grade 6 learners was based on information about household possessions, housing conditions and other assets in learners' homes. Many household possessions (such as television sets) are more common among urban households. Housing conditions have a direct effect on whether or not learners are able to study and complete their homework.

The analysis under this section is drawn from learners' responses to a question in the learner booklet in which they were requested to indicate on the items listed in figure 3.1 that were present in their homes. The learners' answers on the items found in their homes were used to come up with a summary that indicated their socio-economic status (bottom quarter and top quarter) within overall Namibian population of Grade 6 learners.

Table 3.7(b) shows how the distribution of learners differs by region. Erongo region has 51% of their Grade 6 learners in the top quarter and only 7.7% of the learners were in the top quarter in Kavango Region. This indicates that regions mostly constituted of urban areas have more learners in higher socio-economic status than regions that are mostly rural populated.

Policy Suggestion 2: It is recommended that all the regions should come up with a policy to provide rural schools with resources such as computers with internet connection, television, DVD-players, radio and magazines, wherever feasible, to enable learners to benefit from these resources and in part compensate for the lack of home resources.

Overall, Namibia has 24.3% of Grade 6 learners in the top quarter, and 3.4% in the bottom quarter and 72.3% were in the middle quarter. This is a decrease from the 2007 figures during SACMEQ III, which showed that 25.1% of learners were in the top quarter. However, there was a reduction in the number of learners in the bottom quarter from 24.1% in 2007 to 3.4 % in 2013. This can be attributed to the introduction of a government social grant to children living in poverty and Orphans and Vulnerable Children (OVCs) and many other factors.

Policy Concern 2: What are the school context factors experienced by Grade 6 learners (such as school location, absenteeism, grade repetition and homework) which might impact upon teaching/learning and the general functioning of schools?

TABLE: 3.8 REPETITION OF GRADE 6 LEARNERS (SACMEQ IV)

Repetition				
Region	SACMEQ III		SACMEQ IV	
	%	SE	%	SE
Erongo	8.4	1.55	7.6	1.84
Hardap	11.4	2.57	10.9	2.13
Karas	12.3	3.2	9.8	2.3
Kavango	23.2	3.34	24.4	2.71
Khomas	7.9	1.66	6.5	1.27
Kunene	20.9	2.03	15.8	3.62
Ohangwena	20.8	2.56	22.7	2.91
Omaheke	14.6	2.24	16.5	3.36
Omusati	18.2	2.3	21.6	2.23
Oshikoto	24.8	2.99	17.4	2.68
Oshana	13.9	2.46	11.6	2.04
Otjozondjupa	16.6	16.6	13.6	2.02
Zambezi	13.4	2.22	13.3	2.11
Namibia	**17.2**	**0.85**	**16.5**	**0.77**

Table 3.8 indicates that 17.2% of learners were repeating the grade in 2007, compared to 16.5% in 2013. Kunene, Oshana, Otjozondjupa, Karas and Oshikoto have shown a comprehensive decline in the percentage of learners repeating Grade 6.

However, an increase in the number of learners repeating Grade 6 in Kavango, Omusati, Omaheke and Ohangwena between 2007 and 2013 remains a concern, therefore these regions should investigate this issue to remedy the situation.

Policy Suggestion 3: The educational authorities in Kavango, Ohangwena,Omaheke and Omusati are reminded, once again, as was the case in SACMEQ III, to investigate the causes of higher Grade 6 repetition in their regions and take corrective measures.

TABLE: 3.9(A) 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**

TABLE:3.9(B) PERCENTAGES OF LEARNERS HAVING ANY SUBJECT HOMEWORK CORRECTED BY TEACHERS (SACMEQ IV)

Region	No homework given		Never corrected		Sometimes corrected		Mostly/always corrected	
	%	SE	%	SE	%	SE	%	SE
Erongo	0.0	1.3	1.2	0.4	36.2	1.3	62.6	0.7
Hardap	0.0	1.2	1.4	0.1	30.2	0.8	68.4	0.7
Karas	0.0	1.2	1.7	0.3	27.7	1.6	70.6	1.2
Kavango	1.3	3.7	0.7	1.6	29.3	1.5	68.7	1.0
Khomas	0.8	1.3	1.9	0.9	34.3	0.7	63.0	0.7
Kunene	1.5	3.4	2.2	1.2	34.3	0.6	62.0	0.9
Ohangwena	0.2	0.7	1.3	0.3	40.1	3.8	58.3	2.6
Omaheke	0.3	0.4	4.1	4.2	35.6	1.0	60.0	1.3
Omusati	0.8	1.6	1.2	0.7	24.4	4.0	73.7	2.8
Oshikoto	0.0	1.7	0.7	1.6	30.5	1.0	68.8	1.1
Oshana	0.0	1.5	1.5	0.2	29.9	1.2	68.6	0.9
Otjozondjupa	0.0	1.4	1.5	0.1	37.4	1.8	61.1	1.2
Zambezi	0.0	1.4	1.1	0.7	37.0	1.7	62.0	1.0
Namibia	**0.4**	**2.3**	**1.4**	**1.2**	**32.6**	**2.1**	**65.5**	**2.2**

Homework is a crucial activity for the learning process. On average, 99.6% of learners tested in 2013 indicated that they were always given homework activities to do at home. Table 39(b) indicates that, on average, 65.5% of learners always had their homework corrected. This is a drop from 70.4% in 2007. Homework always given and always corrected seems to be among the items that have boosted the learners' performance in both reading and mathematics.

General Policy Concern 3: Did Grade 6 learners have sufficient access to essential classroom materials in order to participate meaningfully in their lessons?

Learning is a process where learners make meaning of the learning content by interacting partly with peers and teachers but mainly with resources and materials in the learning environment. Learners who have access to adequate learning support materials are likely to perform better than those who do not. To examine this general policy concern, two specific research questions were asked: What percentage of Grade 6 learners had reading and mathematics textbooks and what percentage of learners had adequate basic classrooms materials to support learning.

TABLE 3.10 PERCENTAGES OF LEARNERS HAVING OWN READING AND MATHEMATICS TEXTBOOKS (SACMEQ III &IV)

Region	SACMEQ III				SACMEQ IV			
	Own Reading textbook		Own Mathematics Textbook		Own Reading Textbook		Own Mathematics Textbook	
	%	SE	%	SE	%	SE	%	SE
Erongo	73.3	11.06	64	11.95	71.9	7.74	80.2	6.22
Hardap	56.2	9.78	33.6	9.62	77.9	6.45	66.7	10.75
Karas	54.2	11.11	40.6	11.45	61.2	8.98	68.1	9.15
Kavango	12.5	3.94	12.7	4.36	58.7	5.11	62	5.42
Khomas	40	6.8	44.9	8.5	69.6	5.72	73.9	5.14
Kunene	26.1	8.86	22.3	7.7	45.8	7.63	54.9	9.69
Ohangwena	26	5.63	38.7	6.48	52.5	7.08	55.9	7.21
Omaheke	30.4	8.21	21	6.96	60.2	9.29	65.3	10.6
Omusati	30.2	4.35	21.9	4.97	49.7	6.14	53.4	7.04
Oshikoto	21	5.29	30.8	8.07	40.5	7.16	59.9	7.49
Oshana	34.8	6.09	30.1	6.35	63	4.24	72.1	5.04
Otjozondjupa	25.8	6.42	36.1	9.68	48.2	8.5	55.7	9.4
Zambezi	49.8	9.35	44.9	9.93	48.7	9.58	83.6	5.93
Namibia	**31.9**	**1.89**	**32.3**	**2.23**	**56.2**	**2.06**	**63.6**	**2.16**

Textbooks are usually the only reading materials that learners have access to and examinations are often to a considerable extent based on the ability to reproduce what is to be found in textbooks. (Textbook Policy, 2008).

There was a great increase in the availability of both reading and mathematics textbooks between 2007 and 2013. An increase from 31.9% in 2007 to 56.2% in 2013 for reading textbooks and from 32.3% in 2007 to 63.6% in 2013 for mathematics textbooks. This increase can be attributed to an increase in budgetary allocation to textbooks by the Ministry of Education, Arts and Culture and much more to the huge bail out from the Millennium Challenge Account Compact- Namibia (MCA) that had ensured a 1:1 learner textbook ratio in mathematics and English during its reign (2010-2015).

What percentage of Grade 6 learners had adequate basic classroom supplies of stationery such as exercise books, rulers, files, sharpeners, etc.?

Classroom supplies and resources are believed to be essential for meaningful learning to take place. For day-to-day learning, learners are expected to have at least an exercise book, a pencil, a pen and a ruler to do their school work.

The SACMEQ IV results indicate that more than 90% of learners in 11 regions had at least an exercise book. Erongo (89.8%) and Kunene (87.8%) had less than 90% of learners with exercise books. Generally, the analysis indicated that 94.8% of Grade 6 learners in Namibia had an exercise book.

It should be noted that there was clearly a shortage of classroom supplies in all the seven regions as indicated in the tables below. Under normal circumstances, every learner is expected to have all the classroom supplies to enable them to do their day-to-day school work.

TABLE: 3.11 PERCENTAGES OF LEARNERS WITH EXERCISE BOOKS, NOTEBOOKS, PENCILS AND SHARPENERS, ERASERS, PENS, RULERS AND FILES (SACMEQ IV)

Region	Exercise book		Notebook		Pencils		Sharpener		Eraser		Rulers		Pens		Files	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	89.80	1.00	53.80	5.00	86.20	0.50	73.90	2.90	74.10	1.30	74.90	0.40	82.20	0.10	77.20	3.60
Hardap	93.10	0.30	71.70	0.80	86.60	0.50	66.00	0.90	71.40	0.60	75.40	0.30	89.10	1.50	70.30	1.70
Karas	93.00	0.30	64.40	2.40	84.70	0.10	67.50	1.20	74.10	1.20	76.00	0.20	81.10	0.10	61.70	0.30
Kavango	93.80	0.30	57.50	5.40	79.20	1.40	45.50	5.60	57.90	3.50	71.00	1.80	77.10	1.40	38.70	8.00
Khomas	91.40	0.80	75.80	0.10	87.20	0.80	72.90	3.00	76.50	2.10	78.80	0.50	83.00	0.30	76.50	3.90
Kunene	87.80	1.40	55.60	4.60	81.50	0.60	63.00	0.20	65.60	0.80	76.30	0.10	79.50	0.50	63.60	0.20
Ohangwena	96.40	0.50	94.70	6.40	80.00	1.20	54.00	3.00	61.50	2.50	73.80	1.00	77.10	1.50	54.90	2.90
Omaheke	95.20	0.10	66.20	2.00	81.60	0.50	64.30	0.50	68.00	0.20	74.60	0.50	80.50	0.30	58.80	1.00
Omusati	96.90	0.60	89.00	4.40	86.40	0.70	57.30	1.80	69.10	0.10	80.10	1.00	81.00	0.20	68.00	1.80
Oshikoto	99.00	1.10	95.70	6.20	80.40	1.00	53.40	3.00	66.80	0.60	74.80	0.60	79.90	0.50	57.30	1.90
Oshana	96.80	0.50	93.00	4.90	87.60	0.90	69.00	2.00	72.30	1.00	82.70	1.60	77.70	1.10	73.60	3.30
Otjozondjupa	94.80	0.00	49.80	6.20	86.50	0.60	74.30	3.20	74.10	1.30	80.60	0.90	89.20	1.70	70.40	2.00
Zambezi	97.30	0.50	70.90	1.10	89.20	1.20	73.80	3.10	74.80	1.60	81.40	1.10	94.50	3.10	62.40	0.10
Namibia	**94.80**	**0.50**	**75.40**	**1.00**	**84.00**	**1.20**	**62.40**	**1.40**	**68.80**	**0.40**	**76.90**	**0.50**	**81.70**	**0.60**	**62.90**	**0.30**

Leaners in class

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 for 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 for 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 III and SACMEQ IV are presented below in **Table 3.12**.

TABLE 3.12 PERCENTAGES OF LEARNERS WHO RECEIVED EXTRA TUITION IN ANY SUBJECT OUTSIDE SCHOOL HOURS.

Extra Tuition				
	SACMEQ II		SACMEQ III	
Region	**%**	**SE**	**%**	**SE**
Erongo	19.8	8.46	28.30	1.60
Hardap	0.8	0.39	22.00	1.10
Karas	15.5	7.82	16.10	1.10
Kavango	23.8	7.87	21.50	1.70
Khomas	16.7	3.08	32.20	1.20
Kunene	55.8	12.89	31.10	1.90
Ohangwena	20.5	7.17	8.90	2.50
Omaheke	1.7	0.98	14.00	2.10
Omusati	18.0	6.32	10.20	2.20
Oshikoto	20.1	7.45	11.40	1.50
Oshana	26.4	7.99	12.20	3.60
Otjozondjupa	27.5	11.14	35.30	2.20
Zambezi	27.3	12.13	29.20	2.30
Namibia	**20.90**	**2.33**	**18.70**	**1.70**

It is evident in **Table 3.12** that there has been a reduction in the proportion of learners who received extra tuition between 2007 (20.90%) and 2013 (18.70%). This also applies to most regions. This might mean that the schools are taking the teaching and learning out of the school context to ensure that learners are taught properly to an extent that they might not need to seek extra tuition outside school.

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 III and IV 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 SACMEQ III and SACMEQ IV are presented below in **Table 3.13**.

TABLE: 3.13 PERCENTAGES OF LEARNERS WHO HAVE AND HAVE NOT MADE PAYMENT FOR EXTRA TUITION IN ANY SUBJECT OUTSIDE SCHOOL HOURS (SACMEQ III AND IV).

Region	SACMEQ III		SACMEQ IV	
	Payment	No Payment	Payment	No Payment
Erongo	4.8	95.2	41.2	53.3
Hardap	43.5	56.5	19.1	79.4
Karas	38.3	61.7	25.5	70.2
Kavango	9.8	90.2	26.9	69.6
Khomas	4.3	95.7	45.6	51.1
Kunene	44.4	55.7	28.5	67.4
Ohangwena	24.5	75.6	11	88.1
Omaheke	7.4	92.6	50.3	40.3
Omusati	56.7	43.3	27.4	69.9
Oshikoto	41.9	58.1	31.1	67.2
Oshana	17.9	82.1	54	43
Otjozondjupa	25.2	74.9	27.7	71
Zambezi	15.2	84.8	6.4	92.6
Namibia	**21.4**	**78.6**	**31.2**	**65.9**

TABLE 3.14 (A) PERCENTAGE DISTRIBUTION OF PUPILS BY STRATUM BY SOURCES OF LIGHT IN HOMES WHERE PUPILS STAY DURING THE WEEK (SACMEQ III).

Sources of Light at home				
Region	No Light/ Fire	Candle/ Paraffin	Gas Lamp	Electric Lighting
Caprivi	2.20	55.10	1.20	41.50
Erongo	0.40	9.00	1.00	89.60
Hardap	0.50	14.60	0.70	84.30
Karas	0.00	10.80	1.00	88.20
Kavango	14.10	50.30	1.70	34.00
Khomas	0.30	10.90	0.80	88.00
Kunene	6.70	22.00	3.60	67.60
Ohangwena	19.90	71.30	3.30	5.60
Omaheke	5.60	30.60	4.60	59.30
Omusati	17.10	69.10	5.10	8.70
Oshikoto	15.90	65.10	2.50	16.60
Otjozondjupa	3.20	23.80	2.50	70.60
Oshana	6.60	53.50	4.20	35.70
Namibia	**10.60**	**47.90**	**2.80**	**38.70**

TABLE: 3.14 (B) PERCENTAGE DISTRIBUTION OF PUPILS BY STRATUM BY SOURCES OF LIGHT IN HOMES WHERE PUPILS STAY DURING THE WEEK (SACMEQ IV).

SOURCES OF LIGHT AT HOME												
	Fire		Candle		Paraffin or oil lamp		Gas lamp		Electric lightning		There is No lightning	
Stratum	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	1.0	.57	5.3	1.69	3.0	1.77	2.7	1.68	88.0	4.74	0.0	.00
Hardap	1.0	.53	8.1	2.22	.6	.43	1.5	.66	88.8	2.94	0.0	.00
Karas	0.0	.00	4.3	1.69	1.7	.95	1.4	.67	92.5	2.20	0.0	.00
Kavango	10.7	2.05	42.9	4.13	.9	.34	1.0	.43	44.5	4.83	0.0	.00
Khomas	0.4	.27	6.3	1.85	1.2	.50	2.0	.71	90.1	2.76	0.0	.00
Kunene	7.0	2.79	13.8	4.99	2.4	.79	1.7	.72	75.1	6.40	0.0	.00
Ohangwena	21.1	3.08	29.5	2.92	17.1	2.94	14.0	2.24	18.3	3.06	0.0	.00
Omaheke	4.6	2.36	12.4	4.09	2.6	.81	2.8	1.50	77.5	5.05	0.0	.00
Omusati	11.7	1.68	29.8	2.84	22.3	2.46	12.0	1.78	24.3	3.86	0.0	.00
Oshikoto	24.3	3.77	24.0	2.47	15.1	2.14	8.9	1.65	27.6	5.14	0.0	.00
Oshana	4.4	1.22	19.6	3.64	18.8	2.84	10.1	2.22	47.2	6.77	0.0	.00
Otjozondjupa	1.8	1.44	4.8	1.64	1.4	.76	2.3	.82	89.7	2.57	0.0	.00
Zambezi	1.2	.67	34.6	7.99	2.6	.89	.4	.42	61.1	8.74	0.0	.00
Namibia	**9.5**	**.71**	**21.9**	**.97**	**9.5**	**.67**	**6.3**	**.51**	**52.8**	**1.40**	**0.0**	**.00**

The information about sources of light in learners' homes is derived from the question in the pupil booklet. It is very important as this indicates whether learners had sufficient light resources at home to enable them to do their school work at night.

As indicated in Table 3.14, the 2013 results revealed that (a), 31.4% of Grade 6 learners were using candles/ paraffin as source of lighting, 52.8% of learners in Namibia were using electricity as a source of lighting. Only 9.5% were using fire as their source of lighting. There were very few learners (6.3%) who have indicated that they are using gas as their source of light. Regions such as: Erongo, Karas, Khomas, Hardap and Otjozondjupa regions have the highest number of learners using electricity as their source of lighting. This reflects that most of the learners in these regions live in urban areas.

TABLE: 3.15 PERCENTAGE DISTRIBUTIONS BY STRATUM BY SCHOOL LOCATION OF LEARNERS (SACMEQ 1V)

Region	School location	
	Rural	Urban
Erongo	18.10	81.90
Hardap	18.70	81.30
Karas	26.70	73.30
Kavango	69.10	30.90
Khomas	14.30	85.70
Kunene	65.50	34.50
Ohangwena	97.00	3.00
Omaheke	67.30	32.70
Omusati	90.80	9.20
Oshikoto	83.90	16.10
Oshana	63.90	36.10
Otjozondjupa	26.70	73.30
Zambezi	53.90	46.10
Namibia	**61.80**	**38.20**

Table 3.15 above shows the percentages of learners in urban and rural schools. According to the table above, 97.0% of learners in the Ohangwena region who participated in SACMEQ IV project were in rural schools and only 3.0% in towns. Most learners in Khomas, Erongo, and Hardap were in schools located in towns/cities. This reflects that Khomas region consists of Windhoek, the capital city, thus most of the schools are located in the city and most of the schools in Erongo were in Swakopmund and its surroundings. In Namibia as a whole, more learners were in rural schools than in urban schools in 2013.

Meals eaten

How regularly did learners eat meals and /or have free meals at school?

The importance of nutrition has been established. The intake of food contributes favorably to the levels of learners' concentration. The Namibian School Feeding Programme (NSFP) was first introduced as a World Food Programme (WFP)/government project in 1992 to respond to the educational and nutritional needs of school children in drought affected areas. The programme has since expanded and was supporting 270 000 school learners across the country in 2011 (EMIS Report, 2011). The implementation of NSFP has greatly relieved immediate hunger, equalising educational opportunities for OVCs, who otherwise might have received education on an empty stomach.

The responsibility of implementing NSFP rests with the Ministry of Education, Arts and Culture. This includes all aspects of the programme such as management including control, distribution of food and preparation of meals at school level.

The responses from learners regarding the meals they ate during the SACMEQ IV survey are tabulated in the tables a, b and c below and are broken down according to the type of meals. It should be noted that during SACMEQ IV, 85.4% of the sampled learners only ate the evening meal compared to other meals of the day. This should be a concern to the nation. In addition, there were only 59.3% of Grade 6 learners in Namibia who ate breakfast every day.

The national percentage of learners who had no breakfast at all was 13.5% and varied from region to region from 5% to 14.5%. The percentages of learners who did not have breakfast in a week were higher in Kunene (14.5%), Oshana (13.8%), Omusati (12.8%), Ohangwena (12.5) and Hardap (11.2%). The lowest was Karas (5%). There are several reasons for learners not having breakfast in the morning, ranging from the poor socio-economic status of their parents to long distances to schools that require learners to leave home very early.

With regards to lunch, there was a very little difference in the percentage of learners who did not have their lunch, ranging from 1.2 % to 9.5% with the national average being at 4.1%. Learners who reported having lunch every day range from 59.6% to 90.6% with the national average being 74.1%.

The response from the learners on supper was almost the same as lunch, but a bit higher in all regions. Learners who reported having supper every day range between 74.2% and 92.5% with a national average of 85.4%. The percentages of learners not having supper at all were very low compared to other meals. The figure clearly shows that in Namibia most families prefer supper to other meals if the resources are inadequate and this is reflected by the high number of learners who reported having the meal every day.

TABLE: 3.16 PERCENTAGE DISTRIBUTION OF PUPILS PER STRATUM BY FREQUENCY OF EATING BREAKFAST IN A WEEK (SACMEIV)

Meals per week BREAKFAST								
	Not at all		1 or 2 days a week		3 or 4 days per week		Every day of the week	
Stratum	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	9.2	2.44	9.0	1.55	9.3	1.76	72.5	3.15
Hardap	11.2	2.54	10.9	2.31	8.1	1.42	69.8	3.80
Karas	5.0	1.46	10.6	1.65	8.2	1.73	76.2	3.69
Kavango	34.3	3.38	24.5	2.51	14.9	2.91	26.3	2.77
Khomas	7.6	1.47	15.1	2.39	9.1	1.23	68.1	3.59
Kunene	14.5	4.10	8.8	2.02	5.3	1.62	71.4	6.25
Ohangwena	12.5	1.42	17.0	1.71	13.3	1.73	57.1	3.14
Omaheke	8.7	2.53	17.1	4.92	5.7	1.67	68.5	7.86
Omusati	12.8	2.14	15.6	1.98	10.4	1.40	61.3	3.13
Oshikoto	9.2	1.28	22.4	2.83	11.7	1.57	56.7	3.80
Oshana	13.8	4.14	16.6	2.01	12.4	1.70	57.2	4.01
Otjozondjupa	9.6	2.13	10.7	1.88	9.3	1.61	70.4	4.38
Zambezi	6.0	1.67	8.5	1.36	14.0	4.34	71.5	4.72
Namibia	**13.5**	**0.73**	**16.1**	**0.69**	**11.1**	**0.61**	**59.3**	**1.11**

Leaners at assembly

TABLE: 3.17 PERCENTAGE DISTRIBUTION OF PUPILS PER STRATUM BY FREQUENCY OF EATING LUNCH IN A WEEK (SACMEQ IV)

	Not at all		1 or 2 days a week		3 or 4 days per week		Every day of the week	
Stratum	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	2.8	.94	8.2	1.73	8.0	1.54	81.0	2.86
Hardap	2.0	1.17	6.7	2.00	9.1	2.64	82.1	5.32
Karas	3.9	1.33	7.8	1.14	12.3	2.27	76.0	2.83
Kavango	9.5	3.50	11.0	1.81	20.1	3.04	59.5	4.11
Khomas	2.5	.71	7.2	1.76	11.4	1.63	78.9	2.69
Kunene	6.1	2.23	6.7	2.03	10.8	3.84	76.5	4.99
Ohangwena	2.7	.64	9.6	1.65	13.7	1.60	74.0	2.81
Omaheke	4.7	1.21	8.3	2.00	9.9	2.34	77.1	4.61
Omusati	6.6	1.78	9.0	1.49	12.9	1.44	71.5	3.07
Oshikoto	2.2	.81	7.8	1.50	22.7	3.17	67.2	3.38
Oshana	2.8	.75	7.8	1.59	12.1	1.98	77.4	2.88
Otjozondjupa	2.6	1.18	5.6	1.51	10.7	2.51	81.2	3.91
Zambezi	1.2	.49	2.1	0.91	6.0	1.65	90.6	1.88
Namibia	**4.1**	**.55**	**8.1**	**0.52**	**13.6**	**0.68**	**74.1**	**1.03**

TABLE:3.18 PERCENTAGE DISTRIBUTION OF PUPILS PER STRATUM BY FREQUENCY OF HAVING MEALS IN A WEEK (SACME IV)

Meals per Week								
	Not at all		1 or 2 days a week		3 or 4 days per week		Every day of the week	
Stratum	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	1.8	.66	4.4	1.48	6.5	1.10	87.4	2.40
Hardap	1.0	.78	6.6	1.97	9.5	2.67	82.9	4.97
Karas	1.9	.80	5.2	1.43	8.3	1.47	84.6	2.76
Kavango	9.7	3.62	7.9	1.35	8.2	1.54	74.2	3.85
Khomas	1.4	.54	5.1	1.31	5.6	1.33	87.8	2.23
Kunene	5.6	1.61	7.6	1.66	6.2	2.01	80.6	3.77
Ohangwena	2.3	.70	4.1	0.94	5.3	0.98	88.4	1.98
Omaheke	3.3	.95	9.7	2.42	10.7	2.78	76.2	5.33
Omusati	7.5	2.11	4.1	0.78	3.3	0.78	85.0	2.80
Oshikoto	2.3	.81	3.8	0.86	4.2	0.92	89.7	1.64
Oshana	2.8	.92	2.6	0.76	5.8	1.06	88.9	1.90
Otjozondjupa	3.6	1.79	2.6	0.91	6.4	1.38	87.4	3.13
Zambezi	0.8	.37	3.0	0.93	3.6	1.20	92.5	1.67
Namibia	**4.0**	**0.58**	**4.8**	**0.34**	**5.8**	**0.38**	**85.4**	**0.86**

CONCLUSION

This chapter delivered some baseline data relating to the Namibian Grade 6 learners characteristics, the conditions of the homes where they come from and their communication with their parents/guardians during 2013. The information contained in this chapter can be taken as baseline information about primary school learners in Namibia and their learning environment.

On average, the Grade 6 learners' age is moderate, although a lot of over-age learners were noted in Kavango, Ohangwena, Omusati and Oshikoto. The number of male and female learners who took part in the study was balanced. The study has revealed that the Namibian learners who were in Grade 6 in 2013 had more fathers and mothers who had never been to school. This might have an effect on the homework help at home.
In general, this chapter concludes on the following:

A) Most learners speak some English at home
B) The general quality of inputs of the Grade 6 learners has improved
C) The socio-economic status of the Grade 6 learners has improved
D) The repetition rate of the Grade 6 learners has increased between the two studies especially in Kavango, Ohangwena, Omaheke and Omusati as was the case in SACMEQ III
E) An increase in number of learners who are given homework is noted, although a decline of learners with homework corrected is observed
F) The reading and mathematics textbooks at learners' disposal has increased, and so too the learners' exercise books. However, the overall classroom material supplies have declined between the two studies
G) A decline in the number of Grade 6 learners seeking for extra tuition is observed, while the percentage of learners who have paid for extra tuition has increased

The overall impression is that the general quality of the Grade 6 learners' environment has improved between 2007 and 2013.

Chapter 4

TEACHER CHARCTERSTICS AND THEIR CLASSROOM RESOURCES AND PROFESSIONAL SUPPORT

The characteristics of Grade 6 teachers are explored in this chapter. The chapter aims to provide pretext for interpreting the achievement data later and to compare these characteristics to learners' learning achievements. It is important to show how human resource inputs shape learner outcomes.

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.

GENERAL POLICY CONCERN 6:

What are the personal characteristics of Grade 6 teachers?

To answer this general policy, the age, sex, academic and professional qualifications, teaching experience, and in-service training attended durations were recorded. The reader should please note that the mean values and percentages of these characteristics presented are the stated mean values and percentages of learners who are taught by teachers with such characteristics.

What was the age and sex distribution of Grade 6 teachers?

The Namibian government has been trying to encourage female teachers to pursue mathematics subjects. The tables below show the average ages of reading, mathematics and health teachers in the different regions, and the percentage of these teachers who are female. Table 4.1(a) shows the results from SACMEQ III and table 4.1(b) shows the results from SACMEQ IV.

TABLE: 4.1 (A): AVERAGE AGE OF TEACHERS AND PERCENTAGE OF FEMALE TEACHERS – SACMEQ III

Region	Reading Teacher				Mathematics Teacher				Health Teacher			
	Age		Gender		Age		Gender		Age		Gender	
	(years)		*(female)*		*(years)*		*(female)*		*(years)*		*(female)*	
	Mean	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**
Caprivi	37.8	1.86	74.4	10.77	40.7	1.9	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	14.45	35.5	2.1	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	2	69.8	11.92	41.6	1.9	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	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	3.05	47.2	14.18
Ohangwena	32	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	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	8.79	38.9	1.35	62.9	8.62
Oshikoto	37.2	1.84	54.9	10.09	39	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	8.8	41.1	1.98	63.6	10.24	38	1.87	52.3	10.77
Namibia	**37.1**	**4.95**	**62.4**	**3.04**	**38.4**	**0.54**	**43.8**	**3.1**	**37.8**	**0.54**	**56.6**	**3.02**

TABLE 4.1 (B): AVERAGE AGE OF TEACHERS AND PERCENTAGE OF FEMALE TEACHERS – SACMEQ IV

Region	Reading Teacher				Mathematics Teacher				Health Teacher			
	Age		Gender		Age		Gender		Age		Gender	
	(years)		*(female)*		*(years)*		*(female)*		*(years)*		*(female)*	
	Mean	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**
Erongo	37.5	2.93	86	8.27	36.4	2.02	62.5	10.95	42.1	2.37	83.2	8.72
Hardap	33.5	2.69	61.8	15.31	36.7	3.35	55.2	14.92	47.3	2.69	74.8	11.77
Karas	35.4	2.91	64.8	13.24	38.1	2.44	39.8	12.84	39.7	1.92	60	13.11
Kavango	31.6	2.04	48.6	10.56	34.2	1.53	49.4	9.88	38.5	1.38	66.3	8.92
Khomas	36.2	1.8	75.7	9.66	37.5	2.07	48.4	9.66	39.8	1.78	77.8	8.75
Kunene	33.1	2.22	34.4	13.06	36.4	2.87	21.5	9.94	36.3	2.26	42.3	13.38
Ohangwena	32	1.45	52.6	8.61	34.8	1.36	41.8	8.45	34.9	1.38	36	8.26
Omaheke	31.1	1.86	56.6	14.5	38	3	49.7	13.87	44.4	1.88	67.7	12.94
Omusati	35.4	1.77	72.2	8.62	38.5	1.71	59.4	8.98	37.6	1.54	67.4	7.94
Oshikoto	35.1	1.68	51.5	9.46	38	1.49	45.7	9.12	40.1	1.61	57.1	9.09
Oshana	32.8	1.62	100	0	40	2.17	61	9.78	43.2	1.55	82	7.57
Otjozondjupa	40.2	2.65	57	11.05	41.3	2.69	39.1	11.3	38.9	1.82	82.7	8.63
Zambezi	39.4	2.51	68.4	11.58	38.2	2.8	55.6	12.48	44.2	1.84	73.3	10.18
Namibia	**34.6**	**0.59**	**64.3**	**2.95**	**37.3**	**0.58**	**49.5**	**3.03**	**39.4**	**0.51**	**65.1**	**2.76**

What was the gender distribution of Grade 6 teachers?

FIGURE 4.1 BELOW SHOWS THE PERCENTAGES OF FEMALE TEACHERS IN READING FROM BOTH SACMEQ III AND SACMEQ IV.

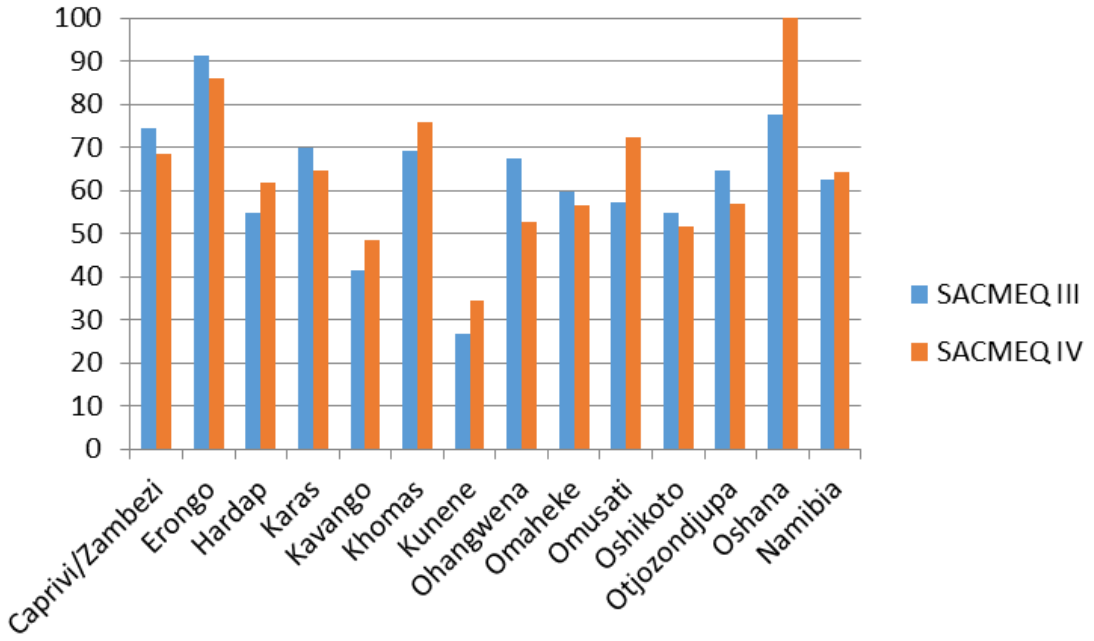


Figure 1 - Reading teachers who were female is 2007 and 2014

The percentage of female teachers dropped noticeably in Ohangwena region by 15%, and in Otjozondjupa by 7.5%. Oshana and Omusati regions show a significant increase in the percentage of female reading teachers between 2007 and 2014 with increases of 22.5%, and 14.9% respectively.

Except for Kunene and Kavango regions, more than half of the reading teachers in the country are female. All the reading teachers in Oshana region were female.

FIGURE 4. 2 BELOW SHOWS THE PERCENTAGES OF FEMALE MATHEMATICS TEACHERS IN THE COUNTRY FROM BOTH SACMEQ III AND SACMEQ IV.

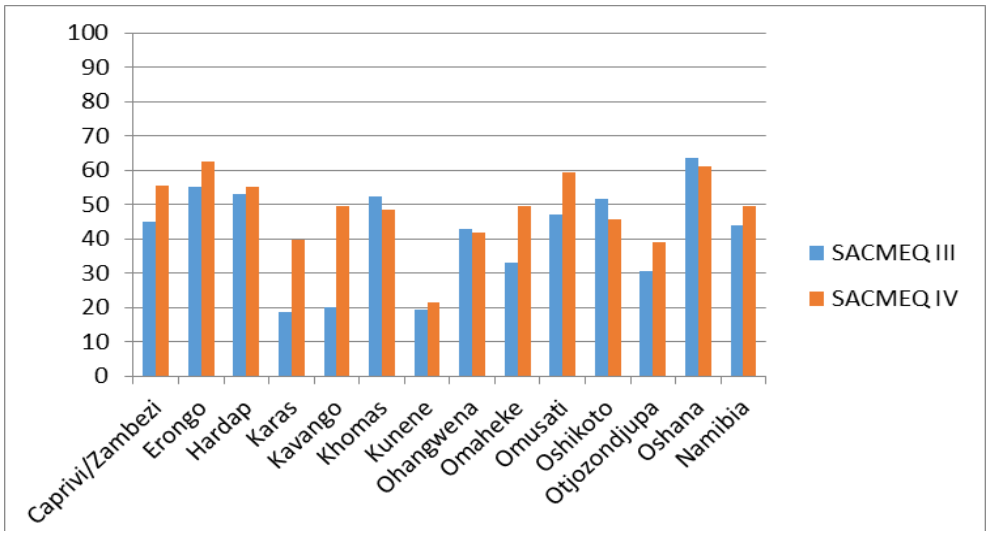


Figure 4. 2 Mathematics teachers who were female in 2007 and 2014

Figure 2 above indicates that the number of female teachers teaching the mathematics subject has increased, with Karas and Kavango regions showing the highest percentage increase (21.1% and 29.4%, respectively). Overall, there is a 5.7% increase in the percentage number of female mathematics teachers in the country.

FIGURE 4. 3 BELOW IS A GRAPHIC REPRESENTATION OF THE PERCENTAGES OF FEMALE HEALTH TEACHERS IN THE DIFFERENT REGIONS IN NAMIBIA FROM BOTH SACMEQ III AND SACMEQ IV.

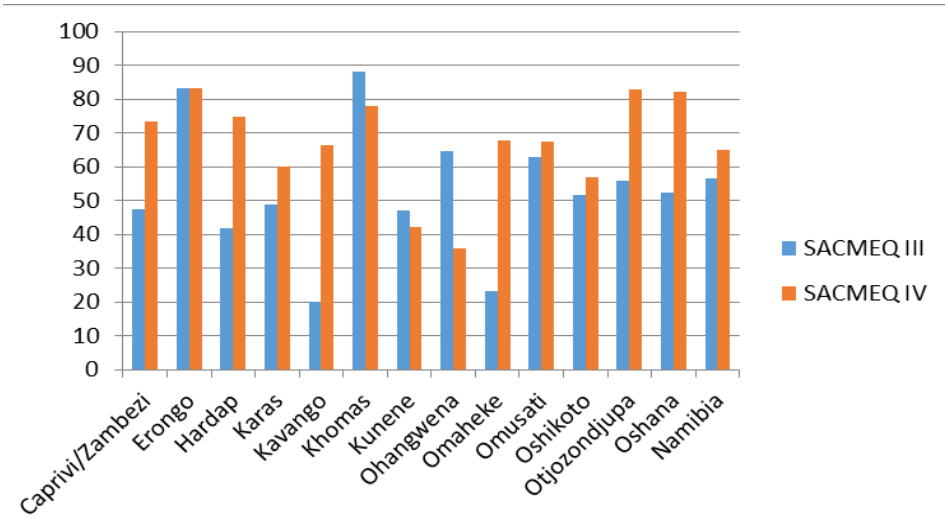


Figure 2 - Percentages of female health teachers

The above figure 4.3 shows a significant increase in the percentage of female teachers in the health subject. Kavango and Omaheke regions show the highest percentage increase of 46.1% and 44.5%, respectively. Ohangwena region presented a 28.6% decrease in the percentage of female health teachers. It is also worth noting that, except for Ohangwena and Kunene regions, more than half of the health teachers in the country are female.

GENERAL POLICY CONCERN 7:

What are the professional characteristics of Grade 6 teachers (in terms of academic, professional, and in-service training), and do 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 Ministry of Education, Arts and Culture has set down a minimum teachers' qualification requirement of Grade 12 (academic) with a Basic Education Teachers' Diploma – BETD (professional). Some teachers may have a BETD but an academic qualification less than Grade 12. This is undesirable when these teachers are teaching subjects in grades higher than their academic qualification, as they may have a limited understanding of the subject content that they have to teach.

Teachers were asked to indicate their highest academic and professional qualification, years of teaching, in-service training frequency and duration, and their views on the effectiveness of this in-service training.
How much in-service training had teachers completed?

Formal teacher training is very important for preparing teachers for the classroom. However, in-service training is also important for progressing teachers' skills and qualifications. Several in-service courses have been formulated in Namibia to assist education professionals in this regard and to upgrade the quality of education in the country.

Information on time spent in-service training, and the number of courses taken, can be used to evaluate whether students are performing better when their teachers are regularly improving themselves. Grade 6 teachers were asked to indicate how many days they spent taking these short courses during the three years prior to the study. **Tables 4.2** below show the average duration, in days, that Grade 6 reading, mathematics and health teachers spent in in-service training, with standard error. **Table 4.2 (a)** shows the findings for SACMEQ III, **Table 4.2(b)** shows SACMEQ IV.

TABLE 4.2 (A): AVERAGE DAYS SPENT IN IN-SERVICE TRAINING – SACMEQ III

Region	Reading Teacher		Mathematics Teacher		Health Teacher	
	Duration (days)		*Duration (days)*		*Duration (days)*	
	Mean	**SE**	**Mean**	**SE**	**Mean**	**SE**
Caprivi	24.1	8.26	22.1	10.81	31.5	20.37
Erongo	7.2	2.44	4.7	1.45	7.5	1.81
Hardap	17.4	11.31	18.8	11.08	6.7	1.92
Karas	5.3	1.29	7.2	2.15	7	1.4
Kavango	27.7	18.99	18.1	5.68	13.5	2.67
Khomas	7.4	1.86	6.5	1.91	14.1	3.46
Kunene	16.1	5.68	5.6	1.59	28.5	18.61
Ohangwena	30.8	22.2	66.2	30.81	12.4	5.74
Omaheke	6.2	3.08	4.7	1.54	5.9	1.93
Omusati	22.8	10.29	59.3	24.04	102.6	39.13
Oshikoto	10.1	2.85	20.1	10.8	12.4	2.83
Otjozondjupa	7.8	2.43	5.1	1.73	17.3	8.13
Oshana	29.6	22.13	10.2	2.44	12	3.57
Namibia	**19.5**	**5.06**	**28.9**	**6.66**	**28.5**	**3.77**

TABLE: 4.2 (B): AVERAGE DAYS SPENT IN IN-SERVICE TRAINING - SACMEQ IV

Region	Reading Teacher		Mathematics Teacher		Health Teacher	
	Duration (days)		*Duration (days)*		*Duration (days)*	
	Mean	**SE**	**Mean**	**SE**	**Mean**	**SE**
Erongo	**7.1**	**1.92**	**6.4**	**2.11**	**12.7**	**1.87**
Hardap	28.2	25.11	4.7	2.24	36.2	22.9
Karas	6.7	2.24	12	2.84	10.1	3.19
Kavango	16.1	13.95	47	18.71	29	13.72
Khomas	3.7	1.67	7	3.28	30.9	18.02
Kunene	2.8	1.18	9.9	7.16	10.9	6.53
Ohangwena	24.8	11.38	17.8	9.21	31.5	11.81
Omaheke	6.0	2.21	11.1	3.54	15.7	11.25
Omusati	106.5	36.26	111.8	42.87	94.7	34.3
Oshikoto	34.3	25.15	18.7	11.42	85.6	38.42
Oshana	39.1	22.52	7.8	1.99	19.7	5.8
Otjozondjupa	4.6	1.37	41.8	38.27	10.4	2.23
Zambezi	11.9	2.19	11.5	2.87	14.9	3.23
Namibia	**30.6**	**6.53**	**32**	**7.11**	**39.8**	**7.05**

Table 4.2 above indicates that the number of in-service training courses attended by reading, mathematics and health teachers has changed significantly between 2007 and 2013; indicating an increase in the total number of days involved taken for the in-service training. Ohangwena reading, mathematics and health teachers spent the greatest amount of time in in-service training courses. If in-service training keeps 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. 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 4.2(b)**, health teachers in 2013 spent more days in in-service training courses than the reading and mathematics teachers of the same year.

> **Policy Suggestion 4:** 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.

The following tables show how teachers perceive their in-service training.

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 4.3 a, and b** for both SACMEQ III and IV.

TABLE: 4.3 (A) TEACHERS WHO FOUND IN-SERVICE TRAINING REASONABLY EFFECTIVE, EFFECTIVE OR VERY EFFECTIVE (SACMEQ III)

SACMEQ III						
Region	**Reading Teacher**		**Mathematics Teacher**		**Health Teacher**	
	%	**SE**	**%**	**SE**	**%**	**SE**
Caprivi	92.5	6.19	93.2	6.79	91.2	8.67
Erongo	88	11.86	65.3	14.92	94	6.2
Hardap	58.6	19	51.6	19.71	78.6	11.78
Karas	79.8	13.56	84.9	10.6	63.2	13.66
Kavango	67	10.66	79.6	11.02	83.6	8.33
Khomas	63	12.44	70.7	11.22	85.7	7.99
Kunene	75.2	12.83	70	16.41	81.6	12.33
Ohangwena	81.9	8.6	70.9	11.49	78	9.66
Omaheke	88.1	12.03	58.6	16.84	62.1	19.3
Omusati	84.3	8.52	48.7	10.35	80.4	8.97
Oshikoto	88.1	6.83	65.9	10.14	84	7.97
Otjozondjupa	61.3	16	89.5	10.52	75.3	12.73
Oshana	88.4	8.05	67.9	11.29	78.5	9.31
Namibia	**78.7**	**3.15**	**68.3**	**3.63**	**81.2**	**2.95**

TABLE: 4.3(B) TEACHERS WHO FOUND IN-SERVICE TRAINING REASONABLY EFFECTIVE, EFFECTIVE OR VERY EFFECTIVE (SACMEQ IV)

SACMEQ IV						
	Reading teachers		Mathematic teachers		Health teachers	
Region	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	59.2	10,00	36.1	8,00	86.7	10,67
Hardap	43.3	9,67	7.0	2,50	81.5	10,33
Karas	63.0	10,33	53.5	10,50	61.8	10,33
Kavango	30.0	5,00	44.4	7,50	76.8	8,33
Khomas	33.5	7,00	35.4	7,00	68.4	8,67
Kunene	40.3	6,67	39.3	10,00	40.8	8,00
Ohangwena	67.2	6,67	45.7	7,00	56.7	7,00
Omaheke	57.3	10,00	37.6	8,50	69.2	11,33
Omusati	59.8	7,00	43.1	6,50	71.6	7,00
Oshikoto	56.0	7,00	36.5	7,00	37.5	8,00
Oshana	60.3	8,00	40.8	8,00	92.9	8,67
Otjozondjupa	52.7	7,67	22.1	7,00	70.6	9,33
Zambezi	89.5	10,00	72.2	11,50	86.4	7,67
Namibia	**54.7**	**2,33**	**40.1**	**2,50**	**72.1**	**2,67**

Visibly, in the view of the teachers, in-service training had decreased tremendously, especially for reading and mathematics. In 2007, 78.7% 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 decreased to 54.7% in 2013. Correspondingly, these proportions badge for mathematics teachers from 68.3% in 2007 to 40.1% in 2013 and for health teachers from 81.2 % in 2007 to 72.1% in 2013. On average, the majority of learners in all regions had reading and health teachers who appreciated the effectiveness of the in-service training courses that they attended. However, regional differences show that there are some regions where some of the courses were not attended or not found effective by teachers.

How many years of teaching experience had teachers completed?

Teaching experience is considered a useful mechanism for teaching and learning in all circumstances. Teachers were asked to indicate the number of teaching experience in years they had in teaching specific subjects.

TABLE 4.4 (A) TEACHING EXPERIENCE OF READING, MATHEMATICS AND HEALTH TEACHERS (SACMEQ III)

	Years of Experience					
Region	**Mathematics Teacher**		**Reading Teacher**		**Health Teacher**	
	Mean	**SE**	**Mean**	**SE**	**Mean**	**SE**
Caprivi	14.9	2.24	12.6	2.29	11.9	1.38
Erongo	19.2	2.39	11.1	2.06	11.8	2
Hardap	13.7	2.1	16.1	2.16	16.1	1.95
Karas	17.1	2.04	17.6	2.48	16.2	3.09
Kavango	12.2	1.53	8.8	0.84	13	1.81
Khomas	15.6	1.75	12.8	1.74	16.4	1.24
Kunene	19.2	2.4	12.1	2.13	15.8	2.81
Ohangwena	6.5	0.77	7.4	0.98	9.9	1.34
Omaheke	12.8	2.23	11.2	2.18	14.2	2.11
Omusati	12.5	1.31	12.6	1.31	13.5	1.55
Oshikoto	14.1	2.06	12.1	1.71	12.7	1.62
Otjozondjupa	17.2	3.36	16.4	2.15	14	2.08
Oshana	14.8	1.63	14.7	1.46	13.2	1.55
Namibia	**13.2**	**0.52**	**11.9**	**0.47**	**13.2**	**0.52**

TABLE 4.4 (B) TEACHING EXPERIENCE OF READING, MATHEMATICS AND HEALTH TEACHERS (SACMEQ IV)

Regions	Years of Teaching					
	Mathematics		Reading		Health	
	Mean	SE	Mean	SE	Mean	SE
Erongo	12.1	2.25	12.8	2.83	17.4	2.51
Hardap	11.6	3.05	8	2.37	18.9	3.88
Karas	14.4	2.57	11.4	2.81	14.2	2.19
Kavango	9.7	1.47	7.5	1.67	13.9	1.44
Khomas	12.9	1.86	10.7	1.78	14.8	1.75
Kunene	11.3	2.55	9.3	2.24	12	2.53
Ohangwena	9.7	1.06	7.1	1.06	9.1	1.25
Omaheke	13.8	3.06	5.6	1.54	19.7	1.98
Omusati	12.6	1.51	10.1	1.44	12.3	1.69
Oshikoto	10.7	1.46	8.7	1.27	13.5	1.49
Oshana	14.9	1.95	9	1.48	17	1.43
Otjozondjupa	17	2.6	15.9	2.46	13.3	1.51
Zambezi	10.9	2.44	12.3	2.76	15.8	1.34
Namibia	**12.1**	**0.53**	**9.6**	**0.51**	**13.8**	**0.51**

There has been a reduction in the number of years of teaching experience in reading and mathematics teachers between 2007 and 2013. The average number of years of teaching experience for reading teachers reduced from 11.9 in 2007 to 9.6 in 2013, whilst for mathematics teachers, that reduced from 13.2 in 2007 to 12.1 in 2013. This is an indication that in-service training might have reduced between 2007 and 2013, due to a new pool of teachers that is indicated by a reduction in number of teaching experience. It is important to report that on average all regions had teachers whose teaching experience was above eight years.

GENERAL POLICY CONCERN 8:

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

The curriculum guide ((MoE, 2010) 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.

How many periods did teachers teach per week?

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 spent by teachers on reading, mathematics and health teachers both in 2007 and 2013 are presented in **Tables 4.5 (a) and 4.5 (b)** below. On average, reading and mathematics teachers taught

about the same number of periods and hours in 2013 and little has changed since 2007. Teachers in Zambezi region in all three subject areas seem to have spent less time teaching compared to other regions in both 2007 and 2013. The number of periods spent by teachers on life skills has reduced from 32% in 2007 to 21.6 % in 2013. This might be attributed to the fact that some teachers use the life skill period to teach promotional subjects, as it is a non-promotional subject.

TABLE: 4.5(A): NUMBER OF PERIODS SPENT TEACHING PER WEEK SACMEQ III

SACMEQ III						
Region	**Reading Teacher**		**Mathematics Teacher**		**Health Teacher**	
	Periods per Week		**Periods per Week**		**Periods per Week**	
	Mean	**SE**	**Mean**	**SE**	**Mean**	**SE**
Caprivi	30.1	1.35	28.6	1.4	29.3	2.14
Erongo	33.7	1.99	33	2.24	32.5	3.76
Hardap	33.7	1.54	35.4	1.59	34.3	1.56
Karas	36.6	0.73	37.2	0.87	34.9	1.54
Kavango	36.0	1.41	32.6	1.74	33.1	1.99
Khomas	33.1	1.62	36.2	0.69	30.2	2.76
Kunene	34.3	2.21	34.5	1.73	26.7	4.48
Ohangwena	33.3	1.08	33.7	1.16	33.2	1.25
Omaheke	34.3	1.94	33.8	1.22	32.8	1.66
Omusati	31.4	1.67	32.6	1.8	30.6	1.72
Oshikoto	35.2	0.89	35.2	1.1	34.1	1.71
Otjozondjupa	31.6	2.45	34	1.93	32.4	1.77
Oshana	34.1	1.33	32.3	1.25	30.9	1.73
Namibia	**33.5**	**0.48**	**33.7**	**0.47**	**32**	**0.62**

TABLE: 4.5(B) NUMBER OF PERIODS SPENT TEACHING PER WEEK SACMEQ IV

	Reading Teacher		**Mathematics Teacher**		**Health Teacher**	
Region	**Mean**	**SE**	**Mean**	**SE**	**Mean**	**SE**
Erongo	32.5	1.85	32.8	1.38	17.1	2.43
Hardap	35.6	1.06	33.4	2.14	21.7	3.41
Karas	34.1	1.83	32.2	2.07	24.4	3.17
Kavango	32.4	1.57	32	1.55	18.2	1.96
Khomas	34.8	1.35	32.5	1.46	18.3	2.43
Kunene	28.7	2.17	27.5	2.73	24.2	3.4
Ohangwena	32.0	2.0	32.6	1.44	23.3	2.09
Omaheke	34.7	0.94	32.9	2.01	16.5	2.36
Omusati	29.5	1.39	27.9	2.27	29.5	1.42
Oshikoto	32.8	1.21	34.1	0.79	20.5	2.16
Oshana	31.7	1.66	30.4	1.93	26	2.22
Otjozondjupa	31.7	2.29	32.9	1.16	16.2	2.42
Zambezi	26.1	1.9	27.3	1.67	15.9	2.42
Namibia	**31.9**	**0.53**	**31.5**	**0.53**	**21.6**	**0.67**

Policy Suggestion 5: The education director in the Zambezi 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. All regional directors should investigate the reduction on periods taught per week of life skills as a non-promotional subject.

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-centered 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 III and IV in **Table 4.6**.

Teachers were asked to indicate how many hours per week they spent preparing for lessons and marking assessments. The aim of this is to find out if there is a positive correlation between the time spent preparing for lessons and learners' performance. **Tables 4.6(a)** and **4.6(b)** below show the time teachers spent on lesson preparation and marking, in hours per week, for SACMEQ III and SACMEQ IV respectively.

TABLE: 4.6(A): TIME TEACHER SPENT ON LESSON PREPARATION AND MARKING (IN HOURS PER WEEK) - SACMEQ III

Region	Reading Teacher		Mathematics Teacher		Health Teacher	
	Mean	SE	Mean	SE	Mean	SE
Caprivi	8.5	1.77	9.8	1.36	8.5	1.44
Erongo	10.6	1.52	10.7	1.81	12.1	1.37
Hardap	12.2	1.92	9.9	1.77	12.9	1.67
Karas	10.5	1.27	12.3	1.51	12.1	1.86
Kavango	11.5	1.49	12.3	1.42	11.1	1.4
Khomas	10.4	1.2	10.9	1.45	8.8	1.33
Kunene	12.4	2.48	11.8	2.04	11.8	2.1
Ohangwena	8.7	1.08	11.5	1.26	11.8	1.08
Omaheke	11.1	1.65	14.7	1.96	15.1	2
Omusati	10.9	1.1	9.4	1.12	8.8	1.09
Oshikoto	13.3	1.58	12.5	1.3	9.5	1.32
Otjozondjupa	8.6	1.52	10.4	1.56	10.1	1.97
Oshana	10.5	1.3	12.7	1.44	11.3	1.67
Namibia	**10.6**	**0.43**	**11.3**	**0.4**	**10.5**	**0.43**

TABLE: 4.6 (B): TIME TEACHER SPENT ON LESSON PREPARATION AND MARKING (IN HOURS PER WEEK) - SACMEQ IV

Region	Reading Teacher		Mathematics Teacher		Health Teacher	
	Mean	SE	Mean	SE	Mean	SE
Erongo	13.1	1.84	11.2	1.2	9.5	1.57
Hardap	13.5	1.97	15.2	3.31	13.8	1.83
Karas	10.5	1.68	10.1	1.48	10.7	1.74
Kavango	9.9	2.16	16	3.91	12.8	3.04
Khomas	13.2	1.75	13.7	1.91	12.4	1.83
Kunene	15	4.7	13.6	4.55	19.4	5
Ohangwena	10.6	1.59	11.6	2.07	12.5	1.91
Omaheke	13.7	2.56	8.1	1.65	14.6	3.92
Omusati	11.8	1.79	12.9	2.61	11.5	1.43
Oshikoto	15.3	2.26	14.6	2.2	15.6	3.04
Oshana	10.1	1.83	9.2	2.01	10	2.05
Otjozondjupa	13.2	3.89	10.6	1.57	13.3	3.07
Zambezi	10.1	2.74	10.7	2.39	10.5	2.28
Namibia	**12**	**0.66**	**12.5**	**0.79**	**12.6**	**0.73**

The SACMEQ III and IV results indicate an increase in time spent on lesson preparation and marking in reading, mathematics and health teachers. Moderate variation among regions is observed, however in the Zambezi region reading, mathematics and health teachers spend less than 10 hours per week in lesson preparation and marking.

How often did teachers meet with parents?

The learner's home environment is fundamental to teaching and learning, and parent participation in school activities is highly encouraged. Therefore, the Namibian Education Act 16 of 2001 prescribes that school boards should constitute of parents in majority. Although there is no act that prescribes regular parent-teacher meetings, the Ministry of Education, Arts and Culture encourages schools to arrange parent-teacher meetings at least once every trimester.

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 results for both SACMEQ III and IV are presented in **Table 4.7.**

TABLE: 4.7 (A): LEARNERS WHOSE TEACHERS MEET PARENTS FREQUENTLY – SACMEQ III

Region	Learners whose teachers meet parents frequently (at least once or more per term)					
	Reading Teacher		Mathematics Teacher		Health Teacher	
	%	SE	%	SE	%	SE
Caprivi	86.3	9.28	96.1	4.03	90.5	6.77
Erongo	64	12.06	87.6	8.75	86.7	9.31
Hardap	73.8	11.89	82.5	9.92	88.8	7.76
Karas	86.1	9.61	66.2	12.72	94.9	5.22
Kavango	81.7	7.99	91.4	5.98	86.9	7.23
Khomas	69.9	9.56	85.5	6.63	71.3	10.31
Kunene	76.9	11.7	81.2	10.42	83.3	9.44
Ohangwena	63.7	8.75	61	8.31	64.8	7.97
Omaheke	74.9	11.42	69.3	12.08	77.7	10.27
Omusati	72.9	8.04	74.8	7.49	77.4	7.64
Oshikoto	76.7	8.51	89.9	5.76	70.2	9.85
Otjozondjupa	78.8	11.88	89.1	7.65	87.8	7.25
Oshana	76.1	8.95	86.8	7.42	86.4	6.87
Namibia	**73.7**	**2.91**	**80.3**	**2.45**	**78.3**	**2.73**

TABLE: 4.7 (B): LEARNERS WHOSE TEACHERS MEET PARENTS FREQUENTLY – SACMEQ IV

Learners whose teachers meet parents frequently (at least once or more per term)						
Region	Reading teachers		Mathematic teachers		Health teachers	
	%	SE	%	SE	%	SE
Erongo	93.9	11.4	100	8.41	100.0	12./17
Hardap	96.4	8.76	91.4	7.5	94.0	10.8
Karas	83.2	12.6	93.6	6.45	100.0	13.31
Kavango	82.5	6.5	77.7	7.5	89.8	9.12
Khomas	95.1	7.5	84.3	6.4	82.8	10.92
Kunene	88.5	12.5	78.2	8.7	100.0	11.75
Ohangwena	94.3	6.5	80.9	6.6	82.4	7.2
Omaheke	92.9	8.9	82.5	9.7	92.9	14.2
Omusati	73.4	8.8	89.1	6.9	87.7	7.4
Oshikoto	82.8	7.5	95.0	5.8	93.4	6.8
Oshana	80.2	10.2	90.7	4.3	90.1	6.3
Otjozondjupa	84.4	10.5	78.8	9.6	89.2	9.9
Zambezi	100.0	13.2	84.3	8.10	100.0	10.96
Namibia	**87.3**	**2.5**	**86.1**	**2.3**	**90.0**	**2.8**

According to **Table 4.7** above, all the teachers in the country increased the frequency with which they met their learners' parents, except mathematics teachers in the Kavango, Khomas, and Kunene and Otjozondjupa regions. However, at a national level, parent-teacher meetings are happening at a higher frequency.

Did teachers ask parents to sign homework assignments?

Parents are important stakeholders in education, 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 from the parents. **Table 4.8** below presents the percentage of learners whose teachers asked parents to sign homework in 2007 and 2013.

As an addition to parent-teacher meetings, parent participation can be encouraged by teachers asking parents to sign their children's completed homework. In this way, teachers can assess which learners need extra help at school because they are not receiving any help at home. Teachers were asked to indicate whether they ask parents to sign homework and the results are shown in **tables 4.8(a)** and **4.8(b)** for SACMEQ III and SACMEQ IV respectively.

TABLE:4. 8(A): TEACHERS ASK PARENTS TO SIGN HOMEWORK – SACMEQ III

Region	Sign Reading Homework		Sign Mathematics Homework		Sign Health Homework	
	%	SE	%	SE	%	SE
Caprivi	47.5	13.12	57	12.26	52.7	13.15
Erongo	57.2	14.46	57	13.21	49	14.87
Hardap	44	13.69	54.6	13.67	49.9	13.93
Karas	30.3	11.96	37.7	12.77	34.5	12.24
Kavango	38.7	10.4	25.9	8.91	32.5	9.55
Khomas	64.8	9.73	58.4	9.02	59.2	10.32
Kunene	40.6	13.71	55.6	13.77	29.4	12.84
Ohangwena	21.3	7.39	16.2	5.89	24.9	6.84
Omaheke	25.3	11.4	36.5	12.25	23.3	10.87
Omusati	31.3	8.4	24.2	7.38	23.3	7.51
Oshikoto	37.7	9.97	27.4	9.31	39.5	10.15
Otjozondjupa	32.7	11.72	51	12.96	55.7	10.49
Oshana	56.8	9.89	45	10.65	48.8	10.55
Namibia	**39.5**	**3.05**	**35.8**	**2.86**	**38**	**2.95**

TABLE:4.8 (B): TEACHERS ASK PARENTS TO SIGN HOMEWORK – SACMEQ IV

Region	Sign Reading Homework		Sign Mathematic Homework		Sign Health Homework	
	%	SE	%	SE	%	SE
Erongo	64	12.09	59.7	11.31	64.2	12.07
Hardap	61.9	14.46	74.7	12.54	62.9	14.33
Karas	43.2	13.77	47	13.37	60.4	13.07
Kavango	39.1	10.8	42.1	10.0	22.9	8.73
Khomas	61.7	10.9	58	10.22	60.9	10.33
Kunene	52.1	13.19	39.6	12.17	23.5	10.8
Ohangwena	32.0	8.06	39.9	8.39	36.1	8.26
Omaheke	35.5	13.78	42	14.92	57.6	14.94
Omusati	33.5	8.52	47.6	9.14	31.6	8.05
Oshikoto	41.1	9.3	28.7	8.23	40	9.11
Oshana	28.8	8.92	58.4	9.76	37.1	9.5
Otjozondjupa	70.7	10.4	52.6	11.78	37.8	11.16
Zambezi	63.8	12.07	53.8	12.89	72.5	10.37
Namibia	**44.8**	**3.07**	**47.8**	**3.06**	**42.3**	**2.94**

Fewer than 50% of parents of learners in 2007 and 2013 were requested to sign homework, however regional variations were moderate. In 2013, Hardap had the largest percentage of learners whose reading, mathematics and health teachers asked parents to sign their homework.

A large proportion of the population in Namibia is rural and learners from these areas are often expected to fully participate in household 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, the 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.

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.

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 III and IV are presented in **Table 4.9 (a) and (b).**

TABLE 4. 9(A): LEARNERS WHO HAD OWN WRITING AND SITTING PLACES – SACMEQ III

Region	% having own sitting place		% having own writing place	
	%	SE	%	SE
Caprivi	100	0.0	100	0
Erongo	100	0.0	99.3	0.38
Hardap	99.7	0.28	99.7	0.28
Karas	100	0.0	100	0
Kavango	100	0.0	99.6	0.25
Khomas	99.8	0.24	99.1	0.47
Kunene	100	0.0	99	0.67
Ohangwena	99.5	0.34	99.7	0.29
Omaheke	100	0.0	98.9	1.1
Omusati	100	0.0	99.9	0.14
Oshikoto	97	2.95	95.1	4.85
Otjozondjupa	99.8	0.2	100	0
Oshana	100	0.0	99.5	0.3
Namibia	**99.6**	**0.32**	**99.1**	**0.52**

TABLE: 4. 9(B): LEARNERS WHO HAD OWN WRITING AND SITTING PLACES SACMEQ IV

Region	Sitting & Writing place	
	%	SE
Erongo	95.3	2.92
Hardap	99.1	0.43
Karas	98.3	0.56
Kavango	97.5	1.05
Khomas	97.3	1.48
Kunene	100	0.0
Ohangwena	96.8	1.42
Omaheke	99.2	0.41
Omusati	99.6	0.28
Oshikoto	98.0	1.42
Oshana	99.8	0.16
Otjozondjupa	97.6	0.82
Zambezi	98.4	0.9
Namibia	**98.1**	**0.37**

The state of furniture in Namibia has improved in all regions since SACMEQ III. 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 has matched the growth in number of learners. Nationwide, there was still a need to provide sitting places to 1.9% of the Grade 6 learners.

CONCLUSION

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 was discussed in this chapter. It showed that the pool of teachers had stayed almost constant between 2007 and 2013 and that the teaching profession is female dominated in Grade 6. The majority of the teachers had spent more than 30 hours in three years attending to in-service training and most of them find in-service training to be very effective. More than 80% of teachers had indicated that they do meet with their learners' parents to discuss the teaching and learning of their learners, however when it comes to parents asked to sign homework, less than 50% of teachers asked parents to sign homework. The state of classroom furniture in Namibia has improved slightly, reflecting positive government interventions in this area.

The following policy concerns need to be addressed: NIED should consider providing policy guidelines on the type and frequency of in-services courses to all teachers in all regions. And the education director in Zambezi 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. All regional directors should investigate the reduction on periods

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.

A teacher at work

CHARACTERISTICS AND VIEWS OF SCHOOL PRINCIPALS

INTRODUCTION

In this chapter, a selective outline of extant information about the characteristics of school principals such as gender, ages and qualifications is presented. In addition to that, the chapter also deals with school principals' views on school activities and operations in their schools. It is believed that school management is one of the most important aspect of education and the most vital in running a school effectively, if executed successfully. Information presented in this chapter is extracted from questions posed to school principals of the selected schools for this study. The school principal is the driving force behind a successful school and therefore should possess great qualities to be able to utilise financial, human and material resources optimally, effectively and efficiently.

In Namibia, the minimum requirement for appointment as a school principal is a three-year bachelor's degree plus six years of teaching experience or a 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.

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 5.1** shows that the average age of Namibian school principals increased slightly with 1% between 2007 and 2013, with little variation between regions. In Otjozondjupa region, people are become principals at a later stage compared to 2007. This shows that 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.

TABLE: 5.1 AGE AND GENDER OF SCHOOL PRINCIPALS (SACMEQ III AND IV)

	SACMEQ III				SACMEQ IV			
Region	**Age (years)**		**Gender (female)**		**Age (years)**		**Gender (female)**	
	Mean	**SE**	**%**	**SE**	**Mean**	**SE**	**%**	**SE**
Erongo	48.4	1.30	70.0	12.64	49.4	1.48	45.5	12.49
Hardap	50.3	1.91	43.9	14.04	51.3	1.21	38.0	14.43
Karas	47.5	1.66	24.5	11.26	51.6	1.21	27.2	11.97
Kavango	45.7	1.71	38.5	10.34	46.3	1.29	36.4	9.66
Khomas	49.0	1.25	43.7	10.92	51.3	1.02	41.2	10.77
Kunene	45.3	1.19	39.8	14.02	49.7	1.76	29.3	11.67
Ohangwena	45.8	1.36	40.0	9.06	46.9	1.35	34.5	8.20
Omaheke	46.2	1.57	35.0	12.87	50.3	0.91	52.8	14.12
Omusati	45.9	1.53	38.9	8.97	46.7	1.37	48.5	9.08
Oshikoto	48.3	2.11	50.6	10.66	46.1	1.48	39.5	9.07
Oshana	45.5	1.69	37.3	10.67	45.0	1.18	56.4	10.12
Otjozondjupa	49.2	1.45	50.9	13.27	52.1	1.35	37.2	11.42
Zambezi	49.6	1.35	19.9	10.63	48.6	1.22	25.7	12.86
Namibia	**47**	**0.51**	**41.6**	**3.33**	**48.1**	**0.41**	**40.3**	**3.08**

Table 5.1 shows that the percentage of female school principals has remained the same with a slight decrease of 1% between 2007 and 2013 which continues to encourage gender equality in school management in Namibia. The gender disparity is not significantly large, which means many females are up for the challenge of running schools as school principals.

GENERAL POLICY CONCERN 13:

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

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

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

During colonial times, many teachers in Namibia had only primary education, some had secondary and very few had tertiary education (Makuwa, 2005). In 2007 (SACMEQ III) a concerned number of principals had a low level of educational background, with 14% of principals having only a primary education background and 34% of them having a secondary education background.

TABLE: 5.2 QUALIFICATIONS OF SCHOOL PRINCIPALS (SACMEQ III AND IV)

	SACMEQ III										SACMEQ IV									
	Primary		Junior Secondary		Senior Secondary		A-level		Tertiary		Primary Education		Junior Secondary		Senior Secondary		A-Level or Further study		Tertiary	
Region	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	24.5	13.62	0,00	0,00	48.2	14.85	14.5	9.97	12.8	9.29	0,00	0,00	6.2	6.2	0,00	0,00	48,00	12.56	45.8	12.5
Hardap	0.0	0.00	10.7	7.89	25.4	11.71	19.3	10.79	44.7	14.01	0,00	0,00	0,00	0,00	41.1	14.63	31.4	12.76	27.5	12.56
Karas	5.2	5.22	0.0	0.00	7.1	7.03	14.7	9.82	73.1	11.88	0,00	0,00	0,00	0,00	12.6	8.71	27.8	12.15	59.5	13.17
Kavango	25.8	9.28	0.0	0.00	38.1	10.29	17.7	7.72	18.4	8.48	7.1	5.03	6.7	4.68	26.3	8.39	20,00	8.48	39.9	9.8
Khomas	0.0	0.00	0.0	0.00	15.6	7.54	7.8	5.52	76.7	8.87	9.4	6.46	0,00	0,00	9.3	6.37	4.5	4.51	76.9	9.27
Kunene	9.1	7.88	0.0	0.00	49.1	14.08	0.0	0.00	41.8	14.02	17.3	9.51	11.5	10.83	5.7	5.72	17.8	9.73	47.8	13.19
Ohangwena	16.1	6.75	4.3	3.09	58.4	8.95	3,00	2.99	18.2	6.93	5.4	3.76	5.9	4.07	44.9	8.58	5.9	4.08	38,00	8.4
Omaheke	9.6	6.82	0.0	0.00	34.1	12.75	18.8	10.14	37.6	12.77	13.5	9.27	0,00	0,00	26.5	12.06	6.6	6.61	53.5	14.07
Omusati	14.8	6.29	12.9	6.17	40.9	8.94	13.6	6.52	17.8	7.31	0,00	0,00	3.1	3.08	23.6	7.52	12.1	5.78	61.2	8.75
Oshikoto	22.7	9.16	6.4	4.56	37.7	10.35	10,00	5.7	23.2	9.29	10,00	5.57	3.4	3.35	33,00	8.71	13.4	6.34	40.3	9.14
Oshana	15.6	8.76	8.3	5.77	17.8	8.41	17.7	7.56	40.6	10.47	4,00	4.03	4,00	4.03	64,00	9.8	8.1	5.59	19.9	8.13
Otjozondjupa	12.5	8.59	0.0	0.00	0.0	0.0	34.6	13.1	52.9	13.34	0,00	0,00	0,00	0,00	16,00	8.7	15.5	8.49	68.5	10.96
Zambezi	0.0	0.0	6.9	6.87	21.5	11.49	18.8	10.17	52.8	13.21	0,00	0,00	0,00	0,00	0,00	0,00	5.1	5.18	94.9	5.18
Namibia	**14.2**	**2.39**	**5.0**	**1.42**	**34,00**	**3.05**	**13,00**	**2.13**	**33.8**	**2.86**	**5,00**	**1.34**	**3.5**	**1.16**	**26.6**	**2.57**	**14.1**	**2.08**	**50.8**	**2.95**

However, it is pleasing to note that the situation is improving with time. Table 5.2 presents the percentage of Grade 6 learners with principals with different levels of qualifications in 2007 and 2013. The percentage number of principals with tertiary education background has increased from 33.8% in 2007 to 50.8% in 2013. This is a sign that most principals are now equipped with management and instructional leadership skills which will help them run their schools efficiently and effectively.

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 2007 and 2013 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.

TABLE: 5.3 SCHOOL HEAD YEARS OF TEACHING EXPERIENCE (SACMEQ III AND IV)

REGION	SACMEQ III		SACMEQ IV	
	School Head Years of Teaching experience		School Head Years of Teaching experience	
	Mean	SE	Mean	SE
Erongo	25.2	1.74	29	1.51
Hardap	25.9	2.14	27.8	1.07
Karas	24.5	1.57	21.1	1.18
Kavango	21.8	1.92	28.5	1.12
Khomas	24.6	1.27	25.2	1.75
Kunene	21.7	1.12	21.7	1.33
Ohangwena	21.3	1.63	26.6	1.1
Omaheke	22.4	1.76	21.8	1.63
Omusati	22.4	1.69	19.5	1.41
Oshikoto	20.4	2.17	20.3	1.29
Oshana	26.7	1.8	24.7	1.46
Otjozondjupa	23.5	1.57	28.7	1.44
Zambezi	25.3	1.48	25.8	1.64
Namibia	**22.9**	**0.57**	**23.6**	**0.44**

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 has remained constant standing at 9.9 years in 2007 and 9.5 years in 2013 respectively **(Table 5.4)**. This might again point to the introduction of new school principals as older school principals retire.

TABLE: 5.4 SCHOOL PRINCIPALS' YEARS OF EXPERIENCE AS A SCHOOL PRINCIPAL (SACMEQ III AND IV)

Region	SACMEQ III		SACMEQ IV	
	Experience (years)		Experience (years)	
	Mean	SE	Mean	SE
Erongo	5.2	1.41	9.15	.295
Hardap	7.5	1.9	7.49	.367
Karas	11.4	1.71	10.01	.339
Kavango	9.7	1.63	8.94	.196
Khomas	7.5	1.5	7.82	.272
Kunene	6.4	1.03	12.92	.381
Ohangwena	9.7	1.48	10.00	.240
Omaheke	6.6	1.54	6.77	.243
Omusati	12.1	1.91	11.52	.309
Oshikoto	12.6	2.08	9.70	.221
Otjozondjupa	10.2	1.91	10.70	.325
Oshana	10.4	1.8	7.93	.202
Zambezi	9.3	1.46	9.69	.187
Namibia	**9.9**	**0.57**	**9.54**	**.079**

However, it is interesting to note that although Kunene and Erongo were among the regions with principals having the least years of experience as school principals, the average increased dramatically in 2013, doubling the number to 12.9 from 6.4 in 2007 and 5.2 in 2007 to 9.2 in 2013 respectively. Perhaps this is a sign that once people become principals, there's no other higher designation they go to as a promotion, and remain at the same position for up to 10 years. This could be a good thing and a bad thing at the same time.

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

According to **Table 5.5**, based on principals' responses, the national average number of years of teacher training received by teaching staff is 8.7 years in 2013, with an increase of five years compared to 2007.

TABLE: 5.5 AVERAGE YEARS OF TEACHERS TRAINING AS REPORTED BY PRINCIPALS (SACMEQ III AND IV)

Region	SACMEQ III		SACMEQ IV	
	Teacher training		Teacher training	
	Mean	SE	Mean	SE
Erongo	3	0.1	10.6	.510
Hardap	3.2	0.15	8.5	.287
Karas	3.1	0.11	5.2	.181
Kavango	2.8	0.11	9.8	.391
Khomas	3.4	0.09	18.6	.327
Kunene	3	0.08	4.7	.137
Ohangwena	2.8	0.07	7.4	.211
Omaheke	2.8	0.11	7.7	.242
Omusati	2.9	0.07	6.6	.179
Oshikoto	2.8	0.08	7.8	.259
Otjozondjupa	2.8	0.16	11.5	.417
Oshana	3	0.09	7.7	.287
Zambezi	3	0.07	6.4	.289
Namibia	**2.9**	**0.03**	**8.7**	**.093**

This is a very significant increase, because in 2007 it would seem that many teachers had minimal teacher training with an average of 2.9 years. However, it's good to note that the system is currently boasts an abundance of qualified teachers with a whopping eight years teacher training of which some years could have been added by upgrading/studying on distance education.

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 5.6** below the number of minutes that school principals taught per week, both in 2007 and 2013, are presented.

TABLE: 5.6 SCHOOL PRINCIPAL TEACHING TIME PER WEEK (IN MINUTES) (SACMEQ III AND IV)

Region	SACMEQ III		SACMEQ IV	
	Minutes taught		Minutes taught	
	Mean	SE	Mean	SE
Erongo	627.4	63.7	444.4	7.79
Hardap	763.4	84.54	487.4	9.08
Karas	651.6	94.8	607.6	14.22
Kavango	753.4	78.27	534.9	10.96
Khomas	311.8	45.78	301.1	5.04
Kunene	804.4	123.97	597.1	12.19
Ohangwena	759.5	59.2	585.4	10.64
Omaheke	643.5	72.68	427.1	17.39
Omusati	798.1	59.38	605.5	13.91
Oshikoto	864.3	89.2	745.1	14.45
Oshana	720.5	67.15	448.8	10.65
Otjozondjupa	534.6	76.57	266.9	12.55
Zambezi	540.1	80.39	311.5	8.27
Namibia	**693**	**22.17**	**506.5**	**3.8**

Table 5.6 shows that the amount of time school principals spend on teaching has reduced between 2007 and 2013. This suggests that principals are being relieved of teaching time more and more in order to focus on school administration issues. It's good to note that the Kunene region, which was among the regions with the most amount of time spent on teaching by principals, has dramatically decreased and is now on par with the other regions. However, Oshikoto region still spends the most amount of time on teaching with only a slight decrease in hours from 864 (hours per week) to 745 (hours per week).

There are still 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, promotional subjects usually have more periods per week than some non-promotional subjects, so a principal who teaches one of the promotional subjects will have more teaching periods than a principal who teaches a non-promotional subject. 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.

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.

TABLE 5.7: THE IMPORTANCE SCHOOL PRINCIPALS ATTACH TO VARIOUS TASKS (SACMEQ IV)

School Head Activities that s/he considers important									
	(most important)1	2	3	4	5	6	7	8	9 (least important)
Contacts with local community	11.4	5.9	5.8	8.7	8.3	8.0	11.3	8.5	32.0
Monitoring pupils' progress	24.7	19.0	12.3	12.1	11.7	9.2	5.2	2.7	3.1
Administrative tasks	41.0	20.9	11.3	7.5	7.0	4.6	4.0	2.0	1.7
Discussing educational objectives	20.0	25.8	26.5	12.4	5.0	3.6	4.3	2.0	0.5
Professional development of teachers	2.2	8.5	12.5	18.0	16.4	17.7	9.5	9.0	6.3
Professional development of school head	8.0	7.9	5.9	7.5	6.6	12.0	11.5	20.3	20.3
Monitoring teachers' behaviour	2.8	6.0	7.3	7.6	13.8	15.9	22.8	14.4	9.4
Monitoring pupils' behaviour	4.4	1.7	5.0	10.0	17.1	11.0	15.3	24.0	11.5
Creating\ child-friendly environment	11.9	15.1	8.3	11.1	8.0	12.1	9.9	11.9	11.7

The two SACMEQ surveys differed in how they asked the question. In 2007, principals could indicate which activities they regarded as very important and most important while in 2013 they had to rate the importance of activities from 1 (as most important) up to 9 (as the least important). Thus the data for SACMEQ III is not comparable to that of SACMEQ IV. This data is presented in Table 5.7. Most principals indicated administrative tasks as the most important activity, followed by monitoring pupils' progress.

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 2007 and 2013 due to non-school events are presented in Table 5.8. This shows a slight increase of days lost in a year. Khomas region has the highest number of school days lost, which is four, days followed by Hardap, Erongo and Omaheke. This might be due to the fact that schools in Windhoek and the surrounding area need to use some school days for their extra activities, like cultural and sport tournaments, as many learners are day scholars and may not be available over weekends.

TABLE 5.8: NUMBER OF OFFICIAL SCHOOL DAYS LOST DUE TO NON-SCHOOL EVENTS (SACMEQ III AND IV)

Region	Average official school days lost			
	SACMEQ III		SACMEQ IV	
	Mean	SE	Mean	SE
Erongo	0.9	0.88	2.72	.087
Hardap	0.7	0.5	2.75	.184
Karas	0.0	0.0	0.15	.022
Kavango	0.0	0.04	0.64	.042
Khomas	0.0	0.0	4.00	.138
Kunene	0.0	0.0	1.08	.104
Ohangwena	0.1	0.05	1.04	.053
Omaheke	1.5	0.83	2.66	.187
Omusati	0.0	0.0	1.69	.099
Oshikoto	0.3	0.19	0.67	.085
Oshana	0.0	0.0	0.82	.072
Otjozondjupa	0.2	0.22	0.77	.070
Zambezi	0.8	0.47	0.09	.010
Namibia	**0.2**	**0.06**	**1.47**	**.029**

What was the frequency of school inspection?

In every education system, there is need for periodic inspection 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 over a year.

Table 5.9 below shows the number of inspections that took place over a year in 2007 (SACMEQ III) and 2013 (SACMEQ IV).

TABLE 5.9: NUMBER OF OFFICIAL SCHOOL DAYS LOST DUE TO NON-SCHOOL EVENTS (SACMEQ III AND IV)

Region	SACMEQ III		SACMEQ IV	
	Number of inspections over a year		Number of inspections over a year	
	Mean	SE	Mean	SE
Erongo	1.49	0.43	4.61	.076
Hardap	1.38	0.53	4.23	.084
Karas	2.25	0.41	3.48	.070
Kavango	6.63	2.93	3.27	.043
Khomas	1.83	0.49	2.65	.041
Kunene	2.12	0.59	3.48	.074
Ohangwena	2.07	0.43	3.26	.040
Omaheke	2.18	0.48	3.69	.093
Omusati	1.92	0.41	3.48	.040
Oshikoto	1.92	0.46	3.13	.050
Otjozondjupa	3.12	0.55	2.01	.034
Oshana	1.92	0.74	3.01	.057
Zambezi	5.24	0.81	3.58	.074
Namibia	**2.6**	**0.34**	**3.26**	**.015**

The annual average number of inspections for the whole country has increased from 2.6 times in 2007 to 3.2 times in 2007. Erongo region had schools which were on average inspected four times a year while Otjozondjupa only had schools inspected twice a year. This could be the result of the vast region and the long distances between schools, with more than 400 kilometres to travel to visit a school in the same region. E.g. Gam in the Tsumkwe area.

TABLE: 5.10 PARENT/COMMUNITY CONTRIBUTIONS TO SCHOOLS (SACMEQ III AND IV)

Type of contribution	Schools in which the community contributes			
	SACMEQ III		SACMEQ IV	
	%	SE	%	SE
Building of school facilities	47.2	2.76	66.8	2.76
Maintenance of school facilities	45.9	3.22	32.9	2.91
Construction/maintenance and repair of furniture/equipment	36.3	3.19	0,00	0,00
The purchase of textbook	41.7	3.21	0,00	0,00
The purchase of stationeries	59.5	3.13	0,00	0,00
The purchase of other school supplies	56.4	3.16	0,00	0,00
Payment of examination fees	45.7	3.06	0,00	0,00
Payment of salaries of additional teachers	18.6	2.61	0,00	0,00
Payment of the additional amount of salary of teachers (bonus)	1	0.67	0,00	0,00
Payment of salaries of non-teaching staff	13.6	2.31	0,00	0,00
Payment of the additional amount of salary of non-teaching staff	2.8	1.22	0,00	0,00
Extra-curricular activities	73.1	2.83	0,00	0,00
Assisting teachers in teaching without pay	31.2	2.98	0,00	0,00
Provision of school meals	19.3	2.49	0,00	0,00

The table shows clearly that the amount of contribution from parents or the community to the school has diminished to zero in most regions for 2013. Parental involvement is one of the major concerns in the country with only a few parents who make a small contribution to school. The majority of parents in Namibia have a negative attitude towards the development of the schools where their children attend, even though the school might be in an underprivileged condition. Furthermore, when the Ministry of Education, Arts and Culture introduced Universal Primary Education in 2013, many parents took a back seat in caring about schools in their communities even though they might be in a position to make a positive contribution.

What were the main behavioural problems of learners?

The NRCs identified 18 possible problems with learner behaviour and 10 with teachers. The data for learner problems is presented in Table 5. 11. It is important to note that the data shows the percentage of learners whose school principals said that the mentioned behaviour of learners was 'not a problem' or 'never occurred'. The school principals has indicated that arriving late to school tops the list with 99%, followed by fighting with 98%, absenteeism with 96.8%, health problems with 95.9%, intimidation of learners with 95% and the use of abusive language with 93.6%. The 3.2% of absenteeism means only 3.2% of learners were in schools where the principal said that learner absenteeism was not a problem. This meant that 96.8% of learners were in schools where absenteeism was a problem. It should be noted here that the frequency of learners' behavioural problems might be limited to specific learners who are often absent, not to all the learners.

TABLE: 5.11 LEARNER BEHAVIOURAL PROBLEMS (SACMEQ III AND IV)

Frequency of learners behavioural problem	Indicating *'never occurs'*			
	SACMEQ III		SACMEQ IV	
	%	SE	%	SE
Absenteeism	2.0	0.72	3.2	1.07
Arriving late at school	0.9	0.57	1.0	0.53
Skipping classes	25.1	2.85	21.8	2.51
Dropping out of school	10	1.95	12.4	1.95
Classroom disturbance	24.6	2.85	16.6	2.3
Cheating	29.3	3.07	23.7	2.62
Use of abusive language	11.3	2.08	6.4	1.5
Vandalism	20.1	2.68	11.4	1.87
Theft	25.7	2.86	11.6	1.94
Intimidation of learners	13.3	2.25	5.0	1.34
Intimidation of teachers/staff	53	3.36	43.0	3.02
Physical injury to staff	87.6	2.3	91.8	1.71
Sexual harassment of learners	62	3.24	54.4	3.13
Sexual harassment of teachers	93.6	1.72	92.2	1.64
Drug abuse	78	2.72	65.5	2.92
Alcohol abuse	65.9	3.14	53.3	3.03
Fights	2.4	1.12	2.0,	0.8
Health problems	1.6	0.8	4.1	1.21

It can be seen that 'physical injury to staff', 'sexual harassment of learners', 'sexual harassment of teachers', 'drug abuse' and 'alcohol abuse' occurred in many schools. 'Classroom disturbances', 'intimidation of learners', 'vandalism' 'cheating', 'dropping out of school', 'theft', and the 'use of abusive language' also occurred between 11% and 24% of the learners who were in Grade 6 in 2013.

Policy Suggestion 6: 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 disciplinary problems, identify reasons for the problems and recommend measures to overcome them. Regional education authorities and school boards should investigate the reasons for absenteeism, tardiness 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.

What were the main behavioural problems of teachers?

Table 5.12 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.

TABLE: 5.12 TEACHER BEHAVIOURAL PROBLEMS (SACMEQ III AND IV)

Frequency of teacher behavioral problems	Indicating '*never occurs*'			
	SACMEQ III		SACMEQ IV	
	%	SE	%	SE
Arriving late at school	13	2.18	13.8	2.1
Absenteeism	32.4	3.01	32.1	2.76
Skipping classes	51	3.31	49.7	3.06
Intimidation or bullying of learner	61.5	3.17	58.2	2.99
Sexual harassment of teachers	92.2	1.88	94.5	1.43
Sexual harassment of learners	89.6	2.11	92.2	1.68
Use of abusive language	52	3.27	47.5	3.09
Drug abuse	91.2	1.93	89	1.94
Alcohol abuse	74.4	2.91	67.3	2.89
Health problems	10	1.89	16.9	2.33
Conflict between parents and teachers	-	-	41.6	2.72

The fact that 33% of learners were in schools where teachers were perceived to be guilty of alcohol abuse is problematic. 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 part of 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.

Classroom with writing Board, learner's sitting and writing place

CONCLUSION

The analysis on the personal characteristics of school principals, their professional standing and their views about general school infrastructure discussed in this chapter has indicated that the number of female school principals has remained the same with a slight decrease of 15% between SACMEQ III and SACMEQ IV. It is quite encouraging to see a significant increase from 33.8% in 2007 to 50.8% in 2013 of school principal with tertiary qualification.

The annual average number of inspections for the whole country has increased from 2.6 times in 2007 to 3.2 times in 2007. Erongo regions had schools which were on average inspected four times a year while Otjozondjupa only had schools inspected twice a year.

The result shows that the majority of parents in Namibia have a negative attitude towards the development of the schools where their children attend, even though the school might be in an underprivileged condition. Additionally, when the Ministry of Education, Arts and Culture introduced free primary education in 2013, many parents took a back seat in caring about schools in their communities even though they might be in a position to make a positive contribution.

A slight increase of days lost in a year is observed with Khomas region topping the list with highest number of school days lost, which is four days, followed by Hardap, Erongo and Omaheke. The school principals has indicated that arriving late to school tops the list with 99%, followed by fighting with 98%, absenteeism with 96.8%, health problems with 95.9%, intimidation of learners with 95% and use of abusive language with 93.6%. The 3.2% of absenteeism means only 3.2% of learners were in schools where the principal said that learner absenteeism was not a problem. This meant that 96.8% of learners were in schools where absenteeism was a problem. It should be noted here that the frequency of learners' behavioural problems might be limited to specific learners and is not necessarily a reflection of all the learners.

Learner and teacher behavioural 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 teachers and children's behavioural problems as reported by principals shows generally low correlations but there is some evidence of such correlations. 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. Drug abuse among teachers is also likely to be associated with drug abuse among children, emphasising the need for exemplary behaviour by teachers.

Thus the general picture of school principals' characteristics has improved. The next chapter will give an analysis of school resources that enabled the conducive teaching and learning.

Chapter 6

SCHOOL RESOURCES

Introduction

Before Namibia gained independence, the country's education system was designed to reinforce apartheid rather than provide the necessary human resource base to promote equitable social and economic development. It was fragmented along racial and ethnic lines, with vast disparities in both the allocation of resources and the quality of education offered. Shortly after independence, the government of Namibia made a decision to address educational disparities and obstacles with national development plans and programmes to enhance education nationally. The Ministry of Education, Arts and Culture then initiated ETSIP (the Education and Training Sector Improvement Programme) that aimed at aligning the entire Namibian education system to Namibia's Vision 2030 and addressing the needs of the Namibian population.

Education consists of inputs and outputs; inputs are considered as the resources utilised in the teaching and learning process while outputs are goals and learner performance. Resources include human resources (teachers), physical resources (buildings), financial resources, materials and alike. For the past 25 years of independence, the Ministry of Education, Arts and Culture had tremendously progressed from unequal distribution of school resources across all regions. A stride way forward is the classroom provision of **21 374 (2012)** from **12 828 (1992)** and a number of teachers **15 283 (2012)** from **11 907 (1992)** which indicates an increase of **40%** and **22%** in physical and human resources respectively, which is vital in steering learner performance.

Ministry of Education, Arts and Culture funds are determined by the Ministry of Finance through the budgetary allocation. It is therefore imperative to comprehend that financial resources are bound to be inadequate for planned programmes and activities although sometimes financial assistance is rendered by various donors or sponsors for specific causes. With the above highlight, it cannot be expected for all resource needs be addressed at once due to finance and secondly, resources (more especially physical facilities) cannot be equitably allocated, but are rather reasonably allocated. This is because some schools have greater needs arising from the apartheid inequitable allocation. This differs with schools that were in favour during that era.

This chapter analyses the allocation of educational resources in various regions in an attempt to compare with the past study of which will highlight the impact of educational resources on performance and the relationship between school resources and learner performance, if there is any.

General and specific policy questions related to educational resources

In order to do justice to data analysis, it is strategically correct to engage general policy questions related to educational resources. Here follows specific questions for this chapter:

General Policy Concern 16: Have material and human resources (for example, classroom teaching materials, school facilities and qualified teachers) been allocated in an equitable fashion among the regions?

The classroom environment is set up to promote efficient learning and teaching. It is thus imperative that learners must be able to see and hear instruction and have efficient access to learning materials. Equally important is the availability of materials such as learners' textbooks, teacher guides, stationery and so forth, which ease the teacher's facilitation and by far yield transfer of knowledge to learners.

Graham Pratt (2011) reported that having the right school supplies helps children to learn in multiple ways. Teaching reading and writing would be nearly impossible without classroom supplies because students would have no way to practice their skills. Knowledge can be transferred by simply talking, but the development of skills requires practice. Having books, paper, and pencils give children a way to take what they have learnt and apply it to an actual activity.

Pratt further believes that classroom supplies give students various ways of visualising what they are learning and also allow students to express what they've learned, and that expression provides educators with valuable feedback. Different learners have different learning styles, so it is important to teach students in as many ways as possible. A student struggling with multiplication might suddenly 'get it' when it is explained through the use of physical objects.

TABLE: 6. 1(A) TEACHING AND LEARNING MATERIALS FOR SACMEQ III

Region	Teaching and learning materials: Category A											
	SACMEQ III											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise book & Pen/Pencil & ruler		Own reading textbooks		Own math textbooks	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	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	78.7	11.63	100.0	0.00	86.2	1.68	73.3	11.06	64.0	11.95
Hardap	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	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	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	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	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	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	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	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	93.2	4.92	54.2	9.72	89.5	7.16	78.8	4.21	21.0	5.29	30.8	8.07
Otjozondjupa	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	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	**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: 6.1 (B): TEACHING AND LEARNING MATERIALS FOR SACMEQ IV

Region	Teaching and learning materials :Category A											
	SACMEQ IV											
	Teacher Guide (Reading)		Teacher Guide (Math)		Dictionary		Exercise book & Pen/Pencil & ruler		Own reading textbooks		Own math textbooks	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	7.1	7.06	89.8	6.43	100.0	0.00	71.9	4.53	71.9	7.74	80.2	6.22
Hardap	13.4	9.44	73.3	14.38	85.5	13.48	73.4	4.25	77.9	6.45	66.7	10.75
Karas	15.3	10.36	93.1	6.89	100.0	0.00	73.3	3.51	61.2	8.98	68.1	9.15
Kavango	11.1	6.29	66.8	9.72	96.3	3.75	66.7	3.74	58.7	5.11	62.0	5.42
Khomas	26.2	10.36	72.7	8.27	94.8	5.16	77.2	3.89	69.6	5.72	73.9	5.14
Kunene	34.5	12.22	90.9	6.44	94.3	5.72	74.7	4.61	45.8	7.63	54.9	9.69
Ohangwena	32.9	8.24	58.8	8.40	87.4	5.98	72.0	4.33	52.5	7.08	55.9	7.21
Omaheke	19.5	10.69	81.9	10.20	100.0	0.00	72.0	4.17	60.2	9.29	65.3	10.60
Omusati	18.7	7.06	44.3	9.06	90.9	5.14	77.4	3.69	49.7	6.14	53.4	7.04
Oshikoto	41.6	9.35	60.8	8.94	86.6	6.37	73.8	4.61	40.5	7.16	59.9	7.49
Otjozondjupa	52.2	11.79	68.4	10.97	92.1	5.69	79.2	3.46	48.2	8.50	55.7	9.40
Oshana	16.1	7.52	62.4	9.33	96.0	3.97	79.0	2.90	63.0	4.24	72.1	5.04
Zambezi	9.2	6.61	71.0	10.46	94.3	5.72	80.3	4.51	48.7	9.58	83.6	5.93
NAMIBIA	**22.90**	**8.99**	**71.86**	**9.19**	**93.70**	**4.69**	**74.68**	**4.01**	**57.53**	**7.20**	**65.51**	**7.62**

Table 6.1 illustrates the teaching and learning materials Category A which constitute of the distribution of materials amongst regions. This category indicates significant improvements between SACMEQ III and IV. The table shows an improvement in teacher guides (mathematics), dictionary, stationery, reading and mathematics textbooks. The mean increase for the materials is 19.62%, although a decline of 57% of teacher guides for reading is recorded for the 2013 study. A further analysis into the decline of the teacher guides (reading) indicates that 100% of Grade 6 teachers in Erongo region who participated in SACMEQ III had guides in SACMEQ IV, the highest ranked region is Otjozondjupa with 52.2%. Findings emerged that the lowest ranked region in the 2007 study was Caprivi (now Zambezi) with 62.9% while in 2013, Erongo obtained 7.1% of which effectively ranks them last. This clearly shows that a huge disparity exists between the two studies in terms of the highest and lowest ranked regions due to the percentages obtained. Another notable improvement worth deliberating is that of dictionaries as a learning means which enhance learning and comprehending reading, which indicate an advance of equitable distribution in regions from 74.9% to 93.70%.

Statistics shown in the tables above exclusively indicate a positive response to the general policy concern which aimed to find out the availability and accessibility of Grade 6 classroom materials and classroom equipment for teachers and learners in order to participate fully in their lessons. It is thus concluded that materials in Category A are equitably distributed for the betterment of teaching and learning in classrooms.

Do Grade 6 pupils have classroom furniture (for example, sitting/writing places, teacher tables, teacher chairs and bookshelves?)

Classroom furniture and equipment plays a vital role in creating an effective, high performance learning environment, hence a need for proper selection. As new teaching pedagogies emerge and classrooms become more dynamic, furniture needs to respond to allow flexibility to accommodate different teaching and learning styles. However, in tough economic times, renovating a facility might not be an option, whereas using furniture to re-purpose, remodel, and recreate classroom space could be.

Technology is one of the tools that cannot be left without deliberation on the impact of positive classroom environment. In this category, radio specifically is up for discussion of which various educationists strongly agree that it has a significant influence in learning more so than reading. Radio is used as a teaching aid which makes a contribution to the improvement of education in schools. It helps out with spelling, pronunciation, and many more.

Another astonishing means of learning is a library. Learners and teachers need library resources and the expertise of a librarian to succeed in teaching and learning. A school library is an academic library that supports school programmes as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clarke 1999). Martin (1996) mentions that "research shows that the reading scores for students in schools that focus on improving their library programmes are, on average of 8% to 21%, to higher than similar schools with no such development.

TABLE 6.2 (A): EQUIPMENT AND FACILITIES FOR SACMEQ III

Region	Equipment and facilities: Category B											
	SACMEQ III											
	Writing board		Learner sitting & writing place		Teacher table & chair		Library (Class/School)		Radio		Water	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Caprivi	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	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	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	93.4	6.62	100.0	0.00	93.4	6.62	100.0	0.00	47.4	13.15	100.0	0.00
Kavango	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	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	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	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	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	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	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	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	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	**90.6**	**1.88**	**99.1**	**0.53**	**60.6**	**2.98**	**93.0**	**1.55**	**63.0**	**3.09**	**90.1**	**2.02**

TABLE:6.2 (B): EQUIPMENT AND FACILITIES FOR SACMEQ IV

Region	Equipment and facilities: Category B											
	SACMEQ IV											
	Writing board		Learner sitting & writing place		Teacher table & chair		Library (Class/School)		Radio		Water	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	100.0	0.00	95.3	2.92	100.0	0.00	94.0	5.99	70.6	11.42	93.8	6.20
Hardap	100.0	0.00	99.1	0.43	87.1	9.07	85.6	9.95	85.5	9.96	100.0	0.00
Karas	100.0	0.00	98.3	0.56	92.7	7.27	85.6	9.77	79.8	10.76	100.0	0.00
Kavango	96.7	3.35	97.5	1.05	35.5	10.09	84.2	7.49	51.3	9.92	74.9	8.15
Khomas	100.0	0.00	97.3	1.48	100.0	0.00	75.5	9.71	76.5	9.38	90.3	6.63
Kunene	100.0	0.00	100.0	0.00	87.9	8.38	63.7	12.81	71.2	11.55	100.0	0.00
Ohangwena	93.8	4.34	96.8	1.42	34.4	8.38	80.0	7.11	71.8	7.72	90.6	5.21
Omaheke	100.0	0.00	99.2	0.41	100.0	0.00	92.7	7.30	73.9	13.64	100.0	0.00
Omusati	96.5	3.51	99.6	0.28	51.1	9.75	72.2	8.60	48.1	9.11	100.0	0.00
Oshikoto	92.8	4.96	98.0	1.42	54.5	9.44	79.5	7.60	46.8	9.29	93.3	4.66
Otjozondjupa	100.0	0.00	97.6	0.82	94.4	5.63	72.6	10.77	42.0	11.64	94.7	5.32
Oshana	96.0	3.97	99.8	0.16	66.3	9.47	83.8	7.56	84.1	7.46	100.0	0.00
Zambezi	100.0	0.00	98.4	0.90	29.5	14.48	89.7	7.26	75.4	10.22	91.1	6.42
NAMIBIA	**98.13**	**1.54**	**98.22**	**0.91**	**71.8**	**7.07**	**81.46**	**8.60**	**67.46**	**10.15**	**94.51**	**3.27**

Table 6.2 shows that teacher tables and chairs, writing board, radio and water shows an improvement of 11.2%, 7.53%, 4.46% and 4.41% in 2013 respectively, while a decline is observed in class/school library from 93% in 2007 to 81.46% in 2013. Class/school library is more critical for learning. Learners need to make use of learning materials either for studying or referencing. Above all, the comparison of SACMEQ III and IV performances for this category exudes a mean increase of 2.53%, which means that SACMEQ IV has done better than the last study.

Policy suggestion 7: (a) Zambezi, Ohangwena and Kavango regional education offices should ensure that all teachers have teacher tables and chairs. (b) Regions should contact the National Library and Information Service in the Ministry of Education, Arts and Culture, Arts and Culture (head office) to seek advice on how to establish and or expand class/school libraries.

Have material and human resources (for example, school facilities) been allocated in an equitable fashion among the regions?

Physical and human resources have always been very critical to learner performance. It is well comprehended that schools with good resources outperform schools with poor or without human and physical resources. In context of physical resources for this discussion, reference is made to conditions of school buildings, school head offices, staff rooms and meeting halls. Having schools with good buildings enhances the teaching and learning process.

Teaching requires as well an uplifting environment which motivates delivery of a well-planned lesson and consequently learners benefit from the teacher's enthusiasm to transfer knowledge. Motivated and proven by

experienced teachers; learners' concentration and hunger for learning is well served by a superior classroom lesson. Moreover, a school should have a head office, staff room and meeting hall. A head office is a space that allows the principal to manage the school, it is important because s/he is responsible for events and activities to go off without hindrance. This is where the school heads hold meetings with Ministry of Education, Arts and Culture's management or officers, parents, teachers, learners and community members. It is therefore vital for a school. With regard to staff rooms: Teachers utilise the space for preparation, learners' work marking and consultations (either with learners, parents or advisory teachers). Thus it is important to have a functional staff room. The added benefit is the teachers' harmonisation which leads to team work. Team work amongst teachers is an ingredient of performance. A meeting hall has numerous functions: It is used for school population gatherings, parents meetings and for hosting external examinations since there are spacing standards for candidates (Grade 10 and 12).

TABLE 6.3 (A): PERCENTAGE OF LEARNERS IN SCHOOLS WITH GOOD BUILDING CONDITIONS (SACMEQ III)

Region	Buildings							
	SACMEQ III							
	Building Conditions		School Head Office		Staff Room		Meeting Hall	
	%	SE	%	SE	%	SE	%	SE
Caprivi	82.3	9.82	100.0	0.00	41.2	12.65	100.0	0.00
Erongo	100.0	0.00	99.3	0.38	100.0	0.00	75.7	13.66
Hardap	87.8	11.49	99.7	0.28	81.6	12.38	91.5	6.20
Karas	93.4	6.62	100.0	0.00	93.4	6.62	100.0	0.00
Kavango	85.5	7.86	99.6	0.25	45.2	10.30	90.1	6.76
Khomas	94.6	3.24	99.1	0.47	91.5	3.56	100.0	0.00
Kunene	87.9	11.40	99.0	0.67	98.7	1.36	84.3	9.85
Ohangwena	88.5	5.67	99.4	0.34	40.8	8.80	100.0	0.00
Omaheke	92.8	5.52	98.9	1.10	92.8	5.52	100.0	0.00
Omusati	90.4	4.88	99.9	0.14	47.8	8.92	97.5	2.50
Oshikoto	95.7	4.29	95.1	4.85	57.9	10.03	94.6	5.34
Otjozondjupa	88.9	7.73	99.8	0.20	77.5	10.51	100.0	0.00
Oshana	89.6	6.28	99.5	0.30	44.8	10.63	68.1	9.79
NAMIBIA	**90.6**	**1.88**	**99.1**	**0.53**	**60.6**	**2.98**	**93.0**	**1.55**

TABLE: 6.3(B): PERCENTAGE OF LEARNERS IN SCHOOLS IN GOOD CONDITION (SACMEQ IV)

Region	Buildings							
	SACMEQ IV							
	Building Conditions		School Head Office		Staff Room		Meeting Hall	
	%	SE	%	SE	%	SE	%	SE
Erongo	37.3	9.43	47.4	9.89	37.4	9.74	6.9	4.81
Hardap	57.8	12.43	88.0	8.20	69.8	11.58	57.8	12.43
Karas	81.1	13.16	93.5	6.53	93.5	6.53	54.2	14.55
Kavango	100.0	0.00	100.0	0.00	100.0	0.00	33.3	12.60
Khomas	50.0	10.93	95.4	4.62	100.0	0.00	44.5	10.84
Kunene	52.6	13.31	59.9	12.70	63.6	12.81	42.7	13.39
Ohangwena	48.9	8.63	64.6	8.19	56.1	8.54	3.0	2.95
Omaheke	60.4	14.28	93.3	6.73	93.3	6.73	33.9	13.13
Omusati	42.3	9.07	45.5	9.11	42.2	9.07	2.9	2.93
Oshikoto	42.7	9.18	44.9	9.42	36.9	8.99	6.4	4.44
Otjozondjupa	73.8	10.35	89.7	7.10	94.7	5.27	42.3	11.66
Oshana	36.3	9.83	68.0	9.52	51.9	10.20	19.8	8.11
Zambezi	25.1	11.59	70.2	11.95	49.5	12.70	0.00	0.00
NAMIBIA	**54.48**	**10.16**	**73.87**	**7.99**	**68.37**	**7.85**	**26.74**	**8.60**

Table 6.3 above shows the percentage of learners in schools in good condition for SACMEQ III and SACMEQ IV. It is evident that schools sampled for SACMEQ IV are not well equipped with physical facilities because their average performance varies from 26.74% to 73.87% while SACMEQ III varies from 60.6% to 99.1%. A decline in performance is noted in building conditions, school head offices and meeting halls while staff rooms had improved. Building conditions had declined from 90.6% to 54.48% which is a 36.12% difference and that is attributed to the six regions that scored below 50%. Although school head offices had recorded an adverse performance of 26.23%, this is due to three regions that scored below 50%. The least performed variable is the meeting hall. Five regions had schools with less than 10% and thus a 66.26% decline. According to the 2007 study, regions were advised to contact corporate planning under PAD for more physical facilities' construction, which seems not to have happened, hence a decline in performance of these variables. An uprising momentum is visible through the staff room indicator which increased with 8.37%.

Policy Suggestion 8: All regional educational offices are urged to look after their physical facilities to ensure long a life span and good maintenance. Regional education offices should ensure that physical facilities needs are communicated on time to the relevant office to avoid delays on planning and implementations.

What are the school heads' viewpoints on general school infrastructure (for example, electrical and other equipment, water basic sanitation) and the condition of school buildings?

Conditions of school buildings are divided into categories where equipment and facilities is the last division. This component discusses various classroom content from cupboards, electricity to photocopiers, to mention a few. Learning and teaching is more than a textbook, learners and a teacher. The process consists of numerous inputs enabling a very eloquent output which is a knowledgeable learner. A further subdivision of class cupboards, class bookshelves, electricity, television and photocopiers enhance learning by enabling learners and teachers to store books for the next lesson usage and safety so that learners can access them for as long as they are needed; electricity helps with practical lessons that learners learn and comprehend better by doing and seeing what is being referred to. Learners tend to remember what they have seen or touched and in the process that they were a part of. Television helps a teacher demonstrate what the topic requires through video playing while a photocopier eases the burden through (part of) textbook photocopying to distribute to learners during the lesson as reference or class work activity. Television plays an instrumental role for English learning. This is through current affairs, English lessons (through NAMCOL courtesy) and any other useful programmes. A further division is on sports/playground which assists learners to do various codes for health and. The school fence helps the upkeep of learners at school, and also protects them from danger because a school without a fence invites whoever and whatever can enter. Therefore it is a must-have for any school.

TABLE: 6.4 (A): 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	57	12.99	70.7	11.72	30	12.73	56.2	12.88	43.2	13.27
Erongo	100	0	72.9	10.43	75	13.79	88.3	8.32	100	0	88.8	7.97	100	0	94.3	5.82
Hardap	87.8	11.49	66.3	13.5	96.4	3.73	100	0	100	0	77	11.24	96.4	3.73	83.4	9.75
Karas	93.4	6.62	45.2	12.95	100	0	86.9	8.92	100	0	74.3	11.58	100	0	94.5	5.54
Kavango	65.8	10.07	11.5	6.58	84.9	8.12	57.5	10.38	81	8.14	49.3	10.59	39.5	10.45	42.4	10.48
Khomas	87.5	5.5	51.4	9.43	92.2	5.5	100	0	100	0	79.9	9.5	100	0	100	0
Kunene	73.8	11.71	25.6	11.8	75.4	13.1	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	5.33	67.2	8.68	89.3	5.98	46.5	9.12	28.2	8.2	41	9	38	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	6.2	91.3	6.2
Omusati	62.7	8.62	19.4	6.78	86.1	6.55	90.2	5.53	51	9.17	31.2	8.45	51	9.17	33.3	8.55
Oshakati	69.1	9.65	5.7	4.38	82.6	8.09	100	0	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	6.01	100	0	78	10.37	100	0	100	0
Oshana	55.1	10.16	26.2	8.8	65.4	10.65	91	6.18	69.9	9.95	23.6	9.68	65.7	10.25	61.1	10.53
NAMIBIA	**68**	**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**

TABLE: 6.4 (B): PERCENTAGE OF LEARNERS IN SCHOOLS WITH EQUIPMENT AND OTHER FACILITIES IN GOOD CONDITION (SACMEQ IV)

Region	Equipment & Facilities (SACMEQ IV)															
	Class Cupboard		Class Bookshelf		Sports/ Play Ground		School Fence		Electricity		Television		Photocopier		Computer	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	100.00	0.00	74.10	11.45	88.00	8.20	94.00	6.04	100.00	0.00	88.40	7.99	100.00	0.00	100.00	2.80
Hardap	93.10	6.96	56.20	14.76	85.50	9.96	100.00	0.00	100.00	0.00	94.90	5.26	100.00	0.00	100.00	2.60
Karas	100.00	0.00	71.50	12.53	65.40	12.85	93.30	6.73	100.00	0.00	73.60	11.78	100.00	0.00	100.00	2.60
Kavango	61.90	10.60	7.50	5.28	73.70	8.36	59.00	9.65	100.00	0.00	53.50	9.86	97.20	2.87	90.00	0.80
Khomas	100.00	0.00	67.40	10.45	71.60	9.98	100.00	0.00	95.00	4.93	81.70	8.48	95.00	4.93	95.50	2.10
Kunene	93.80	6.29	37.00	12.92	71.30	12.75	88.90	7.71	88.90	7.75	65.40	12.23	88.90	7.75	88.30	0.30
Ohangwena	43.00	8.81	21.20	7.25	67.80	8.09	94.10	4.10	83.10	6.40	46.70	8.62	83.10	6.40	80.70	2.00
Omaheke	86.20	12.92	64.20	13.83	73.00	12.22	100.00	0.00	100.00	0.00	86.90	9.06	100.00	0.00	100.00	2.60
Omusati	61.70	9.41	25.60	8.84	73.10	7.91	87.80	5.81	84.20	6.61	30.00	8.59	72.10	8.08	62.40	7.40
Oshikoto	51.30	9.47	33.80	8.91	73.50	8.18	93.40	4.60	80.20	7.36	44.10	9.25	80.20	7.36	74.30	3.70
Otjozondjupa	100.00	0.00	64.80	11.94	84.40	8.49	89.50	7.22	100.00	0.00	63.30	11.35	100.00	0.00	94.50	1.70
Oshana	79.60	8.29	25.30	8.67	67.70	9.57	100.00	0.00	96.00	4.03	52.00	10.20	96.00	4.03	96.00	2.30
Zambezi	53.90	13.80	0.00	0.00	74.70	10.41	53.40	12.55	90.30	6.82	47.30	13.11	75.50	10.20	87.10	0.50
NAMIBIA	**78.80**	**6.65**	**42.20**	**9.75**	**74.59**	**9.76**	**88.72**	**4.95**	**93.66**	**3.37**	**63.67**	**9.67**	**91.38**	**3.97**	**87.10**	**2.42**

Table 6.4 illustrates the percentage of learners in schools with equipment and other facilities in good condition for SACMEQ III and IV. SACMEQ IV confirms a fine performance of these facilities in comparison to SACMEQ III. A detailed look is on the improvement of 14.42% mean for these eight indicators. This mean increase is contributed by computer allocation which improved from 59.8% in 2007 to 87.1% in 2013, which is a 27.3% increase. Photocopier possession increased from 64.5% (2011) to 91.38% (2013) which translates to 26.88%. SACMEQ IV indicates that the energy division had also electrified more schools thus an increase of 21.06% is noted, followed by television procurement with a notable advancement of 18.27%. The construction of classrooms with cupboards and bookshelves is also worth noting for the implementation which increased with 10.8% and 16.7% respectively. School fencing did not increase significantly (0.42%), however the average of 88.72% is commendable. Sports/playgrounds declined from 88.3% to 74.59% and this is worrisome because the aspect of health promotion relies on sports in schools.

Policy Suggestion 9: Although the provision of class bookshelves increased, the status quo is still undesirable for teaching and learning. PAD directorates through the corporate planning division of physical building infrastructure should ensure that classroom are built (this includes the existing classrooms) to contain built-in bookshelves to ensure book safety.

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

The research intended to uncover how many learners are managed by school heads with desirable attributes and within what type of school environments. The concerns were mostly on gender parity (how many women are heading schools), the professional or academic qualifications, and management and HIV/AIDS course thereof. School environment concern is basically on the class size (less than 40 learners). National Professional Standards for Teachers in Namibia emphasises standards to be implemented in schools of which qualified teachers are the essence so as school managers. School heads have been known to be male and this does not bode well for gender sensitivity.

The government of Namibia felt that women are not well represented in leadership roles compared to men therefore promoting women empowerment through women attaining key positions. Learning as a process can only produce quality output if all inputs are filtered to amount to the cream of the crop thus starting with the

curriculum to the teachers and school heads. Management is believed to be a key factor in succeeding mostly if it is backed up by an education. However, with all inputs in place, a challenging aspect is the teacher-learner ratio (referred to as class size) which gives an idea of how big or small the class is even though the norm is 28 and 25 learners in class for primary and secondary schools respectively.

TABLE: 6.5 (A): PERCENTAGE OF LEARNERS IN SCHOOLS WITH CERTAIN DESIRABLE HUMAN RESOURCE ATTRIBUTES FOR SCHOOL PRINCIPALS AND DESIRABLE SCHOOL ENVIRONMENTS FOR LEARNERS (SACMEQ III)

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: 6.5 (B): PERCENTAGE OF LEARNERS IN SCHOOLS WITH CERTAIN DESIRABLE HUMAN RESOURCE ATTRIBUTES FOR SCHOOL PRINCIPALS AND DESIRABLE SCHOOL ENVIRONMENTS FOR LEARNERS (SACMEQ IV)

Region	SACMEQ IV											
	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
Erongo	45.5	12.49	93.8	6.20	88.2	8.08	100.0	0.00	100.0	.00	83.3	9.37
Hardap	38.0	14.43	100.0	0.00	79.7	11.10	100.0	0.00	78.9	9.87	76.2	13.50
Karas	27.2	11.97	100.0	0.00	93.1	6.89	100.0	0.00	93.6	6.45	91.9	8.03
Kavango	36.4	9.66	86.2	6.64	100.0	0.00	100.0	0.00	50.6	9.82	87.5	8.61
Khomas	41.2	10.76	90.6	6.46	85.9	7.72	100.0	0.00	86.0	6.49	73.8	8.98
Kunene	29.3	11.67	71.3	12.76	86.3	9.31	100.0	0.00	79.7	11.64	72.8	9.81
Ohangwena	34.5	8.20	88.8	5.38	87.2	5.66	100.0	0.00	80.5	6.78	86.7	9.32
Omaheke	52.8	14.12	86.5	9.27	93.2	6.81	100.0	0.00	96.5	3.50	84.4	6.64
Omusati	48.5	9.08	96.9	3.08	63.7	8.92	100.0	0.00	88.0	5.77	86.8	9.47
Oshikoto	39.5	9.07	86.7	6.32	59.6	9.15	100.0	0.00	88.8	5.65	84.1	7.53
Otjozondjupa	37.2	11.42	100.0	0.00	73.8	10.37	100.0	0.00	55.3	10.59	100.0	0.00
Oshana	56.4	10.12	91.9	5.57	100.0	0.00	100.0	0.00	90.6	5.59	82.7	7.14
Zambezi	25.7	12.86	100.0	0.00	79.9	9.48	100.0	0.00	63.7	13.05	87.3	7.24
NAMIBIA	**39.4**	**11.21**	**91.74**	**4.74**	**83.89**	**7.19**	**100.0**	**0.00**	**80.93**	**7.32**		

Table 6.5 shows the percentage of learners in schools with certain desirable human resource attributes for school principals and desirable school environments for learners. It is evident that most school heads and environment variables for SACMEQ IV had improved, although only the female school head indicator went down. In SACMEQ III, there were 41.6% of female school heads while in SACMEQ IV recorded 39.4% which is a 2.2% decline. This variable shows that most schools are still headed by men with only two regions -Omaheke and Oshana - slightly above with 52.8% and 56.4% correspondingly. School heads' academic or professional qualification and management course had recorded an increase. The HIV/AIDS scores could be pegged to the Ministry of Education, Arts and Culture's national policy on HIV/AIDS for the education sector which advocates for staff members, learners, students and the education sector at large to get trained/ information thereof. Another vital milestone is on the acceptable class size that had increased with 6.73%. This means that regions are moving towards having the required number of learners in classes of which less than 41 is the norm for the study.

Policy Suggestion 10: Regional directors should ensure that all principals obtain management course training to enhance productivity, more so in the Oshikoto region which recorded a lower percentage of trained principals. Regional directors should apply affirmative action favouring women when approving school head positions because most schools are still headed by men which is being discouraged.

Have material and human resources (for example, classroom teaching materials and qualified teachers) been allocated in an equitable fashion among regions?

A teacher is the significant input for the learning process. However, the qualification is of great concern which determines learners' performance. As much as the importance of a teacher training advocacy is concerned, numerous educators believe that to provide new teachers with the greatest chance of success; they need to have completed a teacher preparation programme that provides them with knowledge, experience, and guidance. When this does not happen, we do not only risk teachers leaving the profession quickly, but more importantly we risk the education of entire classes of students. Training helps prevent failure and avoids teacher burnout and prevents staff turnover; provides an understanding of the benchmarks for achievement, provides supported practice in a controlled environment and stops costly experimenting on students learning.

The study concentrated on teachers' qualifications, either in-service or pre-service training, special training HIV/AIDS course as well as teacher subject knowledge for reading and mathematics. Teachers' subject knowledge plays a role in learners knowledge transfer and if it is well executed, it yields quality results.

TABLE: 6.6(A): PERCENTAGE OF LEARNERS IN SCHOOLS WITH CERTAIN DESIRABLE HUMAN RESOURCE ATTRIBUTES FOR TEACHERS (SACMEQ III)

Region	Teachers											
	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**

TABLE: 6.6 (B): PERCENTAGE OF LEARNERS IN SCHOOLS WITH CERTAIN DESIRABLE HUMAN RESOURCE ATTRIBUTES FOR TEACHERS (SACMEQ IV)

Region	Teachers											
	SACMEQ IV											
	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
Erongo	86.0	8.27	59.2	12.06	100.0	.00	100.0	0.00	10.0	7.61	22.0	10.60
Hardap	61.8	15.31	43.3	14.69	85.9	9.93	70.6	13.04	36.6	15.67	51.5	15.37
Karas	64.8	13.24	63.9	13.37	78.8	11.29	66.5	12.66	7.1	7.12	55.2	13.75
Kavango	48.6	10.56	29.9	9.96	88.8	6.26	76.3	8.18	12.2	6.77	22.6	8.41
Khomas	75.7	9.66	33.4	10.57	100.0	.00	90.7	6.40	3.0	3.02	37.7	10.71
Kunene	34.4	13.06	40.0	12.70	94.1	5.90	69.6	12.00	16.5	11.04	30.9	13.27
Ohangwena	52.6	8.61	70.7	7.70	93.4	3.95	72.8	7.63	7.8	4.51	22.8	7.24
Omaheke	56.6	14.50	57.2	14.44	92.7	7.30	60.1	13.66	8.1	8.06	23.7	12.62
Omusati	72.2	8.62	60.4	9.14	87.1	6.15	51.7	9.07	17.6	7.33	40.8	9.53
Oshikoto	51.5	9.46	62.4	9.15	86.2	6.51	83.5	6.87	12.5	6.14	32.4	8.78
Otjozondjupa	57.0	11.05	52.5	11.14	84.2	8.60	73.1	10.53	33.1	11.24	65.0	11.17
Oshana	100.0	0.00	64.2	9.78	88.3	6.49	71.5	9.26	3.0	3.05	24.9	9.07
Zambezi	68.4	11.58	89.6	7.29	100.0	.00	94.9	5.18	5.6	5.64	22.3	10.34
NAMIBIA	**63.81**	**10.30**	**55.9**	**10.92**	**90.73**	**5.56**	**75.48**	**8.80**	**13.31**	**7.47**	**34.75**	**10.83**

Table 6.6 shows the percentage of learners in schools with certain desirable human resource attributes for teachers for SACMEQ III and IV. The most crucial characteristics are teachers' subject knowledge and training. At times training obtained by the teacher influences the end results. A great comparison for these characteristics for SACMEQ III and IV exhibits a corroded output. Teachers' subject knowledge for mathematics and reading scored 39.5% and 35.9% in 2007 while in 2013 scores were 13.31% and 34.75% respectively. Even though the influencer recorded a decline of 15.9% for in-service training (last three years for reading teacher) and 6.37% for pre-service training (less than years reading teacher), the in-service teachers are yet to improve. Policy suggestion 19 for the 2007 study advised regional advisory teachers to investigate the drop in English teachers' subject knowledge and work on a possible intervention. Based on the 2013 English results, it is either that the suggestion had not been taken up or the advisory service is dormant.

Policy Suggestion 11: Regional educational directors should ensure that advisory teachers investigate the root-cause dismay of English teachers' knowledge and implement corrective measures urgently. The national advisory services at Programmes and Quality Assurance (head office) and regional education directorate should monitor the process and render a helping hand to improve significantly.

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.

Classroom resources such as the teacher's guide (mathematics), dictionary, stationery, reading and mathematics textbooks has improved between SACMEQ III and SACMEQ IV. Another notable improvement is of dictionary as a learning means which enhances the learning and comprehending of reading, which indicates an advance of equitable distribution in regions from 74.9% to 93.70%.

Statistics shown in this chapter indicate a positive response to the availability and accessibility of Grade 6 classroom materials and classroom equipment for teachers and learners in order to participate fully in their lessons. It is thus, concluded that materials are equitably distributed for the betterment of teaching and learning in classrooms.

The distribution of teacher tables and chairs, writing boards, radio and water shows an improvement, while a decline is observed in class/school library. Class/school libraries are more critical for learning as learners need to make use of learning materials either for studying or referencing. It is evident that schools sampled for SACMEQ IV are not well equipped with physical facilities because their average performance varies from 26.74% to 73.87% while in SACMEQ III, it varies from 60.6% to 99.1%. A decline in performance is noted in building conditions, school head offices and meeting halls while staff rooms improved. Most school heads and environment variables for SACMEQ IV had improved although only the female school head indicator went down. In SACMEQ III, there were 41.6% of female school heads while in SACMEQ IV recorded 39.4% which is a 2.2% decrease. This variable shows that most schools are still headed by men with only two regions - Omaheke and Oshana - slightly above 52.8% and 56.4% correspondingly. School heads' academic or professional qualification and management courses had recorded an increase. Overall, the study shows a positive improvement in school resources.

Chapter 7

THE READING AND MATHEMATICS ACHIEVEMENT LEVELS OF LEARNERS AND THEIR TEACHERS

Introduction

The overall achievement and trends in reading and mathematics for Namibia in 2007 and 2013 have been reported in this chapter for both learners and teachers, where applicable. The home background of learners, the classrooms in which they were, the teachers they had and the conditions of schools in which they were taught are presented in chapters 3, 4 and 5. The learners and teachers' performance in reading and mathematics levels is reported disaggregated by gender, school location and socio-economic status.

Both teachers and learners took the same reading tests. This is done deliberately to establish the basic and acceptable reading levels for both teachers and their learners. The teachers' mastery of the reading and mathematics subject matters is considered to be crucial if the learners are to master the two subjects under study. Learners' reading competency levels range from level one being the lowest pre-reading level and level eight being the advanced highest critical reading level, while learners' mathematics competency levels range from level one being the lowest pre-numeracy level and level eight being the highest abstract problem solving level. It has been noticed that most learners' achievement scores in reading are scattered around level three to level seven while in mathematics most learner achievement scores are scattered between level three to level five.

The overall learners and teachers' achievement in the SACMEQ IV results revealed Namibia had the third best improvement rates in reading and mathematics among 13 participating countries. Namibia has observed an increase in learner performance of more than 40 points for both reading and mathematics in most regions except Ohangwena. Teachers' performance in mathematics has slightly increased with three points while in reading, teachers' performance decreased with 20 points.

GENERAL POLICY CONCERN 17 A:

What were the levels in the achievements levels of Grade 6 learners and their teachers in reading and mathematics for Namibia and for other SACMEQ countries?

The average scores of all learners in all 13 countries participating in SACMEQ IV have been presented in graphical form in Figures 7.1 to 7.4. It can be seen that the reading average of all learners was 513.3 and for mathematics, it was 523.5, above the SACMEQ mean average of 500. While for reading, the teachers' average was 780.3 and for mathematics, it was 775.7. This gives an indication that teachers in all SACMEQ participating countries have acquired masterly levels essential for the teaching and learning of their learners.

FIGURE 7.1: LEARNERS READING AND MATHEMATICS ACHIEVEMENT BY COUNTRY

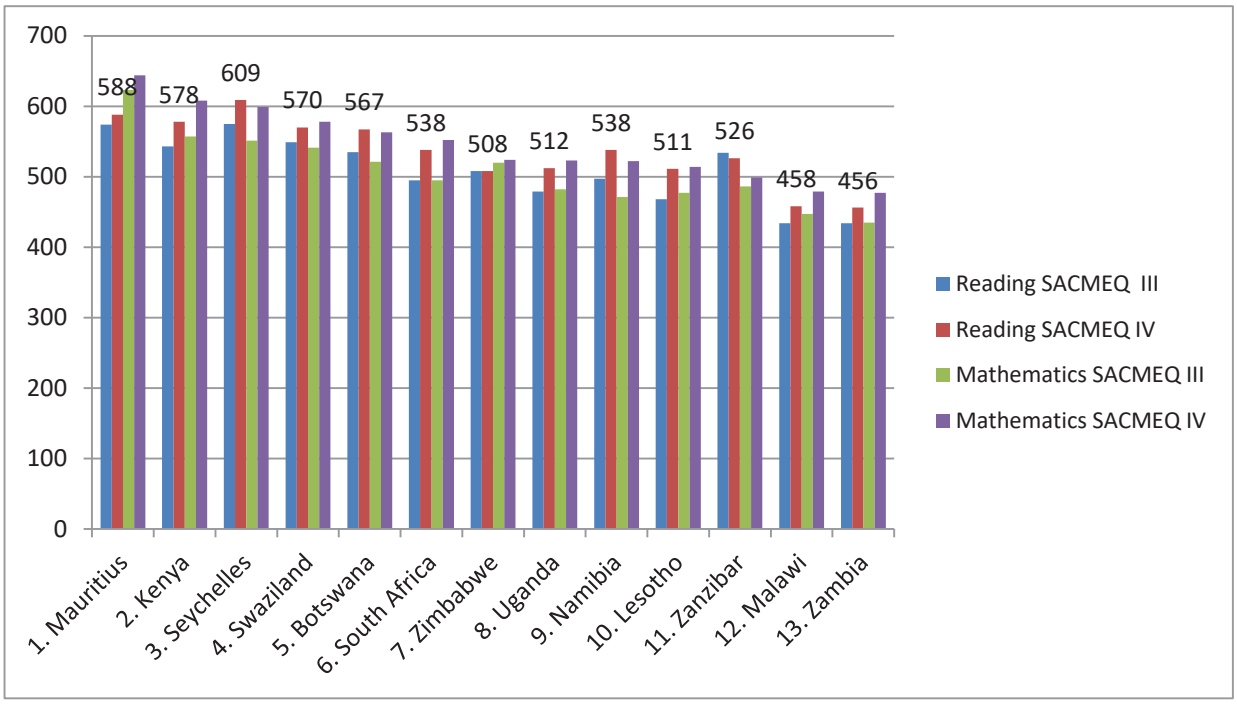
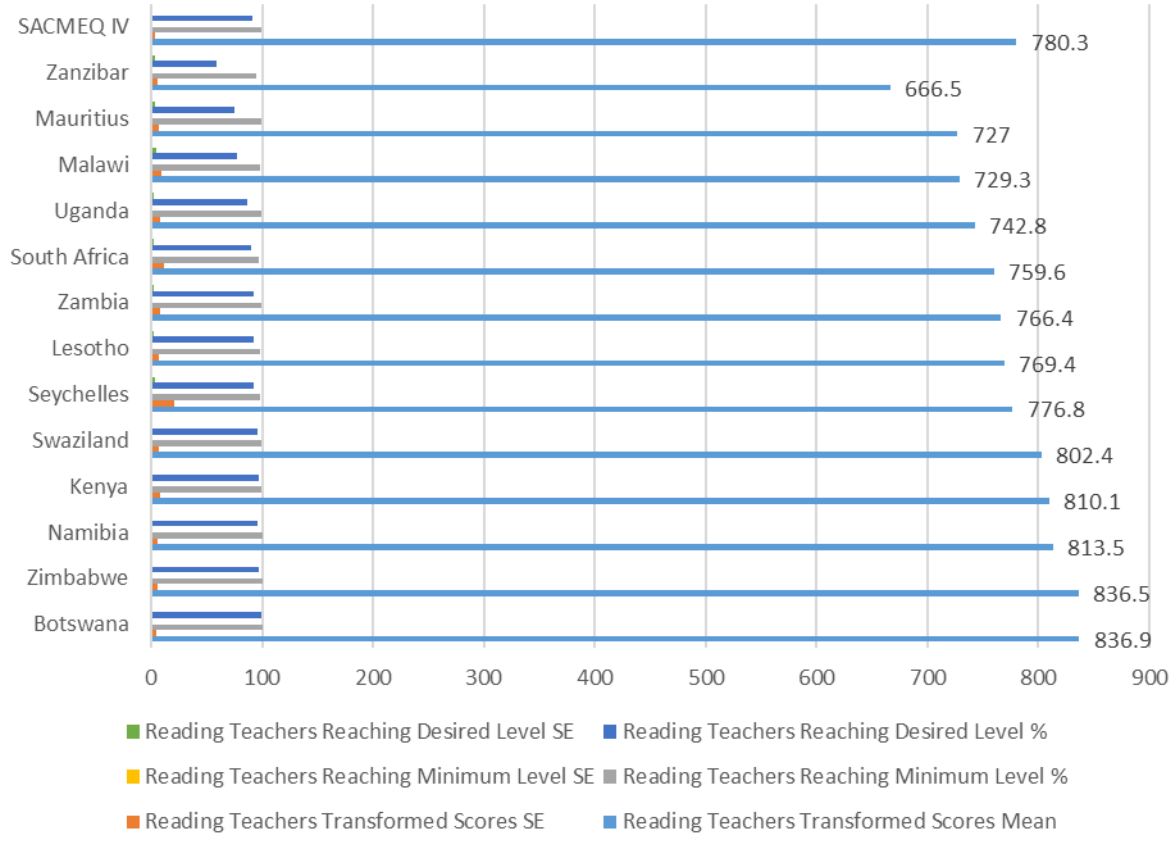
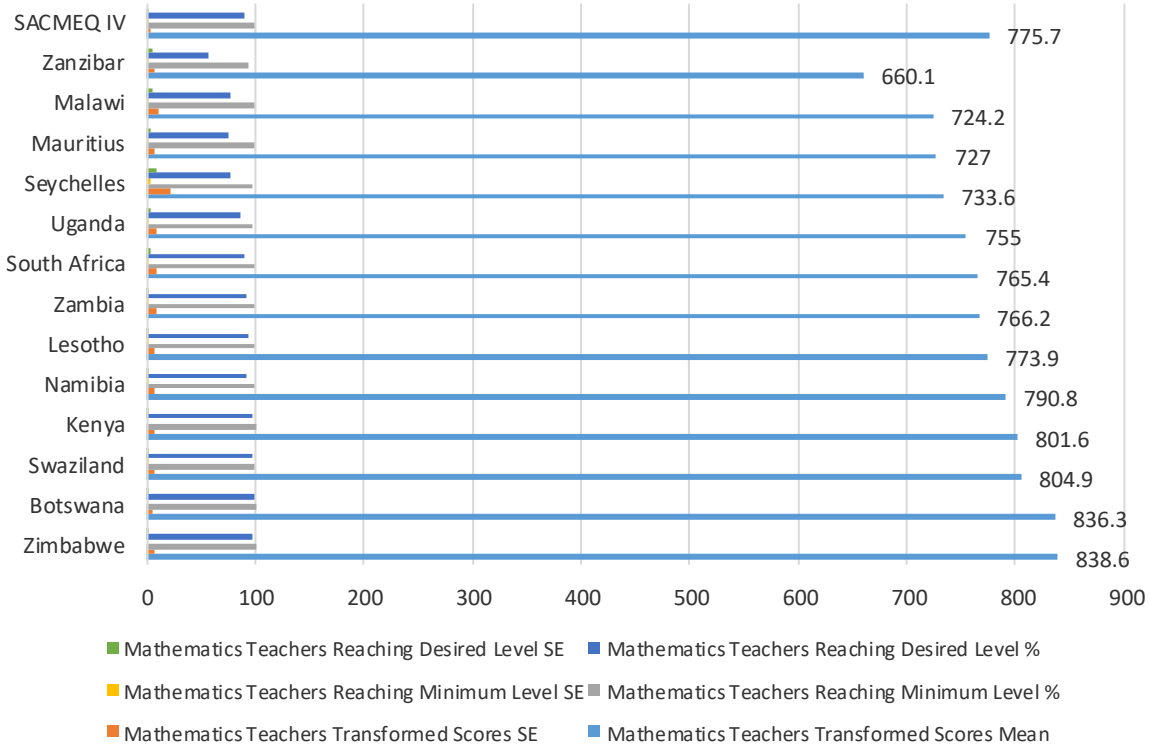


FIGURE 7.2: READING TEACHERS REACHING DESIRED AND MINIMUM LEVEL BY COUNTRY



Namibia is ranked 7th in an SACMEQ IV country comparison with a total score of 537.8 (learners) and 718.3 (teachers) with regards to reading performance scores. This indicates that Namibia moved up three places from the SACMEQ III results in learner performance while teacher performance dropped by two places. The move can be a result of the many efforts the Ministry has made to ensure quality teaching and learning, while the drop can be attributed to a change in curriculum and many other factors.

FIGURE 7.3: MATHEMATICS TEACHERS REACHING DESIRED AND MINIMUM LEVEL BY COUNTRY



Namibian learners and teachers' mathematics performance scores were ranked the lowest among the 12 countries in SACMEQ II. However, quite an improvement was noticed in SACMEQ III, which saw Namibia moving to the 10th place and eventually taking 9th place in learner performance scores and 8th place in teacher performance scores in SACMEQ IV. The mathematical teaching and learning in Namibia has been tabled as a crucial area in the past years that has led to introducing mathematic as a compulsory subject in schools and at university level; however, the desired performance in mathematics at all angles is questionable.

General policy concern 17 (b): What are the achievement levels and variations of Grade 6 learners and their teachers in reading and mathematics?

The following questions will address the above policy concern.

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

Reading and mathematics achievement levels of Grade 6 learners across the 14 regions of Namibia are presented in the table below for the SACMEQ project III (2007) and the SACMEQ IV project (2013). 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. 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.

The overall mean scores of Grade 6 learners and teachers in the reading and mathematics tests for Namibia in 2007 and 2013 have been summarised in table 7.1. Mean scores and corresponding standard errors have been shown for the 13 regions; for example, the mean reading scores and corresponding standard errors for Oshana were 500.9 and 10.53 in 2007 and 551.1 and 10.64 in 2013, indicating an improvement of 51 points.

TABLE 7.1: READING AND MATHEMATICS TEST SCORES OF LEARNERS AND TEACHERS (SACMEQ III AND IV)

Region	SACMEQ III								SACMEQ IV							
	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
Erongo	579.5	15.01	523.3	12.19	764.8	13.92	786.6	18.04	606.6	11.80	576.6	10.05	748.7	17.09	744.9	25.65
Hardap	509.4	18.27	483.1	13.24	773.6	23.6	818.8	30.61	571.3	16.38	550.8	18.89	738.1	23.24	831.1	35.17
Karas	548.0	15.76	510.3	14.94	774.5	25.37	799.8	26.37	585.2	9.49	546.9	9.21	753.4	19.45	831.2	30.59
Kavango	481.7	10.14	455.6	7.6	709.1	12.38	750.5	15.09	515.2	5.54	496.2	4.82	709.0	15.06	773.0	28.72
Khomas	574.9	12.54	522.7	11.55	751.3	14.82	760	21.42	584.7	14.35	554.1	12.77	758.4	13.90	783.3	15.80
Kunene	501.6	15.77	478.2	13.71	786.3	31.63	760.2	33.15	537.4	14.80	516.1	17.32	718.4	16.74	766.4	30.68
Ohangwena	463.5	5.22	447.8	4.86	744.2	15.57	785	14.07	493.2	4.50	494.8	3.31	715.7	8.30	754.3	15.74
Omaheke	494.5	8.98	468.3	6.19	779	20.13	818.7	27.84	558.1	11.60	527.9	9.42	743.6	21.44	750.0	25.38
Omusati	462.1	4.65	450.2	3.96	729.3	14.79	768.5	16.58	519.4	5.21	514.2	4.74	703.2	9.00	766.7	20.00
Oshikoto	471.1	10.48	457.2	9.27	744.3	11.58	771.7	18.48	504.2	7.43	504.7	6.78	692.7	11.40	769.0	17.54
Oshana	500.9	10.53	474.8	8.99	704.6	9.62	743.1	19.37	551.1	10.64	539.7	7.79	692..6	13.88	757.2	15.32
Otjozondjupa	526.5	9.91	488.6	8.14	731.1	19.78	797.6	23.06	567.7	12.07	533.6	11.44	713.5	15.65	835.5	24.87
Zambezi	488.5	15.94	457.9	10.4	738.7	12.87	737.6	16.39	542.0	10.40	522.9	7.38	715.9	9.29	756.6	30.23
Namibia	**496.9**	**2.99**	**471**	**2.51**	**738.6**	**4.78**	**771.1**	**5.87**	**537.8**	**2.71**	**522.4**	**2.40**	**718.3**	**3.90**	774.1	**6.63**

It's worth mentioning that learners have performed above the SACMEQ average in both reading and mathematics. On average, all regions had learners who surpass the SACMEQ average of 500 in reading and mathematics, except Ohangwena region. This massive improvement in learners' reading and mathematics can be attributed to the implementation of many education improvement strategies that the Ministry of Education has embarked on in the past five years. Among them: Continuous professional development; compulsory mathematics education programme; improved textbook ratio in core subjects including English and mathematics and Standardised Achievement Tests and SACMEQ policy concerns teaching and learning strategies.

Even though the learner mean score has drastically improved, teacher performance in mathematics has slightly increased with three points, while teacher performance in reading has decreased with 20 points; thus a decrease from 738.6 in 2007 to 718.3 in 2013. Most regions performed above a mean score of 700 in both reading and mathematics teacher mean scores, except Oshana and Oshikoto in reading.

TABLES: 7.2 LEARNERS REACHING VARIOUS COMPETENCY LEVELS IN READING SACMEQ III AND SACMEQ IV

Learners Reaching various competency levels in reading, SACMEQ III and SACMEQ IV

Level	Reading Skill Levels	SACMEQ III		SACMEQ IV	
		%	SE	%	SE
Level 1	**Pre-reading:** Matches words and pictures involving concrete concepts and everyday objects, and follows short simple written instructions.	2.8	0.26	1.0	0.13
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	10.8	0.63	2.7	0.24
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 and backwards	25.1	0.86	12.7	0.62
Level 4	**Reading for meaning:** Reads forwards and backwards in order to link and interpret information located in various parts of the text.	25.5	0.8	22.3	0.78
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.	15.9	0.7	26.3	0.76
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.	10.5	0.67	18.6	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).	6.8	0.56	12.4	0.73
Level 8	**Critical Reading:** Locates information in longer (narrative document or expository) text by reading forwards and backwards in order to combine information from various parts of the text so as to interfere and evaluate what the writer has assumed about both topic and characteristics of the reader -such as age,knowledge and personal beliefs (value systems, prejudices, and/or biases).	2.5	0.45	3.9	0.49

The reading skill levels above are classified into basic reading skill levels (1 to 5) and advanced reading skill 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. The efforts taken by NIED and regional directors in helping teachers and learners to overcome deficiency in reading comprehension seem to have worked. This is evident from the table above as the proportion of learners with basic reading skills has been on a decrease since SACMEQ II from 91% to 80% in SACMEQ III to 65% in SACMEQ IV. Similarly, the advanced reading skill level has been on an increase since SACMEQ II from 15% to 20% in SACMEQ III to 35% in SACMEQ IV. There are many education improvement strategies embarked on for primary school which are among the remarkable changes and the positive change noticed on the advanced reading skills level. The margin of error picked up between scores in different levels is so small that the differences that exist are real and could not be associated with errors. It is the Ministry of Education Arts and Culture's wish that by 2030 all Grade 6 learners will be classified under the advanced reading skill level.

TABLES 7.3 LEARNERS REACHING VARIOUS COMPETENCY LEVELS IN MATHEMATICS, SACMEQ III AND SACMEQ IV

Learners Reaching various competency levels in Mathematics, SACMEQ III and SACMEQ IV					
Level	Mathematic skill level	SACMEQ III		SACMEQ IV	
		%	SE	%	SE
Level 1	**Pre-numeracy:** Applies single step addition or subtraction operations. Recognises simple shapes. Matches numbers and pictures. Counts in whole numbers.	5.4	0.4	1.0	0.13
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.	42.3	0.16	18.9	0.75
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.	34	0.91	36.6	0.80
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.	12.2	0.62	26.0	0.70
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).	3.4	0.35	11.0	0.56
Level 6	**Mathematically skilled:** Solves multiple-operation problems (using the correct order of arithmetic operations) involving fractions, ratios, and decimals. Translated verbal and graphic representation information into symbolic, algebraic, and equation form in order to solve a given mathematical problem. Checks and estimates answers using external knowledge (not provided within the problem).	2.2	0.38	4.7	0.43
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.	0.5	0.16	1.3	0.22
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	0.03	0.4	0.11

The mathematic skill level above is classified into basic mathematic skill levels (1 to 5) and advanced mathematic skill levels (6 to 8). It is unfortunate to report that since 2000 to date, the percentage of Grade 6 learners reaching advance mathematic skill levels has only increased from 2.8% to 6.4% between the three SACMEQ studies. In 2007, the percentage of learners reaching advance mathematic levels dropped from 2.9 % in SACMEQ II to 2.8% in SACMEQ III and eventually picked up in SACMEQ IV to 6.4%. The percentage of learners with basic mathematic skill levels has slightly increased from 97.3% in 2007 to 97.5% in 2013, thus registering an increase of 0.2%, which is not significant.

The Ministry has developed and implemented a number of strategies to elevate the mathematic teaching and learning of which the small positive change indicated in the table above can be associated to the following strategies: Standardised mathematics and English teaching strategies, mathematic novice teacher programme and mathematic congress improvement strategies.

Policy suggestion 12: The Ministry of Education, Arts and Culture should ensure that all reading and mathematics strategies in place are used optimally in order to see a positive change in SACMEQ V.

TABLE: 7.4 (A) READING COMPETENCY LEVELS OF LEARNERS BY REGIONS (SACMEQ III)

Region	SACMEQ III Reading Achievement Level															
	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	5.2	24	4.22	16.2	2.78	9	2.67	7.3	3.79	1.1	0.8
Erongo	2	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	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	18.1	2.52	15.9	3.56	7.4	3.4
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	1.94	0.7	0.56
Khomas	1.4	0.51	4	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	2.9	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	0.54	0	0
Omaheke	2.9	0.97	9	2.11	24	3.12	25.5	2.61	20.2	3.35	13.9	4.04	3.9	1.04	0.6	0.4
Omusati	3.6	0.72	15	1.89	36.3	2.01	28	1.25	11.7	1.84	3.5	0.81	1.3	0.48	0.5	0.32
Oshikoto	5	1.09	13	2.16	29.8	2.98	31.3	3.2	13	2.23	3.3	1.23	3.1	1.62	1.5	1.5
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	0.59
Oshana	2.3	0.77	9	2.05	20.8	2.83	28.2	2.53	20.7	2.06	11	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**	**0.8**	**15.9**	**0.7**	**10.5**	**0.67**	**6.8**	**0.6**	**2.5**	**0.45**

TABLE: 7.4 (B) READING COMPETENCY LEVELS OF LEARNERS BY REGIONS (SACMEQ IV)

Region	Acceptable Reading Skills		Reading Level 1		Reading Level 2		Reading Level 3		Reading Level 4		Reading Level 5		Reading Level 6		Reading Level 7		Reading Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	94.7	1.61	0.7	0.52	1.0	0.58	3.6	0.85	7.5	1.78	15.0	2.37	28.3	2.91	32.4	3.62	11.5	2.73
Hardap	85.7	4.40	1.3	0.70	2.9	1.46	10.1	2.91	12.9	3.08	16.5	1.85	24.6	3.31	23.6	3.34	8.1	2.88
Karas	91.1	2.38	0.8	0.44	1.6	0.68	6.5	2.03	7.8	1.99	21.7	2.49	28.2	2.74	24.4	2.82	8.9	2.28
Kavango	83.2	2.13	0.4	0.23	1.8	0.52	14.6	1.77	29.4	2.52	33.2	1.76	15.4	2.26	4.2	1.09	1.0	0.48
Khomas	89.6	2.47	1.0	0.49	2.5	0.78	6.9	1.63	10.5	2.82	19.3	3.07	22.3	2.46	27.1	3.78	10.5	3.25
Kunene	81.7	3.44	1.2	0.59	2.1	0.82	15.0	2.50	21.6	3.26	24.7	3.32	19.2	2.43	11.8	4.23	4.3	3.12
Ohangwena	70.0	2.83	2.2	0.53	5.9	1.01	21.9	2.19	31.5	2.18	25.1	2.08	10.5	1.35	2.7	0.72	0.2	0.17
Omaheke	87.4	2.75	0.8	0.44	0.8	0.44	11.0	2.45	13.4	2.85	26.3	2.38	27.0	2.65	16.2	2.94	4.5	2.64
Omusati	85.3	1.90	0.9	0.34	2.0	0.51	11.9	1.71	28.8	2.08	34.4	2.43	15.7	1.72	5.5	1.52	1.0	0.63
Oshikoto	75.1	2.88	1.2	0.38	4.3	0.92	19.4	2.45	30.6	2.43	27.5	2.41	11.5	1.99	3.9	1.29	1.5	1.17
Oshana	90.4	2.07	0.4	0.24	0.8	0.35	8.4	1.78	21.5	3.01	27.5	2.93	22.6	2.49	14.7	3.76	4.1	1.49
Otjozondjupa	90.4	2.54	0.8	0.50	1.8	0.74	7.0	2.27	13.3	2.99	23.4	2.47	27.1	3.25	20.6	4.07	5.9	1.95
Zambezi	85.4	2.75	0.6	0.34	2.0	0.70	12.0	2.27	19.7	2.33	29.0	2.43	21.0	1.93	12.9	3.44	2.9	1.32
Namibia	**83.6**	**0.78**	**1.0**	**0.13**	**2.7**	**0.24**	**12.7**	**0.62**	**22.3**	**0.78**	**26.3**	**0.76**	**18.6**	**0.67**	**12.4**	**0.73**	**3.9**	**0.49**

The reading levels were set specifically to track the movement of Grade 6 learners reading skills levels from pre-reading to critical reading skills level. It can be seen from the table above that in 2007, most Grade 6 learners tested were at basic reading and reading for meaning (levels 3 and 4) and they have progressively moved along the level lines to reading for meaning through to analytical reading (levels 4 to 6). Regional disparities are moderate with Erongo on top with 94.7% and Ohangwena being the lowest with 70.0% with regards to learners reaching the acceptable reading skills level.

TABLE: 7.5 (A) MATHEMATIC COMPETENCY LEVELS OF LEARNERS BY REGIONS (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	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	0.0	0.0	0.0
Erongo	2.2	0.87	22.6	3.97	30.6	2.8	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	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	0.0
Khomas	2.1	0.69	19.6	3.42	35.5	3.75	25.1	2.26	8.1	1.92	8	2.86	1.7	0.97	0.0	0.0
Kunene	4.5	1.03	40.7	5.02	35.6	3.67	11	2.4	3.2	1.55	4.1	2.51	0.9	0.92	0.0	0.0
Ohangwena	7.4	1.23	52.8	2.85	31	2.4	7.9	1.56	0.6	0.28	0.3	0.2	0.0	0.0	0.0	0.0
Omaheke	4	1.21	40.7	3.56	42.9	2.58	10.4	1.88	1.6	0.82	0.5	0.34	0.0	0.0	0.0	0.0
Omusati	6.6	1.29	51.4	2.39	34.4	2.23	6.2	1.25	1.1	0.5	0.2	0.18	0.0	0.0	0.0	0.0
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	1.0	0.2	0.17
Otjozondjupa	3.7	1.66	31.1	3.15	39.1	2.05	19.2	2.6	4.9	1.67	1.5	0.66	0.5	0.32	0.0	0.0
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	0.0	0.0	0.0
NAMIBIA	**5.4**	**0.4**	**42.3**	**1.16**	**34**	**0.91**	**12.2**	**0.62**	**3.4**	**0.4**	**2.2**	**0.38**	**0.5**	**0.2**	**0.1**	**0.03**

TABLE: 7.5 (B) MATHEMATIC COMPETENCY LEVELS OF LEARNERS BY REGIONS (SACMEQ IV)

Region	SACMEQ IV															
	Math Level 1		Math Level 2		Math Level 3		Math Level 4		Math Level 5		Math Level 6		Math Level 7		Math Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	0.2	0.24	4.7	1.68	24.7	3.23	29.7	2.04	22.6	2.80	12.6	2.50	4.2	1.06	1.2	0.48
Hardap	0.8	0.46	17.5	4.68	27.7	4.78	22.8	4.24	13.8	2.52	11.4	2.87	3.9	1.86	2.0	1.72
Karas	0.5	0.37	12.0	2.29	29.5	2.57	32.2	1.87	13.5	2.31	9.6	1.90	2.4	1.19	0.3	0.27
Kavango	1.4	0.47	26.9	2.83	41.7	1.52	23.1	1.76	5.7	1.34	1.3	0.56	0.0	0.00	0.0	0.00
Khomas	0.8	0.37	14.4	2.96	23.5	3.46	29.6	2.80	17.6	2.67	9.9	2.45	3.3	1.40	0.9	0.46
Kunene	2.6	0.82	24.6	4.27	34.8	3.80	21.7	3.18	8.2	2.75	4.1	1.97	2.4	1.93	1.6	1.66
Ohangwena	1.2	0.41	27.2	1.78	44.7	2.01	19.6	1.76	5.7	0.98	1.5	0.39	0.2	0.13	0.0	0.00
Omaheke	0.5	0.35	14.8	3.07	36.3	4.11	31.7	2.88	10.7	2.41	5.0	1.81	0.9	0.89	0.0	0.00
Omusati	1.1	0.35	16.8	1.86	42.7	1.96	27.3	2.06	10.0	1.47	1.6	0.58	0.4	0.22	0.1	0.13
Oshikoto	0.9	0.43	22.8	2.44	41.9	2.54	25.8	2.49	5.8	1.08	2.4	1.49	0.3	0.28	0.3	0.28
Oshana	0.3	0.24	13.4	2.25	34.0	3.31	28.5	2.48	14.8	2.43	7.5	1.67	1.5	0.47	0.0	0.00
Otjozondjupa	1.8	0.68	16.1	2.85	31.7	3.15	25.8	2.59	15.8	2.68	5.9	1.82	2.3	1.27	0.7	0.51
Zambezi	1.0	0.63	15.1	2.00	37.5	2.56	31.1	2.19	11.9	2.19	2.5	0.73	0.9	0.67	0.0	0.00
Namibia	**1.0**	**0.13**	**18.9**	**0.75**	**36.6**	**0.80**	**26.0**	**0.70**	**11.0**	**0.56**	**4.7**	**0.43**	**1.3**	**0.22**	**0.4**	**0.11**

It is the Ministry of Education Arts and Culture's wish that all Grade 6 learners' mathematic performance be centered on the mathematic advanced reading skills levels (level 6 to 8) but it is not the case. Although mathematics education is regarded a priority subject in Namibia, the efforts embarked on by the educators from different angles to improve the mathematics results seem not to bear the desired output. Comparing the SACMEQ IV and SACMEQ III results, the table above indicates that the mathematic performance of the Grade 6 learners has slightly improved. In 2007, most Grade 6 learners were scattered in level two and three while in 2013 most learners performed between levels three and four. The disparities among regions are very close except for Erongo and Hardap who have more than 15% learners reaching the advanced levels. There are regions like Kavango, Omaheke, Ohangwena and Omusati who have less than 2% learners reaching the advanced level.

Policy Suggestion 13. The mathematics and reading performance problem, that is being 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.

TABLE 7.6 LEARNERS BY READING COMPETENCY LEVELS OF THEIR TEACHERS BY REGION (SACMEQ III AND IV)

Region	SACMEQ III								SACMEQ IV							
	Level 5		Level 6		Level 7		Level 8		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	0.0	0.0	0.0	0.0	18.2	10.38	81.8	10.38	0.0	0.00	0.0	0.00	19.5	10.35	80.5	10.35
Hardap	0.0	0.0	0.0	0.0	21.2	11.58	78.8	11.58	0.0	0.00	0.0	0.00	29.4	14.53	70.6	14.53
Karas	0.0	0.0	0.0	0.0	18.5	10.18	81.5	10.18	0.0	0.00	0.0	0.00	27.3	12.04	72.7	12.04
Kavango	0.0	0.0	5.8	5.68	47.1	10.6	47.1	10.57	0.0	0.00	11.2	6.30	31.5	9.52	57.3	10.17
Khomas	0.0	0.0	4.4	4.4	17.1	8.61	78.5	9.21	0.0	0.00	0.0	0.00	14.4	8.07	85.6	8.07
Kunene	0.0	0.0	0.0	0.0	26.9	13.57	73.1	13.57	0.0	0.00	5.5	5.60	29.7	13.02	64.8	13.26
Ohangwena	0.0	0.0	0.0	0.0	34.9	8.88	65.1	8.88	0.0	0.00	0.0	0.00	40.5	8.57	59.5	8.57
Omaheke	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.00	7.5	7.53	21.4	11.69	71.1	13.07
Omusati	3.5	3.52	3.1	3.1	22.2	8.29	71.2	8.92	0.0	0.00	7.4	5.08	27.0	8.53	65.6	9.10
Oshikoto	0.0	0.0	0.0	0.0	28	9.38	72	9.38	0.0	0.00	12.6	6.20	38.2	9.39	49.3	9.63
Oshana	0.0	0.0	0.0	0.0	34.8	9.85	65.2	9.85	0.0	0.00	22.1	8.66	28.2	9.65	49.7	10.83
Otjozondjupa	0.0	0.0	0.0	0.0	33.1	13.13	66.9	13.13	0.0	0.00	11.4	7.80	25.1	10.31	63.4	11.54
Zambezi	0.0	0.0	0.0	0.0	31	12.44	69	12.44	0.0	0.00	0.0	0.00	34.2	12.06	65.8	12.06
NAMIBIA	**0.6**	**0.55**	**1.5**	**0.9**	**28.5**	**3.07**	**69.4**	**3.14**	**0.0**	**0.00**	**6.4**	**1.48**	**29.4**	**2.92**	**64.1**	**3.04**

On average, 80% of the Grade 6 language teachers in Namibia have a three-year and above tertiary qualification (Ministry of Education, 2012). The Grade 6 Namibian learners are taught by reading teachers whose reading skills are at level 8 which is regarded as the top SACMEQ level. The variations among regions are moderate with Erongo topping with 85.6% and Oshikoto at the bottom with 49.3%. Although the reading teacher performance did not improve in SACMEQ IV, the English Language Proficiency improvement programme and many other improvement programmes are to be complemented for keeping the majority of the teachers at the top advanced reading skills level.

TABLE 7.7 (A) LEARNERS BY MATHEMATIC COMPETENCY LEVELS OF THEIR TEACHERS BY REGION (SACMEQ III)

Region	SACMEQ III											
	Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	0.0	0.00	5.7	5.82	0.0	0.00	8.3	8.27	57.7	14.2	28.3	12.12
Hardap	0.0	0.00	0.0	0.00	0.0	0.00	24.1	12.72	28.2	13	47.8	15.02
Karas	0.0	0.00	0.0	0.00	5.0	5.14	17.7	9.76	31.9	12.5	45.4	13.68
Kavango	0.0	0.00	0.0	0.00	10.0	6.90	20.2	9.41	58.3	11.5	11.5	7.80
Khomas	4.0	4.00	0.0	0.00	10.7	7.09	8.2	4.90	49.6	10.3	27.5	8.91
Kunene	0.0	0.00	14.6	9.88	1.3	1.36	8.2	8.06	47.2	14.2	28.8	11.94
Ohangwena	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	12.3	8.85	39.8	13.7	47.9	14.28
Omusati	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	0.0	0.00	0.0	0.00	12.5	7.23	7.3	5.30	48.2	10.3	32	9.74
Oshana	0.0	0.00	5.1	3.84	12.6	6.99	16.5	7.99	40.8	10.4	25.1	10.09
Otjozondjupa	0.0	0.00	0.0	0.00	0.0	0.00	26.3	11.73	43.2	13	30.5	11.30
Zambezi	0.0	0.00	0.0	0.00	9.8	8.08	34.6	12.16	40.8	12.4	14.8	9.95
NAMIBIA	**0.5**	**0.45**	**1.7**	**0.77**	**6.8**	**1.71**	**16.3**	**2.35**	**43.9**	**3.26**	**30.7**	**3.13**

TABLE 7.7 (B) LEARNERS BY MATHEMATIC COMPETENCY LEVELS OF THEIR TEACHERS BY REGION (SACMEQ IV).

Region	SACMEQ IV											
	Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	0.0	0.00	0.0	0.00	9.4	7.21	36.5	12.82	33.4	12.29	20.8	10.67
Hardap	0.0	0.00	0.0	0.00	0.0	0.00	17.1	10.31	31.4	13.94	51.5	15.37
Karas	0.0	0.00	0.0	0.00	0.0	0.00	9.4	7.74	35.4	13.23	55.2	13.75
Kavango	0.0	0.00	0.0	0.00	13.0	7.10	21.0	8.58	43.2	10.19	22.8	8.48
Khomas	0.0	0.00	0.0	0.00	1.8	1.78	20.4	8.65	38.5	11.13	39.3	11.03
Kunene	0.0	0.00	0.0	0.00	13.7	9.40	24.5	11.66	38.2	13.94	23.6	12.33
Ohangwena	0.0	0.00	0.0	0.00	11.1	5.44	20.0	6.94	45.7	8.76	23.2	7.33
Omaheke	0.0	0.00	0.0	0.00	16.5	11.13	15.7	9.54	44.2	15.47	23.7	12.62
Omusati	0.0	0.00	0.0	0.00	18.3	7.55	14.2	6.74	31.0	9.42	36.5	9.34
Oshikoto	0.0	0.00	0.0	0.00	5.9	4.13	23.1	7.91	38.6	9.27	32.5	8.80
Oshana	0.0	0.00	4.4	4.37	0.0	0.00	20.3	8.48	52.8	10.58	22.6	8.72
Otjozondjupa	0.0	0.00	0.0	0.00	9.9	6.87	5.4	5.43	25.0	10.11	59.6	11.54
Zambezi	0.0	0.00	0.0	0.00	3.0	3.05	56.9	12.50	21.9	10.24	18.2	9.82
NAMIBIA	**0.0**	**0.00**	**0.4**	**0.35**	**8.8**	**1.83**	**20.6**	**2.53**	**38.2**	**3.17**	**32.0**	**2.95**

Most Grade 6 learners are taught by teachers who performed at the advanced mathematic levels 7 and 8. Only 32% of learners had teachers who had reached level 8, considered the highest SACMEQ level, in comparison to 64.1% of reading teachers. The regional disparities do not vary much with Otjozondjupa topping with 59.6% and Zambezi at the bottom with 18.2%. Although mathematics is regarded a priority subject in Namibia, the efforts embarked on by the educators from different angles to improve the mathematics results seem not to bear the desired output.

General Policy Concern 18: What are the reading and mathematics achievement of important sub-groups of Grade 6 learners (for example, gender, socio-economic status and locations)?

TABLE 7.8 READING AND MATHEMATICS TEST SCORES OF LEARNERS BY GENDER, LOCATION AND SOCIO-ECONOMIC STATUS (LEVEL) (SACMEQ III AND IV)

Gender, school location and socio-economic status	SACMEQ III				SACMEQ IV			
	Reading		Mathematics		Reading		Mathematics	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Gender								
Boys	489.6	3.08	472.0	2.76	529.4	3.09	523.7	2.81
Girls	503.7	3.20	470.1	2.62	546.3	2.72	521.2	2.42
School Location								
Rural	464.4	2.42	448.5	2.18	510.9	2.67	504.8	2.53
Urban	547.5	5.33	506.1	4.66	581.4	5.38	550.9	4.69
Socioeconomic status								
Low SES (Bottom 25%)	457.8	2.87	443.7	2.74	512.6	2.09	504.1	1.93
High SES (Top 25%)	557.7	5.37	513.5	4.89	569.0	3.99	546.1	3.69

Namibia has implemented a number of policies aimed at closing the gap between OVCs, marginalised children, children infected and affected by HIV/AIDS and programmes aimed at raising the morale of the girl child. These programmes and policy implementation might have contributed to the below positive results.

Both girls and boys have improved with more than 40 points in the mathematics and reading scores in 2013. Learners from rural areas have improved the most in comparison to learners from urban areas with more than 45 points as opposed to an increase of 34 points in reading and 44 points of mathematics in learners from urban areas. Learners from low socio-economic status have registered an improvement with more than 54 points both in reading and mathematics. Learners from high socio-economic status have improved with only 12 points in reading and 33 points in mathematics.

TABLE 7.9 LEARNERS WITH ACCEPTABLE READING SKILLS BY GENDER, LOCATION AND SOCIO-ECONOMIC STATUS (LEVEL) (SACMEQ III AND IV).

Learners acceptable Reading skills				
Gender, school location and socio-economic status	**SACMEQ III**		**SACMEQ IV**	
	%	**SE**	**%**	**SE**
Learner Gender				
Boys	57.4	1.41	80.2	1.03
Girls	64.9	1.55	87.1	0.75
School Location				
Rural	48.1	1.67	78.8	1.08
Urban	81.7	1.47	91.4	0.96
Socioeconomic status				
Low SES (Bottom 25%)	45.2	2.11	79.3	1.15
High SES (Top 25%)	84.4	1.29	89.5	0.76

Table 7.9 indicates that more girls have reached the desired reading skills level with 87.1% as opposed to boys with 80.2%, although both girls and boys have improved with 23% between SACMEQ III and SACMEQ IV. Learners from rural areas reaching the desired reading level has improved the most with 30% as opposed to learners from urban areas with 10% between the two studies. Despite this improvement, more urban learners are registered to have reached the desired reading skill level with 91.4% than learners from rural areas with 78.8%. On average, 89.5% of learners from high socio-economic status have reached the desired reading level while only 79.3% learners from low socio-economic status have reached the desired reading skill level, although the learners from low socio-economic status have improved the most with 34% than the learners from high socio-economic status who have only improved with 5% between SACMEQ III and SACMEQ IV.

Policy Suggestion 14: Directorate PQA is advised to continue implementing the policies and programmes aimed at improving learners' performance in both reading and mathematics in all regions.

TABLE: 7.10 (A) 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	0.45
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	0.01
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	1.3	6.1	1.1
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
High	6.1	0.8	14.5	1.38	16.7	1.42	17.3	1.34	13.1	1.05	10.5	0.88	13.5	1.6	8.2	1.45
Namibia	**12.8**	**0.77**	**30.6**	**1.03**	**26.6**	**0.82**	**14.3**	**0.78**	**6**	**0.48**	**3.6**	**0.29**	**3.9**	**0.51**	**2.2**	**0.41**

TABLE: 7.10 (B) LEARNERS REACHING VARIOUS READING COMPETENCY LEVELS BY GENDER, SCHOOL LOCATION AND SOCIO-ECONOMIC STATUS (SACMEQ IV)

Gender	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
Gender	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Boys	1.4	0.21	3.4	0.37	15.1	0.81	23.3	0.94	26.0	0.95	16.2	0.76	11.5	0.86	3.2	0.58
Girls	0.7	0.14	1.9	0.27	10.2	0.65	21.4	0.93	26.7	0.96	21.0	0.89	13.4	0.82	4.7	0.55
Namibia	1.0	0.13	2.7	0.24	12.7	0.63	22.3	0.77	26.4	0.76	18.6	0.67	12.5	0.73	3.9	0.49
School Location																
Rural	1.3	0.19	3.4	0.35	16.4	0.89	29.1	1.02	29.7	0.99	13.9	0.74	5.0	0.69	1.2	0.38
Urban	0.5	0.15	1.4	0.28	6.7	0.72	11.4	1.14	20.9	1.22	26.2	1.13	24.5	1.57	8.4	1.15
Namibia	1.0	0.13	2.7	0.24	12.7	0.62	22.3	0.78	26.3	0.76	18.6	0.67	12.4	0.73	3.9	0.49
Economic Status																
Low SES	1.2	0.21	3.8	0.39	15.7	0.92	28.2	0.99	29.2	1.01	15.0	0.80	5.8	0.53	1.0	0.23
High SES	0.7	0.17	1.1	0.21	8.7	0.66	15.2	0.93	23.5	1.08	23.0	0.92	20.4	1.23	7.4	0.89
Namibia	1.0	0.13	2.5	0.25	12.4	0.63	22.1	0.78	26.5	0.78	18.8	0.69	12.7	0.75	4.0	0.49

It is evident from the table above that only 30.9% of boys and 39.1% of girls performed between level 6 and 8 which are advanced reading skills level. Although learners from rural areas has improved the most between the two studies, only 20% of those learners has performed at the advanced reading skill level 6 to 8 as opposed to learners from urban areas where 59.1% of learners reach the advanced reading skills level. On the other hand, only 21.8% of learners from low socio-economic status reached the advanced reading skills while 50.8% learners from high socio-economic status has reached the advanced reading skill level.

TABLE:7.11 (A): 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**

TABLE:7.11 (B): LEARNERS REACHING VARIOUS MATHEMATICS COMPETENCY LEVELS BY GENDER, SCHOOL LOCATION AND SOCIO-ECONOMIC STATUS (SACMEQ IV)

Gender	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Boys	1.0	0.18	18.7	0.88	36.7	1.05	26.5	0.92	10.3	0.68	4.8	0.52	1.5	0.35	0.5	0.16
Girls	1.1	0.20	19.1	0.88	36.6	0.98	25.5	0.88	11.6	0.71	4.6	0.46	1.1	0.21	0.3	0.10
Namibia	**1.0**	**0.13**	**18.9**	**0.75**	**36.6**	**0.80**	**26.0**	**0.70**	**11.0**	**0.56**	**4.7**	**0.43**	**1.3**	**0.22**	**0.4**	**0.11**
Location																
Rural	1.3	0.19	23.2	0.95	41.7	0.98	24.0	0.87	7.1	0.59	1.9	0.32	0.6	0.24	0.2	0.11
Urban	0.7	0.16	12.0	1.09	28.5	1.45	29.3	1.17	17.3	1.05	9.2	1.00	2.4	0.45	0.7	0.22
Namibia	**1.0**	**0.13**	**18.9**	**0.75**	**36.6**	**0.80**	**26.0**	**0.70**	**11.0**	**0.56**	**4.7**	**0.43**	**1.3**	**0.22**	**0.4**	**0.11**
Economic status																
Low SES	1.3	0.22	23.5	0.97	41.6	0.95	24.1	0.93	7.2	0.52	1.9	0.25	0.3	0.15	0.2	0.09
High SES	0.7	0.16	12.7	0.84	30.8	1.19	28.8	1.05	15.6	0.93	8.1	0.78	2.5	0.41	0.7	0.19
Namibia	**1.0**	**0.14**	**18.4**	**0.74**	**36.5**	**0.83**	**26.3**	**0.73**	**11.1**	**0.59**	**4.8**	**0.43**	**1.4**	**0.22**	**0.4**	**0.12**

Table 7.11 above indicates that the mathematics education results still leave a lot to be desired. It is evident from the table that there are no major differences between boys and girls reaching the advanced mathematic level 6 to 8, thus only 6.8% of boys and 6% of girls has reached the advanced mathematic level. Performance by school location indicates that, only 2.7% of learners from rural areas reached the mathematics advanced level and 12.3% of urban learners reached the advanced mathematics level. When it comes to learners' economic status, only 2.4% of learners from low economic status has reached advanced mathematics levels; while 11.3% of learners from high socio-economic status reached the advanced mathematics levels 6 to 8.

Policy Suggestion 15: The poor performance in both advanced skills levels of reading and mathematics among learners from lower SES backgrounds and learners from rural areas remains a concern, despite the remarkable improvement between 2007 and 2013. Directorates PAD and PQA should 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 results for both teachers and their learners are presented in this chapter. The average scores of all learners in all 13 countries participating in SACMEQ IV indicate that the reading average of all learners was 513.3 and for mathematics 523.5, above the SACMEQ mean average of 500. While for reading, teachers scored 780.3 and 775.7 for mathematics. This gives an indication that teachers in all SACMEQ participating countries have acquired masterly levels essential for the teaching and learning of their learners.

The overall learner and teacher achievement in SACMEQ IV revealed that Namibia had the third best improvement rates in reading and mathematics among 13 participating countries. Namibia has observed an increase in learner performance of more than 40 points for both reading and mathematics in most regions except Ohangwena. Teacher performance in mathematics has slightly increased with three points while reading teacher performance has decreased by 20 points.

It's worth mentioning that learners performed above the SACMEQ average in both reading and mathematics. On average, all regions surpassed the SACMEQ average of 500 in reading and mathematics, except Ohangwena.

Namibian learner and teacher mathematics performance scores were ranked the lowest among the 12 countries in SACMEQ II. However, quite improvement was noticed in SACMEQ III, where Namibia moved to the 10th place and eventually in SACMEQ IV taking the 9th place in learner performance scores and the 8th place in teacher performance respectively. The mathematics teaching and learning in Namibia has been tabled as a crucial area in the past years which has led to introducing mathematic as a compulsory subject in schools and at university level, however the desired performance in mathematics at all angles has still not been achieved. Namibia has implemented a number of policies aimed at closing the gap between OVCs, marginalised children, children infected and affected by HIV/AIDS and programmes aimed at raising the morale of the girl child. This might have led to the improved mathematics and reading scores of girls and boys with more than 40 points. Learners from rural areas improved the most in terms of the mean scores between the two studies, however few learners from rural areas and learners from low socio-economic status has reached the desired reading skills level and the advanced mathematic level as opposed to learners from urban areas and learners from high socio-economic status.

Clearly there is a need to expose learners to examples of applying skills associated with the higher SACMEQ levels in both reading literacy and mathematics. In the national curriculum guide, emphasis is placed on teachers designing tasks in such a way so as to ensure that a variety of skills are assessed. Assessment should be used to maximise learners' access to the knowledge, skills, values and attitudes defined in the national curriculum policy (Ministry of Education, 2013). The eight SACMEQ levels for reading literacy and mathematics provides an appropriate benchmark to model assessments and to structure learning so that learners can be exposed to the expected range of competencies for their age group.

Chapter 8

HIV/AIDS KNOWLEDGE, BELIEFS AND ATTITUDES

Introduction

In 2007, the SACMEQ Assembly of Ministers agreed to add the HIV/AIDS knowledge chapter to the SACMEQ study. The HIV/AIDS knowledge part includes beliefs and attitudes testing of learners, their teachers and their school principals.

The report outlines the background to the inclusion of the HIV/AIDS component in the SACMEQ IV study as well as the knowledge, views and access to information about HIV/AIDS of Grade 6 learners and teachers. The study has revealed a huge gap in learners' HAKT knowledge as only 5.6% of learners reached the desirable level registering an increase of 1.4 % as opposed to the 95.7% of teachers.

The HIV/AIDS Management Unit (HAMU) under PQA is responsible for coordinating the activities related to the transmission of HIV and mitigating the impact of AIDS on the Namibian education system. Thus, the SACMEQ study informs not only education stakeholders, but more specifically, the responsible division (HAMU) on how well they are succeeding in the division objectives.

The current chapter deals with two general policy concerns regarding performance in HIV/AIDS knowledge. What was the HAKT mean score of learners by country?

TABLE: 8.1 HAKT MEAN SCORE OF LEARNERS BY COUNTRY (SACMEQ IV)

LEARNERS HAKT ACHIEVEMENT BY COUNTRY (DESCENDING)						
	Transformed Scores		Reaching Minimum Level		Reaching Desired Level	
S4 Country	Mean	SE	%	SE	%	SE
Swaziland	533.9	3.62	45.6	2.12	4.7	0.81
Kenya	526.3	4.26	45.1	2.18	9.7	1.07
Namibia	516.6	2.59	37.6	1.34	7.0	0.59
Lesotho	514.5	3.26	41.6	1.73	4.4	0.62
Botswana	507.5	4.57	35.2	2.01	7.9	0.93
Seychelles	489.9	6.84	28.9	3.95	2.1	0.69
Zanzibar	484.1	2.79	27.5	1.40	0.9	0.19
Zimbabwe	476.6	4.65	24.2	1.87	3.0	0.46
Zambia	475.4	4.77	25.9	1.91	2.0	0.37
Uganda	473.1	4.64	30.0	1.76	4.1	0.66
South Africa	471.1	2.93	19.0	1.20	2.0	0.50
Malawi	440.5	4.47	8.9	2.05	0.4	0.25
Mauritius	413.0	3.58	5.5	1.03	0.2	0.14
SACMEQ IV	**489.5**	**1.72**	**30.0**	**0.73**	**4.1**	**0.21**

Namibia has taken a third place among the 13 SACMEQ IV participating countries with 9,7% of learners reaching desirable levels. A SACMEQ national mean score of 489.5 is an indication that the learners HIV/ AIDS knowledge average of SACMEQ IV participating countries is below the 500 SACMEQ mean.

GENERAL POLICY CONCERN 19:

What are the HIV/AIDS knowledge levels (for example, minimum levels, and desirable levels) of learners and their teachers?

What was the HAKT mean score of learners and teachers?

TABLE: 8.2 (A) MEAN HAKT SCORES AND PROPORTIONS OF LEARNERS AND READING TEACHERS REACHING MINIMUM AND DESIRED HAKT SCORES BY REGION (SACMEQ III).

SACMEQ III												
Region	LEARNERS						READING 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	498.00	10.56	33.60	6.52	2.60	1.20	745.60	28.59	100.00	0.00	78.80	11.13
Erongo	549.10	10.79	58.60	4.75	12.70	3.29	796.00	21.49	100.00	0.00	91.70	8.39
Hardap	506.50	13.58	40.70	6.96	3.10	1.57	797.70	35.24	100.00	0.00	84.90	10.47
Karas	520.20	14.19	44.70	5.93	9.20	3.77	800.90	24.47	100.00	0.00	95.00	5.07
Kavango	491.20	9.83	29.50	5.28	2.10	0.98	743.00	17.84	100.00	0.00	86.10	7.64
Khomas	553.40	8.06	59.90	3.51	13.40	2.80	763.70	15.84	100.00	0.00	93.40	4.01
Kunene	504.10	12.63	39.20	6.82	3.60	1.61	739.60	32.61	100.00	0.00	77.20	13.10
Ohangwena	529.40	11.21	50.20	5.83	9.60	1.91	774.00	14.91	100.00	0.00	90.50	5.34
Omaheke	491.10	7.43	30.90	4.18	1.20	0.10	814.80	35.76	100.00	0.00	92.40	7.70
Omusati	454.20	6.02	13.90	2.92	0.70	0.34	737.00	18.73	96.80	3.23	76.60	8.20
Oshikoto	476.20	10.93	19.20	4.47	3.70	2.54	790.00	17.30	100.00	0.00	94.60	5.40
Otjozondjupa	509.90	10.61	42.10	5.06	3.50	1.09	751.20	22.89	100.00	0.00	87.60	12.66
Oshana	490.40	11.50	31.90	5.64	5.00	2.19	752.60	21.16	100.00	0.00	80.00	8.53
Namibia	**501.8**	**3.19**	**35.9**	**1.58**	**5.6**	**0.6**	**763.5**	**6.09**	**99.5**	**0.52**	**86.5**	**2.33**

TABLE: 8.2 (B) MEAN HAKT SCORES AND PROPORTIONS OF LEARNERS AND READING TEACHERS REACHING MINIMUM AND DESIRED HAKT SCORES BY REGION (SACMEQ IV).

SACMEQ IV												
Region	LEARNERS						READING TEACHERS					
	Transformed Score		Reaching minimum level		Reaching Desirable Levels		Transformed Score		Reaching minimum level		Reaching Desirable Levels	
	Mean	SE	%	SE	%	SE	Mean	SE	%	SE	%	SE
ERONGO	568.40	10.56	63.80	4.24	18.60	2.72	833.70	18.28	100.00	0.00	100.00	0.00
HARDAP	542.60	13.92	55.20	6.23	12.50	3.20	812.00	23.51	100.00	0.00	100.00	0.00
KARAS	546.10	8.92	51.70	4.19	12.50	1.99	863.80	31.05	100.00	0.00	100.00	0.00
KAVANGO	501.40	5.95	27.00	3.29	2.30	0.68	825.00	23.65	100.00	0.00	92.60	5.19
KHOMAS	559.40	10.15	59.30	4.94	14.90	3.02	860.10	23.35	100.00	0.00	100.00	0.00
KUNENE	513.30	17.64	34.10	7.95	9.00	5.09	810.40	21.07	100.00	0.00	100.00	0.00
OHANGWENA	473.40	4.49	16.10	2.34	1.00	0.43	801.60	13.43	100.00	0.00	94.90	3.66
OMAHEKE	532.30	11.90	48.00	5.90	7.50	3.95	804.00	21.19	100.00	0.00	100.00	0.00
OMUSATI	482.10	5.89	21.50	3.00	1.60	0.81	783.30	17.66	100.00	0.00	91.40	4.94
OSHIKOTO	510.30	8.59	32.90	4.60	5.30	1.34	816.60	14.33	100.00	0.00	100.00	0.00
OSHANA	533.70	10.06	45.90	5.97	8.90	2.13	817.30	16.88	100.00	0.00	100.00	0.00
OTJOZONDJUPA	548.40	9.71	55.30	5.23	11.40	3.17	784.30	18.76	100.00	0.00	83.80	8.80
ZAMBEZI	535.20	8.24	48.10	5.13	7.40	2.41	808.00	25.51	100.00	0.00	94.00	5.98
NAMIBIA	**516.60**	**2.46**	**37.60**	**1.27**	**7.00**	**0.56**	**813.50**	**5.85**	**100.00**	**0.00**	**95.70**	**1.30**

The average transformed score of 516.6 shows that Namibian learners performed above the average for all SACMEQ countries, although, only 7.0 % of learners reached the desirable levels of HIV/AIDS knowledge in 2013, and only 37.6% has reached the minimum levels in 2013. The percentage of learners who meet the minimum levels is disturbing, as it shows that learners don't have adequate knowledge of HIV/AIDS and are likely to engage in risky behaviour as far as HIV is concerned.

It can be seen from the table above that learners in Erongo region performed best with an average score of 568.4 while Ohangwena and Omusati had the lowest average performance of 473.4 and 482.1 respectively. RACE in Omusati and Ohangwena regions need to do a lot in order to improve the HIV/AIDS knowledge among their learners.

It is also encouraging to see that the teacher scores were above the national scores for learners and that virtually no teachers performed below the minimum level. It is also encouraging to see that there was a huge increase in the teacher score of 763.5 during SACMEQ III to 813.5 during SACMEQ IV.

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

The results for the gender differences in the performance for the HAKT are presented in Table 8.3 below. When examining these differences, it is important to take sampling errors into account. Nationally, boys scored an average of 515.4 while girls obtained 517.9.

TABLE: 8.3 (A) MEAN PERFORMANCE OF LEARNERS ON HAKT BY GENDER (SACMEQ III)

Region	Learners SACMEQ III											
	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**

TABLE: 8.3 (B) MEAN PERFORMANCE OF LEARNERS ON HAKT BY GENDER (SACMEQ IV)

Learners SACMEQ IV												
Region	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	556.10	13.08	579.40	10.00	58.60	5.50	68.50	4.83	14.60	3.53	22.10	3.47
Hardap	534.20	15.59	550.70	14.10	51.10	7.27	59.20	6.72	9.80	2.94	15.20	3.73
Karas	538.80	10.24	552.60	9.90	52.00	4.75	51.50	5.19	9.30	2.74	15.30	3.06
Kavango	507.60	6.08	495.10	6.96	31.20	3.77	22.90	3.57	3.40	1.22	1.10	0.63
Khomas	558.90	12.65	559.80	9.78	59.00	6.15	59.60	4.81	16.50	4.05	13.40	2.71
Kunene	511.70	18.72	514.90	17.91	33.80	7.99	34.50	8.46	10.00	5.55	7.90	4.72
Ohangwena	471.00	5.05	475.50	4.70	16.00	2.60	16.20	2.56	1.00	0.47	1.00	0.60
Omaheke	526.80	13.65	537.10	11.77	45.60	7.22	50.10	6.32	6.50	3.63	8.40	4.62
Omusati	481.20	6.01	483.10	6.88	22.50	3.27	20.30	3.45	0.90	0.75	2.30	1.07
Oshikoto	519.60	9.67	501.10	8.35	38.60	5.42	27.20	4.62	7.00	1.81	3.60	1.14
Oshana	533.20	10.14	533.70	10.88	45.10	5.88	46.30	6.56	10.40	2.48	7.20	2.14
Otjozondjupa	542.10	11.79	554.30	10.37	51.60	5.94	58.90	5.61	10.60	4.27	12.20	3.08
Zambezi	536.40	7.91	534.10	9.34	47.90	5.48	48.10	5.43	6.70	2.44	8.10	3.08
Namibia	515.40	2.83	517.90	2.55	37.70	1.48	37.60	1.35	6.90	0.71	7.10	0.59

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. This needs to be improved. HAMU still have a lot of work to do such as organising meetings with learners to sensitise them on HIV/AIDS; strengthening My Future is My Choice to provide more than the basics about HIV/AIDS; strengthening Window of Hope to build a strong foundation in young children.

What relationship exists between learner's HAKT knowledge and their SES?

TABLE: 8.4 (A) MEAN PERFORMANCE OF LEARNERS REACHING MINIMUM AND DESIRABLE LEVEL ON THE HAKT BY SOCIO-ECONOMIC STATUS (SACMEQ III).

	Learners											
Region	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**

TABLE: 8.4(B) MEAN PERFORMANCE OF LEARNERS REACHING MINIMUM AND DESIRABLE LEVEL ON THE HAKT BY SOCIO-ECONOMIC STATUS (SACMEQ IV)

Learners SACMEQ IV												
Region	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Low SES		High SES		Low SES		High SES		Low SES		High SES	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	531.50	19.62	582.90	8.15	46.60	9.71	70.10	3.17	9.60	3.56	22.00	2.80
Hardap	497.50	17.69	566.10	10.26	32.30	7.12	67.00	4.70	6.20	3.59	16.20	3.78
Karas	533.70	14.16	553.30	9.18	50.00	8.10	53.90	4.26	10.80	3.94	14.10	2.66
Kavango	496.20	6.50	515.40	6.64	24.40	3.48	33.60	4.57	1.70	0.82	3.90	1.00
Khomas	525.60	9.58	574.30	9.52	40.00	4.72	67.10	4.96	6.00	2.48	18.50	3.31
Kunene	512.20	27.61	518.70	17.72	29.90	10.10	38.90	10.05	11.60	9.28	7.30	3.00
Ohangwena	471.20	5.18	487.20	5.18	14.80	2.44	22.50	4.30	1.10	0.60	0.60	0.57
Omaheke	524.70	9.09	539.30	17.23	42.50	5.33	53.00	7.92	4.60	2.38	11.40	6.02
Omusati	477.50	6.11	492.00	7.93	20.10	3.29	25.30	4.10	0.80	0.65	2.90	1.40
Oshikoto	502.60	9.69	527.80	9.52	30.50	5.22	37.00	5.24	4.20	1.31	8.80	2.60
Oshana	513.70	8.83	555.20	12.82	34.70	4.83	57.60	7.59	5.60	2.24	12.50	3.20
Otjozondjupa	537.60	10.96	557.40	11.27	52.80	6.94	57.60	5.78	7.70	2.61	13.90	4.35
Zambezi	514.90	6.13	549.90	7.46	33.00	3.81	58.30	4.93	3.90	1.85	9.90	2.55
Namibia	**496.30**	**2.68**	**542.50**	**3.17**	**27.20**	**1.38**	**50.50**	**1.68**	**3.30**	**0.47**	**11.50**	**0.94**

Table 8.4 above shows that Grade 6 learners from low socio-economic backgrounds (the bottom quartile) obtained a score of 496.3 in the 2013 HAKT, well below the national average of 516.60, and the score of 542.5 obtained by learners from the top quartile.

The slight improvement in the achievement of learners from low SES from 471.4 (SACMEQ III) to 496.3 (SACMEQ IV) is highly appreciated. Similarly, the scores for learners from high SES increased from 531.3 (SACMEQ III) to 542.5 (SACMEQ IV).

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 2013 HAKT and less than 3% 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 be done.

In Erongo, Karas , Khomas, Kunene, Omaheke, Oshikoto, Oshana, Otjozondjupa and Zambezi, numbers of learners from low socio-economic backgrounds obtained scores that are well above the national average of 500. However, Ohangwena's score has decreased from 539.2 to 471.2 and much needs to be done in order to rectify whatever went wrong in the region between 2007 and 2013 as far as HIV/AIDS advocacy is concerned. The lowest HAKT scores for Grade 6 learners from low SES were in Ohangwena, Omusati, Hardap and Kavango.

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

Table 8.5 below indicates that on average, rural Namibian learners obtained a score of 495.1 and the average score of 551.6 in urban schools. More than half (73%) of the Grade 6 learners from rural schools were not reaching minimum levels, as compared to 44.8% of learners from urban schools. This shows that there is still a huge information gaps on HIV/AIDS in rural and urban areas. RACE should strengthen its campaigns in rural areas and they should work out ways to bring people to their meetings.

Grade 6 learners in regions like Khomas, Karas, Otjozondjupa, Omaheke, Erongo, Oshana, Zambezi, Oshikoto and Kunene has scored over 500, and Ohangwena scored the lowest. The learners in urban areas have outperformed their rural counterparts. Overall, only 3% of learners in rural areas have reached the desired level, in comparison to 13.2% in urban areas. This requires a collective effort from all the stakeholders in order to address the HIV/AIDS information gap between rural and urban learners.

TABLE:8.5 (A) 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**

TABLE: 8.5 (B) MEAN PERFORMANCE OF LEARNERS REACHING MINIMUM AND DESIRABLE LEVEL ON THE HAKT BY SCHOOL LOCATION (2013)

SACMEQ IV												
Region	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	525.80	31.66	577.70	9.82	48.20	12.17	67.20	4.13	11.10	5.98	20.20	2.94
Hardap	492.90	38.19	554.10	13.42	34.60	18.83	60.00	5.98	2.60	2.66	14.80	3.58
Karas	546.20	19.35	546.10	10.53	55.30	4.99	50.40	5.51	12.30	4.17	12.60	2.38
Kavango	489.90	6.49	527.10	6.55	22.10	3.90	37.80	4.79	1.40	0.80	4.10	1.00
Khomas	553.40	36.70	560.40	10.71	61.50	17.74	59.00	5.23	12.00	9.94	15.40	3.24
Kenene	504.20	24.56	530.70	24.08	28.30	9.86	45.40	14.83	10.10	7.61	6.80	3.76
Ohangwena	473.10	4.62	482.80	0.00	15.90	2.40	24.00	0.00	0.90	0.44	4.00	0.00
Omaheke	533.30	16.81	530.20	13.82	47.30	8.45	49.40	6.47	10.00	5.64	2.50	1.84
Omusati	481.10	5.88	492.00	32.19	20.60	3.04	29.50	14.55	1.20	0.74	5.30	5.43
Oshikoto	506.90	9.73	528.00	16.45	32.20	5.26	36.50	9.02	4.20	1.28	11.30	4.34
Oshana	510.40	10.05	575.00	12.97	31.60	6.01	71.30	6.99	4.70	1.98	16.40	3.69
Otjozondjupa	540.40	14.68	551.30	12.32	54.70	11.34	55.60	6.11	5.70	2.81	13.50	4.10
Zambezi	509.50	5.18	565.20	8.77	33.00	4.07	65.80	5.13	0.70	0.51	15.20	3.36
Namibia	**495.10**	**2.91**	**551.60**	**4.08**	**26.80**	**1.53**	**55.20**	**2.07**	**3.10**	**0.53**	**13.20**	**1.16**

Policy Suggestion 16: Regions with HAKT scores that are below a national average should conduct stakeholder meetings to look at all alternative ways to educate their communities and to make HIV and AIDS materials more accessible in rural areas.

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

Data on teachers' performance on the 2013 HAKT are presented in table 8.6 below by gender. There were no significant differences at the national level in teacher performance by gender, although on average there was a slightly better performance (not statistically different) by male teachers.

Overall, the health teachers have outperformed the mathematic and reading teachers. Health teachers scored 825.1 in comparison to 814.4 for reading teachers and 794.8 for mathematics teachers. The female health

teachers have also outperformed the male health teacher with 829.7 and 825.1 respectively. The fact that more than 90% of teachers reach desired levels is highly applauded and HAMU/RACE should ensure that this teacher's knowledge is transferred to the learners.

TABLE: 8.6 (A) PERFORMANCE OF TEACHERS ON THE HAKT BY GENDER (SACMEQ III)

Region	Teachers SACMEQ III											
	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**

TABLE: 8.6 (B) PERFORMANCE OF READING TEACHERS ON THE HAKT BY GENDER (SACMEQ IV)

Region	Reading Teachers SACMEQ IV											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	810.5	27.43	833.7	18.28	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Hardap	804.6	32.48	809.3	25.76	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Karas	857.9	35.03	886.6	35.80	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kavango	827.0	29.09	815.9	24.55	100.0	0.00	100.0	0.00	90.9	6.40	92.1	5.57
Khomas	870.0	31.77	860.3	23.65	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kunene	807.7	20.31	839.1	21.84	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Ohangwena	800.4	13.77	797.7	15.04	100.0	0.00	100.0	0.00	94.6	3.90	93.5	4.67
Omaheke	829.3	25.18	798.8	19.44	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Omusati	810.0	20.86	780.8	18.59	100.0	0.00	100.0	0.00	100.0	0.00	90.6	5.38
Oshikoto	811.0	15.26	812.1	16.20	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Oshana	772.3	13.80	817.3	16.88	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Otjozondjupa	792.9	22.35	792.3	18.06	100.0	0.00	100.0	0.00	85.2	9.97	88.8	7.72
Zambezi	815.8	30.40	827.8	27.20	100.0	0.00	100.0	0.00	100.0	0.00	92.8	7.25
Namibia	**814.4**	**7.03**	**814.3**	**6.23**	**100.0**	**0.00**	**100.0**	**0.00**	**96.6**	**1.40**	**95.6**	**1.40**

TABLE: 8.7 (C) PERFORMANCE OF MATHEMATIC TEACHERS ON THE HAKT BY GENDER (SACMEQ IV)

Region	Mathematics Teachers SACMEQ IV											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	835.7	23.27	828.7	18.86	100.0	0.00	100.0	0.00	100.0	0.00	97.4	2.64
Hardap	801.6	17.27	795.3	18.69	100.0	0.00	100.0	0.00	100.0	0.00	91.6	8.53
Karas	843.1	28.38	856.0	25.68	100.0	0.00	100.0	0.00	97.6	2.56	97.7	2.44
Kavango	769.9	38.77	779.6	35.72	94.8	5.20	95.3	4.68	89.3	7.35	90.4	6.64
Khomas	771.8	30.90	802.9	19.52	91.0	8.78	100.0	0.00	91.0	8.78	100.0	0.00
Kunene	780.7	27.58	768.1	34.62	100.0	0.00	100.0	0.00	86.1	9.54	80.8	13.03
Ohangwena	810.6	13.05	821.6	13.14	100.0	0.00	100.0	0.00	93.3	4.65	95.9	4.08
Omaheke	735.7	21.91	746.9	28.65	100.0	0.00	100.0	0.00	79.8	13.87	69.8	15.58
Omusati	797.5	12.05	782.7	14.29	100.0	0.00	100.0	0.00	100.0	0.00	92.2	5.39
Oshikoto	777.1	19.74	769.6	18.25	100.0	0.00	100.0	0.00	93.4	4.89	91.7	5.73
Oshana	843.5	29.57	784.6	24.93	100.0	0.00	95.6	4.43	95.3	4.90	88.6	6.58
Otjozondjupa	764.1	23.37	769.3	22.66	100.0	0.00	100.0	0.00	85.8	9.64	82.5	9.44
Zambezi	824.5	27.45	808.9	20.40	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Namibia	**794.0**	**7.57**	**792.6**	**6.74**	**98.5**	**1.04**	**99.0**	**0.68**	**93.1**	**1.93**	**91.9**	**1.84**

TABLE: 8.7 (D) PERFORMANCE OF HEALTH TEACHERS ON THE HAKT BY GENDER (SACMEQ IV)

Region	Health Teachers SACMEQ IV											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Male		Female		Male		Female		Male		Female	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	793.5	24.74	826.3	20.44	100.0	0.00	100.0	0.00	88.8	11.10	94.2	5.85
Hardap	834.4	22.73	820.1	21.99	100.0	0.00	100.0	0.00	100.0	0.00	94.4	5.78
Karas	810.1	28.70	865.0	27.98	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kavango	805.0	21.81	807.7	18.74	100.0	0.00	100.0	0.00	91.2	6.12	92.8	5.07
Khomas	870.3	18.98	863.7	18.37	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kenene	785.8	23.32	803.4	27.28	100.0	0.00	100.0	0.00	86.9	8.98	90.7	9.38
Ohangwena	844.0	16.46	850.9	16.53	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Omaheke	812.4	32.73	810.2	23.42	100.0	0.00	100.0	0.00	88.0	11.77	92.1	7.95
Omusati	804.1	18.62	819.6	15.99	100.0	0.00	100.0	0.00	100.0	0.00	98.6	1.46
Oshikoto	838.7	14.40	828.0	15.74	100.0	0.00	100.0	0.00	100.0	0.00	96.0	4.01
Oshana	775.3	44.09	812.9	26.33	100.0	0.00	100.0	0.00	86.1	10.22	87.2	7.05
Otjozondjupa	835.9	26.71	838.1	24.64	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Zambezi	840.5	14.95	820.9	15.44	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Namibia	**825.1**	**6.69**	**829.8**	**5.92**	**100.0**	**0.00**	**100.0**	**0.00**	**96.8**	**1.18**	**96.3**	**1.15**

Policy Suggestion 17: All regional directors should ensure that the RACE officers country-wide develop strategies that will enable the smooth transfer of higher teacher HIV/AIDS knowledge to learners.

GENERAL POLICY CONCERN 20:

Do pupils, teachers and school heads have positive attitudes towards people infected with HIV/AIDS?

The general policy concern regarding attitudes of Grade 6 learners, their teachers and school principals toward HIV/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 8.8, showing what proportion felt that a learner infected with HIV should continue attending school. Those not responding positively either were not sure or did not feel that such a learner should continue attending school.

TABLE: 8.8 (A): ATTITUDES TOWARDS LEARNERS, TEACHERS, FRIENDS AND RELATIVES INFECTED WITH HIV OR HAVING AIDS

	%	SE	%	SE
Accept that HIV infected learners should continue in school	**SACMEQ III**		**SACMEQ IV**	
Learners	50.5	1.48	69.9	1.19
Teachers	96.76	1.04	99.5	0.37
School principals	98.2	0.88	99.2	0.54
Accept that HIV infected teachers should continue in school				
Learners	50	1.37	66.4	1.21
School principals	97.2	0.99	98.9	0.69
Learner behaviour with a friend infected by HIV				
Avoid/ shun him	13.9	0.77	8.4	0.50
Not sure	36.3	1.08	31.3	1.00
Positive attitude	49.9	1.19	60.3	1.17
Learner willing to care for relatives ill with AIDS				
No	15.3	1.2	11.2	0.68
Not Sure	22	0.97	24.4	1.02
Yes	62.8	1.68	64.4	1.36

It is encouraging to see that the percentage of Grade 6 learners in favour of HIV infected learners continuing to attend school has increased from 50.5% in 2007 to 69.9% in 2013. This implies that only 29.1% either did not agree or were opposed to such a learner continuing to attend school. This points to the possibility that learners living with HIV may be stigmatised and discriminated against at school. The regional disparities are very close to the national figure except in Kunene region where Grade 6 learners in favour of HIV infected learners continuing to attend school was very low with 50.2% (see appendix). In contrast to learners, fundamentally more than 90% of teachers and school heads supported that learners infected with HIV should continue schooling.

Policy Suggestion 18: HAMU should work out a strategy on attitude change on HIV and AIDS, especially in Kunene region.

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

Table: 8.8 above also highlights learners' general behaviour towards a friend who is infected with HIV. It is admirable to see that 60.3% of learners has indicated they would respond positively (i.e. maintain contact), while 31.3% were unsure how they would react and 8.4% indicated a negative attitude towards the infected fellow learners. Furthermore, Table 8.8 also shows the willingness of learners to care for a relative who is ill with HIV/AIDS. Here positive responses rose to 64.4% in 2013 from 62.8% in 2007.

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

Table: 8.9 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 possibly 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 an indication of risky behaviour.

It is evident from the results that self-perceived risk was higher amongst school principals (approximately 32% in 2007, but in 2013 it has reduced to 24.8% of learners who had principals who perceived themselves to be at high or very high risk), while teachers' self-perceived risk was 25.6% in 2013, slightly above their school heads. As it was the case in 2007 high levels of self-perceived risk were recorded in Caprivi (now Zambezi) for school heads and Kavango for teachers. These high levels of perceived risk are alarming and need to receive considerable policy attention to enable smooth teaching and learning processes.

TABLE: 8.9 (A) LEARNERS BY THEIR TEACHERS' AND SCHOOL PRINCIPALS' SELF-RISK ASSESSMENT (THOSE PERCEIVING THEMSELVES TO BE AT HIGH OR VERY HIGH RISK OF BEING INFECTED) (SACME III)

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**

TABLE: 8.9 (B): LEARNERS BY THEIR TEACHERS' AND SCHOOL PRINCIPALS' SELF-RISK ASSESSMENT (THOSE PERCEIVING THEMSELVES TO BE AT HIGH OR VERY HIGH RISK OF BEING INFECTED) (SACME IV)

Region	RESPONSES ON PERCEIVED LEVEL OF EXPOSURE TO HIV/AIDS RISK BY TEACHERS AND SCHOOL HEADS			
	TEACHERS		SCHOOL HEADS	
	High or Very High Risk		High or Very High Risk	
	%	SE	%	SE
Erongo	24.3	10.86	6.0	5.99
Hardap	26.9	12.35	39.2	14.51
Karas	6.6	6.57	0.0	0.00
Kavango	44.6	9.68	33.0	9.05
Khomas	15.6	7.40	9.7	6.68
Kunene	39.9	13.23	28.5	12.72
Ohangwena	21.3	6.98	32.0	8.07
Omaheke	3.1	3.17	27.2	12.27
Omusati	31.0	7.76	24.2	7.65
Oshikoto	30.9	8.67	34.2	8.88
Oshana	28.3	9.06	15.5	7.31
Otjozondjupa	15.6	8.52	5.3	5.32
Zambezi	15.6	8.67	64.4	12.37
Namibia	**25.6**	**2.63**	**24.8**	**2.58**

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

Just like in 2007, as seen in Table 8.10, the majority of Grade 6 learners in 2013 got information related to HIV/AIDS from sources such as the radio, books, classrooms, and teachers. Note that learners were asked to indicate all of their sources of information. Very few learners got information from the cinema, computer and the internet and 67% of them got such information from their doctors, a move from 0% in 2007. On average, 90% of curriculum syllabi in Namibia include a topic on health related matters.

TABLE 8.10: WHAT SOURCES DID LEARNERS AND PRINCIPALS GET INFORMATION ON HIV/AIDS?

Sources	Pupils' Sources of info. on HIV/AIDS		School Heads' Sources of info. on HIV/AIDS	
	%	SE	%	SE
Radio	88.7	.75	97.3	.99
TV	68.1	1.35	93.8	1.50
Video	29.3	1.06	65.9	2.95
Internet	24.0	1.20	56.0	2.91
Computer	24.6	1.10	46.6	2.97
Mobile phone	32.2	1.13	46.3	3.11
Posters	61.5	1.61	94.5	1.53
Books	88.2	.71	98.1	.86
Magazines/Newspapers	78.0	1.13	98.0	.89
Drama	61.9	1.56	91.0	1.83
School clubs	39.4	1.50	70.5	2.80
Cinema	19.7	.98	31.8	2.91
Recreational activities	27.3	.98	51.8	3.09
Classroom lessons	85.0	1.51	96.4	1.15
Hospital	71.5	1.64	85.8	2.14
VCT	34.5	1.46	78.8	2.49
Teachers	84.8	1.19	89.1	1.97
Friends	64.4	1.26	92.4	1.73
Counsellors	31.8	1.60	85.5	2.06
Peer educators	35.3	1.52	78.1	2.62
Doctor	67.0	1.58	85.0	2.28
Community Health Worker	52.7	1.45	73.3	2.83
Person from church, mosque, temple	30.7	1.31	73.8	2.66
Person living with HIV	37.7	1.39	74.0	2.70
Family or relatives	62.9	1.24	81.3	2.45

What kinds of sources did school principals access for information about HIV/AIDS?

School principals were also asked to indicate the different sources from which they obtained information about HIV/AIDS. Table 8.10 above presents the percentage of learners whose school principals indicated that they received HIV/AIDS information from the listed sources. A majority got information from sources such as the radio, TV, magazines, classroom lessons and friends. It is encouraging that classroom lessons are enriching a large proportion of principals with this type of information. Very few learners had school principals who got information on HIV/AIDS from the computer or internet, and, cinema.

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

Tables 8.11 (a) – (d) 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, the percentage of learners who attended lessons on HIV/AIDS decreased from 71.7% in 2007 to 66% in 2013. This shows that there is a need to improve to ensure that all learners attend lessons on HIV/AIDS. Of all learners, 92.0% attend lessons taught by their teachers, while 82.4% engaged in asking questions and 50.8% were involved in group discussions.

TABLE: 8.11 (A) PERCENTAGE OF GRADE 6 LEARNERS WHO ATTENDED LESSONS ON HIV/AIDS (SACMEQ III)

Percentage of grade 6 Learners attending HIV/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: 8.11 (B) PERCENTAGE OF GRADE 6 LEARNERS WHO ATTENDED LESSONS ON HIV/AIDS (SACMEQ IV)

Region	**Percentage of grade 6 Learners attending HIV/AIDS classes (SACMEQ IV)**	
	%	**SE**
Erongo	79.4	8.31
Hardap	80.1	8.34
Karas	66.3	11.33
Kavango	68.8	6.79
Khomas	65.7	6.05
Kunene	49.3	11.87
Ohangwena	76.2	6.72
Omaheke	83.8	7.12
Omusati	42.3	8.02
Oshikoto	77.2	7.24
Oshana	56.1	8.28
Otjozondjupa	60.6	8.57
Zambezi	73.7	10.57
Namibia	**66.0**	**2.35**

TABLE 8.11(C) ACTIVITIES LEARNERS ENGAGED IN DURING HIV/AIDS LESSONS (SACMEQ III)

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**

TABLE 8.11(D): ACTIVITIES LEARNERS ENGAGED IN DURING HIV/AIDS LESSONS (SACMEQ IV)

Region	Reading materials		Lesson by teacher		Watching Video		Listening to radio		Asking questions		Talk by HIV +ve person		Group Discussion		Hospital trip		Answer questionnaire		Talk by NGO	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	51.0	8.08	91.6	2.24	22.9	5.21	23.3	5.57	90.9	2.82	16.6	3.86	70.7	5.88	14.8	4.11	42.2	9.27	35.3	9.61
Hardap	49.2	8.03	91.6	1.93	39.7	8.92	34.2	6.07	91.7	1.87	30.2	6.76	69.9	6.38	29.3	8.51	38.7	7.71	35.3	8.87
Karas	50.9	10.24	96.3	1.39	28.6	9.36	32.3	7.47	84.3	3.79	24.8	5.44	75.9	7.11	16.9	4.58	49.5	9.60	33.7	8.76
Kavango	40.6	4.86	92.9	1.70	31.6	4.80	52.1	6.44	78.3	2.95	25.1	4.25	59.0	4.66	38.7	6.18	44.1	5.67	33.3	5.76
Khomas	45.5	5.22	89.2	2.22	35.2	4.85	42.6	5.61	85.8	2.53	32.9	4.72	54.9	5.76	34.0	5.59	45.8	5.62	30.7	5.23
Kunene	50.1	8.89	84.0	3.87	36.4	8.98	36.6	7.06	87.7	3.27	28.4	6.18	60.0	6.45	29.3	8.50	65.2	5.76	25.9	5.67
Ohangwena	59.6	7.91	94.6	1.48	6.7	1.98	27.5	5.45	82.8	3.41	14.1	4.00	26.6	6.02	11.8	4.11	17.9	4.31	27.5	6.52
Omaheke	34.2	5.87	93.7	2.01	30.8	5.43	36.3	8.21	84.1	3.63	24.5	6.50	67.9	4.63	25.2	6.75	53.8	4.85	27.5	4.49
Omusati	39.4	5.21	86.5	3.61	10.6	2.85	25.0	5.56	71.2	5.53	11.7	2.99	20.6	4.40	16.0	3.37	18.2	4.38	18.7	4.75
Oshikoto	52.8	6.10	90.8	2.35	13.3	3.25	29.3	5.89	82.0	3.52	17.8	3.29	53.2	6.37	16.5	4.26	33.8	6.59	24.6	5.88
Oshana	48.0	5.93	88.7	2.76	20.3	3.83	34.2	5.83	77.2	4.59	23.3	5.37	56.4	6.72	17.0	4.52	43.4	6.24	14.3	3.32
Otjozondjupa	35.0	9.26	98.2	1.17	28.8	7.06	38.4	7.93	85.5	4.31	19.7	4.50	55.9	9.35	18.5	4.77	48.4	10.36	33.9	9.16
Zambezi	33.4	8.48	96.9	1.04	21.0	5.45	30.5	7.63	84.3	4.29	14.3	4.81	62.9	9.20	14.9	5.01	31.2	10.05	30.3	11.69
Namibia	**46.8**	**2.17**	**92.0**	**0.65**	**22.0**	**1.38**	**34.3**	**1.92**	**82.4**	**1.15**	**20.7**	**1.36**	**50.8**	**2.07**	**21.6**	**1.59**	**36.4**	**1.99**	**28.1**	**2.07**

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

The percentage of Grade 6 learners who had school principals who attended specialised training in HIV/AIDS in 2007 is presented in Table 8.12 below.

TABLE: 8.12(A) LEARNERS BY WHETHER SCHOOL PRINCIPALS HAD ATTENDED SPECIALISED COURSES IN HIV/AIDS BY REGION (SACMEQ III)

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**

TABLE: 8.12(B) LEARNERS BY WHETHER SCHOOL PRINCIPALS HAD ATTENDED SPECIALISED COURSES IN HIV/AIDS BY REGION (SACMEQ IV)

	School Heads who attended HIV/AIDS Courses (SACMEQ IV)	
Region	%	SE
Erongo	88.2	8.06
Hardap	37.1	13.44
Karas	47.4	13.38
Kavango	76.6	8.82
Khomas	63.3	10.55
Kunene	65.0	12.30
Ohangwena	70.2	7.83
Omaheke	53.5	14.30
Omusati	63.7	8.92
Oshikoto	72.5	8.41
Oshana	55.8	10.15
Otjozondjupa	79.3	9.50
Zambezi	74.3	10.52
Namibia	**67.5**	**2.92**

A reduction in school principals who had attended specialised courses in HIV/AIDS from 79.9% in 2007 to 67.5% is registered. Erongo region had the biggest proportion of principals attending these courses (88.2%) and the Hardap region had the smallest proportion (37.1%) as was the case in 2007. The RACE in all regions should ensure that school principals 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 of 96.2% and 96.3% of school principals who attended HIV/AIDS courses indicated that they read materials and asked questions as part of the activities carried out in the HIV/AIDS courses as was the case in 2007 (Table 8.13b). Few school principals had trips to hospital or care centre (16.7%) and listened to the radio (47.4%) related to HIV/AIDS education.

TABLE: 8.13 (A) LEARNERS BY PARTICIPATION OF THEIR SCHOOL HEADS IN VARIOUS ACTIVITIES DURING THE HIV/AIDS COURSES THAT THEY ATTENDED IN 2007

Coverage of in-service courses on HIV/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/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

TABLE: 8.13(B) LEARNERS BY PARTICIPATION OF THEIR SCHOOL HEADS IN VARIOUS ACTIVITIES DURING THE HIV/AIDS COURSES THAT THEY ATTENDED IN 2013

Activity	School Heads engaging in activity	
	%	SE
Reading materials	96.2	1.39
Instructor lecture	90.5	2.20
Contact list for further information	71.8	3.43
Video or film	62.4	3.55
Radio or recorded program	47.4	3.69
Ask questions	96.3	1.35
Talk by HIV positive person	59.2	3.59
Group discussion	92.0	1.98
Trip to hospital or care centre	16.7	2.75
Completed questionnaire	52.6	3.57
Role play	74.1	3.33
Taught to respond to HIV/AIDS questions from pupils	87.6	2.50
Practical demonstrations	88.0	2.41
Male/female condoms made available	83.0	2.79
Taught how to teach HIV/AIDS lessons	82.9	2.74

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

In 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/AIDS. Table 8.14 (b) presents the percentage of learners and the percentage of learners whose teachers received different kinds of support from their school principals.

TABLE: 8.14(A) LEARNERS GETTING SUPPORT ON HIV/AIDS ISSUES FROM THEIR SCHOOL PRINCIPALS AND LEARNERS WHOSE TEACHERS GOT SUCH SUPPORT (SACMEQ III)

Kinds of support that has been given to learners and school staff on HIV/AIDS issues		
Support to learners	**%**	**SE**
Guidance/Counselling for orphans and vulnerable learners	56.6	3.23
Guidance/ Counselling for learners with HIV/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/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/AIDS	11.3	1.99
Support for School Staff	**%**	**SE**
Guidance/Counselling for staff with HIV/AIDS	13.9	2.26
Home visits for staff with HIV/AIDS	6.3	1.61
Home visits for staff about combating stigma and discrimination against HIV/AIDS	53.7	3.28
Medication for staff with HIV/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

TABLE: 8.14(B) LEARNERS GETTING SUPPORT ON HIV/AIDS ISSUES FROM THEIR SCHOOL PRINCIPALS AND LEARNERS WHOSE TEACHERS GOT SUCH SUPPORT (SACMEQ IV)

Kind of support that has been given to learners and school staff on HIV/AIDS issues	**Pupils and teachers getting support on HIV/AIDS from School Head**	
Pupils	**%**	**SE**
Guidance/counselling for orphans and vulnerable pupils	62.5	3.04
Guidance/counselling for pupils with HIV/AIDS	37.2	3.18
Home visits for orphans and vulnerable pupils	27.0	2.85
Home visits for pupils with AIDS related diseases	15.3	2.31
Discussion about combating stigma/discrimination against HIV/AIDS	61.5	3.05
Learning materials for use by orphans and vulnerable pupils	17.6	2.53
Learning materials for us by pupils with AIDS related diseases	14.8	2.28
Learning material for use by pupils caring for relatives with AIDS related diseases	13.2	2.20
Medication for pupils with HIV/AIDS	23.2	2.77
Staff		
Guidance/counselling for staff with HIV/AIDS	16.3	2.48
Home visits for staff with HIV/AIDS	6.9	1.69
Home visits for staff about combating stigma/discrimination against HIV/AIDS	34.6	3.14
Medication for staff with HIV/AIDS	10.0	2.01
HIV testing for staff	17.1	2.38
Payment for relief teachers to replace ill staff	25.3	2.70
Guidance for School Heads on HIV/AIDS	23.9	2.79

The support that learners receive from their school principals was mainly aimed at guiding and counselling OVCs and discussions about avoiding infection and about discrimination against those infected with HIV/AIDS as was the case in 2007. School staff received support mainly focused on payment for relief teachers to replace ill staff and home visits for staff about combating stigma/discrimination against HIV/AIDS.

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 8.15** below. On average in 2013, about 86.1% of school principals who took part in the study were within walking distances from HIV testing centres as opposed to 49.6% in 2007. Proximity to such centres was uncommon especially in Oshikoto, Kunene, Ohangwena and Omusati.

TABLE: 8.15 LEARNERS WHOSE SCHOOL PRINCIPALS WERE WITHIN WALKING DISTANCES FROM HIV TESTING CENTRES SACMEQ III AND IV.

Region	School Heads within walking distance to HIV testing Centre			
	SACMEQ III		SACMEQ IV	
	%	SE	%	SE
Erongo	94.3	5.82	96.4	3.73
Hardap	83.8	9.33	100.0	0.00
Karas	86.6	9.21	100.0	0.00
Kavango	81.5	7.89	89.9	5.75
Khomas	48.8	10.93	100.0	0.00
Kunene	75.1	11.62	76.2	11.06
Ohangwena	54.1	9.15	76.9	7.30
Omaheke	71.8	11.53	86.7	9.18
Omusati	37.9	8.89	75.4	7.80
Oshikoto	65.6	9.94	70.1	8.51
Oshana	47.9	10.75	92.3	5.32
Otjozondjupa	70.4	11.8	94.7	5.27
Zambezi	48.8	13.21	90.3	6.79
Namibia	**49.6**	**3.19**	**86.1**	**2.07**

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

Table 8.16 below shows that about 97.5% of school principals were prepared to take an HIV test if it was free of charge. Moreover, at a national level, only about 71.4% of principals were prepared to take such a test if they had to pay for it. Fewer than 60% of school principals in Erongo, Oshana, Oshikoto, Omusati, Kavango and Ohangwena regions would pay for an HIV test.

TABLE: 8.16 LEARNERS BY WHETHER SCHOOL PRINCIPALS ARE PREPARED TO TAKE AN HIV TEST FOR A CHARGE OR FREE OF CHARGE

Region	School Heads would take HIV test if paid for				School Heads would take HIV test if free			
	SACMEQ III		SACMEQ IV		SACMEQ III		SACMEQ IV	
	%	SE	%	SE	%	SE	%	SE
Erongo	88.10	8.43	88.39	7.98	93.50	6.54	93.94	6.05
Hardap	80.30	10.70	71.92	14.26	100.00	0.00	100.00	0.00
Karas	76.60	10.94	66.32	12.68	94.10	5.98	93.27	6.73
Kavango	55.10	10.60	74.55	8.90	82.50	8.14	100.00	0.00
Khomas	76.80	9.42	67.90	10.22	95.30	4.71	95.67	4.34
Kunene	91.10	7.67	77.18	12.25	100.00	0.00	100.00	0.00
Ohangwena	58.00	9.09	62.47	8.36	93.50	4.50	100.00	0.00
Omaheke	87.80	8.51	66.96	14.09	100.00	0.00	93.48	6.58
Omusati	62.50	8.74	68.84	8.36	100.00	0.00	100.00	0.00
Oshikoto	68.30	9.81	70.22	8.48	100.00	0.00	96.85	3.16
Oshana	63.20	10.43	84.04	7.47	85.20	8.50	100.00	0.00
Otjozondjupa	89.30	7.55	73.31	10.48	93.50	6.51	89.57	7.18
Zambezi	69.60	11.95	69.45	11.15	100.00	0.00	94.92	5.12
Namibia	**68.50**	**3.12**	**71.40**	**2.87**	**94.30**	**1.59**	**97.56**	**0.89**

Conclusion

Namibia has taken a third place among the 13 SACMEQ IV participating countries with 9.7% of learners reaching desirable levels. A SACMEQ national mean score of 489.5 is an indication that the average learner HIV/AIDS knowledge of SACMEQ IV participating countries is below the 500 SACMEQ mean. The average transformed score of 516.6 shows that Namibian learners performed above the average for all SACMEQ countries. Only 7.0% of learners reached the desirable levels of HIV/AIDS knowledge in 2013, and only 37.6% has reached the minimum levels in 2013. The percentage of learners who meet the minimum levels is highly problematic, as it shows that learners don't have adequate knowledge of HIV/AIDS and are likely to engage in risky behaviour as far as HIV is concerned.

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 levels in HAKT. 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 2013 HAKT and less than 3% 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 be done. The fact that more than 90% of teachers reach desired levels is highly applauded and HAMU/RACE should ensure that this teacher's knowledge is transferred to the learners. The report enables the country to measure its progress on the SDGs goals with particular reference to goal 4.

CONCLUSION AND AGENDA FOR ACTION

9.1 Introduction

This chapter concludes with the agenda for action emanating from the six chapters discussed earlier .The four main centres for the SACMEQ IV discussion are wrapped up in four themes, mainly: Reading and mathematics achievement levels; quality of the learning environment; gender equality and learner and teacher HIV/AIDS knowledge.

A brief description of the underlying problem prompting an agenda for action in each of the five categories is provided below.

9.2 The five categories

9.2.1 The reading and mathematics achievement levels

The learners and teachers achievement in SACMEQ IV results has shown that:

A) Namibia is registered as the third best improved country in the mathematics and reading achievement level among the 13 SACMEQ IV participating countries.
B) The Namibian learners have improved with more than 40 points in reading and mathematics. This achievement is noted in most regions except Ohangwena region
C) A slight improvement in teachers' mathematics results with only three points is disturbing. Furthermore is a 20 points drop in the teacher reading results.
D) Performance by school location indicates that, only 2.7% of learners from rural areas have reached the mathematics advanced level and 12.3% of urban learners reached advanced mathematics level.
E) When it comes to learners' economic status, only 2.4% of learners from low economic status have reached advanced mathematics level.

Action 1: Advisory service both in Ohangwena and head office should employ heavy strategies to improve reading and mathematics performance in the region.

Action 2: NIED and PQA should ensure that all strategies in place are fully implemented to enrich teacher knowledge in mathematics and reading.

9.2.2 Learner and teacher knowledge about HIV/AIDS

The SACMEQ IV HIV/AIDS knowledge results are positive on the teachers' side and negative on the learners' side, see below:

A) The HAKT knowledge of learners has improved with 14.2 points while for teachers has improved with 50 points.
B) 95.7% of life skills teachers have reached the desirable levels in 2013 as opposed to 86.5 % in 2007, while only 7% of learners reached the desirable level in 2013.
C) A huge gap in learner HAKT knowledge exists as only 5.6% learners reached the desirable level, registering an increase of 1.4 % as opposed to the 95.7% of teachers.

Action 1: The life skills teachers need to be trained as much as possible on how to transfer the higher HIV/AIDS knowledge to learners.

Action 2: HAMU need to sensitise learners on HIV/AIDS, strengthen My Future is My Choice to provide more than the basics on HIV/AIDS, strengthen Window of Hope to build a strong foundation in young children.

9.2.3 Quality of the learning environment

The overall impression is that the general quality of the Grade 6 learners' environment has improved between 2007 and 2013. Education

The chapter on the learners' learning environment has concludes on the following:

A) The general quality of inputs of the Grade 6 learners has improved
B) The SES of the Grade 6 learners has improved
C) The repetition rate of the Grade 6 learners has increased between the two studies especially in Kavango, Ohangwena, Omaheke and Omusati as was the case in SACMEQ III
D) An increase in number of learners who are given homework is noted, although a decline of learners with homework corrected is observed
E) The learners' reading and mathematics textbooks have increased, and so too the learners' exercise books. However, the overall classroom material supplies have declined between the two studies
F) A decline in the number of Grade 6 learner's seeking extra tuition is observed, while percentage of learner's that have paid for extra- tuition has increased
G) Namibian learners who were in Grade 6 in 2013 had more fathers and mothers who had never been to school; this might have an effect on the homework help at home

Action: Strategies need to be developed to address repetition rate in Kavango, Ohangwena, Omaheke and Omusati regions.

9.2.4 Progress in gender equality and gender performance in Namibia

The SACMEQ IV results showed that the pool of teachers had stayed almost constant between 2007 and 2013
.

A) The SACMEQ IV results has indicated that the teaching profession is female dominated.
B) Both girls and boys have improved with more than 40 points in the mathematics and reading scores in 2013.
C) More girls have reached the desired reading skills level with 87.1% as opposed to boys with 80.2%, although both girls and boys has improved with 23% in achievement levels between SACMEQ III and SACMEQ IV.
D) The female health teachers have outperformed the male health teachers with 829.7 and 825.1 respectively.
E) The percentage of female school principals has remained the same with a slight decrease of 1% between 2007 and 2013 which continues to encourage gender equality in school management in Namibia. The gender disparity is not so large, which means many women are up for the challenge of running schools as school principals.

Action: The Ministry should continue to implement the affirmative action policy for a gender balance in school principal positions.

9.3 The policy suggestions

The table below give a summary of 19 policy suggestions with responsible units and the time frame. 'Short' implies that the policy recommendation can be implemented within six months to a year; 'medium' means it can be implemented within one to two years; and 'long' means it can be implemented in three to five years.

POLICY SUGGESTION	LEAD UNIT	TIME FRAME
Policy Suggestion 1: The regional Education directors in Kavango, Ohangwena, Omusati and Oshikoto are urged to investigate the higher rate of over-aged learners in Grade 6 and take appropriate measures to remedy the situation.	**Kavango, Ohangwena, Omusati, Oshikoto Regions**	**Medium to Long Term**
Policy suggestion 2: It is recommended that all the regions should come up with a policy to provide rural schools with resources such as computers with internet connection, television, DVD-players, radio and magazines wherever feasible to enable learners to benefit from these resources and in part compensate for the lack of home resources.	**Kavango, Kunene, Ohangwena and Oshikoto Region**	**Medium Term**
Policy suggestion 3: The educational authorities in Kavango, Ohangwena, Omaheke and Omusati are reminded once again, as was the case in SACMEQ III, to investigate the causes of high Grade 6 repetition in their regions and take corrective measures.	**Kavango, Ohangwena, Omaheke and Omusati Region**	**Medium to Long Term**
Policy Suggestion 4: 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**
Policy Suggestion 5: The Education Director in Zambezi 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. All regional directors investigate the reduction on periods taught per week of life skills as a non-promotional subject.	**All regions**	**Medium to Long Term**
Policy Suggestion 6: 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.	**All Regional Education Directors**	**Medium to Long Term**
Policy Suggestion 7: Given the status-quo of teacher guides for mathematics and reading, regional education offices need to ensure that all teachers without guides obtain a copy to boost knowledge transfer. NIED should coordination the distribution of teacher guides to the regions.	**NIED**	**Medium to Long Term**

POLICY SUGGESTION	LEAD UNIT	TIME FRAME
Policy suggestion 8: Zambezi, Ohangwena and Kavango regional education offices should ensure that all teachers have teacher table and chair. (b) Regions should contact National Library and Information Service in the Ministry of Education, Arts and Culture, Arts and Culture (Head Office) to seek advice on how to establish and or expand class/school libraries.	**Zambezi, Ohangwena and Kavango regional education offices**	**Medium Term**
Policy Suggestion 9: All regional educational offices are urged to look after their physical facilities to ensure long life span and good maintenance and regional education offices should ensure that physical facilities needs are communicated on time to the relevant office to avoid delays on planning and implementations.	**NIED**	**Medium to Long Term**
Policy Suggestion 10: Although provision of class bookshelf increased, the status quo is yet undesirable for teaching and learning. PAD directorates through corporate planning division of physical building infrastructure should ensure that classroom to be built (as well as the existing) must contain build-in book shelf to ensure book safety.	**PAD& DGS**	**Medium Term**
Policy Suggestion 11: Regional directors should ensure that all principals obtain management course training to enhance productivity, more in Oshikoto region that had fewer trained principals. Regional directors should apply affirmative action favouring women when approving school heads positions because most schools are still headed by men which is being discouraged.	**All regions except Hardap and Karas regions**	**Medium to Long Term**
Policy Suggestion 12: Regional educational directors should ensure that advisory teachers investigate the root-cause dismay of English teachers' knowledge and implement corrective measures urgently. The national advisory services at programmes and quality assurance (head office) should monitor the process and render a helping hand to improve significantly.	**All regions and head and Formal education department.**	**Medium to Long Term**
Policy suggestion 13: The Ministry of Education, Arts and Culture ensure that all reading and mathematics strategies in place are used optimally in order to see a positive change in SACMEQ V.	**All regions**	**Long Term**

POLICY SUGGESTION	LEAD UNIT	TIME FRAME
Policy Suggestion 14: 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.	**All regions, EMIS, PQA, NIED**	**Medium to Long Term**
Policy Suggestion 15: Directorate PQA is advised to continue implementing the policy and programmes aimed to improve learners' performance in both reading and mathematics in all regions.	**PAD& DGS**	**Medium Term**
Policy Suggestion 16: The poor performance in both advanced skills level of reading and mathematics among learners from lower SES backgrounds and learners from rural areas remains a concern, despite the remarkable improvement between 2007 and 2013. Directorates PAD, PQA should join forces with the University of Namibia to carry out research studies which can better determine why such differences exist and how the situation can be improved.	**PAD, PQA, UNAM**	**Medium to Long Term**
Policy Suggestion 17: Regions with HAKT scores of learners that are below a national average should conduct stakeholders meetings to look at all alternative ways to educate their communities and to make HIV/AIDS materials more accessible in rural areas.	**All Regions**	**Medium Term**
Policy Suggestion 18: All regional directors should ensure that the RACE officers country-wide develop strategies that will enable the smooth transfer of higher teachers HIV/AIDS knowledge to learners.	**All regions**	**Long Term**
Policy Suggestion 19: HAMU should work out a strategy on attitude change on HIV/AIDS especially in Kunene region.	**HAMU**	**Long Term**

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APPENDIX TABLE 1 PERCENTAGE DISTRIBUTION OF PUPILS BY REGION BY FREQUENCY OF PUPILS SPEAKING ENGLISH AT HOME.

PUPILS FREQUENCY OF SPEAKING ENGLISH AT HOME								
	Never		Sometimes		Most of the time		All the time	
Region	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	7.6	1.54	74.5	2.42	15.34	2.51	2.61	0.79
Hardap	28.9	4.32	67.0	4.03	3.36	0.87	0.76	0.38
Karas	18.4	2.93	73.5	2.80	7.23	1.38	0.84	0.45
Kavango	14.3	3.39	82.2	3.39	2.11	0.60	1.37	0.52
Khomas	4.0	1.34	69.1	2.35	20.15	1.93	6.75	1.33
Kunene	4.0	1.54	76.9	4.95	14.34	3.95	4.80	1.59
Ohangwena	22.5	3.91	69.7	3.61	4.59	1.04	3.12	1.02
Omaheke	12.4	2.75	80.4	2.45	4.76	1.47	2.49	1.21
Omusati	9.8	2.02	78.6	2.20	8.62	1.55	2.99	0.95
Oshikoto	17.5	3.54	71.4	3.29	8.38	1.78	2.71	0.73
Oshana	7.7	1.65	75.8	2.41	14.29	2.33	2.21	0.69
Otjozondjupa	13.4	3.36	66.7	3.99	14.88	1.81	4.96	1.21
Zambezi	13.4	4.11	80.8	3.76	3.80	1.19	2.02	0.75
Namibia	**13.4**	**0.94**	**74.3**	**0.98**	**9.27**	**0.49**	**3.09**	**0.30**

APPENDIX TABLE 2 PERCENTAGE DISTRIBUTION OF PUPILS BY STRATUM BY FREQUENCY OF REPEATING ANY GRADE (SACMEQ IV)

	I have never Repeated		I have Repeated once		I have Repeated twice		I have Repeated three or more times	
Stratum	**%**	**SE**	**%**	**SE**	**%**	**SE**	**%**	**SE**
Erongo	69.3	3.0	23.6	2.1	5.9	1.9	1.2	0.6
Hardap	67.4	4.3	28.2	4.1	3.4	0.8	0.9	0.5
Karas	60.2	3.3	32.8	3.6	5.8	1.1	1.1	0.5
Kavango	51.2	3.3	36.2	3.0	9.2	1.3	3.3	0.8
Khomas	73.0	2.9	23.5	2.6	2.7	0.7	0.8	0.4
Kunene	62.9	4.4	28.9	3.4	5.9	1.6	2.4	0.8
Ohangwena	49.3	3.2	33.9	2.5	13.6	1.4	3.1	0.7
Omaheke	56.0	4.8	37.1	3.9	4.7	1.1	2.2	0.8
Omusati	50.5	2.9	30.5	2.1	12.7	1.3	6.3	1.6
Oshikoto	53.4	3.7	28.3	2.3	12.9	2.2	5.3	1.4
Oshana	59.2	4.7	24.8	2.8	12.7	3.8	3.3	1.0
Otjozondjupa	60.4	3.3	30.4	2.6	7.9	1.4	1.3	0.5
Zambezi	61.5	4.6	25.8	3.6	9.7	1.5	3.0	1.0
Namibia	**57.5**	**1.1**	**29.8**	**0.8**	**9.5**	**0.5**	**3.2**	**0.3**

APPENDIX TABLE 3 PERCENTAGES OF LEARNERS WITH SOME EDUCATIONAL BOOKS AT HOME (SACMEQ IV)

Number of books at home		
Stratum	**Mean**	**SE**
Erongo	10.5	1.87
Hardap	21.8	7.41
Karas	7.1	1.14
Kavango	4.1	1.34
Khomas	26.1	5.62
Kunene	5.8	1.15
Ohangwena	6.4	1.12
Omaheke	5.1	1.12
Omusati	9.7	1.60
Oshikoto	14.1	4.19
Oshana	20.4	5.14
Otjozondjupa	15.1	3.96
Zambezi	8.8	1.84
Namibia	**12.0**	**0.98**

APPENDIX TABLE 4 PERCENTAGE DISTRIBUTION OF LEARNERS REPEATING GRADE 6 AND DAYS ABSENT (SACMEQ IV)

	Pupil Repetition and days absent			
	Yes I am repeating grade6		Days absent at school	
Stratum	**%**	**SE**	**Mean**	**SE**
Erongo	7.6	1.84	.6	.11
Hardap	10.9	2.13	.7	.12
Karas	9.8	2.30	.8	.13
Kavango	24.4	2.71	.8	.11
Khomas	6.5	1.27	.6	.10
Kunene	15.8	3.62	.6	.19
Ohangwena	22.7	2.91	1.1	.12
Omaheke	16.5	3.36	.5	.11
Omusati	21.6	2.23	.7	.07
Oshikoto	17.4	2.68	1.1	.10
Oshana	11.6	2.04	.5	.11
Otjozondjupa	13.6	2.02	.5	.14
Zambezi	13.3	2.11	.9	.18
Namibia	**16.5**	**0.77**	**.8**	**.03**

APPENDIX TABLE 5 PERFORMANCE OF READING TEACHERS ON THE HAKT BY SCHOOL LOCATION SACMEQ IV

Region	Reading Teachers											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	822.4	25.77	836.5	22.17	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Hardap	812.2	64.35	812.0	25.48	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Karas	820.8	52.61	880.0	38.12	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kavango	830.7	29.60	810.2	40.09	100.0	0.00	100.0	0.00	94.1	5.85	88.7	11.66
Khomas	947.6	0.00	836.6	25.53	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kunene	806.3	23.98	817.7	43.20	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Ohangwena	802.1	13.86	784.6	0.00	100.0	0.00	100.0	0.00	94.8	3.78	100.0	0.00
Omaheke	799.5	21.34	815.8	64.90	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Omusati	789.1	19.25	733.9	26.69	100.0	0.00	100.0	0.00	90.4	5.49	100.0	0.00
Oshikoto	821.3	15.74	792.2	35.69	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Oshana	803.3	19.48	843.4	30.38	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Otjozondjupa	735.9	39.52	800.6	19.92	100.0	0.00	100.0	0.00	55.7	25.68	93.3	6.74
Zambezi	802.2	35.16	816.4	38.77	100.0	0.00	100.0	0.00	90.0	9.96	100.0	0.00
Namibia	**809.0**	**7.33**	**821.7**	**9.28**	**100.0**	**0.00**	**100.0**	**0.00**	**94.4**	**1.83**	**98.0**	**1.44**

APPENDIX TABLE 6 PERFORMANCE OF MATHEMATIC TEACHERS ON THE HAKT BY SCHOOL LOCATION SACMEQ IV

Region	Mathematics Teachers											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	848.0	12.08	824.6	22.85	100.0	0.00	100.0	0.00	100.0	0.00	96.9	3.22
Hardap	770.2	109.59	793.0	14.44	100.0	0.00	100.0	0.00	54.7	49.56	100.0	0.00
Karas	909.4	49.52	815.6	18.52	100.0	0.00	100.0	0.00	100.0	0.00	97.5	2.73
Kavango	790.2	39.54	758.7	36.75	94.8	5.21	100.0	0.00	94.8	5.21	78.5	21.24
Khomas	795.8	21.53	779.7	29.70	100.0	0.00	92.3	7.57	100.0	0.00	92.3	7.57
Kunene	791.9	38.19	756.4	26.90	100.0	0.00	100.0	0.00	79.7	13.56	100.0	0.00
Ohangwena	807.6	12.99	838.7	0.00	100.0	0.00	100.0	0.00	93.5	4.51	100.0	0.00
Omaheke	743.9	24.23	749.5	73.57	100.0	0.00	100.0	0.00	79.1	14.45	55.7	33.26
Omusati	777.3	14.43	815.0	29.53	100.0	0.00	100.0	0.00	92.0	5.59	100.0	0.00
Oshikoto	785.3	19.97	762.6	40.66	100.0	0.00	100.0	0.00	91.4	5.94	100.0	0.00
Oshana	749.2	31.65	862.3	26.25	93.4	6.56	100.0	0.00	83.1	9.58	100.0	0.00
Otjozondjupa	735.2	25.89	782.2	27.57	100.0	0.00	100.0	0.00	100.0	0.00	77.9	11.64
Zambezi	833.1	23.06	777.9	24.42	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Namibia	**789.2**	**8.32**	**793.7**	**9.71**	**98.7**	**0.92**	**98.3**	**1.66**	**91.8**	**2.20**	**91.7**	**3.10**

APPENDIX TABLE 7 PERFORMANCE OF HEALTH TEACHERS ON THE HAKT BY SCHOOL LOCATION SACMEQ IV

Region	Health Teachers											
	Transformed Scores				Reaching Minimum Level				Reaching Desired Level			
	Rural		Urban		Rural		Urban		Rural		Urban	
	Mean	SE	Mean	SE	%	SE	%	SE	%	SE	%	SE
Erongo	855.0	45.26	819.7	23.25	100.0	0.00	100.0	0.00	100.0	0.00	92.8	7.19
Hardap	721.2	35.28	834.1	20.57	100.0	0.00	100.0	0.00	72.3	30.07	100.0	0.00
Karas	840.8	56.45	839.8	30.72	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kavango	813.1	20.85	779.6	32.77	100.0	0.00	100.0	0.00	91.0	6.28	100.0	0.00
Khomas	840.3	17.55	866.5	20.48	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Kunene	790.8	25.87	772.9	47.50	100.0	0.00	100.0	0.00	90.2	9.85	81.9	18.91
Ohangwena	841.3	16.18	906.1	0.00	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Omaheke	805.3	30.97	820.4	39.69	100.0	0.00	100.0	0.00	88.2	11.72	100.0	0.00
Omusati	811.0	16.46	862.4	30.33	100.0	0.00	100.0	0.00	98.6	1.48	100.0	0.00
Oshikoto	820.2	13.23	872.0	50.11	100.0	0.00	100.0	0.00	95.9	4.08	100.0	0.00
Oshana	790.0	33.11	864.0	39.77	100.0	0.00	100.0	0.00	81.0	10.18	100.0	0.00
Otjozondjupa	921.8	30.98	808.3	25.37	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Zambezi	825.3	21.80	820.8	17.34	100.0	0.00	100.0	0.00	100.0	0.00	100.0	0.00
Namibia	**822.1**	**7.12**	**835.1**	**8.74**	**100.0**	**0.00**	**100.0**	**0.00**	**95.3**	**1.51**	**98.6**	**1.00**

APPENDIX TABLE 8 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A PUPIL INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A PUPIL INFECTED WITH HIV TO CONTINUE TO ATTEND SCHOOL (SACMEQ IV)																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Region	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	8.4	1.67	19.7	2.85	71.9	3.87	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Hardap	14.6	4.82	21.1	3.98	64.3	5.14	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Karas	14.3	3.43	20.7	3.18	65.1	4.89	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Kavango	14.7	2.21	17.2	2.39	68.2	3.78	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Khomas	12.7	2.72	20.2	2.26	67.1	3.85	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	4.2	4.25	95.8	4.25
Kunene	22.6	3.98	27.2	3.86	50.2	5.39	0.0	0.00	5.7	5.72	94.3	5.72	0.0	0.00	5.4	5.45	94.6	5.45
Ohangwena	12.7	2.16	11.5	1.83	75.8	3.43	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Omaheke	13.1	2.65	19.9	2.94	66.9	4.31	0.0	0.00	0.0	0.00	100.0	0.00	6.8	6.81	0.0	0.00	93.2	6.81
Omusati	15.6	2.14	13.7	2.16	70.8	3.54	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Oshikoto	10.5	2.40	12.7	2.22	76.9	3.86	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Oshana	15.9	2.24	17.7	2.14	66.4	3.47	0.0	0.00	4.0	4.03	96.0	4.03	0.0	0.00	0.0	0.00	100.0	0.00
Otjozondjupa	11.4	2.43	23.6	2.99	65.0	4.65	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Zambezi	11.4	2.55	9.9	1.87	78.7	3.53	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Namibia	**13.5**	**0.75**	**16.6**	**0.72**	**69.9**	**1.19**	**0.0**	**0.00**	**0.5**	**0.37**	**99.5**	**0.37**	**0.2**	**0.21**	**0.6**	**0.50**	**99.2**	**0.54**

APPENDIX TABLE 9 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A TEACHER INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A TEACHER INFECTED WITH HIV TO COTNINUE TEACHING (SACMEQ IV)																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Region	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	11.7	1.98	26.5	3.63	61.7	4.64	0.0	0.00	6.1	6.07	93.9	6.07	0.0	0.00	0.0	0.00	100.0	0.00
Hardap	18.4	4.75	25.0	5.46	56.6	6.99	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Karas	17.2	3.65	28.6	3.93	54.2	5.31	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Kavango	15.7	2.30	18.7	2.34	65.7	3.54	0.0	0.00	3.7	3.66	96.3	3.66	0.0	0.00	0.0	0.00	100.0	0.00
Khomas	14.7	3.11	21.1	2.32	64.2	4.16	0.0	0.00	0.0	0.00	100.0	0.00	4.5	4.53	4.2	4.25	91.2	6.07
Kunene	19.8	3.28	30.3	2.96	49.9	4.73	0.0	0.00	5.7	5.72	94.3	5.72	0.0	0.00	5.4	5.45	94.6	5.45
Ohangwena	13.0	2.50	11.6	1.67	75.4	3.49	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Omaheke	13.4	2.39	28.2	3.73	58.4	5.02	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Omusati	15.2	2.21	16.5	2.11	68.4	3.45	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Oshikoto	11.3	2.42	14.8	2.12	73.8	3.74	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Oshana	13.6	1.97	20.4	2.10	66.0	3.23	0.0	0.00	4.0	4.03	96.0	4.03	0.0	0.00	0.0	0.00	100.0	0.00
Otjozondjupa	18.0	3.01	26.4	3.33	55.6	5.13	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Zambezi	10.8	2.73	11.6	2.04	77.6	3.81	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	0.0	0.00	100.0	0.00
Namibia	**14.4**	**0.80**	**19.1**	**0.74**	**66.4**	**1.21**	**0.0**	**0.00**	**1.3**	**0.66**	**98.7**	**0.66**	**0.5**	**0.50**	**0.6**	**0.50**	**98.9**	**0.69**

APPENDIX TABLE 10 PERCENTAGES OF PUPILS REFUSING CONTACT WITH A PERSON LIVING WITH HIV OR AIDS (DISCRIMINATION)

	PUPIL BEHAVIOUR WITH A FRIEND INFECTED WITH HIV						PUPIL WILLING TO CARE FOR A RELATIVE ILL WITH AIDS					
	Avoid/ shun him or her		Not sure		Positive attitude		No		Not sure		Yes	
Region	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	4.3	1.36	28.1	3.15	67.6	3.55	5.9	1.73	28.7	4.58	65.4	5.10
Hardap	6.3	2.33	27.6	3.69	66.1	4.34	12.1	2.47	36.2	4.11	51.6	4.02
Karas	6.2	1.17	43.5	5.08	50.3	4.77	12.3	3.48	31.8	4.04	55.9	5.60
Kavango	12.5	1.71	31.5	3.16	56.0	3.52	18.1	2.17	29.4	4.02	52.5	4.78
Khomas	4.8	1.03	33.7	2.84	61.6	3.37	8.1	1.62	28.7	2.81	63.2	3.62
Kenene	6.2	1.61	38.5	4.84	55.3	4.99	16.3	3.65	28.7	4.54	54.9	6.75
Ohangwena	8.1	1.49	29.1	3.13	62.8	3.81	8.0	1.88	17.0	2.39	75.0	3.65
Omaheke	7.6	1.93	37.6	3.97	54.7	3.90	10.2	2.68	26.3	3.47	63.5	5.00
Omusati	11.7	1.71	25.8	2.42	62.5	3.05	10.4	2.41	18.5	2.58	71.1	3.85
Oshikoto	11.6	1.63	28.9	3.48	59.5	4.09	8.6	1.71	19.6	2.72	71.8	3.85
Oshana	8.2	1.77	31.7	3.75	60.0	4.28	14.8	2.25	20.5	2.81	64.7	4.21
Otjozondjupa	3.8	0.97	38.1	3.61	58.1	3.78	12.8	2.89	26.3	2.90	61.0	4.83
Zambezi	7.6	1.99	32.3	4.43	60.1	5.17	12.3	2.09	32.0	6.70	55.7	7.22
Namibia	**8.4**	**0.50**	**31.3**	**1.00**	**60.3**	**1.17**	**11.2**	**0.68**	**24.4**	**1.02**	**64.4**	**1.36**

APPENDIX TABLE 11 TEACHERS' AND SCHOOL HEADS' PERCEPTION ON HIV/ AIDS RISK EXPOSURE

	RESPONSES ON PERCEIVED LEVEL OF EXPOSURE TO HIV/AIDS RISK BY TEACHERS AND SCHOOL HEADS											
	TEACHERS						SCHOOL HEADS					
	No or Low Risk		Medium Risk		High or Very High Risk		No or Low Risk		Medium Risk		High or Very High Risk	
Region	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Erongo	64.0	12.10	11.8	8.07	24.3	10.86	87.9	8.23	6.1	6.05	6.0	5.99
Hardap	64.1	13.71	8.9	8.77	26.9	12.35	60.8	14.51	0.0	0.00	39.2	14.51
Karas	73.9	11.68	19.5	10.53	6.6	6.57	93.3	6.70	6.7	6.70	0.0	0.00
Kavango	41.3	9.48	14.1	6.69	44.6	9.68	44.0	10.07	23.0	7.96	33.0	9.05
Khomas	62.8	10.04	21.6	8.52	15.6	7.40	85.6	7.86	4.7	4.68	9.7	6.68
Kunene	42.8	13.01	17.3	9.51	39.9	13.23	54.0	13.29	17.5	9.59	28.5	12.72
Ohangwena	55.1	8.58	23.6	7.39	21.3	6.98	47.4	8.61	20.6	7.02	32.0	8.07
Omaheke	70.3	12.08	26.6	12.09	3.1	3.17	72.8	12.27	0.0	0.00	27.2	12.27
Omusati	39.6	7.89	29.4	7.22	31.0	7.76	52.0	9.11	23.8	8.14	24.2	7.65
Oshikoto	46.0	9.26	23.1	7.80	30.9	8.67	52.6	9.30	13.3	6.28	34.2	8.88
Oshana	45.5	9.86	26.2	8.75	28.3	9.06	56.2	10.12	28.2	9.21	15.5	7.31
Otjozondjupa	75.0	9.91	9.3	6.48	15.6	8.52	94.7	5.32	0.0	0.00	5.3	5.32
Zambezi	76.3	9.73	8.0	5.83	15.6	8.67	30.9	12.12	4.7	4.78	64.4	12.37
Namibia	**54.2**	**2.96**	**20.2**	**2.42**	**25.6**	**2.63**	**60.5**	**2.88**	**14.7**	**2.22**	**24.8**	**2.58**

APPENDIX TABLE 12 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A PUPIL INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A PUPIL INFECTED WITH HIV TO COTNINUE TO ATTEND SCHOOL																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Location	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Rural	15.0	1.00	15.7	1.00	69.3	1.63	0.0	0.00	0.8	0.59	99.2	0.59	0.3	0.33	0.3	0.28	99.4	0.43
Urban	11.0	1.08	18.1	1.04	70.9	1.61	0.0	0.00	0.0	0.00	100.0	0.00	0.0	0.00	1.2	1.24	98.8	1.24
Namibia	**13.5**	**0.75**	**16.6**	**0.72**	**69.9**	**1.19**	**0.0**	**0.00**	**0.5**	**0.37**	**99.5**	**0.37**	**0.2**	**0.21**	**0.6**	**0.50**	**99.2**	**0.54**

APPENDIX TABLE 13 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A TEACHER INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A TEACHER INFECTED WITH HIV TO COTNINUE TEACHING																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Location	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Rural	15.2	1.05	17.6	0.99	67.2	1.64	0.0	0.00	1.5	0.92	98.5	0.92	0.0	0.00	0.3	0.28	99.7	0.28
Urban	13.1	1.19	21.7	1.18	65.2	1.79	0.0	0.00	0.8	0.85	99.2	0.85	1.3	1.32	1.2	1.24	97.4	1.77
Namibia	**14.4**	**0.80**	**19.1**	**0.74**	**66.4**	**1.21**	**0.0**	**0.00**	**1.3**	**0.66**	**98.7**	**0.66**	**0.5**	**0.50**	**0.6**	**0.50**	**98.9**	**0.69**

APPENDIX TABLE 14 PERCENTAGES OF PUPILS REFUSING CONTACT WITH A PERSON LIVING WITH HIV OR AIDS (DISCRIMINATION)

	PUPIL BEHAVIOUR WITH A FRIEND INFECTED WITH HIV						PUPIL WILLING TO CARE FOR A RELATIVE ILL WITH AIDS					
	Avoid/ shun him or her		Not sure		Positive attitude		No		Not sure		Yes	
Location	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Rural	10.6	0.72	30.5	1.34	58.9	1.59	12.0	0.95	20.9	1.22	67.1	1.79
Urban	5.0	0.52	32.5	1.47	62.5	1.62	10.0	0.93	29.9	1.74	60.0	2.11
Namibia	**8.4**	**0.50**	**31.3**	**1.00**	**60.3**	**1.17**	**11.2**	**0.68**	**24.4**	**1.02**	**64.4**	**1.36**

APPENDIX TABLE 15 TEACHERS' AND SCHOOL HEADS' PERCEPTION ON HIV/ AIDS RISK EXPOSURE

	RESPONSES ON PERCEIVED LEVEL OF EXPOSURE TO HIV/AIDS RISK BY TEACHERS AND SCHOOL HEADS											
	TEACHERS						SCHOOL HEADS					
	No or Low Risk		Medium Risk		High or Very High Risk		No or Low Risk		Medium Risk		High or Very High Risk	
Location	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Rural	48.8	3.81	24.0	3.28	27.2	3.45	49.9	3.94	19.3	3.23	30.8	3.59
Urban	63.0	4.72	13.9	3.40	23.0	4.11	77.6	4.17	7.3	2.55	15.1	3.59
Namibia	**54.2**	**2.96**	**20.2**	**2.42**	**25.6**	**2.63**	**60.5**	**2.88**	**14.7**	**2.22**	**24.8**	**2.58**

APPENDIX TABLE 16 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A PUPIL INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A PUPIL INFECTED WITH HIV TO COTNINUE TO ATTEND SCHOOL																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Gender	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Female	13.6	1.27	16.4	1.20	70.0	1.97	0.0	0.00	0.0	0.00	100.0	0.00	0.5	0.51	0.0	0.00	99.5	0.51
Male	13.4	0.91	16.8	0.94	69.8	1.49	0.0	0.00	0.8	0.62	99.2	0.62	0.0	0.00	1.1	0.84	98.9	0.84
Namibia	**13.5**	**0.75**	**16.6**	**0.72**	**69.9**	**1.19**	**0.0**	**0.00**	**0.5**	**0.37**	**99.5**	**0.37**	**0.2**	**0.21**	**0.6**	**0.50**	**99.2**	**0.54**

APPENDIX TABLE 17 PERCENTAGES OF PUPILS, TEACHERS AND SCHOOL HEADS EXPRESSING FEAR OF CASUAL CONTACT WITH A TEACHER INFECTED WITH HIV (STIGMA)

	RESPONSES ON THE POSSIBILITY OF A TEACHER INFECTED WITH HIV TO COTNINUE TEACHING																	
	PUPILS						TEACHERS						SCHOOL HEADS					
	No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure		Yes	
Gender	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Female	13.5	1.31	19.7	1.29	66.8	1.96	0.0	0.00	1.9	1.33	98.1	1.33	0.0	0.00	0.0	0.00	100.0	0.00
Male	15.1	0.99	18.7	0.96	66.2	1.57	0.0	0.00	0.8	0.62	99.2	0.62	0.8	0.84	1.1	0.84	98.1	1.16
Namibia	**14.4**	**0.80**	**19.1**	**0.74**	**66.4**	**1.21**	**0.0**	**0.00**	**1.3**	**0.66**	**98.7**	**0.66**	**0.5**	**0.50**	**0.6**	**0.50**	**98.9**	**0.69**

APPENDIX TABLE 18 PERCENTAGES OF PUPILS REFUSING CONTACT WITH A PERSON LIVING WITH HIV OR AIDS (DISCRIMINATION)

	PUPIL BEHAVIOUR WITH A FRIEND INFECTED WITH HIV						PUPIL WILLING TO CARE FOR A RELATIVE ILL WITH AIDS					
	Avoid/ shun him or her		Not sure		Positive attitude		No		Not sure		Yes	
Gender	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Boys	10.0	0.68	30.8	1.18	59.2	1.36	12.8	0.86	23.1	1.12	64.1	1.51
Girls	6.9	0.52	31.8	1.16	61.4	1.33	9.7	0.72	25.6	1.20	64.7	1.49
Namibia	**8.4**	**0.50**	**31.3**	**1.00**	**60.3**	**1.17**	**11.2**	**0.68**	**24.4**	**1.02**	**64.4**	**1.36**

APPENDIX TABLE 19 TEACHERS' AND SCHOOL HEADS' PERCEPTION ON HIV/ AIDS RISK EXPOSURE

	RESPONSES ON PERCEIVED LEVEL OF EXPOSURE TO HIV/AIDS RISK BY TEACHERS AND SCHOOL HEADS											
	TEACHERS						SCHOOL HEADS					
	No or Low Risk		Medium Risk		High or Very High Risk		No or Low Risk		Medium Risk		High or Very High Risk	
Gender	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Female	58.1	4.66	20.3	3.73	21.6	3.94	64.1	4.69	16.0	3.48	19.8	3.95
Male	51.5	3.86	20.2	3.16	28.3	3.49	58.0	3.79	13.8	2.93	28.1	3.45
Namibia	**54.2**	**2.96**	**20.2**	**2.42**	**25.6**	**2.63**	**60.5**	**2.88**	**14.7**	**2.22**	**24.8**	**2.58**

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