

School Readiness Initiative Namibia 2018-2026

Mid-term Status Report February



Tashkent Declaration 16 Nov 2022

Commitments to Action for Transforming Early Childhood Care and Education

1. Free and compulsory pre-primary education for all children, at least 1 year before formal schooling
2. Equitable, inclusive and quality for all
3. Strengthen education and training of ECCE personnel
4. Data driven reporting
5. Adapted approaches to reach the most vulnerable
6. 10% of Education expenditure allocated to pre-primary

National Statement of Commitment by President of Namibia

1. Innovative financing and domestic resource mobilisation
2. National numeracy and literacy drive
3. Access to inclusive digital technologies
4. Greater accountability and good governance in Education offices
5. Transform pre-service teacher education programmes

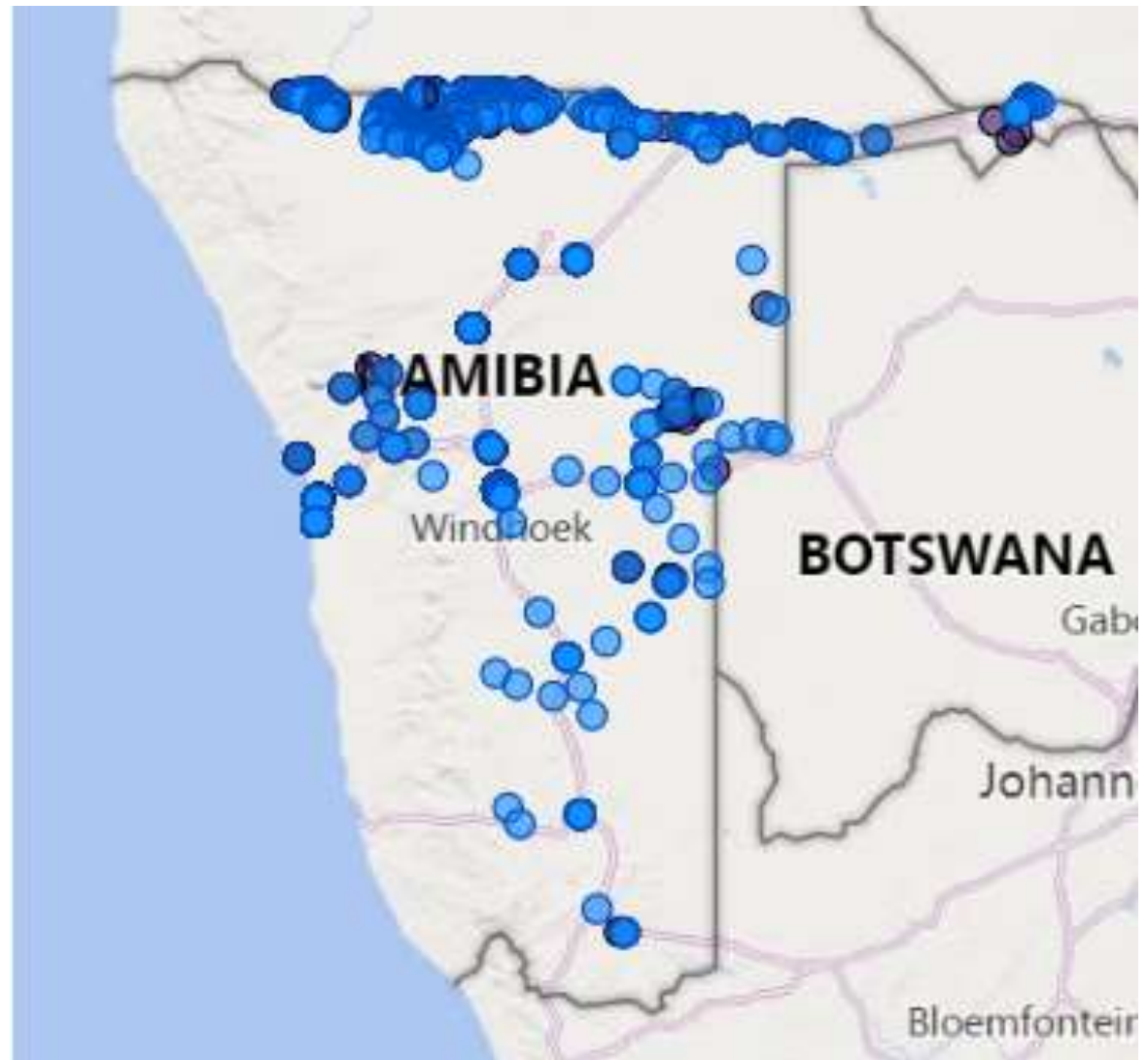
Scope and reach

Oluwayo Combined School

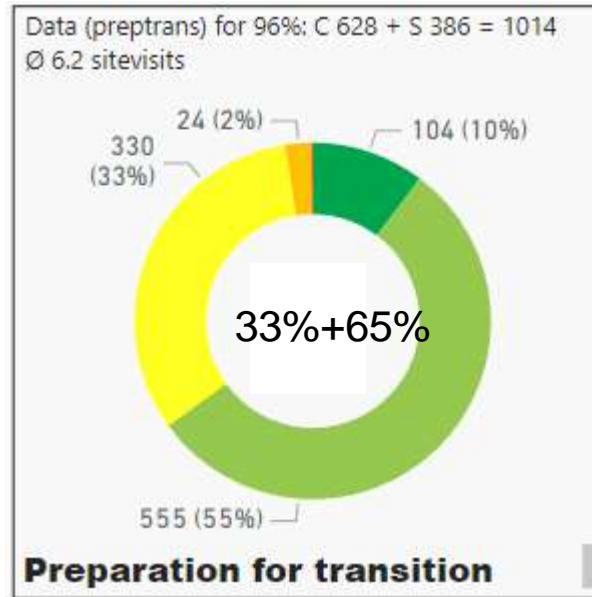


- N\$77,5 of N\$90 million spent by Dec 2022
- 13 of 14 regions reached
- 1,535 of 2,500 schools/centres reached
(943 centres + 592 schools)
- 2,370 pre-primary teachers/educarers reached
- 173,000 children reached by Dec 2022

National coverage



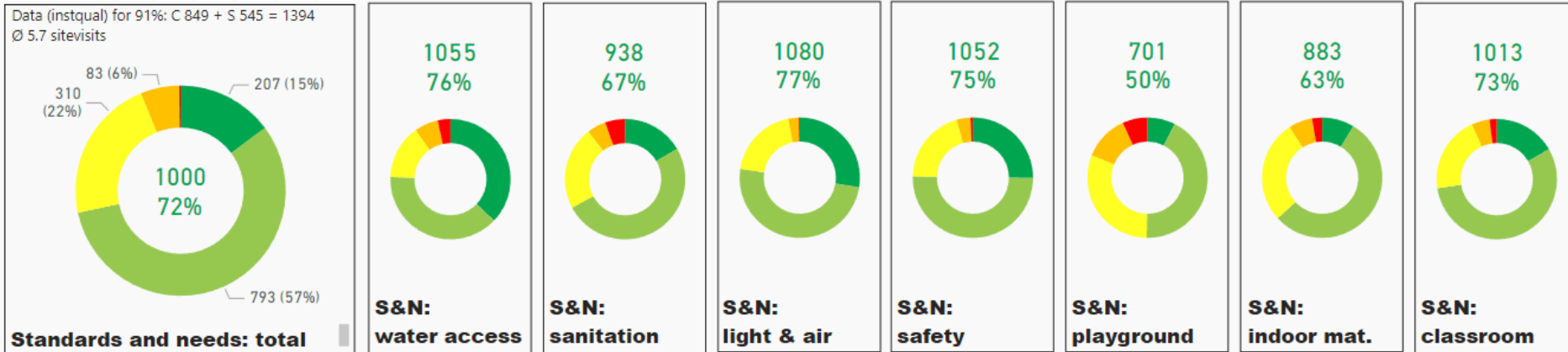
Outcome objective 1



Stakeholder engagement

- National: NIECD, biannual report on MOU, ongoing trilateral dialogue
- Regional: SEOs and CLOs, Councillor
- Local: Traditional leaders, communities, parents
- School/ centre: Principals/owners, school/centre boards, heads of phase
- Intersectoral: strengthening transition

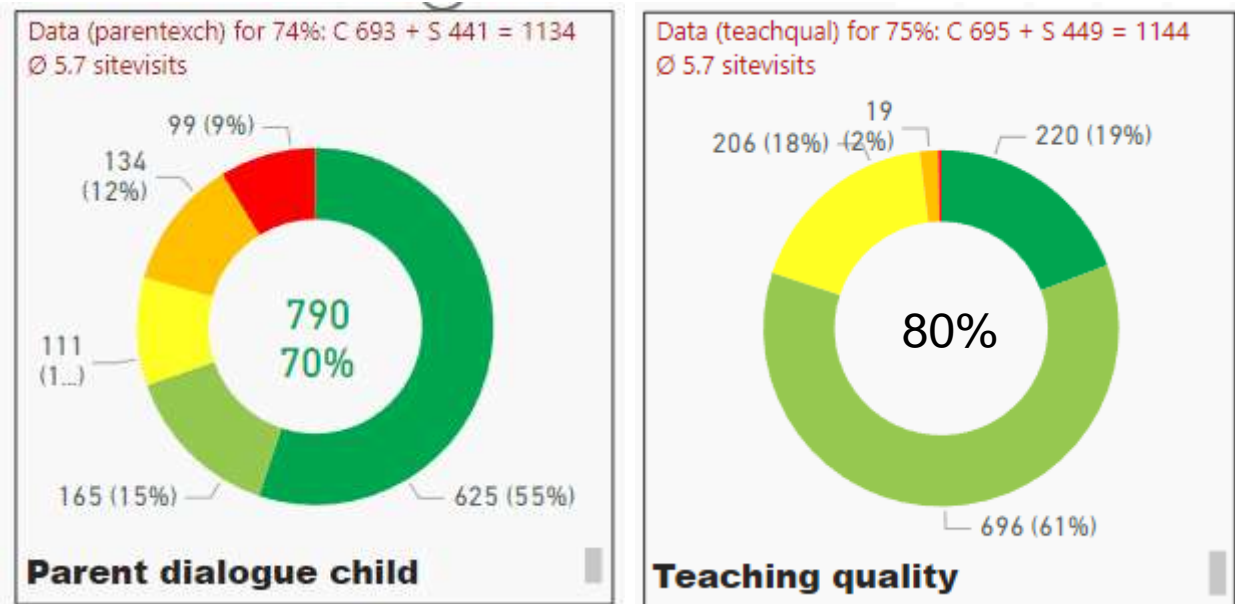
Outcome objective 2



Quality learning environment

- In the classroom: 21 African Storybooks per tablet, home-made toys, 2,370 teaching and learning resource boxes
- Outdoors: Learning through play areas
- At home: 31,000 Bridge to School cards, home-made toys

Outcome objective 3



Quality teaching

- 3,350 tablets with Early Learning Kiosk in use
- All pre-primary educators do the KnowHow course, 88% completion rate
- All pre-primary educators engage in self-guided learning, peer learning and learning groups, with 78% sustainably running
- 80% of ECD educators and pre-primary teachers deliver quality teaching

Impact objectives: Measurement



- Midterm evaluation done in 2021/22
- Establishment of a child development monitoring system at pre-primary age: ChildSteps
- Increase in children who are developmentally on track at primary school entrance age: ChildSteps
- Increase in children participating in quality organized learning at least one year before transitioning into primary school: Enrolment
- Decrease of repetitions and drop-outs in lower grades at school: Enrolment and attendance⁹

Impact



Children developmentally on track

- Automatic promotion in place
- ChildSteps: Continuous monitoring of child development and school readiness
- Report card now in line with MoEAC format
- Class register

Scale and sustainability



- All public primary schools will be covered, but not all ECD centres with pre-primary classes
- National use of ChildSteps, reporting and data integration; monitor children developmentally on track
- KnowHow accredited as self-guided remote learning option for ECD Educators
- Ongoing monitoring and support at school/centre level from SEOs and CLOs