



The Rössing Foundation



Rössing Foundation  
Annual Report

2015

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# ABOUT RÖSSING FOUNDATION

*Rio Tinto Rössing Uranium Limited established the Rössing Foundation in 1978 through a Deed of Trust.*

The Rössing Foundation is mandated to implement and facilitate the corporate social responsibility development activities of Rio Tinto Rössing Uranium Limited within Namibian communities.

The Rössing Foundation undertakes a broad range of activities across a wide spectrum of community development areas, operating mainly from its three education centres in the towns of Arandis and Swakopmund in the Erongo Region, and Ondangwa in Oshana Region.

Rössing Foundation also have extensive outreach education support programmes in the Omaheke, Hardap, Oshana, Erongo, Kunene and Zambezi regions.

The main activities supported by the Rössing Foundation are in education and enterprise development.

Guided by one of the Foundation's core values, 'Partnership and Teamwork', all programmes established and supported by the Rössing Foundation involve collaboration with critical partners such as the Ministry of Education, Arts and Culture, the Ministry of Mines and Energy, the National Institute for Educational Development, Nedbank Namibia, the Erongo Regional Council, and the Arandis Town Council.

The Rössing Foundation's services are made possible by generous funding from the main sponsor, Rio Tinto Rössing Uranium Limited, and other partners such as the Ministry of Education, Arts and Culture, the Ministry of Mines and Energy, the United Nations Children's Fund (UNICEF), the Social Security Commission, Erongo Development Foundation and Nedbank Namibia.



## **MESSAGE: CHAIRPERSON OF THE BOARD OF TRUSTEES**

I am pleased to be able to share this Rössing Foundation 2015 Annual Report with our friends and partners.

This year we celebrate the 37th anniversary of our work as a foundation. We are extremely proud of all that we have achieved thus far in collaboration with our partners, while also of course being mindful of the great challenges that still lie ahead of us.

To meet those challenges, we must be responsible stewards of the financial resources with which we have been entrusted. This Annual Report has been designed to give you a clear and accurate picture of our ongoing efforts to honour that stewardship.

The Rössing Foundation manages and maintains the three education centres that it built in the coastal towns of Arandis and Swakopmund (Erongo Region) and in Ondangwa in the Oshana Region of northern Namibia. These education centres fulfil a vital role in their respective communities; they have become gathering places for many learners and teachers for the pursuit of learning in Mathematics, English and the Sciences.

We are proud that in its small way, the Foundation can make a real difference to people's lives by being the conduit for individual advancement in education.

The Foundation also supports local small and medium enterprises to grow their businesses and improve their knowledge of business practices and the markets they serve, as well as enhancing their financial literacy.

To all our outstanding partners across Namibia, I extend my deepest thanks for your invaluable support – financial or otherwise. I would also like to thank the Foundation's Board of Trustees and all employees for their hard work and dedication and for executing their tasks in a professional manner.

As incoming Chairperson, it is my privilege to take stewardship of the legacy of this institution, and to help shape its future. With a deep respect for the individuals who do the actual hard work of making Namibia a better place, I commit myself to the responsibility, rigour, and humility that this task requires.

Asser Kapere  
Chairperson of the Board of Trustees of the Rössing Foundation





## **MESSAGE: EXECUTIVE DIRECTOR**

This Annual Report highlights the Rössing Foundation's activities from January to December 2015.

During the 37 years since its inception, the Rössing Foundation has built a solid reputation as a leading non-governmental organisation in sustainable education and community support in Namibia. Through the Foundation's education and training activities, communities and groups can acquire the additional skills and knowledge they need to improve their quality of life.

We've learned many lessons throughout the years and adjusted our strategies and programmes according to the ever-changing needs of Namibian communities. We are tremendously proud of our successes, which we would not have been able to achieve without the positive working relationships we have established with our many stakeholders and partners, especially the Ministry of Education, Arts and Culture.

It is our privilege to assist the Government of Namibia in addressing the educational challenges that Namibia faces by offering opportunities for teachers to acquire content knowledge in English, Mathematics and the Sciences.

In addition, we continue to support learners in their quest to improve their competencies in these subjects, as well as providing services to the communities neighbouring Rössing Uranium Limited.

During 2015, the Rössing Foundation continued with its broad range of activities across a wide spectrum of community development areas. In this report we share with you our many activities in the fields of education and training, as well as development support to small and medium enterprises.

We welcome your feedback on our activities. We also invite all potential sponsors and partners to share with us ideas or projects that can make a positive impact on people's lives.

Job Tjiho  
Executive Director

# EDUCATION INTERVENTIONS

## INTRODUCTION

### *to Rössing Foundation's education interventions*

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Rössing Foundation has been working in partnership with the relevant education ministry (currently the Ministry of Education, Arts and Culture) since Namibia's Independence in 1990. This partnership's activities include strengthening the capacity of teachers and learners; implementing leadership and management programmes; resource sharing; and exchanging expertise between the two partners.

The critical issues of poor learner performance generally coupled with low rates of success in formal qualifications at high school and tertiary levels are symptomatic of an education system that does not prepare learners adequately to meet the challenges of the ever-changing world of work. Furthermore, the negative perception that Mathematics and the Sciences are difficult subjects only to be attempted by clever learners discourages many from taking these subjects at Higher Level, restricting their career options subsequently.

In addition, in some instances, principals or teachers are not adequately prepared to deal with Higher Level subject teaching of Mathematics or the Sciences and thus tend to discourage learners to take these subjects on Higher Level, depriving the learners from the opportunity to further their studies on tertiary level. Proficiency in the English language continues to be a challenge as well. It is therefore imperative that Rössing Foundation focuses most of our support on teachers and not only on learners.

To address the education challenges facing Namibia, the Rössing Foundation assists the Government of Namibia through the Ministry of Education, Arts and Culture in offering opportunities to teachers and learners to acquire subject content knowledge in order to improve their competencies in English, Mathematics and the Sciences.

The Rössing Foundation's operations are based on two models: centre-based activities and outreach programmes. As part of this effort, the Rössing Foundation built and operates three education centres, located in the towns of Arandis and Swakopmund in the Erongo Region, and in Ondangwa in the Oshana Region.

Centre-based activities take place at these three sites, which contain Science laboratories, Mathematics and English language learning programmes, and a library. These centres are equipped with state-of-the-art facilities and equipment that support education curriculum delivery and personal professional development.

In addition to the three centres, in 2015 the Rössing Foundation initiated an innovative undertaking – the introduction of the Rössing Foundation Mobile Laboratory. This van, fully equipped with the necessary materials and equipment, will be the first of three to travel to outlying areas of the country. This will greatly benefit rural schools whose learners cannot afford to travel the long distances to the Rössing Foundation centres.

The centres and the mobile laboratory serve as hubs for our support programmes, not only for teachers and learners but also for the communities they service as well.

The outreach programme aims at providing school-based teachers' professional development programmes and learner support activities, as well as engagement initiatives with school boards and other stakeholders.





“ Education is the most powerful weapon which you can use to change the world. ”  
Nelson Mandela



# TEACHERS' SUPPORT PROGRAMMES

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The Rössing Foundation aims to strengthen teachers' skills in implementing inquiry-based and or Life-wide learning and enhance their pedagogical content knowledge through carefully tailored teacher-support programmes that are designed to respond to identified weaknesses in teaching and learning.

The Rössing Foundation's Mathematics, Science and English education officers are continuously engaged in educational research to explore best practices in the teaching and learning of Mathematics, Science and English. These are consequently shared through Teacher Professional Development programmes.







## CENTRE-BASED SUPPORT PROGRAMMES

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During the reporting year the Arandis and Tamariskia centres supported 68 Grade 10 to Grade 12 Mathematics, Sciences and English teachers from coastal schools in organising and conducting practical sciences activities, both at school and at the centres.

School teachers utilised the centres for lesson preparation, creating worksheets, and face-to-face teaching of learners. Acquiring skills aimed at encouraging learners to register for subjects at Higher Level was also addressed during interaction sessions.

Targeted support was offered to teachers with the objective of equipping them with skills in practical Science experiments in order to improve their learners' academic performance; they were also able to familiarise themselves with the compound microscope (for studying unicellular organisms) as well as with other laboratory accessories and apparatus. Teachers also acquainted themselves with the use of the computerised Master Maths Programme.

A further 206 English teachers, mainly from the Erongo Region, were trained at the Tamariskia Centre in subject content and pedagogical knowledge and skills. This training was done by the Rössing Foundation team in collaboration with the Ministry of Education, Arts and Culture.

A teacher from the Swakopmund Secondary School was assisted with her University of South Africa Master's degree research proposal in Life Sciences.

In the north of Namibia, 115 Mathematics teachers were supported by the Ondangwa Centre in areas including lesson preparation, development of teaching materials, accessing Master Maths Programme resources, and setting examinations.

A further 88 Science teachers were also supported by the Ondangwa Centre, either for pedagogical content knowledge (PCK) training, acquiring skills in setting examinations, or to be supported with teaching and learning resources.

In terms of English language activities, the Ondangwa Centre supported another 25 Senior Primary teachers in orientation for the implementation of the revised curriculum for Grade 7.



## OUTREACH SUPPORT PROGRAMMES

As part of our outreach activities, 561 teachers from different regions were supported through professional development training at the Foundation's three centres.

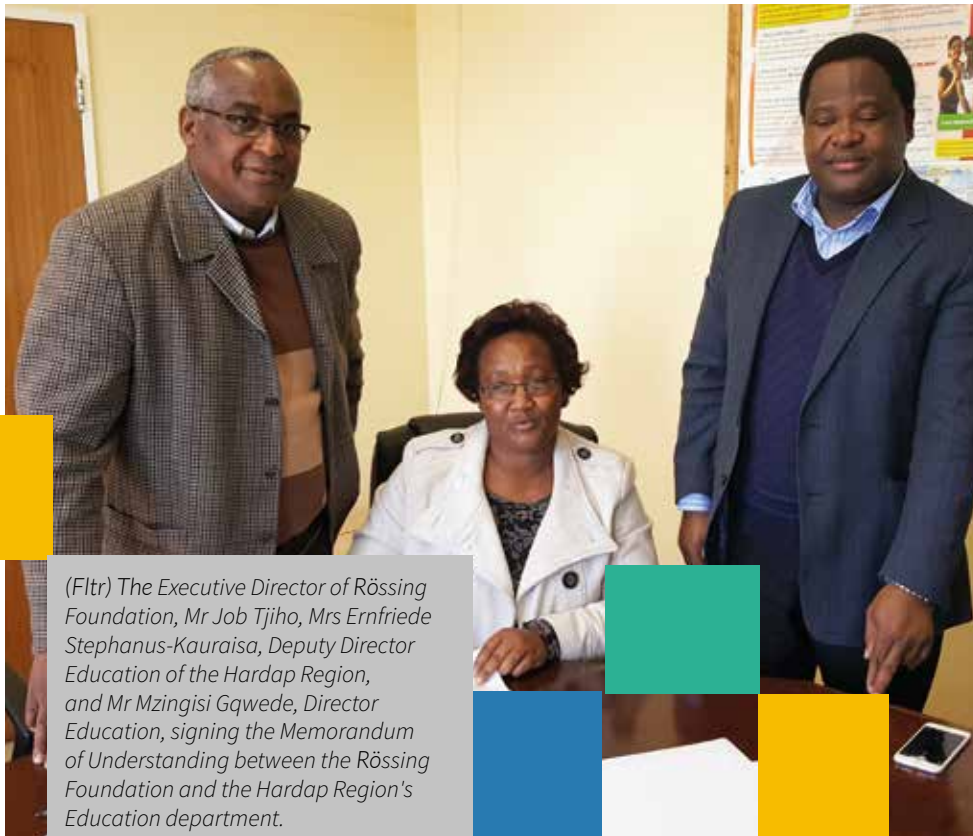
A total of 205 Science teachers were supported through outreach programmes by the Ondangwa Centre team, of which 117 teachers were trained in either PCK for Biology and Physical Science; designing and developing practical investigation worksheets; or in judging Mathematics and Science Fair projects. Of the 117 teachers, 71 were from

Zambezi Region, 11 from Hardap Region, 18 from Omusati Region, and 17 from Oshana Region.

Eight Grade 10 Mathematics teachers from Hardap Region and 23 Grade 10 Mathematics teachers from Zambezi Region were trained in PCK in topics identified from needs assessments. The different training activities covered demonstration lessons and co-teaching, while lesson observations and feedback discussions were used to enhance the skills shared. Hands-on PCK training for the

Higher Level Mathematics teachers through demonstration lessons, team preparation, and teaching was also utilised. Teachers emerged from these activities with positive attitudes towards the concept-based learning approach.

Thirty English Language teachers from the Zambezi Region were supported in PCK by the Rössing Foundation team, while 70 teachers from the Hardap Region were supported in sound reading.



(Fltr) The Executive Director of Rössing Foundation, Mr Job Tjiho, Mrs Ernfriede Stephanus-Kauraisa, Deputy Director Education of the Hardap Region, and Mr Mzingisi Gqwede, Director Education, signing the Memorandum of Understanding between the Rössing Foundation and the Hardap Region's Education department.



Rössing Foundation was tasked to train 150 school boards in the Hardap and Ohangwena regions as part of the social accountability and school governance project initiated by UNICEF.

“ Our greatest natural resource is  
the minds of our children.

Walter Disney ”

The Arandis and Swakopmund centres supported 200 teachers from the Zambezi, Hardap, Omusati and Oshana regions. They were trained through outreach programmes in PCK for Biology and Physical Science; designing and developing practical investigation worksheets; and in Mathematics and Science Fair judging.

A training intervention was also organised and presented to 20 teachers from six schools in the Omaruru Circuit to address difficulties experienced in setting, moderating, controlling of the set-up and implementing internal school-based tests and examinations for Grades 5 to 7 in Mathematics, Science, English and Health Education.

The education officers from the Ministry of Education, Arts and Culture's Advisory Services and the Rössing Foundation's Science education officers in the Erongo Region trained teachers from the Martin Luther High School and the Übasen Junior Secondary School (both located in the village of Okombahe in the Erongo Region), the Da-Palm Secondary School (a rural school in Otjimbingwe in the Erongo Region), and the Karibib Junior Secondary School. The education officers coached the teachers in teaching the Sciences through model lessons.

## OTHER INTERVENTIONS

### *Centre support*

In addition to the outreach programmes that are arranged on specific requests by the various schools, the Rössing Foundation education centres remain popular destinations for school tours and holiday classes from all the regions of Namibia.

During 2015, more than 1,000 teachers and learners were exposed to the three education centres during familiarisation tours, including those from Witkrans Primary School in Hardap Region, John A. Pandeni Combined School (Omusati Region), Usakos Secondary School and Okaepe Primary School (Otjozondjupa Region), Amazing Kids Private School (Khomas Region), and the Friedtjo Nasen Akademie from Germany.

Support such as these enable the Foundation to form working relationships with schools by providing resources to Mathematics, Science and English teachers.

### *Professional forums*

The Ondangwa Centre supported 40 teachers through professional development presentations at the Oshana Region E-learning conference.

### *Networking and partnerships*

The Rössing Foundation's Mathematics education officers participated in the curriculum review panels at the National Institute for Educational Development.

The education officers for Mathematics, Science and English attended the educational improvement strategy meetings of both the Oshikoto and Omusati regions aimed at reviewing the 2014 academic performance of the regions and mapping out improvement strategies for 2015. Both regions resolved to continue making use of Rössing Foundation support.





The Ondangwa Centre also supported three teachers studying with the University of the Free State, who made use of the centre as a venue for writing their examinations.

The Ondangwa Centre also supported eight English advisory teachers and 22 Grade 10 and 12 English teachers from Ohangwena Region in the regional strategic planning of activities for 2015.

### *District Teachers' Resource Centre at Ondangwa Centre*

The District Teachers' Resource Centre that was opened at Rössing Foundation's Ondangwa Centre in 2014 continued to serve teachers who would otherwise have had to travel long distances to the Ongwediva Teachers' Resource Centre.

Most of the regional education activities in the year under review took place at this District Teachers' Resource Centre, including training workshops, meetings, and setting examinations. A total of 77 teachers were trained there in basic computer skills, while 200 teachers utilised the library and 629 the computer laboratory, thus 906 users benefited from District Teachers' Resource Centre services in 2015.

### *Social accountability and school governance*

In 2012, the United Nations Children's Fund (UNICEF), in partnership with the then Ministry of Education (now Ministry of Education, Arts and Culture) and funded by the European Union, initiated the Social Accountability and School Governance in the Education Sector in Namibia project with the overall aim of promoting involvement in quality education delivery as a shared responsibility of key stakeholders in Namibia.

The purpose of the project is to strengthen social accountability and school governance in the education sector in Namibia in order to contribute to an improved efficiency in the system with regard to delivering quality learning outcomes at primary and secondary levels.

The initial three-year project was subsequently extended for another year and ended in October 2015. Rössing Foundation, as an implementing partner, was tasked during the latter part of the project execution (2015), with training school boards, as per its agreement with UNICEF Namibia.

Rössing Foundation ended its involvement in the project having trained 150 school boards in the Hardap and Ohangwena regions (56 school boards in Hardap Region and 94 in Ohangwena Region).

School boards were trained on using social accountability tools and model systems to monitor school performance and thus contribute towards education sector monitoring at local, regional, and national levels.

The skills and knowledge the board members acquired would have further reinforced their ability to undertake their roles and responsibilities in regard to social accountability and school governance, enabling them to participate in the performance monitoring and promotion of accountabilities from bottom-up level.

The Rössing Foundation conducted the following project activities in 2015:

- Key stakeholders – such as regional authorities and traditional authorities – were sensitised on the involvement of community members in education through local and traditional leadership.
- A baseline study was conducted to determine the dynamics of school communities.
- A School Board Training Guide was compiled and used to train school boards.
- A total of 150 school boards received training, obtaining information on the right to education; education purposes, policies and practices; monitoring education performance; and the use of social accountability tools.
- Platforms were created between schools and between the Hardap and Ohangwena regions for sharing good practices.

Not all members of the school boards could be present at the selected training dates. Of the 1,393 members of the 150 schools boards, a total of 1,033 were trained, representing 74 per cent. The table below indicates the number of schools and participants that were trained.

REGION	Number of schools	Number of participants		
		Possible participants	Participants trained	Participants not trained
Hardap Region	56	495	310	185
Ohangwena Region	94	898	723	175
<b>Total</b>	<b>150</b>	<b>1,393</b>	<b>1,033</b>	<b>360</b>



## **LEARNERS’ SUPPORT PROGRAMME**

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During 2015, a total of 6,794 learners benefited from the support provided by Rössing Foundation's three education centres to prepare for various end-of-year Ordinary and Higher Level examinations. These include learners who attend centre-based classes on a regular basis, as well as those that participate in various programmes on an ad hoc/irregular basis.

Learners were supported in Mathematics, Physical Science, Biology, Life Science, Natural Science and Health Education, English, Oxford Reading Tree and A-Z Reading.

The first mobile education laboratory that was launched in 2015 will enable the Rössing Foundation to expand our support to learners substantially in future.









(Main photograph) Namibia's Minister of Education, Arts and Culture, Hon. Katrina Hanse-Himarwa, and Mr Asser Kapere, Rössing Foundation Chairperson of the Board of Trustees, at the Rössing Foundation Mobile Laboratory, which will be deployed to rural schools where tuition of Mathematics, Science and English is hampered by a lack of facilities.

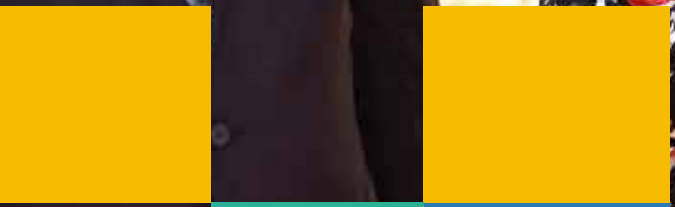
1: The Managing Director of Nedbank Namibia, Mr Lionel Matthews; the Chairperson of Rössing Uranium Board of Directors, Mr Johannes !Gawagab; Hon. Katrina Hanse-Himarwa; the Chairperson of Rössing Foundation Board of Trustees, Mr Asser Kapere; Executive Director of Rössing Foundation, Mr Job Tjiho; and the Managing Director of Rössing Uranium, Mr Werner Duvenhage.

2. The Rössing Foundation team.

3. Hon. Katrina Hanse-Himarwa and Mr Jona Mushelenga, Rössing Foundation's Science officer, with Science teaching equipment.

4. Managing Director of Nedbank Namibia, Mr Lionel Matthews.

5. The first of three Rössing Foundation mobile education laboratories.





# RÖSSING FOUNDATION MOBILE EDUCATION LABORATORY

*A new educational concept launched*

An educational concept that has previously delivered exceptional results in Arandis, Ondangwa and Swakopmund was replicated in mobile form and was launched towards the end of the reporting year.

The Rössing Foundation's three centres are of principal benefit to teachers and learners living in close proximity of the towns where the centres are located, as transport costs and other related expenditures are often too high for people living some distance from these towns to access the sites. Thus, the majority of teachers and learners at rural schools in poor communities continue to miss out on the valuable opportunities offered by our centre-based support programmes.

In our quest to support as many learners and teachers as possible throughout Namibia, the Rössing Foundation explored the concept of a mobile laboratory offering the same services as the three centres. We approached a local bank, Nedbank Namibia, to assist in realising the concept and so the Rössing Foundation's Mobile Education Laboratory was born.

Nedbank Namibia has committed to sponsoring three of these vehicles, fully equipped with the necessary instruments and materials to bring much-needed educational aid in the three critical subjects of Mathematics, Science and English to rural schools.



The first vehicle was launched in November 2015, and Nedbank will sponsor the other two vans over the next three years. Nedbank was joined by other progressive companies in getting the first mobile laboratory 'on the road': Total Namibia (which sponsors fuel), Dunlop Tyres (which sponsors tyres), and the Hollard and Aon insurance companies which sponsor the insurance coverage of the mobile laboratory.

The van is outfitted to deliver the subject curricula in English, Mathematics, and Science. Some of the equipment comprises apparatus for carrying out practical learning activities in the Sciences that might not be possible in their absence. There are also laptops equipped with software programs for English, Mathematics and Science. Some of the software is interactive and can be used to allow learners to progress at their own pace and teachers to design model teaching activities for their lessons.

The first mobile laboratory was launched by the Minister of Education, Arts and Culture, the Honourable Katrina Hanse-Himarwa, on the 25th November 2015 at the Rio Tinto Rössing Uranium Limited offices in Windhoek.

Speaking at the launch, the Managing Director of Nedbank, Lionel Matthews, stated that education is one of the three defining pillars underpinning Nedbank's philosophy in terms of corporate social investment.

He said: "Education remains a prime ingredient in providing access to employment, economic prosperity, improved quality of life, personal fulfilment and growth for all Namibia's people. That is an undeniable fact. And as a good corporate citizen, Nedbank Namibia will never shun our obligation in this regard. We have visions of the mobile lab being welcomed with joy and enthusiasm by communities in the furthest recesses of our country. But more importantly, we have visions of touching the lives of numerous teachers and learners alike, and inspiring them to embrace a future of untold interest in science and mathematics."

The Honourable Katrina Hanse-Himarwa commended Nedbank and the Rössing Foundation saying: "With hard work and dedication the two partners have managed to implement an innovative approach to extending the enrichment benefits to rural schools through the practical presence of the Rössing Foundation Mobile Lab and we commend you for it."

The first mobile lab will become operational in 2016. It will travel from one region to another and it is estimated that 20 schools will be visited twice over a period of 20 weeks by the end of the year. Thereafter, schools in the different regions will be able to reserve the mobile laboratory to support their learning activities at their institutions.









## CENTRE-BASED SUPPORT PROGRAMMES

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### *English language support*

The Ondangwa Centre supported a total of 114 learners in English language examination preparation activities in 2015. Of the 114 learners, 23 were Grade 10 learners; 72 Grade 12 NSSC (Ordinary Level) learners, and 19 Grade 12 Higher Level learners. Activities covered included work on tenses, the active and passive voice, direct and reported speech, summary writing, writing of short and longer pieces, and listening and oral activities.

In Erongo Region, a total of 25 English Ordinary Level learners were enrolled at the Tamariskia Centre and were supported in the following English skills in accordance with the syllabus: reading and directed writing, argumentative and narrative, report writing, literature notes and grammar and listening comprehension.

Learners were also assisted with the English language structures and conventions that are an integral component of the exploration, analysis and examination of texts, as well as of learners' writing tasks, and with listening and oral proficiency.

### *Mathematics support*

At the Ondangwa Centre, 697 Mathematics learners in Grade 7, Grade 10 and Grade 12 were supported through Master Maths Programme activities, of which 101 learners attended classes on a regular basis. The supported learners completed about 30 Master Maths modules (lessons) with an average score of 79 per cent.

In Erongo Region, a total of 3,977 Mathematics learners from Grade 5 to Grade 12 benefited and utilised the Master Maths Programme facilities in Arandis and Swakopmund, of which 104 attended classes on a regular basis.

Learners attended the centres from various schools in the region: Kolin Foundation Secondary School, U.B. Dax Primary School, Arandis Primary School, Mondesa Youth Opportunities (MYO) Trust afterschool programme, ProEd Academy Private School, Swakopmund Primary School, Coastal High School, and Swakopmund Secondary School.

Learners received tutoring and at the end of the year they wrote either Ordinary or Higher Level examinations. Face-to-face interactions covered topics such as calculus, algebra, geometry, trigonometric identities and graphs, vectors, and coordinate geometry, which also formed part of the Master Maths Programme tutoring.

### *Support in the Sciences*

Overall, 1,970 learners in Grade 6 to Grade 12 were supported through Science-related activities this year at the Ondangwa Centre, of which 190 Science learners registered and attended classes on a regular basis. The others participated on an irregular basis.

The learners were supported through regular face-to-face tutoring sessions, holiday classes, and enrichment programmes. An average score of 78 per cent was attained by the Grade 7, Grade 10, and Grade 12 Science Ordinary Level learners, while a grade 3 symbol average was attained by the Grade 12 Higher Level learners.

Overall, 625 Science learners from Swakopmund-based schools were tutored at the Tamariskia Centre in subjects such as Physical Science, Chemistry, Biology, and Life Sciences, with an emphasis on practical activities. Of these, 46 learners were registered and attended classes on a regular basis.



“ It takes a whole village  
to raise a child. ”

African Proverb





## **OUTREACH PROGRAMMES**

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As part of their outreach programmes, the Tamariskia Centre supported 110 learners from the Omatjete Primary School near Omaruru, 156 learners from the S.I. Gobs Secondary School in Omaruru, 77 learners from the Petrus !Ganeb Secondary School in Uis and 98 learners from the Secondary School Otjimbingwe in the Usakos circuit.

The Ondangwa team supported 35 Grade 8 learners from the Omukukutu Combined School and 35 Grade 10 learners from the Okalumbu Combined School in their outreach programmes. The support covered topics identified through needs assessments of Grade 10 and 12 learners.

## **HOLIDAY SUPPORT PROGRAMMES**

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At the Ondangwa Centre, 360 learners attended vacation classes, either during the May or August holidays. Special examination preparation support was given to Grade 10 Junior Secondary Level and Grade 12 Ordinary and Higher Level learners. The average assessment attainment for Higher Level learners was a grade 4 symbol, while the Ordinary Level learners attained an average score of 70 per cent.

In the Erongo Region, a total of 1,573 Grade 10, Grade 11 and Grade 12 Higher Level learners from the Walvis Bay Education Circuit, Usakos Secondary School, Kuisebmond Secondary School, Petrus !Ganeb Secondary School, and S.I. Gobs Secondary School in Omaruru participated in the April and August 2015 Spring and Autumn Schools.

The holiday schools were organised by the Ministry of Education, Arts and Culture in order to give learners an opportunity to revise subjects taught during the school year and cement learners' competencies and understanding.

The Rössing Foundation made its staff available as additional resources in Mathematics, Sciences and English subjects.

## **SUPPORT TO THE ERONGO REGION SCIENCE FAIR**

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Through Science projects and fairs, learners access opportunities to apply technical knowledge and skills acquired during their studies and strengthen their understanding of scientific research methods. Practical scientific projects also reinforce teaching in both Mathematics and Science subjects.

The Rössing Foundation assisted the Swakopmund Circuit to organise and host a circuit-based Science Fair with ten teachers participating in the event. The Omaruru Circuit was also assisted in organising and hosting a circuit-based Science Fair with 14 teachers participating. In addition, a Science Fair judging workshop was conducted for 17 teachers to equip them with sufficient knowledge and skills in appraising projects.

The Ondangwa Centre team supported 120 Omusati learners in preparation for participation in the 2015 National Mathematics and Science Fair.





# EXAMINATION RESULTS

## *2015 Year-end results*

The table on the next page provides a summary of the examination results of the learners that were registered with the Rössing Foundation's education centres in Arandis, Ondangwa and Swakopmund, and who attended classes on a regular basis.

In total, 580 registered learners received support on a regular basis by all three centres. The performance of only these learners is tracked within the education system, and their performance is summarised in the table. (Learners who attend classes only on an ad hoc or irregular basis are not included.)

Of the 580 registered learners, 330 received A-C or 1-4 grades in the different subjects, representing 56,9 per cent attainment.

Table 2: Results of 2015 Year-end examinations

GRADE	SUBJECT	ONDANGWA CENTRE			TAMARISKIA CENTRE			ARANDIS CENTRE			AVERAGE
		ENROLMENT	A-C/1-4 GRADES	% ATTAINMENT	ENROLMENT	A-C/1-4 GRADES	% ATTAINMENT	ENROLMENT	A-C/1-4 GRADES	% ATTAINMENT	
7	Mathematics	21	21	100.00%	25	25	100.00%	0	N/A	N/A	100.00%
	NSHE	21	21	100.00%	0	N/A	N/A	0	N/A	N/A	100.00%
	English	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	N/A
10	Mathematics	43	28	65.12%	14	14	100.00%	17	13	76.47%	80.53%
	Life Science	26	6	23.08%	0	N/A	N/A	0	N/A	N/A	23.08%
	Physical Science	71	31	43.66%	0	N/A	N/A	0	N/A	N/A	43.66%
	English	23	4	17.39%	0	N/A	N/A	0	N/A	N/A	17.39%
12	Mathematics (OL)	0	N/A	N/A	22	16	72.73%	15	6	40.00%	56.36%
	Mathematics (HL)	37	36	97.30%	5	4	80.00%	6	6	100.00%	92.43%
	Biology (OL)	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	N/A
	Biology (HL)	7	7	100.00%	16	12	75.00%	0	N/A	N/A	87.50%
	Physical Science (OL)	0	N/A	N/A	20	6	30.00%	0	N/A	N/A	30.00%
	Physical Science (HL)	65	65	100.00%	10	10	100.00%	0	N/A	N/A	100.00%
	English (OL)	72	17	23.61%	25	4	16.00%	0	N/A	N/A	19.81%
English (HL)	19	5	26.32%	0	N/A	N/A	0	N/A	N/A	26.32%	
<b>OVERALL</b>		405	241	59.51%	137	91	66.42%	38	25	65.79%	59.78%



“ There are more treasures  
in books than in all the  
pirate’s loot on  
Treasure Island. ”

Walt Disney





## LIBRARY SERVICES

The main purpose of the Rössing Foundation's libraries is to ensure that learners, teachers and other community members have access to information and books, as the improvement of reading skills in turn contributing to the attainment of good results at school and a broader range of knowledge in general. The libraries exhibit materials based on monthly themes, provide information, and assist learners with school projects, homework and research.

The libraries also provide photocopy and internet services to the community, teachers and learners.

In 2015, a total of 35,381 learners, teachers and community members utilised the Foundation's libraries at the Swakopmund and Arandis centres, while 13,315 learners, teachers and community members made use of the Ondangwa Centre's library.

The Ondangwa Centre's librarians visited a nearby pre-primary school, the Oshitapo Early Childhood Centre located in the Ohangwena township of the same name. The 22 children at the kindergarten were very excited to receive the materials the librarians brought them such as paper and colouring pens and to be shown phonics video clips, sing songs, and have stories read to them.

At the Ondangwa Centre's library, 190 learners registered as library members and 118 learners' projects were supported. New library skills were also taught every month. The librarians also visited three schools: Shinime-Shiimvula Primary School, Oluno Primary School, and Olukolo Primary School, with a total of 65 learners and 14 teachers participating in activities.

Table 3: Library statistics: 2015

	LEARNERS				TEACHERS				COMMUNITY MEMBERS				NUMBER OF BOOKS Borrowed
	VISITS		MEMBERSHIP		VISITS		MEMBERSHIP		VISITS		MEMBERSHIP		
	Target	Actual	Target (annual)	Actual	Target	Actual	Target (annual)	Actual	Target	Actual	Target (annual)	Actual	
ARANDIS	9,900	13,097	4,400	662	660	125	220	1	8,800	8,281	1,100	532	4,866
TAMARISKIA	9,900	12,219	4,400	1,163	660	68	220	1	8,800	1,591	1,100	319	2,347
ONDANGWA	9,900	6,888	4,400	190	660	558	220	40	8,800	5,869	1,100	160	2,423
<b>TOTAL</b>	<b>29,700</b>	<b>32,204</b>	<b>13,200</b>	<b>2,015</b>	<b>1,980</b>	<b>751</b>	<b>660</b>	<b>42</b>	<b>26,400</b>	<b>15,741</b>	<b>3,300</b>	<b>1,011</b>	<b>9,636</b>

*A group of out-of-school youths that were sponsored by Rössing Foundation for training at the Namibian Institute of Mining and Technology, completed their respective courses, showing their certificates received in 2015.*



## COMMUNITY SUPPORT PROGRAMMES

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### *Out-of-school youth support*

Continuing its support to the community, the Rössing Foundation assisted 151 out-of-school youth based in the Erongo Region who were enrolled with the Namibian College of Open Learning (NAMCOL) to improve their grades for possible admission to institutions of higher learning.

Sessions were designed to equip the participants with conceptual understanding for improved academic performance in Mathematics, Sciences and English.

They were guided through tutorial sessions with an emphasis on practical activities in those three subjects and mastering topic content, with additional emphasis on how to answer questions during examinations.

The Ondangwa Centre assisted 70 Grade 12 NAMCOL learners in NSSCO examination preparation.



*A group of Ogongo constituency youth after a participatory project planning with Rössing Foundation. The project was developed and submitted to a prospective funder and is due to commence during 2016.*

### **Regional Mathematics and Science Fair**

The Omusati Directorate of Education held a Regional Mathematics and Science Fair in which 47 projects were registered.

Ten projects were registered by Lower Primary learners, 14 projects by Upper Primary learners, 15 projects by Junior Secondary learners and 8 projects by Senior Secondary learners.

Of the 47 projects, 20 qualified for the NamPower National Science Fair held in Windhoek from 7 to 12 September 2015.

The distribution of the projects that qualified for the NamPower National

Mathematics and Science Fair were as follows:

- 5 projects in the Junior Primary category;
- 5 projects in the Senior Primary category;
- 6 projects in the Junior Secondary category; and
- 4 projects in the Senior Secondary category.

### **Puppet show**

The Ondangwa Centre team organised a puppet show in which learners from the Shinime-Shiimvula Primary School, the Oluno Primary School, and the Olukolo Primary School took part in various activities such as drama, singing and story-

telling. A total of 74 learners attended the show, which was a fun and enjoyable evening.

### **Readathon and career guidance**

The annual Readathon was successfully celebrated in October 2015. This year theme was 'Showing your talent'.

In total, 65 learners and 14 teachers from the Shinime-Shiimvula Primary School, the Oluno Primary School, and the Olukolo Primary School participated.



# ENTERPRISE DEVELOPMENT SUPPORT

## SUPPORT TO COMMUNITY AGRIBUSINESS

The Rössing Foundation provided agribusiness mentorship to Dreamland Gardening Project members in Arandis through face-to-face consultation and informal training, as well as encouraging the retention of newly developed skills. The project has secured a fixed market and supplies fresh produce on a weekly basis to Swakopmund outlets.

Installation of an automated irrigation system is 90 per cent complete and will enable the Dreamland Gardening Project to use water more efficiently than their usual manual watering method. The installation of a solar-power system was also necessary to ensure operation of the automated watering system.

Dreamland Garden Project members also undertook an exchange visit to three projects funded by the Social Security Commission Development Fund in the Oshana and Oshikoto regions, namely the Endombo, Kondjashili, and Tulongeni projects. They shared their successes, challenges and lessons learned during project implementation with other project members.



## ÛIBA-ÔAS CRYSTAL MARKET

The Rössing Foundation has for many years supported the small-scale miners of the Erongo Region, most of whom operate from the Ûiba-Ôas Crystal Market situated on the main road between Usakos and Karibib.

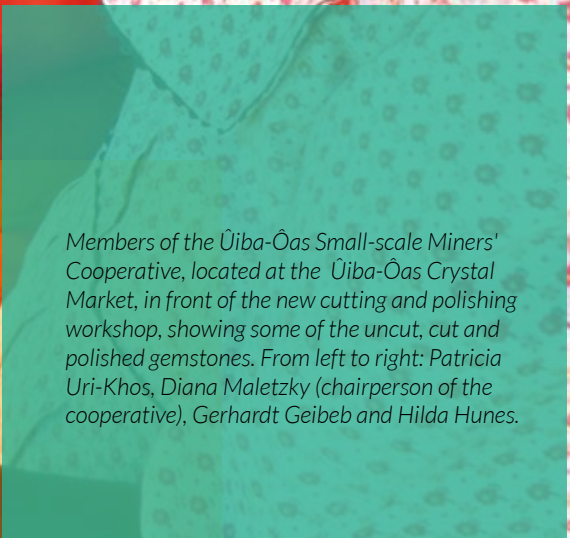
The Social Security Commission's Development Fund came on board and offered the community a grant to construct a gemstone cutting and polishing workshop and purchase a cutting-and-polishing machine.

Two members of the community were trained in using the cutting-and-polishing machine, thereby enabling members of the Ûiba-Ôas Small-scale Miners' Cooperative to create value-added products to sell at higher prices than those obtained for raw stones.

Previously, members had to take raw stones to Karibib or Swakopmund for cutting and polishing, incurring considerable expense in the process. Having the facility on site enables them to maximise profit potential.







Members of the Ūiba-Ōas Small-scale Miners' Cooperative, located at the Ūiba-Ōas Crystal Market, in front of the new cutting and polishing workshop, showing some of the uncut, cut and polished gemstones. From left to right: Patricia Uri-Khos, Diana Maletzky (chairperson of the cooperative), Gerhardt Geibeb and Hilda Hunes.



As with the nearby kiosk that offers refreshments to visitors, having a clean and comfortable ablution facility at the site encourages tour operators to bring their customers to the market, resulting in increased sales of stones and crafts. A newly-erected toilet block serves that purpose — cooperative members charge a nominal fee to keep the facility clean for visitors, thereby improving the quality of life for members and visitors alike.

During the course of the year the Rössing Foundation continued to offer cooperative members training in basic business skills, financial literacy, and other topics such as stone cutting and polishing.



The Governor of Erongo Region Honourable Cleophas Mutjavikua (in the middle) cutting the ribbon at Ūiba-Ōas Crystal Market during project handing over ceremony. He is assisted by (fltr) Mr Job Tjiho, Executive Director of Rössing Foundation, the former Mayor of Arandis His Worship Daniel Muhuura, former Executive Officer of the Social Security Commission, Kennadei Tjivikua, member of the Traditional Council Ms Elizabeth Guriras, Ūiba-Ōas Cooperative Chairperson Ms Dianna Maletzky and Constituency Councillor, Mr Ernest Katjiku Daures.

## SUPPORT TO OHUNGU CONSERVANCY

During the reporting year, the Rössing Foundation assisted the Ohungu Conservancy in the Erongo Region in submitting a proposal to the Environmental Investment Fund of Namibia (EIF) to secure two horses and riding equipment for monitoring the conservancy area in order to curb illegal hunting of wildlife.

After several incidents of poaching in the conservancy area, the Ohungu Conservancy Management Committee and Community Game Guard concluded that the game guard system needed to be strengthened through the provision of horses and saddles for patrolling to support the conservancy's nature conservation efforts.

Currently the Foundation is also developing a large-scale project that will attempt to reduce conflicts between community members and wildlife in the conservancy.



Community receiving saddle from Lazarus Nafidi of EIF (third from left), among them are Honourable Constituency Councillor Ernest Katjiku (forth from left), Judas Haakuria, (middle) Conservancy Chairperson Benedictus April (fourth from right) and community game guard.







The Rössing Foundation

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