

The Rössing Foundation
2012 Annual report
Empowering communities



Contents

- 1 Introduction**
- 2 Message from the executive director**
- 3 Rössing Uranium's MD visit to the north**
- 4 Chapter 1: Education interventions**
 - 5 Background to education interventions
 - 6 Learners' support programmes
 - 10 2012 Examination results
 - 16 Library services to the community
 - 18 Teachers' support programmes
 - 21 Regional outreach programme
- 26 Chapter 2: Arandis Sustainability Development Programme**
 - 27 Arandis beyond the horizon
 - 29 Employment creation and enterprise development
 - 33 Networking with development partners
 - 33 ASDP impact assessment
- 34 Chapter 3: Regional enterprise development programmes**
 - 35 Support to Erongo microenterprises
- 38 Contact details**



Young residents of Arandis, the focus of many corporate social responsibility activities of Rössing Uranium channelled through the Rössing Foundation.

Introduction

The Rössing Foundation was established in 1978 through a deed of trust to implement and facilitate the corporate social responsibility activities of Rössing Uranium Limited within Namibian communities.

The Rössing Foundation undertakes a broad range of activities across a wide spectrum of community development areas. The Foundation concentrates its activities mainly within the Erongo Region where the Rössing mine is located, and to a lesser extent in the Oshana and Omaheke Regions.

All programmes driven and supported by the Rössing Foundation are implemented in collaboration with critical partners such as the Ministry of Education; National

Institute for Educational Development (NIED) the Erongo Regional Council; the Ministry of Mines and Energy and the Arandis Town Council.

Our vision is to be a leader in the execution of corporate social responsibility and strive to elevate the image of the Rössing Foundation to the highest level possible.

Message from the executive director

The Rössing Foundation went through difficult times in 2012 as it, like most organisations, was affected by financial difficulties caused by the global economic recession.

To adjust to the pressures caused by these difficulties, the Rössing Foundation's Board of Trustees agreed to reduce the number of employees through redundancy. Fortunately, seven employees opted to take voluntary separations, while three had to be made redundant.

However, despite these difficult times, all the programmes and projects at all the Rössing Foundation centres were successfully executed during the period under review.

This 2012 Annual report focuses on the activities that took place within the Rössing Foundation from January until the end of December 2012.

Because support in education is one of our main drivers, the report draws attention to the 2012 examination results to show how the registered learners who attended classes at the Rössing Foundation centres performed during the year under review when compared with those who benefitted from the programmes in 2011, as well as when compared to learners who did not attend classes at the centres, eg learners in other regions or on national level.

Further, the report examines the 'new face' of Arandis. The Arandis of yesterday is no longer the Arandis of today. People in the town, in the region, and in the country as a whole have been talking about the economic growth of Arandis. The sight and sound of construction vehicles, previously hardly ever seen in the town, have now become familiar. Their presence shows how life has changed in this small, but very dynamic town.

This did not happen by itself. For many years the Rössing Foundation supported the Arandis Town Council in working towards the economic viability of the town. Capacity building, skills transfer and a wide range of programmes as part of the Arandis Sustainability Development Programme were executed. We are now



reaping the fruits and some of the activities during 2012 are highlighted. In addition, we showcase the regional enterprise development activities that the Rössing Foundation initiated or supported.

We thank you for your support and interest in our activities and are looking forward to an exciting 2013.

Rössing's MD visit to the north

In March 2012, Mr Chris Salisbury, the managing director (MD) of Rio Tinto Rössing Uranium Limited (RUL), paid a historic courtesy visit to the Oshana, Omusati and Kunene Regions as part of a familiarisation exercise.

"I wish to thank Rio Tinto Rössing Uranium Limited for making it possible for the Rössing Foundation to offer scholarships to many Namibians over the years and for running educational programmes that not only help our children to receive enrichment classes to excel in education, but also employ citizens of our town, Ondangwa. I am proud to inform you that I am a beneficiary of a Rössing Foundation bursary which enabled me to complete my degree at the University of Fort Hare in South Africa before Namibia's independence."

The Mayor of Ondangwa, His Worship Leonard Ronny Negonga during the MD's visit to the northern regions

The visit was historic in the sense that Mr Salisbury is the first managing director of Rio Tinto RUL to visit northern Namibia and to have learnt firsthand about the prevailing socioeconomic conditions of the community members, who have a longstanding working relationship with the Rössing Foundation.

Mr Salisbury had the opportunity to meet key stakeholders who directly or indirectly benefit from Rio Tinto RUL through the development services rendered by the Rössing Foundation. In their presentations made during the visit, stakeholders underscored the vital role the Rössing Foundation has been playing in facilitating and implementing development programmes and as an important partner to the Government of the Republic of Namibia. The stakeholders expressed their gratitude to Rio Tinto RUL for being a dependable pillar by financially supporting Namibian communities through the Rössing Foundation.

Mr Salisbury also had the opportunity to meet a diversity of community members in the northern regions, including school children and teachers, retired RUL employees, and members of the Himba community who, in the past, had work closely with the Rössing Foundation at the Ruacana Conservancy in the Omusati Region. Mr Salisbury's visit demonstrates an example of good leadership and the Rössing Foundation applauds this commendable gesture.



Managing director Chris Salisbury and his wife Kate visiting the Himba community.

Chapter 1

Education interventions

Background to education interventions

Although thousands of Grade 12 learners qualified to enter institutions of higher learning at the end of 2012, the overall performance of Namibian learners in Mathematics, English and the Sciences continued to be consistently poor. Some schools have been under-resourced over the years and have had limited learning materials and teaching equipment, as well as high learner-to-teacher ratios.

To address the educational challenges facing Namibia, including the consistently poor examination results, the Rössing Foundation's Board of Trustees has committed the Rössing Foundation to assist the Namibian Government, and in particular the Ministry of Education, by offering opportunities to learners and teachers to acquire subject content knowledge and improve their skills in the areas of English, Mathematics and the Sciences.

To meet this enormous undertaking, the Rössing Foundation has built and operates three Mathematics,

English and Science centres in Swakopmund, Arandis and Ondangwa.

The Foundation, in partnership with the Regional Directorates of Education, also assists schools in the areas of school management and leadership.

The Rössing Foundation Teachers Support programme aims to improve curriculum practice and the quality of education delivery by assisting to train English, Mathematics and Science teachers in order to impact significantly on learner achievement at school level.

Supporting the Ministry of Education, the Rössing Foundation has built and operates three Mathematics, English and Science centres, one of which is situated in Arandis, offering young learners the opportunity to get exposure from an early age.



Learners' support programmes

The Rössing Foundation executed various programmes to support learners in their quest to improve their competency in English, Mathematics and Science.

English language centres

A-Z Reading programme

The A-Z Reading programme aims at improving the reading skills of Grades 5 to 7 learners. During the period under review, 22 out of 30 Grade 5 to Grade 7 learners (73 per cent) received training at Ondangwa centre. To make reading materials more widely available to the learner community, the Rössing Foundation printed 500 sets of ten reading booklets from the A-Z Reading programme for lower primary learners in 2011. These booklets continued to benefit 1,444 learners in 2012 through the A-Z loan system.

Oxford Reading programme

The 11-week Oxford Reading programme teaches phonics and is designed to train lower primary learners to improve their reading skills. In 2012, 140 Grade 2, Grade 3 and Grade 4 learners benefitted from the programme. This shows an increase of 17 per cent when compared to the 120 learners who were trained in 2011.

Spelling Bee competition

In 2012, 59 out of 60 targeted learners participated in the Spelling Bee competition, which aims at improving learners' English language skills. The competition provided learners with the opportunity to acquire and demonstrate their reading, writing, listening and speaking skills, and tested their ability to think and react under pressure.

Science centres

The Rössing Foundation centres aim to support teachers and learners to acquire teaching and learning skills in the Sciences. The centres focus on Natural Science and Health Education at the primary level, and Biology/Life Science and Physical Science at the secondary level. These centres are equipped with materials and apparatus for experiments and demonstrations in the Sciences.

Science Quiz competitions

The purpose of the Science Quiz competitions is to give learners an opportunity to demonstrate, test and compare their knowledge in the Science subjects. A Science Quiz was held in September 2012 at the Ondangwa centre and was attended by 60 learners and eight teachers. The quiz evaluated the knowledge, understanding and mental skills of the participants. Almost all of the questions in the quiz assessed Objective A, which is "knowledge with understanding". Participants demonstrated a good knowledge and understanding of the principles covered in the Sciences subjects.



The Rössing Foundation supported various educational activities such as the annual Spelling Bee competition held at a regional and national level. Pictured to the left and far left are some of the winners during the various stages of the competition.



Gerson Kanduumbe in one of the Rössing Foundation's Science centres, which aim to support teachers and learners to acquire teaching and learning skills in the Sciences.

Gerson Kanduumbe has been part of the Rössing Foundation's educational programme since 2008 when he started at Kolin Foundation in Grade 8. He grew from a shy, reserved youngster into a self-confident orator and top of the class leader. He successfully took part in the Science Fairs of 2011 and 2012, as well as in the Spelling Bee in 2011.

Not only did he conduct the prize-giving ceremony in 2011 as the Director of Ceremonies, but he also participated as an actor with a leading part in the presentation of an excerpt from *A Midsummers Night's dream*. Apart from being a bright, hardworking learner, he shows strong mettle, leadership and an understanding in how to achieve his goals. His confidence shows in the way he applies himself and he is a proud example of the contribution made by the Foundation's programmes to support and develop learners.

Mathematics centres

Each of the three centres are all equipped with computer-based interactive Master Maths programs that support learners to improve their mathematical knowledge and skills, thus enhancing learners' performance in Mathematics so that they will be able to enter institutions of higher learning.

The centre in Tamariskia supported 15 community members and out-of-school youth to improve their Grade 12 results. All of the 15 people registered sat for the examinations and managed to score symbols



1 & 2: Linea Nampala School learners and two teachers from the Oshikoto Region visited the Ondangwa Maths Centre for the first time in August 2012 and were introduced to the Master Maths programme.
3: During the Mathematics Olympiads, Emilia Malima and Iyonne Mvula of Gabriel Taapopi produced a project that was judged "Best project in Mathematics and Statistics" at the National Fair.

between C and E in their final examinations. Among the 15 people registered, three were Rössing Uranium Mine workers who were studying part-time, one was a Telecom Namibia employee who was studying through the University of South Africa, and two were employees of the northern regional electricity distributor, NORED.

Twenty-six Grade 12 learners from Martin Luther High School were supported at the Tamariskia centre. The learners spent two days at the centres with their English, Science and Mathematics teachers. All who took part – teachers and learners – improved their knowledge in the following areas: how to conduct Biology/Life Science and Physical Science practical lessons, written work, summarising, literature, solving Mathematics problems, and preparing for examinations.

Mathematics Olympiads

The Rössing Foundation encouraged learners to participate in Mathematics Olympiads in 2012. The purpose of the Olympiads is to enhance the learners' problem-solving abilities by applying mathematical knowledge and skills on a non-routine basis. Just over eight hundred learners participated in Mathematics Olympiads. This number include 605 who participated in regional based Mathematics Olympiads. The Foundation further assisted 300 learners to participate in the South African Mathematics Olympiad (SAMO), including 100 of those that participated in the regional Olympiad. Out of 300 learners, 43 qualified for the second round. This represents 16 more learners than the number of learners who qualified for the SAMO second round in 2011.

Other interventions

In addition to the formal intervention programmes, the Rössing Foundation employed the following as a vehicle towards achieving quality education delivery:

Spring schools

The Rössing Foundation conducted centre-based Spring School classes for 98 Grade 10 and Grade 12 learners from Oshikoto, Oshana, Ohangwena and Omusati Regions. Most of the Grade 12 learners were doing Higher Level Mathematics. In the Erongo Region, the Foundation, in partnership with the Directorate of Education, jointly organised circuit based spring schools for both Grade 10 and Grade 12 learners in the Omaruru and Swakopmund circuits.

Yvonne Mvula, Emilia Malema and Ndamononghenda Onesmus from Gabriela Taapopi Secondary School were supported by the Foundation to participate in the 2012 National Science Fair and scooped a Gold medal and prize money of N\$1,000 each for best category project in Mathematics and Statistics.



Mathematics and Science Fairs

During the year under review, the Rössing Foundation Mathematics, English and Science centres set a target of entering 30 quality Science projects into regional and national competitions. In this way, the Rössing Foundation supported the participation of 294 learners in Mathematics and Science fairs. Of the 29 projects that achieved awards at the regional level, ten qualified for prizes at the national level, with six gold, ten silver and nine bronze medal winners. Three of the learners who won gold medals were awarded N\$1,000 each, and their projects were judged as Best Project in the Mathematics and Statistics category. Nhlanhla Lupahla, Rössing Foundation education officer, was appointed by the National Science Fair organising committee to serve as chief judge for the secondary phase entries.

Steering committees

Steering committees from the Erongo, Omaheke and Oshana Regions, comprising officials from the Ministry of Education and the Rössing Foundation, met to discuss and review operational matters. These committees were established as per the Memorandum of Understanding signed between the Rössing Foundation and the Ministry of Education in the regions. In the Erongo and Omaheke Regions, the steering committees met on a monthly basis, while in the Oshana Region they met on a quarterly basis. Matters discussed included, inter alia, the participation of learners in and teacher support to Rössing Foundation activities, as well as the joint conducting of the August/September holiday classes to prepare learners for the end-of-year examinations.

Motivational talks

The purpose of the motivational talks, carried out in conjunction with various community leaders and important personalities, is to motivate and inspire both teachers and learners to work harder and set performance targets in order to achieve their personal and academic goals. The motivational talks resulted in many schools approaching the Rössing Foundation centres for assistance and guidance – and expressing their appreciation – for learners' improved academic results.

Stakeholders' engagement and other partners

The Rössing Foundation has played a significant role in engaging the various education stakeholders to maximise support to education. One of these stakeholders is the Allan Gray Orbis Foundation, which sponsors Grade 7 learners from three schools that are participating in Rössing Foundation initiatives. The sponsorship covers the enrolment of the learners in a school that is performing well and the payment of their fees and other related costs for the duration of the secondary school phase.

The Rössing Foundation has collaborated with the National Institute for Educational Development (NIED) to develop materials and prepare for the training of teachers for *Mathematics for All* (from January 2012, Mathematics became a compulsory subject for all Grades 11 and 12 learners). A senior staff member of the Rössing Foundation, Fillemon Vatilifa, has been assigned to serve on the NIED Mathematics Curriculum Panel. This panel reviews policy documents and evaluates and recommends teaching and learning materials for use in Namibian schools.

Bursaries

Rössing Foundation bursaries are provided to successful candidates who wish to pursue their studies in the fields of Education and Agriculture. During the year under review, the Rössing Foundation spent N\$264,095 covering all the costs of three students studying in the field of education. Some students who have enjoyed Rössing Foundation bursaries are about to complete their studies, thus adding value to education in Namibia as a whole.

2012 Examination results

The results of the end-of-year examination provide a benchmark of the value of the Rössing Foundation's Mathematics, English and Science centres, especially when compared to learners that do not have access to these centres.

As measure of success, the Foundation has set itself a target of at least 64 per cent of supported learners achieving A - C symbols during the year-end exams. The emphasis on A - C symbols is also in line with the requirements of most institutions of high learning for admission especially in the competitive fields of Science, Medicine and Engineering. The following sections provide highlights of how learners performed in 2012 against the set target.

Learners performance in Mathematics

Grade 7 Mathematics

Nearly three-quarters (74 per cent) of Grade 7 learners supported by the Foundation achieved A - C symbols in the year-end exams, representing a 15.6 per cent above the target of 64 per cent. Nevertheless, the results are marginally lower than the 75 per cent achieved in 2011.

Grade 10 Mathematics

Similar to Grade 7, close to three-quarters (74 per cent) of Grade 10 learners supported by the Foundation achieved A - C symbols in the year-end exams in 2012. This represents a marked improvement from the 55 per cent achieved in 2011 and well above the set target of 64 per cent.

Grade 12 Mathematics

At the Grade 12 Ordinary Level, the percentage of learners achieving A - C symbols in 2012 saw significant improvement to 59 per cent from the 40 per cent

74%
of Grade 10 learners registered
with the Foundation achieved
A - C symbols in Mathematics

achieved in 2011. Nevertheless, this performance fell short of the Foundation's set target of 64 per cent. In contrast, 95 per cent of learners on Higher Level achieved similar results, up from 90 per cent in 2011.

Despite some notable improvement, the Ordinary Level results is still of great concern to the Foundation and will be the key focus in 2013. Remedial efforts will involve collaborative efforts with stakeholders in the education sector, especially in view of the poor national average performance for Mathematics Ordinary Level in 2012 where only 20.8 per cent achieved A - C symbols, a far lower performance than that of learners who are supported by the Rössing Foundation.

On the other hand, the outstanding results achieved by learners at the Grade 12 Higher Level offers encouragement to the Rössing Foundation staff to further intensify their efforts to mobilise schools to offer subjects at Higher Level and to do away with Ordinary Level.

Graph 1 and Table 1 on page 9 show the results obtained by learners in Mathematics.

Learners performance in the Sciences

The Rössing Foundation Centres also aim to support teachers and learners to acquire teaching and learning skills in the Sciences. The Science Centres focus on Natural Science and Health Education at the primary level, and Biology/Life Science and Physical Science at the secondary level. The centres are equipped with materials and apparatus for experiments and demonstrations in the Sciences.

Grade 7 Natural Science and Health Education

At the Grade 7 level, about 4 out of 5 (or 78 per cent) learners who sat for year-end exams achieved A - C symbols against the set target of 64 per cent and thus exceeding the target by 14.1 percentage points. It is also a significant improvement from the 2011 figure of 65.6 per cent.

The National Grade 10 learners achieving A - C symbols was 25 per cent in 2012, compared to 74 per cent achieved by learners registered with Rössing Foundation. This underscores the need to redouble efforts in assisting teachers nationally through collaborative efforts with stakeholders.

A secondary school learner doing her Mathematics course on one of the computers at the Rössing Foundation's Arandis Mathematics, English and Science centre.

Learners from Martin Luther High School carrying out an experiment at the Tamariskia Science Centre on enzymes as biological catalysts.



Grade 10 Life and Physical Science

At the Grade 10 level, 71 per cent of learners achieved A - C symbols in Life Science and 73.5 per cent in Physical Science, all above the 64 per cent target. These figures are also significantly higher than the 63.4 and 63.3 per cent achieved in 2011 for Life Science and Physical Science respectively.

Grade 12 Physical Science

The results for the Ordinary Level were rather disappointing in 2012 with only 55.5 per cent of learners achieving A - C symbols in Physical Science, far below the set target of 64 per cent. The 2012 figure is also significantly lower than the 90 per cent achieved in 2011 and therefore of great concern to the Foundation. It is, however, important to note that these results were not helped by the shortage of manpower at two of the three Science Centres, especially towards the end of the year. It is, therefore, expected that these results will be improved in 2013 once sufficient manpower is secured.

In contrast, the performance of learners at Higher Level, though lower than the 96 per cent achieved in 2011, was significantly better, with 89 per cent obtaining A - C symbols, still way above the 64 per cent benchmark.

Grade 12 Biology

The Rössing Foundation is happy to report on the excellent results of Grade 12 Higher Level learners, where all learners registered with the centres managed a C symbol or better in 2012, up from 81 per cent in 2011. Once again, this shows the need for the Foundation to actively encourage schools and learners to enrol for Higher Levels.

On the other hand, the Ordinary Level results, although still higher than the 64 per cent benchmark, were not nearly as impressive, with only 71.5 per cent of learner obtaining A - C symbols. Similarly, they were also significantly lower than the 72 per cent achieved in 2011 and therefore warrants some attention in 2013.

Graph 2 and Table 2 on the next page show learner performance in 2012 in all the Science subjects across all the grades, as assisted by the Rössing Foundation.

Learners' performance in English

Grade 7 English

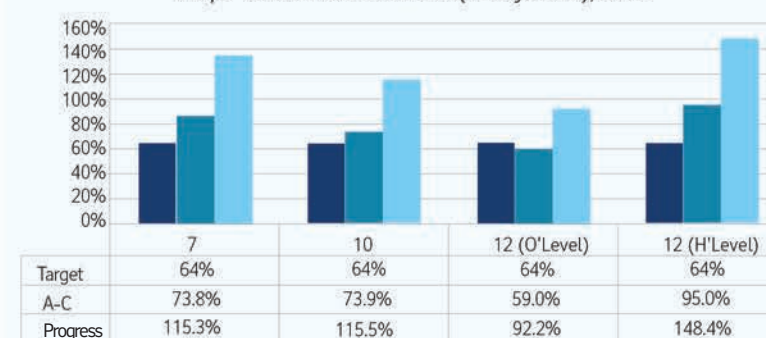
A significant improvement was noted among Grade 7 learners in 2012, with about 4 out of 5 (83.3 per cent) registered learners achieving a C symbol or better in English. This represents 54.8 per cent improvement from 53.8 per cent in 2011.

Grade 10 English

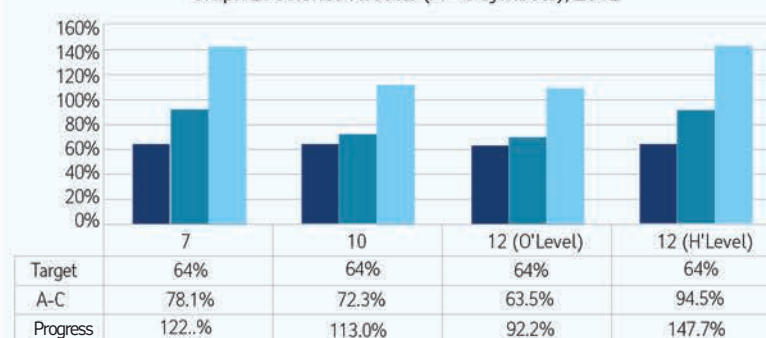
Close to two-thirds (66 per cent) of Grade 10 learners obtained A - C symbols in 2012 and thus largely unchanged from the 65.8 per cent achieved in 2011 and only slightly above the set target of 64 per cent. While satisfactory, these figures demonstrate the need to support teachers further in order to improve their competency in English.

100%
of Grade 10 learners registered with the Foundation achieved A - C symbols in Biology

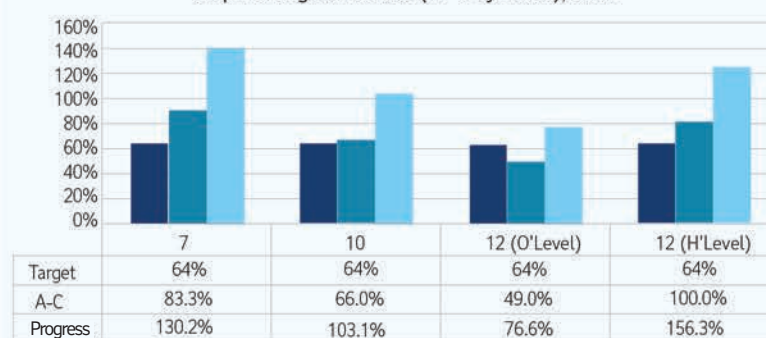
Graph 1: Mathematics Results (A-C symbols), 2012



Graph 2: Science Results (A - C symbols), 2012



Graph 3: English Results (A - C symbols), 2012



Grade 12 English

At the Grade 12 Ordinary Level, only 49 per cent of learners obtained A - C symbols in 2012 and thus far below the 64 per cent benchmark. Nevertheless, the figure represents an improvement from the 38 per cent in 2011.

As is the case of Biology, the High Level English learners achieved excellent results by scoring no less than a C in the year-end exams and thus representing a 36 per cent higher than the benchmark. This achievement should be seen against the poor results achieved at the Ordinary Level and once again underscores the importance of encouraging learners to enrol for Higher Level.

Graph 3 and Table 3 show the total number of learners in all grades who registered for and benefitted from the English programmes at the Rössing Foundation centres and the performance of learners in all grades who achieved A to C symbols in all grades, as assisted by the Rössing Foundation.

Table 1: MATHEMATICS

Number of registered learners according to grades	
Grade	Total registered Learners
7	84
10	152
12 (O' Level)	118
12 (H' Level)	40
Total	394

Table 2: SCIENCES

Number of registered learners according to grades	
Grade	Total registered Learners
7	105
10	148
12 (O' Level)	64
12 (H' Level)	64
Total	381

Table 3: ENGLISH

Number of registered learners according to grades	
Grade	Total registered Learners
7	21
10	66
12 (O' Level)	71
12 (H' Level)	20
Total	178

The results indicate that English poses a serious challenge to all levels of learners. The English results reflect the insufficient competency of Namibian teachers to bring the learners up to an acceptable level of English language proficiency. As a mitigation step, the Rössing Foundation has initiated collaborations with the British Council to give teachers and learners access to a variety of reading and listening materials in order to enhance their acquisition of English language skills.

However, the overall English results indicate how learner performance improves when a serious intervention is undertaken. Even with the poor performance of 49 per cent at Grade 12 Ordinary Level, those learners supported by the Rössing Foundation performed far better than the national average of 9.2 per cent. The Rössing Foundation will continue its collaborative and consultative sessions with the Ministry of Education to promote innovative approaches and share best practices.



The English language still poses a serious challenge to all levels of learners and the Rössing Foundation has initiated collaborations with the British Council to give teachers and learners access to a variety of reading and listening materials in order to enhance their acquisition of English language skills.



1: Hon Christian Itope, delivering the speech of His Worship Ronny Negonga, the Mayor of Ondangwa during the prize giving ceremony of the Readathon.
2: Teachers and learners from different schools during Readathon.
3: Oluno Primary School Cultural Group performing during the prize-giving ceremony of the Readathon at Ondangwa Centre.

Comparison between 2011 and 2012 Mathematics, English and Science results

Graph 4 below provides a summarised overview of performance per subject in 2012 compared to 2011. It indicates that there is a 10.3 per cent improvement at all the Rössing Foundation Centres in Mathematics, and a 13.5 per cent improvement in English, whereas there has been a decrease of 1.7 per cent in the Sciences, overall. Further efforts are being put in place to improve the performance of both teachers and learners.

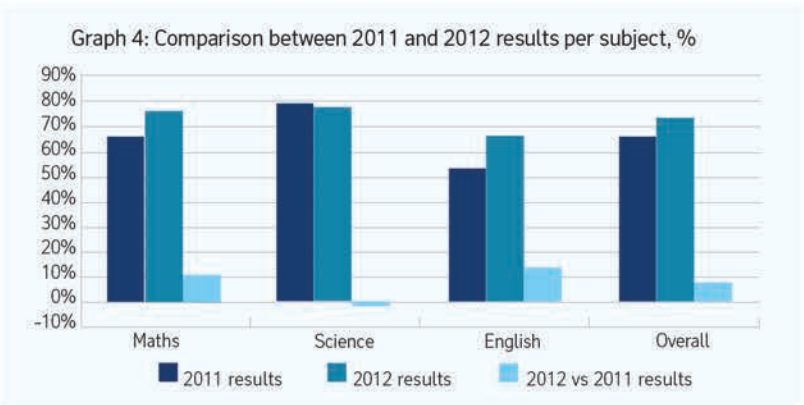


Table 4: Comparison of performance of the Rössing Foundation registered learners: Grade 7, Grade 10 and Grade 12; 2012 results compared with 2011 results					
Subject	Target (%)	Grade	2011 (%)	2012 (%)	2012 vs 2011 (%)
Mathematics	64	7	75.8	73.8	-2.0
Natural Science & Health Education	64	7	65.6	78.1	12.5
English	64	7	53.8	83.3	29.5
Mathematics	64	10	55.0	73.9	18.9
Life Science	64	10	63.4	71.0	7.6
Physical Science	64	10	63.3	73.5	10.2
English	64	10	65.8	66.0	0.2
Mathematics Ordinary Level	64	12	39.6	59.0	19.4
Mathematics Higher Level	64	12	90.0	95.0	5.0%
Biology Ordinary Level	64	12	91.7	71.5	-20.2
Biology Higher Level	64	12	80.7	100.0	19.3
Physical Science Ordinary Level	64	12	90.0	55.5	-34.5
Physical Science Higher Level	64	12	95.7	89.0	-6.7
English Ordinary Level	64	12	38.1	49.0	10.9
English Higher Level	64	12	-	100	100
TOTAL Average %	64	n/a	68.7	74.2	5.5

Master Maths coordinator Michael Moyo (middle) and learners in front of the Rössing Foundation's Mathematics, English and Science centre in Arandis.



Library services to the community

The main purpose of the Rössing Foundation libraries is to ensure that learners, teachers and community members have access to information and books, as the improvement of reading skills in turn contributes to the attainment of good results.

In 2012, a total of 44,393 and 14,256 visits were made by learners and community members respectively, and a total of 18,314 books were borrowed and returned from the Rössing Foundation libraries in 2012. These figures indicate how much value the Namibians attach to these libraries, many of whom would otherwise not have access to such services.



Young learners and one of the librarians at the junior section of the Rössing Foundation's library in Arandis. The library aims to improve access to information and books, as good reading skills in turn contribute to the good results.

Libraries

In 2012, a total of 44,393 and 14,256 visits were made by learners and community members respectively, and a total of 18,314 books were borrowed and returned from the Rössing Foundation libraries in 2012. These figures indicate how much value the Namibians attach to these libraries, many of whom would otherwise not have access to such services.

In addition, the Regional Education Directorates in the Erongo and Oshana Regions provided human resources as well as material resources to the Rössing Foundation libraries, as per a Memorandum of Understanding between the Ministry of Education and the Rössing Foundation. This is a classic example of a public-private partnership that is working very well. It is hoped that other regions will follow a similar approach.

Since teachers are the core education developers, more developmental attention will be given to teachers by the Rössing Foundation Library Services.

Readathon

The purpose of the Readathon is to enable learners to experience the joy of reading and thus to develop a lifelong love of reading. Representing His Worship Leonard Ronny Negonga, Mayor of Ondangwa, Hon. Christian Itope, Ondangwa Town Councillor addressed 107 learners at the Ondangwa centre. He encouraged the learners to develop the culture of reading and to acquire the habit of using reference materials to broaden their knowledge.

Table 5: Library users, 2012

Centres	Learners			Teachers			Community members			Books borrowed
	Annual target visits	Registered	Actual visits	Annual target visits	Registered	Actual visits	Annual target visits	Registered	Actual visits	
Arandis	10,800	464	16,583	200	2	175	1,200	161	2,966	8,650
Ondangwa	10,800	334	9,363	200	172	558	4,000	883	6,903	4,524
Tamariskia	10,800	445	18,447	200	2	44	4,000	88	4,387	5,140
Totals	32,400	1,243	44,393	600	4	777	9,000	1132	14,256	18,314

Teachers' support programmes

To cater for sustainability of the Rössing Foundation intervention in education, support is provided to teachers in various forms.

Teachers' training

Teachers are regularly trained and upgraded in English, Mathematics and the Sciences in order to enhance the sustainability of the Rössing Foundation's intervention in education. The teacher training aims at equipping teachers with general pedagogical knowledge, specific content knowledge, and the skills required to interpret and implement national education policies.

In 2012, 120 teachers were trained in the following areas: applying the A-Z Reading programme; sound reading; reward English proficiency programme for teachers; Spelling Bee; readathons; career guidance; coordinating Master Maths activities; coordinating Science Fair activities; English language reward programme; materials development; school governance; Science practicals; and subject knowledge.

These training programmes resulted in a range of new teaching and learning materials being made available to teachers, such as lower primary basic teaching aids, three-dimensional shapes constructed by teachers during a workshop for an upper primary Mathematics teachers, a summary of Grades 10 and 12 syllabi competencies, cluster assessments, and schemes of work.

Specific interventions were also made to prepare teachers for spring school activities in the Erongo Region.

This include two parallel pre-spring school training sessions for 25 Mathematics and 33 Science teachers from all 23 secondary schools in the region. The sessions covered topics such as learning theories, data handling

and interpretation, as well as examination report interpretation.

A follow-up training session was conducted in early September to enable Mathematics and Science teachers to adequately prepare Grade 10 and Grade 12 learners for final examinations.

Table 6 provides additional details on training interventions in 2012.

Annual Mathematics congress

As in 2011, the Rössing Foundation participated in the national Annual Mathematics Congress held in Swakopmund. The aim of the Congress in 2012 was to equip participating Mathematics educators with skills in areas of the subject that are regarded as challenging to both teachers and learners.

The Rössing Foundation's contribution included sponsoring nine teachers and six staff members to attend the Congress, presenting papers at the Congress, and making the Master Maths facilities available for use by Congress participants. Rössing Foundation staff members made six presentations that focused on mathematical problem solving and the integration of ICT in the implementation of the Mathematics curricula. A Minister of Education representative officially opened the Congress, at which a Rössing Foundation staff member officiated as Director of Ceremonies.

Table 6: Teachers supported, 2012

Phase	Subject	Total
Lower Primary		40
Upper Primary	Mathematics	26
	English	18
Junior Secondary	Mathematics	57
	Physical Science	35
	Life Science	13
	English	10
Senior Secondary	Mathematics	41
	Physical Science	23
	Biology	10
Total		273

Teachers from Otavi visiting the Rössing Foundation's Tamariskia Education Centre.



Learners and a librarian assistant in the library at the Rössing Foundation Arandis Centre.





Dr Tim Sanders' visit

Dr Tim Sanders during the Mathematics teachers' training workshop held at the Ondangwa Education Centre.

*1: Mr Job Tjiho (far right front row), Dr Tim Sanders, (fifth from left front row), Mr Enos Nampala (far left front row), Mr Fillemont Vatilifa (far left back row), together with education officers and teachers during the teachers' training workshop.
2: 34 teachers and education officers attended the Mathematics problem-solving training workshop.
3: Mr Prins Shiimi, a board member of the Foundation, addressing the teachers and education officers.
4: The Rössing Foundation executive director, Mr Job Tjiho, encouraged the teachers to "own" the centres and use them optimally for their professional development.*

A key highlight for the year in teachers' training was the visit by Dr Tim Sanders from the United States of America, on invitation from the Rössing Foundation. A renowned mathematician and President of mathleague.org, an organisation that trains teachers and learners in mathematical problem solving, Dr Sanders conducted a two-day training workshop at the Ondangwa Education Centre.

The workshop was attended by 27 teachers and 7 education officers and its main objective was to strengthen the ability of teachers to train learners in mathematical problem solving, thereby preparing learners to successfully participate in the Mathematical Olympiads.

The Rössing Foundation is optimistic that, with the support of critical stakeholders, the networking with Dr Sanders will be continued in order to expose more teachers to problem-solving skills and strategies in the subject area. The acquisition of these vital skills will eventually enable teachers to effectively support the learners.



Regional outreach programme

The Rössing Foundation continued with its outreach programme in the Erongo and Omaheke Education Regional Directorates. The main purpose of the programme is to improve levels of governance and management in schools cascading to excellent Grade 10 and 12 examination results.

The outreach programme aims to assist school principals and their teams to improve governance, management, leadership and subject knowledge in schools. It is hoped that skills acquired by teachers through this programme will result in improved learner results across the board, with the ultimate aim of improved Grade 10 and Grade 12 end-of-year examination results.

The Foundation continued to conduct other training workshops to capacitate school governing bodies, school management teams, school board member and learners' representatives.

While the ultimate goal of the outreach programme remains the improvement of learners' performance, Table 7 below provides an indication that there is still a long way to go. Not only did some of the schools perform badly in 2012, but their performance actually dropped from the year before.

These disappointing results are a clear demonstration that there are underlying challenges facing many schools that remains unsolved. The Rössing Foundation will therefore, as part of its engagement and consultative process, continue to work with all key stakeholders in the region's education sector to understand some of these challenges and possible solutions.

Erongo Region

In 2012, the outreach programme in the Erongo Region ran a series of training sessions in Mathematics, English and Science for the teachers of ten outreach programme partner secondary schools. In August the number of partner schools were expanded to include five more schools, bringing the total to 15 schools.

The training sessions focused on curricula instructions, syllabi interpretations, and equipping teachers to use new technology to enhance their classroom environments.

Table 7: Rössing Foundation's partner schools, 2012		
Schools	Percentage Grade 10 learners promoted in 2012	Percentage Grade 12 learners promoted in 2012
Atlantic Combined School	52%	46%
Coastal High School	14%	41%
Da Palm Junior Secondary School	40%	37%
De Duine Secondary School	46%	57%
Dibasan Junior Secondary School	55%	52%
Kamwandi Combined School	29%	30%
Karibib Junior Secondary School	22%	37%
Kolin Foundation School	69%	75%
Kuisebmond Secondary School	46%	42%
Martin Luther High School	87%	87%
Otjiperongo Junior Secondary School	45%	39%
Petrus Ganeb Secondary School	22%	20%
S.I. Gobs Secondary School	44%	66%
Swakopmund Secondary School	62%	51%
Usakos Secondary School	70%	56%



Rössing Foundation's outreach programme aims to assist school principals and their teams to improve management, leadership and subject knowledge in schools, which will contribute towards better learners' results.

Omaheke Region

The year under review was the third year of the implementation of the ELMA/Rössing Foundation supported Primary Schools Improvement project. As for previous years, a strategic plan was developed and implemented for 2012. The following reporting is based on the strategic plan areas of focus and set objectives.

Support to Omaheke regional education staff

The objective for this focus area was to enable the Regional Education Leadership officials to take ownership of the Project and become its main drivers, in preparation for the eventual exit of the Foundation from the project. To meet the set objective, the following was achieved:

- The skills of Regional Education Leadership officials were sharpened through training in planning and management.
- Advisory teachers, who are expected to support teachers to teach effectively, were trained in the use of phonic methods to improve learners' reading skills. This was carried out in an effort to enable advisory teachers to gain insight into some of the methods that project schools employ to improve learners' reading skills, ie the A-Z and the phonics methods. Learners from the project schools that use the phonics and the A-Z methods of reading demonstrated a significant improvement in their reading competencies.
- A letter was addressed to the Regional management to advise the Regional Education Office to expand the teaching methods of the project schools and to broaden the approach to other schools via the region's already established school cluster system.

The Omaheke Regional Education Office assigned an inspector of education to co-run the project in collaboration with the project coordinator to enable the latter to continue employing best practices from this funded project. Advisory teachers also visited the project primary schools for the same purpose.

At present, the project provides interventions in the form of management support, teaching and learning assistance and the provision of required materials, and while the project schools have repeatedly expressed the need for infrastructural support as well, this is beyond the scope of the Project.

School leadership support

This focus area required capacity building and strengthening of the leadership team within the eight primary schools through leadership and management training interventions.

Prior to the training interventions, a needs assessment was conducted to ascertain what the schools management team members required to focus on. The training therefore concentrated on the following areas of management that were identified:

- Concept of management, with special reference to education management;
- Management tasks: policy making, planning, organising, control/supervision, decision making, guiding, communicating, consulting, and public liaising;
- Policy development; and
- Financial management.



Teachers are training in various skills to enhance education, among others, in material development.

Teachers' support

Through this focus area, 42 primary school teachers were enabled to improve their teaching competencies in Mathematics, Science and English reading.

Assistance to teachers was rendered in the form of visits to the project schools, where mentoring and co-teaching took place to improve teaching and learning outcomes. Forty-two teachers were guided regarding how to prepare lessons, make relevant teaching aids, conduct assessments, carry out practical work, compile a resource file, and complete reports on subject results.

Further training was provided to the teachers in the following areas of development:

- **Phonics and reading:** Teachers participated in training sessions on how to teach learners to acquire reading skills effectively. A step-by-step demonstration of this method was conducted. Teachers were actively involved in this exercise in order for them to master this method of teaching reading. The training expanded teachers' horizons, enabled them to teach phonics and reading more easily, and allowed them to be more comfortable when improvising these methods in their teaching of reading in the mother tongue.
- **Natural Science and Physical Science:** Training was provided for teachers at secondary schools, as well as for those from three additional primary schools who had showed immense interest in improving their expertise in these key areas.
- **Regional and national Science Fair competitions:** Teachers were supported by receiving training in the skills required to organise and participate in these competitions. One of the outputs of the training was to set up a Regional Science Fair organising committee, tasked with the responsibility of spearheading the holding of Science project competitions in the region, and to ensure that the schools participate meaningfully in them.
- **Information, computer and technology (ICT) training:** In any modern education system, ICT is no longer a luxury but rather a necessity. A training session in basic computer literacy was conducted for the project schools. This also benefitted other schools that were attracted to such training opportunities.



Staff members of the Arandis Primary School attending classes in Oxford Reading.

Materials support

Project schools received materials such as pencils, crayons, exercise books, scissors and other kinds of materials necessary to make teaching and learning meaningful in schools. The provision of the requisites to the project schools was based on orders placed by the schools. In an effort to cement effective use of the newly acquired computer skills, the three project schools received Powerpoint beamers to enhance their lesson presentations.

A notable achievement

Training of teachers is regarded as vital to improve education standards, enabling learners to achieve the best results possible.

During a visit to the project schools, one of the principals reported that three outstanding learners from schools supported by the Rössing Foundation had been selected for enrolment at a newly established prestigious junior secondary school in Rundu. The three learners will be awarded scholarships to pay for their studies and accommodation.

Challenges

The need for improvement in schools is felt throughout the region. Project gains should therefore be consolidated further and aimed at all the schools in the region. Moreover, sustainability of the project benefits will depend on continued commitment and heightened vigour on the part of the management of the project schools and the leadership within the Omaheke Regional Education Directorate.



Chapter 2

Arandis Sustainability Development Programme

Arandis beyond the horizon

The Rössing Foundation continued to support the Arandis Town Council (ATC) towards the economic sustainability of the town beyond the lifespan of the surrounding mines.

This support was given in the form of a marketing initiative which used printed media to further attract investors. The initiative served to stimulate interest among the business community and showed how Arandis has developed and changed over the years.

Over the past two years, the residential, commercial and industrial development of Arandis has been rapid, although the industrial development is not very visible yet. Arandis is likely to double in size, and the ATC has made provision for an additional 1,400 mixed erven (stands).

Although only 10 per cent of these erven are currently being developed, the current demand for housing indicates that Arandis can expect a significant increase in property development in the next few years. While this demand is mainly due to the surrounding mines, it is also due to the growth of the town's commercial services. Construction vehicles and machinery that were previously seldom seen or heard in the town have now become familiar.

Construction vehicles and machinery that were previously seldom seen or heard in Arandis have now become a familiar sight.

"I am happy to announce to the Namibian nation at large that investors' confidence in our town has improved drastically in recent years. This is indeed an indication of sound leadership portrayed by the Arandis Town Council. Arandis has become a centre of growth, and the time to invest in Arandis is now."

His Worship Daniel U Muhuura, Mayor of Arandis



Right: Arandis Hotel that is currently under construction and it will be in operation by December 2013.

Far right: The fuel station in Arandis that marked the beginning of several private and public investments in the town.

Right: Workers digging a ditch for infrastructure development.

Far right: Part of a housing development in Arandis.



Investments in developing Arandis

Private sector developments

The first-ever shopping centre in Arandis is currently being constructed by a private investor. This has been long awaited by the community, who will no longer have to travel to Swakopmund to shop once it has been completed. Another significant milestone for the town is the construction of a modern, three-storey hotel complex that will comprise 29 rooms, conference facilities, an executive boardroom, a restaurant, a gym and a swimming pool. The construction of a public health centre, also long awaited, will commence in early 2013.

Public services

Construction on the long-awaited Public Health Centre finally commenced early in 2013. Once completed, this centre is expected to alleviate the plight of residents who have become accustomed to limited public health services. In addition, a donation was made to the Arandis Town Council by the Ministry of Regional and Local Government, Housing and Rural Development of a fully equipped emergency truck. This will also address a critical need in the community for new and reliable firefighting equipment.

Arandis now also has a fully equipped ambulance, operated by a community based health services provider, which is a demonstration of the value of public-private partnerships. The Arandis Town Council is also greatly benefitting from the Targeted Intervention Programme (TIPEG) introduced by the government to reduce unemployment. An amount of N\$19 million was allocated to the Council for the servicing of residential plots. This will greatly assist the Council to fast track land delivery.

The above examples clearly indicate the implementation of the Arandis Local Economic Development strategy towards Arandis soon becoming economically independent. Under the Arandis Sustainable Development Programme (ASDP), the focus on LED for

2013 will be on Diversification and Enterprise Growth, which will further improve the economy of the town and serve as a catalyst for other economic ventures.

Strengthening ATC's revenue base

The Arandis Town Council has undertaken a number of measures to improve its revenue collection, including the revision of its policies and procedures. There is, however, still a tendency for residents not to pay for municipal services. This, in turn, affects the effectiveness of the Council's service delivery to residents. This is an issue of relevance not only for Arandis but to all local authorities in Namibia. The Council's recovery rate for 2012 was an average of 70 per cent, based on the age analysis of debtors.

Although funding is still required for many other infrastructure development projects, the Council is confident that, with the current developments, new revenue streams will be accessed and existing ones will be strengthened.

The Rössing Foundation and the Arandis Town Council identified the need to conduct an economic feasibility study for the town. A decision was therefore taken for the intensive Arandis Economic Feasibility Study to be conducted early in 2013. The Study will be a joint initiative between the Arandis Town Council, the Ministry of Trade and Industry, and the Rössing Foundation. It aims to steer development in Arandis towards sustainability and to seize industrial opportunities in the region, mainly in the area of education, tourism and industrialisation.

Leadership development

Arandis Town Council has implemented the Performance Management system to ensure that the strategies for the town's development are implemented effectively. Through the partnership with the Rössing Foundation, capacity building of the political leaders and executive teams in terms of both leadership and governance has taken place in order to meet the needs of, and service delivery for, investors.



A member of the Arandis Craft and Arts group making leather products.

Employment creation and enterprise development

Employment creation

Enterprise development is seen as a logical way to create and sustain employment, and the developments mentioned above have created job opportunities in Arandis. Between 2008 and 2012, over 80 young people in Arandis have been trained through the Youth Skills Development programme. Many of these youths have gone on to find jobs, have become self-employed, or are furthering their studies.

Nevertheless, there is still unemployment in Arandis, with the situation made more difficult by the influx of more people into the town, which impacts on job availability. Arandis currently uses the 2005 Socioeconomic Baseline Survey figure of 36 per cent unemployment in Arandis.

The Rössing Foundation invited the more than 80 youth alumni who were trained from 2008 to 2012 to a feedback session. Thirty of the 80 beneficiaries responded. The CEO of the ATC gave a motivational speech and the alumni were asked to give a short account on how the Youth Skills Development programme had contributed to them achieving their personal goals, as well as how they thought it could be improved in future.

More than 50 per cent of the youths who attended were employed in both the public and private sectors, while 10 per cent were self employed, and the remainder unemployed. Some of the unemployed youngsters expressed the desire to study further, but said that they were being held back due to lack of financial support.

Overall, the youths were grateful for having had the opportunity to take part in the programme and said that they would like to see it continuing.

Enterprise development programme

The Rössing Foundation revised its Enterprise Development programme in Arandis by developing new policies and strategies with a view to improving the effectiveness of its interventions.

During the year under review, support was mainly given to enterprises with growth potential. These enterprises were taken through intensive training and mentoring in terms of business plan development and financial management training, which culminated in them acquiring loans from private banks.



1. 2. 3. 4. The Arandis Craft and Arts group busy crafting and showcasing their leather products.

5. An Arandis SME, Topaz Plant and Tool Hire Mining Equipment, rents equipment at subsidized prices to ERSMA members.

6. A young resident of Arandis who set up his own plumbing business after the completion of the Youth Skills Training programme.

7. Another SME, Universal Glass, has established itself in Arandis.

8. Maria's Beauty and Hair Salon offers beauty and hair treatment to the Arandis community.

9. 10. Washing Powder and Cleaning Product Manufacturing is another SME that started recently operating in Arandis.

Arandis Youth Tracer Study



Nikanor Mwifi, an Arandis youth, was one of the beneficiaries of the Youth Skills Assessment and Profiling programme in 2007. After completing his skills development training at KAYEC, he was motivated to study further and completed a three-year course at Valombola Vocational Training Centre (VVTC) in Ongwediva where he obtained 80 per cent in his second year at VVTC. He achieved the Best Student Award for Welding and went on to Belgium to undergo a trade test. Earlier in 2012, he returned from a year-long student exchange programme where he completed his third year at the Provil Provinciaal Instituut (PPI) in Lommel, Belgium.

The exchange programme was made possible by the Memorandum of Understanding signed between VVTC and PPI to exchange their top performers.

Nikanor said the programme really exposed him to new technologies available in the industry. When asked what the secret to his success is, Nikanor said, "I was consistent, always keeping up with my work. It is important to never fall behind and then have to rush to finish studying in time."

Arandis medium enterprise support

A total of 46 Arandis microenterprises – ranging from retail, construction, arts and manufacturing – have benefitted from the Rössing Foundation's intensive business mentoring, guidance and advice services.

This includes the Erongo All Wear Manufacturers, an enterprise comprising a group of four women who, together, saved enough money, bought materials, and started producing dresses. A month after the provision of logistical and technical support, the women produced dresses and sold them in towns such as Henties Bay, Swakopmund, Walvis Bay, Otavi, Grootfontein and Oshakati. Within one month of sales in Arandis alone, they generated revenue of N\$16,800.

Access to finance

During 2012, the Rössing Foundation facilitated the creation of the Arandis SME Collateral Fund to support Small and Medium Enterprises (SMEs) that required loans in excess of N\$30,000 but did not have collateral. The Rössing Foundation contributed N\$90,000 to the Fund as start-up capital, while the Arandis Constituency Office contributed N\$40,000 through the Hon. Chairperson of the National Council, Asser Kuveri Kapere. The Fund is managed through Bank Windhoek.

Towards the end of the year, a total of five enterprises had benefitted from the Fund, having secured a total of N\$668,000 to expand their businesses; namely Desert Trend, Ellies Flowers and Vegetable Garden, Charles Trading Enterprises (CTE), Naruu Fashion and Brass Monkey Signs.

Three of these enterprises, which show potential for growth, are owned and managed by women. CTE currently employs 20 construction workers at the New Arandis Convenience Centre that is currently under construction. CTE also contracted to provide security services to the Arandis Town Council and Arandis Puma Service Station, employing eight guards. The Fund has identified a few more enterprises for its next round of funding (see table below).

The initial success of the Fund has attracted the attention of the Erongo Development Foundation (EDF) and the Erongo Regional Council (ERC), who have since adopted it as a suitable model to support medium enterprises in the Erongo Region to acquire credit. The Rössing Foundation is very instrumental in supporting the EDF and the ERC in terms of strategy formulation and implementation.

Table 5: List of new intake of medium enterprises with growth potential that will be assisted to acquire loans in 2013.

Business name	Business owner	Contact	Type of business	Number of employees	Type assistance needed
1 Zebra Business Centre	M. Pietersen	0813250923	Rental of business premises	04	Building materials and equipment
2 Tulokini Meat market	P. Kambidhi	0812515133	Meat sales	05	Vehicle
3 RRI-construction	Richard Izaacks	0813906570	Construction	07	Equipment
4 Mining Industrial	W. Mbarandonga	0812910210	Mining equipment trading	13	Equipment
5 Maria Hair & Beauty products	M. Katakula	0812034682	Hair salon and beauty products	04	Stock and equipment
6 Universal Glass	U. Shipanga	0811246980	Steelwork	05	Machinery
7 G2 Chemicals	A. Garises	0812891875	Chemical manufacturers	04	Stock, packaging materials and marketing materials

Some of the SMEs during the expo held in Arandis: Naruu Fashion & Designs and Ellies' Nursery; (below) Nehova's Boutique and Desert Trend.



Case Study: Mrs Ellie Nowases – “Ousie Ellie”

The Rössing Foundation continued to support Ellie's Flowers and Vegetable Garden, an Arandis Agro-enterprise initiative under the management of Mrs Ellie Nowases, which utilises a simplified hydroponics method. Mrs Nowases produces and sells vegetables to the Arandis community, local shops and restaurants, as well as outside Arandis. The support provided was mainly through business management training and coaching. As testimony to her knowledge of desert agriculture, Mrs Nowases was approached by the Ministry of Gender Equality and Child Welfare to provide training to groups in the towns of Henties Bay and Karibib. Her exploits were further recognised by an award in the Local Economic Development category, which she received at the Gender Links conferences in Windhoek and Johannesburg. Her other achievements in 2012 include:

- A motivational speech, which she presented at the Namibian Women Summit 2012;
- The expansion of her business operation to Karibib; and
- A contract which she secured to supply Shoprite Arandis when the business opens up.

Overall, the achievement of Mrs Nowases to date is a clear indication that the Rössing Foundation intervention in Arandis is bearing fruit, and is attracting both national and international interest.

Case Study: Enterprise Support: Dynamic Signs

Dynamic Signs, an Arandis-based enterprise, developed a “traffic light” intended to teach children the traffic light signals through the use of music. The Rössing Foundation provided basic bookkeeping assistance to the enterprise in order to help it to properly account for its income and expenditure and thus enable it to keep track of how it is doing. Another purpose of the assistance was to enable the enterprise, should the need arise, to apply for financial support from a financial institution.



Dynamic Signs business owners, Victor and Coletta Mukuahima

Networking with development partners

National Youth Credit Scheme

Discussions were held with the Ministry of Youth, National Service, Sport and Culture and the Namibia Rural Development Programme (NRDP), which is the regional implementing agency of the National Youth Credit Scheme initiative.

The discussions led to an agreement that the unemployed skilled youth who have benefitted from the Rössing Foundation's Skills Development Programme should be linked to the NRDP in order to acquire credit to start microenterprises.

Following this agreement, the Youth Skills Development database was sent to the NRDP. The National Youth Credit Scheme also indicated that it would provide loans directly to already existing exemplary small businesses run by youth.

The Namibia Community Skills Development Foundation (COSDEF)

During the year under review, the Rössing Foundation continued to network with development partners. The Namibia Community Skills Development Foundation (COSDEF) continued to support SMEs based in Arandis by providing training in bead and leather work and in cosmetic and beauty products to various Arandis women who derive their livelihood from selling these products in about seven towns, some as far afield as Ondangwa in northern Namibia.

Due to the support and assistance provided by COSDEF, one SME owner is currently producing soaps and beauty products, and the Rössing Foundation is helping her with branding and marketing.

ASDP impact assessment

The Arandis Sustainable Development Project (ASDP) was started in 2006. In 2008, a Five Year Strategic Plan (2007-2012) was developed and implemented.

As the term came to a close, an impact assessment was undertaken to ascertain whether the initiatives implemented had yielded the intended results, which were to place Arandis on the path to being economically independent beyond the lifespan of the surrounding mines.

The results of this impact assessment will serve as input for the formulation of the second phase, and a new Five Year Strategic Plan (2013-2017) will be developed in 2013.

Chapter 3

Regional enterprise development programmes

Support to Erongo enterprises

The Rössing Foundation works closely with various development partners in the Erongo Region to support enterprise development.

Small-Scale Miners

The Rössing Foundation has rendered both logistical and technical support to the small-scale miners in Erongo by offering training in leadership development, general business administration and project proposal writing.

This support has been rendered through the Erongo Regional Small-Scale Miners' Association (ERSMA). The association has reached a notable level of maturity at the institutional level and is moving towards sustainability.

With the help of the Rössing Foundation, ERSMA's management submitted a grant proposal to the Finish Embassy, successfully securing a grant of N\$800,000. The grant is fully managed by ERSMA and the organisation reports directly to the Finish Embassy. The Rössing Foundation supported small-scale miners, again through ERSMA, to market semi-precious stones. These stones have now entered international markets in countries such as Zambia, Dubai, Sweden and the UK.

A community member of the Ūiba-Ōas Cooperative that sells gemstones to tourists and visitors.





The Ūiba-Ōas Crystal Market benefited from support provided by the Rössing Foundation.

Ūiba-Ōas Crystal Market

The Ūiba-Ōas Cooperative is a community based enterprise which sells gemstones. It is located on the B2 and D1919 roads, about 25 km from the town of Usakos, en route to the coast.

In 2012, the cooperative diversified its income stream by setting up a tuck shop selling basic commodities such as maize meal, biscuits, crisps, mineral water and soft drinks to the community, travellers and tourists.

The Rössing Foundation assisted the Ūiba-Ōas Crystal Market with their marketing by printing 100 t-shirts which were produced and printed in Arandis and sold to tourists in order to generate income. More attention will be given in 2013 to cutting and polishing of the stones to add value and thus further increase revenue. The figure below shows a breakdown of the financial performance of the Ūiba-Ōas Cooperative for 2012.



Support to the Erongo Development Foundation

The Micro Credit Scheme is a pro-poor microfinance programme supported by the Rössing Foundation, the Erongo Development Foundation (EDF) and Bank Windhoek. The programme enables microenterprises from the Erongo Region to acquire loans to expand and grow their businesses. The pilot phase of the programme, which has benefitted 49 microenterprises to date, started in 2008 and was concluded in 2012. The Rössing Foundation and the Erongo Regional Council each contributed 50 per cent of a total of N\$1,5 million to the programme, the performance of which is outlined in the table below.

Due to the success of the first phase of the programme, the EDF increased the number of beneficiaries, with a further 68 microenterprises being awarded loans through Bank Windhoek to the combined value of N\$990,500.

Performance of the Micro Credit Scheme fund

Total investment: N\$1,500,000
Total loan amount: N\$341,500
Total Number of SME benefitted: 49
Interest earned to date: N\$172,359.74
Total Amount defaulted: N\$50,000
Amount paid out by the guarantee Fund: N\$31,107.98
Total balance: December 2012: N\$1,588,456.13

Hon. Councillor Ernest Katjiku officially opening the Ohungu Conservancy office.

Far right: The Benguella Ski Boat Fishing Association Interim Committee.



By the end of 2012, 44 beneficiaries had signed off their loan agreements, the total of which amounted to N\$662,505,12. The loan amounts for the second phase of the project range from N\$1,000 to N\$13,000.

Apart from being a 50 per cent shareholder in the Guarantee Fund, the Rössing Foundation continued to provide support to the EDF during the year by participating in the screening and selection of beneficiaries. It also played a vital role by coordinating the training programme for the 70 SMEs, as well as planning the loan awards ceremony.

Support to the Ohungu Conservancy

The Rössing Foundation has supported the Ohungu Conservancy in the Omaruru district since its inception. This support has taken place in many areas, such as management capacity building, the distribution of benefits, the drafting of the Constitution, and general administration. The results of the 2012 game census show that the Ohungu Conservancy has more game than both the neighbouring conservancies of Tsiseb and Otjimboyo.

The Rössing Foundation also constructed a multipurpose building to serve as an office and training facility for the conservancy and the community.

In 2012, the building was officially handed over by the chairperson of the Rössing Foundation's Board of Trustees. The interventions of the Rössing Foundation have also resulted in a private lodge currently being constructed within the conservancy. This has created 15 jobs. Once the lodge is operational, eight permanent and five temporary jobs will be created. It is hoped that further employment opportunities and income-generating activities will be created for locals in the long term.



Support to Swakopmund Small-scale Fishing Association

A group of 25 ski-boat fishermen from Swakopmund approached the Rössing Foundation – known for its vast experience in community development programmes – for assistance to draft a Constitution. This resulted in a one-day participatory workshop with the members, during which the Fishermen's Association Constitution was drafted. This draft constitution is currently with a legal practitioner for review, after which it will be submitted to the Registrar of Companies within the Ministry of Trade and Industry for registration.

The Minister of Fisheries and Marine Resources, Hon. Bernhard Esau, has shown a keen interest in the group's initiative and has urged them to organise their Annual General Meeting as soon as possible, as well as to launch the association in the hope that other groups within the fishing industry will follow the same route.

Agro-enterprise development opportunities in Namibia

The Rössing Foundation met with the New Partnership for Africa's Development (NEPAD) Business Foundation to seek assistance in investigating agro-enterprise opportunities in Namibia. A report was then submitted to all stakeholders. A second visit is expected to take place in April 2013.

The outcome of that initial meeting was for the Rössing Foundation, in conjunction with the NEPAD Business Foundation through Rio Tinto, to initiate an investigation into agro-enterprise development opportunities. It is expected that this investigation will identify opportunities and determine their viability. The Rössing Foundation will then pursue the identified opportunities that are shown to be viable and which will lead to employment creation.



Young learners in the junior section of the Rössing Foundation library in Arandis.

Please contact us for any feedback, comments, concerns or suggestions about this report.

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