



The Rössing Foundation

ANNUAL REPORT 2020





WELCOME TO OUR 2020 REPORT

This Annual Report highlights the Rössing Foundation's activities during 2020. We are proud to be the instruments of positive change in the lives of Namibians and endeavour to continue our work in the fields of livelihood and enterprise development, education and social accountability.



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Gida Sekandi
Chairperson



Clara Bohitile
Deputy Chairperson

MESSAGE FROM THE CHAIRPERSON AND DEPUTY CHAIRPERSON

We are pleased to be able to share the Rössing Foundation's Annual Report 2020 with our stakeholders and partners.

Over the 42 years of supporting communities across Namibia in various ways, the Rössing Foundation is making a real difference in the lives of people where it matters most: in supporting people eager to make an economic contribution to their families and the country and in educating Namibia's future leaders.

This Annual Report provided information on all our ongoing efforts during 2020 to honour the stewardship of the financial resources with which we have been entrusted.

THANKS TO OUR PARTNERS

To all our partners across Namibia, we extend my deepest thanks for your invaluable support — financial and otherwise.

THANKS TO FOUNDATION TEAM

We 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.

EXECUTIVE DIRECTOR'S MESSAGE



Job Tjiho
Executive Director

The year 2020 annual report highlights progress, achievements and challenges experienced during the implementation of the Livelihood and Enterprise Development programme and the Education Development programmes. Overall, the year 2020 will go down in history as a year full of challenges that were aggravated by the outbreak of COVID-19 pandemic.

The COVID-19 pandemic caught everyone in Namibia unaware and the Erongo Region was hard hit by consistent lockdown as it became an epicentre of the COVID-19 pandemic in Namibia. However, the Rössing Foundation was able to navigate through the crisis and introduced alternative modes of reaching out to communities it serves.

After the relaxation of COVID-19 regulation during July 2020, face-to-face programmes and projects activities resumed, while everyone using the Foundation's facilities were required to adhere to precautionary measures that have been put in place through the World Health Organization (WHO) and the Ministry of Health and Social Services (MoHSS).

However, the task force that was appointed has worked painstakingly to mitigate the effects of the COVID-19 pandemic and explored other means of interaction and teaching by capitalising on various media platforms such as WhatsApp and e-learning, radio and sharing of materials on the Rössing Foundation website.

When the restrictions were scaled down and schools re-opened, funds were made available for purchasing essential hygiene equipment and hiring personnel, as registering visitors and taking their temperature is a laborious undertaking that requires an official who had been stationed at the entrances to the centres.

Despite all the challenges, the Foundation could execute most of its planned activities. The Rössing Foundation assisted many teachers and learners through tutoring to improve their competencies in English, Mathematics and the Science subjects during 2020.

Of the many learners who were support through 2020, a total of 579 registered learners attended tutoring sessions regularly at the Arandis, Ondangwa and Tamariskia Centres through the year.

In terms of the set examination passing targets of A-C/1-4, a total 320 or 55.3 per cent learners met or surpassed the set required pass targets, resulting in an average of 64.7 per cent pass rate, a note-worthy achievement.

It is expected that a certain level of normality will return, as learners and community members become accustomed to the wearing of masks and social distancing. The Foundation will continue with its tasks of enterprise and education development programmes for the betterment of Namibians' lives.



ABOUT THE RÖSSING FOUNDATION

The first Chairman of Rössing Uranium, Mr Ronald (Ronnie) Walker clearly stated that the common loyalty and purpose, without which no nation can survive, depends on having something worthwhile to defend, such as a decent standard of living and individual freedom to enjoy it. He further stated that the one thing a corporate can do for a country is to provide education to the people of that country.

Historically, many employees of Rössing Uranium came from as far as hundreds of kilometres away, from all corners of Namibia, and were housed in Arandis, a town that was built for workers in 1976. This situation led Rössing to establish an entity that would serve communities from areas where the miners hailed from. The entity was to provide greater educational opportunities for Namibians in order to impart practical skills that would create better economic opportunities for them, particularly in rural communities.

It was against that philosophy that Mr Walker and the Board of Rössing Uranium established a Trust known as the Rössing Foundation.

The Rössing Foundation was established in 1978 through a Deed of Trust to serve as a vehicle for overseeing and implementing Rössing Uranium's corporate social responsibility activities in Namibia.

OUR MANDATES

The Rössing Foundation implements programmes and projects under the following mandates:



01

EDUCATION

To further the education of all Namibians in order to achieve greater national productivity and to enhance lifelong learning.



02

EDUCATION BENEFACTION

To encourage the creation and/or to create opportunities for people to use their education.



03

LIVELIHOOD AND ENTERPRISE DEVELOPMENT

To promote the advancement of living standards of all the people in Namibia.



04

GENERAL DIRECTIVES

To do any act or thing, which in the opinion of the Trustees, shall benefit Namibia or any or all of its inhabitants.

In order to align programmes and projects to these mandates, the Rössing Foundation directs its efforts mainly to the following:

- the improvement of primary and secondary education through the implementation of centre-based and national outreach teacher and learner capacity support programmes;
- the development of the local workforce and of specialised vocational skills through the provision of scholarships, apprenticeship and part-time study opportunities; and
- the diversification and strengthening of the local economy through support to small- and medium-scale enterprises and agriculture.

LIVELIHOOD AND ENTERPRISE DEVELOPMENT PROGRAMME

SUPPORT TO ARANDIS-BASED SMALL- AND MEDIUM ENTERPRISES

During the year under review, six Arandis based enterprises were coached and given tips on how to survive the lockdown to mitigate impact on their businesses due to COVID-19 pandemic regulations.

The training covered topics such as:

- Savings and or conserving cash
- Capitalising on incentives that are initiated at national and regional levels
- New opportunities and diversification, and
- Investments in skills development for business owners and employees to cope with new challenges and stimulate innovations.

It can be proudly stated that two of the SMEs were able to adjust from their usual business operations and started producing washable masks. The wearing of face masks in public places became mandatory in the effort of curbing the spread of COVID-19 and the entrepreneurs saw a business opportunity in this regard.

Furthermore, the six Arandis-based SMEs that have been supported by the Foundation and who were beneficiaries of Erongo Development Foundation Micro-Finance Scheme were up to date with their loans repayments up until before

the lockdown. The lockdown, however has impacted their sales and cash flow. As a result, some have approached the financier to restructure their loans agreements.

The Foundation supported building contractor Augusto Somombura in various training and funding initiatives (see case study on the next page).

Another enterprise that was assisted was the Dreamland Garden in Arandis. The garden is now well-established is currently operating with little support from Rössing Foundation. It is worth highlighting that the Dreamland Garden Enterprise is geared towards a self-sustaining business. During the year under review, the project produced various vegetables and herbs such as spinach, giant rape/chomolia, tomatoes, onions, green peppers, and parsley. The enterprise has also planted various fruit trees and entered into a symbiosis agreement with a piggery farmer who raises pigs at the garden site.





CASE STUDY: AUGUSTO SOMOMBURA

Augusto Somombura was born and raised in Arandis. He completed his bricklaying and plastering course at the Namibia Institute of Mining and Technology (NIMT) with funding assistance of the Rössing Foundation. He owns a construction business in Arandis and attended a business management training that was offered by the Rössing Foundation as part of the micro-finance scheme that has been implemented in partnership with the Erongo Development Foundation (EDF).

As part of the benefits of having participated in the training, the Foundation assisted Augusto to develop a business plan that enable him to acquire a loan through EDF to purchase a concrete mixer. This mixer was the right step that he took in realising his goal of running his business. He used to hire a concrete mixer from Swakopmund and paid for both rent and delivery. By the end of 2020, Augusto has settled his medium-term loan and he urged other programme beneficiaries to do the same, so other entrepreneurs can also be assisted.

“The training provided by the Rössing Foundation gave me the knowledge to build my business. We need to work hard and commit to paying back loans so we can be assisted in future, while supporting other upcoming business people,” he said. Since the training, his business has grown and currently employs 16 people.

Augusto is currently busy building houses for bank-financed clients in Arandis as well as the fuel service station at the turn-off from the B2 road into Arandis.





SUPPORT TO ÛIBA ÔAS CRYSTAL MARKET

The long-standing institutional development and business relations between Ûiba Ôas Cooperative and Rössing Foundation has yielded favourable fruits, as the cooperative continued to gain strengths in terms of business leadership.

This shows that the entity has moved towards sustainability where it would continue operating with a limited support from the Foundation. Despite the growth and sustainability potential, this particular enterprise was heavily affected by the lockdown as most of its income are mainly derived from the tourism activities. The Foundation liaised with Government institutions and assisted the Ûiba Ôas Small Scale Miners cooperative to apply for COVID-19 Economic Stimulus Packages to mitigate the adverse impact of lockdown on their business.

On the request of the Rössing Foundation, the Ministry of Trade and Industrialisation approved training on value addition for cooperative members. However, the

training was cancelled due to prolonged lockdown in Erongo Region caused by the COVID-19 pandemic. The training is of paramount importance and will be put on the agenda in 2021.

As part of marketing the Ûiba Ôas Crystals Market and its products, three information sign boards were erected along the B2 road to increase visibility of the market to passer-by and tourists.

Furthermore, the Foundation has assisted the cooperative to explore the possibility of exporting Ûiba Ôas Crystal products to the United States of America. The negotiations and logistics of this initiative will be finalised in the next year.

SUPPORT TO OSHIKUKU GARDENING PROJECT

Through a grant from the Social Security Commission's Development Fund, the Rössing Foundation continued supporting the agribusiness development in Oshikuku, Omusati Region in 2020. The purpose is to create employment opportunities, strengthen the local economy, contribute towards local food production and general rural development.

The project has so far employed eleven community members on a full-time basis and one casual worker. During the year under view, the Oshikuku Gardening Project managed to cultivate various vegetables such as spinach, eggplants, Bambara groundnuts, beetroot, carrots, sweet potatoes, onions and green peppers on 1.8 hectares of land.

The project supplies fresh vegetables to the local community and the surrounding villages. There are also fruit trees such as paw paws, mangoes and lemons, which have been planted around the garden to give a variety of produce in the future.

As part of continuous training and capacity-building to the project members, the Rössing Foundation took the eleven project members to Olushandja Dam for an exchange visit to share experiences, as well as to learn

from best practices from the established horticultural farmers. Furthermore, the project members were also trained in business management in order to equip them with the necessary entrepreneurship knowledge and skills that would enable them to operate the project sustainably.

Despite the good progress made, the project faced a decrease in water supply towards the end of the year and that limited the project to put more land under cultivation for optimal production. The two water pumps constantly had mechanical problems and this required a different intervention to ensure a sustainable water supply. A solar water pumping system was recommended and a decision was taken to install a solar system to ensure a long-lasting solution regarding water supply.





MITIGATING HUMAN-WILDLIFE CONFLICT

The Rössing Foundation, through the financial support from Game Product Trust Fund of the Ministry of Environment and Tourism, is currently working with the Omatjete community to mitigate the human-elephant conflicts by building protection walls around community water points and building separate drinking points for the wild animals.

The interventions were initiated from a broader-based consultation with the affected communities and stakeholders after elephants damaged water points that supply water to the villages. The community worked hard to build protection walls for the 10,000-litre water tanks at Ondundu and Okamaere. Three water points were completed by the end of year 2020.

Two separate elephants drinking water points will be constructed in 2021. The project plan is to create wildlife water points that are far from the villages to enable the elephants to access water before they reach the villages. The construction of water points protection walls also created temporary jobs for the local people and

contributes towards the economic well-being of the beneficiaries.

The Otjiperongo Junior Secondary School's borehole was also rehabilitated through this project. The school has over 300 learners and has been without water since November 2018. The learners were collecting water with buckets and basins for use in the hostel from the nearby community borehole, which is approximately 600 meters away from school. The elephants were also drinking at the same community water points and this put learners' life at risks when encountering elephants. The rehabilitation of the school borehole was also critical, as continuous hygiene needed to be upscale due to the COVID-19 pandemic.



OKOMBAHE COMMUNITY DE-BUSHING PROJECT

The Okombahe Community De-bushing Enterprise is one of the aspirant community-based enterprise that is supported by the Rössing Foundation. The enterprise aims at eradicating invasive tree species, namely the *Prosopis* and *A. Murrifera* trees, from the Omaruru River basin in the Daures constituency, Erongo Region. The invader trees species are harvested for an environmental benefit to avoid continuous bush encroachment in the Omaruru River, to conserve underground water, to restore grazing areas and for rural socio-economic benefits.

To date, the enterprise has employed five people who are now able to make a living through the project to support their families. The project is producing fire wood, fodder and fencing poles, which are sold both in the informal and formal markets at the coastal towns.

The Ministry of Environment and Tourism continues to carry out the biomass assessment in Okombahe to monitor the

harvesting of the trees species to ensure that the projects activities are carried out in accordance with the granted tree-harvesting licence.

The Okombahe project received a wood processing machine from the Erongo Regional Council. The machine enables the project to speed up wood production in order to meet the market demand.



EDUCATION DEVELOPMENT PROGRAMME

Junior Primary Phase

The Rössing Foundation planned to support 70 Grade 1 to 3 learners to acquire reading and spelling skills using A-Z, Oxford reading and other reading resources. The support during the first quarter of 2020 benefited 70 learners from Arandis and Tamariskia and covered topics such as sub-titled stories followed by questions and answers to enhance listening skills.

After the first quarter of 2020, the Junior Primary phase of the education sector was not spared as adherence to the Covid-19 protocols came into effect. However, to continue providing services to this important phase of education, worksheets were prepared for Junior Primary Grades 2-3 non-readers.

Additional assistance was provided to two learners (one Grade 1 and one Grade 3) who were assisted with single sounds assignments and reading challenges alongside their parents.

In addition, the Centre assisted 17 Grade 3 learners and one teacher with reading and phonics.

English

The three Rössing Foundation Centres supported 309 learners during the first quarter of 2020. The Grade 12 Ordinary Level learners focused on aspects of direct and indirect speech, active and passive voice, identification of components, as well as the subject of a sentence. The mixed Grade 12 Ordinary Level learners were assisted in general spelling rules and were taken through the elements of various continuous writing tasks and book reviews, while the Higher Level learners were given hints on how to tackle examination papers.

The second quarter commenced with COVID-19 challenges and innovative teaching and learning approaches were used to assist the teachers and learners. However, the Ondangwa Centre continued to some extent with face-to-face and virtual support to teachers and learners, as extensive lockdowns were not experienced in the Oshana Region during the second quarter.

The Ondangwa Centre planned to support 130 learners and 15 community members who needed to improve their English communication skills. The Centre cumulatively supported 82 learners and 12 community members in English communication. The 12 community members consisted principally of marginalised community from

Opuwo who enrolled to improve English fluency for study and communication purposes.

A total of 159 learners registered for English during the first quarter but only 17 Grade 12 learners could log onto the Zoom meetings and partook in the lessons due to COVID-19 lockdowns. Another 112 Grade 12 learners were taken through aspects of exercises and summaries on the subject types and predicate types, as well as the general and often confusing rules of subject verb agreement. In addition, 83 learners were able to pose questions and interact on the WhatsApp platform. Another notable addition was the short message service (SMS), as well as actual calls by some learners who posed thought-provoking questions on writing and grammar aspects.

As an innovative measure undertaken by the Rössing Foundation team of Education Officers during the lockdown period, study materials were produced in sentence structure, breaking up, punctuation and capitalising sentences, as well as essay and summary writing.





These study materials were uploaded for access on the Rössing Foundation website. However, learners access to e-learning materials remained a challenge during lockdown.

The fourth quarter of 2020 saw relaxation of regulation and some learners could attend face-to-face sessions, while others benefited from virtual teaching and learning. The face-to-face sessions resulted in 90 Grade 12 learners to have been supported in English tutorials and materials in Grammar (reported speech, active and passive voice, tenses, summary writing, essay writing and videos).

In Ondangwa, 78 Grade 12 learners were assisted with listening comprehension and grammar where aspects such as changing sentences from affirmative to negative and identification of parts of speech were taught.

Natural Science and Health Education (NSHE)

The Senior Primary Grades 4 to 7 is the second most critical phase in building and strengthening the foundation of education in learners. A total of 397 learners from Arandis and Tamariskia in Erongo Region and 14 Grade 7 learners from Ondangwa Centre benefited from the Rössing Foundation programmes at this level.

The Foundation team continued with virtual support via WhatsApp during the third and fourth quarters and a total of 95 learners were registered and supported on

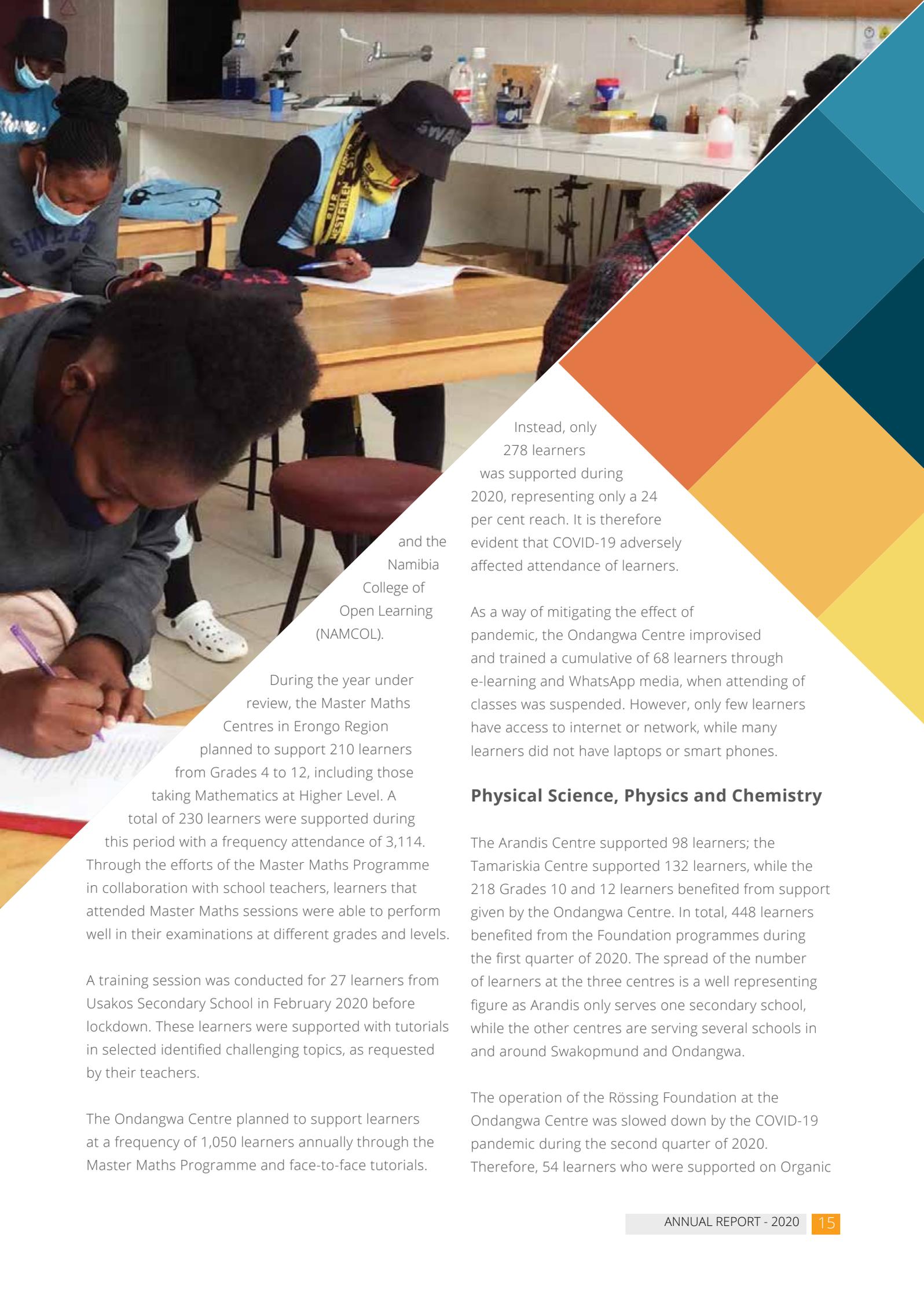
WhatsApp groups that were created for 40 Grade 4, and 55 Grade 7 learners from UB Dax Primary School and Arandis Primary School.

Mathematics

The Master Maths programme is a computer-based interactive programme geared towards equipping learners with mathematical problem-solving skills, critical thinking skills, numeracy and mathematical competencies in real-life situations.

The programme is designed for learners to study at their own pace, hence encouraging independent learning and decision-making. Most learners and teachers dedicated to the programme benefited greatly with an improvement in their performance in Mathematics.

The programme also supported other community members, such as students from the University of Namibia (UNAM), the Namibia University of Science and Technology (NUST), the Namibia Institute of Mining Technology (NIMT)



and the
Namibia
College of
Open Learning
(NAMCOL).

During the year under review, the Master Maths Centres in Erongo Region planned to support 210 learners from Grades 4 to 12, including those taking Mathematics at Higher Level. A total of 230 learners were supported during this period with a frequency attendance of 3,114. Through the efforts of the Master Maths Programme in collaboration with school teachers, learners that attended Master Maths sessions were able to perform well in their examinations at different grades and levels.

A training session was conducted for 27 learners from Usakos Secondary School in February 2020 before lockdown. These learners were supported with tutorials in selected identified challenging topics, as requested by their teachers.

The Ondangwa Centre planned to support learners at a frequency of 1,050 learners annually through the Master Maths Programme and face-to-face tutorials.

Instead, only 278 learners was supported during 2020, representing only a 24 per cent reach. It is therefore evident that COVID-19 adversely affected attendance of learners.

As a way of mitigating the effect of pandemic, the Ondangwa Centre improvised and trained a cumulative of 68 learners through e-learning and WhatsApp media, when attending of classes was suspended. However, only few learners have access to internet or network, while many learners did not have laptops or smart phones.

Physical Science, Physics and Chemistry

The Arandis Centre supported 98 learners; the Tamariskia Centre supported 132 learners, while the 218 Grades 10 and 12 learners benefited from support given by the Ondangwa Centre. In total, 448 learners benefited from the Foundation programmes during the first quarter of 2020. The spread of the number of learners at the three centres is a well representing figure as Arandis only serves one secondary school, while the other centres are serving several schools in and around Swakopmund and Ondangwa.

The operation of the Rössing Foundation at the Ondangwa Centre was slowed down by the COVID-19 pandemic during the second quarter of 2020. Therefore, 54 learners who were supported on Organic

Chemistry were given different activities and homework. Learners were divided into three groups to ensure that the social distancing practice is adhered to, as advised by the Ministry of Health and Social Welfare and the WHO. Forty-nine learners who were registered at the Science centre took own initiatives by posting questions with their solutions on the WhatsApp platform, while another 37 learners were registered on the Physical Science WhatsApp group.

However, the Erongo Region's two centres were hard hit by the pandemic to the extent that we had to resort to special measures. Therefore, a total of 431 learners were assisted through WhatsApp group platforms. Of the 431 learners, 133 from Kolin Foundation Secondary School and NAMCOL students from Arandis focused on Physical Science/ Chemistry and Physics. They were assisted in topics such as half-life and calculations for Grade 12, organic chemistry for Grade 11, formation of ionic compounds for Grade 10, and chemical and physical changes for Grade 9.

The third and fourth quarter saw a return to face-to-face teaching and learning sessions at the all the Rössing Foundation centres. To that end the following activities were undertaken:

- 20 Grade 11 and 37 Grade 12 learners from Kolin Foundation Secondary School were supported and covered mole concept calculations, density, forces and qualitative analysis.
- 40 Grade 4 and 54 Grade 7 learners from UB Dax and Arandis Primary Schools were supported with examination revision exercises and notes.
- Four teachers (one from Rietquelle High School in Omaheke Region and three from Kolin Foundation Secondary School) were assisted with teaching and learning materials in the topics of chemistry, electrolysis and chemical reactions.

Life Science and Biology

All the Rössing Foundation Centres supported learners in Biology and Life Science at the following frequency through 2020:

- Arandis provided support to learners from Grades 8 to 12 Ordinary and High Level at a frequency of 392 in 2020.
- Ondangwa at 330 frequencies while Tamariskia operated at a frequency of 127.

A total of 149 Grades 4,7 and 12 were supported during the year at all the Rössing Foundation Centres. The Grade 12 Ordinary Level learners were supported in the male and female reproductive systems in humans, STDs and STIs (symptoms and treatments) and HIV/Aids (effects and its impact on the Namibian society).

Of the 149 registered learners who were registered for Life Science and Biology, only 34 were able to access information on the WhatsApp group. During the second lockdown period, three more topics, namely defence, diseases and transportation in plants were prepared and uploaded on the WhatsApp group.

In terms of Biology, a total of 70 learners (40 Grade 11 and 30 grade 12) from Kolin Foundation Secondary School were supported in the following topics with the resumption of face-to-face teaching and learning: human reproduction, menstrual cycle and the human nervous system.

A total of 44 Grade 11 and 30 Grade 12 learners from Kolin Foundation Secondary School and Swakopmund Secondary School were supported after the resumption of face-to-face teaching and learning. An additional 63 Grade 12 Ordinary Level learners were supported in various topics at the Ondangwa Centre.

EXAMINATION RESULTS

The Rössing Foundation assisted many teachers and learners through tutoring to improve their competencies in English, Mathematics and the Science subjects during 2020.

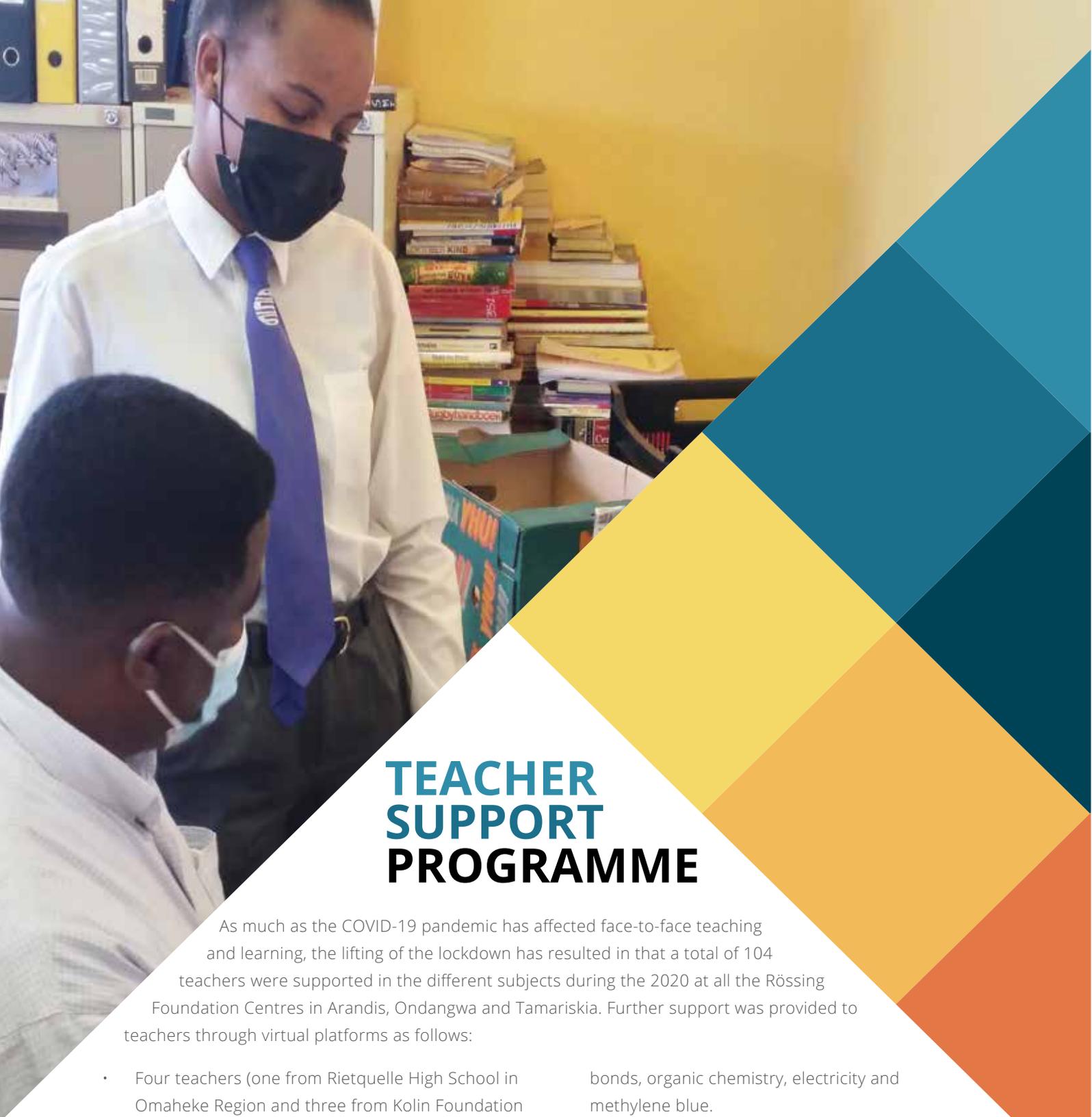
Of the many learners who were support in 2020, a total of 579 registered learners attended tutoring sessions regularly at the Arandis, Ondangwa and Tamariskia Centres. The assistance was provided face to face, virtually and through material sharing due to the COVID-19 pandemic.

In terms of the set examination passing targets of A-C/14, a total 320 or 55.3 per cent learners met or surpassed the set required pass targets resulting in an average 64.7 per cent pass rate.

SSCO and NSSH 2020 Examination Results of the Rössing Foundation Registered Learners

Grade & Level	Subject	Arandis Enrollment	Tamariskia Enrollment	Ondangwa Enrollment	Overall Enrollment	A-C/1-4 Grade	% Attainment
Grade 11 Ordinary Level	Mathematics	0	13	0	13	8	61.5%
	Physics	2	6	0	8	6	75.0%
	Chemistry	5	3	0	8	3	37.5%
	Biology	5	9	0	14	12	85.7%
	English 2 nd Language	13	0	0	13	11	84.6%
Grade 12 Ordinary and Higher Levels	Mathematics (O/L)	0	19	40	59	26	44.0%
	Mathematics (H/L)	2	12	0	14	11	78.5%
	Physical Science (O/L)	16	6	54	76	10	13.2%
	Physical Science (H/L)	1	4	223	228	211	92.5%
	Biology (O/L)	15	6	41	62	27	43.5%
	Biology (H/L)	0	8	0	8	8	100.0%
	English (O/L)	16	4	50	70	18	25.7%
	English (H/L)	1	5	0	6	6	100.0%
Total		76	95	408	579	320	64.7%





TEACHER SUPPORT PROGRAMME

As much as the COVID-19 pandemic has affected face-to-face teaching and learning, the lifting of the lockdown has resulted in that a total of 104 teachers were supported in the different subjects during the 2020 at all the Rössing Foundation Centres in Arandis, Ondangwa and Tamariskia. Further support was provided to teachers through virtual platforms as follows:

- Four teachers (one from Rietquelle High School in Omaheke Region and three from Kolin Foundation Secondary School) were assisted with teaching and learning materials in topics such as electrolysis and chemical reactions.
- Two Mathematics teachers were supported with worksheets and topic specific materials for Grades 8, 11 and 12, with a total of 58 learners benefiting from these materials.
- Eight teachers (four from Arandis and four from Swakopmund) were assisted with teaching and learning materials in nuclear physics, chemical bonds, organic chemistry, electricity and methylene blue.
- A total of 17 teachers were supported with teaching and learning materials through emailing and WhatsApp group platform. Question papers for Grades 10, 11, 12 and were shared with the teachers.
- Two teachers from two different schools were supported with worksheets on mensuration for Grade 8 and calculus for Grade 12 Higher Level with a total of 57 learners benefiting from these tutorials and materials.

NATIONAL OUTREACH SCHOOL SUPPORT PROGRAMME

The National Outreach School Support Project focuses on capacity strengthening for teachers and providing learning support to learners in the subjects of English, Mathematics, Sciences (Biology, Life Science, Natural Science and Health Education, Chemistry, Physics and Physical Science) and Primary Phase.

The project's mobile laboratory and equipping thereof is funded by Nedbank Namibia to support schools in Namibia. Total Namibia has sponsored the fuel of the mobile laboratory, while Hollard Insurance Company funds the insurance cover of the bus and its content.

It was planned that six schools in Omaheke Region would receive support during the first and second school trimesters of 2020. The support of the first trimester took place between February and March 2020, but due to COVID-19 restrictions, activities of the second trimester were halted. However, after the restrictions were scaled down, the support that was planned for the second term was provided towards the end of the year (September to November 2020).

During the period under review, 2,593 learners and 136 teachers from six schools from the Omaheke Education Directorate were supported through the National Outreach School Support programme. The total frequency of support to learners was 14,234, whereas the 136 teachers were supported at a total frequency of 627.

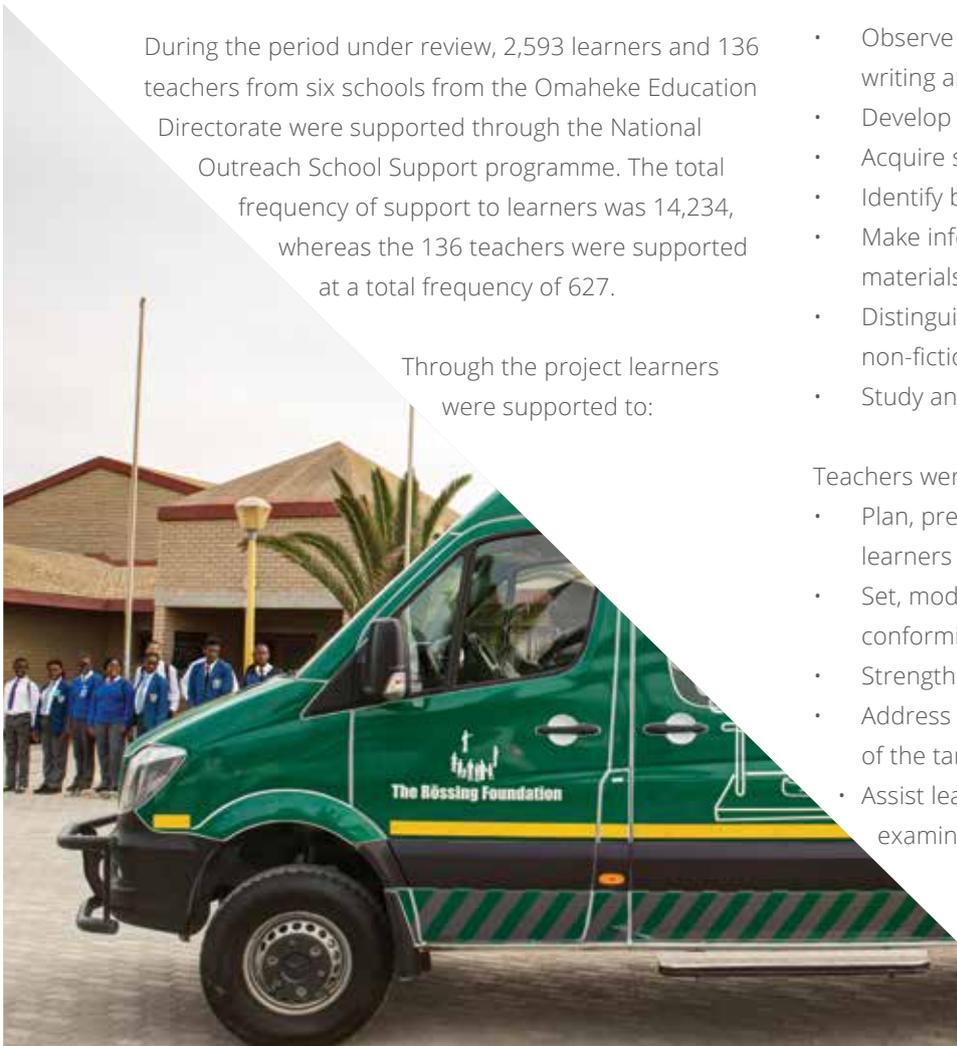
Through the project learners were supported to:

- Observe and record their observations, using both writing and drawing
- Develop Mathematics and Science projects
- Acquire skill in answering assessment tasks
- Identify biasness in written material
- Make inference and draw conclusion on written materials
- Distinguish between facts and opinions, fiction and non-fiction work, and
- Study and prepare for terminal examinations.

Teachers were supported to:

- Plan, prepare and present lessons that would help learners to master the required content
- Set, moderate and assess test items that are in conformity with the required competencies
- Strengthen skills in material development
- Address all the basic competencies in the curriculum of the target subjects, and
- Assist learners to prepare for end-of-year examinations.

Target	School	Males	Females	Total	Frequency
Learners	Epukiro Post 3 SS	307	363	670	3,376
	C. Heuva SS	235	261	496	2,425
	Izak Buys SS	243	258	501	2,973
	Rietquelle SS	129	81	210	1,193
	Gustav Kandjii SS	250	466	716	4,267
	Grant Total Learners		1,164	1429	2593
Teachers	Epukiro Post 3 SS	16	8	24	97
	C. Heuva SS	13	13	26	138
	Izak Buys SS	12	19	31	154
	Rietquelle SS	15	18	33	122
	Gustav Kandjii SS	22	0	22	116
	Grant Total Teachers		78	58	136





LIBRARY SERVICES

The Library Services planned to provide services to learners at a frequency of 4,950 annually, but only a frequency of 3,779 was attained. Of the foreseen membership of 250, only 73 learners registered as full library members.

The Arandis, Ondangwa and Tamariskia libraries planned to support 180 teachers during the first quarter of 2020, but only 44 teachers could benefit from the teacher support assistance through the library services due to lockdown restrictions.

In terms of how frequently the learners and community members used the library services, a frequency of 3,580 was experienced as opposed to the 2,400 frequency that has been planned for the year. Overall, the learners and community members borrowed 639 books during the first quarter of 2020, while 330 books were returned.

The only library that was able to provide services during the second quarter of 2020 was the Ondangwa library. That service had to continue as the Oshana Region was not put under lockdown during the second quarter. Therefore, 470 of the 650 planned activities for learners could be realised, while five library members registered during that period. Additionally, 11 teachers and 7 community members benefited from the programme, while 26 books were borrowed and 18 returned.

It should be noted that the libraries in Arandis and Tamariskia did not have learners attending due to COVID-19 and the strict lockdown rules that were put in place during the first and second quarter of 2020.

The third quarter saw the Arandis and Tamariskia libraries functioning again with 195 learners of the planned 1,150 utilising the services. The slow return of the other library services also experienced a small number of beneficiaries, while two teachers and 33 community members returned to benefit from the services offered. A total of 43 books were borrowed and returned.

The frequency of the libraries usage further increased during the fourth quarter of 2020 due to the relaxation of restrictions. Of the planned 3,400 learners, 2,610 made use of the library, while 180 new members registered for the library services. Twenty teachers benefited from the library services while 417 community members utilised the library services. A total of 217 books were borrowed and 207 returned.



SOCIAL ACCOUNTABILITY AND SCHOOL GOVERNANCE

The Social Accountability and School Governance Project is a programme of the Ministry of Education, Arts and Culture. The overall objective of the project is to empower school communities to understand and be able to use social accountability tools and model systems to support and monitor school performance and inform education sector monitoring at local, regional and national level.

The project is implemented through the support of UNICEF as a funding agency and the Rössing Foundation was contracted as an implementing partner to roll out the activities on capacity building of school boards in the regions. During the period under review, the Rössing Foundation planned to conduct the following activities:

- Training of 100 trainers of school boards of Ohangwena Region, and
- Providing backstopping support to regional trainers during the training of school boards from schools in Northern Kunene, Oshana and Ohangwena Regions.

However, due to the outbreak of the COVID-19 pandemic, training of school boards was not done.

The table below shows the number of participants who attended the training:

Group	Date	Venue	Males	Females	Total
1	10-14 Feb 2020	Eembaxu RDC Centre	16	14	30
2	24 - 28 Feb 2020	Eembaxu RDC Centre	24	12	36
3	02 - 06 Mar 2020	Ohangwena Regional Library	32	13	45
Total			72	39	111

The training of Ohangwena school board trainers was conducted in February and March 2020. The objective of the training was to enable school board trainers to roll out the actual school board training in the entire region. In total, 111 school board trainers were trained, representing 111 per cent participation in the training.

The targeted participants of the training of trainers were:

- Deputy Director of Programme Quality Assurance (PQA)
- Chief Education Officer of PQA
- Chief Education Officer for Planning and Development
- Cluster Centre Principals (CCPs)
- Senior Education Officers

- Inspectors of Education
- General Service Control Administrative Officer
- Heads of Divisions of Human Resource Management Department and Finance Management Department.



Mrs Ngulu, Ohangwena Deputy Director of Programme Quality Assurance (front right) was among the trainees.

OTHER SERVICES

Special Community Support Initiatives

Seven community members were trained in the introduction to computers, Microsoft Word, Microsoft PowerPoint, Microsoft Excel and Microsoft Publisher. Five of them completed the training and were awarded certificates after their successful completion of all modules.

Direct Community Support

Five Second Year BTEC Mechanical Engineering students of National Institute of Technology were supported in the differential calculus and its application to minimum and maximum, definite and indefinite integrals, sketching of graphs, definite integral, application of integration to area under and between curves, the volume of a revolution, the radian measure, linear programming and logarithms.

THANK YOU!

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The cooperation and support from the Ministry of Education, Arts and Culture and UNICEF for the partnership on the successful implementation of the Social Accountability and School Governance Programme in Namibia is also highly appreciated and valued.

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