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Development of
Education in
Africa



MINISTRY OF EDUCATION, ARTS & CULTURE
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Project Implementation Report

Innovations for Monitoring
Teacher and Learner Attendances
Namibia Pilot Project

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ACRONYMS AND ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
ASDSE	Adult Skill Development for self-employment
CBET	Competency-Based Education and Training
ECD	Early Child Development
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EU	European Union
GPS	Geographical Positioning System
HE	Higher Education
HGSFP	Home Grown School Feeding Programme
ICT	Information communication Technology
IIEP	International Institute for Educational Planning
M&E	Monitoring and Evaluation
MCA	Millennium Challenge Account
MGECW	Ministry of Gender Equality and Child Welfare
MPCC	Ministerial Policy Coordinating Committee
MTEF	Medium Term Expenditure Framework
NESE	National External School Evaluations
NSFP	National School Feeding Programme
NSSCH	National Senior Secondary Certificate-Higher
NSSCO	National Senior Secondary Certificate-Ordinary
OOSC	Out-of-School Children
PE	Primary Education
RHIVA	Reducing HIV in Adolescents
SAT	Standardized Achievement Test
SDGs	Sustainable Development Goals
UNAM	University of Namibia
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	UN Children’s Fund

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EXECUTIVE SUMMARY

This is the final project technical report for the Innovations for Monitoring Teacher and Learner Attendance Pilot Project in Namibia. This report summaries the achievements, lessons learnt, and challenges experienced during the implementation of the pilot project for the period July 2017 and July 2018.

Teacher and learner attendance is a major challenge facing many schools in Namibia. This has been observed in SACMEQ IV study of 2013. Data from various schools implicated both teachers and learners for coming to school late, leaving early from school, teachers being in school and not attending to their lessons and doing private business during working hours. Vaguely, a teacher can be deemed absent if they fail to meet the set working hours without authorization. Teacher absenteeism can be classified as authorized or unauthorized. There are different forms of teacher absenteeism including truancy, tardiness, moonlighting, security-related, strikes, abscond and kickbacks, to mention a few; and several reasons contribute to teacher absence among them remuneration, poor working conditions, weak management, monitoring & accountability systems. However, there has been a dearth of reliable comparable information on teacher absenteeism in Africa as such it is difficult to map the scope of the challenge, illuminate the possible causes of absence and offer appropriate policy solutions. Available research is often out of date and highly aggregated rates are reported which hide the wide variations found within countries. Hence the need to identify effective and efficient models for capturing teacher and learner attendance, which can ultimately inform decision making and policy at all levels of the education value chain.

In July 2017 MoEAC and ADEA commissioned a joint activity to assess the extent to which teacher and learner attendance can be monitored to inform planning and decision making at a macro level. The study intended to provide recommendations on establishing an improved attendance monitoring system that would deliver information on school attendances in near real-time, map the data to learning outcomes, and inform policy decisions. In preparation for the pilot project implementation, an EMIS Situational Analysis exercise was conducted by ADEA and the MoEAC and the report was produced and disseminated. In November 2017 the National Technical Team conducted a baseline survey on teacher and learner absenteeism in Namibia and produced a Project Implementation Document that guided the implementation of the pilot project.

In May 2018, the pilot project was commissioned in 103 schools across Namibia using a cluster-based approach of the existing School-Link system. Over 200 education personnel including regional education officers, school principals and teachers were trained on capturing and monitoring teacher and learner attendances using the School-Link system. 23 pilot schools including a mobile school with over 3000 students (previously not on School Link), were added onto the system, and equipped with 10inch tablet mobile-phones, portable solar chargers and internet connectivity.

The pilot schools captured daily teacher and learner attendance during the second trimester that ended in August 2018. They also updated the School-Link system on a weekly basis; providing data on teacher and learner absenteeism by reason, by gender, and by region. As such data on absenteeism became readily available from the school, circuit, regional and national level. Even as the third trimester continues schools are providing data on teachers and learners absenteeism on a timely basis. Overall the use of ICTs in education increased considerably, with pilot schools frequently making queries whenever they encounter difficulties with the system.

Results from the pilot project revealed that the data on school attendances is not taken seriously from the lower level of education (School) up to the policy making level. Records are not kept up to date and even when they are available no analysis is done about it. The policy level in many instances does not get any feedback or report on school attendance, except in cases where learners are involved.

It also established that illness among teachers, lack of regular supervision and assessment, personal and private matters, were the main causes of teacher absenteeism. Furthermore, the results revealed that learners' level of attendance is moderate to low in some schools because of menstrual cycle (periods), pregnancy, illness, child-headed family and lack of parental support among others.

The study recommended that in order to reduce teacher and learner absenteeism in schools, there is a need to establish frameworks and policies to mitigate such causes and factors, perhaps through a Teachers & Learners Attendance Procedure Manual that fully captures all the causes of school absenteeism and offers appropriate mitigation measures.

PROJECT BACKGROUND

Access to education is a fundamental human right and a pre-requisite requirement for any national development strategy. Educational attainment is the fundamental strategy for developing human capital in a country, and the ultimate key to achieving economic growth and productivity. With the unwavering global commitment to the Education for All (EFA), the Millennium Development Goals (MDGs) and more recently, the Sustainable Development Goals (SDGs) and the African Union African Agenda 2063, most African countries have made significant strides to achieving progress in the education sector. However learner achievement is still depressed and at a standstill due to a number of factors of which teacher and learner absenteeism is a prime contributor.

The World Development Report (WDR) 2018 - Learning to Realize Education's Promise¹, warns of an impending learning crisis in global education, and cites teacher absenteeism as a major contributor. According to the report, unannounced visits to primary schools in six countries including Ghana found that in public schools, on average, about one teacher in five was absent on a typical school day, and even when teachers are present in school, they may not be teaching. The report further notes that teacher and learner absenteeism and low time on task when in class, combined with other factors such as informal school closure, significantly reduces instructional time. It cites that only about one-third of the total instructional time is used in some countries. Namibia is not exempt from these statistics.

Teacher absenteeism significantly prejudices the learning outcomes of the children in the classroom. It demoralizes school organizational culture and represents a waste of private and public financial resources, considering that the bulk of national education budgets goes to teacher salaries. More importantly, high rates of teacher absence often signal deeper problems of accountability and governance that are themselves barriers to effective educational progress. In addition to declines in learner achievement, teacher absenteeism affects school resources as management spends more administrative time on finding substitute teachers and managing attendance (Yeboah & Monka (2011) in Naidoo, 2017).²

However there is a dearth of reliable comparable information on teacher and learner absenteeism in Africa making it difficult illuminate the possible causes of absence and offer appropriate policy solutions. Available research is often out of date and highly aggregated rates are reported, which hide the wide variations found within countries. Very few studies on African education systems have correlated teacher absenteeism with its impact on learner achievement, school morale and the direct financial costs to government.

Currently, most schools use a paper-based attendance register system, which is not only cumbersome but also difficult to audit, and with the EMIS data collection conducted on an annual basis, teacher attendance data is often not included in the EMIS report. Without adequate information such as teacher contact hours and instructional time, stakeholders cannot hold key actors effectively accountable, assess system performance or design effective policies to improve learning. Information on teacher and learner attendance can also improve incentives for community participation and stakeholder buy-in. In most cases, parents have limited information about their children school attendance patterns.

The need for an effective teacher and learner attendance management solution is imperative. However tracking school attendances is a ubiquitous challenge for many ministries of education as data has to be collected on a daily basis. The advent of innovative and robust information and communication technology (ICT) tools, such as mobile phones and tablets, presents an efficient and effective opportunity to address such a challenge. Using mobile applications and web services, users are able to collect and processes data in near real-time, thus

¹ <https://openknowledge.worldbank.org/bitstream/handle/10986/28340/9781464810961.pdf>

² Naidoo, Gonasagarie. (2017). The management of teacher absenteeism in independent primary schools in Gauteng. University of Pretoria, South Africa.

reducing the conventional challenges associated with remote data collection and M&E³. Mobile technologies also have the potential to bridge the communication gap between schools and community. Several African countries are exploring the use and application of ICTs in improving social services, and a lead example in the education sector is the Gambia, where teacher attendance is monitored using mobile phones through SMS⁴, and in Namibia where the MoEAC is implementing School-Link, a web based school management system.

Supporting Education Sector Management through ICTs is, therefore, pivotal in improving information processing for education systems to provide timely, accurate data and usable information on learning.

³ Monitoring and Evaluation

⁴ Short Message Service

PROJECT RATIONALE & OBJECTIVES

In Namibia, recording and reporting attendance in schools is done in one of two ways. Firstly, the paper-based attendance registers for both teachers and learners. In the case of teachers the register is completed in the staff-room or head teachers offices on a daily basis and the tallies are summarised at the end of the week; in the case of learners there are class registers which teachers use to record learner attendances on a daily basis, summarize at the end of every week, and recorded in the summary register.

Secondly, most of private school and some few public schools located in urban areas, are now using electronic biometric clocking system and ICT based school management systems such as School-Link and School-Write. However still, the data is also summarised on a weekly basis.

These weekly records are further summarised into the Trimester reports which are submitted to the Regional Directors of Education via the Inspector of Education offices, although there is a strong indication that not all regions practice the same procedures. Data on Teacher and Learners absenteeism are not used to inform planning and decision making at school level, except in an event whereby a special case arise. Recognizing this challenge, ADEA's Working Group on Education Management and Policy Support (WGEMPS) in partnership with the Ministry of Education, Arts and Culture in Namibia (MoEAC), embarked on researching, developing and piloting ICT tools with the potential of delivering information on school attendance⁵ in near real-time, and mapping the data to learning outcomes.

The teacher and learner attendance activity falls under a key ADEA strategic objective of “fostering greater utilization of relevant ICT to accelerate the transformation of education and training approaches and outcomes”. This project emanated from a desk research that ADEA conducted to explore possible models that focus on accounting for the attendance of teachers in class using modern technologies and other management tools. The findings of this research are summarized in a policy brief titled “Reducing Teacher Absenteeism: Solutions for Africa” published in 2014. In 2015 ADEA presented the policy brief to the Southern African Development Community (SADC) and, eSwatini, and Namibia agreed to partner with ADEA in developing and piloting innovative ICT tools for monitoring their school attendances in real-time.

In July 2017 MoEAC and ADEA commissioned a joint activity to assess the extent to which teacher and learner attendance can be monitored to inform planning and decision making at a macro level. The study intended to provide recommendations on establishing an improved attendance monitoring system that would deliver information on school attendances in near real-time, map the data to learning outcomes, and inform policy decisions.

The MoEAC aims to have a sustainable impact upon the way in which government in Namibia delivers education services. It is directed at enabling institutions to bring about systemic change in the education system, improving learning outcomes, curb wastages and building capacity to continuously improve education access, equity and quality.

ADEA has a joint strategy with the MoEAC to support the education system and a long-term EMIS capacity development to facilitate availability of credible data for evidence-based education planning and effective performance monitoring and reporting. It is believed that this will contribute to the efficient and sustainable delivery of better education planning and service delivery in Namibia.

⁵ School attendances refers to both teacher and learner attendances

Specific objectives for the ADEA-MOEAC project therefore were to:

1. To examine the causes of teachers and learners absenteeism
2. To identify an efficient and effective model for capturing and reporting on learners and teachers attendance to assist planning and decision making at national level,
3. To support the development of the Namibia's Education Management Information Systems (EMIS) Policy

BASELINE INFORMATION

Country Context

Education in Namibia is compulsory for 10 years between the ages of 6 and 16 (Education Act, 16 of 2001). There are approximately 1 826 schools in Namibia of which 154 are privately owned (EMIS, 2016). Article 20 of the Namibia Constitution directs the government to provide free primary and secondary education; however, families must contribute for uniforms, hostels, and school improvements.

Namibia inherited a racially discriminated education system but with independence the new government has reformed all education aspects in alignment to the Constitutional commitment of education for all (O'Sullivan, 2002).

		Total	State	Private
Number of schools	Total	1,826	1,672	154
	Primary School	1,037	955	82
	Combined School	569	521	48
	Secondary School	209	196	13
	Other	11	11	0
Number of learners	Total	698,453	654,383	44,070
	Pre-Primary	41 091	35 357	5,734
	Primary	454,847	427,635	27,212
	Secondary	200,695	189,695	11,000
	Other	1,820	1,696	124
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	28,922	4,063	24,859
	Less than Gd. 12	520	213	285
	Gd. 12 or 1-2 years' tertiary	3365	2,920	1665
	More than 2 years' tertiary	20571	930	22,909
Learners per teacher	Average learner: teacher ratio	25.7		
Number of classrooms	Total Rooms	26,768		
	Permanent	22,946		
	Prefabricated	1,654		
	Traditional	1,925		
	Hired	243		

Table 2: Education facts and figure in Namibia

Source: EMIS, 2017

Primary education was declared free since 2013, and secondary education since 2016 in all state owned schools (MoEAC Bulletins, 2016). Tertiary educational institutions, both private and public, charge tuition fees.

Compulsory education starts at primary education level at the age of six. Primary education consists of seven years starting from Grade 0 up to Grade 7, and its main purposes is to prepare children for secondary education. Secondary education stretches over a period of 5 years starting from Grade 8 to Grade 12, however with the new curriculum there is an option to continue up to Grade 13. Learners are presented with a Junior Secondary School Certificate after successful completion of Grade 10.

Education in Namibia is decentralized, with major planning being done at regional level. Namibia has 14 regions, each headed by a Director of Education. There are similarities as well as difference between and among regions, not only in geographical sizes and population, but also in various dynamics affecting education and its operations.

The Namibian education system is experiencing many obstacles. It is faced with serious weaknesses in the provision of education for all. Poverty and its associated likelihood of illness, maternal death, children being sent to another household or being raised by extended family, sexual based violence all undermine a child's access to continuous education.

Namibia has unacceptably high rates of repetition at all levels, more pronounced in Grades 1, 5, 7 and 8. For example in Grade 8, about 30.0 percent of the learners repeat that grade. More than one-third of all students drop out by Grade 10. In the most remote, rural areas, drop-out rates are an extreme concern.

In summary, the education sector in Namibia is characterized by the following challenges;

- High dropout rates; teenage pregnancies; drug abuse in schools, Out-of-School Children (OOSC⁶,2015), teacher and learner absenteeism, high repetition rates; gender based violence in schools, families and communities; gender inequities; lack of teaching facilities; challenges relating to the nutritional programme in schools and hostels; the need for upgrading the skills of instructors in the vocational training programme; and inadequate pre-primary development;
- Systems inefficiency further relates to capacity gaps at all levels, inadequate monitoring and evaluation of policies and programmes, and systems alignment and articulation, slow process of decentralization and inadequate advocacy.
- Lack of qualified teachers who have a strong knowledge base, an awareness of developmental psychology and the skills to teach effectively means that the quality of education in most schools is compromised. Namibia has made great progress in providing access to education to over ninety five percent of the student age population. Yet, the quality of teaching is often unsatisfactory, especially in schools serving poor communities (UNICEF at el., 2015).
- Poor quality of school infrastructures and learning environments makes teaching and learning more difficult, and less enjoyable.

Existing Systems & Infrastructure

Education Management Information System (EMIS)

EMIS is the Ministry of Education Arts and Culture's custodian for the education statistical data. EMIS was established in 1990 as a system for gathering the information needed and making it available to decision makers in a useful way. The Ministry is expected to use that information to improve both the planning and implementation of programmes, hence the term Education Management Information System is used to refer to all of the activities related to the gathering, storing, analysing, and presenting of information in the education sector.

The primary goals of the EMIS are to indicate accurately the state of education throughout the country and to pinpoint clearly those areas where additional assistance personnel, finance, skills, supplies, physical facilities is required to upgrade the schools and other education programmes and improve the learning environment. EMIS should as well enhance the ability of parents, students, and others to assess how the education system is doing and to insist that its managers be accountable for its results. The instruments (Annual Education Census (AEC)

⁶ <https://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all>

forms and 15th School Day Statistics (15th SDS)) used by EMIS to collect data from school level does not make provision to capture teacher and learners attendance as well as the reasons for absenteeism.

The principal tasks of the EMIS is to:

- ✓ collect and edit quantitative education data and other information;
- ✓ compare and analyse the information collected;
- ✓ develop and interpret alternative courses of action and their likely consequences; and
- ✓ Present information to decision makers and to the education community more generally.

To accomplish those tasks, the EMIS must be capable of drawing its information from a wide range of sources, including the schools and other education programmes, the daily operations of the Ministry, applied research conducted by and for the Ministry, studies of the population, the economy, and the society more generally, and studies undertaken by the foreign agencies involved in Namibian education.

EMIS must also be able to distribute its information and interpretations to many different constituencies-Ministry decision makers, other educators, officials from other ministries and government departments, parents, learners, citizens, and the various organisations, public and private, national and international, concerned with education. Ultimately, the use of the information that is gathered must be seen to result in better decisions, better allocation of resources, and enhanced learning throughout the education system.

School Link



School-Link, an EDUPAC Integrated School Management tool was introduced to the Ministry of Education, Arts and Culture in 2013 and approved as the national system for all schools in Namibia, including private schools. The system, branded as School-Link Enterprise Edition for Namibia (School-Link), enhances and strengthens the collection and processing of information in all educational institutions as well as the analysis and distribution of information in a timely manner, to strengthen regional and national planning.

This system has various modules which include:

- School Management
- Administration modules
- Financial Management and Personnel Management (absenteeism)
- Textbook, Library and Media Management
- Learner Unit Record Information and Tracking System (LURITS)
- Learners Administration (absenteeism)
- Time Tabling
- Communication Portals, etc.

School-Link is a live system in which users enter data on a daily basis and can actually trace changes as they happen, if indeed used to its maximum.

School Write

School-Write is a school administration program integrating class lists, end-of-term reports, SMS and email, on-line intranet, billing of school fees, accounting and bank reconciliation. The program allows you to send report cards by email, create and distribute school fees statements. School Write is **a Commercial System** which schools subscribes to from a 3rd Party, on an annual subscription basis, and the Ministry has no obligation towards this system.

There are still a considerable number of schools using School-Write, although there is now a migration towards School-Link, which has been sanctioned by the MoEAC and is free of charge to all schools. Out of 1 848 schools in Namibia, 807 public schools are connected to School-Link.

Policy Frameworks & Legislation

The government through the Ministry of Education, Arts and Culture undertook several interventions aimed at ensuring that teachers and learners stay in school and attend lessons as much as possible. Among these interventions are;

Education and Training Sector Improvement Program (ETSIP)

Namibia's Education and Training Sector Improvement Program (ETSIP) is the first implementation phase of the government's 15-year strategic plan for the improvement of the education and training sector (SP-ETSIP 2005-2020). Inspired by Vision 2030, the strategic plan aims to transform the education and training system into a more effective tool for supporting the attainment of core national development goals to accelerate growth, reduce poverty and social inequalities, and curb the spread of HIV/AIDS. Its key purpose is to substantially enhance the sector's contribution to the attainment of Strategic National Development Goals (NDPs), and to facilitate the transition to a knowledge based economy.

Learners Pregnancy Policy

This policy outlines the roles and responsibilities of various stakeholders affected by the prevention and management of learner pregnancy.

The aim of the policy is to outline conditions under which pregnant learners, expectant fathers and learner-parents (learners who have become parents) can continue their education. It is still up to the learners and their families to decide if and when the learner will take advantage of the opportunities which the policy makes available.

It was generally accepted during the consultations that the new-born infant will have a far better chance in life if both parents are able to complete their secondary education. Furthermore, statistics show that learners who continue their education are more likely to delay subsequent pregnancies, supporting the need to re-enter a learner-mother into the education system as soon as circumstances permit.

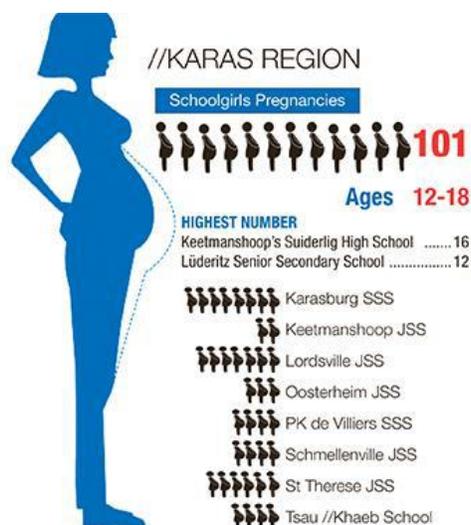


FIGURE 1: STATISTICS FROM THE //KARAS REGIONAL EDUCATION DIRECTORATE SHOW THAT 101 SCHOOLGIRLS AGED BETWEEN 12 AND 18 FELL PREGNANT IN 2017.

Source: [The Namibian](https://www.namibian.com.na/165474/archive-read/100-Karas-schoolgirls-fell-pregnant-in-2016)⁷

The Ministry of Education, Arts and Culture's subscribes to the **Protocol of the African Charter on the Rights of Women in Africa which** commits the Ministry to the total elimination of a range of barriers to girls' education and requires the Ministry to "promote the enrolment and retention of girls in schools and other training institutions and the Ministry programmes for women who leave school prematurely".

Legal Frameworks for managing Teacher Attendance in Namibia

In Namibia there are clear legislative framework, which apply to public servants. Teachers, being responsible for providing education that is appropriate to the needs of the different age groups, abilities, aptitudes and general needs of learners, are considered as public servants in Namibia and as such they are guided by Public Service Staff Rules.

Public Service Act 13 of 1995

The Public Service Act 13 of 1995 provides for the establishment, management and efficiency of the Public Service, the regulation of the employment, conditions of service, discipline, retirement and discharge of staff members in the Public Service, and other incidental matters. Section 25(1) (d) of Act 13 of 1995 (**Definition of misconduct**);

- (1) Any staff member shall be guilty of misconduct if he or she-
- (d.) is negligent or indolent in the performance of his or her duties; and
 - (o.) absents himself or herself from his or her office or official duties without leave or valid cause;

⁷ <https://www.namibian.com.na/165474/archive-read/100-Karas-schoolgirls-fell-pregnant-in-2016>

Section 25(1) (d) is the premises upon which the **Public Service Staff Rule and Code of Conduct** is set up. Section 2 (2.1) (f) and 2.11 (a), (b) of the Public Service Staff Rule and Code of Conduct (Code of Conduct), clearly state that “Staff members are required to – 2(2.1) (f) be punctual in the execution of their duties; 2(2.11) (a) staff members shall at all times during their official hours of attendance be present for duty at their place of work and give their full attention to the duties entrusted to them, (b) staff members shall not, without the consent of their supervisor or the head of the organisation, be absent from their work during their official hours of attendance”

These instruments, are the primary foundation upon which the MoEAC enforces strict attendance rules in schools.

Public Service Rule Amendment No. 4 of 1997

The staff rules (PSSR Amendment Notice No 4 of 1997) make provision for the following types of leave for full time staff members

Accumulative Vacation leave:

- 10 days p.a. for staff at educational and training institutions
- 25 days p.a. for other staff members

Non-accumulative Compassionate Leave:

- 5 days p.a. for staff at educational and training institutions
- 10 days p.a. for other staff members
- Compassionate leave is granted when there is a death or a serious illness in the family

Non-accumulative Leave:

- School holidays are granted for staff appointed to educational and training institutions
- Allowance is made for staff appointed to educational and training institutions to remain on duty during school holidays. Should this occur the member of staff can apply to be compensated

Non-accumulative Trimester leave:

- Lecturing or teaching staff may have one trimester leave after every 7 years' service

Sick Leave:

- 87 days per cycle (of 3 years), on full numeration, for staff at educational and training institutions
- Additional 87 days per cycle (of 3 years), on half numeration, for staff at educational and training institutions
- 132 days per cycle (of 3 years), on full numeration, for other members of staff
- Additional 132 days per cycle (of 3 years), on half numeration, for other members of staff
- May only be granted if a staff member has completed 30 consecutive days of service

- If a staff member is absent for a continuous period of more than 3 days owing to illness, a certificate from a medical practitioner needs to be provided

Accumulative Study Leave:

- 12 days p.a. for all staff members

Relief Teacher Strategy

Namibia has implemented a relief teacher strategy. That is, a strategy that ensures, within a facilitative policy and regulatory environment, the necessary provision of teachers at all times in every school in the republic of Namibia in line with approved establishment, accepted staffing norms, teacher-learner ratios and relevant public service rules. As a guiding principle for implementation, the Relief Teacher Strategy, reiterates on the need to reduce teacher and learner absenteeism committing every region in Namibia to reduce teacher absenteeism through improved targeted programmes and interventions, monitoring and management of their human resources. The strategy also defines information flows and notification processes for school absenteeism in Namibia.

Baseline Analysis

In preparation for the pilot project, ADEA and MoEAC officials undertook field trips to schools, regional offices, and other institutions in three regions, Khomas, Omaheke and Otjozondjupa across Namibia, to familiarise themselves with the education setup in the regions, understand similarities and differences in various regions, assess the state of the EMIS infrastructure as well as the existing data value chain on school attendances and the use of school attendances records for planning and policy making purposes.

Methodology for Data Collection

The assessment methodology was carried out by members of National Technical Team (NTT) consisting of representatives from the following Ministry of Education, Arts and Culture directorates and divisions including EMIS, Corporate Planning, ICT, Programme and Quality Assurance (PQA), Human resources (HR) and Adult Basic Education.

The following methodology was used:

- a) Conduct a literature review of the existing research on teacher and learner absenteeism in Namibia,
- b) Conduct site visits to schools and regional directorates to investigate existing frameworks/models and tools for capturing and analysing of teacher and learner attendance;
- c) Conduct face to face interviews and focus group discussions with prospective project stakeholders including school officials and regional directorates;
- d) Administer an agreed questionnaire covering various areas deemed to be crucial and important for the understanding of the subject;
- e) Review the operating environment to ascertain what is available for smooth functioning of the system including observing tools, policies, adequacy and qualifications of human resources;
- f) Collect documents, instruments, policies, and reports for reviewing purposes and as evidence to support the findings and base recommendations;
- g) Examine different databases available as options for capturing data on teachers and learners attendances,
- h) Make recommendations for improved recording and management of teacher and learner attendance, and its relationship to learning outcomes

Stratified sampling technique was undertaken for the selection of schools. Stratified random sampling ensures that all units comprising the population from which samples are drawn are grouped into homogeneous strata before sampling so that every group has representatives in the sample. The NTT members played a central role in the sampling.

It was the aim of the study to include all regions in the sampling, but due to time and resources, only three regions were represented, Khomas, Omaheke and Otjozondjupa.

Findings of the Baseline Assessment

This section presents the findings from the baseline assessments. This section is divided into the following subsections: policy framework within which context teachers and learners absenteeism is supposed to be managed, teachers' level of attendance, learners' level of attendance, causes of teachers' level of attendance, causes of learners' level of attendance, how teacher attendance has been managed, how learner attendance has been managed and policy framework dealing with teacher and learner attendance, and current EMIS initiatives.

The quantitative data in this study was collected by means of questionnaires whereby respondents had to rate the level of teachers and learners' attendance on scale of one (1) to five (5), as well as the attendance of different genders of teachers and learners. This data is analysed using a frequency distribution analysis technique which according to Manikandan (2011:1) is an organised tabulation/graphical representation of the number of individuals in each category on the scale of measurement.

Thematic interpretive analysis technique, was employed to analyse the qualitative data by inducing themes as they emerged from the data. According to Lapadat (2010:1), thematic analysis is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs or explanatory principles.

In this study, themes were induced from the participants' in-depth views and perceptions on the teachers and learners attendance. The analysis focused on different factors such as school phase, school type (primary/secondary), school setting (rural/urban) and school ownership (public/private). The analysis was done in the chronological order, from question 1 to 7.

Teachers and Learners' Attendance

Responses from the schools visited in the three regions indicated that the attendance of teachers and learners was not a major problem. Fifty five (55) percent of respondents, who are involved with school management i.e. school principals, head of departments and senior teachers, indicated that attendance was moderate, while thirty nine (39) percent indicated that it was high, whereas six (6) percent felt that it was very high. Among the teachers interviewed, fifty-nine (59) percent stated that the attendance was moderate, thirty eight (38) percent pointed out that it was high and three (3) percent indicated it was low.

Learners were also given an opportunity to give their views on the overall attendance of teachers and their schoolmates, without intimidation from school staff members. Forty five (45) percent of the learners showed that the attendance was moderate, twenty five (25) percent felt that it was high, ten (10) percent stated that it was very high, while fifteen (15) and five (5) percent indicated low and very low respectively.

Table 1 below shows the responses of management, teacher and learner on their school overall attendance in the three regions that were visited.

TABLE 1: TEACHER AND LEARNERS' ATTENDANCE

Schools						Respondents																		
School Name	School type		School setting		School ownership		Respondents' category and frequency rating (number of participants)																	
	Primary	Secondary	Rural	Urban	State	Private	Management					Teacher (s)					Learner (s)							
							Very high	High	Moderate	Low	Very low	Total	Very high	High	Moderate	Low	Very low	Total	Very high	High	Moderate	Low	Very low	Total
School A	1			1	1			1				1		3				3		2				2
School B	1			1	1				1			1			1			1			1			1
School C	1			1	1				1			1			4			4			2			2
School D	1		1		1				1			1			2			2		2				2
School E	1		1		1			2				2		3				3		2				2
School F	1		1		1			1	1			2		3	3			6						
School G	1			1		1		1				1												
School H	1			1		1	1					1												
School I		1	1		1				2			2			2			2			2			2
School G		1		1	1			1				1		2				1			1			1
School K		1		1	1				2			2			3			3				2		2
School L		1		1	1			1	1			2		1	1			2			3	1		4
School M		1		1	1						1	1					1	1					1	1
School N		1		1	1				1			1			1			1		1				1
TOTAL	8	6	4	10	12	2	1	7	10		1	19		11	17		1	29	2	5	9	3	1	20

Teachers' level of attendance

One of the objective of the baseline survey was to investigate the teachers' level of attendance in the target schools. Below is a bar chart analysis showing the sixteen schools ratings, the data was collased into 'very high', 'high', 'moderate', 'low' and 'very low'.

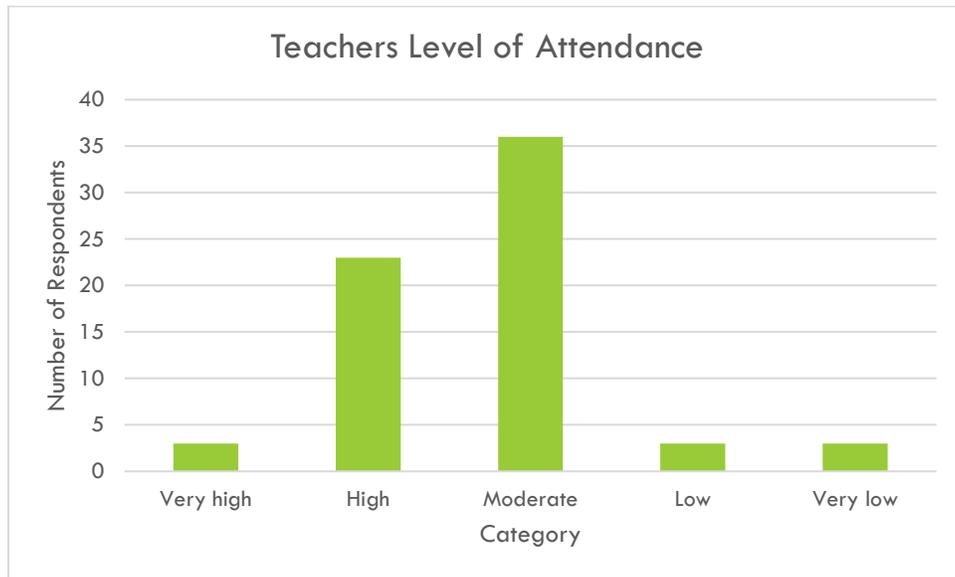


FIGURE 2: TEACHER'S LEVEL OF ATTENDANCE

Learner's level of Attendance

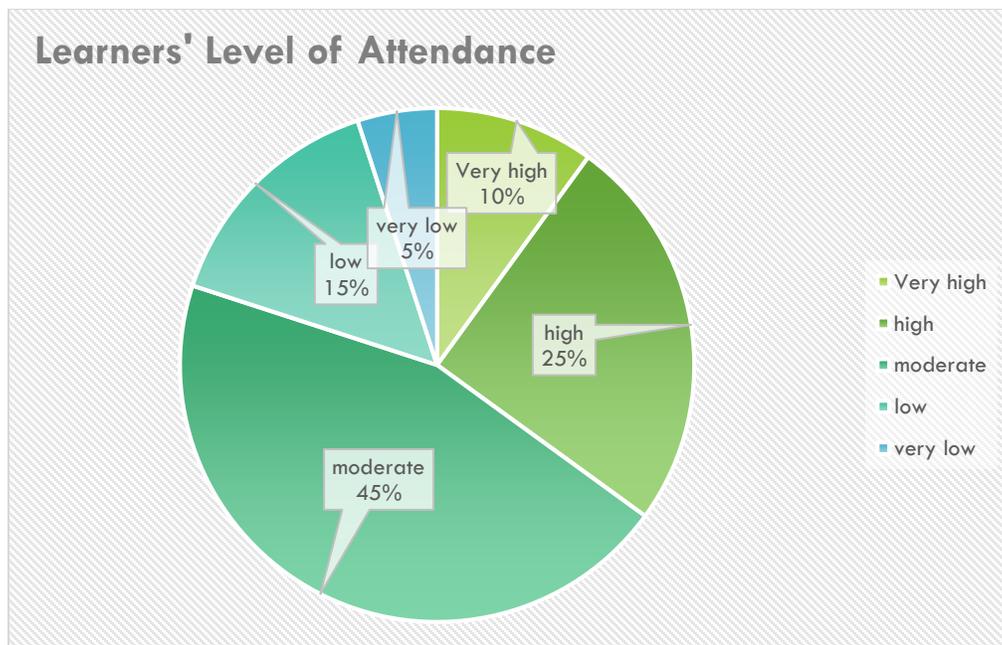


FIGURE 3: LEARNER'S LEVEL OF ATTENDANCE

Main causes of teachers and learner’s indicated level of attendance.

In this question the respondents were expected to give more insights about the rate they gave in the previous question. They were asked to explain what motivates teachers and learners in the case of high attendance (rate 5 and 4) and what demotivate them in the case of moderate and lower attendance (rate 3 to 1).

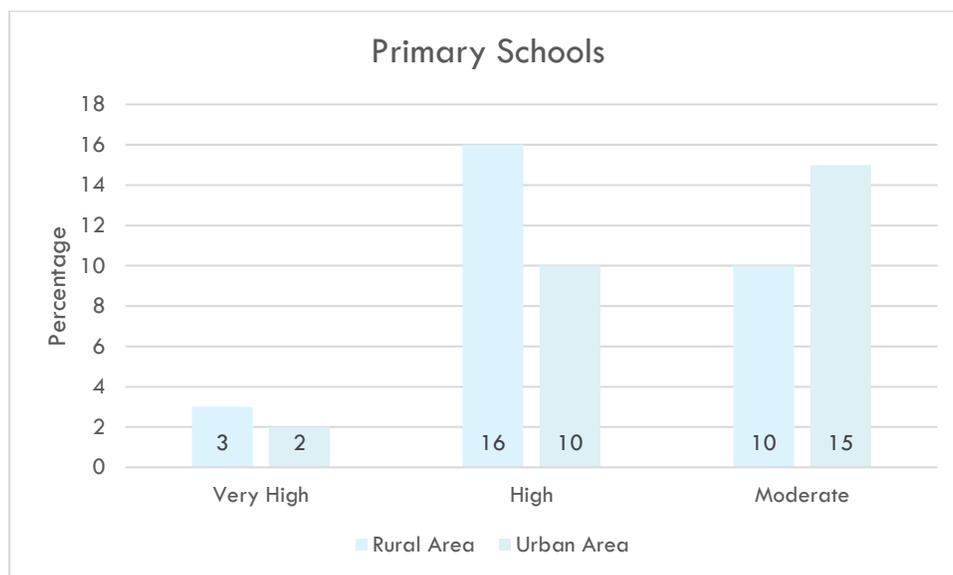


FIGURE 4: PUBLIC PRIMARY SCHOOLS IN RURAL AND URBAN AREAS

As indicated on table 7 and figure 6 above, respondents from three public primary schools in rural areas indicated that 3% of both teachers and learners attendance was very high, 16% showed that the attendance was high whereas 10% indicated moderate.

Attending to private matters and sickness came out strongly as the main causes of teachers’ absenteeism, while some respondents explained that since rural schools are far from basic services such as hospitals, banks and shops, teachers are forced to either be absent or leave school early to get to the nearby towns to attend to their private matters. Other causes of teachers’ absenteeism in the rural public schools are compassionate, study and maternity leaves. About 3% of teachers from the schools also pointed out that alcohol abuse is contributing to some teachers “chronic absenteeism”.

About 2% of the respondents from five public primary schools in urban areas indicated that teachers and learners attendance was very high, while 10% indicated high and 15% indicated moderate respectively. The respondents that indicated the high attendance of teachers and learners was attributed to the will and commitments to improve results, parents support, communication and short distance to schools. Meanwhile, long distance, lack of parental support, low motivation/morale among teachers and learners, lack of interest in school among learners, family responsibilities, poverty (socio-economic challenges), death or sickness of family members among others came out as causes of absenteeism. Truancy (present but not attending classes) was also recorded among both teachers and learners at one primary school.

Two of the urban primary schools which were the only private schools in this study rated that both of their teachers and learners attendance very high (5), giving reasons such teachers, learners and parents understand the impact of absenteeism on the learners performance. Teachers and learners also adheres to the policies and

procedures of the line Ministry. In addition, the school leadership (Management and School Board members) ensures that teachers and learners are always motivated and encouraged to be present at school.

No respondent from either public or private primary schools rated teachers or learners attendance low (2) or very low (1).

All six (6) secondary schools in this study are urban public schools. Most of the secondary schools rated their teachers' attendance moderate (3) with one rating both teachers and learners attendance very low (1). Two other secondary schools rated their learners' attendance low (2). Only two (2) secondary schools rated their teachers' attendance high (4).

Once again just like it was the case with the primary schools, sickness of teachers or their family members and attending to private matters came out strongly. Other reasons given for the secondary schools teachers' absenteeism are compassionate and study leaves. Alcohol abuse also came up as contributing to secondary school teachers' absenteeism, while truancy was also highlighted as problematic.

Absenteeism among the secondary school learners was said to be caused by the lack of commitment and interest in school, peer pressure, poverty (lack of transport money to school), pregnancy, drugs and alcohol abuse, family problems, taking care of siblings and attending to sick family members.

The study also analysed data to identify the group of teachers and learners that are least attending and to give reasons for their lower attendance. All Primary and Secondary schools, both public and private school found in rural and urban areas indicated that female teachers were least attending. Reasons that they gave for lower attendance of female teachers is that, some female teachers had to go on leave because of pregnancy, some had to go for maternity leave, others because of menstrual cycle (Period).

Other reasons given for lower attendance are, study leave, female teachers being responsible for taking care of their sick children or family members. Among school learners, the female group was least attending because of Menstrual cycle (Periods), Pregnancy, illness, child-headed family and lack of parental support. Others schools indicated that male teachers were least attending because of alcohol and absconding without any valid reasons. Other reasons given included illness, study leave and attendance to private matters. For male learners, the reasons given for their lower attendance included alcohol and drug abuse, peer pressure, lack of commitment from learners, lack of parental support and commitment, distance from schools, poverty, illness and social problems.

Management of teachers and learners attendance

In order to obtain how teachers and learners' attendance is managed at different schools, all respondents were asked to describe measures/strategies employed at their respectively schools. This was affirmed during the interview with the teachers and the analysis of documents obtained from the respective schools.

All the sixteen participating schools in this research use the same procedures that are widely used by most public institutions in Namibia. These are teachers' attendance which is managed through filling leave forms, some schools have electronic clock-in system and signing of attendance register. Teachers, are required to state reason for not attending. It is expected that teachers first seek approval from the Principal or Head of Department, or supervisor as situation dictates, as to their reasons for absenteeism.

Equally teachers manage the attendance of learners through marking the attendance register every day. Some schools have developed internal procedures to capture the learner's attendance from one lesson to another, whereby every teacher take note of every learner who did not attend their lesson.

It was noted with a concern that some teachers do not mark the attendance registers regularly, equally teachers that abscond without any valid reason are also given unpaid leave. Furthermore, some schools indicated that they have one on one session with teachers that are constantly absent to hear their reasons and see where the school can help.

According to Chaudhury, et al. (2004), teachers are more absent on Fridays and Mondays when they go early to start long weekend and when they are late due to weekend activities. Teachers and learners who live far from the school have higher absence rate than those who live near the school. This is because such teachers and learners find themselves late whenever they face any challenge in managing time due to distance. It was observed that mostly teachers absent themselves on Fridays and Mondays.

In case of illness, death in the family or private matters, learners are required to provide proof of such, in the form of a written letter from parents, Doctor or death certificate. In addition, schools constantly communicate with parents through Life Skills teachers/ School Counsellor for those learners who are always absent and encourage and motivate learners to attend school for their own benefits.

In addition, teachers from remote areas have a higher absenteeism rate because they cannot reach the school on time due to poor transport and again they travel to distant urban centres where they can access services such as banking, and sometimes they extend weekends and holidays. According to Abeles (2009), teachers from communities, which are poor, have high rate of absenteeism because the community or school leadership lacks supervision and monitoring ability of the teachers and learners. On the other hand, common practice is that poor communities have no vibrant activities to reduce the teacher absenteeism.

PILOT PROJECT IMPLEMENTATION

Methodology

The pilot program employed a school cluster based approach implementing the existing School-Link system. Clusters, according to (Chikoko, 2007) are the grouping of schools within the same geographical location aiming to improve the quality and relevance of the education in the schools. Turkey (2004) defines school clusters as a tool that schools can use to promote collaboration, reflection, sharing and learning among the teaching fraternity. A total of 103 pilot schools were selected across all the regions of Namibia.

All pilot schools were to capture daily teacher and learner attendances using the School-Link system, and provide reasons for absenteeism. The pilot program ran for 3 month, beginning May 2018 up to end of July 2018.

Project Management

In country project management was done by the National Technical Team (NTT). The National Technical Team was instituted from the Letter of Agreement between ADEA and the MoEAC that was signed on July 21, 2017.

Composition of the National Technical Team

The NTT comprised of members from different directorates and divisions;

- (1) One member from the division of Human Resources (HR), who primarily deals with teacher's recruitments and teachers leave days (absenteeism).
- (2) One member from Programme and Quality Assurance that deals with all learners' affairs, specifically the provision of stationaries, school feeding programme and all policy that border the provision of quality teaching and learning.
- (3) Three officials from Education Management Information System (EMIS), which transact all educational data and monitoring and evaluation of ministry projects and programs.
- (4) A Helpdesk from the division of ICT who liaison with schools when the Schoollink is troubleshooting.
- (5) Two members from the division of Corporate Planning (CP) which is responsible for provision of physical structures
- (6) The department of Life Long Learning is represented by a member from the directorate of Adult Education (DAE).

Mandate of the National Technical Team

- a) To develop the Project Implementation document (PID).
- b) To provide pilot project orientations during the ICT division training sessions at the pilot schools end of June 2018 (Aide Memoire, May 7-12, 2018).
- c) To submit the bi-weekly reports to the MoEAC management and ADEA-Harare office starting June 1, 2018 (Aide Memoire, May 7-12, 2018).
- d) To organize information sharing with all project stakeholders, including the Namibia National Teachers' Union (NANTU) and the Teachers Union of Namibia (TUN).
- e) To provide feedback and regularly pay visits to the regions, circuits and pilot schools.
- f) To prepare the final monitoring and evaluation report for the pilot project
- g) To submit to ADEA the final project financial report for accountability

PROJECT IMPACT

Key Beneficiaries



FIGURE 5: PRINCIPAL AND SCHOOL SECRETARIES RECEIVING ICTS EQUIPMENT FROM PROJECT COORDINATOR, OPUWO-KUNENE REGION.

A total of 103 pilot schools participated and benefitted from the pilot program. The list of the 103 pilot schools is attached in Annex I.

ICT Equipment

23 pilot schools including a mobile school comprised of 38 units with estimated population over 3000 learners, previously not using the School-Link system were trained, equipped with 10 inch tablet phones, a portable solar charger and internet connectivity and added to the School-Link system.

The project also provided 2 laptop computers to the EMIS department in the MoEAC, for data analysis and M & E processes.

Capacity Development



FIGURE 6: PRINCIPALS AND SCHOOL SECRETARIES ATTENDING SCHOOLLINK TRAINING AT OUTAPI-OMUSATI REGION

Over 200 school principals, secretary, teachers and regional administrators were trained on how to capture and report on teacher and learner absenteeism using the School-Link system across all the eleven regions of Namibia.



FIGURE 7: PARTICIPANTS FROM OHANGWENA REGION DURING SCHOOLLINK TRAINING

Project Expenditure

The project was funded by contributions from the Association for the Development of education in Africa and the Ministry of Education, Arts and Culture in Namibia at a total cost of NAD291 000.00

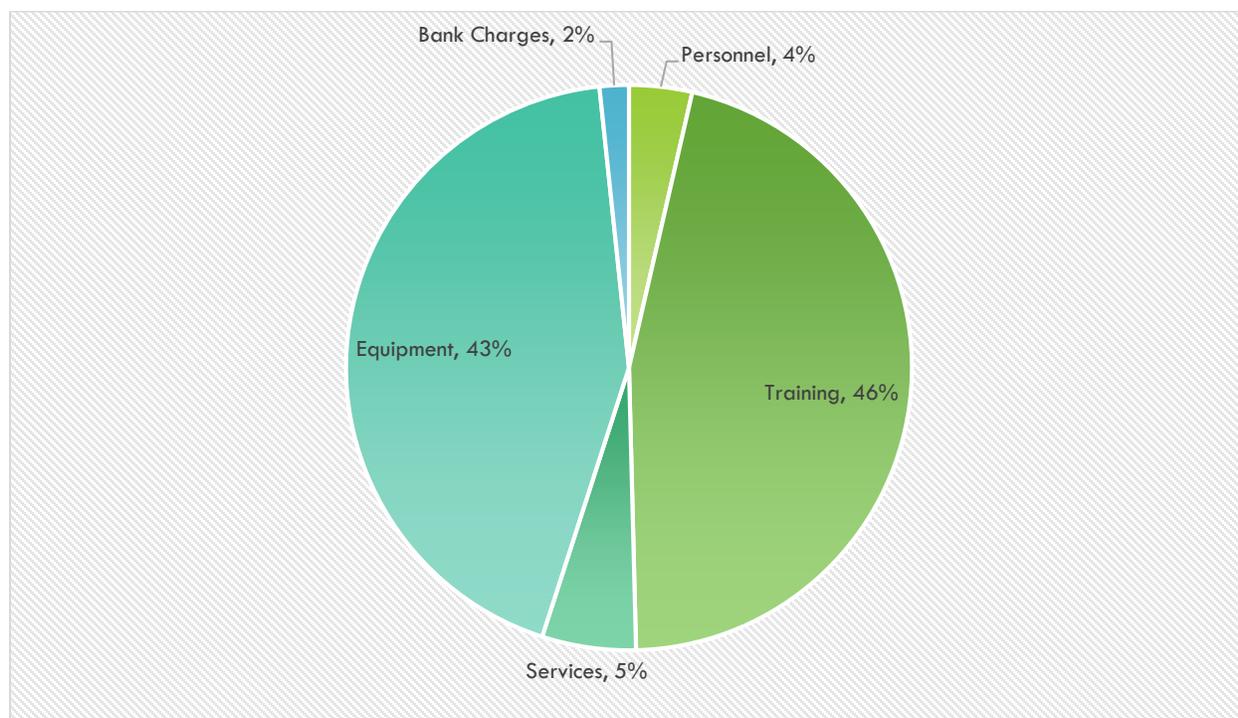


FIGURE 8: PROJECT EXPENDITURE

Risks and Mitigation Measures

As any other project, there were potential vulnerabilities, and risks that may have derailed implementation of project activities; but through the intervention of ADEA, MoEAC and the NTT remedies and mitigation measures were developed to minimize or eliminate such risks.

The following risks and remedial actions were identified during the pilot project implementation;

1. **Financial Challenges** – the project funds were a limited resource, which would have severely limited the scope of the pilot project considering issues such as high costs of hardware and softwares. Remedial Actions: ADEA provided a budget in terms of the Letter of Agreement signed between ADEA and the MoEAC on July 24, 2017. The MoEAC also supported other project recurrent costs.
2. **Political Will** – The pilot project had full support from the high-level management of the MoEAC and ADEA. However, the prevailing economic and political uncertainty challenges in Namibia could have presented an indirect challenge to the implementation of pilot project activities. Remedial Actions: A National Technical Team was instituted and assigned to coordinate the in-country implementation of the pilot project, and a Memorandum of Understanding was signed between ADEA and the Government of Namibia as a foundational framework upon which project implementation will be politically supported.
3. **Stakeholder Buy-in** – Teacher and learner absenteeism is a sensitive topic susceptible to politicization by teacher unions and other stakeholders. Remedial Actions: ADEA organized a Joint Stakeholders' Consultative Workshop on Innovations for Monitoring Teachers' and Learners' Attendances in Africa in Harare, Zimbabwe on February 15, 2018. The workshop was attended by the ministries of education in Namibia, Swaziland

and Zimbabwe, teacher unions from Namibia, Swaziland and Zimbabwe, and teacher union federations, the Education International and the Southern African Teachers Organization. The workshop resulted in the signature of the Communique in which all stakeholders agreed to collaborate and support the implementation of the pilot projects in Namibia and Swaziland.

4. **Technical & Skills Capacity** – the pilot project relied heavily on ICT based tools, as such the technical and skills capacity of all stakeholders i.e. teachers, school principals, regional education directors and inspectors, ministry officials and the National Technical tea, presented challenges. Remedial Actions: Approximately 200 project participants were trained by the National Technical Team in collaboration with the EMIS and ICT divisions in the MoEAC, on how to implement the pilot project activities and the School-Link system.
5. **Infrastructure** – Some of the pilot schools lacked critical infrastructure required for the implementation of the pilot project e.g. electricity, ICT equipment and internet connectivity. Remedial Actions: the pilot project overcame this risks by use a cluster-based approach in which schools that lacked the adequate infrastructure reported through a well-equipped and resourced central school. In addition 23 schools that were not previously using the School-Link system were equipped with a 10inch mobile-phone tablet, a portable solar charger and internet connectivity.
6. **Bureaucracy** – Project coordination suffered bureaucracy delays in terms of the execution of administrative and fiduciary activities at certain instances. Remedial Actions: ADEA and the MoEAC signed a Letter of Agreement (LoA) on July 24, 2017 to govern how the project would be implemented, managed and monitored. Through the provisions of the LoA, avenues were always available to circumvent bureaucracy.

Cost – Benefit Analysis

Common inference suggests, a direct relationship between teacher attendance and student outcomes: the more teachers are absent, the more their students' achievement plummets. When teachers are absent 10 days, the decrease in student achievement is equivalent to the difference between having a brand new teacher and one with two or three years more experience.⁸ Teacher and learner absenteeism represent a wastage of public and private funds in education. Investing in a system that efficiently and effectively monitors teacher attendances will definitely bring benefits to the education system and to the improvement of the quality of education in Africa.

Teacher and learner attendance pilot systems will have the the potential to significantly improve learner achievement and teacher effort; enhance the capacity for data collection, management, analysis, communication, and use for transparent planning; more so they may provide a way to address the challenges Africa is facing in terms of eliminating ghost teachers, and minimizing teacher and learner absenteeism. More importantly, the pilot project in Namibia will serve as a foundational framework upon which more innovation and technology can be built upon, and a replicable model for other African countries.

Currently all 103 schools are fully capturing daily teacher and learner attendance and updating the School-Link system on a weekly basis; providing data on teacher and learner absenteeism by reason, by gender, and by region.

⁸ Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Are teacher absences worth worrying about in the U.S.? (Working paper 13648; National Bureau of Economic Research).

Project Results

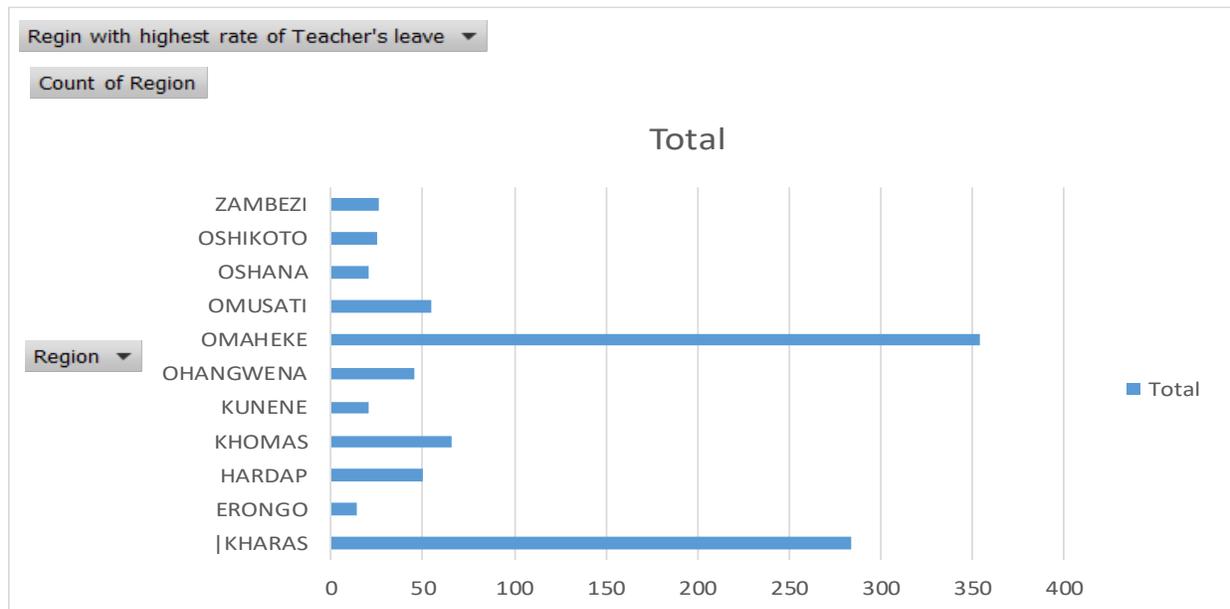


FIGURE 9: TEACHER ABSENTEEISM BY REGIONS

The chart above represent the number of leave days taken by teacher per region. The highest rate of teacher's leave recorded in Omaheke region, followed by //Kharas region.

The regions with lowest rate of teacher's leave are Erongo, Kunene and Oshana respectively. All types of leaves were taken into consideration and combined together in order to give a clear picture of the region with the highest and lowest rate of absenteeism.

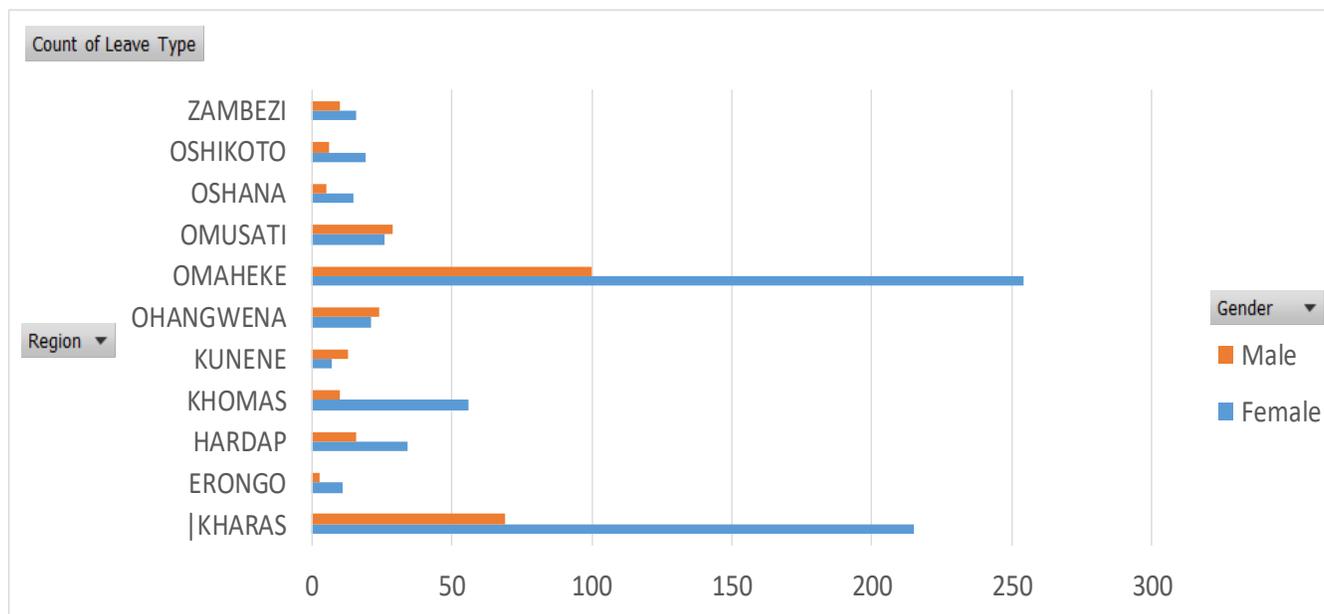


FIGURE 10: TEACHERS' ABSENTEEISM DISAGGREGATED BY GENDER PER REGION

Figure 9 above shows the disaggregation of teachers' leaves between males and females in each of the eleven region. The information presented in the chart above represents number of all leaves that was captured on the system (School-Link), at the end of the second term of normal school calendar.

Females from Omaheke region were the highest, followed by //Kharas region and Khomas region respectively. Among all the regions, males from Omaheke region and //Kharas were were the highest compare to the rest of other regions.

Erongo region and Oshana region, recorded the lowest absenteeism rates among male teachers, while Kunene region had the lowest absenteeism rates among female teachers. This data might not lead to the rightful conclusion, as further analysis and more data collection is needed in all schools, to clearly understanding the rate of absenteeism among the teachers.

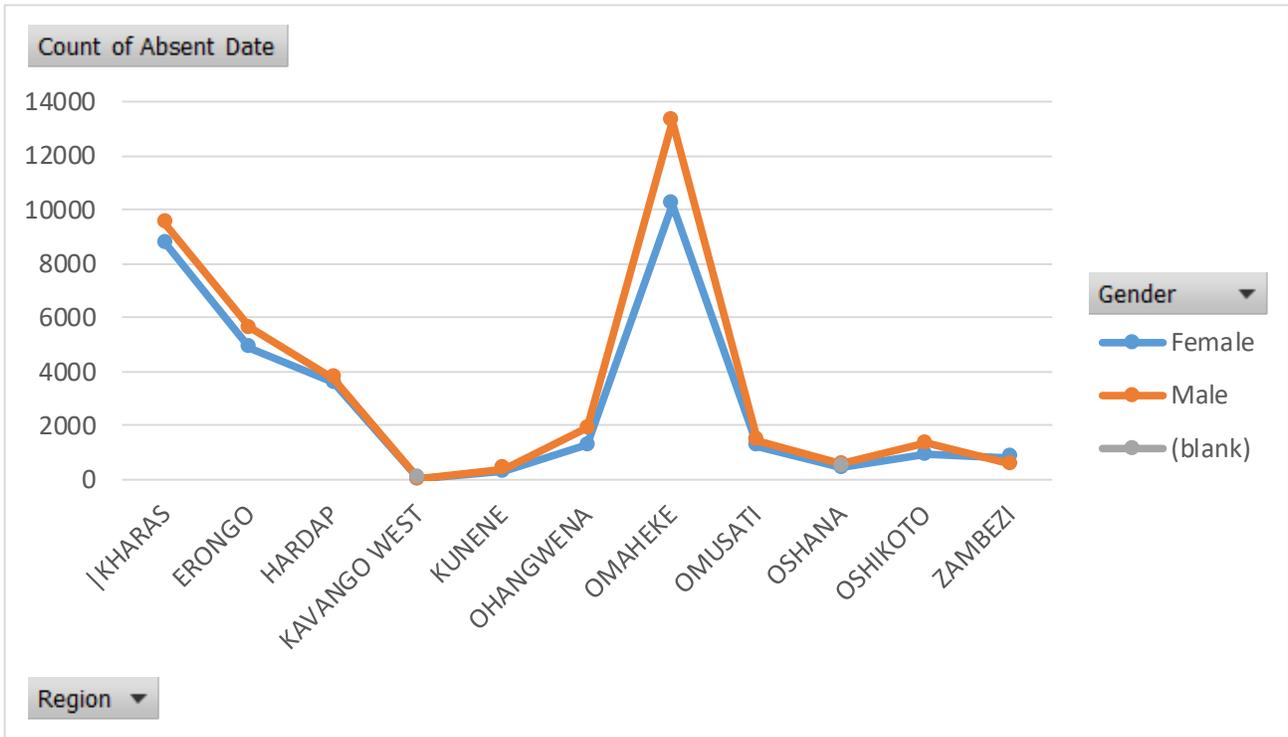


FIGURE 11: LEARNERS ABSENTEEISM BY GENDER PER REGION

A total number of 71 387 cases of learner absenteeism was recorded by the end of second trimester. The graph above shows learner absenteeism by gender (boys and girls) in all the regions that took part in the pilot project.

The highest rate of absenteeism was observed in Omaheke region, for both boys and girls, whereas //Kharas, Erongo and Hardap region showed a steady increases of learner absenteeism in schools. Kavango West, Oshana, Zambezi and Kunene showed the lowest rates of learner absenteeism for both learners.

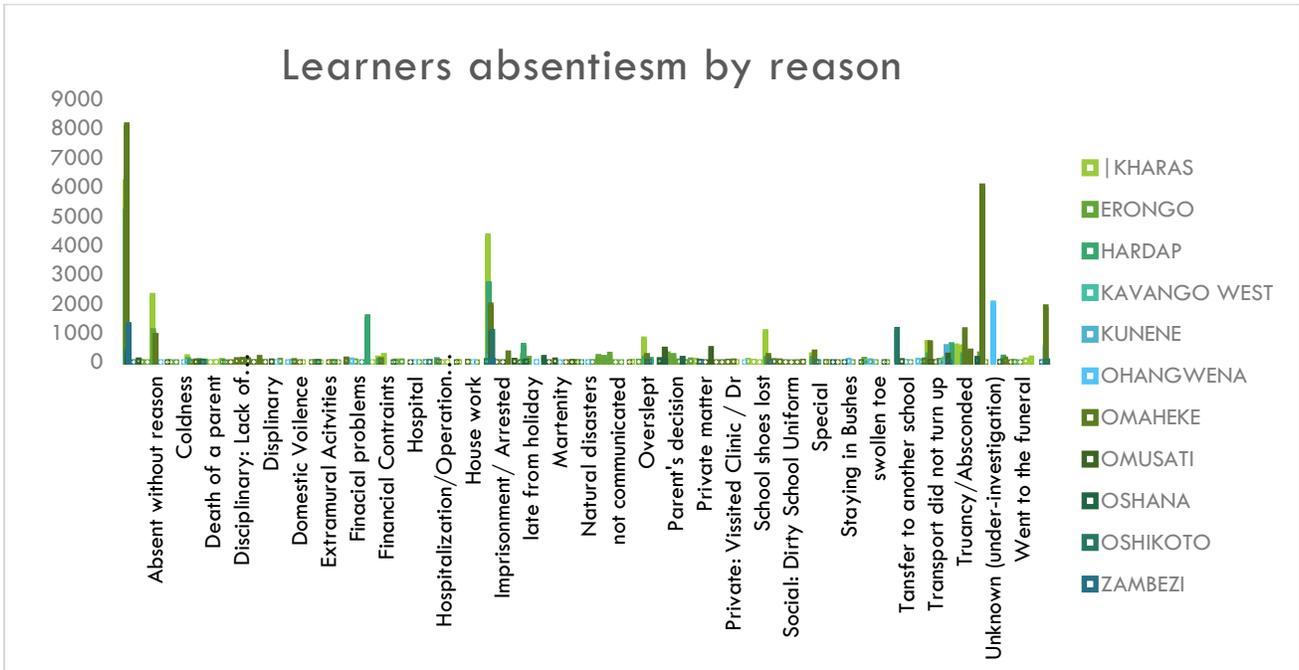


FIGURE 12: LEARNERS ABSENTEEISM BY REASONS

The figure above presents various reasons that kept learners from the school, and most of the reasons provided by the schools are overlapping or closely associated. Most schools are using different terms when capturing absenteeism in School-Link system, which makes it very difficult to analyse.

Despite all this challenges, data extracted from the system shows that the highest reason for learners' absenteeism were still under investigation or unknown and this is common most in Omaheke region. House work, attending church and financial constraint were also among the highest reasons for absenteeism in Kunene, Zambezi, Oshana respectively.

LESSON LEARNED

1. Teacher Absenteeism is a very sensitive and complex issue susceptible to politicization by teachers' unions. Stakeholder consultation and community participation is essential to get their buy-in. Based on the lesson learned during the ADEA Teacher and Learner Attendance Pilot Project in eSwatini (formerly Swaziland), all stakeholders in Namibia, including teacher unions, were regularly consulted and fully participated in all activities.
2. Public-private partnerships are critical for the development and sustainability of such initiatives.
3. Project approach matters. ICT in Education initiatives require a more holistic and comprehensive approach compared to a technology or hardware "gadgetization". Compared to the approach in eSwatini that focused on teacher absenteeism which led to teacher unions quickly assuming that the pilot system was intended to "police" teachers and victimize union members; in Namibia the approach focused on a holistic and comprehensive EMIS approach, delivering an effective and efficient management systems at all levels of the education data value chain.
4. There is need to improve knowledge on property and ownership rights for innovative and technological solutions or products developed by the education development sector in Africa. Ministries of Education in Africa must retain full copyright and ownership rights for systems that they may have developed.

RECOMMENDATIONS

1. The study reveals that the data on attendance is not seriously taken from the lower level of education (School) up to the policy making level. Records are not kept up to date and even when they are available no analysis is done about it. The policy level in many instances does not get any feedback or report on attendance, except in cases where learners are involved.
2. There are several causes and factors that contribute to teacher and learner absenteeism in Namibia, chief among them illness and truancy in the case of teachers, and lack of financial support in the case of learners. There is need to establish frameworks and policies that will mitigate such causes and factors, perhaps through direct initiatives in collaboration with the communities, schools, teachers and government. The need for a Teachers & Learners Attendance Procedure Manual that fully captures all the causes of school absenteeism and offers appropriate measures, is imperative.
3. There is need to develop an EMIS Policy that will enhance the deliverables of the entire EMIS data value chain including providing appropriate and useful reporting at all levels, from policy to school management. It is important to institutionalize the lead responsibility of EMIS as a monitoring and evaluation tool for the education sector in Namibia.
4. As much as the School-Link system is robust and agile, there is need to adapt the school attendance reporting module so that it improves correlation of data with learning outcomes, and contributes towards policy decision making and ultimately improve the quality of education in Namibia.
5. Integration of ICTs in Education Management is paramount. This will also involve the provision of basic amenities for schools, including electricity, network connectivity, computer hardware and infrastructure.
6. Development of capacity and skills at all levels of the education data value chain. It is very important to develop the technical capacity and skills for the human capital at all levels of the education sector, so that they are equipped to support any innovative technology introduced to improve the quality of education.

7. More social accountability initiatives are required. Constant monitoring of the education system by the community will encourage the development and maintenance of strong ethics and standards at the school level. This can be achieved through the establishment of effective and efficient Parents-Teachers Associations in schools and even at a national Level.
8. It is important that the MoEAC formalizes the cluster-based pilot system to improve accountability and coordination.
9. The instruments used by EMIS to collect data in schools especially the Annual School Census, need to make provision for capturing absenteeism and its main causes.

WAY FORWARD

1. Conduct more data analysis to determine the correlation between absenteeism and learning outcomes.
2. Conduct an evaluation study for the effectiveness of the implementation of school attendance policy in Namibia and make the appropriate adjustments.
3. Provide constant monitoring of the pilot schools to ensure sustainability and continuation of the teacher and learner attendance monitoring practice.
4. Complete the development of the EMIS Policy in partnership with UNICEF and ADEA.

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ANNEXURES

Annex I: List of Pilot Schools

Region	Code	Name
Erongo	7053	Swakopmund Primary School
Erongo	7213	Urbanus B. Dax Primary School
Erongo	7218	Brandberg Primary School
Erongo	7224	Coastal High School
Erongo	7230	Duinesig Secondary School
Erongo	7232	Narraville Primary School
Erongo	7234	Duneside High School
Erongo	7236	De Duine Secondary School
Erongo	7322	Ebenhaeser Primary School
Erongo	7325	Festus Gonteb Junior Primary School
Erongo	7823	Tamariskia Primary School
Erongo	7859	Karibib Junior Secondary School
Erongo	8779	Kuisebmond Primary School
Hardap	105	Mariental Gymnasium Private School
Hardap	7310	Cambridge Primary School
Hardap	7805	P.I. Groenewald Junior Secondary School
Hardap	7863	Capt.Rev. Dr. Hendrik Witbooi Primary School (Hardap)
Hardap	7900	C.Oaseb Secondary School
Hardap	8534	Origo Primary School
Hardap	8545	Rehoboth Primary School
Karas	7396	Nowak Primary School
Karas	7806	Karasburg Primary School
Karas	7812	Nautilus Primary School
Karas	7815	Oosterheim Primary School
Karas	7819	Koichas Primary School
Karas	7829	Lordsville Junior Secondary School
Karas	7852	Marmar Primary School
Karas	7854	Blouwes Primary School
Karas	7862	Geduld Primary School
Karas	7873	Minna Sachs Primary School
Karas	7874	J.A. Nel Secondary School
Karas	7893	Michell Durocher Primary School

Region	Code	Name
Khomas	7320	Dordabis Primary School
Khomas	7333	St. Barnabas Primary School
Khomas	7835	Dawid Bezuidenhout High School
Khomas	7836	Hermann Gmeiner Primary School
Khomas	7838	Elim Primary School
Khomas	7895	A. I. Steenkamp Primary School
Khomas	8845	Groot Aub Primary
Khomas	8979	Westmont High School
Kunene	7227	Ongongo
Kunene	7435	Otjerunda
Kunene	8450	Etoto
Kunene	7239	Otjapitjapi
Ohangwena	7972	Ewanifo Combined School
Ohangwena	8326	Eenyama Combined School
Ohangwena	8212	Oidiva
Ohangwena	8188	Ekoka
Ohangwena	8733	Omana
Ohangwena	8259	Oshisho
Ohangwena	8254	Oshela S.C
Ohangwena	8251	Oshamukweni
Ohangwena	8620	Onehoni
Omaheke	7024	Ernst Meyer Primary School
Omaheke	7037	Mphe Thuto Primary School
Omaheke	7081	Rakutuka Primary School
Omaheke	7253	Epako High School
Omaheke	7323	Gobabis Primary School
Omaheke	7332	Naosanabis Primary School
Omaheke	7341	Naosanabis Primary School
Omaheke	7404	Epukiro Post 3 Junior Secondary School
Omaheke	7421	C.Ngatjizeko Primary School
Omaheke	7422	Gustav Kandjii Junior Secondary School
Omaheke	7423	Usiel Ndjavera Primary School
Omaheke	7447	Drimiopsis Primary School
Omaheke	8565	Khoandawes Primary School

Karas	8500	Aussenkehr Primary School
Kavango West	7257	Himarwa Hithete
Kavango West	7686	Katope Komugoro
Kavango West	7916	Katwitwi
Kavango West	7702	Mukekete
Khomas	7064	Pionierspark Primary School
Khomas	7065	Suiderhof Primary School
Khomas	7071	Pionier Boys` School
Khomas	7090	Moses ǀGaroëb Primary School
Khomas	7315	Bet-El Primary School

Omusati	5808	Niita Iitula Combined School
Omusati	7960	Sakeus Iihuhua Primary School
Omusati	8014	Ngendjo Junior Secondary School
Omusati	8007	Etilyasa Junior Primary School
Omusati	8010	Onakaheke Combined School
Omusati	8051	Etayi Combined School
Omusati	8025	Onandjo Combined School
Omusati	8056	Nuukata Primary School

Region	Code	Name
Omusati	8074	Oshikuyu Combined School
Omusati	8084	Ashipala Junior Secondary School
Omusati	8452	Eunda Combined School
Omusati	8488	Tsandi Primary School
Omusati	8593	Saara Kuugongelwa Amadhila Vocational School
Oshana	7988	Shinime Shiivula Primary School
Oshana	8083	Afoti Combined School
Oshana	8305	Onkumbwiibwi Combined School
Oshikoto	8385	Okangororosa
Oshikoto	8703	Alweendo
Oshikoto	7974	Mungandjela
Oshikoto	8689	Omboto
Oshikoto	8399	Waapandula
Zambezi	7125	Lusese Combined School
Zambezi	7154	Sesheke Senior Secondary School
Zambezi	7841	Brendan Senior Secondary School

