



Association for the
Development of
Education in
Africa



MINISTRY OF EDUCATION, ARTS AND CULTURE
REPUBLIC OF NAMIBIA

EVALUATION REPORT

INNOVATIONS FOR MONITORING
TEACHER AND LEARNER ATTENDANCES
NAMIBIA PILOT PROJECT

|2019

About ADEA

The Association for the Development of Education in Africa (ADEA) is the voice of education in Africa and a key network of Education Ministries. Since 1988, it plays a significant role in the education space as a convener, knowledge creator and forum for policy dialogue, working through its Inter-Country Quality Nodes (ICQNs) and the Task Force on Education Management and Policy Support. ADEA contributes to the empowerment of African countries to develop quality education and training systems that respond to the countries' emergent needs and drive social and economic transformation sustainably.

www.adeanet.org



The Evaluation Team during a field visit to Drimiopsis Primary School in August 2019

Photographs

Property of the Association for the Development of Education in Africa (ADEA)

Authors

This report was written by Professor Hellen Inyega (ADEA Resource Person) with assistance from Mr. Simbarashe Dzinoreva (Project Lead, ADEA-TFEMPS), Mr. Moses Chitumba, Mr. Andreas Nangolo Shigwedha, Mr. Mountain Mukando, Ms. Zelda Mouton, and Ms. Loide Kapenda. Mr. Albert Nsengiyumva (Executive Secretary, ADEA) and Mr. Makha Ndao (Coordinator, ADEA-TFEMPS) provided editorial, methodological advice and quality assurance with support from Mr. Cavin Muchila (Director, MoEAC Directorate of Planning and Development), Mr. Raimo Dengeinge (Deputy Director, MoEAC Directorate of Planning and Development-EMIS) and Mr. Alpha Bah (ADEA Resource Person).

TABLE OF CONTENTS

Preface.....	1
Executive Summary	4
Acknowledgements.....	9
Acronyms and Abbreviations.....	10
Introduction	11
Background and Context.....	11
Country Context	13
Evaluation Purpose.....	14
Evaluation Scope, Objectives and Criteria.....	15
Evaluation Approach and Methodology.....	16
Evaluation Approach.....	16
Evaluation Methodology	16
Document Analysis and Review	17
Key Informant Interviews (KIIs)	17
Focus Group Discussions (FGD)	17
On-site Observations	17
Validation Workshop.....	18
Data Analysis	18
Quantitative Data Analysis.....	18
Qualitative Data Analysis	18
Limitations of the Methodology.....	18
Ethical and Equity Considerations.....	19
Roles and Responsibilities of the Evaluation Team	19
Evaluation Findings	21
Project Design: Quality and Relevance.....	21
Efficiency of Planning and Implementation	22
Effectiveness of Implementation of the School Attendance Policy	23
Awareness about the ADEA/MoEAC School Attendance Policy Pilot Project	23
Achievement of pilot project objectives and results.....	24
Project Constraints.....	25
Project Impact	27
Common Reasons for Learner Absenteeism.....	29
Correlation - Learner Attendance vs. Learning Outcomes	30
Correlation - Teacher Absenteeism vs. Learning Outcomes.....	33
Project Sustainability	34
Institutional sustainability.....	34
Economic sustainability	34
Typical Model of a School Attendance Management System	35
Project Replicability.....	37
Conclusions, Lesson Learnt and Recommendations	37
Key Lessons Learnt	38
Recommendations.....	38
Theory of Change.....	38
Annexures.....	40
Annexure #1 - Terms of Reference	40
Annexure #2 - List of Pilot Schools Visited.....	43
Annexure #3 - List of Participants.....	44

Annexure #4 - List of Supporting Documentation Reviewed.....	45
Annexure #5 - Research Instruments	46
Annexure #6 - Short Biographies of the Evaluator.....	51
Annexure #7 - Photo Collage	53

Table of Figures

Figure 1: Key Evaluation Criteria.....	15
Figure 2: Awareness about ADEA/MoEAC School Attendance Policy Pilot Project.....	22
Figure 3: Proportion of Pilot Schools Aware of the Pilot Project from those Visited.....	23
Figure 4: Proportion of Pilot Schools Implementing School Attendance Policy from those Visited	24
Figure 5: Challenges Faced in Implementation of the School Attendance Policy Pilot Project	26
Figure 6: Common Reasons for Learner Absenteeism (January - August 2019).....	29
Figure 7: Relationship between number of days absent and learning outcomes in Mathematics and English	30
Figure 8: Correlation between Learner Attendance and Overall Performance in Mathematics.....	31
Figure 9: Correlation between Learner Attendance and Overall Performance in English	32
Figure 10: Correlation between Teacher Absenteeism and Overall Performance in Mathematics	33
Figure 11: Comprehensive Approach to School Attendance.....	36
Figure 12: Replication Model for the School Attendance Policy Project	37
Figure 13: Theory of Change - School Attendance Policy in Namibia	39

Preface

The Association for the Development of Education in Africa (ADEA) envisions a high quality African education and training geared towards the promotion of critical knowledge and skills for accelerated and sustainable development in Africa. ADEA endeavors to empower African countries to develop education and training systems that respond to their emergent needs and drive Africa's sustainable socioeconomic transformation. This vision can only be achieved through evidence-based research and knowledge generation on African education and training.

This is why, the ADEA's Strategic Plan 2018-2022, through its strategic pillars, the Continental Education Platform pillar, and the Advisory and Execution Support Services pillar which are aligned to the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and the Sustainable Development Goal No. 4 (SDG 4) emphasize on the foundational importance of an efficient and effective Education Management Information Systems (EMIS).

ADEA firmly believes that reliable and timely data is the most fundamental tool for rational educational strategic planning of all educational activities at micro- and macro-levels. To this end ADEA prioritizes and supports the mining and management of statistics and data as tangible evidence that can be presented to stakeholders not only to evaluate implementation and progress at school level but also to guide decision making at every level of the education system.

In pursuit of this quest, ADEA through its Task Force on Education Management and Policy Support collaborated with the Ministry of Education, Arts and Culture (MoEAC) in the Republic of Namibia in piloting to harness the potential of ICT tools with the objective of strengthening the management of data and information on school attendance in near real-time, and mapping the data to learning outcomes. This was a streamlined project built upon existing structures of the MoEAC with little additional costs. The pilot project implemented the school attendance reporting module of an existing ICT-based school management system, School-Link, in 103 schools across Namibia.

Project preparations began in 2017, with ADEA and MoEAC jointly conducting a Situational Analysis of the Education Management Information System (EMIS) in Namibia, to identify and understand the challenges, opportunities and constraints of the national system. Lessons learned and recommendations of the EMIS Situational Analysis served as a foundational guide to the development of the pilot project. All fiduciary and administrative arrangements were formally agreed upon during project preparation. The Ministry of Finance, Ministry of International Relations and Cooperation, and the Public Service Commission of Namibia were fully involved in all the processes. The result was a Memorandum of Understanding and a Letter of Agreement between ADEA and the MoEAC signed in July, 2017 to formally provide guidance to the implementation arrangement including defined roles and responsibilities, project procurement based on the Government of the Republic of Namibia (GRN) Procurement Policy and project auditing processes based on the GRN as well as African Development Bank (AfDB) rules and regulations. The July, 2017 Letter of Agreement also established the National Technical Team (NTT).

The National Technical Team, an in-country project team, comprising of technical staff from the MoEAC and other critical stakeholders including the two major teacher unions in Namibia and the Namibia Statistical Agency (NSA), championed the in-country project implementation. From ADEA standpoint, using NTT is important not only for buy-in and local ownership of the project but also to drive the implementation process from the ground up. It is cost-effective and with better chances for sustainability.

As part of the implementation arrangement, the NTT developed the project implementation document, identified pilot schools, and designed project activities and work plan. Project activities including capacity development at all levels of the education data chain, technical support system and a robust monitoring and evaluation system decentralized to the circuit level; were integrated into the project implementation arrangement.

The project bridged relationships between different stakeholders in the education fraternity harmonizing their approach and interventions at a decentralized level, including different MoEAC units dealing with EMIS, i.e. Directorate of Planning and Development (PAD), ICT division and the Directorate of Programme and Quality Assurance (PQA), Teacher Unions, Private Telecomm Sector, Developmental Agencies, Parents and Students. Comprehensive stakeholders' consultation led to an understanding of the project design which not only ensured project ownership and buy-in but also facilitated implementation. This approach also contributed to a limited project staff turnover and improved support.

Implementation of the pilot project in the pilot schools was commissioned in May, 2018. A cluster-based approach was used, whereby three (3) or more additional schools used the available and existing infrastructure of a School-Link champion school, to submit their school attendance data. Over 200 personnel including regional education officers, school principals, teachers and administrators were trained on capturing and monitoring teacher and learner attendance using the School-Link system. Twenty three (23) of the 103 pilot schools including a mobile school with over 3000 students (previously not on School-Link), were also added onto the system, and equipped with 10-inch tablet mobile-phones, portable solar chargers and internet connectivity. Point to note is that the procured hardware remains the property and inventory of the MoEAC. Training on capturing school attendance data has been integrated into the annual training program on School-Link conducted by the MoEAC's ICT division.

The pilot project was implemented using the existing structures of the MoEAC up to school level. The main costs involved were for the procurement of goods (10-inch tablet mobile phones at a unit cost of USD179.00; portable solar chargers for schools without electricity, at a unit cost of USD200.00; two project laptops at a unit cost of USD1 200.00; and internet connectivity at a unit cost of USD60.00 per school for the duration of the pilot) and services such as Training-of-Trainer costing USD110.00 per school. The total pilot project implementation costs were USD22 950.00 of which ADEA contributed USD19 000.00 and the MoEAC contributed USD3 950.00. The existence of an earmarked EMIS budget for the MoEAC ensured financial sustainability and easier implementation for the pilot project.

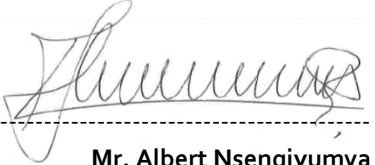
This report is an outgrowth of an ex-post facto evaluation study that was conducted on the effectiveness of implementation of the school attendance policy pilot project in Namibia. The overall objective of the evaluation study was to assess efficiency, effectiveness, relevance and sustainability of the school attendance policy pilot project and, in particular, to document key findings of the project in relation to its overall objectives and expected results.

Noteworthy, several lessons learned from the school attendance policy pilot project can be deduced as reflected in this evaluation report. The main objective of the pilot project was to improve monitoring and evaluation at school level and contribute to sound policies for better management of resources allocated to education, but more importantly to provide a pioneering example, for scaling up and replication by other African countries, on how to leverage new technologies to improve the quality of education in their respective constituents. This report has decoded the entire processes, starting from the inception, project preparation, project implementation arrangements, project activities, all the way up to project sustainability and replicability. It has demonstrated the correlation between school absenteeism and learning outcomes, and has proffered recommendations for the improvement of school attendance policy in Namibia.

Of course, the evaluation was not without challenges, most notably the inability to reach all the 103 pilot schools during the August, 2019 field research mission. The team only managed to visit about 14 percent of the pilot schools. That said, what was lost in the quantity of pilot schools visited was, however, gained through deeper insights into the extent of implementation of the school attendance policy in the 15 pilot schools actually visited.

There were notable contributors who played a bigger role in enriching and deepening learnings on the successes and failures of the school attendance policy pilot project and the quality of the evaluation report, among them the MoEAC and other line ministries and institutions of the GRN, the National Technical Team, the Teacher Unions in Namibia, School Principals and Administrators who implemented the pilot project and several other stakeholders who supported the initiative. This evaluation report is reflective and representative of the many voices which, in one way or another, contributed to the data collection and analysis, provided constructive criticisms and refined this eventual output.

ADEA truly appreciates these efforts and believes that this report will be a seed towards innovative solutions to educational challenges facing our great continent of Africa.



Mr. Albert Nsengiyumva
Executive Secretary
ADEA

Executive Summary

In 2018 the Association for the Development of Education in Africa (ADEA) and the Ministry of Education, Arts and Culture (MoEAC) in Namibia piloted a school attendance policy by implementing the school attendance reporting module of an existing ICT-based school management system, School-Link, in 103 schools across Namibia. Before this pilot, the majority of schools in Namibia, as in most African countries, used a paper-based attendance register system, cumbersome and difficult to audit, making it challenging to correlate teacher and learner absenteeism with learner achievement, school morale and the direct financial costs to government.

Against this background, ADEA and the MoEAC decided to conduct an evaluation study on the effectiveness of the implementation of the school attendance policy pilot project. The objective of this evaluation was to assess efficiency, effectiveness, relevance, and sustainability of the project implementation and, in particular, to document the results of the project in relation to its overall objectives and expected results as defined in the project document. Additionally, the evaluation aimed at identifying good practices and lessons learned, both of which could be used when designing similar interventions in the future.

The evaluation applied mixed research methods with the quantitative element limited to descriptive statistics, mostly of primary (baseline) and secondary data to evaluate the quality and relevance of the design, effectiveness, and efficiency of implementation, impact and potential for sustainability of the teacher and learner attendance pilot project. The qualitative information such as the perception of teachers, learners and education administrators, the feedback from parents and stakeholders, the potential for efficiency gains and for improving students' learning outcomes were discussed during Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) and on-site observations conducted in August, 2019. The evaluation approach was participatory in nature.

Although led and facilitated by an ADEA Resource Person, a) interviews with appropriate reference groups during the inception phase, b) planned focus group discussions, c) a validation workshop, and d) direct involvement by ADEA and MoEAC, assured that representative groups of stakeholders were directly involved in the design, implementation and reporting of this evaluation study. This participatory approach was supported by the range of data collection methods chosen, regular feedback loops among the evaluation team members, and direct input from a range of key informants directly/indirectly involved in the implementation of the 2017/18 Namibia pilot project on innovations for monitoring teacher and learner attendances.

The formative nature of the evaluation required that the evaluation team examines whether the quality and relevance of the design of the project and its implementation were effective, efficient and sustainable enough to allow for scaling up of the project in Namibia and to inform replication in other African countries.

Several potential limitations, assumptions and constraints were identified at the inception stage. In most cases, these were addressed or mitigated with the support of the evaluation management team and by source and methodological triangulation of information gathered from various sources in order to provide stronger evidence-based conclusions.

The findings of the evaluation study are summarized in the section below.

PROJECT DESIGN: QUALITY AND RELEVANCE

Project design and objectives were of quality and remain relevant.

The project, in principle, aimed at improving school attendance monitoring system and tools for better education quality and efficiency anchored in key frameworks such as: a) Namibian Education Development Strategy; b) Continental Education Strategy for Africa 2016-2025; c) Agenda 2030 in particular Sustainable Development Goals No. 4;

and d) Africa's Agenda 2063. The project resonated well with the three thematic pillars of Namibia's Education and Training Sector Improvement Programme (ETSIP 2005-2020) which are "Quality, Equity and Efficiency", the MoEAC 2017/18-2021/22 strategic plan and directly contributed to the development and delivery of an accessible and equitable quality education and training in Namibia, a cornerstone to the realization of the Namibia Vision 2030, which is a transformed Namibia with a knowledge-based economy.

About seventy three (73) percent of the 15 pilot schools who participated in this evaluation study asserted that the project design was appropriate and its relevance with regards to monitoring of teacher and learner attendance in schools remains valid to date. Participants opined that paper-based registers that had been in use before the school attendance policy pilot project were not only cumbersome and difficult to audit but were also generally being outpaced by fast-evolving ICTs, capable of improving monitoring and evaluation at school level, automate correlation of attendance to learning outcomes, and inherently contribute towards evidence-based policy formulation across Namibia's education sector.

EFFICIENCY OF PLANNING AND IMPLEMENTATION

Project planning was efficient. However, implementation faced some constraints and delays in the early stages.

Project preparations were anchored on the lessons learned and recommendations of the Situational Analysis of the Namibian Education Management Information System (EMIS) jointly conducted by ADEA and the MoEAC in 2017. Several government institutions were consulted including Ministry of Finance, Ministry of International Relations and Cooperation, the Public Service Commission of Namibia, as well as other stakeholders such teacher unions and telecoms companies. A Memorandum of Understanding and Letter of Agreement between ADEA and the MoEAC signed in July 2017 formally informed implementation arrangements including defined roles and responsibilities, project procurement and auditing processes. A National Technical Team (NTT), an in-country project team, comprising of technical staff from the MoEAC and other critical stakeholders including the two major teacher unions in Namibia and the Namibia Statistical Agency (NSA), was established to champion the in-country project implementation. Project activities including capacity development at all levels of the education data chain, technical support system and a robust monitoring and evaluation system decentralized to the circuit level; were integrated into the project implementation arrangement.

Due to differences in administrative systems and fiduciary requirements between the two project partners, ADEA and MoEAC, implementation of the pilot project experienced significant delays between April and May, 2019.

EFFECTIVENESS OF IMPLEMENTATION OF THE SCHOOL ATTENDANCE POLICY

Sixty-seven (67) per cent of the 15 pilot schools who participated in this evaluation study implemented the pilot project.

All participants of the evaluation study affirmed their awareness of the ADEA/MoEAC school attendance policy pilot project, its objectives, intended benefits and beneficiaries. At least one representative from each of the participants attended the training workshops that were conducted by the ICT division in collaboration with the National Technical team (NTT).

In general, implementation proportionally resulted in a marked improvement in the capturing of school attendance data. This was further affirmed during key informant interviews and focus group discussions indicating that these schools now have improved awareness of the importance of not only maintaining a school attendance register but also capturing reliable and timely school attendance data (aggregated totals for the school term) and the reasons for absenteeism into School-Link. These pilot schools were proactively using School-Link system to generate Principal's Reports for submission to Circuit Offices at the end of each school term as well as to generate report cards for learners and for discussions with parents on learners' academic progress.

The pilot project successfully created a culture of capturing attendance among implementing schools. Sentiments from teachers and school principals interviewed indicated that the data generated through the pilot project was more reliable and timely, with fewer errors, easier to audit for report generation, and identifying school absenteeism patterns. The majority of these schools are now actively and proactively using the data to address situations of chronic absenteeism.

That said, seven of the fifteen pilot schools visited (approximately 47 percent), stated that they were still “in pilot mode,” implying that they had captured the data only in fulfilment of the objectives of the pilot project. Thirty three (33) per cent of the pilot schools visited (five (5) out of the 15 pilot schools visited) did not implement the School Attendance Policy pilot project, for different reasons.

IMPACT OF THE SCHOOL ATTENDANCE POLICY PILOT PROJECT

The evaluation study team observed that the school attendance policy pilot project has a positive potential impact. As already reported, sixty-seven (67) per cent of the pilot schools visited are now capturing school attendance data, including reasons for absenteeism using School-Link, and proactively using the data to address issues of chronic teacher and learner absenteeism in their respective schools. About sixty (60) percent of the pilot schools interviewed reported a reduction in learner absenteeism and an increase in contact hours for teaching through improved teacher attendance.

Common inferences from the interviewed pilot schools with regards to the impact of the school attendance policy pilot project noted;

- a) Improved availability of more accurate school attendance data for evidence-based policy making and interventions against chronic absenteeism;
- b) Improved school resource management;
- c) Increased teacher and learner contact time;
- d) Improved teacher and learner attendance;
- e) Reduced teacher workload through the integration of ICTs in supporting teaching and learning;
- f) Effective monitoring and evaluation and accountability at school level; and
- g) Improved community involvement - parents can now relate attendance to performance on students' reports.

The pilot project also contributed to the capacity development of education practitioners in Namibia as over 200 personnel including regional education officers, school principals, teachers and administrators were trained on capturing and monitoring teacher and learner attendances using the School-Link system. To date, training on capturing school attendance data is now a permanent feature of the annual training program on School-Link conducted by MoEAC's ICT division, with important implications on sustainability.

SCHOOL ATTENDANCE POLICY PILOT PROJECT SUSTAINABILITY

The school attendance policy pilot project is likely sustainable, more so from institutional and economic standpoints.

INSTITUTIONAL SUSTAINABILITY – Politically the ADEA/MoEAC pilot project on school attendance policy in Namibia is a high priority initiative with full political support from the executive in the Ministry. However, there is little interdepartmental communication between the different MoEAC directorates and divisions with regards to implementation of the school attendance policy pilot project. Different levels of the education data value chain in Namibia (i.e., Regional Education Offices) have no/limited access to the School-Link system or the data generated thereof. Whilst political and institutional sustainability is high in the short term, there is need to guarantee long term sustainability, by ensuring that structures and processes within the MoEAC are fully mandated to perform their functions through legislature and policy, participatory implementation of the pilot project as well as effective organizational management.

ECONOMIC SUSTAINABILITY - Total implementation costs for the ADEA/MoEAC pilot of the school attendance reporting module of an existing ICT-based school management system, School-Link, in 103 schools across Namibia in 2018 were USD\$22 950.00 of which ADEA contributed USD\$19 000.00 and the MoEAC contributed USD\$3 950.00. About forty-nine (49) percent of the costs covered goods and services; and the other fifty (50) per cent covered field missions and training workshops. The project relied on the pre-existing school management system, School-Link, which is owned by the Government of the Republic of Namibia. School-Link can be availed to all schools in Namibia at no cost. However the system is web-based and, as such, requires the availability of a reliable internet connection, which is provided to some schools by the government through the ICT division of the MoEAC. The ICT division has a mandate to regularly train the schools on School-Link across all the Namibian regions. To ensure continuity and sustainability of this project, the ICT division has added training on the school attendance module to their mandate. Economic sustainability of the project will likely be high through support from the ICT division, under the annual School-Link training budget line amounting to NAD160 000.00 (approximately USD10 500.00).

KEY LESSONS LEARNT

1. Comprehensive stakeholder involvement and continuous consultation is critical in ensuring long term sustainability and reception of innovative solutions towards complex and sensitive challenges facing the education sector including school attendance policy.
2. 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, improves the quality of education in Namibia.
3. Integration of ICTs in Education Management is paramount but requires the provision of basic amenities for schools, such as electricity, network connectivity, and computer hardware and infrastructure. Implementing agencies must consider ICT solutions that can be used off-line or those that are not web-based.
4. Development of capacity and skills at all levels of the education data value chain remains paramount. 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.
5. More social accountability initiatives are required. Constant monitoring of the education system by the community will encourage development and maintenance of strong ethics and standards at the school level. This can be achieved through establishment of effective and efficient Parents-Teachers Associations in schools and even at the national Level.
6. The instruments used by EMIS to collect data in schools especially the Annual Education Census (AEC), need to make provision for capturing absenteeism and its causes.
7. Maintenance of the School-Link system still relies on a Service Level agreement with the developers. There is need to improve knowledge on property and ownership rights for innovative and technological solutions or products developed by the education sector in Africa.

RECOMMENDATIONS

There is need for the MoEAC to ensure a continuous follow-up strategy and capacity development program for the school attendance pilot project. Initiatives such as change management and sensitization of school principals and school administrators; training of the trainer programs, establishment of a policy framework to support the initiative and the use of the collected data in evidence-based policy making and in supporting identification and addressing of underlying issues on school absenteeism will greatly improve project deliverables.

There is need to graduate the project from being a pilot into a full-fledged implementation through a directive from the MoEAC as well as the entrenchment of the capturing of school attendance data in all School-Link training programs.

TYPICAL MODEL OF A SCHOOL ATTENDANCE MANAGEMENT SYSTEM

A set of variables and factors that influence an effective school attendance data management system were compiled as a preliminary and not exhaustive list, among them;

1. Political Good Will and Support
2. Policy and Legal Frameworks
3. Comprehensive Stakeholder Consultation and Involvement (i.e. Principals, Teachers, Learners, Parents, Government, Local Donors and Development Partners, Teacher Unions etc.)
4. Reliable and Sustainable Infrastructure – Electricity, Internet Connectivity, ICT Hardware and Software
5. Human Capital and Capacity Development
6. Financial Resources
7. Effective Monitoring and Evaluation Strategy
8. Sustainability

Noteworthy, a draft typical model highlighting these variables and factors was also developed and is shared further down in this report.

Acknowledgements

First and foremost, I extend my gratitude to the Association for the Development of Education in Africa (ADEA) and the Ministry of Education, Arts and Culture (MoEAC) in Namibia for affording me this opportunity to evaluate the effectiveness of the implementation of the school attendance policy pilot project (piloting of innovations for capturing teacher and learner attendance) in Namibia.

Secondly, I thank all project stakeholders in Namibia who took time to share their knowledge and experiences about the school attendance policy pilot project with the evaluation team. In particular the MoEAC; Namibia National Teachers Union (NANTU); Teachers Union of Namibia (TUN); MoEAC Regional Offices in //Kharas, Khomas, Omaheke, Otjozondjupa and Hardap; and the 15 pilot schools which participated in the evaluation, for their assistance, information and logistical support.

I acknowledge the generous support of the following individuals:

MINISTRY OF EDUCATION, ARTS AND CULTURE IN NAMIBIA (MoEAC)

1. Ms. Sanet Steenkamp, Executive Director
2. Mr. Cavin Muchila, Director -Directorate of Planning and Development
3. Mr. Knox O. Imbuwa, Deputy Executive Director - Finance and Administration
4. Mr. Johanne van Wyk, Director -Division of Information and Communication Technology (ICT)
5. Mr. Raimo Dengeinge, Deputy Director -Directorate of Planning and Development-EMIS
6. Ms. Levinia Karises, Financial Advisor

NAMIBIA NATIONAL TEACHERS UNION (NANTU)

1. Mr. Naftal Shigwedha, Professional Development, Namibia National Teachers' Union (NANTU)

TEACHERS UNION OF NAMIBIA (TUN)

1. Mr. Tuyooleni Shapaka, Administration Officer, Teacher's Union of Namibia (TUN)

ADEA-SECRETARIAT

1. Mr. Albert Nsingeyumva, Executive Secretary
2. Mr. Shem Bodo, Senior Programs Officer

ADEA-TASK FORCE ON EDUCATION MANAGEMENT AND POLICY SUPPORT (ADEA-TFEMPS)

1. Mr. Makha Ndao, Coordinator
2. Ms. Creed Chingwena, Finance and Administration Assistant
3. Mr. Simbarashe Dzinoreva, Program Assistant and Project Lead
4. Mr. Alpha Bah, ADEA Resource Person and Peer Reviewer
5. Mr. Moses Chitumba, Monitoring and Evaluation Intern

NATIONAL TECHNICAL TEAM

1. Mr. Andreas Nangolo Shigwedhah, EMIS, Directorate of Planning and Development (PAD)
2. Ms. Zelda Mouton, ICT-School-Link, Division of Information and Communication Technology (ICT)
3. Ms. Loide Kupenda, Directorate of Programme and Quality Assurance (PQA)
4. Mr. Mountain Mukando, Directorate of Planning and Development (PAD)



Professor Hellen Inyega

Project Consultant + ADEA Resource Person

Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
AfDB	African Development Bank
AEC	Annual Education Census
AUC	African Union Commission
CESA	Continental Education Strategy for Africa 2016-2025
EMIS	Education Management Information Systems
ETSIP	Education and Training Sector Improvement Programme
EI	Education International
EU	European Union
FGD	Focus Group Discussions
GDP	Gross Domestic Product
GRN	Government of Namibia
HDI	Human Development Index
ICT	Information and Communication Technology
KII	Key Informant Interview
MoEAC	Ministry of Education, Arts and Culture
NAD	Namibian Dollar
NANTU	Namibia National Teachers Union
NDP	National Development Plan
NHRDP	National Human Resource Development Plan
NSA	Namibia Statistics Agency
NTT	National Technical Team
PAD	Directorate of Planning and Development
PQA	Programme and Quality Assurance
SATO	Southern African Teachers' Organization
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDGs	Sustainable Developmental Goals
SIMS	School Information Management System
SNAT	Swaziland National Association of Teachers'
SWAPA	Swaziland Principals' Association
TFEMPS	Task Force on Education Management and Policy Support
TUN	Teachers Union of Namibia
UNDP	United Nations Development Programme
UNECA	United Nations Economic Commission for Africa
USA	United States of America
USD	United States of America Dollar
WDR	World Document Report
ZIMTA	Zimbabwe Teachers' Association

Introduction

Teacher and learner absenteeism significantly prejudices the learning outcomes of children in the classroom and represents a waste of private and public financial resources (World Bank, 2018). However, there is a dearth of reliable comparable information on teacher and learner absenteeism in Africa making it difficult to illuminate the possible causes of absence and offer appropriate policy solutions. Currently, most schools in Africa use a paper-based attendance register system, which is not only cumbersome but also difficult to audit, and with EMIS data collection conducted annually, teacher attendance data is often not included in the EMIS report.

The need for an effective teacher and learner attendance management solution is imperative. In 2016-2017 the ADEA's Task Force on Education Management and Policy Support (TFEMPS) and the Ministries of Education in Namibia and eSwatini collaborated in researching, developing and piloting ICT tools with the potential of delivering information on school attendance in near real-time, and mapping the data to learning outcomes.

In 2018 the Association for the Development of Education in Africa (ADEA) and the Ministry of Education, Arts and Culture (MoEAC) in Namibia piloted a school attendance policy in Namibia by implementing the school attendance reporting module of an existing ICT-based school management system, School-Link, in 103 schools across Namibia. Before this pilot, the majority of schools in Namibia, as in most African countries, used a paper-based attendance register system.

The specific objectives for the ADEA-MoEAC pilot project were to:

1. Examine causes of teacher and learner absenteeism; and
2. Identify an efficient and effective model for capturing and reporting on learner and teacher attendance to assist planning and decision making at all levels of the education value chain.

This study was commissioned to evaluate the effectiveness of the implementation of the school attendance policy in Namibia, through the ADEA-MoEAC pilot project, and to establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system.

Background and Context

The Association for the Development of Education in Africa's (ADEA) core mission is to serve as an open and flexible pan-African organization that informs and facilitates transformation of education and training to drive Africa's accelerated and sustainable development. ADEA supports evidence-based research and knowledge generation on African education and training. In terms of impact, ADEA empowers African countries to develop education and training systems that respond to their emergent needs and that drive Africa's social and economic transformation. Central to achieving this vision, is the new ADEA's Strategic Plan 2018-2022, through its two strategic pillars, the Continental Education Platform pillar, and the Advisory and Execution Support Services pillar, which are aligned to the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and Sustainable Development Goal No. 4 (SDG 4).

Through the Continental Education Platform pillar, ADEA fosters collaboration and coordination across stakeholders in Africa and provides a pan-African knowledge hub that serves as a voice for African education priorities at the regional, continental and global levels. Through the Advisory and Execution Support Services pillar, ADEA directly supports countries to develop and execute effective education policies and programming, by providing a complete package of services, including the diagnosis of country level needs, development, implementation and monitoring of evidence-based policies and programs, and supporting leadership and management at all levels of the education system.

Quality information is a key component for planning, monitoring, and decision-making in the education sector. However countries face challenges in collection, compilation and analysis of statistical data, making it difficult to evaluate the scope of challenges facing the sector or the progress being made, in order to craft suitable solutions. One such challenge, that is tentatively covered, is teacher and learner absenteeism.

The World Development Report (WDR) 2018¹ - Learning to Realize Education's Promise, warns of an impending learning crisis in global education, and cites teacher and learner absenteeism as a major contributor. Teacher and learner absenteeism significantly prejudices learning outcomes of 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 go to teacher salaries.

Recognizing teacher and learner attendance challenges, ADEA-TFEMPS and the MoEAC implemented a school attendance policy in Namibia in 2018 by piloting an existing ICT-based school management system, School-Link, in 103 schools across Namibia. Implementation of the school attendance policy pilot project served as a foundational framework to examine causes of teacher and learner absenteeism, and to identify an efficient and effective model for capturing and reporting learner and teacher attendance to assist planning and decision-making at all levels of the education value chain. The overall intended outcome of the project will be greater capacity of African national systems to understand country educational needs, translate these into policies, implement reforms and monitor progress.

The school attendance policy pilot project aligned well with international and continental blueprints such as the Sustainable Development Goals (particularly SDG No. 4) which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", and with Strategic Objective No. 3 of the Continental Strategy on Education in Africa 2016-2025 (CESA 16-25) which seeks to "harness the capacity of ICT to improve access, quality and management of education and training systems." It also resonated with the three thematic pillars of Namibia's Education and Training Sector Improvement Programme (ETSIP 2005-2020) which are "Quality, Equity and Efficiency", and directly contributes to development and delivery of accessible and equitable quality education and training in Namibia, a cornerstone to realization of Namibia's Vision 2030, which is a transformed Namibia with a knowledge-based economy. It is also anchored on ADEA's Strategic Objective No. 4, which aims at supporting member countries shape tools that gather data and diagnose educational needs in their national contexts.

It is against this background and context that this study was commissioned to evaluate: the extent to which the school attendance policy pilot project achieved its intended objectives and outcomes; the extent to which the data generated by the project were used in evidence-based policy interventions; effectiveness of the initiative in correlating school attendance data and learning outcomes; and to establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system. The findings from this study will inform scale-up of the teacher and learner attendance policy implementation in Namibia, and replication of the initiative by ADEA, in other African countries. Through the process, ADEA will also develop Namibia's national capacity for the evaluation of cost-effectiveness of policies, impact assessments and results-based policy intervention and management.

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

Country Context



The Republic of Namibia is largely desert, ranchland with a long coastline on the South Atlantic. It borders South Africa, Botswana, Angola, Zambia and Zimbabwe and covers about 825,615 km², with a huge portion being the Namib Desert. Namibia has a population of approximately 2.6 million people, making it one of the least densely populated countries in the world. The country is demarcated into 14 regions, namely: 1. Kunene 2. Omusati 3. Oshana 4. Ohangwena 5. Oshikoto 6. Kavango West 7. Kavango East 8. Zambezi 9. Erongo 10. Otjozondjupa 11. Omaheke 12. Khomas 13. Hardap and 14. ||Karas.

Namibia is a middle income country with a GDP of USD 10 948 million (2016). Namibia’s small, open economy is largely dependent on extraction, and limited processing, of minerals for the export market. Namibia produces gem-quality diamonds and is the fourth largest producer of uranium in the

world. It also produces zinc, gold, copper and other non-fuel minerals which are exported predominantly to South Africa (27 percent of total exports), the United Kingdom (17 percent of total exports), the USA, Angola, the Netherlands and Spain. In 2017 mining and quarrying contributed 13.1 percent to the GDP, whilst agriculture, fishery, forestry and hunting contributed 7.5 percent. The economy grew globally on average by 4.6 percent per year between 2012 and 2016 (NDP⁵). However, economic performance contracted by 0.8 percent in 2017 as a result of continued fiscal consolidation and reduced investment in the mining sector that weakened internal demand (AfDB, 2018³).

While Namibia’s economy has grown substantially, it has not reduced unemployment. According to the Namibia Labor Force Survey Report (2016), unemployment rate worsened to 34.0 percent in 2016 and is particularly high among young adults aged 15-34 (43.4 percent); women (58.5 percent) relative to men (29.8 percent); and in rural areas (39.2 percent) relative to urban areas (30.3 percent).

The Namibia Household Income and Expenditure Survey 2015/16 indicates that poverty levels have continued to fall, with the upper poverty line headcount ratio falling from 28.7 per cent in 2009/10 to 18.0 per cent in 2015/16. The Gini coefficient for Namibia is estimated to have fallen to 0.57 in 2015/16 from 0.60 in 2009/10. Although this downward trend is encouraging, income inequality in Namibia is still among the highest in the world (UNDP, 2017). About 17.2 percent of Namibians were estimated to be living on less than USD 1.9 per day in 2017, which represented a fall of 52 percent relative to 2002-2003 and 37.3 percent relative to 2009-2010. Poverty is higher in rural areas (27 percent) than in urban areas (10 percent); higher among women (22 percent) than men (16 percent); and high among old age pensioners (44 percent), and subsistence farmers (39 percent) with 16 percent of Namibians categorized as ‘working poor’ (AfDB, 2018⁴).

Growth in the domestic Namibian economy remained elusive in 2019 with a projected contraction of about 1.7 percent attributed to further fiscal consolidation efforts required to contain the growing national debt, structural reforms aimed at diversifying the economy from agriculture and mining into new higher value-added job creation sectors as well as the prevailing drought. However economic outlook remains positive, with growth expected to recover to 0.8 percent and 1.2

⁵Fifth National Development Plan <http://www.gov.na/documents/10181/14226/NDP+5/>

³2018 African Development Bank - African Economic Outlook – Namibia Country Note

⁴2018 African Development Bank - African Economic Outlook – Namibia Country Note

percent in 2020 and 2021 respectively, mainly anchored on policy support offered through the Fifth National Development Plan (NDP5) presented by the government in 2017. NDP5 focuses on economic transformation programmes allocating 42 percent of the current GDP to infrastructure investment over the next five years, through public, private and development financing.

On the 2016 UNDP's Human Development Index (HDI), Namibia ranked 125 out of 188 countries with a score of 0.640, placing it above the average of countries in the medium human development category. The national human resource development plan (NHRDP) for 2010-2025 recognizes that the country's potential for economic and employment growth has been hindered in part by a mismatch between the demand for and supply of skilled labor. To address this challenge, Namibia needs more investment in education and skills development. Namibia has made significant progress since independence towards improving human and social development through its Vision 2030, which aims to achieve "a prosperous and industrialized Namibia, developed by her human resources, enjoying peace, harmony and political stability." Post-independence the Government of Namibia invested into a unified education system transforming it from the ethnic-fragmented structure that existed prior to independence. Today, the Namibian Constitution and Education Act (2001) frame the education system. There are six levels of education in Namibia: Junior Primary (Pre-primary and Grades 1-3), Senior Primary (Grades 4-7), Junior Secondary (Grades 8-9), Senior Secondary (Grades 10-12), and Tertiary Education (university/Tertiary Institutions). There are approximately 1,826 schools in Namibia of which 154 are privately owned (EMIS, 2016). Education in Namibia is compulsory for 10 years between the ages of 6 and 16 (Education Act, 16 of 2001)⁵. Namibia is also one of three countries with the highest percentage of GDP, 20.8 percent in 2017/18, directed towards education globally (Parliament of Namibia, 2016). These changes have raised the enrolment rate for school-age children to 95 percent, increased the number of teachers by 30 percent since independence (UNECA, 2017), and contributed to an improved overall literacy rate of 89 percent for those aged 15 and above (EU, 2017).

Despite 95 percent of Namibian children having access to education, quality of education remains poor, contributing to exclusion as well as skills mismatch in the job market. The gross enrolment ratio sometimes reaches 109 percent in primary school, but declines to 65 percent in secondary schools and less than 10 percent in tertiary institutions. Nearly 21.5 percent of teachers are not qualified and the majority of these teach in early grades of primary education (EMIS, 2016). Dropout rates are a major challenge for Junior Secondary education averaging between 7 percent and 9 percent over the last five years while about one third (32 percent) of learners are dropping out of school in Grade 10 annually. Recognizing the challenges of high failure and drop-out rates, shortage of schools in the rural areas and the need for further teacher training, the Government introduced a new policy framework (Education and Training Sector Improvement Programme – ETSIP (2005-2020)) to improve education quality and efficiency from the primary to the tertiary level.

Evaluation Purpose

The purpose of the evaluation of the school attendance policy pilot project in Namibia was to:

- Conduct an objective and balanced analysis and evaluation of the quality and relevance of design, effectiveness and efficiency of implementation, impact and potential for sustainability of the school attendance policy pilot project in Namibia;
- Establish a correlation between school attendance data and learning outcomes;
- Draw key lessons learned to contribute to, and develop recommendations for further developments of the school attendance policy and the guidance of similar projects;
- Establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system; and
- Proffer recommendations for improvement of the school attendance policy in Namibia based on the conclusions of the evaluation.

⁵ https://www.moe.gov.na/files/downloads/ef6_Press%20Statement.pdf

Evaluation Scope, Objectives and Criteria

The overall objective of this evaluation was to assess the effectiveness of the implementation of the school attendance policy pilot project in Namibia.

The scope of the evaluation covered the following areas:

- The extent to which the project achieved its intended results and outcomes i.e. improved reporting on teacher and learner attendances;
- The extent to which the data generated by the project were used in evidence-based policy interventions;
- Assess effectiveness of the initiative in correlating school attendance data and learning outcomes;
- Conduct a cost-benefit analysis of the implementation;
- Establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system.



Figure 1: Key Evaluation Criteria

Source: learningforsustainability.net/logic-models/

Evaluation Criteria (shown in Figure 1):

- I. Relevance: concerns the extent to which the initiative and its intended outputs are consistent with national and local policies and the needs of intended beneficiaries;
- II. Effectiveness: is a measure of the extent to which the initiative's intended results have been achieved;
- III. Efficiency: measures how economically resources or inputs are converted to results;
- IV. Sustainability: measures the extent to which the benefits obtained from the initiative will continue after external support has come to an end;
- V. Impact: measures changes at all levels of the Namibian education sector i.e. policy, learning outcomes, data availability etc. that were brought about by the initiatives, directly and/or indirectly, intended and/or unintended.

Evaluation Approach and Methodology

Evaluation Approach

The approach for this evaluation was non-experimental and relied on mixed methods. The approach had participatory characteristics. Although led and facilitated by an ADEA Resource Person, a) interviews with appropriate reference groups during the inception phase; b) planned focus group discussions; c) a validation workshop; and d) direct involvement by ADEA and MoEAC, assured that representative groups of stakeholders were directly involved in the evaluation design, implementation and reporting. This participatory approach was supported by a range of data collection methods, regular feedback loops among the evaluation team members, and direct input from a range of key informants directly/indirectly involved in the implementation of the 2017/18 Namibia pilot project on innovations for monitoring teacher and learner attendance.

The evaluation approach was also utilization focused in that there was clarity from the onset as to who the beneficiaries of the evaluation were, and how findings of the evaluation would be disseminated and used in the long term.

The formative nature of the evaluation entailed that the evaluation team examine whether the quality and relevance of the design of the project and its implementation were effective, efficient and sustainable enough to allow for scaling up of the project in Namibia and inform replication in other African countries.

Evaluation Methodology

The research methods applied were primarily qualitative, with a quantitative element limited to descriptive statistics, mostly of primary (baseline) and secondary data. A field research mission conducted in Namibia from August 4th to August 16th, 2019 allowed the evaluation team to collect and analyze baseline data on the effectiveness of the school attendance policy pilot project implementation in Namibia. To ensure that findings, conclusions and recommendations are based on a representative range of stakeholder viewpoints, consultation using key informant interviews (KIIs) and focus group discussions (FGDs) were done. Source and methodological triangulation were undertaken to ensure evaluation study findings on each topic are valid and reliable and that conclusions drawn and recommendation made in this report were objective and evidence-based.

In addition to the Namibia field research mission, the evaluation relied on and benefited from internal reviews and discussions with the MoEAC and ADEA, drew from experiences of the National Technical Team members during implementation of the school attendance policy pilot project, and reviewed available literature to support key findings of the evaluation study.

Data collection and analysis methods used by the evaluation are summarized below and then detailed in the sub-sections that follow:

- document analysis and review;
- key informant interviews (KIIs);
- focus group discussions (FGD);
- On-site observations; and
- Validation workshop deliberations.

Document Analysis and Review

Document review relied on a range of relevant and available internal and external documents from ADEA and the MoEAC pertaining to implementation of the 2017/18 Namibia pilot project on innovations for monitoring teacher and learner attendance. During the inception phase, more than 20 documents were identified, located, and filed electronically for review and analysis. These documents, complemented by others obtained as the evaluation proceeded and as key stakeholders identified important additions, were reviewed and analyzed towards the generation of this report.

A list of all documents reviewed and analyzed by the evaluation team is available in Annexure #4.

Key Informant Interviews (KIIs)

Interviews with identified key informants were undertaken to solicit/ elicit information not readily available from project documents and, where relevant, to triangulate or clarify information from the documents. Key Informant Interviews, which were face-to-face, were conducted during the August, 2019 Field Research Mission in Namibia.

Twenty key informant interviews were conducted and these include: Fifteen (15) school principals, one (1) Chief Regional Education Planner, one (1) Chief Regional Inspector, one (1) representative from each of the following: Namibia National Teachers Union (NANTU), Teachers Union of Namibia (TUN), Directorate of Planning and Development, and Division of Information and Communication Technology (ICT) both under the MoEAC, were interviewed. These individuals were targeted specifically because they were deemed best placed to reflect knowledgeably on implementation as well as progress to date of the 2017/18 school attendance policy pilot project.

A list of participants interviewed is attached in Annexure #3. Interview guides used to prepare for the KIIs are attached in Annexure #5.

Interview data were transcribed and coded for ease of reference and analysis in response to evaluation study questions. Field notes of these interviews constituted an additional distinct line of evidence for the evaluation team.

Focus Group Discussions (FGD)

The evaluation team conducted small group discussions focused on specific evaluation questions and issues related to questions emerging during/ from field research mission in Namibia. Field notes from these FGDs formed another distinct line of evidence for the evaluation report.

On-site Observations

The evaluation team carried out on-site observations at 15 pilot schools and 2 regional offices during the August 2019 field research mission in Namibia. The aim of these site visits was to observe and assess practical implementation of the School-Link system in pilot schools, the regional education offices and at the Ministry of Education, Arts and Culture; and to see actions and behaviors within a natural context, or as they usually occur along the project value chain. The on-site observations and field visits provided deeper insights and practical understanding which have been incorporated into this report.

Validation Workshop

A stakeholder validation workshop was held in Namibia on the 25th of November, 2019. The workshop reviewed and endorsed preliminary findings, conclusions and recommendations outlined in a zero draft of the evaluation report. All contributions and changes from the validation workshop were fully integrated into this final evaluation report.

Data Analysis

Data gathered at all the stages of the evaluation exercise, from the inception phase to the validation workshop, were consolidated and analyzed by the evaluation team. Data analysis procedures undertaken included:

Quantitative Data Analysis

Primary data files (from the School-Link System) were collected from all the fifteen (15) pilot schools visited: Ernst Meyer Primary School; Gobabis Primary School; Rakutuka Primary School; Drimiopsis Primary School; Cambridge Primary School; and Elim Primary School. Data files included information on the reasons for student absenteeism from January – August, 2019; Term 2, 2019 School Attendance Quarterly Reports and samples of Student Absenteeism List by Class. The evaluation team also requested for more School-Link data files of the 103 pilot schools from the ICT division in the MoEAC. ICT division provided data from 25 additional schools in September, 2019. The data were quantitatively analyzed using Microsoft Office Excel to correlate school attendance and learning outcomes.

Qualitative Data Analysis

An analysis of the qualitative data from FGDs, KIIs, and on-site observations was conducted by the evaluation team. Transcription of FGD, KII, and in-depth interview data were done from voice records. During transcription special connotations and repeated phrases were noted and pulled out as illustrative quotes. Transcribed data were cleaned, coded and edited for accuracy, missing data, validity and consistency across data sources and data collection methods. Summary notes were produced to support findings of the evaluation.

Limitations of the Methodology

The 2017/18 pilot project on innovations for monitoring teacher and learner attendance was very extensive in scale as 103 schools from seven (7) Namibian regions participated. It was difficult to reach all the pilot schools during the evaluation study, due to accessibility logistics. The evaluation study could only sample parts of the pilot project for evaluation. In the end only five regions ((Otjozondjupa, Khomas, //Kharas, Omaheke and Hardap) were sampled. Stratified sampling technique was used to select the 15 pilot schools. The sampling procedure was guided by the objective to amplify successes of the school attendance policy pilot and, as such suggestions of the National Technical Team were taken into account. As stated elsewhere evaluation study findings underwent source and methodological triangulation to yield credible and trustworthy information around key issues on implementation of the school attendance policy and to achieve equal representation of the results of the pilot project.

Ethical and Equity Considerations

All evaluation products and deliverables were reviewed by ADEA, MoEAC, the National Technical Team, and a team of peer reviewers. The Executive Secretary of ADEA and the Executive Director of the MoEAC provided overall quality assurance of the evaluation process, and its outputs. This report therefore adheres to the approved ADEA, MoEAC and African Development Bank evaluation standards, and professional ethics.

Implementation was guided by the inception report, which clearly described the methodology, research design and detailed work plan that informed the evaluation team’s work. Findings in this evaluation report reflect systematic review and analysis of documentary evidence from primary and secondary data sources. Preliminary evaluation results of the study were presented to key stakeholders at various stages of the study for validation, including during the November, 2019 Validation Workshop, before finalization of the report.

Roles and Responsibilities of the Evaluation Team

The roles and responsibilities of the evaluation team were defined as follows:

A. ADEA Resource Person, Evaluator - Prof. Hellen Inyega

Under the overall supervision of the ADEA Executive Secretary, the ADEA-TFEMPS Coordinator, the Executive Director of the MoEAC-Namibia and in close cooperation with the Project Manager, the Namibia National Technical Team, and other Project stakeholders, the Resource Person was to review project outputs and activities in order to implement the following:

1. **Prepare an evaluation inception report, work plan and research instruments**
2. **Field Research:** the Resource Person was to conduct field research in Namibia. During field research the Resource Person was to: visit and meet officials from the MoEAC, Regional Education Offices, Namibia National Technical Team, Teacher Unions, the Local Education Group and other project stakeholders; review primary and secondary data sources; analyze, compile and consolidate field research findings; and present preliminary findings of the field research to key project stakeholders before departing Namibia. The Resource Person was to submit a technical report of the Field Research Mission within one week after completion of the Field Research Mission. All fieldwork logistics were to be coordinated through the ADEA-TFEMPS.
3. **Evaluation Report:** the Resource Person was to prepare an evaluation report that describes the evaluation and puts forward the evaluator’s findings, recommendations and lessons learnt. The report was to also highlight gaps, strengths and weaknesses of the project as well as describe a typical model that identifies a set of variables and factors that influence an effective school attendance data management system that is replicable in other African countries.

B. Project Manager, ADEA-TFEMPS Program Assistant - Mr. Simbarashe Dzinoreva

Under the overall supervision of the ADEA Executive Secretary and the ADEA-TFEMPS Coordinator, Simbarashe was to provide project leadership, coordination, logistics and organisation including assisting in implementation of the evaluation study as assigned by the ADEA Resource Person, managing and coordinating ADEA missions to Namibia, presentation of the preliminary field research findings to key stakeholders, financial management and reporting on project activities, and peer review the draft evaluation report.

C. Country Team, Namibia National Technical Team (NTT) - Mr. Andreas Nangolo Shigwedha, Ms. Zelda Mouton, Mr. Mountain Mukando and Ms. Loide Kapenda

Under the overall supervision of the Executive Director and the Director of Planning and Development in the Ministry of Education, Arts and Culture (MoEAC) in Namibia and the guidance and support of the ADEA-TFEMPS Coordinator, the National Technical Team (NTT) was to provide in-country support to implement the evaluation study including assistance with in-country field research logistics and coordination, requesting of support and necessary permissions for data collection at national and decentralized levels including schools and key stakeholders in Namibia, management of teams of data collectors and field researchers during the field research mission, participation in the field research as well as conducting field research assignments as assigned by the ADEA Resource Person, organise and facilitate presentation of preliminary field research findings to key stakeholders on conclusion of the field research mission and during validation workshop, peer review the draft evaluation report (after the field research mission), and generally oversee procedures, processes and operations required for the implementation of the evaluation study in Namibia

Evaluation Findings

Project Design: Quality and Relevance

Project design and objectives were of quality and remain relevant.

The pilot project on “Innovations for monitoring learner and teacher attendance” was conceived in 2014, when ADEA published a policy brief titled “Reducing Teacher Absenteeism: Solutions for Africa.” This brief assessed the scope of the challenge of teacher absenteeism in Africa and explored possible and promising initiatives focusing on accounting for school attendance using technology and other innovative management tools.

Realizing the imperative need for an effective teacher and learner attendance management solution in Africa, in 2015 ADEA’s Task Force on Education Management and Policy Support (TFEMPS) then known as the Working Group on Education Management and Policy Support (WGEMPS) and the Ministries of Education in Namibia and eSwatini (formerly Swaziland) agreed to collaborate in researching, developing and piloting ICT tools with the potential of delivering information on school attendance in near real-time, and mapping the data to learning outcomes.

In 2016/17 ADEA-TFEMPS implemented the initiative in eSwatini by piloting a mobile application for capturing teacher and learner attendance in near real-time. Lessons learnt in eSwatini were then used to guide implementation of the school attendance policy pilot project in Namibia. In 2018 ADEA and the Ministry of Education, Arts and Culture (MoEAC) in Namibia piloted the school attendance policy in Namibia by implementing the school attendance reporting module using an existing ICT-based school management system, School-Link, in 103 schools across Namibia. Before this pilot, the majority of schools in Namibia, as in most African countries, used a paper-based attendance register system (see Figure 2). Lack of reliable data made it difficult to establish the rate of absenteeism in Namibian schools.

The specific objectives for the ADEA-MoEAC pilot project, as defined in the Project Implementation Document, were to:

1. Examine the causes of teacher and learner absenteeism, and
2. Identify an efficient and effective model for capturing and reporting on learner and teacher attendance to assist planning and decision making at all levels of the education value chain.

The project in principle aimed at improving school attendance monitoring system and tools for better education quality and efficiency anchored in key frameworks such as: a) Namibian Education Development Strategy; b) Continental Education Strategy for Africa 2016-2025; c) 2030 Sustainable Development Goals No. 4; and d) Africa’s Agenda 2063.

This project aligns with Strategic Objective No. 3 of the Continental Strategy on Education in Africa 2016-2025 (CESA 16-25) which seeks to “harness the capacity of ICT to improve access, quality and management of education and training systems” with the Education 2030 Agenda, the Sustainable Development Goals (particularly SDG No. 4) to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and more importantly, the African Agenda 2063 aspirations of “An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in international arena” as it seeks to improve the quality of education in Africa through greater utilization of quality data and information in education management and policy intervention at all levels of the education data value chain.

The project resonates well with the three thematic pillars of Namibia’s Education and Training Sector Improvement Programme (ETSIP 2005-2020) which are “Quality, Equity and Efficiency”, The 2017/18-2021/22 MoEAC strategic plan and directly contributes to the development and delivery of an accessible and equitable quality education and training in Namibia, a cornerstone to the realization of the Namibia Vision 2030, which is a transformed Namibia with a knowledge-based economy.

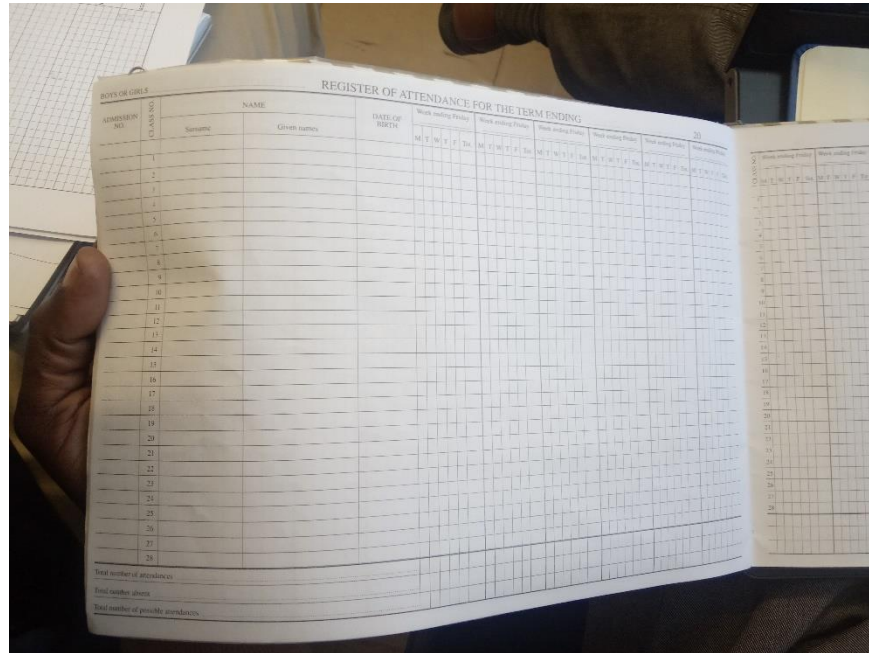


Figure 2: Paper-based School Attendance Register

About seventy three (73) percent of the 15 pilot schools who participated in this evaluation study asserted that the project design was appropriate and its relevance with regards to monitoring of teacher and learner attendance in schools remains valid to date. Participants opined that paper-based registers that had been in use before the school attendance policy pilot project were not only cumbersome and difficult to audit but they were also generally being outpaced by fast-evolving ICTs, capable of improving monitoring and evaluation at school level, automate correlation of attendance to learning outcomes, and inherently contribute towards evidence-based policy formulation across Namibia’s education sector.

Efficiency of Planning and Implementation

Project planning was efficient. However, implementation faced some constraints and delays in the early stages.

In July, 2017 MoEAC and ADEA commissioned the joint pilot project on innovations for monitoring teacher and learner attendance by signature of a Letter of Agreement between the two parties. The Letter of Agreement set pace for the establishment of a National Technical Team (NTT) to coordinate in-country project activities, and also established the roles and responsibilities of each party towards achievement of pilot project objectives. That same July, and in preparation for implementation of the pilot project, an EMIS Situational Analysis exercise was conducted by ADEA and the MoEAC and a report produced and disseminated. In November, 2017 the NTT conducted a baseline survey on teacher and learner absenteeism in Namibia and produced a Project Implementation Document to guide the implementation of the school attendance policy pilot project.

In February 2018, ADEA convened a Joint Stakeholders’ Consultative Workshop on “Innovations for monitoring teacher and learner attendance in Africa” in Harare, Zimbabwe inviting representatives from Ministries of Education in Namibia, eSwatini and Zimbabwe; teacher unions in eSwatini, Namibia and Zimbabwe including Namibia National Teachers Union (NANTU), Teachers Union of Namibia (TUN), Swaziland National Association of Teachers (SNAT), Swaziland Principals Association (SWAPA) and Zimbabwe Teachers Association (ZIMTA), the Southern African Teachers Organization (SATO), the Education International (EI) - a global union federation of teachers’ trade unions, and several other education specialist from the continent.

The workshop proactively established a clear understanding of the issues of teacher and learner absenteeism in relation to the quality of education in Africa; comprehensively captured the different thoughts of all stakeholders and education sector players; and served as a perfect platform for the exchange of experiences, best practices, ideas, and several emerging issues around teacher and learner attendance in Africa. The primary outcome of the workshop was a signed communique by all stakeholders in attendance, agreeing to action the implementation of the pilot project in eSwatini and in Namibia. It was upon this foundational work that the pilot project began earnestly in Namibia in March, 2018.

However due to differences in administrative systems and fiduciary requirements between the two project partners, ADEA and MoEAC, implementation of the pilot project experienced significant delays between April and May, 2019. Transfer of project funds from ADEA to the MoEAC project account took longer than expected; coupled with the long and demanding procurement processes of resources by the Government of Namibia (GRN), and the time and logistical constraints commonly associated with conducting training workshops across the sparsely populated and vast 14 regions of Namibia; implementation of the pilot project at school level only began as late as July, 2019.

Effectiveness of Implementation of the School Attendance Policy

For the purposes of this evaluation, effectiveness is defined as “a measure of the extent to which the initiative’s intended results have been achieved.”

Awareness about the ADEA/MoEAC School Attendance Policy Pilot Project

The evaluation study team sought to determine the effectiveness of the implementation of the school attendance policy pilot project in Namibia. One of the key questions asked to relevant education stakeholders was on whether they were aware of the ADEA/MoEAC school attendance policy pilot project including its intended benefits and beneficiaries. From Figure 3, nearly all participants of the evaluation study affirmed their awareness of the ADEA/MoEAC school attendance policy pilot project, its objectives, intended benefits and beneficiaries. At least one representative from each of the participants attended the training workshops that were conducted by the ICT division in collaboration with the National Technical team (NTT).

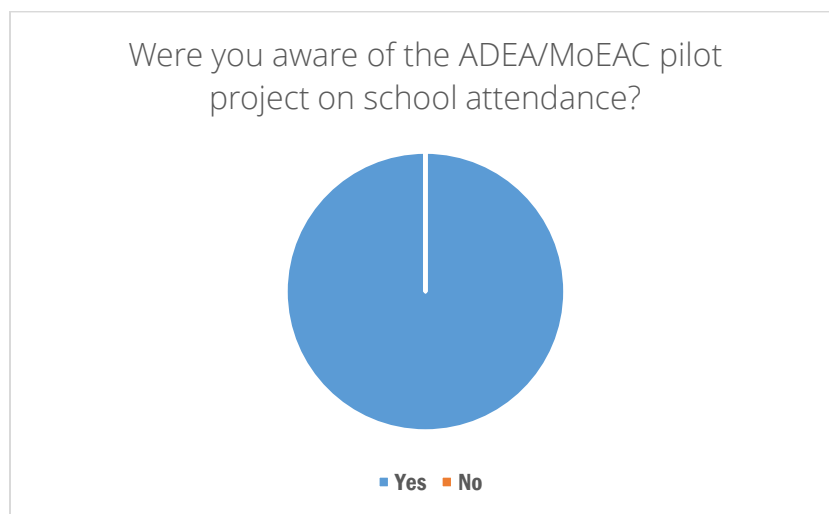


Figure 3: Proportion of Pilot Schools Aware of the ADEA/MoEAC Pilot Project

Achievement of pilot project objectives and results

Sixty-seven (67) per cent of the 15 pilot schools who participated in this evaluation study implemented the pilot project.

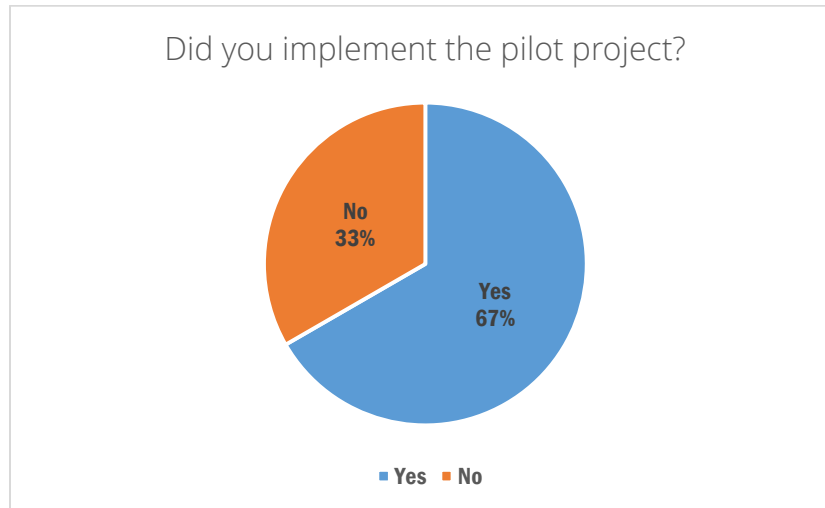


Figure 4: Proportion of Pilot Schools Implementing School Attendance Policy from those Visited

In general also, implementation proportionally resulted in a marked improvement in the capturing of school attendance data. This was further affirmed during key informant interviews and focus group discussions indicating that these schools now have improved awareness of the importance of not only maintaining a school attendance register but also capturing the school attendance data (aggregated totals for the school term) and the reasons for absenteeism into School-Link. These pilot schools were proactively using School-Link system to generate Principal's Reports for submission to Circuit Offices at the end of each school term as well as to generate report cards for learners and for discussions with parents on learners' academic progress.

The pilot project successfully created a culture of capturing attendance among implementing schools. Sentiments from teachers and school principals interviewed indicated that the data generated through the pilot project are more reliable and timely, with fewer errors, easier to audit for report generation, and identifying school absenteeism patterns. The majority of these schools are now actively and proactively using the data to address situations of chronic absenteeism.

That said, seven of the fifteen pilot schools visited (approximately 47 percent), stated that they were still "in pilot mode," implying that they had captured the data only in fulfilment of the objectives of the pilot project. This finding, if extrapolated to all the 103 schools that participated in the pilot project, implies that the schools which continued to implement the school attendance policy pilot project may have had higher perceptions of the value and benefit of the system to address the need to maintain optimal school attendance for both teachers and learners. This is an area of further inquiry in view of the 88 pilot schools not visited during the evaluation study.

As illustrated in Figure 4, thirty three (33) per cent of the pilot schools visited (five (5) out of the 15 pilot schools visited) did not implement the School Attendance Policy pilot project, for different reasons.

Two schools only captured school attendance data using School-Link during the last school term of 2018, as they assumed it was just for the pilot and as such not mandatory; instead they are using School-Write – a privately-owned and subscription based school management system; One school that was provided with ICT equipment to support the implementation of the pilot project (i.e. a mobile tablet and solar charge system) still has everything packed and stored, waiting for the MoEAC to come and assist them with installation and setups. The administrators in the other two schools, did not bother to set up School-Link despite attending the training workshops.

This last set of findings on non-compliance by some schools to implement the school attendance policy was singled out during the validation workshop, with questions casting aspersions on effectiveness and efficiency of the said schools' administration. The research team responded that this issue was identified as a capacity gap. MoEAC will need to closely monitor implementation of the project going forward and provide on-going support, mentoring and coaching. Had comprehensive support been provided during the pilot, schools struggling to set up/roll-out the project would have been identified earlier and their unique challenges, whether administrative or otherwise, adequately addressed. But it is true schools also need to show enthusiasm and take initiative in following-through a new programme introduced in their school. They could have called for help but they did not. It should be a two-way process of MoEAC reaching down to schools and school engaging in help-seeking behavior if aspects of a project seem unclear. The Theory of Change section speaks to this further and outlines viable solutions (including follow ups, technical support and peer support among the schools).

Project Constraints

As stated earlier, differences in the administrative systems and fiduciary requirements between the two project partners, ADEA and MoEAC, as well as the procurement procedures of the Government of the Republic of Namibia (GRN) significantly delayed project implementation between April and May, 2018. Logistical challenges as well as inadequate human resources also affected training workshops across the different geographical regions of Namibia. Implementation of the pilot project at school level only began as late as July, 2019. Project reporting was also affected by shortages in manpower, as the NTT could not produce the agreed Quarterly Reports in terms of the March, 2018 Aide Memoire between the MoEAC and ADEA.

At school level, pilot schools visited also reported challenges associated with the implementation of the school attendance policy pilot project as shown in Figure 5, in which 67 per cent (10 out of the 15 pilot schools visited) reported challenges with internet connectivity; 27 per cent (4 out of the 15 pilot schools visited) reported system challenges, citing that at certain instances the School-Link system takes long to load or upload data since it is a web-based system, and at times the whole website system crashes or "hangs." Other challenges cited by the pilot schools visited included those related with setting up the School-Link (27 per cent); inadequate training (33 per cent); limited access to School-Link system (7 per cent); Limited computer knowledge (13 per cent); negative attitudes from parents and students (33 per cent) and from teachers (20 per cent); as well as perceived inadequate support from school principals (7 per cent); turnover of staff trained on School-Link (20 per cent); and power outages (7 per cent). Identified challenges pose a real and great risk to programme success and sustainability and must, therefore, be addressed.

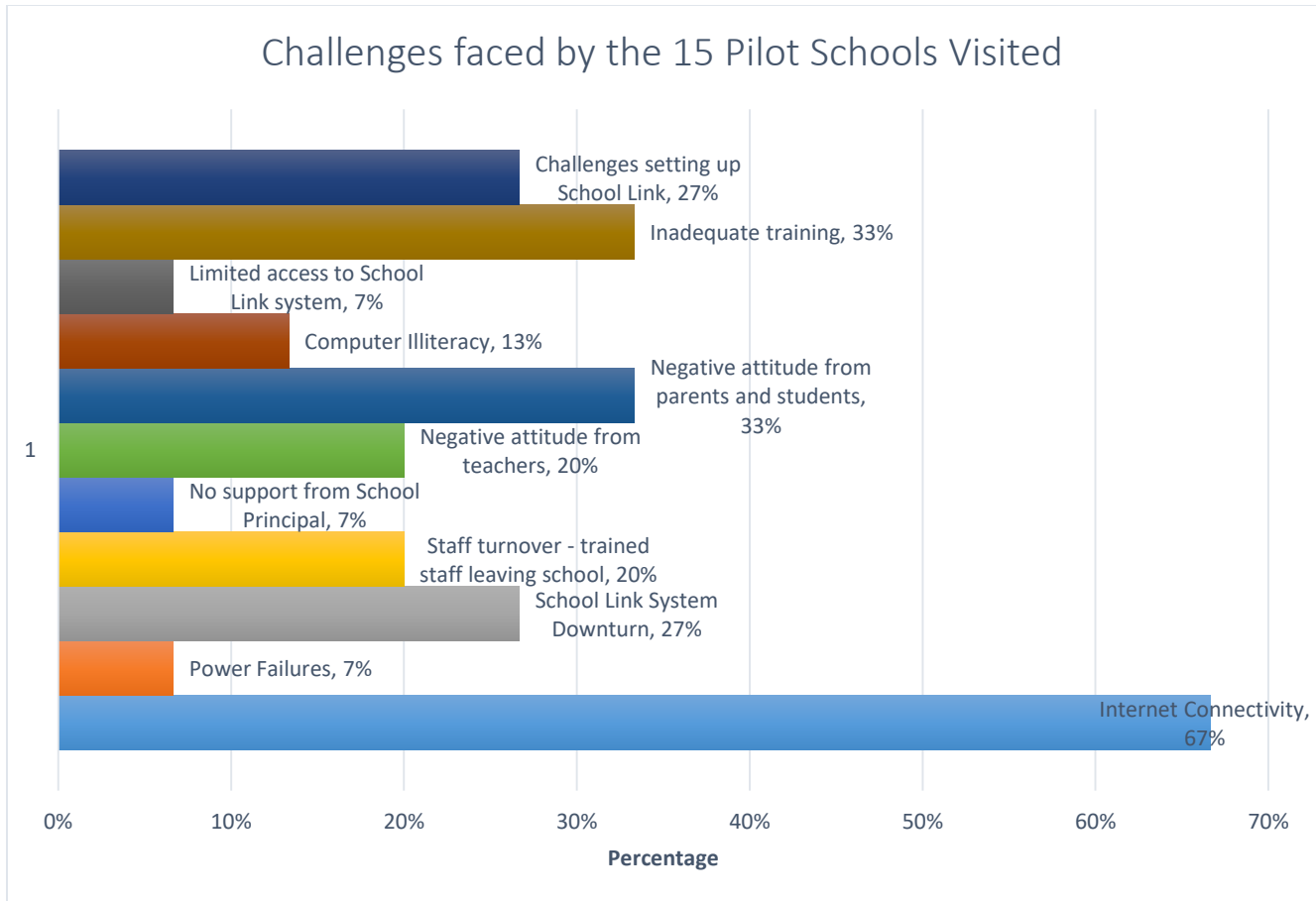


Figure 5: Challenges Faced in Implementation of the School Attendance Policy Pilot Project

During the validation workshop, three questions on teacher attendance emerging were: What were the reasons for teachers' absenteeism? How did they compare and contrast with learner reasons? Were there any differences in the reasons for teacher and learner absenteeism by region? These questions provide a perfect segue to comment on reasons for teacher absenteeism.

There are many reasons for teacher absenteeism. However, in its present state School-Link captures and manages leave applications for teachers and captures only authorized absences with pre-defined reasons available in the system - mainly sickness, compassionate and study leave. Teachers, therefore, restricted their reasons to those provided for in the official leave forms. That means that for any other absence, teachers are entitled to privacy. It would thus be a breach of teachers' privacy/confidentiality to include reasons not explicitly cited and captured in the School Link system even when they were provided in off-the-cuff remarks about teacher absenteeism. In future, it will be important to encourage schools to capture unauthorized absence for teachers even if they do not have to cite the actual reasons.

Other, somewhat related questions asked during the validation workshop included: What is the percentage of learner and teacher absenteeism in Namibia? What interpretation can be provided in regards to this percentage? Is it negligible or severe enough to warrant this research? What are the gender differences in learner and teacher absenteeism?

The research team observed that the reason for piloting the school attendance policy in Namibia was the lack of reliable data to establish the rate of absenteeism. At this point in the school attendance policy pilot project, it is not easy to determine the rate of absenteeism for Namibia disaggregated by region and gender, for instance, and that these are important questions we must carry forward in the school attendance research work.

Gender is a critical factor in school attendance research. Follow-up findings must, therefore, be disaggregated by gender and then mapped onto learners' (both boys' and girls') performance and reasons for absenteeism, which are very likely to be different for boys and girls as they are affected differently. All key variables and different ways of mining school attendance policy data will need to be considered in subsequent research.

That notwithstanding, the evaluation study was proof of concept. With implementation of the recommendations from the study in the long term, such outcomes should be possible.

In responding further to these questions the research team also referenced other discussions made on page 27 on why the pilot needed to be done. In particular the research team highlighted five key prerequisites to the Namibia study. The first was the pilot project on innovations for monitoring learner and teacher attendance that was conceived in 2014, when ADEA published a policy brief titled: reducing teacher absenteeism: Solutions for Africa. The ADEA brief assessed the scope of the challenge of teacher absenteeism in Africa and explored possible and promising initiatives focusing on accounting for school attendance using technology and other innovative management tools.

The second was the 2015 decision by ADEA's Task Force on Education Management and Policy Support (TFEMPS) and the Ministries of Education in Namibia and eSwatini (formerly Swaziland) to collaborate in researching, developing and piloting an effective teacher and learner attendance management solution in Africa.

The third was the eSwatini pilot of a mobile application for capturing teacher and learner attendance in near real-time in 2016/17. Lessons learnt in eSwatini were then used to guide implementation of the school attendance policy pilot project in 103 schools in Namibia.

The fourth was the situational analysis of the Education Management Information System (EMIS) in Namibia, jointly conducted by ADEA and the MoEAC in 2017 to identify and understand the challenges, opportunities and constraints of the national system. Lessons learned and recommendations of the EMIS Situational Analysis served as a foundational guide to the development of the pilot project. We would not have implemented the project if teacher and learner absenteeism was not an issue in Namibia.

The fifth was the February, 2018 stakeholders' consultative workshop on innovations for monitoring teacher and learner attendance in Africa which was held in Harare. The research team also referenced World Bank's World Development Report (2018), which outlining teacher and learner absenteeism as a critical factor contributing to the learning crisis worldwide, but more so, in developing economies. Lastly was the appeal to common place logic that assumes that when one misses school they miss out on consolidating their learnings on different concepts being taught in school and, subsequently, do not do well.

Project Impact

The evaluation study team observed that the school attendance policy pilot project has a positive potential impact. As already reported, sixty-seven (67) per cent of the pilot schools visited are now capturing school attendance data, including reasons for absenteeism using School-Link, and proactively using the data to address issues of chronic teacher and learner absenteeism in their respective schools. About 60 per cent of the pilot schools interviewed reported a reduction in learner absenteeism and an increase in contact hours for teaching, implying higher or improved teacher school attendance.

Using the illustration of number of cumulative hours gained (or lost) from a teacher’s presence in (or absence from) school, one participant opined that “if a teacher teaches 40 learners in an eight hour day, the total hours covered (as a factor for each learner) is 320 hours. This illustration, though exaggerated, casts the contact time in better perspective considering that if the said teacher absents himself or herself from school for the eight-hour day, the loss on instruction for each learner is huge!” The same participant remarked that “if one learner skipped school the learner loses a whole 8 hours” and surmised that “teacher absenteeism affects far more learners than probably learner absenteeism though both teacher and learner absenteeism have important implications on learning outcomes.”

Common inferences from the interviewed pilot schools with regards to the impact of the school attendance policy pilot project noted;

- a. Improved availability of more accurate school attendance data for evidence-based policy making and interventions against chronic absenteeism;
- b. Improved school resource management;
- c. Increased teacher and learner contact time;
- d. Improved teacher and learner attendance;
- e. Reduced teacher workload through the integration of ICTs in supporting teaching and learning;
- f. Effective monitoring and evaluation and accountability at school level; and
- g. Improved community involvement - parents can now relate attendance to performance on students' reports.

The pilot project also contributed to the capacity development of education practitioners in Namibia as over 200 personnel including regional education officers, school principals, teachers and administrators were trained on capturing and monitoring teacher and learner attendance using the School-Link system. To date, training on capturing school attendance data is now a permanent feature of the annual training program on School-Link conducted by MoEAC’s ICT Division, a major contributor to sustainability.

About twenty three pilot schools including a mobile school with over 3000 students (previously not on School-Link), were also added onto the system, and equipped with 10-inch tablet mobile-phones, portable solar chargers and internet connectivity. However, and as stated elsewhere in this report, some of the schools that benefitted from the provision of the ICT hardware did not implement the pilot project. The ICT division also reported a significant multiplier effect, as fifty-five (55) additional schools voluntarily started capturing school attendances data using School-Link.

In line with the third objective of the pilot project which is to “support the development of the Namibia’s Education Management Information Systems (EMIS) Policy” the MoEAC is now using the data collected during the pilot project, as well as the lessons learnt to advise the current development of the EMIS Policy and the revision of the ICT in Education Development Strategy. Ensuring access to school attendance policy data by the EMIS team at the click of a button will be the game-changer for evidence-based, policy-relevant decision making. Indeed, EMIS and ICT division should be interlinked.

Common Reasons for Learner Absenteeism

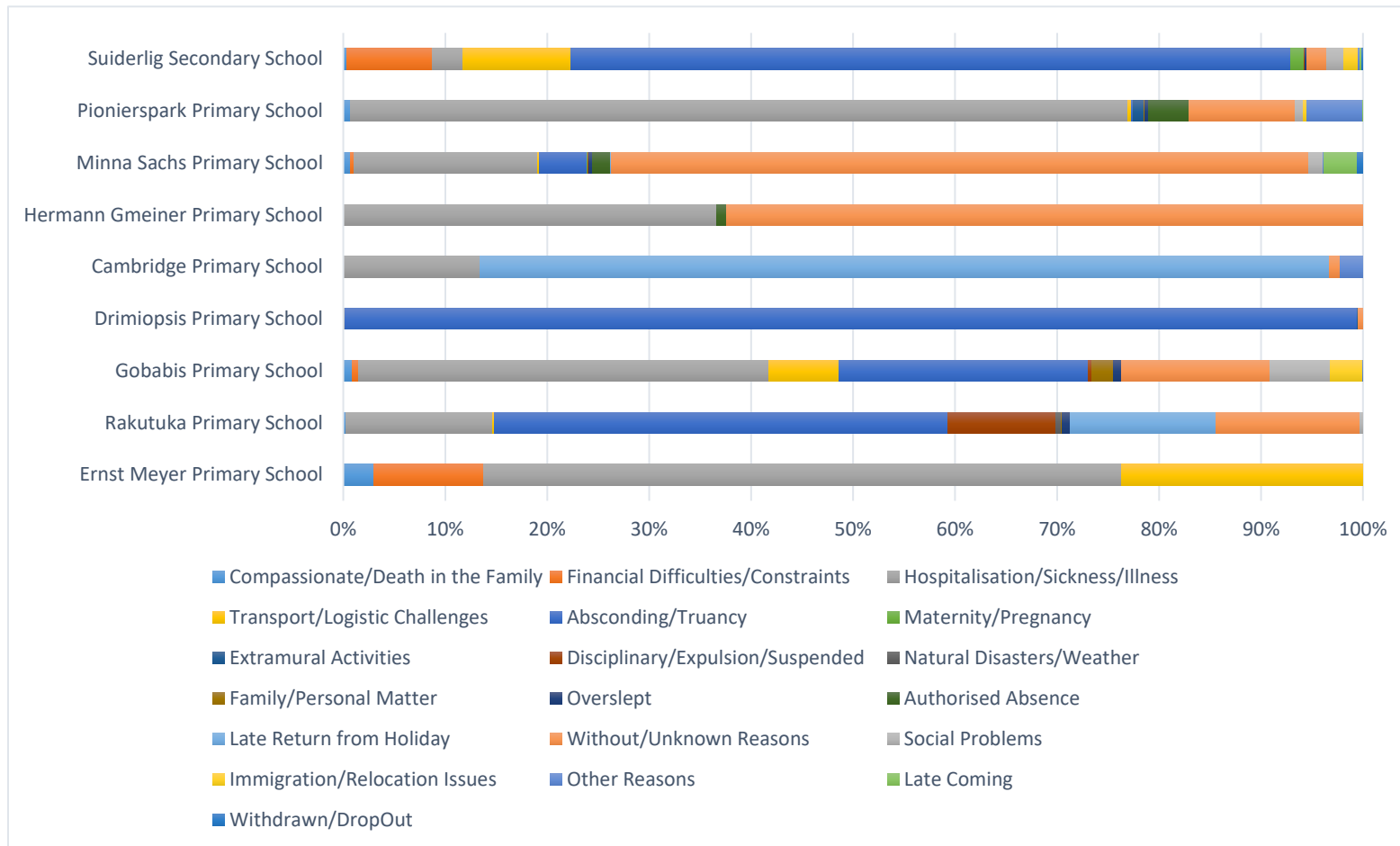


Figure 6: Common Reasons for Learner Absenteeism (January - August 2019)

The ICT Division undertook an earlier study in which they classified reasons for learner absenteeism by region. Figure 6 presents various common reasons for learner absenteeism for nine of the piloted schools visited without focusing on regional differences. As you will see, most of the reasons were similar across schools though each school used different terms to capture the reasons for absenteeism into School-Link. This complicates any attempts to consolidate and analyze the data. Despite that challenge, the data reflects an improved classification of the reasons for learner absenteeism for the majority of the schools with the exception of Minna Sachs Primary School and Hermann Gmeiner Primary School that still have more than sixty (60) per cent of learner absenteeism being classified as unknown or without reason.

Correlation - Learner Attendance vs. Learning Outcomes

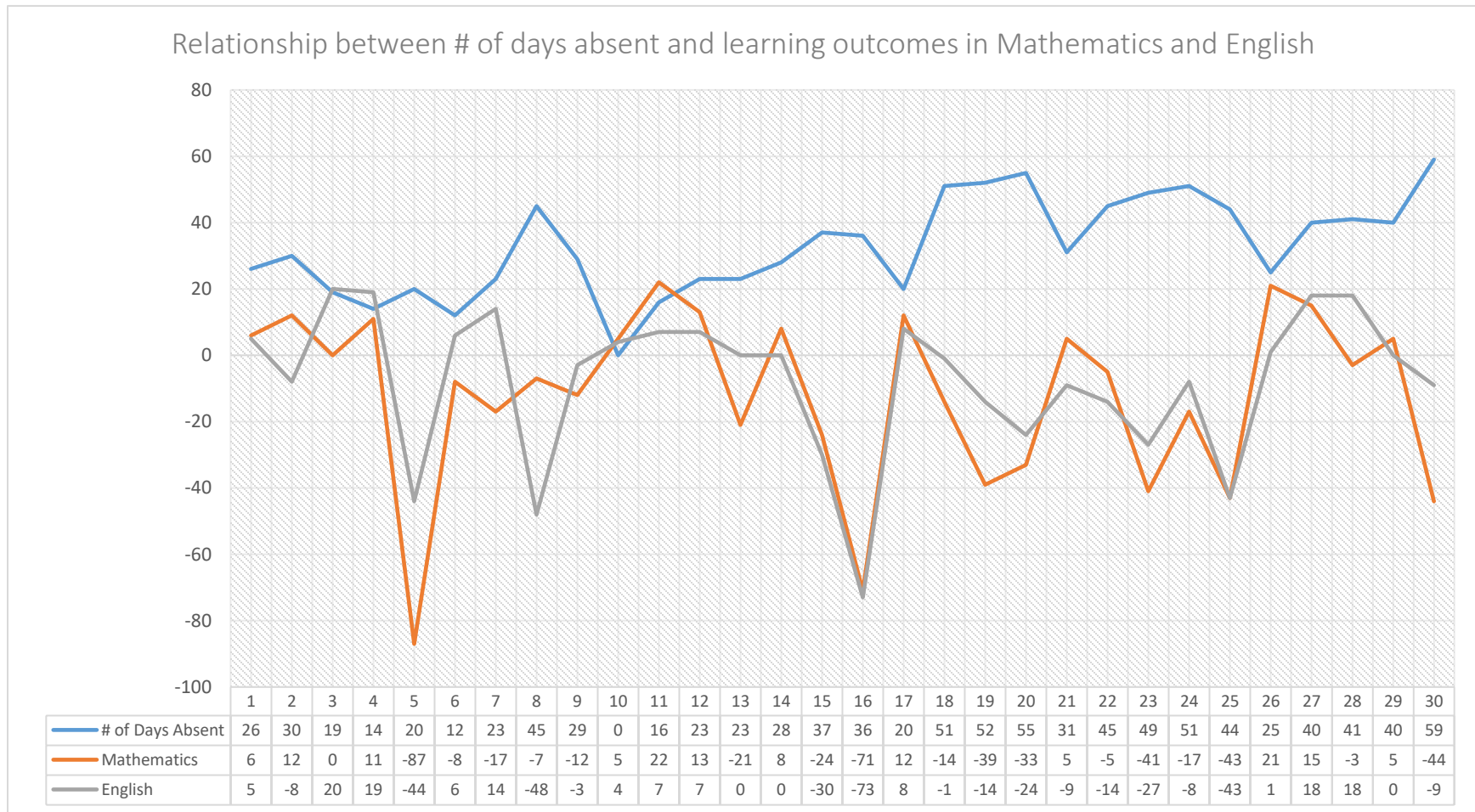


Figure 7: Relationship between number of days absent and learning outcomes in Mathematics and English

In Figure 7, a positive (+) value for Mathematics and English signifies an improved performance in that subject between Term 1 2019 and Terms 2 2019 whilst a negative (-) value signifies the inverse, a decrease in performance in that particular subject between Term 1 2019 and Term 2 2019. The number of days absent is an aggregated total for the two terms in reference. Based on Figure 7, it is evident that the more a learner is absent from school, the less they perform in both Mathematics and English.

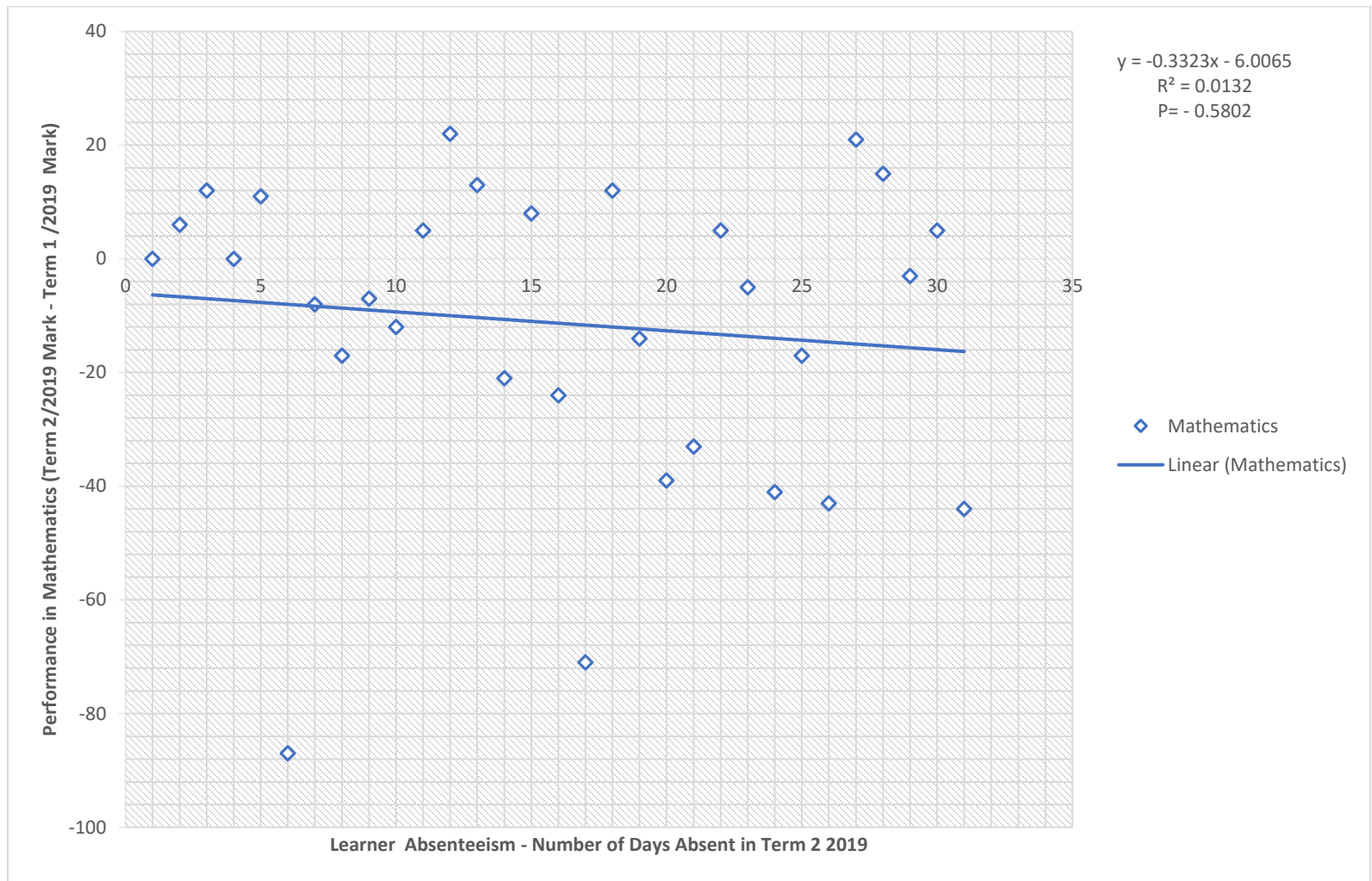


Figure 8: Correlation between Learner Attendance and Overall Performance in Mathematics

The Pearson's correlation coefficient, P , between learner absenteeism and performance in Mathematics is -0.5802 , a negative correlation signifying that an increase in the number of days absent for a learner corresponds to a decrease in their performance in Mathematics as shown in Figure 8. The same is true for performance in English, as illustrated in Figure 9, which shows a negative correlation of -0.6507 , between learner absenteeism and performance in English. However, it must be taken into account that learner absenteeism is not the only determinant to such correlation, in reality several other factors contribute to such an outcome, including teacher absenteeism as illustrated in Figure 10.

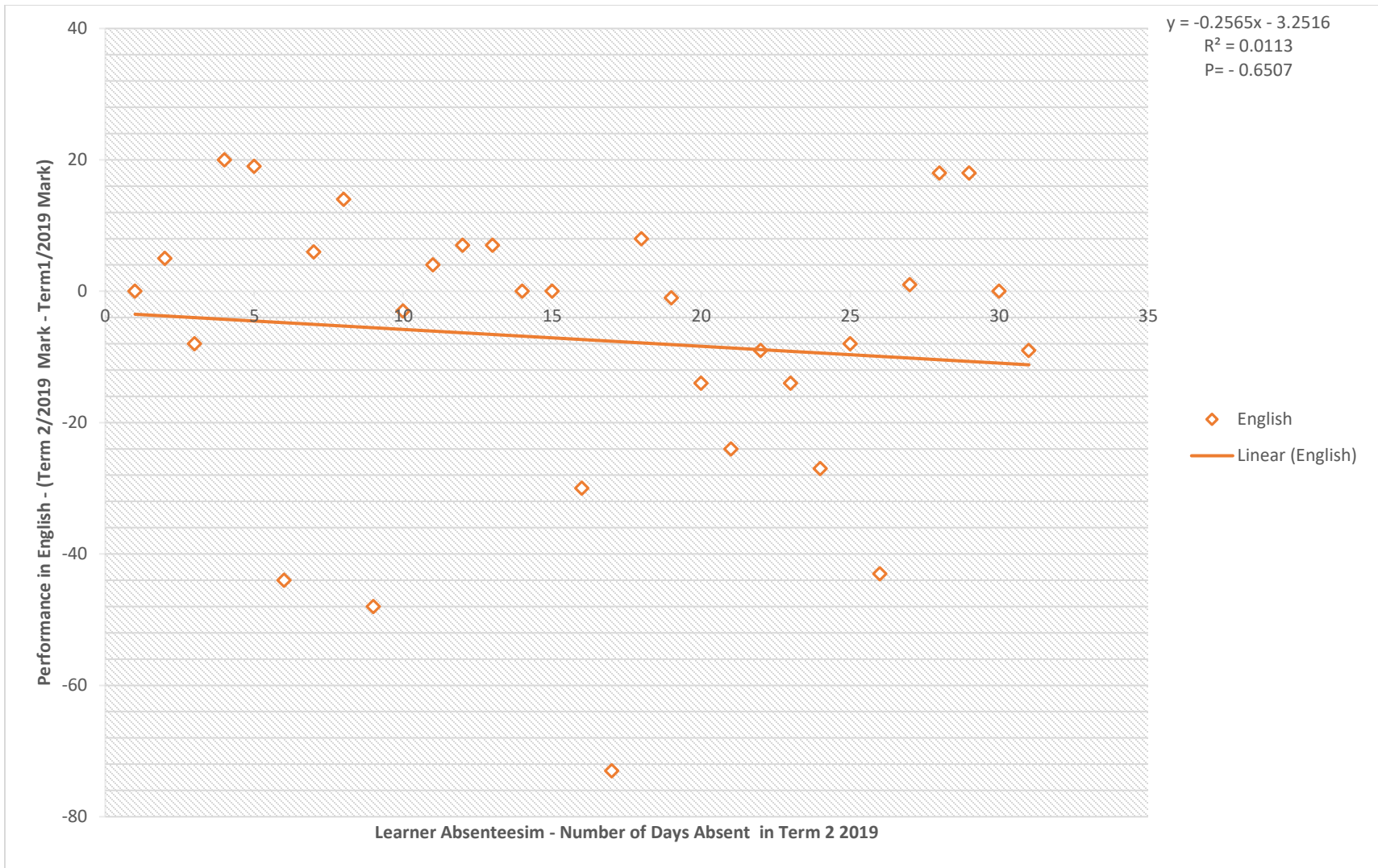


Figure 9: Correlation between Learner Attendance and Overall Performance in English

Correlation - Teacher Absenteeism vs. Learning Outcomes

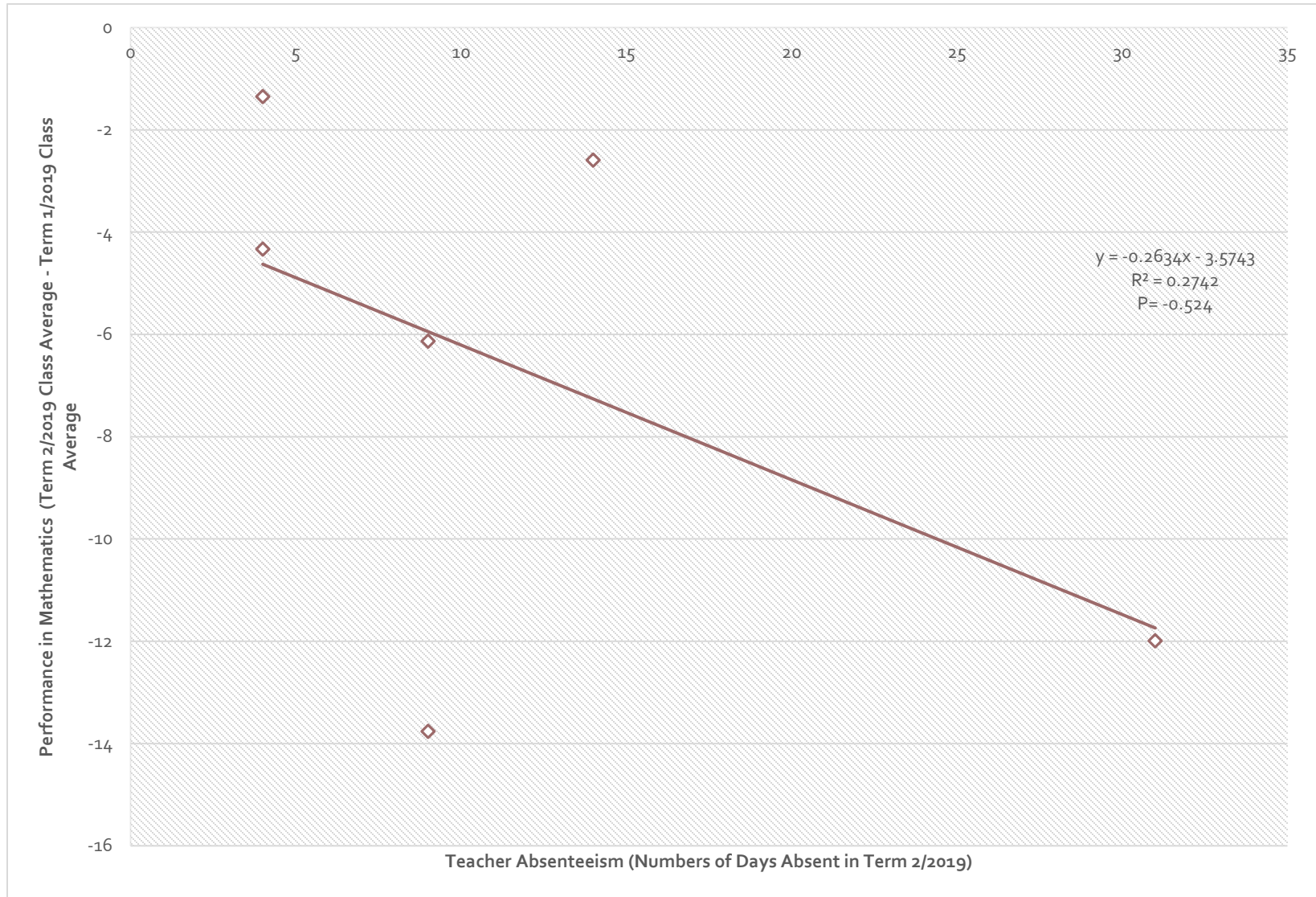


Figure 10: Correlation between Teacher Absenteeism and Overall Performance in Mathematics

Project Sustainability

The evaluation study team defined sustainability as a measure of the extent to which benefits obtained from an initiative (in this case the school attendance policy) will continue after external support (in the case from ADEA) has come to an end. The team determined that the school attendance policy project is likely to be sustainable as is further discussed with a focus on institutional and economic sustainability areas.

Institutional sustainability – Politically the ADEA/MoEAC project on school attendance policy in Namibia is a high priority initiative with full political support from the Executive in the Ministry. This political good will ensured an enabling environment was created within the MoEAC to implement the school attendance policy pilot project. Existing MoEAC structures at the national, regional and local school level (such as inspectors and quality assurance staff) were relied upon and harnessed for project roll-out. This approach is sustainable in the sense that MoEAC used existing structures with personnel assuming leadership roles on the school attendance programme as part of their daily activities and interaction with schools. This implies that the school attendance policy is embedded within other equally important MoEAC activities. Secondly, the use of an already existing ICT-based system, School-Link, as the ICT platform for capturing teacher and learner attendance is a good sustainability measure.

The only downside, as reported elsewhere in this report, was related to the lack of inter-departmental communication between the different MoEAC directorates and divisions with regards to the implementation of the teacher and learner attendance pilot project. Different sections of the education data value chain in Namibia (i.e. Regional Education Officers) have no/limited access to the School-Link system or the data generated thereof. Whilst political and institutional sustainability is high in the short term, there is need to guarantee long term sustainability, by ensuring that structures and processes in the MoEAC are fully mandated to perform their functions through legislature and policy, participatory implementation of projects as well as effective organizational management.

The main guardian and user of data is EMIS. As such EMIS should be provided access to the reports as well as the opportunity to inform and guide the development of the School-Link system. Both horizontal and vertical engagements need to happen for improved data mining, sharing and use. The remaining challenge is to have School Link data feed into EMIS data bearing in mind they are collected at different data points (with School Link collected at school level every school day and EMIS collected at the regional and circuit level only twice a year). This is a challenge that MoEAC has to take head-on to find a lasting solution. Could a schema added onto the EMIS system be a solution? In addition, close follow-up on how schools use data and link attendance to learning outcomes is needed.

Economic sustainability - The total implementation costs for the ADEA/MoEAC pilot of the school attendance reporting module of an existing ICT-based school management system, School-Link, in 103 schools across Namibia in 2018 were USD\$22 950.00 of which ADEA contributed USD\$19 000.00 and the MoEAC contributed USD\$3 950.00. About 49 percent of the costs covered goods and services; and the other 50 per cent covered field missions and training workshops. The project relied on the pre-existing school management system, School-Link, which is owned by the Government of Namibia. School-Link is available to all schools in Namibia at no cost. However, the system is web-based and as such requires the availability of a reliable internet connection, which is provided to some schools, by the government through the ICT division of the MoEAC.

The ICT division has a mandate to regularly train the schools on School-Link across all Namibian regions. To ensure continuity and sustainability of this project, the ICT division has added training on the school attendance module to this mandate. Economic sustainability of the project will likely be high through support from the ICT division, under the annual School-Link training budget line amounting to NAD160 000.00 (approximately USD10 500.00).

Typical Model of a School Attendance Management System

Through the field work, a set of variables and factors that influence an effective school attendance data management system were compiled as a preliminary, and not exhaustive list, among them;

1. Political good will and support
2. Policy and legal frameworks
3. Comprehensive stakeholder consultation and involvement (i.e. principals, teachers, learners, parents, government, local donors and development partners, teacher unions etc.)
4. Reliable and sustainable infrastructure – electricity, internet connectivity, ICT hardware and software
5. Human capital and capacity development
6. Financial resources
7. Effective monitoring and evaluation strategy
8. Sustainability

A draft typical model highlighting these variables and factors was also developed as shown in Figure 11.

COMPREHENSIVE APPROACH TO SCHOOL ATTENDANCE

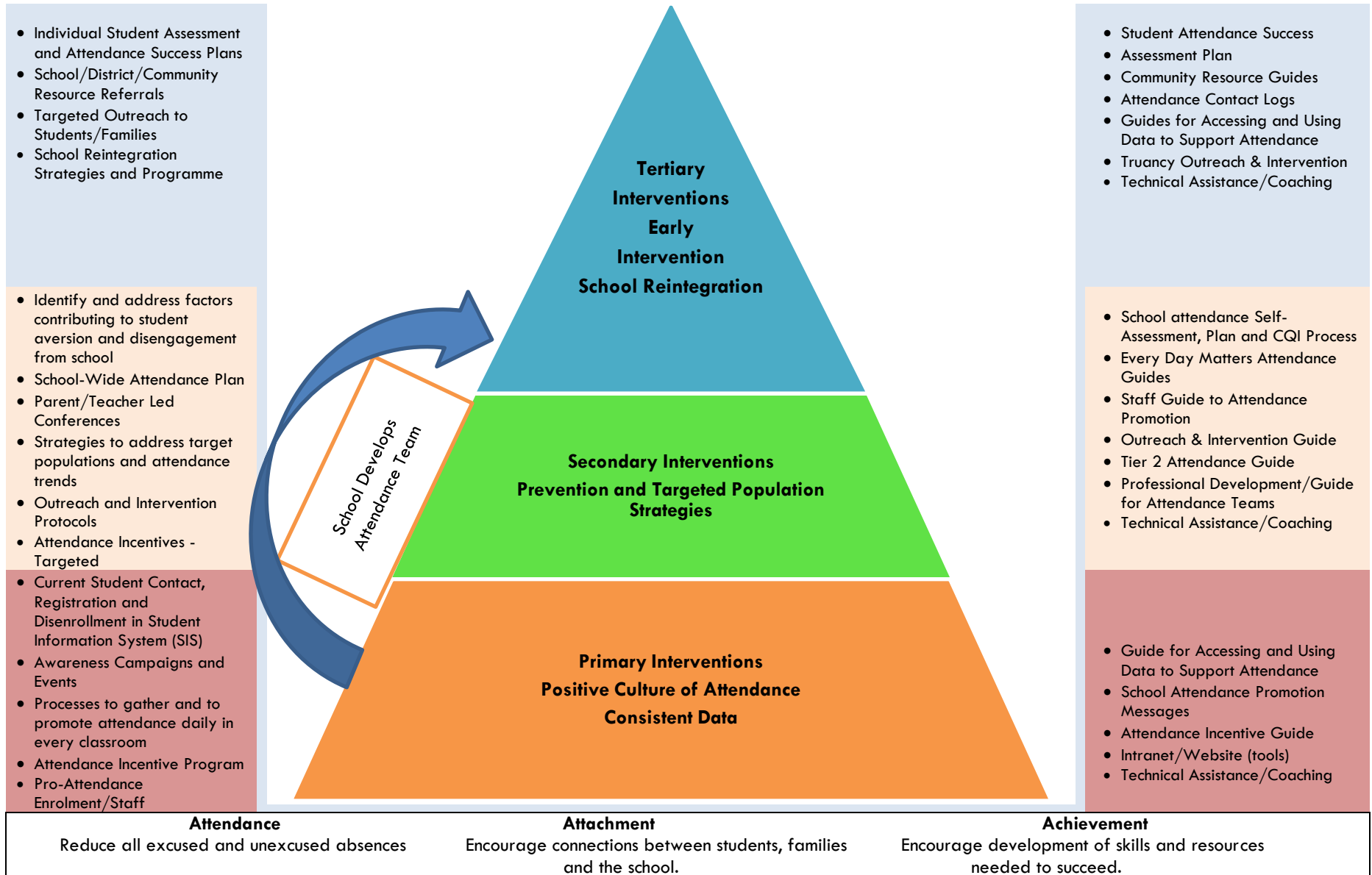


Figure 11: Comprehensive Approach to School Attendance

Project Replicability

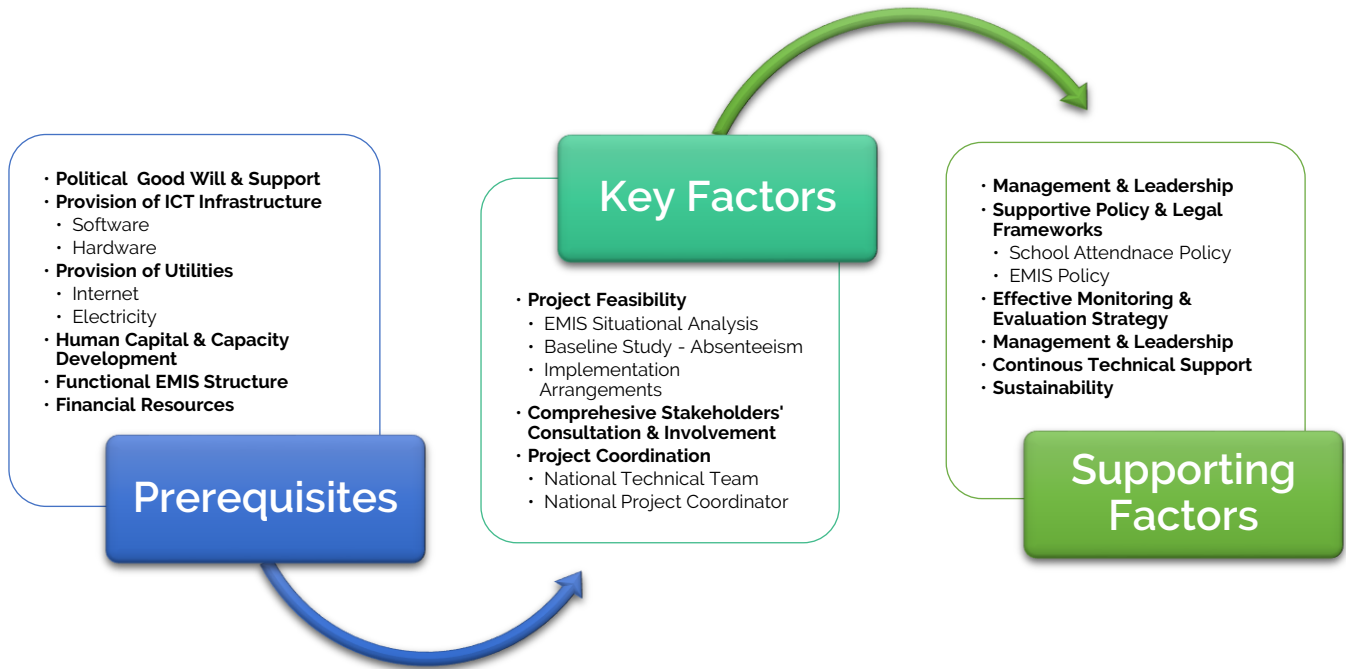


Figure 12: Replication Model for the School Attendance Policy Project

Conclusions, Lesson Learnt and Recommendations

This evaluation study sought to determine effectiveness, efficiency, sustainability and impact of the school attendance policy pilot project implemented by MoEAC (with support from ADEA –TFEMPS) in 2017-2018 in 103 schools in Namibia using a pre-existing ICT-based school management system, School-Link.

From the findings of the study, it can be concluded that the ICT-based innovation is robust and was proven in its ability to capture teacher and learner attendance data, including reasons for absenteeism - contingent on schools' perceptions about usefulness of the data and their willingness to follow through and actually undertake the data capture. Variability in data capture was thus as a factor of whether or not schools implemented the school attendance policy and if they did, the length and level/extent of consistency with which they did the data capture, among other challenges (such as poor internet connectivity and lack of relevant ICT capacity) cited by some of the participants.

Important implications drawn from this observation surface the critical role of monitoring and evaluation of project implementation, interspersed with on-going support, regular capacity and skills development, coaching and mentoring for innovations to be not only mainstreamed but to also be sustainable. This was evidenced in one school which had not yet implemented the school attendance policy because they lacked relevant capacity to install ICT equipment provided to them and two other schools who had also not implemented the project though they had undergone training on the same. Further insights into the findings are summarized in key lessons learnt from the school attendance policy pilot project.

Key Lessons Learnt

1. Comprehensive stakeholder involvement and continuous consultation is critical in ensuring long term sustainability and reception of innovative solutions towards complex and sensitive challenges facing the education sector, including school attendance policy project.
2. 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, improves the quality of education in Namibia.
1. 8. Integration of ICTs in Education Management is paramount but requires the provision of basic amenities for schools, such as electricity, network connectivity, computer hardware and infrastructure. Implementing agencies must consider ICT solutions that can be used off-line or those that are not web-based.
2. Development of capacity and skills at all levels of the education data value chain remains paramount. 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.
3. More social accountability initiatives are required. Constant monitoring of the education system by the community will encourage development and maintenance of strong ethics and standards at the school level. This can be achieved through improving effectiveness and efficiency of Parent-Teacher Associations in schools and even at a national Level.
4. The instruments used by EMIS to collect data in schools especially the Annual Education Census, need to make provision for capturing absenteeism and its causes.
5. Maintenance of the School-Link system still relies on a Service Level agreement with the developers. There is need to improve knowledge on property and ownership rights for innovative and technological solutions or products developed by the education sector in Africa.

Recommendations

Based on the findings of the evaluation study, the following recommendations were made:

- There is need for the MoEAC to ensure continuous follow-up strategy and capacity development program for the project. Initiatives such as change management and sensitization of school principals; train-the-trainer programs, establishment of a policy framework to support the initiative and the use of the collected data in evidence-based policy making and in supporting identification and addressing of underlying issues on school absenteeism will greatly improve project deliverables. There is need to graduate the project from being a pilot into a full-fledged implementation through a directive from the MoEAC as well as the entrenchment of the capturing of school attendance data in all School-Link training programs.

Theory of Change

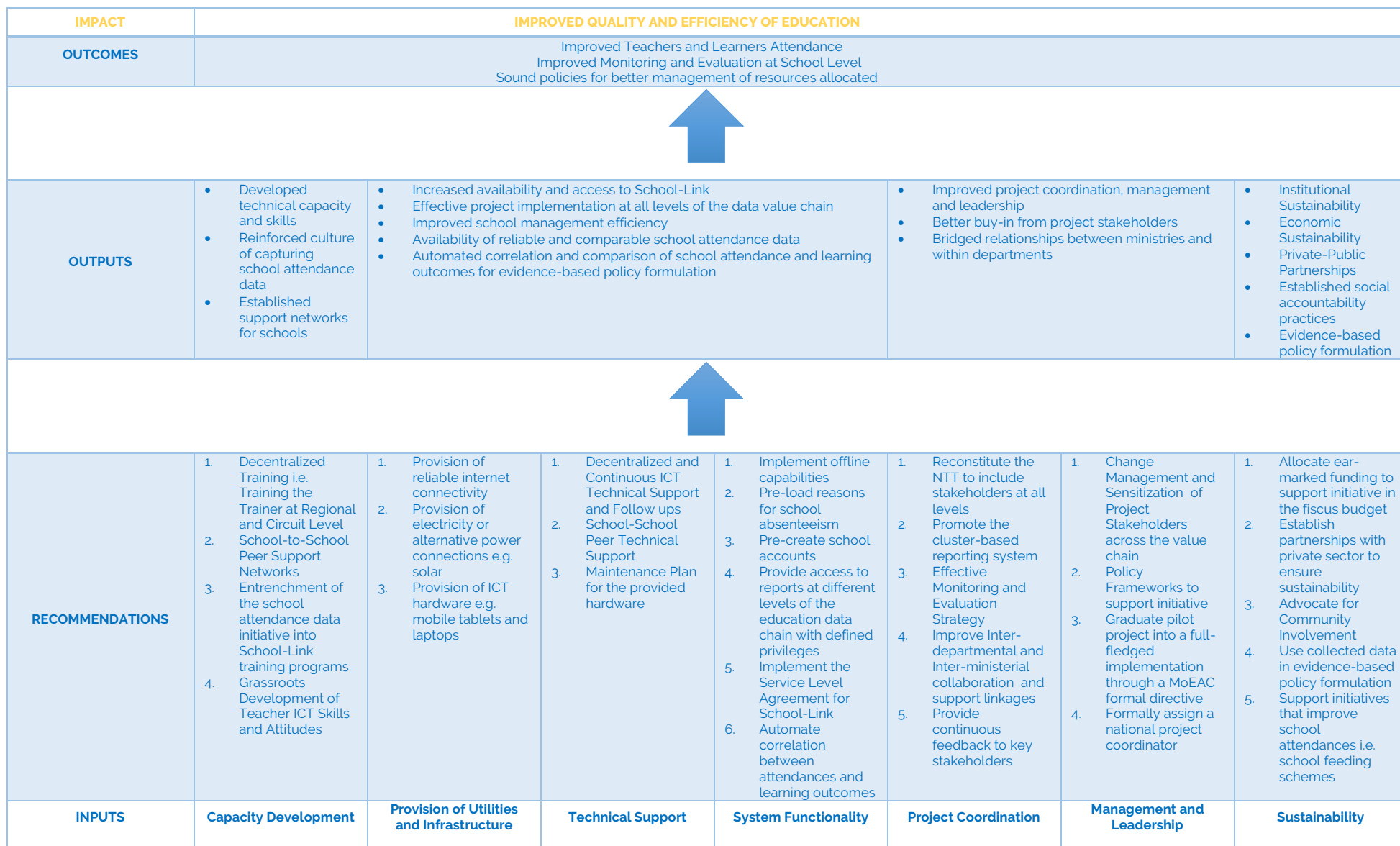


Figure 13: Theory of Change - School Attendance Policy in Namibia

Annexures

Annexure #1 - Terms of Reference



Ushirika wa Maendeleo ya Elimu Barani Afrika
 الرابطة لأجل تطوير التربية في إفريقيا
 Association for the Development of Education in Africa
 Association pour le Développement de l'Éducation en Afrique
 Associação para o Desenvolvimento da Educação em África

Terms of Reference for the Resource Person

ADEA Strategic Pillar 1: Advisory and Execution Support Services.

Program Description 1a: Develop National Capacity for evaluation of cost-effectiveness of policies, impact assessments and results-based policy and management.

Activity SP1-1c1: Conduct an evaluation study for the effectiveness of the implementation of school attendance policy in Namibia

1. Background and Context

The Association for the Development of Education in Africa's (ADEA) core mission is to serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development. ADEA supports evidence-based research and knowledge generation on African education and training. In terms of impact, ADEA seeks to empower African countries to develop education and training systems that respond to their emergent needs and that drive Africa's social and economic transformation. Central to achieving this vision, will be the new ADEA's Strategic Plan 2018-2022, through its two strategic pillars, the Continental Education Platform pillar, and the Advisory and Execution Support Services pillar, which are aligned to the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and the Sustainable Developmental Goal no. 4 (SDG 4).

Through the Continental Education Platform, ADEA fosters collaboration and coordination across stakeholders in Africa and provide a pan-African knowledge hub to serve as a voice for African education priorities at the regional, continental and global levels. Through the Advisory and Execution Support Services, ADEA directly support countries to develop and execute effective education policies and programming, by providing a complete package of services, including the diagnosis of country level needs, development, implementation and monitoring of evidence-based policies and programs, and supporting leadership and management at all levels of the education system.

Since 2017 ADEA's Task Force on Education Management and Policy Support (TFEMPS) and the Ministry of Education, Arts and Culture (MoEAC) in the Republic of Namibia have collaborated in researching, developing and piloting ICT tools with the potential of delivering information on school attendance in near real-time, and mapping the data to learning outcomes. In 2018 the pilot project successfully implemented the existing web-based system, School-Link, in 103 pilot schools across Namibia. As such this activity, which falls under the ADEA's strategic objective no.4 "to support member countries to shape tools that gather data and diagnose educational needs in the national context", seeks to evaluate the effectiveness of the implementation of the school attendance policy in Namibia, through the ADEA-MoEAC pilot project, and to establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system.

2. Description of Consultancy

Under the overall supervision of the Association for the Development of Education in Africa (ADEA), the guidance of the ADEA-Task Force on Education Management and Policy Support (TFEMPS) based in Harare, Zimbabwe, and the Ministry of Education, Arts and Culture in Namibia through its National Technical Team (NTT), the incumbent shall evaluate the effectiveness of the implementation of the school attendance policy in Namibia, through the ADEA-MoEAC pilot project, correlate school attendance data to learning outcomes, proffer recommendations for the improvement of the school attendance policy and establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system that can be replicated in other countries.

3. Evaluation Purpose:

- To conduct an analysis and evaluation of the quality and relevance of the design of the project its implementability, sustainability, and replicability in other countries.
- To establish a correlation between school attendance data and learning outcomes
- To draw key lessons learned to contribute to, and develop recommendations for further developments of the project or the guidance of similar projects
- To establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system.
- To proffer recommendations for the improvement of the school attendance policy in Namibia based on the conclusions of the evaluation.

4. Evaluation Scope, Objectives and Criteria

The overall objective of this evaluation is to assess the effectiveness of the implementation of the school attendance policy in Namibia.

The scope of the evaluation will cover the following areas:

- The extent to which the project achieved its intended results and outcomes i.e. improved reporting on teacher and learner attendances;
- The extent to which the data generated by the project was used in evidence-based policy interventions;
- Assess the effectiveness of the initiative in correlating school attendance data and learning outcomes;
- Conduct a cost-benefit analysis of the implementation;
- Establish a typical model that highlights a set of variables and factors that influence an effective school attendance data management system.

Evaluation Criteria:

- I. Relevance: concerns the extent to which the initiative and its intended outputs are consistent with the SDG4, CESA 2016-2025, with national and local policies and the needs of intended beneficiaries;
- II. Effectiveness: is a measure of the extent to which the initiative's intended results have been achieved
- III. Efficiency: measures how economically resources or inputs are converted to results;
- IV. Sustainability: measures the extent to which the benefits obtained from the initiative will continue after external support has come to an end;
- V. Impact: measures changes at all levels of the Namibian education sector i.e. policy, learning outcomes, data availability etc. that were brought about by the initiatives, directly or indirectly, intended or unintended.

5. Tasks and Responsibilities

Under the overall supervision of the ADEA Executive Secretary, the ADEA-TFEMPS Coordinator, the Executive Director of the MoEAC-Namibia and in close cooperation with the Project Manager, the Namibia National Technical Team, and other Project stakeholders, the Resource Person will review the project outputs and activities in order to implement the followings:

- 1- **Prepare an evaluation inception report, work plan and research instruments:** The Resource Person shall prepare a work plan that describes how the evaluation will be carried out and the timetable for each activity. The work plan should address the followings:
 - Overview of the project
 - Expectations of evaluations
 - Roles and responsibilities
 - Evaluation methodology
 - Evaluation framework
 - Information collection and analysis
 - Reporting
 - Work scheduling.
- 2- **Field Research:** the Resource Person shall conduct field research in Namibia. During field research the Resource Person will be expected to visit and meet officials from the MoEAC, Regional Education Offices, Namibia National Technical Team, Teacher Unions, the Local Education Group and other Project stakeholders. Review primary and secondary data sources. Analyze, compile and consolidate field research findings. Resource Person shall present the preliminary findings of the field research to key project stakeholders before departing Namibia. The Resource Person shall submit a technical report for the Field Research Mission within one weeks after completion of the Field Research Mission. All fieldwork logistics shall be coordinated through the ADEA-TFEMPS.
- 3- **Evaluation report:** the Resource Person shall prepare an evaluation report that describes the evaluation and puts forward the evaluator’s findings, recommendations and lessons learnt. The report should also highlight gaps, strengths and weaknesses of the project as well as describe a typical model that highlights a set of variables and factors that influence an effective school attendance data management system that is replicable in other African countries. *Please see attached Annex #1: Draft Format for the Evaluation Report*

6. Methodology

The evaluation study will entail a combination of comprehensive desk review and document analysis; stakeholder consultations and field research in Namibia. The evaluation will be participatory in nature and should make use of a mix of other data sources, collected through multiple methods. The data collection methods should include collection of primary and secondary data through using interviews, questionnaires, group interviews, on-site observation and key informant interviews.

7. Evaluation Products (Deliverables)

- ❖ **Evaluation inception report, work plan and research instruments:** An inception report should be prepared by the Resource Person before going into the full-fledged evaluation exercise and to be submitted five days after signing the contract. The inception report should include the evaluation matrix. *Please see Annex #2: Sample Evaluation Matrix.*
- ❖ **Technical Report:** A technical report for the Field Research Mission should be submitted one weeks after the Field Research Mission.
- ❖ **Final evaluation report:** Final evaluation report will be submitted two weeks after the Report Validation Mission (seven days after receiving the comments from MoEAC, ADEA and the project stakeholders on the draft evaluation report).

Annexure #2 - List of Pilot Schools Visited

School	Region
Origo Primary School	Hardap
Rehoboth Primary School	Hardap
Mariental Gymnasium Private School	Hardap
Cambridge Primary School	Hardap
Rakutuka Primary School	Otjozondjupa
Okakarara Secondary	Omaheke
Five Rand Primary School	Otjozondjupa
Drimiopsis Primary School	Omaheke
Gobabis Primary School	Omaheke
Ernst Meyer Primary School	Omaheke
Minna Sachs Primary School	//Kharas
Suiderlig Secondary School	//Kharas
Pionierspark Primary School	Khomas
Hermann Gmeiner Primary School	Khomas
Elim Primary School	Khomas

Annexure #3 - List of Participants

Name	Institution	Position
Mr. James B Lovw	Origo Primary School	Acting Principal
Mrs. M J M Gottlieb	Hermann Gmeiner Primary School	Principal
Ms. Pauline Beukes	Pionierspark Primary School	Secretary
Mr. Ryno Brand	Pionierspark Primary School	Principal
Mr. Tangeni T Abed	Suiderlig Secondary School	Principal
Mr. Zony Swartz	Suiderlig Secondary School	Administration Officer
Leo J Bantam	Minna Sachs Primary School	Teacher
Edmend V Smith	Minna Sachs Primary School	Teacher + School-Link Coordinator
Gregor Mokalabatho	Minna Sachs Primary School	Teacher
Mr. R V Namaseb	Minna Sachs Primary School	Principal
Lorraine Bock	C./OASEB Senior Secondary School	Secretary
M E Tsuses	C./OASEB Senior Secondary School	Teacher
Roswitha Willemse	C./OASEB Senior Secondary School	Secretary
H G Hendricks	C./OASEB Senior Secondary School	Principal
Mrs. Lesley van Wyk	Mariental Gymnasium Private School	Principal
Dr. G H Stephanus	Hardap Regional Offices	Chief Education Planner
Mr. E P Meintsies	Cambridge Primary School	Principal
Mrs. G K Grevelink	Cambridge Primary School	Secretary
Emma Nickel	Rehoboth Primary School	Head of Department
Charmaine Steyn	Rehoboth Primary School	Head of Department
Collin Cloete	Rehoboth Primary School	Principal
Donne Ferreira	Origo Primary School	Teacher
Magda Swartz	Origo Primary School	Teacher
Malona Negongo	Origo Primary School	Teacher
Mr. Naftal Shigwedha	Namibia National Teachers' Union (NANTU)	Professional Development
Mr. Tuyooleni Shapaka	Teachers' Union of Namibia (TUN)	Administration Officer

Annexure #4 - List of Supporting Documentation Reviewed

1. Data sources and project documents reviewed included,
2. ADEA Strategic Plan 2018-2022
3. Letter of Agreement between MoEAC and ADEA signed on July 21, 2017
4. Project Document – Evaluation Study on the effectiveness of the implementation of the school attendance policy in Namibia
5. Workshop Report – Joint Stakeholders’ Consultative Workshop on Innovations for Monitoring Teacher and Learner Attendances in Africa
6. Project Inception Report – Innovations for Monitoring Teacher and Learner Attendances – Namibia Pilot Project
7. Situational Analysis Report of EMIS in Namibia
8. Project Implementation Report - Innovations for Monitoring Teacher and Learner Attendances – Namibia Pilot Project
9. Final – Project Financial Report 2018
10. Various ADEA mission Aide Memoires
11. Various ADEA Back to Office Reports
12. Various Technical Reports

Annexure #5 - Research Instruments

INFORMATION FOR THE DATA COLLECTION TEAM

In this evaluation study activity, we will undertake:

1. Key Informant Interviews (KIIs) with Regional Education Officers, School Inspectors, Head Teachers, Senior Teachers/Teachers in charge of School-Link and NTT Members.
2. Focus Group Discussions (FGDs) with teachers (and learners, if available).
3. Documentary analysis of archival data (including past reports on the school attendance study).

INSTRUCTIONS ON THE CONDUCT OF THE RESEARCH

1. Start the KII or FGD with introductions.
2. Provide a brief summary of the 2018 ADEA-MoEAC Pilot Project on School Attendance Data.
3. Provide a brief summary of the 2019 Evaluation Study on the implementation of the 2018 ADEA-MoEAC Pilot Project on School Attendance Data.
4. Capture demographic information for all participants: Full Name, Organization, Department, Position and Contact Details (Email, Phone Number, Address, and Mobile Number).
5. Collect any other information relevant to evaluation study on school attendance. This will include: Photographs of KIIs and FGD sessions.

RESEARCH INSTRUMENTS

A Key Informant Interview for Head Teachers/Teachers

1. Are you aware of or have you heard about the ADEA-MoEAC project on collecting school attendance data in schools here in Namibia? **Probes:**
 - a. Tell us more about the project. When was it implemented? Who are the beneficiaries? How does each group benefit?
2. In your opinion, how effective has the implementation of the project been in schools here in Namibia? **Probes:**
 - a. Tell us more whether objectives, outputs and outcomes of the project are being met.
 - b. Tell us more on ways or how the project is contributed to the quality of education data in Namibia.
3. How does learner and teacher school attendance affect:
 - a. Learning outcomes? **Probe on evidence to support the view?**
 - b. School morale? **Probe on evidence to support the view?**
 - c. Allocation of resources? **Probe on evidence to support the view?**
4. What lessons have you learnt while implementing the school attendance project in your school?
5. Where do you see this school attendance project five years from now?
6. What challenges, if any, have you experienced in implementing the school attendance project in your school?
7. If you were to advise Botswana or Zambia on implementing a similar school attendance programme, describe for me how that model would look like. **Probe:**
 - a. What critical components (set of variables/factors) would need to be put in place for the school attendance program to be effective?
8. If you were to support scale up of the school attendance project, what would you do differently? Why or why not?
9. What recommendations would you make to MoEAC about the school attendance project?
10. Any other comments?

B Key Informant Interview MoEAC– ICT Division

1. Are you aware of the ADEA-MoEAC Project on collecting school attendance data?
 - a. Tell us more about the project?
 - b. Clarify for us whether the project has been delivering on objectives, outputs and outcomes as planned? (efficiency and effectiveness)
 - c. In what way or how has the project contributed to the quality of education data in Namibia?

2. Where you part of, or were you involved in any way with the implementation of the school attendance project activities in 2017/18? **Probes:**
 - a. Clarify for us whether the applied activities and their delivery methods effective and efficient.
 - b. Clarify for us whether there are aspects that could have been done differently? (process effectiveness)
 - c. What role did the ICT division play?

3. In what way or how has the ICT division used the data collected by the ADEA-MoEAC project?

4. What lessons have you learnt while supporting implementation of the project in Namibian schools?

5. What challenges, if any, have you experienced in supporting implementation of the project in Namibian schools?

6. If you were to advise Botswana or Zambia on implementing a similar school attendance programme, describe for me how that model would look like. Probe:

7. What critical components (set of variables/factors) would need to be put in place for the school attendance program to be effective?

8. If you were to support scale up of the school attendance project, what would you do differently? Why or why not?

9. What recommendations would you make to MoEAC about the school attendance project?

10. Any other comments?

C Key Informant Interview for MoEAC– Directorate of Planning and Development

1. Are you aware of the ADEA-MoEAC Project on collecting school attendance data?
 - a. Tell us more about the project.
 - b. Clarify for us whether the project has been delivering on objectives, outputs and outcomes as planned? (efficiency and effectiveness)
 - c. In what way or how has the project contributed to the quality of education data in Namibia?
 - d. Clarify for us whether the applied activities and their delivery methods are effective and efficient.
 - e. Clarify for us whether there are aspects that could have been done differently? (process effectiveness)
 - f. What role did the Directorate of Planning and Development play in the school attendance project?
2. Clarify for us whether the wider school attendance project story is being told?
3. What range of outcomes (intended and unintended) has the research project contributed to – taking account of each of social, economic, environmental and cultural considerations (impact)
4. How has the project influenced the stakeholder community? **Probe:**
 - a. What capacities has the program built? (impact)
5. Please explain for us whether the project is being delivered on budget.
6. What aspects of the participatory elements of the project could be done differently next time to cut costs while still delivering achievements? (efficiency)
7. Clarify for us the impact of the project on key groups. Probes:
 - a. What issues have been identified as important in project design? (impact)
8. Clarify for us on evidence, if any, that the initiative is likely to grow – scaling up and out – beyond the project life? (sustainability)
9. To what extent did the initiative deliver against the needs of key stakeholders?
 - a. Explain whether size, scale and approach taken for each need was appropriate. (impact & efficiency)
10. What lessons have you learnt while supporting implementation of the project in Namibian schools?
11. What challenges, if any, have you experienced in supporting implementation of the project in Namibian schools?
12. If you were to advise Botswana or Zambia on implementing a similar school attendance programme, describe for me how that model would look like. **Probe:**
 - d. What critical components (set of variables/factors) would need to be put in place for the school attendance program to be effective?
13. If you were to support scale up of the school attendance project, what would you do differently? Why or why not?
14. What recommendations would you make to MoEAC about the school attendance project?
15. Any other comments?

D Namibia Statistical Agency

1. Are you aware of the ADEA-MoEAC project on collecting school attendance data? **Probes:**
 - a. Please tell us more about the project?
 - b. In what way or how has the project contributed to the quality of education data in Namibia?
 - c. In what way or how has the NSA used the data collected by the ADEA-MoEAC project?
2. What is your relationship with the MoEAC as far as collection, processing and publishing of education data is concerned? **Probe:**
 - a. Are there any legal frameworks i.e. policies or legislative acts, that support the mandate of the NSA in terms of education data? If yes, can you provide a copy?
3. If you were to advise MoEAC on implementing a robust school attendance programme, describe for us how that model might look like. **Probe:**
 - a. What critical components (set of variables/factors) would need to be put in place for the school attendance program to be effective and efficient in improving learning outcomes?
4. What other recommendations would you make to MoEAC about the school attendance project?

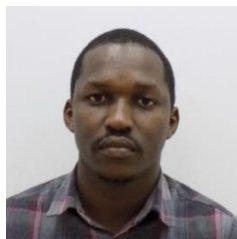
Any other comments?

Annexure #6 - Short Biographies of the Evaluator



Prof. Hellen Inyega is Associate Professor of Language, Literacy, Early Childhood and Special Education and Consultant in the Department of Education Communication and Technology, the University of Nairobi. She holds a PhD in Reading Education from the University of Georgia, USA. Prof. Inyega actively and consistently evaluates and provides technical support to literacy and numeracy projects across Africa. Specifically, she advises on project design, development, implementation, monitoring and evaluation and writing of technical and narrative reports using qualitative and quantitative research approaches. She guides implementing organizations on relevance, efficiency, effectiveness, and sustainability and impact measures of their projects and on communications advocacy strategies for sensitization and awareness creation. She designs and develops early grade reading and numeracy instructional materials (print and e-content) and assessments including Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) being widely used in East Africa. Prof. Inyega provides technical support to organizations such as ADEA, Aga Khan Foundation for Eastern Africa, RTI International, Twaweza East Africa, WERK and the World Bank.

In 2017/18 Prof. Inyega worked with ADEA in the development of the Learning Assessments Systems Evaluation Framework (LASEF); produced an Evaluation Report for the analysis of data and information collected in the pilot countries, which included a collation and merging of new contributions on the LASEF from the input of various stakeholders, including the Ministries of Education, the local Education Groups, teacher representatives and the Examinations Boards, from the pilot study and from the various consultations; produced a policy note on learning assessments systems in Africa, with a cost effective and budgeted modelling and implementable modalities to replicate in other African countries; produced training materials to be used in the member countries to train teachers, Ministry of Education officials and Examination Board personnel in effectively using psychometrics and continuous based assessment to improve teaching and learning; and conducted a Joint Assessments Training to build capacity of Ministries of Education officials from 8 African Learning Champion countries including Botswana, Burkina Faso, Cote de voire, Kenya, Rwanda, Senegal, Zambia and Zimbabwe, in continuous-based assessment, psychometrics and competency based curriculum. She also represented ADEA at the 2017 Nigeria's Annual Education Conference where she presented on Learning Achievement: Teachers and Learners' Attendance and Performances in Achieving Inclusive Education. Prof. Inyega is a dedicated teacher educator, coach and mentor, who has published in peer-review journals and won literacy awards including the 2015 World Literacy Council Award in recognition of her work as a change-maker in literacy in 2014, the 1999 Lamson Prize in Child Language and Literacy, Nila Banton Smith Research Dissemination Grant and the University of Georgia Graduate School Assistantship. She is a member of International Literacy Association and Multi-Lingual Education Network (MLEN) - groups that advocate for life-long, life-wide and life-deep reading as well as the Patron of the Association of Reading of Kenya. Prof. Inyega remains committed to providing direction on literacy and numeracy education and learning assessment development and upholding high ethical standards in literacy and numeracy and learning assessment research.



Mr. Simbarashe Dzinoreva, is a Program Assistant with the ADEA-Task Force on Education Management and Policy Support (TFEMPS). Simba is a ICTs in Education Management expert with interests spanning across several educational domains including Big Data in Education, Education Management Information Systems (EMIS), Technical and Vocational Skills Development, Learning Assessments Systems and School Information Management Systems. Since 2015, Simba has been

leading this project on Innovations for Monitoring Teacher and Learner Attendances.

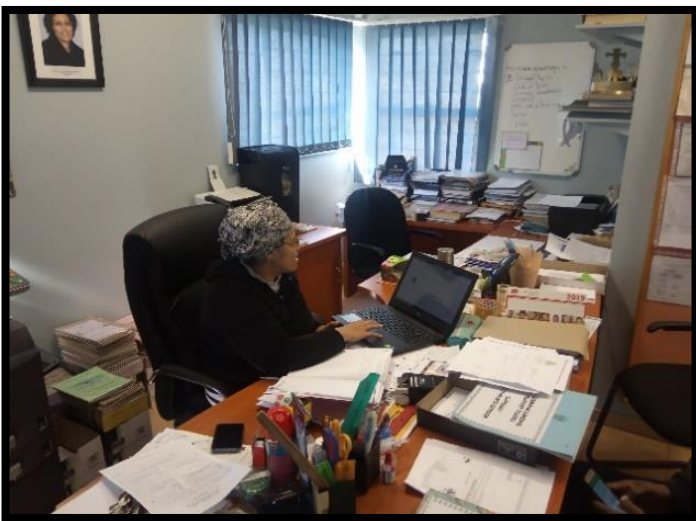
Ms. Zelda Zhielkce Mouton is a Control Administrative Officer in the ICT division of the Ministry of Education, Arts and Culture in Namibia. Zelda is an IT expert with interest in Education Management Information Systems (EMIS) and School Information Management Systems (SIMS). Zelda has been involved in the implementation the of School-Link system in Namibia, since its inception; coordinating training in the regions and providing the critical technical support at all levels of the education data value chain from Ministerial, Regional, Circuit to school level.

Ms. Loide Kapenda is currently a Chief Education Officer in the National Advisory Service Division under the Directorate of Programmes and Quality Assurance - Ministry of Education, Arts and Culture in Namibia. She is coordinating Mathematics and Science Education in Namibia. She is passionate about the Strengthening of Mathematics and Science Education (SMASE) at Senior Primary level through School Based Continuing Professional Development (SBCPD) in Namibia.

Mr. Mountain Mukando is a Senior Education Officer in the Directorate of Planning and Development, Ministry of Education, Arts and Culture, he is responsible for school mapping, school calendar and capital projects within the Ministry.

Mr. Andreas Nangolo-Nduviteko Shigwedha, is a Senior Education Officer in the Directorate of Planning and Development, Division, EMIS in the Ministry of Education, Arts and Culture. He is responsible for Monitoring and Evaluation, Research, and Policy Analysis for the education sector. He was recently appointed as an ADEA Resource Person. He has, and continues to participate in many Ministerial projects and programmes, among them the Teacher Incentives Research, the Namibia Children Out-of-School study, SEACMEQ Studies and the Capacity Development for Quality in Pre and Lower Primary Teacher Education in Namibia

Annexure #7 - Photo Collage





Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le Développement de l'Éducation en Afrique
Associação para o Desenvolvimento da Educação em África



Association for the Development of Education in Africa (ADEA)

Task Force on Education Management and Policy Support (TFEMPS)

8 Kenilworth Road, Newlands
Highlands, Harare

Tel: +263 242 776114/776115

Fax: +263 242 776055

Web: www.adeanet.org

Ministry of Education, Arts and Culture

Government Office Park
Luther Street, Windhoek
Namibia

Tel: +264 61 293 3111

Fax: +264 61 224 277

Web: www.moe.gov.na