

# School Readiness Initiative

## Namibia

2019-2026

The goal of the Roger Federer Foundation is to secure a good start in primary education for vulnerable children aged three to eight. By the end of the initiative, all Namibian girls and boys attending pre-primary will have access to one year of quality education and will thus be ready for primary school. Furthermore, the initiative is strengthening the Namibian Government in meeting its obligations in the framework of the Sustainable Development Goal 4.2.

Number of targeted beneficiaries by 2026:

- 200,000 children
- 3,000 educators
- 1,000 early childhood development centres and their owners
- 1,500 public schools
- 100,000 parents

**Total investment:**  
USD 7.3 million



### Namibia's commitment to school readiness

Namibia has made great progress in achieving basic education. Access to education has increased—particularly in primary education, more teachers are qualified, and more schools are being constructed, especially to bring education closer to poor and marginalised communities.

Recently, the Government of Namibia recognised the value of tracking the development of pre-primary children, in line with the School Readiness Initiative.

It formally communicated to schools that the report card generated by the ChildSteps app (an important part of the initiative – see our fact sheet on the Early Learning Kiosk) may be printed and used in the place of the traditional school report card. This has resulted in an increased use of ChildSteps across the country.



### Current challenges

Access challenge: 98,200 children in Grade 1 in 2022 and only 53,350 children in pre-primary at primary schools. This means that 50% of children come to Grade 1 from early childhood development centres or straight from home and are typically not ready for school.

The low enrolment in pre-primary means almost 6 in every 10 children enter Grade 1 when they are not school-ready, thereby contributing to the high repetition rates of 19.7%, low school retention and performance.

The current structure of government spending in the education sector can be viewed as an inverted triangle where per child investment by the state into education is much larger in senior schools and lowest at the early childhood development level.

NAD 16,607

NAD 15,990

NAD 4,037

NAD 359

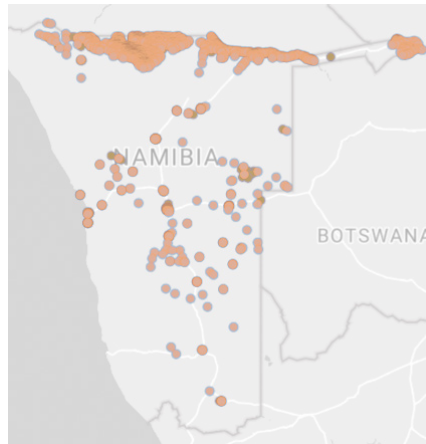
The figure shows the inverted triangle of government spending per child per year.

Top to bottom: Secondary school, primary, pre-primary, early childhood development

## Objectives of the School Readiness Initiative

### 1. Establish processes of joint responsibility for early learners

- Engage all key stakeholders around school readiness, such as government office bearers from different ministries and levels and community leaders, to jointly plan for action and search for synergies
- Sensitise community members on the importance of early childhood development and pre-primary education
- Engage schools and management of early childhood development centre on including school readiness improvements into their development plans
- Establish an exchange among educators and teachers on all levels to gain a common understanding of the special needs of each child and prepare for a smooth transition
- Enhance the collaboration between educators/teachers with parents



Our current reach by school

### 2. Scale up access to age-appropriate facilities

- Scale access to stimulating organised learning pre-primary facilities through sensitisation and mobilisation
- Coach institutions to develop a school readiness improvement plan
- Provide know-how and material support

### 3. Enhance teachers' competency in early learning

- Enhance applied early learning methods and school readiness via a self-guided low-level course on a tablet
- Support pre-primary educators and teachers in monitoring children's development to better respond to development gaps
- Capacitate pre-primary and Grade 1 teachers how to handle the transition of children coming from early childhood development centres or home
- Empower educators to train parents on playing with children, relationship building, supporting children during the transition process
- Build the capacity of teachers to engage meaningfully with parents
- Establish peer-to-peer mentoring groups for teachers

## Implementing partners:



## Status of the initiative end 2023



145,000 children  
have been reached.



4,650 teachers  
have benefited.



2,032 institutions  
are taking part in the  
programme.

## More information:



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