

University of South Bohemia České Budějovice

Faculty of Theology

Department of Practical Theology



## **Bachelor Thesis**

**How to measure the effectiveness of development project?**

Attempt No. 1: The project KINDERGARTENS 2009,  
Namibia - Keetmanshoop

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I declare that I have written all of the thesis on my own. In addition, I only used those information resources, which are listed in the References.

According to § 47b Act No. 111/1998 as amended, I agree with publication of my complete Bachelor Thesis and its availability on on-line database STAG administered by University of South Bohemia České Budějovice within their web pages.

24<sup>th</sup> March 2010

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the signature of student

I would like to thank Mgr. Markéta Elichová, Ph.D. for her supervising, helpful advice and ideas she gave me. I would also like to thank Mrs. Kamila Komzánková for her proofreading, correcting English grammar and invested time.

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# 1. INTRODUCTION

There are many definitions of the term 'development'. It depends on author's point of view. In recent years this word has been mainly connected with the economic growth. However, only economical view is insufficient and reduces the development to a simple on-sided interpretation. In following years people concerned themselves about this topic have established a few points, which describe the development in a multidisciplinary way. For instance a leading theoretician of development and Nobel Prize winner Amarty Sen emphasizes 'human capabilities' by his concept. According to him we can understand the human development as a process of enlarging people's choices. These choices can be unlimited and changeable over time. But at each level of development is crucial to have possibilities of living a long and healthy life, getting a job and access to resources necessary for ensuring life with human dignity. Unless these three possibilities are available to people, the other ones won't mean so much to them. In the early nineties the United Nations Development Programme (UNDP)<sup>1</sup> enlarged a content of the word 'development' on the basis of previous concept. As a result, the development is consisted of seven levels: economical, private, trade, medical, community, environmental and political. Another approach to explaining the development is based on the term 'empowerment' – the human ability to determine their own values and make a decision about their own life conditions.

The concept of development is as well as its subject 'development' in progress. At present the word is particularly accompanied by these terms: sustainability, Millennium Development Goals and Aid Effectiveness related to monitoring and evaluation principles. This thesis is aimed at the last of them – *Aid*

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<sup>1</sup> **UNDP** - the United Nations global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. It is a commonwealth of 166 countries. UNDP's network links and coordinates global and national efforts to reach Millennium Development Goals.

*United Nations Development Programme* [on-line]. New York: United Nations Development Programme, © 2006 [cite 2010-02-17]. About UNDP. Available on WWW: <<http://www.undp.org/about/>>.

*Effectiveness in terms of Monitoring and Evaluation.* However, without these two preceding its aim can't be filled.

Last year I worked as volunteer for a Czech non-governmental organisation People In Need in Namibia that has been implementing relief and development projects around the globe since 1992. People In Need has been promoting tolerance and respect for others with a focus on human rights, education and equality, while raising the awareness of the situation of individuals suffering from the effects of war, long-term poverty or oppressive regimes. People In Need came to Namibia in 2003 due to the alarmingly high rates of HIV and AIDS and tuberculosis, and established a community centre in the south Namibia in Karas region (See Appendix I.). Through psycho-social services and income-generating activities, People In Need contributes to the socio-economic empowerment of families and communities affected by HIV and AIDS and other opportunistic infections in southern Namibia.

At present the organisation has been developing four projects; 1) **the sheltered workshop** enabling the poor people who live within the local slum Tseiblaagte to earn a basic income for themselves as well as their families, which took its first steps towards financial independence at the beginning of 2009 – newly called **Karas Huisen Crafts**; 2) the project **U-Khâi/Yelula** on support and development of civil society – assistance to develop the initial activities of self-help groups and non-profit organisations concerning HIV/AIDS issues; 3) the project **Prevention of Mother-To-Child Transmission** that seeks to minimize the transmission of HIV from mother to child and to empower and strengthen the psychosocial capacity of the positive mothers with new born babies and positive pregnant women; and 4) the last as well as recently developed **the project on support of Sexual Minorities** within the Karas region.

During my six-month-long residency in Keetmanshoop, the capital of Karas region, I started up my own project. The project partially comes from the U-Khâi/Yelula project, which is being, among others, implementing in five

regions of Namibia by five of the partner organisations People In Need, IBIS<sup>2</sup>, HIVOS<sup>3</sup>, Positive Vibes<sup>4</sup> and Namibian Legal Assistance Centre<sup>5</sup>, with funding from the European Union. I applied its holistic, participatory and responsive methodology to my own project, which has provided technical assistance to the kindergarten teachers in Keetmanshoop. According its subject this is called **KINDERGARTENS 2009, Namibia - Keetmanshoop**.

As I mentioned earlier, there are a lot of new initiatives to monitor and evaluate results of development projects and programmes these days. The aim is predominately to find out if the projects and programmes are created and implemented in a systematic, sustainable and effective way. There are many criteria for evaluating development assistance heavily dependent on concrete form

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- 2 **IBIS** - a Danish member-based development organisation working at the global, national and local levels to create equal access to education, influence and resources for the poor and the marginalized people in Africa and Latin America. This year is its final year of engagement in Namibia.  
*Ibis. Education for Development* [on-line]. Danish: IBIS [cite 2010-02-16]. Available on WWW: <<http://www.ibis.dk/eng/index.php>>.
  - 3 **HIVOS** - the Humanist Institute for Development Cooperation - a Dutch non-governmental organisation guided by humanist values. A number of its core values are human dignity and self determination, an aversion to dogmas and totalitarian regimes, and a sense of mutual solidarity. The organisation is committed to poor and marginalised peoples in Africa, Asia and Latin America. It strives for the long-term improvement of their circumstances and for the empowerment of women in particular.  
*Hivos. People unlimited* [on-line]. The Hague: Hivos [cite 2010-02-16]. We are Hivos. A general introduction. Hivos in brief. Available on WWW: <<http://www.hivos.nl/english/We-are-Hivos/A-general-introduction/Hivos-in-brief>>.
  - 4 **Positive Vibes** is an innovative HIV and AIDS communication initiative based in Namibia. It has been adapting, piloting and implementing innovative, participatory and PLWHA-led approaches to HIV and AIDS communication for five years. Within the project U-Khâi/Yelula the Positive Vibes facilitators have been providing specific trainings and workshops for people affected HIV/AIDS.  
*Positive Vibes. Hope, Respect, Voice* [on-line]. Namibia: Positive Vibes, last updated on 29<sup>th</sup> April 2008 [cite 2010-02-16]. Available on WWW: <<http://www.positivevibes.org/index.html>>.
  - 5 **The Legal Assistance Centre** - „a public interest law centre, strives to make the law accessible to those with the least access, through education, law reform, research, litigation, legal advice, representation and lobbying, with the ultimate aim of creating and maintaining a human rights culture in Namibia. It works in five broad areas: litigation, information and advice, education and training, research, law reform and advocacy. It is the only organisation of its kind in Namibia. It has a head office in Windhoek, Namibia's capital, and two regional advice offices in Keetmanshoop and Ongwediva respectively.”  
*Yelula/U-Khâi. Working as an Alliance in support of organic responses to HIV and AIDS* [on-line]. Namibia: Yelula/U-Khâi, last updated on 5<sup>th</sup> November 2008 [cite 2010-02-17]. Partners. Legal Assistance Centre. Available on WWW: <<http://www.yelula.com/partners.htm>>.

of assistance and concrete area of implementation (a continent, state, country or part of country). On the basis of these initiatives I decided to evaluate my own project according to an international benchmark – the *Evaluating Development Co-operation: Summary of key norms and standards*, published by one agency of the Organisation for Economic Co-operation and Development (OECD).

Regarding its evaluation criteria and quality standards I will also refer to the socio-economic context of Namibia and its development and policy context, represented by the Millennium Development Goals Report 2009 of Namibia and a national development plan, namely the Education and Training Sector Improvement Programme (ETSIP). Naturally, the theoretical part will start with topics, which provide a deeper understanding of addressed issue – *development project*, for readers. Then, the research part will use this whole ground for its own benefit and draw relevant conclusions from project outputs and findings.

## 2. METHODOLOGY

The thesis is based on the method of *sociology quantitative research*, which works within an empirical framework. The theoretical part has been directly developed from the approach to the research part – **the evaluation study**. The evaluation study is conducted by the OECD Handbook: *Evaluating Development Co-operation: Summary of key norms and standards*. The Handbook includes a set of evaluation criteria and standards, to which there are, moreover, related topics such as: the socio-economic context of a country, its development and policy context and institutional environment for project interventions. With respect to these evaluation criteria and standards, almost whole theoretical part is consisted of the data relevant to them. This type of data selection is called the *purposive (or deliberate) sampling*.

The methodology being applied to the evaluation study will be explained in the research part, in direct connection with the project. Where I will be especially talking about the data acquisition in terms of *a technique of document review* and *their document analysis*. In a final analyse I will outline the findings, conclusions and recommendations and lessons learned.

### **3. THEORETICAL PART**

#### **3.1 Development Co-operation**

The term 'development co-operation' was born after the World War II. as an expression of the modern form of humanitarian tradition symbolizing human development and partnership in more objective and wide conceivable way. The Co-operation has been focusing on monitoring the long-term social and economic life conditions, in which people from developing parts of the world live, and discovering the approaches to improving these conditions.

Today, the process of globalization in the world evidently impacts on the areas of development co-operation. Beyond distance and time compression, and overall connection between human beings the globalization brings a radical increase in economic and political inequality in individual parts of the world. Because of the long-term process of the Industrial Revolution in the North and the process of colonization in the South, there has been established the separation of wealthy and developed North (Europe, USA, Australia and some of the Asian states) and poor, developing South (the rest of the states in the world – especially African, Latin American and South Asian states) during the 18<sup>th</sup> and 19<sup>th</sup> centuries. On the basis of this fact the drastic economic and social conditions, in which people coming from developing parts of the world have to live, are considered the essential issues. Then, the technical progress, which has been able to produce the exact indices of economic development and many other indicators of development around the world, allowed to define vast differences between these two 'poles' in a clearer and more orderly way.

The key players of development co-operation are predominantly the Governments of Western developed countries, their opposites the Governments of developing countries and the concrete beneficiaries in the field. Most of the developed countries have their own Development Agencies, which coordinate

their development activities. Thus the development co-operation connotes Official Development Assistance (ODA).

The Development Assistance Centre (DAC), the principal body through that the OECD deals with issues related to co-operation with developing countries, defines Official Development Assistance as „ those flows to developing countries or territories and to multilateral development institutions provided by official agencies, including state and local governments, or by their executive agencies. Each transaction should be: 1) administered with the promotion of the economic development and welfare of developing countries as its main objective; and 2) concessional in character, i.e. below market interest rates, and conveys a grant element of at least 25 per cent”.<sup>6</sup>

As an example, I will give a general overview of the Czech ODA in the following chapter.

### 3.1.1 **Official Development Assistance in the Czech Republic**

The Czech Development Agency (CDA) is responsible for supporting implementation of the Czech development co-operation – the Czech ODA.

The CDA was established by a decision of the Czech Minister of Foreign Affairs. The newly established Agency has taken up activities of the Czech Development Center, which ceased to exist at the end of 2007.

*The Czech Official Development Assistance consists of:*<sup>7</sup>

- **Bilateral Cooperation** – 1) *Development projects* - Most funds for

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<sup>6</sup> *Is it ODA?. Factsheet – November 2008* [on-line]. Paris: OECD, © 2008 [cite 2010-02-18]. page 1. Available on WWW: <<http://www.oecd.org/dataoecd/21/21/34086975.pdf>>.

<sup>7</sup> *Development Centre* [on-line]. Prague: Development Centre, Institute of International Relations, © 2004 [cite 2010-02-18]. Forms of Development Cooperation. Available on WWW: <[http://www.rozvojovestredisko.cz/forms\\_en.php](http://www.rozvojovestredisko.cz/forms_en.php)>.

bilateral development cooperation are distributed through specific projects. Development projects usually have the form of technical assistance (consulting, know-how transfer, workshops, etc.), which is in full accordance with the principle of partnership, and makes good use of the many years of experience of Czech experts in certain areas.

- 2) *Scholarships*

- 3) *Humanitarian Aid*

- 4) *Assistance to Refugees* - These are official (state-budget) expenditures that, besides other items, include healthcare, housing and catering to refugees.

- 5) *Transformation Co-operation* – It focuses on the promotion of democracy and defence of human rights, on the establishment and reinforcement of democratic institutions, the rule of law, civil society and the principles of good governance-all that through education, spread of information, views and experience.

- 6) *Debt Relief* - One of the most serious problems of less developed countries is their deep indebtedness. Debts and ensuing lack of free capital have negative consequences on the citizens' ability to satisfy the essentials of life, and thus cripple the country's economic development. There is an ongoing international discussion about best and most efficient ways of dealing with the huge debts of developing countries.

- **Trilateral Cooperation** – The aim of support in trilateral projects is to provide a useful subsidy for projects of Czech non-governmental organisations. These organisations have already gained a grant from the international selection procedures (the European Commission, the Austrian programme Regional Partnership Programme RPP and etc.) or they are members of international networks, and have been co-funding the projects

in the countries of the Third World<sup>8</sup> (e.g. programme ASA-GLEN<sup>9</sup>).

- **Multilateral Cooperation** - The Czech Republic's multilateral development cooperation has the form of general or targeted contributions made to international organizations. Hence, the Czech Republic either forwards payments to international organizations' budgets or directly subsidizes specific projects of such organizations, often implemented with the help of Czech experts. Apart from mandatory contributions arising from membership in international organizations, the Czech Republic also makes selective contributions on a voluntary basis.

The Czech Republic, as a member of the international community of democratic and economically developed countries, recognizes the principle of mutual solidarity between people and countries, and accepts its share of responsibility in finding solutions to global problems. The Czech Republic has been contributing to the coordinated international activities aimed at reducing poverty in less developed and less wealthy parts of the world. It fully supports the Millennium Development Goals defined in the Millennium Declaration of 2000 and reaffirmed at the UN World Summit in September 2005 where the international community again expressed its determination **to eradicate extreme poverty, its causes and consequences**. The Czech Republic subscribes to the

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8 „The term 'the **Third World**' arose during the Cold War to define countries that remained non-aligned or not moving at all with either capitalism and NATO (which along with its allies represented the First World) or communism and the Soviet Union (which along with its allies represented the Second World). This definition provided a way of broadly categorizing the nations of the Earth into three groups based on social, political, and economic divisions.” After fall of the Soviet Union the term is often replaced with the alternatives such as *developing world* or *Global South*.  
*Wikipedia. The Free Encyclopedia* [on-line]. Wikimedia Foundation, last updated on 18<sup>th</sup> March 2010 [cite 2010-03-20]. Third World. Available on WWW: <[http://en.wikipedia.org/wiki/Third\\_World](http://en.wikipedia.org/wiki/Third_World)>.

9 „In 2005, in cooperation with Germany, a project of Global Education Network of Young Europeans (GLEN) was initiated, in the Czech Republic being coordinated by the INEX-Association for Voluntary Activities. It is designed for young volunteers who participate in projects of local non-governmental organizations in developing countries.”  
Ibid, Forms of Development Cooperation. Trilateral Cooperation. Available on WWW: <[http://www.rozvojovestredisko.cz/forms\\_en.php](http://www.rozvojovestredisko.cz/forms_en.php)>.

multidimensional approach to combating poverty, which cannot be understood in simple economic terms of low income per capita but also in connection to social and environmental issues. *These last sentences express a concept of today development co-operation and its main challenges.*

### **3.1.2 The distinction between humanitarian and development assistance**

Before I have been talking about the Millennium Development Goals, which represent a crucial set of guidelines for international development co-operation, I would like to outline the distinction between humanitarian and development aid.

Both humanitarian aid and development assistance belong to a category of Official Development Assistance. But many people either don't see a difference in them or confuse one with the other.

The humanitarian aid is provided in emergencies caused by war or humanitarian crises, whereas the development assistance is based on a long-term and consistent support. The goals of humanitarian aid are defined as a reduction in suffering, safety of lives and protection of human dignity. Then, the humanitarian aid is practised in sectors such as: water and sanitation, health care, rehabilitation of schools, food, shelter, psychosocial assistance. The aim of development assistance is to combat the spread of poverty and aid in human development. And there are the following sectors: education, livelihoods, civil society development, health care, environment and good governance.

### 3.1.3. The Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the **Millennium Declaration** that was adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000.

The eight MDGs break down into **21 quantifiable targets**:

- **GOAL 1: Eradicate extreme poverty and hunger**  
*Targets:* to reduce by half the proportion of people living on less than a dollar a day; to achieve full and productive employment and decent work for all, including women and young people; to reduce by half the proportion of people who suffer from hunger
- **GOAL 2: Achieve universal primary education**  
*Target:* to ensure that all boys and girls complete a full course of primary schooling
- **GOAL 3: Promote gender equality and empower women**  
*Target:* to eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
- **GOAL 4: Reduce child mortality**  
*Target:* to reduce by two thirds the mortality rate among children under five
- **GOAL 5: Improve maternal health**  
*Targets:* to reduce by three quarters the maternal mortality ratio; to achieve, by 2015, universal access to reproductive health
- **GOAL 6: Combat HIV/AIDS, malaria and other diseases**  
*Targets:* to halt and begin to reverse the spread of HIV/AIDS; to achieve, by 2010, universal access to treatment for HIV/AIDS for all those who

need it; to halt and begin to reverse the incidence of malaria and other major diseases

- **GOAL 7: Ensure environmental sustainability**

*Targets:* to integrate the principles of sustainable development into country policies and programmes - reverse loss of environmental resources; to reduce biodiversity loss - achieving, by 2010, a significant reduction in the rate of loss; to reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation; to achieve significant improvement in lives of at least 100 million slum dwellers by 2020

- **GOAL 8: Develop a Global Partnership for Development**

*Targets:* to develop further an open, rule-based, predictable, non-discriminatory trading and financial system; to address the special needs of the least developed countries; to address the special needs of landlocked developing countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States<sup>10</sup> and the outcome of the twenty-second special session of the General Assembly); to deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term; in cooperation with pharmaceutical companies to provide access to affordable essential drugs in developing countries; in cooperation with the private sector to make available the benefits of new technologies, especially information and communications

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10 **Small Island Developing States** (SIDS)- are low lying and island nations that share similar physical and structural challenges to their development. Most SIDS are remote, small in land area and population (less than 1.5 million), with a very narrow resource base and fragile land and marine ecosystems that are highly vulnerable to natural disasters. Their economies are open and heavily dependent on trade for national income. These countries are often categorized by their three regions: 1) AIMS (Africa, Indian Ocean, Mediterranean and South China Sea); 2) The Caribbean and 3) The Pacific.

*United Nations* [on-line]. New York: United Nations, © 2009 [cite 2010-02-18]. UN Department of Economic and Social Affairs. Division for Sustainable Development. Small Islands Developing States (SIDS). Available on WWW: <[http://www.un.org/esa/dsd/dsd\\_aofw\\_sids/sids\\_members.shtml](http://www.un.org/esa/dsd/dsd_aofw_sids/sids_members.shtml)>.

„Progress towards the goals is now threatened by sluggish — or even negative — economic growth, diminished resources, fewer trade opportunities for the developing countries, and possible reductions in aid flows from donor nations. At the same time, the effects of climate change are becoming increasingly apparent, with a potentially devastating impact on countries rich and poor. Today, more than ever, the commitment to building the global partnership embodied in the Millennium Declaration must guide our collective actions. On this way we can meet the failures and stagnation, on the one hand, the advances that many countries and regions had made before the economic landscape changed so radically in 2008, on the other.”<sup>11</sup>

The increase in prevalence of people living in extreme poverty and prevalence of hunger because of the financial crisis, the insufficient progress on child nutrition, the new hurdles to women's employment, the reduction in donor funding for family planning on a per woman basis, the fallout of export revenues and the looming global water crisis rank among the *failures*. Nevertheless, there have been also achieved a few remarkable *successes*: the decrease in the number of developing world's population (those living in extreme poverty), the major accomplishments in education, the significant reduction in the toll of malaria (as a result of the distribution of insecticide-treated bed nets) and measles (thanks to ‘second chance’ immunizations) and the huge reduction in the consumption of substances that deplete the Earth’s protective ozone layer.

In response to achievement of the MDGs **Namibia** also seeks to reduce and overcome the challenges and bottlenecks encountered on the way to a modern and prosperous society. Hence Namibia has made some far-reaching strategic development policy decisions, which are guided by the document “Vision 2030”

11 *The Millennium Development Goals Report 2009* [on-line]. New York: United Nations, © 2009 [cite 2010-02-19]. Overview, pp 6-7. Available on WWW: <[http://www.un.org/millenniumgoals/pdf/MDG\\_Report\\_2009\\_ENG.pdf](http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf)>.

and are implemented through National Development Plans and specific sector plans.

The **Namibia - Second Millennium Development Goals Progress Report 2008** produced by the United Nations Development Programme (UNDP) in collaboration with the Government of the Republic of Namibia and the United Nations in Namibia shows these statistics:

- **„GOAL 1 – *Eradicate the extreme poverty and hunger***

Poor and severely poor households currently make up around 28% and 4% of all households respectively. Both figures have decreased significantly since the beginning of the 1990s. The 2012 target for severely poor households has already been achieved, and meeting the target for the poor households is possible. The Gini-coefficient, a measure of the inequality of the distribution of income, has improved considerably but remains unacceptably high. The growth of gross domestic product has been modest although the trend is increasing somewhat. However, the unemployment rate remains high and rising. It currently stands at around 37% (including people who are unemployed and not looking for jobs), while the youth unemployment figure is even higher. The proportion of undernourished and stunted children has been declining since the 1990s and is now around 24%. Meeting the target of 18% for 2012 is possible.

- **GOAL 2 – *Achieve universal primary education***

The net primary school enrolment rate stands at around 92%. Since 2003 enrolment has been on a downward trend. The target of 99% will be difficult to meet. The survival rate to grade 8 has increased from 75% in 2000 to 81% in 2006, and the target of 80.2% has already been achieved. The survival rate to grade 5 is improving, so even if the rates in 2000 and 2006 were the same (94%), the target (99.2%) can possibly be achieved. The literacy rate (93%) has not experienced much progress, and it is not likely that the target of 100% will be

reached. Furthermore, the general competence level of learners in Namibia is low compared to other southern and eastern African countries.

- **GOAL 3** - *Promote gender equality and empower women*

The ratio of females to every 100 males in primary education stands at 98, in secondary education at 117, and in tertiary education at 88. The target to have gender parity in education has been achieved in secondary education; it is likely to be achieved for primary education, and it will possibly be achieved in tertiary education. Nationally, there are 103 literate women to a 100 men, and the gender parity goal has thus been achieved. The proportion of women employed in the non-agricultural sector is 47%, and the target of 50% is likely to be achieved. During 2007 women occupied 27% of seats in Parliament, and the 2015 target of 50% can only be achieved if the political will is there. Before gender equality can be a reality, issues such as gender-based violence, harmful cultural practices and female poverty must be dealt with.

- **GOAL 4** – *Reduce child mortality*

Infant mortality as well as under-five mortality was decreasing until 2000, but has been on an upward trend since then. Currently the infant mortality rate stands at 46 deaths per 1,000 live births, while under-five mortality is at 69 deaths per 1,000 live births. The increase is mainly due to the combination of HIV/ AIDS and inadequate nutrition. Given the rising trend for infant and under-five mortality, it is unlikely that the targets concerning infant and under-five mortality set for 2012 of 38 and 45 respectively can be met.

Immunisation of children against measles has made steady and uninterrupted progress since the early 1990s and currently stands at around 84% of all one-year-old children. The target for immunisation of one-year-old children coverage for 2012 is likely to be met. However, there are considerable regional disparities in immunisation coverage.

- **GOAL 5** – *Improve maternal health*

Maternal mortality has been on a rising trend since the beginning of the 1990s. At

present, it stands at around 450 deaths per 100,000 live births. It is unlikely that the target of 337 deaths in 100,000 live births will be met. At the same time, the proportion of births attended by trained health personnel is steadily increasing and is currently at around 80%. It is likely that the target of 95% will be achieved by 2012. However, this latter development could not compensate for the combined effects of limited access to emergency obstetric care, HIV/AIDS as well as poverty on maternal health, offering an explanation for the rise in maternal mortality.

Reproductive health indicators have improved across the board, and reaching the set targets is likely for most of the indicators. The contraceptive prevalence rate for married women is on a steady increase from 38% in 2000 to currently 47%. The adolescent birth rate is still high, currently at 15%, but is steadily decreasing on national level. Antenatal care is increasing and at present covers 70% of all births. It is possible that the target of 80% will be met. Only 7% of families in need of family planning have not received assistance. Meeting the target for 2015 of 6% is likely.

- **GOAL 6** – *Combat HIV/AIDS, malaria and other diseases*

The HIV prevalence rate has gone down from 12% in 2000 to 5.1% in 2008 for the age group 15-19 years, and from 20% to 14% for the age group 20-24 years. The 2012 targets of 8% for the age group 15-19 has been exceeded while the 12% target for the age group 20-24 could possibly be reached if these declining trends continue. The number of people living with HIV is however increasing as ARV treatment has been rolled out in the public sector. Women are more at risk of getting HIV than men, both due to physical attributes and trans-generational and transactional relationships. Furthermore young women's condom use during higher-risk sexual intercourse is much lower than men's.

The prevalence of tuberculosis has decreased since 2004 and currently stands at 765 cases per 100,000 people. Programmes and policies are in place, which are

likely to further contribute to the lowering of TB cases. This is also reflected in treatment success which has increased from 64% to around 76% currently.

Cases of malaria have considerably declined over the past 15 years to the current ratio of 48 cases per 1,000 people. The target for 2012 – to halt and reverse the trend – has been achieved. This development is the result of an intensive anti-malaria campaign.

- **GOAL 7** – *Ensure environmental sustainability*

The area of protected land has increased and currently stands at 18%. The target set for 2012 of 20% is likely to be achieved. Communal conservancies have expanded considerably and at present cover 14% of the total area. The target for 2012 is likely to be achieved. However, less progress has been made in expanding freehold land conservancies which currently cover 6% of the land area. It is nevertheless possible though that the target set for 2012 of 10% will be met.

Access by urban households to safe drinking water is only slightly less than 100%, but is slightly decreasing. It is possible that the target set for 2012 of 100% will be achieved. Access of rural households to safe drinking water is increasing and currently stands at 80%. The target set for 2012 of 87% is likely to be achieved. Access of urban households to basic sanitation is decreasing and stands at 58%. The target of 98% is unlikely to be met. For rural households the access to basic sanitation is stagnating at 14%. The target set at 65% is likewise unlikely to be met. Urban migration makes it difficult for municipalities to provide sufficient drinking water and sanitation.

- **GOAL 8** – *Develop a Global Partnership for Development*

Namibia is an active participant in the international family of nations. The country is engaged in promoting South-South relations<sup>12</sup> generally and relations in Africa

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<sup>12</sup> **South-South Cooperation** is a term historically used by policy-makers and academics to describe the exchange of resources, technology, and knowledge between developing countries, also known as countries of the global South (South America-Africa and Africa-Asia). The United Nations established the Unit for South-South Cooperation to promote South-South trade and collaboration within its agencies.

and Southern Africa specifically. Namibia has established a business-friendly economic framework which welcomes foreign investors.

The Namibian people use increasingly modern techniques of communication within the country as well as with the rest of the world. Currently, 4.8% of the population are internet users. Cellular phone subscribers account for 49% of the population. Around a third of households possess a fixed telephone line.

The classification of the country by the World Bank as a “lower middle income” country has disadvantageous consequences for the amount and concessionality of multilateral and bilateral aid flows to Namibia. The Namibian Government regards this as inappropriate in the context of the legacy of the colonial past and the remaining challenges confronting Namibia on its way towards becoming a prosperous nation.”<sup>13</sup>

### 3.2 The 'socio-economic-political' structure of Namibia

Everybody know that Africa is a continent where most of the humanitarian and development aid is headed from the countries of developed world. Each state of Africa hasn't only its own character but also its own problems. According to this, there are implemented specific forms of development assistance.

Namibia, officially The Republic of Namibia, is a vast, sparsely populated country situated along the south Atlantic coast of Africa. Its population counts about 2 million inhabitants with density of 2,5 per km<sup>2</sup>. Namibia covers 825,418 sq km, about the same size as France and Germany combined or slightly more

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*Wikipedia. The Free Encyclopedia* [on-line]. Wikimedia Foundation, last updated on 14<sup>th</sup> March 2010 [cite 2010-03-18]. South-South Cooperation. Available on WWW:

<[http://en.wikipedia.org/wiki/South-South\\_Cooperation](http://en.wikipedia.org/wiki/South-South_Cooperation)>.

*United Nations* [on-line]. New York: United Nations, © 2010 [cite 2010-03-18]. Special Unit for South-South Cooperation. FAQ. Available on WWW: <<http://ssc.undp.org/FAQ.14.0.html?&L=0>>.

13 *Namibia - Second Millennium Development Goals Progress Report 2008* [on-line]. New York: United Nations Development Group, © 1997-2010 [cite 2010-02-21]. pp. 10-12. Available on WWW: <<http://www.undg.org/docs/10517/Namibia-MDG-Report.pdf>>.

than half the size of Alaska. Namibia, previously known as South West Africa, is bordered by South Africa in the south, Angola and Zambia in the north and Botswana and Zimbabwe in the east. The oldest desert in the world, the Namib Desert stretches along the whole west coast of the country. The country, the capital is Windhoek, is demarcated into 13 regions, namely the Caprivi, Kavango, Kunene, Omusati, Oshana and Oshikoto regions in the north, the Omaheke, Otjozondjupa, Erongo and Khomas regions in the central areas and the Hardap and Karas regions in the south. Namibia is comprised of multi-ethnic societies. There are a few ethnic groups: Ovambo tribe comprise 51% of whole population, Nama – 12,5%, Kavango – 10% , Herero – 8% and Himba.

Regarding the development assistance is needed to know an actual situation in Namibia. In this case its socio-economic-political status is relevant to us. The OECD as an international organisation concerning the world economic co-operation and development works socio-economic and political statistics on different parts of the world up into the reports. They are called Global Development Outlooks (GDO) and focused on the countries with large population and large resource bases seem to define the dominant economic impulse of the 21st century. Therefore, there are released annual reports for the continent of Africa by **African Economic Outlook**. It combines the expertise of the African Development Bank, the OECD Development Centre, the United Nations Economic Commission for Africa and a network of African think tanks and research centres. This is wide country coverage and analysis of methods concerning the economic, social and political developments of African countries.

*„Namibia gained independence from South Africa in 1990. Since then four parliamentary elections have been held with competing political parties. A fifth parliamentary election is due to take place in November 2009. The ruling party – The South West Africa Peoples’ Organisation (SWAPO) – has a two third majority in parliament. The opposition has disintegrated with members defecting to join/form splinter groups. The Rally for Democracy and Progress (RDP), created*

*in November 2007 by former high-ranking SWAPO members poses some threat to the government. Former foreign minister Hidipo Hamutenya became leader of the RDP in late 2008, four years after he was sacked from government.*

*President Hifikepunye Pohamba has been determined to stamp out corruption since he took power in 2005. In February 2006 the government set up an anti corruption commission. The number of reported corruption cases rose from 92 by 2006 to 240 by March 2007. Nonetheless, Namibia continues to be one of the better governed and least corrupt countries in Africa. The Transparency International corruption perception index showed that Namibia scored 4.5 in 2008 and 2007 despite dropping from 57 to 61 in world rankings.*

*Growing political unrest and violence has marred the lead up to forthcoming regional and presidential elections due to take place in mid and late 2009. SWAPO supporters have disrupted RDP public rallies. In October 2008 a new local authority was elected for Omuhiya in Northern Namibia after being delayed twice when different political parties disputed over voter registration. Although SWAPO retained a majority, RDP did – for the first time – take part in these elections.’’<sup>14</sup>*

The socio-economic status of Namibia is being influenced by an actual world economic situation – surging oil prices and the world financial crisis.<sup>15</sup> As far as the basic socio-economic issues are concerned, the *Namibia - 2<sup>nd</sup> Millennium Development Goals Progress Report 2008* expresses as follows:

*„Namibia covers 824,000 km<sup>2</sup> with a population of around 2 million. The population growth rate is around 2.5% per annum and is slowly declining. Although relatively sparsely populated, 60% of the population lives in six*

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14 *African Economic Outlook* [on-line]. Paris: OECD, © 2010 [cite 2010-17-02]. Political context – Namibia. Available on WWW: <[http://www.africaneconomicoutlook.org/en/countries/southern-africa/namibia/#/political\\_context](http://www.africaneconomicoutlook.org/en/countries/southern-africa/namibia/#/political_context)>.

15 Ibid, Overview – Namibia. Available on WWW: <<http://www.africaneconomicoutlook.org/en/>>.

*northern regions of the country where the population density is much higher than the average density would suggest. Two-thirds of the population live in rural areas. Apart from the northern regions which benefit from perennial rivers, the rest of the country has an arid climate which permits cattle ranching – if it is cautiously managed – but little rain-fed agriculture. Namibia is blessed with a wealth of mineral resources comprising diamonds, uranium, copper, zinc and gold. The cold Benguela<sup>16</sup> current on Namibia's Atlantic shore contains rich – albeit varying – quantities of marine resources. Namibia's developmental aspirations are explicitly formulated in the national long-term plan "Vision 2030". All development policy decisions are guided by "Vision 2030" and are implemented through National Development Plans. Education, much neglected in colonial times, has turned into a cornerstone of development policy with about 25% of the budget allocated to education. Namibia shares many developmental challenges with the partner countries of the Eastern and Southern African region. These include poverty of large strata of the population, natural disasters such as floods, drought or cyclones, the HIV epidemic, quality education for all and exposure to the forces of globalisation, with fluctuating prices for raw materials and rising food and fuel prices. Attempts are being made to correct the inherited highly uneven distribution of land through a relatively moderate approach of land reform, which follows the principle of "willing buyer, willing seller"<sup>17</sup>.*

*For several years now the country has embarked on a programme of decentralisation, intended to strengthen the decision-making power of regional*

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16 The **Benguela Current** is the broad, northward flowing ocean current that forms the eastern portion of the South Atlantic Ocean gyre (a large system of rotating ocean currents, particularly those involved with large wind movements). The current extends from roughly Cape Point in the south to the position of the Angola-Benguela Front in the north. *Wikipedia. The Free Encyclopedia* [on-line]. Wikimedia Foundation, last updated on 27<sup>th</sup> January 2010 [cite 2010-02-23]. Benguela Current. Available on WWW: <[http://en.wikipedia.org/wiki/Benguela\\_Current](http://en.wikipedia.org/wiki/Benguela_Current)>.

17 „Fair market value (FMV) is an estimate of the market value of a property, based on what a knowledgeable, **willing**, and neutral **buyer** would probably pay to a knowledgeable, **willing**, and neutral **seller** in the real estate market.” *Wikipedia. The Free Encyclopedia* [on-line]. Wikimedia Foundation, last updated on 27<sup>th</sup> November 2009 [cite 2010-02-18]. Fair Market Value. Available on WWW: <[http://en.wikipedia.org/wiki/Fair\\_market\\_value](http://en.wikipedia.org/wiki/Fair_market_value)>.

and local authorities. Providing a social safety net is a policy priority. Government provides a monthly social pension to all residents beyond the age of 60 years and a social grant to all vulnerable children. Targeted food aid is provided to schools and orphanages. In case of natural catastrophes, Government distributes food to those affected. Namibia pursues sound macroeconomic policies and has a past record of stable economic growth rates. The foreign public debt stock of 5.4% of GDP is relatively low by international comparison. According to the UN classification, Namibia is a “middle income” country with per capita GDP<sup>18</sup> of around US\$ 8,000<sup>19</sup> (in comparison with GDP of the Czech Republic, which is about US\$ 24,000 per capita<sup>20</sup>). This classification is however simplistic and misleading, because income and wealth are very unevenly distributed in Namibia. A sizeable proportion (28%) of the population is poor and about 4% are severely poor. At the same time, a segment of the society is very wealthy even by international standards. The consumption of the richest 10% of households is more than 20 times higher than that of the poorest 10%.<sup>21</sup>

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18 „The **gross domestic product (GDP)** or **gross domestic income (GDI)** is a basic measure of a country's overall economic output. It is the market value of all final goods and services made within the borders of a country in a year. It is often positively correlated with the standard of living, though its use as a stand-in for measuring the standard of living has come under increasing criticism and many countries are actively exploring alternative measures to GDP for that purpose.”

*Wikipedia. The Free Encyclopedia* [on-line]. Wikimedia Foundation, last updated on 14<sup>th</sup> February 2010 [2010-02-20]. Gross Domestic Product. Available on WWW: <[http://en.wikipedia.org/wiki/Gross\\_domestic\\_product](http://en.wikipedia.org/wiki/Gross_domestic_product)>.

19 Actual information obtained from official statistics provided by African Economic Outlook *African Economic Outlook* [on-line]. Paris: OECD, © 2010 [cite 2010-02-20]. Social Context and Development Human Resource. Available on WWW: <[http://www.africaneconomicoutlook.org/en/countries/southern-africa/namibia/#/social\\_context\\_human\\_resource\\_dev](http://www.africaneconomicoutlook.org/en/countries/southern-africa/namibia/#/social_context_human_resource_dev)>.

20 Actual information obtained from official statistics provided by OECD Statistical Profile of the Czech Republic *Organisation for Economic Cooperation and Development* [on-line]. Paris: OECD, © 2009 [cite 2010-02-20]. OECD Statistical Profile of the Czech Republic 2009. Available on WWW: <[http://stats.oecd.org/viewhtml.aspx\\_queryname=18149&querytype=view&lang=en](http://stats.oecd.org/viewhtml.aspx_queryname=18149&querytype=view&lang=en)>.

21 *Namibia - Second Millennium Development Goals Progress Report 2008* [on-line]. New York: United Nations Development Group, © 1997-2010 [cite 2010-02-19]. Development Context, page 15. Available on WWW: <<http://www.undg.org/docs/10517/Namibia-MDG-Report.pdf>>.

### 3.3 Pre-school Educational Management of Namibia

This sector is represented by two ministries - The *Ministry of Gender Equality and Child Welfare (MGECW)* and the *Ministry of Education (MOE)*. Both of them have their Regional Offices in Keetmanshoop. It means that I was given to be in workaday personal contact with them. *On the strength of their objectives I will show you why:*

The **Ministry of Gender Equality and Child Welfare** strives to ensure gender equality and equitable socio-economic development of women, men and children.

It has made major strides in improving the quality of life of the Namibian people by way of encouraging men and women from disadvantaged communities to embark on income generating activities (IGAs) in order to promote self employment initiatives. The Ministry funds economically viable projects that have the potential boost the livelihoods mechanisms as well as creating employment opportunities for both urban and rural families.

The Ministry assesses progress made in terms of benefits and gender representations for projects already in existence. Evaluation criteria are designed in ways that make the impact of funding on both male and female projects' participants more apparent. While prioritising the empowerment of women in general, the set criteria help the Ministry balancing the gender needs of both men and women. Assessment of new projects is also done by monitoring and evaluating the sustainability and potentiality of these projects. The Ministry's officials assess and measure the extent to which projects contribute to improving the socio-economic conditions of the beneficiaries and their families as well as communities at large.

The Generating Activities Fund is today with the Ministry of Gender Equality and Child Welfare under the **Directorate of Community and Early**

**Childhood Development.** The main seat of the Ministry is in Windhoek, the capital of Namibia, from where it spreads to each region (Regional Offices).

The MGECW comprises of *four functional areas*:

- Directorate of Gender Equality
- Directorate of Child Welfare Services
- Directorate of Administration and General Services
- **Directorate of Community and Integrated Early Childhood Development**

The last one already mentioned has had a pivotal role in my work. The **Directorate of Community and Integrated Early Childhood Development (IECD)** provides, among others, affordable services to disadvantaged communities by establishing Early Childhood Development Centres (ECDC) that cater for the needs of children including Orphans and Vulnerable Children (OVCs)<sup>22</sup> within the age range of 0-4 country wide. It has designed intervention programmes to scale up efforts in promoting *the concept of early learning* as well as *the general care and education of children*. By these two activities - IGAs and ECD programmes, the kindergartens, day care centres and pre-schools are established in Namibia. Consequently, the Ministry seeks to improve access to ECD services and management of their programmes.

After independence in 1990 the education in country was characterized as being inefficient, fragmentary and unequal. As a result of this situation The **Ministry of Education**, newly established in 2005, has set one unified education

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<sup>22</sup> According to the National Policy on Orphans and Vulnerable Children, released by Ministry of Women Affairs and Child Welfare in December 2004, an **orphan** is „a child who has lost one or both parents because of death and is under the age of 18 years” and a **vulnerable child** is “a child who needs care and protection”.

Who are Orphans and Vulnerable Children (OVC)? *Namibia National Plan of Action for Orphans and Vulnerable Children*, October 2007, Volume 1, page 3.

system which provides education to the Namibian nation on an equitable basis. The residence of Ministry is also situated in Windhoek that branches out into 13 Regional Education Directorates.

The structure of ministry is divided into *four Departments*:

- **Schools/Formal Education**
- Policy & Administration
- Lifelong Learning
- Tertiary Education, Science & Technology

We will be concerned ourselves about the Department of Schools/Formal Education. This department is further split into three Directorates where we are going to talk about one of them – the **National Institute for Educational Development (NIED)**

The **National Institute for Educational Development (NIED)** is „a national resource for mobilizing both human and physical resources in improving the quality and relevance of education through innovative curriculum and materials development, and research in education and training, and by linking the Ministry of Education to the local community and Namibia to the international community in these fields.”<sup>23</sup>

Through this Directorate a fifteen-year strategic plan (2006-2020) developed by the Ministry of Education, namely the **Education and Training Sector Improvement Programme (ETSIP)** is being implemented. As a response to the demands of Vision 2030, which foresees Namibia achieving higher levels of industrialisation and earnings, together with greater social equity, it provides a

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<sup>23</sup> *National Institute for Educational Development* [on-line]. Namibia: National Institute for Educational Development, last updated on 14<sup>th</sup> June 2009 [cite 2010-03-03]. About us. Available on WWW: <<http://www.nied.edu.na/About-us/About-us.htm>>.

main guideline on development of education. Its influence is remarkable on all levels of education.

„Consistent with the Millennium Development Goals and national development plans, ETSIP recognizes that education is of cross-cutting importance for almost all sectors, for HIV control, poverty reduction, democracy, multi-culturalism and good governance.

It is reasoned that for Namibia to achieve the high rates of growth that are implied by Vision 2030 it will be necessary to improve on rates of economic growth. This will depend on improved productivity, which must be generated through better use of knowledge and technology.

However, a full investigation of the Namibian education system by the World Bank concluded that, despite the Government’s massive investment, the education system would not be able to produce the desired results, due to poor quality, inefficiency, inequity, inadequate management, and the impact of HIV and AIDS. ETSIP was therefore designed to reverse these trends.

There have been developed *nine sub-programmes*, for early childhood development and pre-primary education, general education, vocational education, tertiary education, knowledge management and innovation, Information adult and lifelong learning, information and communication technology, HIV and AIDS, and capacity development.”<sup>24</sup>

With respect to the project KINDERGARTENS 2009, Namibia – Keetmanshoop and its interventions I would like to outline the contents of the *Early Childhood Development (ECD) and Pre-primary Education programme*.

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<sup>24</sup> ETSIP. *A learning nation in one generation* [on-line]. Namibia: Ministry of Education, © 2007 [cite 2010-03-03]. About us. Available on WWW: <[http://www.etsip.na/about\\_us.php](http://www.etsip.na/about_us.php)>.

### 3.3.1 Early Childhood Development (ECD) and Pre-primary Education programme<sup>25</sup>

Early Childhood Development and pre-primary education are widely recognised as having a significant impact on the subsequent performance of children in basic education programmes. They lay the foundations for acquiring basic literacy and numeracy skills, they considerably reduce drop-out and repetition rates and, well managed, they generate a predisposition of the child towards learning and attending school. Pre-primary education would ensure a smooth transition between ECD and primary education and lay the foundation for lifelong learning. ECD and pre-primary education are much sought on behalf of their children by parents who themselves are literate and value them and can afford them. The challenge in Namibia is to ensure they are also available to the less advantaged communities most in need of them.

The programme faces two main challenges of: 1) *improving management of, delivery systems for, quality of and access to, early childhood development programmes*; and 2) *improving management of, delivery systems for, quality of and access to, pre-primary education programmes*.

With regard to these objectives there are three components. The first seeks to improve the current structures for managing early childhood care and to enhance both access and quality. The second will establish the necessary policy, management and support framework within the Ministry of Education to manage the expansion of pre-primary education. The third is to address quality issues in pre-primary education through teacher development and the development of the curriculum and appropriate materials and the measurement of children's progress through EMIS<sup>26</sup> and individual tracking of children in difficult circumstances.

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25 *ETSIP – Early Childhood Development and Pre-primary Education* [on-line]. Namibia: Ministry of Education, © 2007 [cite 2010-03-04]. Available on WWW: <[http://www.etsip.na/docs/eecd\\_web.pdf](http://www.etsip.na/docs/eecd_web.pdf)>.

26 „The acronym **EMIS** stands for ' *Educational Management Information System*'. It is a system

*The current situation in Keetmanshoop*<sup>27</sup>

A national ECD policy exists, but there are no effective plans or institutional framework or resource allocations for promoting ECD adequately. Although there has been a rapid growth in ECD provision, the care offered tends to be of poor quality with no professional standards, few training opportunities and lack of recognition of ECD as an occupation. Access to ECD has increased, but generally the poorest children receive the poorest quality services. Poverty is widespread and there are increasing numbers of children living in difficult circumstances. Particular categories of children identified as having needs not currently addressed are OVCs and disabled children.

The responsibility for pre-primary education was moved from MGECW to MOE in 2007, the long-term intention is to establish pre-primary classes in primary schools. Currently, very poor structures of staff exist to support such a development. As a first priority, staff must be allocated to it, centrally (NIED). Appropriate structures and policies must be developed, and the possibility of attaching pre-primary classes to existing schools needs to be urgently explored. At present ECD centres may include a notional pre-primary group, but access to good quality, pre-primary schooling is mainly limited to wealthier parents who can afford the fees to pay qualified teachers, further exacerbating inequalities. In general, expansion of pre-primary classes should target poor communities.

In reality, it makes **twelve ECD centres** (See Appendix II.) and **two pre-**

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designed to systematically organize information related to the management of educational development. EMIS's Centre is at the Ministry of Education (MoE), where it is responsible for the collection, processing, analysing, publication, distribution, and rendering of information services for users of educational information.”

WAKO, T. N. *Educational Management Information System (EMIS). An Overview* [on-line]. Zimbabwe: NESIS/UNESCO, © 2003 [cite 2010-03-04]. Introduction, page 12. Available on WWW: <<http://www.harare.unesco.org/documents/2005/Educational%20Management%20Information%20Systems.pdf>>.

27 cf. *ETSIP – Early Childhood Development and Pre-primary Education* [on-line]. Namibia: Ministry of Education, © 2007 [cite 2010-03-04]. pp. 2-7. Available on WWW: <[http://www.etsip.na/docs/eecd\\_web.pdf](http://www.etsip.na/docs/eecd_web.pdf)>.

**primary classes** for children at the 5 - 6 age range within the competence of the local primary school. The classes are divided according to languages mostly using at child's home – Afrikaans or English. Two local teachers took charge of them. They go through the specific trainings each trimester. They are regularly supplied with the curricula and teaching and learning materials. As far as the support for disadvantaged children including also OVCs is concerned their parents or caregivers can apply for allowances for education. The school fees are 40 NAD<sup>28</sup> (approx. 95 Czech crowns) per trimester. It is very low in comparison with schools fees of private pre-schools. During this year there should be opened new pre-primary classes.

The Early Childhood Development programme is administered by Mrs. Adelaide Both from MGECW, whereas Pre-primary Education Officer, namely Mrs. Anna Aletta Goliath, is in charge of the Pre-primary Education aspect.

### 3.4 DAC Network on Development Evaluation

In the introduction I brought up the evaluation of my own project in terms of the OECD Handbook on Evaluating Development Co-operation. This handbook has its own background and people who are responsible for its genesis - **The Network on Development Evaluation.**

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28 **NAD** – Namibian dollar – the currency of Namibia. The ratio of Namibian dollar to Czech crown was approximately 1:2,3 in the period of my presence in Namibia (from June to December 2009). Because Namibian dollar isn't involved in 'Top 85 Base Currencies', the historical rate of South Africa Rand (ZAR), which has same exchange rate like NAD, serves as the fact evidence. See below  
*XE – The world's Favourite Currency Site* [on-line]. Canada: XE.com, © 1995-2010 [cite 2010-03-04]. Current and Historical Rate Tables. South Africa Rand. Available on WWW: <[http://www.xe.com/ict/?basecur=ZAR&historical=true&month=10&day=10&year=2009&sort\\_by=name&image.x=41&image.y=9&image=Submit](http://www.xe.com/ict/?basecur=ZAR&historical=true&month=10&day=10&year=2009&sort_by=name&image.x=41&image.y=9&image=Submit)>.

The Network on Development Evaluation is a subsidiary body of the Development Assistance Commitment (DAC). Its purpose is to increase the effectiveness of international development programmes by supporting robust, informed and independent evaluation. It seeks to improve evaluation practice by elaborating technical guidance and sharing methods and experience among practitioners from national and multilateral development agencies, as well as partner countries.

On the basis of its mandate the Network has published the key publications, reports and guidance, where I have applied one of them - the *Evaluating Development Co-operation: Summary of key norms and standards*, to the evaluation study of my project. Through this paper the Network strives to develop internationally agreed norms and standards for development evaluation. These inform evaluation policy and practice and contribute to harmonised approaches in line with the commitments of the Paris Declaration on Aid Effectiveness<sup>29</sup>. The body of norms and standards is based on experience, and evolves over time to fit the changing aid environment. The norms and standards serve as an international reference point, guiding efforts to improve development results through high quality evaluation.

*The publication is divided into 5 main parts:*

## **PART 1: DAC PRINCIPLES FOR EVALUATION OF DEVELOPMENT**

### **ASSISTANCE**

## **PART 2: EVALUATION CRITERIA**

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29 „**The Paris Declaration**, endorsed on 2 March 2005, is an international agreement to which over one hundred Ministers, Heads of Agencies and other Senior Officials adhered and committed their countries and organisations to continue to increase efforts in harmonisation, alignment and managing aid for results with a set of monitorable actions and indicators.” *Organisation for Economic Cooperation and Development* [on-line]. Paris: OECD, last updated 23<sup>rd</sup> September 2008 [cite 2010-02-21]. Aid Effectiveness. The Paris Declaration and Accra Agenda for Action. Available on WWW: <[http://www.oecd.org/document/18/0,3343,en\\_2649\\_3236398\\_35401554\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html)>.

**PART 3: EVALUATION SYSTEMS AND USE: A WORKING TOOL FOR  
PEER REVIEWS AND ASSESSMENTS**

**PART 4: DAC EVALUATION QUALITY STANDARDS**

**PART 5: GUIDANCE DOCUMENTS**

The reason why I chose this handbook is its lucid and internationally recognized concept of evaluating varied development projects. There also exist the other and very particularised handbooks (e.g. The Handbook on Planning, Monitoring and Evaluating for Development Results published by UNDP) for people professionally involved in it. As far as project KINDERGARTENS 2009, Namibia - Keetmanshoop is concerned this Network's Handbook is sufficient regarding its spontaneous genesis, unofficial monitoring and unsupported financial side. The project grew out of my interest in the pre-primary care and education of children in Keetmanshoop. I will describe the whole structure of project with its objectives and achievements in the research part. Now, I would like to go through a theoretical framework of this book directly related to the process of evaluation seem to be relevant to our objective of thesis. In addition, you will find full description and explanation of evaluation criteria and quality standards in the appendices.

3.4.1 **What is evaluation?**<sup>30</sup>

Evaluation is the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide

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30 *Evaluating Development Co-operation: Summary of key norms and standards* [on-line]. Paris: OECD DAC Network on Development Evaluation, © 2008 [cite 2010-02-21]. pp. 4-10. Available on WWW: <<http://www.oecd.org/dataoecd/12/56/41612905.pdf>>.

information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or program.

The main purposes of evaluation are to improve future aid policy, programmes and projects through feedback of lessons learned and to provide a basis for accountability including the provision of information to the public. Moreover, through the evaluation of failures as well as successes, valuable information is generated which, if properly fed back, can improve future aid programmes and projects.

*Then, the Handbook discourses on the optimal concept of evaluation process:*

- this should be impartial and independent from the process concerned with policy-making, and the delivery and management of development assistance;
- it must be as open as possible with the results made widely available;
- partnership with recipients is an important aspect;
- feedback to both policy-makers and operational staff is essential;
- aid evaluation and its requirements must be an integral part of aid planning from the start;
- clear identification of the objectives, which an aid activity is to achieve, is an essential prerequisite for objective evaluation.

Each evaluation must be planned and terms of reference drawn up in order to: 1) define the purpose and scope of the evaluation, including an identification of the recipients of the findings; 2) describe the methods to be used during the evaluation; 3) identify the standards against which project/programme performance are to be assessed; and 4) determine the resources and time required to complete the evaluation.

The Handbook also mentions the terms like a cooperation between donors; the agency for the evaluation of development assistance activities and its overall plan consisted of the guidelines and/or standards for the evaluation process. Unfortunately, I'm not able to fully work with these terms because of the unofficial form of my project. The agency for the evaluation of development activities was represented by Head of Namibian Mission, namely Ms. Hana Urbanová, and my colleagues involved in the project U-Khâi/Yelula (as we shall see later within the set of U-Khâi/Yelula Activities forms), whereas a complete evaluation of the project in terms of DAC evaluation criteria and quality standards was provided by myself.

For reasons of undivided and comprehensible flow of this text I give DAC evaluation criteria and quality standards in the Appendix III.

## 4. RESEARCH PART – EVALUATION REPORT

### 4.1 Background

The project KINDERGARTENS 2009, Namibia – Keetmanshoop has been developed from my own initiative to learn more about the local pre-school educational system. This interest had been aroused by previous experience with one kindergarten. In this kindergarten I had striven to improve its organizational structure involving financial and administrative matters, along with its employees. Thanks to the first insight into the issue of pre-school educational network in Keetmanshoop, which had meant a surprising and unsatisfactory statement, I decided to continue.

Firstly, I asked Mrs. Adelaide Both, who is responsible for Directorate of Community and Integrated Early Childhood Development within the competence of the Ministry of Gender Equality and Child Welfare in Keetmanshoop, for a list of all kindergartens or pre-schools<sup>31</sup> in Keetmanshoop. In meantime I had been preparing specific questionnaires (See Appendix IV.) aimed at working conditions and needs in local kindergartens. After their completion I visited each kindergarten on the list and handed the questionnaires out there. In addition, thanks to local residents I could add some new ones I had discovered during my field work.

After one or two weeks I came back to the kindergartens and we were discussing their answers together. During these discussions I could take notes, which were relevant to the objective of questionnaires – to make an assessment of working environment in the kindergartens in Keetmanshoop. Concerning the assessment (as has been seen in Appendix II.) and the background knowledge of support from local government, which is inefficient,

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<sup>31</sup> **Kindergartens, pre-schools, and day care centres** – institutions representing ECD centres in Keetmanshoop

we could envisage future steps - the goals we would like to achieve. The overall goal has been defined as an improvement in the pre-school educational network of Keetmanshoop including two main project objectives: 1) to actively involve parents/caregivers at both pre-school educational institutions and their homes; and 2) to strengthen a connection between private sector represented by kindergartens and non-governmental organisations, and governmental side represented by relevant ministries. As a result of this reflection there have been developed initiatives for organisation of collective meetings for kindergarten teachers, workshops for parents/caregivers and lastly governmental participation in the aforementioned sessions.

There have been organised **four meetings for kindergarten teachers** and **one parental workshop** in my presence and under my supervision. The contents of the meetings for kindergarten teachers included:

THE FIRST MEETING: the introduction of each kindergarten, which was present and its main issues; the introduction of incipient project and its goals; the acquaintance with a role of MGECW in the pre-school education represented by Mrs. Adelaide Both; and in the end the overview of opportunities relevant to improvement to actual situation in kindergartens provided by organisation People In Need (See Appendix V.)

THE SECOND MEETING: the introduction of viable alternatives to the present situation in kindergartens including the specific approaches and involvement of non-/governmental organisations; the selection of issues necessary to present to parents; the distribution of *A list of relevant contacts* including all kindergartens in Keetmanshoop and non-/governmental organisations; and the proposal for parental workshop (See Appendix VI.)

THE THIRD MEETING: the specification of 'workshop issues', which were selected during the previous meeting, and people who will be in charge of them during the parental workshop; the workshop structural establishment; the determination of exact date, time and venue for the parental workshop; and in conclusion the proposal to establish a self-help group consisted of kindergarten teachers (See Appendix VII.)

THE FOURTH MEETING: the feedback on parental workshop, which was held after the third meeting; the establishment of a new self-help group of kindergarten teachers – the selection of chairpersons responsible for its organizational structure and potential progress towards active parental involvement in education; the discussion about further steps and challenges of facing new opportunities and advantages as a group (See Appendix VIII.)

As I mentioned during the description of meetings activities there was also organised the parental workshop. It was mostly conducted by the kindergarten teachers and the representatives of the MGECW and MOE. Together they undertook entire responsibility for presentations of relevant issues to participants and its smooth running (See Appendix IX.).

The project was conducted by myself from the first half of August 2009 to the second half of November 2009. I left Namibia in December. Nevertheless, we stay in a mutual contact by e-mail and Skype programme. I would like to think that the project will continue fulfilling its goals and somebody else will get interested in it. Concerning this 'wish' I will mention a few hypotheses about sustainability and recommendations of the project.

## 4.2 Evaluation objectives, Scope and Methodology

The main objectives of the project evaluation are to; 1) *assess the effectiveness of the project KINDERGARTENS 2009, Namibia – Keetmanshoop*; and 2) *ascertain the impact on development educational goals of Namibia*. In conclusion there will be also mentioned recommendations and lessons learned to potential users of the project.

The evaluation report on the project refers to the period of my presence in Namibia. Thus from the first half of August 2009 to the second half of November 2009. The purpose of the evaluation isn't only to gain a subject for the Bachelor essay but also to consider a potential continuation of the project.

The review primarily documents from past and recent interventions – the activities within the pre-school educational network of Keetmanshoop, and evaluate them in order to draw the lessons of experience and recommend the way forward. The review is based on a review of the available documents such as the Activity Forms (a monitoring tool for the activities within a log frame of the project U-Khâi/Yelula) and policy documents and programmes created by the Ministry of Education in Namibia. It also takes into account the African Economic Outlook Report and the Namibia - Second Millennium Development Goals Progress Report 2008.

The methodology includes a **document review** relating to the *Activity Forms within the log frame of the project KINDERGARTENS 2009, Namibia-Keetmanshoop* and the *Education and Training Sector Improvement Programme (ETSIP)*; and their **comparative study** by my own presence in Namibia. In addition, all documents and reports are analysed in terms of the project objectives. The evaluation report works with both primary (the documents including own process of the project) and secondary data (the official documents and reports). In conclusion, there will be established a synthesis report that represents the main findings, lessons learned and recommendations.

### 4.3 Strengths and Weaknesses of the Evaluation Process

Within the evaluation quality standards, we can find a few obstacles, which determine the following form of evaluation report. It especially concerns issues such as the consultation with relevant stakeholders and incorporation of their comments into the evaluation report; the evaluation team set-up and the responsibilities and opinions of individual members; the quality of its control; and in the end the allotted time and budget. The said items, together with relevant information about them, should be involved in the evaluation report. However, my statements are limited in these parts.

The evaluation team wasn't only set up by but also consisted of myself. Therefore, it is difficult to judge the quality of control over the evaluation process. There wasn't preserved the independence of evaluator. Then, I can't talk about stakeholders or donors in terms of funding for the project. The role of donors in the project had been represented by the project U-Khâi/Yelula including its human resources, methodology and material support. Lastly, the time allotted to evaluation process also depended on myself.

The great advantage lies in the fact that all materials and reports were available to me. In addition, most of them are highly transparent to me.

### 4.4 Effectiveness of the project

According to DAC Evaluation Criteria in evaluating the effectiveness of a project, it is useful to consider *the following questions*:

- **To what extent were the objectives achieved / are likely to be achieved?**

- **What were the major factors influencing the achievement or non-achievement of the objectives?**

In this part we are going to work with the project outputs and the activities, which have led to their achievements in terms of the project objectives. The '**Project Log frame**', as shown in Appendix X., in comparison with the individual **Activity Forms** (attached in the Appendices) serve as the available documentary evidence.

Concerning the first objective '*to actively involve parents/caregivers at both pre-school educational institutions and their homes*' we are **at the start of its achievement**. It is a long-term matter. Despite this fact, we have succeeded in reaching a few great results. There was held one parental workshop, during which the parents and caregivers could learn about organizational and social side of pre-school institutions attended by their children. The attendance was satisfactory – 40 participants, but the ratio of parents/caregivers to particular kindergartens was unequal. There was significant parental distribution of one kindergarten.

There were presented the issues relevant and useful to parents/caregivers regarding nurture of their children – balance and health nutrition, basic principles of proper hygiene, basic information about development stage of pre-school child, appropriate approach to teaching children at home etc. The usefulness of this approach was obvious on parental involvement in discussion of the issues and on their own suggestions of new subjects. The parents/caregivers also took a considerable amount of the leaflets on programme Prevention of Mother-to-Child Transmission.

The last point refers to regular personal contact between parents/caregivers and kindergarten staff. There should be held collective social and fund-raising events. Some of the kindergartens try to organise these activities but they often meet with failure. It is a result of public apathy. I hope that this situation will be changed, thanks to workshops and their useful contents.

As far as the second objective '*to strengthen a connection between private sector represented by kindergartens and relevant non-governmental organizations, and governmental side represented by relevant ministries*' is concerned there have been achieved **remarkable results**.

Firstly, it was needed to strengthen the private sector – to gather as many kindergarten teachers as possible. The aim was to provide a pleasant, safe and supportive environment where the teachers can't only express their feelings, problems but also valuable experiences and share them with the others. On the basis of this effort there were taken place four meetings for kindergarten staff from whole Keetmanshoop (for two teachers of pre-primary classes as well). The meetings were very successful according to the ratio of kindergartens teachers to pre-school institutions. The kindergarten teachers distribution was equal and 8 out of 13 kindergartens were present at the meetings.

The distribution of relevant bulletins such as *The assessment of working environment in the kindergartens in Keetmanshoop; A list of relevant contacts; A list of all kindergartens in Keetmanshoop; Leaflets on Ministry of Gender Equality and Child Welfare – Social Grants and IGAs; Pamphlets about topic of healthy and balanced nutrition* etc. was both a noteworthy and an effective. They have been in daily use.

In the end there has been established a new self-help group of the kindergarten teachers. Within its competence they can undertake entire responsibility for organisation of their meetings and parental workshops, and utilize a form of group as a strength that offers a lot of new and worthwhile opportunities. It actually means to accept complete responsibility for the project. The teachers elected two chairpersons of the group and during our last meeting they proposed the next collective meeting, which would be held in the new year. In response to their interest in group activities offered by U-Khâi/Yelula services, I supplied them with relevant information often in the form of varied pamphlets and specific application forms. The result of these initiatives is still a question of time.

The private sector also comprises non-governmental organisations (NGOs). They can help kindergartens resolve both social and material problems within their competence. In the beginning, we had focused on a local network of NGOs. Afterwards, we shifted our attention to the organisations located in Windhoek or other countries. Most of the NGOs in Keetmanshoop are concerned about the issue of Orphans and Vulnerable Children (OVCs). Due to the high rates of HIV/AIDS and tuberculosis many children have become orphans or vulnerable. The estimated number of orphans and vulnerable children in 2007 is 128 000.<sup>32</sup> From this it follows that a group of these children comprises a high percentage in educational institutions of Namibia. The NGOs mainly provide a psychosocial and material support for OVCs and their caregivers.

We reached a considerable cooperation with some local organisations through personal visits. They are willing to assist the kindergarten teachers in organisation of workshops for parents – to present and clarify some of the relevant social issues to parents. They would like to get in touch with children who to be orphaned or vulnerable, and provide them with a psychosocial and material support. We contacted the other ones situated outside Keetmanshoop by e-mail or phone. As an accurate result of these activities there was compiled *A list of relevant contacts* (See Appendix XI.) including the organisations, which are really open to potential collaboration.

The last part is dedicated to a direct cooperation between the pre-school institutions and the ministries – the MGECW and the MOE, in Keetmanshoop. There has been done a great step forward. In connection with my initial visit of the MGECW, Mrs. Adelaide Both, my intention to only gain an official list of all Keetmanshoop kindergartens has extended to ongoing cooperation between local kindergarten teachers and this ministry. Adelaide actively took part in the meetings for teachers, presented a few issues during the workshop and lastly, offered a provision of new varied trainings for kindergartens teachers. It is true

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<sup>32</sup> Based on *Namibia National Plan of Action for Orphans and Vulnerable Children* published by Ministry of Gender Equality and Child Welfare in Windhoek, October 2007, page 3.

that these activities should be involved in the policy of her Directorate. However, they are often forgotten or neglected because of a lack of time, heavy work load and large geographical competence of her position (whole Karas region). **Our goal to increase direct contact between these two spheres – private and governmental, has been satisfactorily achieved.**

After visiting the MOE I got in touch with newly placed Pre-primary Education Officer Mrs. Anna Alette Goliath. She seeks to implement policies, strategies and activities in terms of the Education and Training Sector Improvement Programme (ETSIP) being developed by the Ministry of Education in Karas region. She took charge of the first governmental pre-primary school in Keetmanshoop. She provides its teachers with specific trainings, the new pre-primary school curriculum and appropriate materials for teaching.

Regarding our goal to strengthen a mutual connection between private and governmental spheres I asked Alette for a potential contribution towards the teachers of private kindergartens. The result has been Alette's direct involvement in both the third meeting for the teachers and the parental workshop, her offer to provide these teachers with the new-established teaching materials and methods, and to actively involve the teachers in development educational trainings.

According to the last e-mail message (See Appendix XII.), Alette is still in contact with the kindergartens of private sector.

In the last paragraph I would like to identify **the factors influencing the achievement or non-achievement of the project objectives.**

As far as the first objective is concerned, the main obstacles that we had had to overcome have been the parent unconcern about pre-primary education; the insufficient attention to the needs of their children; the reserve including some of the social issues that have a significant influence on child's behaviour in pre-school institutions (especially information on HIV status); the irresponsibility for parenthood as a result of social immaturity; and in the end overall social problems

for Karas region such as a high rate of alcoholism and unemployment, wide spread of HIV/AIDS and tuberculosis, low level of literacy, frequent attendance at nightclubs and promiscuous sexual behaviour.

It is understandable that we haven't them sewn up. The first ones have been reduced (especially the deficiencies in pre-primary educational awareness among parents), some of them have been only discussed so far (the openness about sensitive social issues) and the rest are ready for the next parental workshop (the risky life-style of parents). On the other hand I am aware that I work with a different culture, which features its own traditions and moral values. The project entirely respects both members of the local community and their vested human rights and liberties. Indeed, this law system also includes *the responsibilities* congruent with the rights we would like to strengthen through the project.

The second objective has been struggling with completely different elements. The factors coming from the private sector are characterized as: the mistrust of the governmental system; the lack of energy to deal with unsatisfactory situation; the fear of refusal and failures; and the location of most kindergartens in a slum area. Whereas, the ministries have sought to deal with the issues such as: the heavy working load; the lack of time; the limitation to governmental resources (the financial and material support); and the restrictive policy. The link-up in terms of the project objective has worked out a set of new alternatives to the aforementioned difficulties. Especially, the kindergartens teachers realized that they can ask the governmental sphere for help – without fear and doubts. They will see an improvement if energy and effort are exerted in the right way.

Lastly, I mention the limitation to governmental resources including finances and educational materials. The funds of the MGECW are targeted for specific purposes such as Early Childhood Development services and Income Generating Activities. The budget is an inadequately low. The amount of 30 000 NAD (approx. 70 000 Czech crowns) for the ECD services and amount of 40 000

NAD (approx. 92 000 Czech crowns) for the IGA's are annually budgeted for whole Karas region, where you can find 64 kindergartens.<sup>33</sup> On account of this status, we had addressed the relevant NGOs and the MOE in Keetmanshoop where we met with success in the form of material (the educational posters provided by the Disability Resource Centre in Keetmanshoop and teaching materials provided by the MOE), psychosocial (the offer of counselling services and support by the MGECW and MOE) and educational support (the educational trainings for kindergarten teachers provided by the MOE).

#### 4.5 Educational Development Impact

*What has happened as a result of the project? To what extent did the project interventions influence the pre-school educational network of Keetmanshoop in terms of the ETSIP sub-programme, the Early Childhood Development (ECD) and Pre-primary Education ?*

These questions form a conception of this part. *The answer of the first question is predicated on **an overall effect of the project**.* This effect is directly connected with the changes, which have happened within the pre-school educational network of Keetmanshoop.

Firstly, the private educational sector, represented by eight local kindergartens, has achieved closer cooperation with local governmental sector, namely the MGECW and the MOE.

Secondly, there has been largely attained the consolidation of private sector power – a mutual collaboration between local kindergartens, on the one hand, a cooperation between them and the NGOs situated in Keetmanshoop

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<sup>33</sup> These figures are based on a private provision of information by Mrs. Adelaide Both from the MGECW in Keetmanshoop. In addition, there are published with her official permission.

(including also organisation People In Need), on the other.

Lastly, the local kindergartens has partially strengthened their links with the parents whose children attend their institutions.

The second question is especially focused on *the impacts of project activities within the framework of the **Early Childhood Development (ECD) and Pre-primary Education programme***. Concerning programme objectives and components, which were mentioned in the theoretical part, I can say that the project KINDERGARTENS 2009, Namibia – Keetmanshoop has made the difference to them.

The activities such as compiling a list of all local kindergartens, making an assessment of the working environment in them by the questionnaires and handing both of them over to the MGECW have contributed towards the effectiveness of the ECD programme being implemented in Keetmanshoop. Thanks to this comprehensive overview the Ministry can improve the expansion of its ECD services into all kindergartens, especially into those including OVCs and children from marginalised groups. The organisation of meetings and parental workshop, furthermore in Adelaide's presence, had an influence on better background knowledge of the ECD services for both kindergartens and parents. It seems likely to develop accurate access to the programme.

As a result, I could observe that the project and its interventions have served as a 'human link' between private and governmental sphere. Allow me to substitute a symbol 'human link' for a more professional term 'social work'. So far there has been nobody who worked actively and consistently with a target group of the ECD programme in the field. There is only one social worker within the MGECW. Moreover, she is responsible for a system of social allowances.

I am fully aware that the MGECW misses a sufficient amount of finances for funding. Hence we also asked the MOE for support and help. We continuously strive to be self-reliant and self-help.

To sum up, there have been a few valuable contributions to the ECD programme, whereas the second programme Pre-primary Education has remained untouched. In addition, it has represented grateful support for our work.

## 4.6 Synthesis report

In this final analyse, I would like to consider the possibility of continuing the project KINDERGARTENS 2009, Namibia – Keetmanshoop. It includes a development term 'sustainability', on the one hand, a set of recommendations and lessons learned, on the other.

'Sustainability' is defined as „*a benchmark for measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.*”<sup>34</sup> I can't afford to work with either of them. I will replace them with a term 'human resources'. Thus the sustainability of my project will depend on human emphasis and effort of local people who have been actively involved in it, namely the kindergartens teachers and the representatives of ministries.

From the beginning the project has been directed towards its independence and self-reliance. It has been seen that its first part required my supervision – to show the effective direction. However, afterwards there have ensued noticeable initiatives to take matters into own hands. A project or programme, which are able to operate with limited local resources, should be supported and strengthened in this way. It isn't anything new when I am saying: “*If you give a person some fish, you satisfy his/her hunger for one day. If you teach a person how to hunt them, you satisfy his/her hunger for life...*”

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34 According to DAC Evaluation Criteria

*Evaluating Development Co-operation: Summary of key norms and standards* [on-line]. Paris: OECD DAC Network on Development Evaluation, © 2008 [cite 2010-03-10]. Evaluation Criteria., page 14. Available on WWW: <<http://www.oecd.org/dataoecd/12/56/41612905.pdf>>.

#### 4.6.1 **Conclusions**

It is obvious that the project still need somebody who would partly supervise its process not only due to its remaining goals (as we have seen in chapter 4.4.) but **recent genesis**. As was mentioned earlier, I am in permanent contact with Mrs. Alette Goliath from the MOE (now I am waiting for her reply to my request for actual information about the project) and with local employees of organisation People In Need. Both of them can inform me about the 'actual project situation'. But it is insufficient. Hence the project is ready to be handed over to a new volunteer who has been working for organisation People In Need these days. In my opinion, it could be the way how to ensure both its continuation and right direction.

We are still lying at the beginning of the project. Despite of this fact, I am confident that the project will have the energy to stay only in local hands one day.

#### 4.6.2 **Recommendations**

The following sentences will be addressed to potential users of the project - to both kindergarten teachers and Mrs. Goliath and Mrs. Both from the ministries, and potential external supervisor (e.g. new volunteers).

*On the basis of the previous conclusions I will outline a few views including:*

##### **1) Recommendations to the kindergarten teachers**

Firstly, the kindergarten teachers should maintain a regular mutual contact between themselves – to ensure the effective running of their self-help group in terms of seeking out new opportunities and challenges and of organising

collective meetings. They should enhance and strengthen the essential cooperation with the Ministry of Gender Equality and Child Welfare and the Ministry of Education.

Secondly, they should develop a stronger link with parents through regular parental workshops and collective social events. To offer parents to be actively involved in these events – for instance like one of the facilitators. To provide them with the platform for their own ideas and issues. However, the effort and energy of the teachers should lead to effective interventions – to assess the probability of success.

Lastly, they should spread information about their situation through the community, town, country - to try to obtain support and funding from new places. To be more progressive and to draw attention to their problems.

## **2) Recommendations to the representatives of the MGECW and the MOE**

In this chapter, the main accent is given on the Ministry of Gender Equality and Child Welfare in Keetmanshoop. The Ministry should seek to increase the budget for the ECD programme. There is a high probability of failure. Thus, to start considering more reasonable distribution of the ECD services – for whom and where. To take account of pre-schools with OVCs, too.

Another alternative to poor financial situation is to fully supported the self-help group of teachers - to provide them with relevant in-service trainings, to participate in their meetings and parental workshops, and to be particularly in regular personal contact with them. With respect to a lack of human resources, the Ministry should employ some fieldworkers or social workers. It might contribute towards many effective interventions and their outcomes.

*The Ministry should temporarily involve the project and its interventions in national educational programme the Early Childhood Development and Pre-primary Education. It seems like a subsidiary programme to it.*

In the end, the Ministry should closely cooperate with the Ministry of

Education. They can enrich to each other – in both informative and material way.

### **3) Recommendations to potential external supervisor**

Potential external supervisor should take the responsibility for whole project structure into account. It means as follows:

- regular personal contact with both the kindergarten teachers and the ministries;
- permanent strengthening the bond between them;
- technical assistance to the self-help group consisted of the teachers;
- provision of new information and opportunities for the project and
- ongoing empowerment of local pre-school educational network in order to conduct the project by itself.

#### **4.6.3 Lessons Learned**

According to my own experiences I would like to define a few approaches to work with local people:

- respect for local community and its culture;
- adherence to their rules, belief and moral principles;
- preference for face-to-face contacts;
- repeated reminding them about the coming events;
- provision of documents, reports, invitations, leaflets etc. likewise in their native languages – mostly in Afrikaans or Nama language;
- tolerance for conducting collective meetings or workshops in their native languages; and in conclusion

- adequate attitude to potential achievements and provision of background information on them as well.

## 5. CONCLUSION

The objective of my thesis was to evaluate the project aimed at pre-school educational network, which I started implementing in the South of Namibia in Keetmanshoop last year, by one international benchmark. Its success and impact were measured in terms of goals and changes accomplished. On the grounds of the results and conclusions there were identified the following:

- the project has achieved significant results within the cooperation between private and government spheres – their mutual bond has been strengthened;
- however, the active involvement of parents in pre-primary education of their children, it remains to be seen with time; and lastly
- there has been registered a particular impact on national educational policy.

In my role as an evaluator, the project was assessed as being, for the most part, **effective** and **sustainable** in terms of ongoing enthusiasm of Keetmanshoop kindergarten teachers and election of a new supervisor. The project is, among others, supported by the management of People In Need Mission to Namibia. Thus there isn't any reason to drop out this commenced initiative only because of my departure.

Now, I wish to actively cooperate with those who will take care of the project and together to fully achieve our goal – to improve the pre-school educational network in Keetmanshoop. In addition, I would like to return to Namibia and engage in development assistance to this country again.

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## 7. LIST OF ABBREVIATIONS

|          |   |
|----------|---|
| AIDS     | Acquired Immune-Deficiency Syndrome                                 |
| ASA-GLEN | Global Education Network of Young Europeans                         |
| CDA      | Czech Development Agency  |
| DAC      | Development Assistance Centre (OECD)                                |
| ECD      | Early Childhood Development programme                               |
| ECDC     | Early Childhood Development Centres                                 |
| EMIS     | Educational Management Information System                           |
| ETSIP    | Education and Training Sector Improvement Programme                 |
| GDO      | Global Development Outlook (OECD)                                   |
| GDP      | Gross Domestic Product  |
| HIV      | Human Immune-deficiency Virus                                       |
| IECD     | Directorate of Community and Integrated Early Childhood Development |
| IGAs     | Income Generating Activities  |
| MDGs     | Millennium Development Goals  |
| MGECW    | Ministry of Gender Equality and Child Welfare                       |
| MOE      | Ministry of Education   |
| NGOs     | Non-governmental organisations                                      |
| NIED     | National Institute for Educational Development                      |
| ODA      | Official Development Assistance                                     |
| OECD     | Organisation for Economic Co-operation and Development              |
| OVCs     | Orphans and Vulnerable Children                                     |
| RDP      | Rally for Democracy and Progress                                    |
| SIDS     | Small Island Developing States                                      |
| SWAPO    | South West Africa Peoples' Organisation                             |
| TB       | Tuberculosis  |
| UN       | United Nations  |
| UNDP     | United Nations Development Programme                                |

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## APPENDIX II.

### **THE ASSESSMENT OF WORKING ENVIRONMENT IN THE KINDERGARTENS IN KEETMANSHOOP**

In 2009 there are 13 kindergartens in Keetmanshoop in Karas region – rural and urban area. There are twelve kindergartens private and only one is governmental – Mina Sachs Pre-primary School. The kindergartens differ from each other with organizational structures. Most of them function as common day care centres with pre-primary education. This type of kindergarten is attended by children in the 2-6 age range. Then, there are kindergartens which are mainly aimed at pre-primary education and preparation. They are available for children in the 5-6 age range. The next kind of kindergartens is for a wide age group of children from 1 to 18 years. These kindergartens mostly involve orphans and vulnerable children. And the last is represented by only one institution which is located in Disability Resource Centre in Krönlein. It is the 'Step by Step' Pre-school and its main purpose is integration between healthy children and children with some sort of disabilities.

The approximate number of children regularly attending one of the kindergartens in Keetmanshoop is 640. This number is very changeable because of high rate of migration into other towns and a lack of money for regular payment of school fees.

The kindergartens are mostly open from 7 to 17 o'clock. Pre-primary schools are exceptional. They are open only in the mornings – from 7 to 13 p.m.

The main purpose of kindergartens is to take care of children and educate them. To improve their existing skills, to prepare them for future spend in new collective such as class, to show them correct lifestyle using Bible stories and obviously to play with them and to organize various activities for them.

School fees are the main problem in Keetmanshoop kindergartens. Parents

don't pay school fees on time or even at all. Most of them can't afford to pay them because they are unemployed. Lot of external but also internal factors play their role in this situation. Lack of employment possibilities and a high rate of HIV/AIDS infection can be seen as the external factors. Lack of parental responsibility and attention dedicated to children, frequent visits to clubs and shebeens and also overall apathy of the community fall under the internal factors.

What is the result then? Poor relationship between parents and their children. Parents don't want to talk about their problems and to solve them in a correct way. They prefer running away from these problems and responsibilities connected to them. It is understandable because it is faster than to give some explanation. This behavior endangers both the running of kindergartens and the development of children living in this 'system'. Children miss valuable communication with their parents and a support. In this case you can imagine a situation which orphans and vulnerable children are left in. The teachers who work with these children try to provide them with as much as possible.

The average school fees are 100 NAD per month. There are two exceptions. The first is represented by one kindergarten in Westdene nearby town. This neighbourhood is mainly inhabited by Afrikaners. They pay about 600 NAD per month. And the other is one kindergarten in Tseiblaagte which is free of charge for orphans and vulnerable children.

There is also a direct connection between provision of nutrition and organization such as kindergarten. Almost each kindergarten provides children with daily diet or they try to do it. It is another thing which influences their work very much. Of course, in connection with previous problems concerning payment of school fees. If the parents don't pay in time or at all, the kindergartens can't provide children with daily diet. The teachers must often take from their own pockets. There also isn't enough money for their salaries.

The most common meal being prepared in kindergartens is porridge. Breakfast and lunch are usually served. The breakfast and lunch time depends on opening hours of each kindergarten.

Another way how to provide children with daily diet is to ask parents for contribution. Then, they should be able to give a sufficiency of appropriate food to their children for morning or for whole day. Some of the parents accept this system but unfortunately some of them don't. The children of these parents must

be hungry for the whole day because there isn't often any other solution. Other children sometimes share their own lunch boxes with them, but often they themselves have very little.

As far as the type of nutrition is concerned I unfortunately must mention that parents haven't got enough information about this topic. The parents prefer buying chips, sweets or so-called 'fat-cake' which is so oily and heavy for child's body. The reason is simple because they are very cheap and they can fill child's tummy for a long time. Most of the teachers try to change parents' attitude to nutrition. They repeatedly ask parents to reduce consumption of meat, oily and spicy food, sweets and to substitute these things for fruit, vegetables and brown bread. Regarding this situation some kindergartens have already innovated a new nutrition programme which doesn't allow children to bring sweets and chips.

The next and probably also the last alternative is to ask some organizations for donation. There are a few which work in this area – CAFO and Michelle McLEAN. They provide organizations taking care of orphans and vulnerable children with money for food and school equipment, dry food such as beans, rice or maize meal and also materials such as blankets or zinc plates.

In conclusion, the results of our questionnaires suggest that there are a lot of obstacles which the kindergartens in Keetmanshoop must be getting over every day. They deal with a lack of educational equipment for children, a lack of financial resources to run their kindergartens and also with parental apathy. According to most respondents there are enough kindergartens in Tseiblaagte. Despite this fact there are a lot of children on the streets. Reason? This is very similar to previous statements – a lack of financial resources, parental unconcern about child's development but also unfortunately the loss of family. Insufficient number of kindergartens is definitely in Westdene. There is only one kindergarten - Keetmanshoop Privaatskool Kekkelbekkie.

## APPENDIX III.

### **DAC EVALUATION CRITERIA AND QUALITY STANDARDS**

#### **A. Evaluation criteria**<sup>35</sup>

When evaluating development co-operation programmes and projects it is useful to consider **the following criteria**:

##### **1. RELEVANCE**

*The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.*

In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

##### **2. EFFECTIVENESS**

*A measure of the extent to which an aid activity attains its objectives.*

In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

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<sup>35</sup> *Evaluating Development Co-operation: Summary of key norms and standards* [on-line]. Paris: OECD DAC Network on Development Evaluation, © 2008 [cite 2010-02-21]. Evaluation Criteria, pp. 13-14. Available on WWW: <<http://www.oecd.org/dataoecd/12/56/41612905.pdf>>.

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

### **3. EFFICIENCY**

*Efficiency measures the outputs – qualitative and quantitative – in relation to the inputs.* It is an economic term which is used to assess the extent to which aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme or project implemented in the most efficient way compared to alternatives?

### **4. IMPACT**

*The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.* This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of a programme or a project, it is useful to consider the following questions:

- What has happened as a result of the programme or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

## 5. SUSTAINABILITY

*Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn.* Projects need to be environmentally as well as financially sustainable.

When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

### B. Evaluation quality standards<sup>36</sup>

There are ten main standards which provide guidance on the conduct of evaluations and for reports. The standards identify the key pillars needed for a quality evaluation process and product.

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<sup>36</sup> *Evaluating Development Co-operation: Summary of key norms and standards* [on-line]. Paris: OECD DAC Network on Development Evaluation, © 2008 [cite 2010-02-21]. DAC Evaluation Quality Standards, pp. 19-24. Available on WWW: <<http://www.oecd.org/dataoecd/12/56/41612905.pdf>>.

## 1. RATIONALE, PURPOSE AND OBJECTIVES OF AN EVALUATION

### 1.1. The rationale of the evaluation

Describes why and for whom the evaluation is undertaken and why it is undertaken at a particular point in time.

### 1.2. The purpose of the evaluation

The evaluation purpose is in line with the learning and accountability function of evaluations. For example the evaluation's purpose may be to:

- Contribute to improving an aid policy, procedure or technique
- Consider a continuation or discontinuation of a project/programme
- Account for aid expenditures to stakeholders and tax payers

### 1.3. The objectives of the evaluation

The objectives of the evaluation, specify what the evaluation aims to achieve.

For example:

- To ascertain results (output, outcome, impact) and assess the effectiveness, efficiency and relevance of a specific development intervention;
- To provide findings, conclusions and recommendations with respect to a specific policy, programme etc.

## 2. EVALUATION SCOPE

### 2.1. Scope of the evaluation

The scope of the evaluation is clearly defined by specifying the issues covered, funds actually spent, the time period, types of interventions, geographical

coverage, target groups, as well as other elements of the development intervention addressed in the evaluation.

## **2.2. Intervention logic and findings**

The evaluation report briefly describes and assesses the intervention logic and distinguishes between findings at the different levels: inputs, activities, outcomes and impacts.

## **2.3. Evaluation criteria**

The evaluation report applies the five criteria for evaluating development assistance: relevance, efficiency, effectiveness, impact and sustainability. The criteria applied for the given evaluation are defined in unambiguous terms. If a particular criterion is not applied this is explained in the evaluation report, as are any additional criteria applied.

## **2.4. Evaluation questions**

The questions asked, as well as any revisions to the original questions, are documented in the report for readers to be able to assess whether the evaluation team has sufficiently assessed them.

# **3. CONTEXT**

## **3.1. The development and policy context**

The evaluation report provides a description of the policy context relevant to the development intervention, the development agency's and partners' policy documents, objectives and strategies. The development context may refer to: regional and national economy and levels of development. The policy context may refer to: poverty reduction strategies, gender equality, environmental protection and human rights.

## **3.2. The institutional context**

The evaluation report provides a description of the institutional environment and stakeholder involvement relevant to the development intervention, so that their influence can be identified and assessed

### **3.3. The socio-political context**

The evaluation report describes the socio-political context within which the intervention takes place, and its influence on the outcome and impact of the development intervention.

### **3.4. Implementation arrangements**

The evaluation report describes the organisational arrangements established for implementation of the development intervention, including the roles of donors and partners

## **4. EVALUATION METHODOLOGY**

### **4.1. Explanation of the methodology used**

The evaluation report describes and explains the evaluation method and process and discusses validity and reliability. It acknowledges any constraints encountered and their impact on the evaluation, including their impact on the independence of the evaluation. It details the methods and techniques used for data and information collection and processing. The choices are justified and limitations and shortcomings are explained.

### **4.2. Assessment of results**

Methods for assessment of results are specified. Attribution and contributing/confounding factors should be addressed. If indicators are used as a basis for results assessment these should be SMART (specific, measurable, attainable, relevant and time bound).

### **4.3. Relevant stakeholders consulted**

Relevant stakeholders are involved in the evaluation process to identify issues and provide input for the evaluation. Both donors and partners are consulted. The evaluation report indicates the stakeholders consulted, the criteria for their selection and describes stakeholders' participation. If less than the full range of stakeholders was consulted, the methods and reasons for selection of particular stakeholders are described.

#### **4.4. Sampling**

The evaluation report explains the selection of any sample. Limitations regarding the representativeness of the evaluation sample are identified.

#### **4.5. Evaluation team**

The composition of evaluation teams should possess a mix of evaluative skills and thematic knowledge, be gender balanced, and includes professionals from the countries or regions concerned.

### **5. INFORMATION SOURCES**

#### **5.1. Transparency of information sources**

The evaluation report describes the sources of information used (documentation, respondents, literature etc.) in sufficient detail, so that the adequacy of the information can be assessed. Complete lists of interviewees and documents consulted are included, to the extent that this does not conflict with the privacy and confidentiality of participants.

#### **5.2. Reliability and accuracy of information sources**

The evaluation cross-validates and critically assesses the information sources used and the validity of the data using a variety of methods and sources of information.

## 6. INDEPENDENCE

### **6.1. Independence of evaluators vis-à-vis stakeholders**

The evaluation report indicates the degree of independence of the evaluators from the policy, operations and management function of the commissioning agent, implementers and beneficiaries. Possible conflicts of interest are addressed openly and honestly.

### **6.2. Free and open evaluation process**

The evaluation team is able to work freely and without interference. It is assured of cooperation and access to all relevant information. The evaluation report indicates any obstruction which may have impacted on the process of evaluation.

## 7. EVALUATION ETHICS

### **7.1. Evaluation conducted in a professional and ethical manner**

The evaluation process shows sensitivity to gender, beliefs, manners and customs of all stakeholders and is undertaken with integrity and honesty. The rights and welfare of participants in the evaluation are protected. Anonymity and confidentiality of individual informants should be protected when requested and/or as required by law.

### **7.2. Acknowledgement of disagreements within the evaluation team**

Evaluation team members should have the opportunity to dissociate themselves from particular judgements and recommendations. Any unresolved differences of opinion within the team should be acknowledged in the report.

## 8. QUALITY ASSURANCE

### 8.1. Incorporation of stakeholders' comments

Stakeholders are given the opportunity to comment on findings, conclusions, recommendations and lessons learned. The evaluation report reflects these comments and acknowledges any substantive disagreements. In disputes about facts that can be verified, the evaluators should investigate and change the draft where necessary. In the case of opinion or interpretation, stakeholders' comments should be reproduced verbatim, such as in an annex, to the extent that this does not conflict with the rights and welfare of participants.

### 8.2. Quality control

Quality control is exercised throughout the evaluation process. Depending on the evaluation's scope and complexity, quality control is carried out either internally or through an external body, peer review, or reference group. Quality controls adhere to the principle of independence of the evaluator.

## 9. RELEVANCE OF THE EVALUATION RESULTS

### 9.1. Formulation of evaluation findings

The evaluation findings are relevant to the object being evaluated and the purpose of the evaluation. The results should follow clearly from the evaluation questions and analysis of data, showing a clear line of evidence to support the conclusions. Any discrepancies between the planned and actual implementation of the object being evaluated are explained.

### 9.2. Evaluation implemented within the allotted time and budget

The evaluation is conducted and results are made available in a timely manner

in relation to the purpose of the evaluation. Unanticipated changes to time frame and budget are explained in the report. Any discrepancies between the planned and actual implementation and products of the evaluation are explained.

### **9.3. Recommendations and lessons learned**

Recommendations and lessons learned are relevant, targeted to the intended users and actionable within the responsibilities of the users. Recommendations are actionable proposals and lessons learned are generalizations of conclusions applicable for wider use.

### **9.4. Use of evaluation**

Evaluation requires an explicit acknowledgement and response from management regarding intended follow-up to the evaluation results. Management will ensure the systematic dissemination, storage and management of the output from the evaluation to ensure easy accessibility and to maximise the benefits of the evaluation's findings.

## **10. COMPLETENESS**

### **10.1. Evaluation questions answered by conclusions**

The evaluation report answers all the questions and information needs detailed in the scope of the evaluation. Where this is not possible, reasons and explanations are provided.

### **10.2. Clarity of analysis**

The analysis is structured with a logical flow. Data and information are presented, analysed and interpreted systematically. Findings and conclusions are clearly identified and flow logically from the analysis of the data and information. Underlying assumptions are made explicit and taken into account.

### **10.3. Distinction between conclusions, recommendations and lessons learned**

Evaluation reports must distinguish clearly between findings, conclusions and recommendations. The evaluation presents conclusions, recommendations and lessons learned separately and with a clear logical distinction between them. Conclusions are substantiated by findings and analysis. Recommendations and lessons learned follow logically from the conclusions.

### **10.4. Clarity and representativeness of the summary**

The evaluation report contains an executive summary. The summary provides an overview of the report, highlighting the main conclusions, recommendations and lessons learned.

## APPENDIX IV.

### **A QUESTIONNAIRE TO KINDERGARTENS IN KEETMANSHOOP**

The aim of this questionnaire is to find out working conditions, assess the specific needs and possibilities of providing child's daily diet in all kindergartens in Keetmanshoop. Help us improve a social relationship between parents, kindergarten pedagogues and children, please!

|                                  |                  |                                     |
|----------------------------------|------------------|-------------------------------------|
| <b>NAME OF ORGANISATION:</b>     |                  |                                     |
| <b>NAME OF CONTACT PERSON:</b>   |                  |                                     |
| <b>CONTACT DETAILS:</b>          | <b>ADDRESS:</b>  | <b>TELEPHONE:</b>                   |
|                                  |                  | <b>FAX:</b>                         |
| <b>NUMBER OF MEMBERS:</b>        | <b>TEACHERS:</b> | <b>CHILDREN:</b><br>Boys:<br>Girls: |
| <b>THE AGE RANGE OF CHILDREN</b> | <b>FROM:</b>     | <b>TO:</b>                          |

1) What time does your kindergarten open and then close? Which days is it open?

2) What is the main purpose of your kindergarten?

3) What kind of activities do you organise for children?

**4) How much are your school fees?**

**4.1. Are they sufficient in connection with your expenses? If no, do you know about any possibility of improving it?**

**5) Do the parents pay the fees regularly and in time?**

**5.1. If no, what do you do in this case?**

**6) Do you organise parental meetings? If yes, how often?**

**6.1. And how many parents usually come? Please, mark your answer with circle**

- a) all of them
- b) most of them
- c) only a few of them
- d) nobody has come to our parental meeting so far

**6.2. If no, is there any other ways of meeting the parents?**

**7) Do the parents collaborate with your kindergarten? (f.e. provision of some support such as extra food for children; help with some activities in the kindergarten etc.)**

**8)** Is it important to be in contact with the parents of your children for your kindergarten? If yes, why?

**9)** Do you provide your children with food?

**9.1.** If yes, what kind of daily meal is it?

(breakfast, lunch or only snack)

And what kind of food do you provide?

**9.2.** If no, how do you handle nutrition of your children?

**10)** Do the parents participate in a provision of daily diet for their children?

**10.1.** If yes, in which way? And is it sufficient?

**11)** What does the term '*healthy and balanced nutrition*' mean for you?

**12)** What do you think about relationship between children and their parents in Keetmanshoop?

**12.1.** Do the parents dedicate enough time and attention to their children?

**12.2.** Do you find any way how to improve it?

**13)** Do you think that there is enough kindergartens in Keetmanshoop? Please, adduce reason for your answer

*Thank you for your answers and invested time!*

## APPENDIX V.



### Activity Form

**Activity** Please select **only one**.

**Key log frame number: 1.3.3**

|   |  |   |
|---|--|---|
| <p><u>Training</u></p> <ul style="list-style-type: none"> <li>◇ AIDS and Me</li> <li>◇ Yelula/U-khâi small grant</li> <li>◇ Small Business Training</li> <li>◇ Life Books</li> <li>◇ Children Voices</li> <li>◇ Positive Speaking</li> <li>◇ Steps for the Future</li> <li>◇ School board Training</li> <li>◇ Capacity Building</li> <li>◇ HIV/AIDS in the Workplace</li> <li>◇ Body Mapping</li> <li>◇ Paralegal Training</li> <li>◇ Bereavement Training</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>M&amp;E</u></p> <ul style="list-style-type: none"> <li>◇ Follow up post training</li> <li>◇ Follow up post outreach</li> <li>◇ Follow up post small grant</li> </ul> | <p><u>Forums</u></p> <ul style="list-style-type: none"> <li>◇ Home Based Care</li> <li>◇ Treatment Literacy</li> <li>◇ OVC Forum</li> <li>◇ Youth Forum</li> <li>◇ Nutrition Forum</li> <li>◇ Support Group forum</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>Conferences</u></p> <ul style="list-style-type: none"> <li>◇ Annual conference North</li> <li>◇ Annual conference South</li> <li>◇ Other( please specify)</li> </ul> | <p><u>Outreach</u></p> <ul style="list-style-type: none"> <li>√ Yelula/Ukhâi introduction</li> <li>◇ School Activities</li> <li>◇ Community Meeting</li> <li>◇ Community Video Show</li> <li>◇ Positive Speaking</li> <li>√ Technical Assistance</li> <li>◇ CBO Profile</li> <li>√ Consultation Meeting</li> <li>◇ NBC Program</li> <li>◇ Basic Facts Presentation</li> <li>◇ Rights Based Information</li> <li>◇ Research</li> <li>◇ Paralegal support</li> <li>◇ Legal public information</li> <li>◇ Exchange visit</li> <li>◇ Advocacy</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> |
|---|--|---|

| Start date of activity | End date of activity | Language   | Donor/Project   |
|------------------------|----------------------|--|---|
| 27.9.2009              | 27.9.2009            | <ul style="list-style-type: none"> <li>◇ Oshiwambo</li> <li>√ English</li> <li>√ Afrikaans</li> <li>◇ Koekhoegowab</li> <li>◇ Other</li> </ul> | <p>Please select only one</p> <ul style="list-style-type: none"> <li>√ Yelula/Ukhâi</li> <li>◇ OSISA</li> </ul> |

**Description Please** describe in a few words the activity that took place.

Meeting provided for kindergarten teachers – follow up technical assistance to kindergarten teachers

**Location**

Place: Krönlein  
 Constituency/Region: Keetmanshoop Urban/Karas

**Facilitators** ( Please indicate only the lead facilitators)

Ms. Veronica Stastna - PIN  
 Mrs. Adelaide Both - MOGECW  
 Ms. Hana Urbanova - PIN

**Topics Covered** You can select more than one if necessary.

Financial Assistance  Organisational Assistance

**Organisations**

If the activity was held only for an individual, you can write his/her details here.

Was this activity related to a grant given to this organisation?

|   |   |
|---|---|
| Kindergarten teachers   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Representative of Ministry of Gender Equality and Child Welfare | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Head of Mission in Namibia – People In Need                     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

**Targets**

You can select more than one if necessary.

- OVC
- PLWHA
- GRN
- Youth
- Affected
- Children
- NGO
- CBO

**Participants**

|              |    |
|--------------|----|
| Male:        | 0  |
| Female:      | 13 |
| Total        | 13 |
| <b>PLWHA</b> |    |

**Indicate number of IEC any material distributed?**

- HIV Info (IEC materials) \_\_\_\_\_
- Yelula Info 20
- Condoms \_\_\_\_\_
- Grant Application 8
- Other:
  - leaflets on Ministry of Gender Equality and Child Welfare – Social Grants and IGAs
  - pamphlets about topic of healthy and balanced nutrition

**In your opinion, how well was the activity received?** Please Tick one

|  |                            |                            |                            |                                       |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 5- Very well | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 – Not well |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|

**Summary:**

Please write any information you feel relevant. E.g. were there any common questions or concerns raised? Or any particular story from this activity? Please feel free to use additional pages.

This activity is follow up technical assistance to kindergartens teachers.  
 As a result of previous collaboration with kindergarten teachers and representatives of relevant ministries and of non-governmental organisations we organised three collective meetings.

During this first meeting each kindergarten was introduced to others, the most significant problems were being discussed and then there was introduction of Ministry of Gender Equality and Child Welfare provided by Mrs. Adelaide Both. In the end The Head of Mission for Namibia Ms. Hana Urbanova presented the project U-Khâi/Yelula which this activity developed from.

**Achievements:** The most of kindergarten teachers from Keetmanshoop participated in this meeting. The teachers have a big effort to solve this present situation in spite of previous failures connected with a lack of parental involvement.

**Challenges:** To keep this connection between the kindergartens in Keetmanshoop. To strengthen collaboration between them. Also to increase mutual contact between these kindergartens and Ministry of Gender Equality and Child Welfare located in Keetmanshoop.

**Recommendations:** To work towards improvement of the actual situation in Keetmanshoop kindergartens. To continue with organisation of meetings for teachers and to continue reaching the established aim of this activity – to work with parents by presentations on relevant issues.

Signature \_\_\_\_\_ Date: 27/10/09

## APPENDIX VI.



### Activity Form

**Activity** Please select **only one**.

**Key log frame number: 1.3.3**

|   |  |   |
|---|--|---|
| <p><u>Training</u></p> <ul style="list-style-type: none"> <li>◇ AIDS and Me</li> <li>◇ Yelula/U-khâi small grant</li> <li>◇ Small Business Training</li> <li>◇ Life Books</li> <li>◇ Children Voices</li> <li>◇ Positive Speaking</li> <li>◇ Steps for the Future</li> <li>◇ School board Training</li> <li>◇ Capacity Building</li> <li>◇ HIV/AIDS in the Workplace</li> <li>◇ Body Mapping</li> <li>◇ Paralegal Training</li> <li>◇ Bereavement Training</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>M&amp;E</u></p> <ul style="list-style-type: none"> <li>◇ Follow up post training</li> <li>◇ Follow up post outreach</li> <li>◇ Follow up post small grant</li> </ul> | <p><u>Forums</u></p> <ul style="list-style-type: none"> <li>◇ Home Based Care</li> <li>◇ Treatment Literacy</li> <li>◇ OVC Forum</li> <li>◇ Youth Forum</li> <li>◇ Nutrition Forum</li> <li>◇ Support Group forum</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>Conferences</u></p> <ul style="list-style-type: none"> <li>◇ Annual conference North</li> <li>◇ Annual conference South</li> <li>◇ Other( please specify)</li> </ul> | <p><u>Outreach</u></p> <ul style="list-style-type: none"> <li>◇ Yelula/Ukhâi introduction</li> <li>◇ School Activities</li> <li>◇ Community Meeting</li> <li>◇ Community Video Show</li> <li>◇ Positive Speaking</li> <li>✓ Technical Assistance</li> <li>◇ CBO Profile</li> <li>✓ Consultation Meeting</li> <li>◇ NBC Program</li> <li>◇ Basic Facts Presentation</li> <li>◇ Rights Based Information</li> <li>◇ Research</li> <li>◇ Paralegal support</li> <li>◇ Legal public information</li> <li>◇ Exchange visit</li> <li>◇ Advocacy</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> |
|---|--|---|

| Start date of activity | End date of activity | Language   | Donor/Project   |
|------------------------|----------------------|--|---|
| 6.10.2009              | 6.10.2009            | <ul style="list-style-type: none"> <li>◇ Oshiwambo</li> <li>✓ English</li> <li>✓ Afrikaans</li> <li>◇ Koekhoegowab</li> <li>◇ Other</li> </ul> | <p>Please select only one</p> <ul style="list-style-type: none"> <li>✓ Yelula/Ukhâi</li> <li>◇ OSISA</li> </ul> |

**Description** Please describe in a few words the activity that took place.

The second meeting provided for kindergarten teachers – follow up technical assistance to kindergarten teachers

**Location**

|   |
|---|
| Place: Krönlein                               |
| Constituency/Region: Keetmanshoop Urban/Karas |

**Facilitators** ( Please indicate only the lead facilitators)

|  |
|--|
| Ms. Veronica Stastna - PIN                   |
| Ms. Thusnelde //Guruse – CAFO, Huidare group |

**Topics Covered** You can select more than one if necessary.

|   |   |
|---|---|
| <input type="checkbox"/> Financial Assistance | <input checked="" type="checkbox"/> Organisational Assistance |
|---|---|

**Organisations**

If the activity was held only for an individual, you can write his/her details here.

Was this activity related to a grant given to this organisation?

|  |   |
|--|---|
| Kindergarten teachers                          | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Chairpersons of non-governmental organizations | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

**Targets**

You can select more than one if necessary.

- OVC
- PLWHA
- GRN
- Youth
- Affected
- Children
- NGO
- CBO

**Participants**

|              |    |
|--------------|----|
| Male:        | 0  |
| Female:      | 13 |
| Total        | 13 |
| <b>PLWHA</b> |    |

**Indicate number of IEC any material distributed?**

- HIV Info (IEC materials) \_\_\_\_\_
- Yelula Info \_\_\_\_\_
- Condoms \_\_\_\_\_
- Grant Application \_\_\_\_\_
- Other:
  - a list of relevant contacts
  - a list of all kindergartens in Keetmanshoop
  - the assessment of working environment in the kindergartens in Keetmanshoop
  - leaflets on institutions working with children with hearing impairment

**In your opinion, how well was the activity received?** Please Tick one

|  |                            |                            |                            |                                       |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 5- Very well | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 – Not well |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|

**Summary:**

Please write any information you feel relevant. E.g. were there any common questions or concerns raised? Or any particular story from this activity? Please feel free to use additional pages.

The second meeting was aimed at introduction of alternatives to present situation in kindergartens and introduction of relevant organisations. As a result of this meeting kindergarten teachers determined the issues which are necessary to present to parents and they also proposed potential date and time of this session – workshop for parents.

**Achievements:** All kindergarten teachers who had attended the first meeting also participated in this meeting. Some of them even invited other teachers from Karas region. During the meeting there was handed out a list of relevant contacts consisted of contacts of all kindergartens in Keetmanshoop and also of all organizations which are able to support kindergartens in some way to present kindergarten teachers. The aim of this act was to keep them in mutual contact.

**Challenges:** To encourage kindergarten teachers to meet each other regularly. They themselves should undertake responsibility for and control over this activity – collective meetings. To create a group of teachers with specific organisational structure and with a chairperson.

**Recommendations:** To continue with preparation of workshop for parents: to specify exactly the issues which should be presented to parents during the workshop and also people who will be responsible for their introduction; to prepare specific programme of workshop; and in the end to determine exact date, time and venue of it.

Signature \_\_\_\_\_

Date: 27/10/09

## APPENDIX VII.



### Activity Form

**Activity** Please select **only one**.

**Key log frame number: 1.3.3**

|   |  |   |
|---|--|---|
| <p><u>Training</u></p> <ul style="list-style-type: none"> <li>◇ AIDS and Me</li> <li>◇ Yelula/U-khâi small grant</li> <li>◇ Small Business Training</li> <li>◇ Life Books</li> <li>◇ Children Voices</li> <li>◇ Positive Speaking</li> <li>◇ Steps for the Future</li> <li>◇ School board Training</li> <li>◇ Capacity Building</li> <li>◇ HIV/AIDS in the Workplace</li> <li>◇ Body Mapping</li> <li>◇ Paralegal Training</li> <li>◇ Bereavement Training</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>M&amp;E</u></p> <ul style="list-style-type: none"> <li>◇ Follow up post training</li> <li>◇ Follow up post outreach</li> <li>◇ Follow up post small grant</li> </ul> | <p><u>Forums</u></p> <ul style="list-style-type: none"> <li>◇ Home Based Care</li> <li>◇ Treatment Literacy</li> <li>◇ OVC Forum</li> <li>◇ Youth Forum</li> <li>◇ Nutrition Forum</li> <li>◇ Support Group forum</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>Conferences</u></p> <ul style="list-style-type: none"> <li>◇ Annual conference North</li> <li>◇ Annual conference South</li> <li>◇ Other( please specify)</li> </ul> | <p><u>Outreach</u></p> <ul style="list-style-type: none"> <li>◇ Yelula/Ukhâi introduction</li> <li>◇ School Activities</li> <li>◇ Community Meeting</li> <li>◇ Community Video Show</li> <li>◇ Positive Speaking</li> <li>✓ Technical Assistance</li> <li>◇ CBO Profile</li> <li>✓ Consultation Meeting</li> <li>◇ NBC Program</li> <li>◇ Basic Facts Presentation</li> <li>◇ Rights Based Information</li> <li>◇ Research</li> <li>◇ Paralegal support</li> <li>◇ Legal public information</li> <li>◇ Exchange visit</li> <li>◇ Advocacy</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> |
|---|--|---|

| Start date of activity | End date of activity | Language   | Donor/Project   |
|------------------------|----------------------|--|---|
| 20.10.2009             | 20.10.2009           | <ul style="list-style-type: none"> <li>◇ Oshiwambo</li> <li>✓ English</li> <li>✓ Afrikaans</li> <li>◇ Koekhoegowab</li> <li>◇ Other</li> </ul> | <p>Please select only one</p> <ul style="list-style-type: none"> <li>✓ Yelula/Ukhâi</li> <li>◇ OSISA</li> </ul> |

**Description Please** describe in a few words the activity that took place.

The third meeting provided for kindergarten teachers – follow up technical assistance to kindergarten teachers

**Location**

Place: Tseiblaagte  
 Constituency/Region: Keetmanshoop Urban/Karas

**Facilitators** ( Please indicate only the lead facilitators)

Ms. Veronica Stastna - PIN  
 Mrs. Alet Goliath - MOE

**Topics Covered** You can select more than one if necessary.

Financial Assistance  Organisational Assistance

**Organisations**

If the activity was held only for an individual, you can write his/her details here.

Was this activity related to a grant given to this organisation?

|   |   |
|---|---|
| Kindergarten teachers                   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Representative of Ministry of Education | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

**Targets**

You can select more than one if necessary.

- OVC
- PLWHA
- GRN
- Youth
- Affected
- Children
- NGO
- CBO

**Participants**

|              |    |
|--------------|----|
| Male:        | 0  |
| Female:      | 15 |
| Total        | 15 |
| <b>PLWHA</b> |    |

**Indicate number of IEC any material distributed?**

- HIV Info (IEC materials) \_\_\_\_\_
- Yelula Info \_\_\_\_\_
- Condoms \_\_\_\_\_
- Grant Application \_\_\_\_\_
- Other: - a list of relevant contacts \_\_\_\_\_  
 - a list of all kindergartens in Keetmanshoop \_\_\_\_\_  
 - the assessment of working environment in the kindergartens in Keetmnashoop \_\_\_\_\_

**In your opinion, how well was the activity received?** Please Tick one

|  |                            |                            |                            |                                       |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 5- Very well | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 - Not well |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|

**Summary:**

Please write any information you feel relevant. E.g. were there any common questions or concerns raised? Or any particular story from this activity? Please feel free to use additional pages.

The third meeting was mainly presided by Mrs. Alette Goliath who is in charge of Ministry of Education. The issues selected at previous meeting were specified and discussed by all participants. Then, there were determined the exact date, time and venue of workshop for parents. In the conclusion, there was mentioned a possibility of establishing a new group consisted of kindergarten teachers. The kindergarten teachers proposed organizational structure of potential group and they chose two chairpersons. It is supposed that the final form of this group will be fixed after the workshop for

parents on 9<sup>th</sup> November.

**Achievements:** Other teachers attended our last meeting in Multi-purpose Youth Resource Centre in Keetmanshoop. Mrs. Alet Goliath from Ministry of Education also joined our group consisted of kindergarten teachers. She, as a representative of governmental side, offered new opportunities for kindergarten teachers to improve their situation and to develop their existing knowledge about education. Then, she even undertook responsibility for one topic involved in programme of workshop for parents. This act motivated present teachers to invite Mrs. Adelaide Both from MOGECW to workshop for parents and to offer her to be also involved in this session as a presenter of one topic. She also accepted this invitation.

**Challenges:** To keep this connection between kindergartens and relevant ministries for the following years. To strengthen collaboration between them.

**Recommendations:** To achieve changes and improvements intended for these institutions in Keetmanshoop with the assistance of MOGECW and MOE. To establish a new community based organisation consisted of kindergarten teachers. To encourage them to be more self-reliant without depending on another person coming from 'outside'.

Signature \_\_\_\_\_

Date: 27/10/09

## APPENDIX VIII.



### Activity Form

|  |   |   |
|--|---|---|
| <b>Activity</b> <i>Please select only one.</i>   |   | <b>Key log frame number:1.3.3</b>   |
| <u>Training</u><br>◇ AIDS and Me<br>◇ Yelula/U-khâi small grant<br>◇ Small Business Training<br>◇ Life Books<br>◇ Children Voices<br>◇ Positive Speaking<br>◇ Steps for the Future<br>◇ School board Training<br>◇ Capacity Building<br>◇ HIV/AIDS in the Workplace<br>◇ Body Mapping<br>◇ Paralegal Training<br>◇ Bereavement Training<br>◇ Other( please specify)<br>-----<br><u>M&amp;E</u><br>◇ Follow up post training<br>◇ Follow up post outreach<br>◇ Follow up post small grant | <u>Forums</u><br>◇ Home Based Care<br>◇ Treatment Literacy<br>◇ OVC Forum<br>◇ Youth Forum<br>◇ Nutrition Forum<br>◇ Support Group forum<br>◇ Other( please specify)<br>-----<br><u>Conferences</u><br>◇ Annual conference North<br>◇ Annual conference South<br>◇ Other( please specify) | <u>Outreach</u><br>◇ Yelula/Ukhâi introduction<br>◇ School Activities<br>◇ Community Meeting<br>◇ Community Video Show<br>◇ Positive Speaking<br>✓ Technical Assistance<br>◇ CBO Profile<br>◇ Consultation Meeting<br>◇ NBC Program<br>◇ Basic Facts Presentation<br>◇ Rights Based Information<br>◇ Research<br>◇ Paralegal support<br>◇ Legal public information<br>◇ Exchange visit<br>◇ Advocacy<br>◇ Other( please specify)<br>----- |

| Start date of activity | End date of activity | Language   | Donor/Project                                       |
|------------------------|----------------------|--|---|
| 30.11.2009             | 30.11.2009           | ◇ Oshiwambo<br>✓ English<br>✓ Afrikaans<br>◇ Koekhoegowab<br>◇ Other | Please select only one<br>✓ Yelula/Ukhâi<br>◇ OSISA |

**Description Please** describe in a few words the activity that took place.

The fourth meeting provided for kindergarten teachers – follow up technical assistance to kindergarten teachers

**Location**

Place: Krönlein  
 Constituency/Region: Keetmanshoop Urban/Karas

**Facilitators** ( Please indicate only the lead facilitators)

Ms. Veronica Stastna - PIN

**Topics Covered** You can select more than one if necessary.

Financial Assistance  Organisational Assistance

**Organisations**

If the activity was held only for an individual, you can write his/her details here.

Was this activity related to a grant given to this organisation?

Kindergarten teachers  Yes  No

**Targets**

You can select more than one if necessary.

- OVC
- PLWHA
- GRN
- Youth
- Affected
- Children
- NGO
- CB

**Participants**

|              |    |
|--------------|----|
| Male:        | 0  |
| Female:      | 11 |
| Total        | 11 |
| <b>PLWHA</b> |    |

**Indicate number of IEC any material distributed?**

- HIV Info (IEC materials) \_\_\_\_\_
- Yelula Info \_\_\_\_\_
- Condoms \_\_\_\_\_
- Grant Application \_\_\_\_\_
- Other: \_\_\_\_\_

**In your opinion, how well was the activity received?** Please Tick one

5- Very well  4  3  2  1 - Not well

**Summary:**

Please write any information you feel relevant. E.g. were there any common questions or concerns raised? Or any particular story from this activity? Please feel free to use additional pages.

This meeting which was the last (the fourth) follow up session provided for kindergarten teachers should complete our initial efforts to improve actual situation in Keetmanshoop kindergartens and pre-primary schools. On the basis of this aim we were talking about a workshop organised for parents by kindergarten teachers on 9<sup>th</sup> November. According to the reactions coming from parents we could determine a way how to continue.

After the workshop the teachers asked parents about their opinions and feelings on this session. The feedback provided by parents was more than positive. They would like to meet each other again and to discuss other issues. They also told parents who weren't present at the workshop about this.

As far as feedback from teachers is concerned they were very satisfied with and delighted the attendance and the following interest of parents. They are confident that they want to continue with this initiative next year. On the basis of this decision we established two teachers who will be responsible for the next year's meeting provided for all kindergarten teachers from Keetmanshoop. The aim of this meeting will be to

establish a self-help group consisted of kindergarten teachers and to clarify its organizational structure and potential steps concerning new opportunities and advantages as a group. In relation with the establishment there should be also discussed the following workshops for parents.

**Achievements:** I think that the decision to continue is the biggest success which we could achieve. On the basis of positive feedback coming from parental side the teachers would like to create a self-help group and to organise other workshops for parents.

**Challenges:** To join as many teachers and parents from Keetmanshoop as possible for this project. The teachers shouldn't be afraid to ask governmental side represented by Ministry of Gender Equality and Child Welfare and Ministry of Education for its bigger involvement and support in their initiative. But also to encourage teachers to ask relevant organizations and stakeholders for their donation and contribution.

**Recommendations:** To stay in contact with the teachers and to support them in their effort to change this actual situation concerning the working conditions in their educational institutions.

Signature \_\_\_\_\_

Date: 1/12/09

## APPENDIX IX.



### Activity Form

**Activity** Please select **only one**.

**Key log frame number: 1.3.3**

|  |  |  |
|--|--|--|
| <p><u>Training</u></p> <ul style="list-style-type: none"> <li>◇ AIDS and Me</li> <li>◇ Yelula/U-Khâi small grant</li> <li>◇ Small Business Training</li> <li>◇ Life Books</li> <li>◇ Children Voices</li> <li>◇ Positive Speaking</li> <li>◇ Steps for the Future</li> <li>◇ School board Training</li> <li>◇ Capacity Building</li> <li>◇ HIV/AIDS in the Workplace</li> <li>◇ Body Mapping</li> <li>◇ Paralegal Training</li> <li>◇ Bereavement Training</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>-M&amp;E</u></p> <ul style="list-style-type: none"> <li>◇ Follow up post training</li> <li>◇ Follow up post outreach</li> <li>◇ Follow up post small grant</li> </ul> | <p><u>Forums</u></p> <ul style="list-style-type: none"> <li>◇ Home Based Care</li> <li>◇ Treatment Literacy</li> <li>◇ OVC Forum</li> <li>◇ Youth Forum</li> <li>◇ Nutrition Forum</li> <li>◇ Support Group forum</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> <p><u>Conferences</u></p> <ul style="list-style-type: none"> <li>◇ Annual conference North</li> <li>◇ Annual conference South</li> <li>◇ Other( please specify)</li> </ul> | <p><u>Outreach</u></p> <ul style="list-style-type: none"> <li>◇ Yelula/U-Khâi introduction</li> <li>◇ School Activities</li> <li>◇ Community Meeting</li> <li>◇ Community Video Show</li> <li>◇ Positive Speaking</li> <li>✓ Technical Assistance</li> <li>◇ CBO Profile</li> <li>◇ Consultation Meeting</li> <li>◇ NBC Program</li> <li>◇ Basic Facts Presentation</li> <li>◇ Rights Based Information</li> <li>◇ Research</li> <li>◇ Paralegal support</li> <li>◇ Legal public information</li> <li>◇ Exchange visit</li> <li>◇ Advocacy</li> <li>◇ Other( please specify)</li> </ul> <p>-----</p> |
|--|--|--|

| Start date of activity | End date of activity | Language   | Donor/Project   |
|------------------------|----------------------|--|---|
| 9.11.2009              | 9.11.2009            | <ul style="list-style-type: none"> <li>◇ Oshiwambo</li> <li>✓ English</li> <li>✓ Afrikaans</li> <li>◇ Koekhoegowab</li> <li>◇ Other</li> </ul> | <p>Please select only one</p> <ul style="list-style-type: none"> <li>✓ Yelula/Ukhâi</li> <li>◇ OSISA</li> </ul> |

**Description** Please describe in a few words the activity that took place.

Technical assistance provided for kindergarten teachers through the workshop for parents – follow up technical assistance to kindergarten teachers

**Location**

|   |
|---|
| Place: Krönlein - Disability Resource Centre  |
| Constituency/Region: Keetmanshoop Urban/Karas |
|   |
|   |

**Facilitators** ( Please indicate only the lead facilitators)

|  |
|--|
| Ms. Veronica Stastna - PIN                                       |
| Mrs. Adelaide Both - MGECW                                       |
| Mrs. Alet Goliath - MOE  |
| Mrs. Kathrina £ Cloete, Mrs. Cathleen Prins – Tinkerbelle D.C.C. |
| Sr. J. Boys – Aviat Pre-school                                   |
| Mrs. Rachel Finnis – Step by Step                                |

**Topics Covered** You can select more than one if necessary.

|   |   |
|---|---|
| <input type="checkbox"/> Financial Assistance | <input checked="" type="checkbox"/> Organisational Assistance |
|---|---|

**Organisations**

If the activity was held only for an individual, you can write his/her details here.

Was this activity related to a grant given to this organisation?

|  |   |
|--|---|
| Kindergarten teachers  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Parents or caregivers whose children attend one of the kindergartens in Keetmanshoop | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Community members  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Representatives of relevant ministries – MOGECW, MOE                                 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

**Targets**

You can select more than one if necessary.

- OVC
- PLWHA
- GRN
- Youth
- Affected
- Children
- NGO
- CBO

**Participants**

|              |    |
|--------------|----|
| Male:        | 3  |
| Female:      | 38 |
| Total        | 41 |
| <b>PLWHA</b> |    |

**Indicate number of IEC any material distributed?**

- HIV Info (IEC materials) \_\_\_\_\_
- Yelula Info 25
- Condoms \_\_\_\_\_
- Grant Application \_\_\_\_\_
- Other: 26 leaflets of PMTCT project

**In your opinion, how well was the activity received?** Please Tick one

|  |                            |                            |                            |                                       |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 5- Very well | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 – Not well |
|--|----------------------------|----------------------------|----------------------------|---------------------------------------|

**Summary:**

Please write any information you feel relevant. E.g. were there any common questions or concerns raised? Or any particular story from this activity? Please feel free to use additional

pages.

This activity is definitely follow up session directly related to previous meetings provided for kindergarten teachers. The aim of these meetings was to improve actual situation in local kindergartens through work with parents whose children attend one of these kindergartens. However, there are also children who live without parents and without any protection. They are called as Orphans and Vulnerable Children. In this case we try to work with relatives who they are staying at or with their caregivers.

As a result of this initiative, we in partnership with kindergarten teachers and relevant ministries would like to organise presentations aimed at relevant issues concerning both educational and home-based matter.

The first step has been already done - in the form of the first workshop provided for parents or caregivers. During the workshop there were discussed five relevant topics – 1) School ordinance, 2) School fees, 3) Enrolment, 4) Home-based education and 5) Parental involvement.

(the minutes of workshop and one presentation attached)

**Achievements:** All of the teachers who were attending previous three meetings participated in this session. They undertook all responsibility for this event – they kept the programme prepared during the last meeting for teachers; they encouraged parents to discuss relevant issues, one of the teachers took the minutes of session. Representatives of MGECW and MOE also came, presented the issues chosen by themselves in very interesting way to all participants and in the end they became a big support of the teachers for both this session and next time.

**Challenges:** Try to involve as many parents as possible. To encourage parents or caregivers of children to discuss new relevant issues and to be open to teachers who work with their own children. To communicate problems and questions to other parents. Not to face unpleasant situations with a closed mind. In general, to increase parental involvement in topic of child's life.

**Recommendations:** To ask parents and caregivers about other issues which they would like to discuss. On the basis of this initiative to organise other sessions for them. To keep parents /caregivers in direct contact with teachers. These sessions should be still in connection with support from Ministry of Gender Equality and Child Welfare and Ministry of Education.

Signature \_\_\_\_\_

Date: 11/11/09

## APPENDIX X.

| <b>KINDERGARTENS 2009, Namibia - Keetmanshoop</b>  |   |   |   |
|--|---|---|---|
| <b>Log Frame</b>   |   |   |   |
| Implementing organisation: volunteer <b>Veronika Štastná</b> within the competence of organisation <b>People In Need</b>   |   |   |   |
| Partner Institution: Ministry of Gender Equality and Child Welfare, Ministry of Education  |   |   |   |
| Overall objective (Development Goal): <b>To improve pre-school educational network</b>   |   |   |   |
| Project Objectives: <ol style="list-style-type: none"> <li><b>1. To actively involve parents/caregivers at both pre-school educational institutions and their homes</b></li> <li><b>2. To strengthen a connection between private sector represented by kindergartens and relevant non-governmental organizations, and governmental side represented by relevant ministries</b></li> </ol> |   |   |   |
| Location: <b>Karas region, southern Namibia - Keetmanshoop</b>   |   |   |   |
| <b>RESULTS<br/>(PROJECT<br/>OUTPUTS)</b>   | <b>ACTIVITIES</b>   | <b>OBJECTIVE VERIFIABLE INDICATORS<br/>RELATING TO CORRESPONDING<br/>OUTPUTS</b>  | <b>ASSUMPTIONS/EXPECTATIONS</b>   |
| <b>Result 1</b><br><br>The parents are better informed about organizational and social side of pre-school educational institutions   | <b>Activity 1.1</b><br><br><b>Organization</b> of parental workshops or presentations | <ul style="list-style-type: none"> <li>• Number of presentations done</li> <li>• Attendance at the presentations</li> </ul> | <ul style="list-style-type: none"> <li>• In my or potential facilitator's absence the teachers should be able to conduct these sessions by themselves. <i>(in terms of Result 4)</i></li> <li>• The parents/caregivers should propose their own issues, which they would like to discuss, with time.</li> </ul> |

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|   | <p><b>Activity 1.2</b><br/> <b>Identification</b> of new parents involved in workshops</p>             | <ul style="list-style-type: none"> <li>• Number of new parents/caregivers</li> <li>• Number of parents/caregivers over all</li> </ul>  | <ul style="list-style-type: none"> <li>• The parents/caregivers present at the workshops should inform those who weren't there about the sessions and share their experiences with them.</li> </ul> |
| <p><b>Result 2</b><br/> The parents manage to take care of their pre-school children in terms of education at home</p>  | <p><b>Activity 2.1</b><br/> <b>Provision of educational and social issues</b> during the workshops</p> | <ul style="list-style-type: none"> <li>• Number of presentations done</li> <li>• Number of leaflets distributed</li> </ul>   |   |
|   | <p><b>Activity 2.2</b><br/> <b>Provision of psychosocial support</b> and counselling for parents</p>   | <ul style="list-style-type: none"> <li>• Number of parents/caregivers who went through the social sessions</li> </ul>  |   |
| <p><b>Result 3</b><br/> The parents/caregivers are in personal contact with kindergarten staff and their peer group</p> | <p><b>Activity 3.1</b><br/> <b>Organisation</b> of social and fund-raising events</p>                  | <ul style="list-style-type: none"> <li>• Number of participants at these events</li> <li>• The ratio of parents/caregivers representing a particular kindergarten</li> </ul>   |   |
| <p><b>Result 4</b><br/> The kindergarten teachers can rely on each other</p>  | <p><b>Activity 4.1</b><br/> <b>Organisation of meetings</b> for all kindergartens in Keetmanshoop</p>  | <ul style="list-style-type: none"> <li>• Number of participants at the meetings</li> <li>• Number of particular kindergartens represented by their staff</li> <li>• The ratio of present kindergarten teachers to their pre-school institutions</li> </ul> | <ul style="list-style-type: none"> <li>• The kindergarten teachers should undertake entire organisation of the meetings.</li> </ul>   |
|   | <p><b>Activity 4.2</b><br/> <b>Provision</b> of relevant instructional materials</p>                   | <ul style="list-style-type: none"> <li>• Number of pamphlets and reports on relevant issues distributed</li> </ul>   |   |

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|   |   | <ul style="list-style-type: none"> <li>The rate of sharing them between kindergarten teachers connected to their comprehension</li> </ul>  |  |
|   | <p><b>Activity 4.3</b><br/><b>Organisation of a self-help group</b> consisted of kindergarten teachers</p>                    | <ul style="list-style-type: none"> <li>Number of its members</li> <li>Number of its recent members</li> <li>Frequency of its meetings</li> <li>Number of its activities and achievements as a group.</li> </ul>  | <ul style="list-style-type: none"> <li>The group should become self-reliant and function without external supervisor.</li> </ul>   |
| <p><b>Result 5</b><br/>The kindergarten staff is in valuable working relationship with Ministry of Gender Equality and Child Welfare (MGE CW) and Ministry of Education (MOE).</p>  | <p><b>Activity 5.1</b><br/><b>Provision</b> of relevant contacts within the ministries</p>                                    | <ul style="list-style-type: none"> <li>Number of realized phone calls or personal meetings</li> </ul>  |  |
|   | <p><b>Activity 5.2.</b><br/><b>Organisation</b> of collective social events and projects</p>                                  | <ul style="list-style-type: none"> <li>Number of the events and projects</li> <li>Number of their participants</li> <li>The ratio of kindergarten teachers to representatives of ministries</li> <li>The rate of material, psychosocial and financial support of the MGE CW and MOE</li> </ul> | <ul style="list-style-type: none"> <li>The MGE CW and MOE should undertake entire responsibility for coordinating pre-primary educational policy</li> <li>The MGE CW and MOE should be actively involved in parental workshops. (<i>in terms of Activity 1.1</i>)</li> </ul> |
| <p><b>Result 6</b><br/>The kindergartens and the MGE CW and MOE are also in connection with other relevant organizations (other ministries and non-governmental organisations).</p> | <p><b>Activity 6.1</b><br/><b>Introduction</b> of relevant organisations and <b>provision</b> of a list of their contacts</p> | <ul style="list-style-type: none"> <li>Number of relevant organisations</li> <li>Number of the contact lists distributed</li> </ul>  |  |
|   | <p><b>Activity 6.2</b><br/><b>Empowerment</b> of their mutual co-operation</p>  | <ul style="list-style-type: none"> <li>Number of their collective issues</li> <li>Number of their collective actions and achievements</li> </ul>   |  |

## APPENDIX XI.

### A LIST OF RELEVANT CONTACTS

| NAME OF ORGANIZATION   | NAME OF CONTACT PERSON       | ADDRESS                                 | TELEPHONE                  |
|--|------------------------------|---|----------------------------|
| <b>Aviat Pre-Primary School</b>                              | Sr. J. Boys                  | P.O. Box 395,<br>Noordhoek,<br>Khoop    | 22 3213                    |
| <b>Buchenau Kindergarten</b><br>E.L.C.R.N. Church            | Mrs. Magrietha<br>Karolus    | P.O. Box 280,<br>Tseiblaagte,<br>Khoop  | 22 2039                    |
| <b>Kathy-Mol Pre-Primary School</b><br>A.M.E. Church         | Mrs. A. K.<br>Karools        | P.O. Box 1134<br>Tseiblaagte,<br>Khoop  | 081 4360548                |
| <b>'Khōmdare Day Care Centre</b>                             | Mrs. Juliana<br>Gawes        | Erf 1950<br>Transnamib,<br>Tseib, Khoop | 081 3443328<br>081 4654427 |
| <b>Ellen's Crechè</b>  | Mrs. Fransiska<br>Fredericks | P.O. Box 400<br>Krönlein,<br>Khoop      | 22 2829                    |
| <b>Fairyland Day Care Centre</b>                             | Maria Theresia<br>Booyesen   | P.O. Box 1786<br>Krönlein,<br>Khoop     | 22 3413                    |
| <b>Huidare Group</b>   | Mrs. Thusnelde //<br>Guruse  | P.O. Box 2066<br>Tseiblaagte,<br>Khoop  | 081 2975561                |
| <b>Hui Da Daycare e<br/>Preschool + Afterschool<br/>D.C.</b> | Mrs. Paula<br>Fredericks     | Erf 1908<br>Transnamib,<br>Tseib, Khoop | 081 3075456                |
| <b>Keetmanshoop<br/>Privaatskool<br/>Kekkelbekkie</b>        | Mrs. Marietha<br>Smit        | P.O. Box 68<br>Westdene,<br>Khoop       | 22 3943                    |
| <b>Minna Sachs Pre-primary</b>                               | Mr. Isaacks                  | P.O. Box 387                            | 22 2168                    |

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| School  |  | Tseiblaagte,<br>Khoop  |  |
| <b>Tinkerbell D.C.C.</b>  | Mrs. Katherina £<br>Cloete                                 | P.O. Box 1222<br>Krönlein,<br>Khoop                                    | 22 2575  |
| <b>Z.TT. Day Care Centre</b><br>A.M.E. Church   | Mrs. Clara<br>Hambira                                      | P.O. Box 525<br>Tseiblaagte,<br>Khoop                                  | 22 3026  |
| <b>Step by Step</b> Pre-school  | Ms. R. J. Finnis   | P.O. Box 901<br>Krönlein,<br>Khoop<br>Disability<br>Resource<br>Centre | 081 4037641<br>Disability<br>Resource<br>Centre – 22<br>09147/48 |
| <b>Ministry of Gender<br/>Equality and Child<br/>Welfare</b><br>- registration of new<br>kindergartens<br>- provision of support and<br>funding for kindergartens   | Mrs. Adelaide<br>Both                                      | P.O. Box 1148,<br>Khoop  | 22 2535<br>22 3019<br>Fax: 22 5945                               |
| <b>Ministry of Education</b><br>- psycho-social support for<br>OVC's  | Regional office –<br>Mrs. Marie Smith                      | Private Bag<br>2160, Khoop<br>Karas<br>Regional<br>Office              | 22 7000  |
| <b>Ministry of Education</b><br>- possibility of provision of<br>school fees for pre-primary<br>OVC's<br>- support for pre-primary<br>schools with trainings and<br>educational materials for<br>teachers | Pre-primary<br>Education Officer<br>– Mrs. Alet<br>Goliath | Private Bag<br>2160, Khoop<br>Karas<br>Regional<br>Office              | 22 7027  |
| <b>Ministry of Regional and<br/>Local Government and<br/>Housing and Rural<br/>Development</b><br>- provision of transport for  | Acting Chief<br>Regional Officer<br>– Mr. Kahuika          | Private Bag<br>2160, Khoop<br>Karas<br>Regional<br>Office              | 22 2068<br>Karas<br>regional<br>Council - 22<br>1900             |

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| these purposes such as collective trips etc.  |  |  |  |
| <b>Ministry of Health and Social Services</b><br>- provision of lessons in Sign Language and of basic information how to work with children with some types of disabilities   | Disability Resource Centre – Mr. David Hughes  | Hoog Street, Krönlein, Khoop opposite W.A.D.                         | 22 09147<br>22 09148                           |
| <b>People In Need organization</b><br>- possibility of support from project U-Khâi/Yelula – Small Grants (provision of some trainings, educational and working equipment for kindergartens etc.)  | Head of Mission – Ms. Hana Urbanová<br>Social worker – Mrs. Gertruida Apollus  | The Wake Centre<br>Tseib Avenue,<br>Tseiblaagte,<br>Khoop            | 22 4364  |
| <b>Legal Assistance Centre</b><br>- possibility of protection and promotion of internationally recognised human rights by taking cases to court, assisting with drafting policies, human rights information dissemination, education, research and advocacy | Mr. Aloysuis Katzao  | The Wake Centre<br>Tseib Avenue,<br>Tseiblaagte,<br>Khoop            | 22 4364  |
| <b>Catholic AIDS Action</b><br>- provision of trainings aimed at HIV/AIDS topic (Home-based care)<br>- possibility of presentation of HIV/AIDS Prevention<br>- support for OVC's - provision of school uniforms   | Regional Manager for Karas – Irmgard Eiseb   | P.O. Box 1782,<br>Keetmanshoop                                       | 22 3436  |
| <b>MICHELLE McLEAN CHILDREN TRUST WO 82</b><br>- possibility of assistance to day-care centres and crèches – sport, medical, building, education, travelling and other  | <a href="http://www.mmct.org.na">www.mmct.org.na</a><br>E-mail: <a href="mailto:mmclean@mmct.org.na">mmclean@mmct.org.na</a> | 28 Robert Mugabe Avenue,<br>P.O. Box 97428, Maerua Mall,<br>Windhoek | 061 240807<br>061 240809<br>Fax:<br>061 240808 |

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| <p><b>CAFO</b> (The Church Alliance for Orphans)<br/> - support for OVC's – provision of funding for food, school uniforms and educational equipment and also provision of materials such as blankets, clothing or kitchen utensils</p>  | <p><a href="http://www.cafo-namibia.org">www.cafo-namibia.org</a><br/> E-mail: <a href="mailto:admincafo@iway.na">admincafo@iway.na</a></p> | <p>P.O.Box 5028, Ausspannplatz, Windhoek<br/> Council of Churches Building, Abraham Mashego Street, Katatura</p> | <p>061 269572<br/> Fax: 269574</p>   |
| <p><b>ELCAP</b> (Lutheran Church Aids Program)<br/> - support for OVC's – 1) educational involvement: provision of funding for school fees, school exams and also uniforms<br/> 2) material support: blankets<br/> - provision of Home-based Care trainings for children in household</p>  | <p>Regional Office - Mr. John Goliath</p>   | <p>P.O. Box 13, Tseiblaagte, Khoop ELCRN</p>   | <p>22 1064<br/> Fax: 22 1063</p>   |
| <p><b>Mother's Voice</b> organization<br/> - possibility of provision of food for OVC's and people on ARV or TB treatment twice a week – registration of members is needed</p>   | <p>Mrs. Witbooi</p>   | <p>P.O. Box 56<br/> OLPH Papist Church<br/> Don Bosco P.S.</p>   | <p>22 3868</p>   |
| <p><b>Philippi Trust Namibia</b><br/> - provision of trainings aimed at work with OVC's (Psycho-social Programme for OVC's, Experiential Learning Camp and The Kids Clubs)<br/> - provision of counselling trainings for adults and of specialist trainings concerning Child Abuse, Hidden Compulsion and Dependencies and also HIV/AIDS topic</p> | <p>Leader of Children's Department: Mrs. Melissa V Boois</p>  | <p>Erf 7693, Ara Street, Dorado Park<br/> P.O.Box 4447 Windhoek</p>  | <p><a href="http://www.philippinamibia.com">www.philippinamibia.com</a><br/> Email: <a href="mailto:melissa@philippinamibia.com">melissa@philippinamibia.com</a><br/> 061 259291<br/> 061 259055</p> |

## APPENDIX XII.

*The transcript of e-mail conversation with Mrs. Aletta Goliath from  
the Ministry of Education in Keetmanshoop*

Thu, Feb 18, 2010 at 7:46

Aletta Goliath <[annaalettagoliath@gmail.com](mailto:annaalettagoliath@gmail.com)>

AM

To: Veronika Stastna <[janefromthepark@gmail.com](mailto:janefromthepark@gmail.com)>

Hallo Veronica!

I was so happy receiving your e-mail! How are you! It is very hot in Keetmanshoop, but it is also raining.

I am fine and things are going very well at my work. I am also glad that you ask these questions, because i am willing to help you with the information. I will definitely e-mail it to you next week, with photos of the Kindergartens.

I really don't know if Adelaide has a e-mail nr, but I will find out and forward it to you.

Send my regards to your family, we are missing you too.

Love you!!!!!!

Aletta

2010/2/16 Veronika Stastna <[janefromthepark@gmail.com](mailto:janefromthepark@gmail.com)>

[Quoted text hidden]

## APPENDIX XIII.

The photograph of the last (fourth) meeting with kindergarten teachers



Photograph: Archive of Veronika Šťastná

## 10. ABSTRACT

ŠŤASTNÁ, V. *How to measure the effectiveness of development project? Attempt No. 1: The project KINDERGARTENS 2009, Namibia – Keetmanshoop*. České Budějovice 2010. Bachelor Thesis. University of South Bohemia České Budějovice. Faculty of Theology. Department of Practical Theology. Supervisor Mgr. M. Elichová, Ph.D.

**Key words:** Official Development Assistance (ODA), development project, evaluation, Organisation for Economic Co-operation and Development (OECD), DAC Evaluation Criteria and Quality Standards, pre-school educational network, national educational policy

The aim of thesis is to evaluate the project, which I started implementing in the South of Namibia last year, by OECD Evaluation Manual. The project, namely KINDERGARTENS 2009, Namibia – Keetmanshoop, deals with the pre-school educational network in the southern regional town Keetmanshoop, where I was working as a volunteer for Czech non-governmental organisation People In Need for six months. The project has provided local kindergarten teachers with technical assistance within the framework of one project, which is being implemented by organisation People In Need.

The theoretical part is predominantly consisted of topics, which are relevant to own evaluation process – the socio-economic structure of Namibia, its development and policy educational context and lastly, accurate description of OECD evaluation handbook. At the beginning of this part I provide a general overview of development assistance and its official forms to readers.

Then, the research part represents the evaluation report. It includes its own objectives, methodology and conclusions. The project is measured in terms of goals and changes accomplished. As a result, I am able to assess whether the project has been effective and its impact on national educational policy. The final

part of evaluation is directed towards the question of project sustainability and recommendations and lessons learned for contingent users.

## Abstrakt

Jak změřit úspěšnost rozvojového projektu? Pokus číslo 1. Projekt KINDERGARTENS 2009, Namibie – Keetmanshoop.

**Klíčová slova:** Zahraniční rozvojová spolupráce (ZRS), projekty rozvojové spolupráce, hodnocení projektů ZRS (evaluační studie), Organizace pro hospodářskou spolupráci a rozvoj (OECD), kritéria a kvalitativní standardy pro hodnotící studie dle DAC (Výbor pro rozvojovou pomoc při OECD), institucionální síť pro předškolní vzdělávání, státní politika vzdělávání

Cílem práce je vytvořit evaluační studii na projekt, jež se mi povedl minulý rok v rámci zahraniční stáže v Namibii implementovat. Na jihu země, v regionálním městečku jménem Keetmanshoop, jsem působila šest měsíců jako dobrovolník pod českou neziskovou organizací Člověk v tísní. Projekt, jež nese název ŠKOLKY 2009, Namibie – Keetmanshoop, se zabývá místní sítí předškolních zařízení a jejich následnou podporou. Hodnocení projektu se řídí mezinárodními kritérii a standardy vypracovanými Výborem pro rozvojovou pomoc (Development Assistance Centre – DAC) při Organizaci pro hospodářskou spolupráci a rozvoj (OECD).

Teoretická část práce se zabývá tématy, které přímo souvisí s vypracováním evaluační studie – socio-ekonomická situace Namibie, rozvojový a politicko-edukační kontext země a nakonec i detailní popis celého OECD evaluačního manuálu. Tato část je poté doplněna o stručný výklad termínu zahraniční rozvojová spolupráce s odkazem na Českou republiku a o celkový přehled Rozvojových cílů tisíciletí.

Evaluační studie vyznačující se svou vlastní životaschopností zcela vyplňuje praktickou část práce. Studie je charakteristická svými vlastními cíli, zvolenou metodologií a relevantními závěry. S touto teoretickou výbavou je

projekt hodnocen jednak z hlediska jeho efektivnosti, jednak z hlediska dopadu na státní politiku Namibie zabývající se předškolní výchovou. Poslední část studie se věnuje otázce udržitelnosti projektu a s ní spojenými doporučeními pro jeho potenciální uživatele.

Práce je zakončena celkovým zhodnocením úspěšnosti projektu a jeho prognózou na příští dny.