
Nyae Nyae Village Schools

Project Proposal

Draft October 2016



OVERVIEW

The San are some of the earliest inhabitants and the last remaining members of an indigenous hunter-gatherer culture that spread over most of the Southern-African subcontinent. Small groups with distinctly different languages now live in dispersed and isolated locations in Namibia, Botswana and South Africa, sharing a similarly marginalised existence.

The Ju/'hoansi Bushmen community in northeast Namibia are one of the few remaining indigenous integrated communities. They still depend on their immediate environment to meet most of their basic needs, with hunting and gathering being a vital part of their subsistence economy. At the same time the Ju/'hoansi Bushmen are one of the most disadvantaged communities and are extremely vulnerable in terms of physical and cultural survival.

An exceptionally low level of education and weak performance by Ju/'hoan children in conventional government schools are major contributors to their marginalisation.¹ This lack of performance can be attributed to a lack of capacity and resources at government schools in the region as well as the unsuitability of the conventional educational model to Ju/'hoan culture. This leads to a lack of parent support ensuring their children attend school.

It is important to state that the Namibian government, like many African governments, is still overburdened with capacity building, and the educational and language needs of the Ju/'hoansi Bushmen are among a myriad of demands placed on its resources. The intention is not to replace or undermine Ministry of Education activities to date, but to provide needed assistance and augmentation from outside, with the full knowledge and agreement of the Ministry.

Ju/'hoan indigenous knowledge has been passed down from generation to generation, with adults teaching practical knowledge of culture, the environment and survival through a wide range of activities. Ju/'hoan elders believe their children require both traditional knowledge and academic knowledge. To ensure the continued survival of Ju/'hoan cultural, parallel pathways must complement formal education.

The Ju/'hoansi Development Fund (JDF), a registered non-profit organisation formed in 2007, aims to support the empowerment of the Ju/'hoan people by means of improved education facilities and systems. Support to date has been small-scale and includes upgrading of the existing buildings, supply of equipment and the training of a San lower primary teacher at the Windhoek College of Education.

Ju/'hoan children of a school starting age are currently served by five remote lower primary Village Schools set in the wilderness of the Nyae Nyae Conservancy. Each school, with its own catchment area, is attached to a host village. Some schools have rudimentary infrastructure, others have tents.

With the Village School project the JDF aims to provide for the critical school starting year group. (Grade 1 - 4) Our approach is based on holistic indigenous values, with full community participation and cultural integration, combining the construction of improved physical infrastructure and supply of education equipment and materials with ongoing support in the form of training of educators, transport to schools, management and the provision of supplies.

Special focus will be placed on the design of the schools, creating a safe nurturing environment, simulating Ju/'hoan culture. The project will initiate change in the community, engage with the community and parents from inception, through planning and construction, to ongoing

¹ The San literacy rate is around 20% compared to the national average of 76.5% and school attendance is half the national average. Only 67% of San children in Namibia enrol in education, and only 1% complete secondary school.

management of operations. This will be done through voluntary parent committees, training in construction and local employment during construction and operations.

The schools will provide additional community benefits such as adult education programmes, and venues for events. Vegetable gardens will be designed within and around the school buildings, supplementing school food and acting as a demonstration to neighbouring villages.

Planned physical infrastructure must be environmentally friendly, sustainable, functional and low maintenance, built using local materials and labour as far as possible. The services of Nina Maritz Architects, well-known for appropriate design in Namibia, have been retained for that purpose.

It is our intention to construct classrooms, a girls' and a boys' dormitory, staff apartments, a kitchen, dining area, ablutions and related services at each school, school by school, as funding permits. Building units will be designed as modules suited to each site, maximising cultural engagement and the benefit of environmental features such as trees, available water sources, etc. External elements will include open areas for play and cultural activities, transport, storage and so forth.

The schools need to be fully furnished and equipped with educational equipment, catering equipment, dining utensils, mattresses and bedding, learning materials and art supplies.

Apart from the build, the JDF will focused on two important aspects that can change the face of the schools. Transport – is essential to the success of the Nyae Nyae Village Schools, transporting learners, teachers, food supplies and school materials. A school bus, principal's vehicle, and donkey carts are part of the plan.

Food security – is one of the most crucial issues that any educational project needs to take into account. Food delivery to schools and vegetable gardens will enhance enrolment, reducing absenteeism, and enhance cognitive ability.

Based on a square meter building cost calculation and a first inventory of other costs, the cost for the project described in this document for one school is estimated at around 5 million Namibian Dollars (US\$ 326,500). The total cost of the project for five schools is 25 million Namibian Dollars (US\$ 1,632,500).

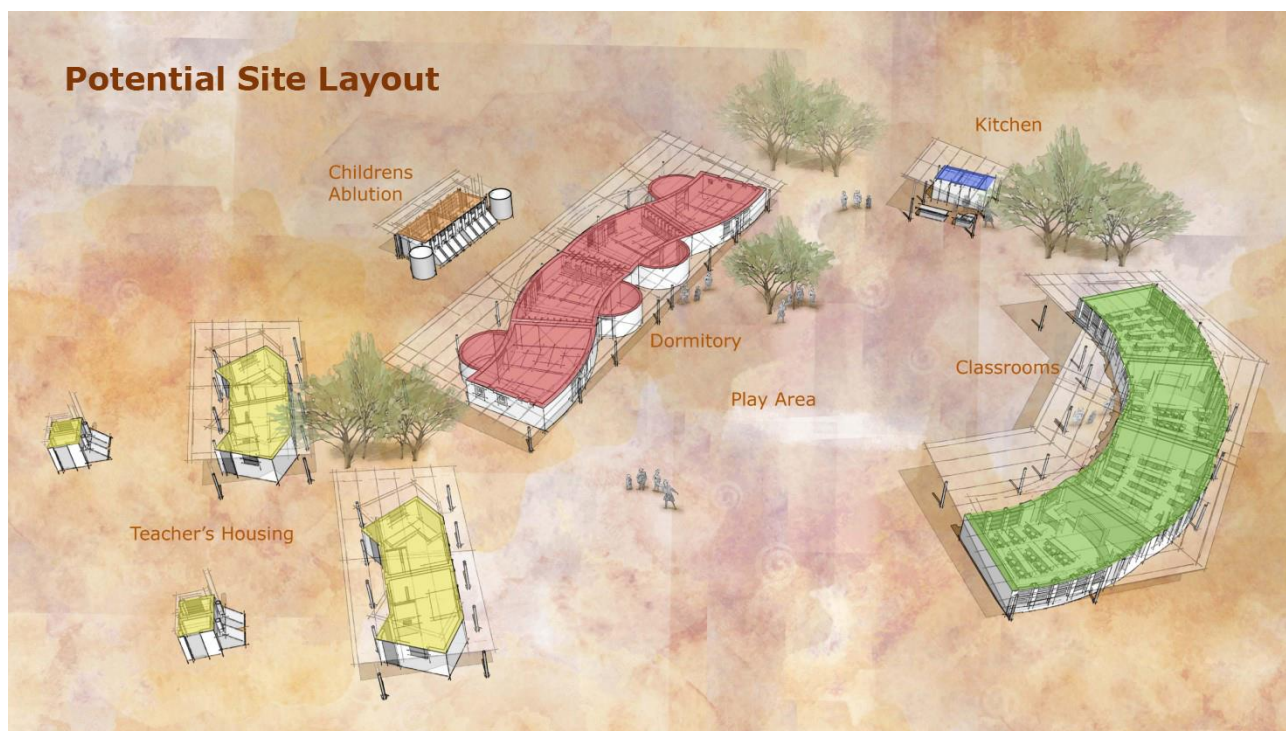


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1 INTRODUCTION

This document “NYAE-NYAE VILLAGE SCHOOLS PROJECT PROPOSAL” aims to give a description of the full proposed project for the benefit of the lower primary Village Schools in the Nyae Nyae Conservancy. The proposal was made by the Ju/’hoansi Development Fund (JDF) and ideally the project would start in 2017.

This document is meant to inform stake holders and potential sponsors about the Nyae Nyae Village School project that the Ju/’hoansi Development Fund is initiating. The description of the project and budget will be used in the future Project Plan. The Project Plan will have a more detailed budget, and will incorporate the long term strategic goals, the scope of the project, and annual work plan and monitoring.

The structure of this document is as follows: section 2 gives background information on the region and people in the Nyae Nyae Conservancy; section 3 explains who the JDF and other stakeholders are, and in section 4 current education shortfalls experienced by the community are described, detailing the problems learners face.

Sections 5 to 7 describes in full the intervention that is proposed to remediate this situation. Section 5 deals with the design of the school buildings and the construction process. Section 6 explains how a holistic approach of the Nyae Nyae School project is necessary and lists the various integrated projects. It describes a new education scenario involving teachers, learners, parents and the whole community. Section 8 tackles the practical problems of transport and food security.

The last two sections will describe how the complete intervention will be managed (section 8) and how much it will cost (section 9).

This document has been prepared by David Bruce, founder and Project Manager of the Ju/’hoansi Development Fund. David Bruce has received much of the information from other sources and is very thankful to all who have contributed, but accepts full responsibility for authorship of this proposal.



2 BACKGROUND

2.1 Who are the San?

The San are some of the earliest inhabitants and the last remaining members of an indigenous hunter-gatherer culture that spread over most of the Southern-African subcontinent. Small groups with distinctly different languages now live in dispersed and isolated locations in Namibia, Botswana and South Africa.

With an approximate population of 36 000 the San in Namibia make up 1,8% of the national population. Their lack of group organisation, education in their own languages, knowledge of their own human rights and under-representation in local and national decision-making processes, puts them in an extremely vulnerable position.

San communities are settled predominantly in the Otjozondjupa, Caprivi, Ohangwena, Oshikoto and Omaheke regions, in the north-east of the country. The Otjozondjupa Region and Tsumkwe Constituency in particular, has the highest concentration of San communities.

In most cases San are settled as small communities subjected to the socio-economic conditions of the region in which they live. The economic base is the production of cultural crafts, guiding or performing for tourists, earning small salaries as labourers on commercial and communal farms or from government pensions paid to those elderly community members in possession of identity documents.

2.2 Who are the Ju/'hoansi (San) Bushmen?

While the terms "Bushmen" or "San" both have derogatory origins, the Ju/'hoan people prefer to be called Ju/'hoansi Bushmen, referring to a specific group of Bushmen.

The Ju/'hoansi Bushmen were a skilled hunter-gatherer society migrating seasonally over vast distances between north eastern Namibia and the north western Kalahari Desert region of Botswana. The population's ancestors were the indigenes, and once the sole occupants of much of Southern Africa and the Ju/'hoan people represent one of the few remaining indigenous populations in Africa. Unlike most San, the Ju/'hoansi have managed to maintain at least a part of their traditional lifestyle, living on a portion of their ancestral land for over 20,000 years.

Historically Ju/'hoan culture was not based on tribal structures; they had no paramount leader and their ties of kinship were fairly relaxed. They were a loosely-knit kinship culture where decisions were made by universal discussion and agreement was achieved by consensus.

Like many indigenous peoples around the world, the Ju/'hoansi Bushmen are currently experiencing drastic social change, extreme marginalisation and poverty. The Ju/'hoansi are, however, more dependent on natural resources within their living environment, and still derive much of their livelihood from traditional hunter gathering. Unlike many other surviving Bushman communities, and partly because they continue to reside in the Nyae Nyae Conservancy, the Ju/'hoansi enjoy a hunting concession, which is crucial to the survival of their extremely threatened culture.

2.3 Nyae Nyae Conservancy

Namibia was the first African country to incorporate protection of the environment into its constitution, and the government gave people living in communal areas the opportunity to manage their natural resources through the creation of communal conservancies. In 1998 the Nyae Nyae Conservancy became the first communal area in Namibia to be declared a conservancy by the Ministry of Environment and Tourism.² This gave the Ju/'hoan people the right to hunt traditionally, manage natural resources including wildlife and promote tourism.

² More on the history of this area can be found in the book from Megan Bieseke and Robert K. Hitchcock. "The Ju/'hoan San of Nyae Nyae and Namibian Independence. Development, Democracy, and Indigenous Voices in Southern Africa." (2010)



The Nyae Nyae Conservancy is a community based organisation run by a democratically elected management committee and board.

The Conservancy, (9,003 sq/km) located on the western rim of the Kalahari basin, is a vast tract of Kalahari wilderness in north-eastern Namibia, situated south of Khaudum National Park, lying along the western side of the Botswana border. The combined area of Khaudum National Park and the Nyae Nyae Conservancy represents 12,800 square kilometers of free range wilderness. It is an important region, and represents the last stronghold of 3,000 to 4,000 Ju/'hoansi living on ancestral land with the rights to utilise wildlife and other natural resources.

The formation of the conservancy provides a unique opportunity to explore strategies for community upliftment through the sustainable use of natural resources, integrating indigenous knowledge and skills adapted to survive in the Kalahari Desert ecosystem with modern forms of natural resource management. Given the historical experience of the Ju/'hoansi Bushmen, their culture and present way of life, the Nyae Nyae Conservancy poses challenges in obtaining modern conservation knowledge and resource management skills, and in managing public assets and money. Appropriate education is vitally important to the future protection of the Nyae Nyae Conservancy and Ju/'hoan culture.

2.4 Conservation and the Nyae Nyae Conservancy

The Ju/'hoansi Bushmen are a distinct people in that the land on which they live and the natural resources on which they depend are inextricably linked to their identity and culture. Conservation of biodiversity is not an isolated, compartmentalised concept but an integrated part of their lives. The Ju/'hoan people view conservation as an integral, functional part of the landscape in which they live.



Indigenous knowledge and management systems represent critical yet untapped resources in conservation efforts. The participation of the Ju/'hoansi Bushmen presents both many challenges and great opportunities, education has the ability to bridge the gap.

In August 2011, Namibia, Angola, Botswana, Zambia and Zimbabwe signed a treaty to pool their resources and reach across borders in the name of conservation. The Kavango Zambezi Transfrontier Conservation Area, (KAZA) is situated within the Kavango and Zambezi River basins, spanning over 444,000 square kilometers. It is the world's largest trans-frontier conservation area comprising multiple resource use areas including National Parks, Game Reserves, Forest Reserves, Conservancies, Game/Wildlife Management and Communal lands. The result is an enormous conservation area shared by five countries, with some of Africa's greatest treasures including the Okavango Delta, and nearly half of Africa's elephants. The cross boarder collaboration addresses urgent threats of poaching and potentially allows wildlife to expand its range.

The Nyae Nyae Conservancy and Khaudum National Park also form part of KAZA, enabling important migratory routes, particularly for elephants.

3 JDF AND OTHER STAKEHOLDERS

3.1 Ju/'hoansi Development Fund

The Ju/'hoansi Development Fund is a non-profit registered organisation in Namibia and The Netherlands, supporting the Ju/'hoansi Bushmen in education. The fund was founded by David Bruce, a South African, and /Ui Kunta, a Ju/'hoansi Bushmen to promote education and development in the region. This project will be run under the responsibility of the directors of Ju/'hoansi Development Fund in Namibia.

The Ju/'hoansi Development Fund in Namibia is a registered 'Incorporated Association not for Gain' under the Republic of Namibia Companies Act 1973 since 2008, its actions are contained by its Articles of Associations, and financial statements audited yearly by an independent Auditor. Since the start-up, Ju/'hoansi Development Fund financial statements have been audited by SGA Chartered Accountants & Auditors in Windhoek.

3.1.1 Our Story

When /Ui Kunta and David Bruce founded the Ju/'hoansi Development Fund in 2007, they started in a modest manner, trying to address the education crisis facing young Ju/'hoan learners. Working with various donors and a school in the Netherlands, their priority was the distribution of learning materials to Ju/'hoan schools in the region, many of which had little or no education resources. They also saw the potential need for San learners who passed secondary education to enter tertiary education, providing the community with qualified teachers. The reality was that they were only able to train one teacher (Calvin Kazibe) at the Windhoek College of Education, the only Khwe Bushmen to pass Grade 12 in eight years of the JDF's existence. Calvin taught Grade 5 at Tsumkwe Primary School, quickly becoming an outstanding teacher and role model to Ju/'hoan learners in Tsumkwe. He currently works for the San Development Program in the Deputy Prime Minister's office in Windhoek.

As the Ju/'hoansi Development Fund grew, it became apparent that education could not exist in a vacuum. Even when Ju/'hoan learners had access to text books, writing materials and instruction in mother tongue, they continued to struggle in the classroom. Ju/'hoan elders and parents have continually said that the current system fails their children by not addressing the needs of both learners and parents. The lack of Village School infrastructure, food, transport and a nurturing school environment, meant drop-out rates are extremely high.

3.1.2 Our Mission

Our mission is the support of the Ju/'hoansi Bushmen and their cultural environment in the Nyae Nyae Conservancy, Namibia. We aim to facilitate the development and empowerment of the indigenous Ju/'hoan people. The primary focus is education. We believe the key to success is a holistic approach, strengthening the connection between school, community and culture.

3.1.3 Our Team

Our Board comprises eight Directors with backgrounds in local Ju/'hoan community/culture, education, social studies, law, finance, business, and government, from Namibia, South Africa and the United Kingdom.

Board of Directors:

- Ms Sanet Steenkamp – Permanent Secretary of Education, Arts and Culture. She has a wealth of experience in leadership and management.
- Tsamkao #Oma – head of the Ju/'hoansi Traditional Authorities, who's authority is recognised by Namibian government. Affectionally known as 'Chief Bobo'.
- Cwisa /Ui – Principal of Nyae Nyae Lower Primary Village Schools. He was the first San to qualify for a Basic Education Teachers Diploma in Namibia.
- Steve (/Ui) Kunta - San qualified freelance tour guide and co-founder of JDF. He has exceptional knowledge of flora and fauna of the Kalahari.
- Kaeqce N!ani - works for the Ju/'hoansi Traditional Authorities, and speaks three languages. He's passionate about education.

- Bruce Parcher - Education Specialist, with seven years of experience working with the Ju/'hoansi Bushmen. He works for TUCSIN (Tsumkwe).
- Dr Allen Zimble - Former Executive Director and Chief Integration Officer, Investec Group (retired) and consultant for the African Leadership Institute.
- Simon Steyn - Lawyer at L&B Commercial Services. Simon is passionate about the Ju/'hoansi Bushmen and supports the JDF in all legal matters.

The board of directors will meet once every half year and have the deciding voice on all conduct of the project. Board meetings will also be attended by:

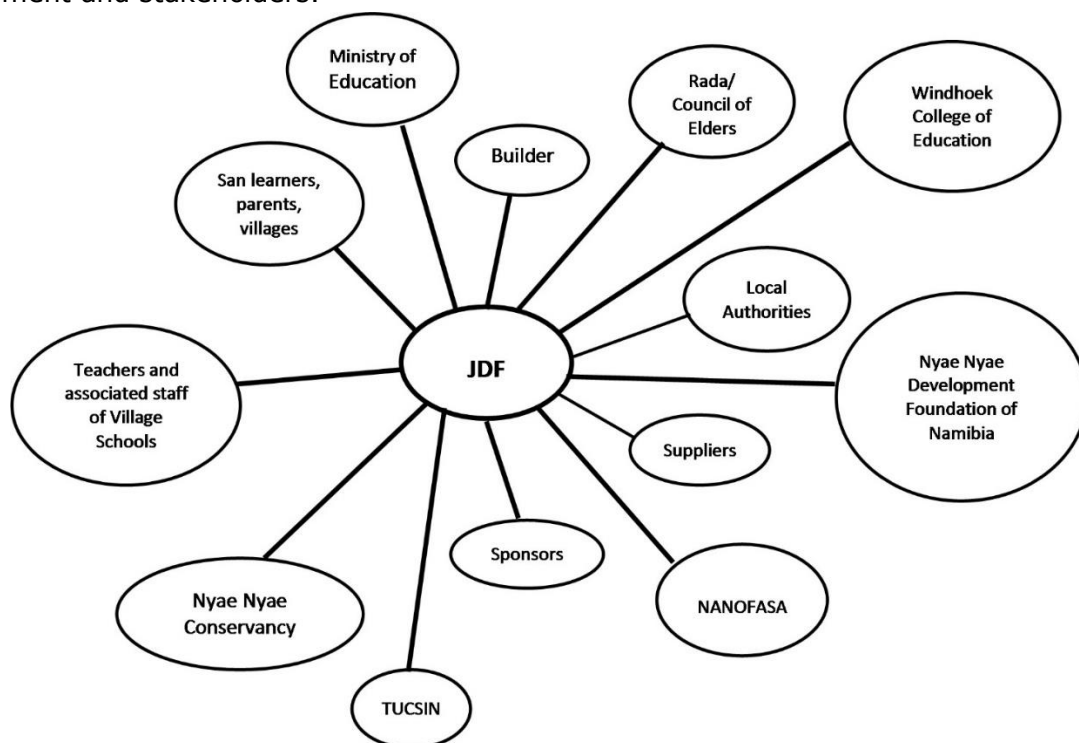
- David Bruce - Founder of JDF and Project Manager. David Bruce studied fine art and graphic design before taking up photography at the University of Arts in London. The Ju/'hoansi call David 'Bagon/hui', loosely translated it means 'able to hear'. With a hearing below speech level David wears a bone anchor hearing aid.
- Nina Maritz - Architect for the Nyae Nyae Village schools. Nina's work incorporates a full spectrum of private, government and corporate design and construction work. She has a strong focus on environmental, sustainable and community-based projects.
- Nicolette van der Meer - Project Manager for the Nyae Nyae Village schools. Nicolette has over twenty years of experience in project management, and will be supporting the Village School Project for 5 years.

As the latter three persons are involved in daily project operations, they will not be included as directors to avoid a conflict of interest and enable the Board to function effectively.

3.2 Coordination by David Bruce

Stakeholder engagement is the key to the success of this project with both primary, secondary and importantly community stakeholders. Securing community support not only fosters a stronger sense of ownership among parents and the broader community, but provides opportunities to participate in the planning, development and running of the schools.

Project Manager David Bruce has been visiting the area for more than 25 years and has formed strong trust relationships with the Ju/'hoansi community over that time. His level of contact with the local San communities is vital to the project, liaising between community members, government and stakeholders.



David Bruce's role as Project Manager will not be the day-to-day running of building projects or school management, but overseeing the start-up and the running of all projects outlined in this report. He will manage the budget and provide annual audited financial reports. He will report back formally to sponsors of the project and stays engaged with all stakeholders during the whole project. A memorandum of understanding will be drawn up between stakeholders before the commencement of the project. David Bruce will be assisted with his tasks by his wife Nicolette van der Meer. More on the Project Management in section 8.

All suppliers of the project, be it for building materials, school materials, transport or services will be approached for discounts, given the charitable nature of the initiative.

3.3 Primary stakeholders

Ministry of Education, Arts and Culture

The Ju/'hoansi Development Fund is committed to working in partnership with the Ministry of Education in reaching its goals. Since the inception of the Ju/'hoansi Development Fund, the Fund has been in direct contact with Hon Ms Caley, the former Regional Director of Education, now a Member of Parliament, and will continue to work in partnership with the Ministry of Education. In June and September 2016 meetings were held with the Permanent Secretary of Education and Regional Director of Education.

Nyae Nyae Conservancy

The Nyae Nyae Conservancy is a community based organisation, where the Ju/'hoansi manages their natural resources. Historically the Nyae Nyae Conservancy (previously the Nyae Nyae Farmers' Cooperative) played a crucial role in the development of the Village Schools before being handed over to the Ministry of Education. More recently, the Conservancy has taken an increasing responsibility for local education, strengthening the connection between schools and community.

Nyae Nyae Development Foundation of Namibia

The Nyae Nyae Development Foundation of Namibia is a non-governmental organisation working with the Nyae Nyae Conservancy since 1981, focussing on capacity building within the Conservancy through training and advice. Its goals overlap that of the Ju/'hoansi Development Fund, in ensuring the well-being of the Ju/'hoan people.

TUCSIN

TUCSIN (The University Centre of Studies in Namibia) is an organisation which will provide vocational training to those San who have no route back to formal education.

In 2014 TUCSIN bought Tsumkwe Lodge, a former tourist lodge in Tsumkwe. Tucsine Tsumkwe Lodge is currently in the process of becoming a multifunctional centre promoting vocational education and training. A hands-on approach should lead to training, study and eventual employment. At the same time the lodge will operate as a tourist lodge catering for local and international visits to the area. The focus will be on hospitality, housekeeping, catering, horticulture and vocational and basic administration skills in the tourist sector. Bruce Parcher (formerly of the Norwegian organisation NAMAS) has been working in the Conservancy for many years and has valuable knowledge on the educational system and current situation. His advice on the proposed development plans has been meaningful, and he will continue to work in partnership with the Ju/'hoansi Development Fund.

Nina Maritz Architects

Nina Maritz Architects, a practice in Windhoek that incorporates a full spectrum of private, government and corporate design and construction work. Nina Maritz has a strong focus on environmental, sustainable and community-based projects.

Deputy Prime Minister's Office - Division for Marginalised Communities

The Division for Marginalised Communities overseen by the Deputy Prime Minister. It is mandated to target the San, Himba, Zemba and Twa with the main objective of integrating marginalised communities into the mainstream of the Namibian economy and improving their livelihood.

3.4 Support agencies/ other stakeholders

NANOFASA Conservation Trust

NANOFASA (non-profit trust in Norway and Namibia) is an organisation which has recently entered the Constituency and is well placed to provide a collaborative approach in the preservation of San culture, creating a network which promotes the transfer of traditional skills and knowledge through the community.

University of Namibia - Windhoek College of Education

Tertiary education, (especially teacher training) is vital to the well-being of the San. The Ju/'hoansi Development Fund has a good working partnership with the Windhoek College of Education, especially Barbara Peters, who passionately assisted the Fund in guiding a San student through a Basic Education Teacher's Diploma.

L&B Commercial Services

L&B Commercial Services in Windhoek, supports the Ju/'hoansi Development Fund in legal matters.

NAMAS

NAMAS (Namibian Association of Norway) is a former NGO, with extensive knowledge of the region and San education. Although NAMAS is currently not represented on the ground, they have expressed interest in funding Ju/'hoan teacher training.

MacMillian Africa

MacMillian Africa has knowledge of Namibian formal education and curriculum. They have provided support, advice and sponsorship of learning materials and textbooks to the Ju/'hoansi Development Fund.

Longman Namibia

Longman Namibia has also provided sponsorship providing educational materials to the Ju/'hoansi Development Fund.

SGA

SGA Chartered Accountants and Auditors, in Windhoek have audited the JDF annual financial statements since the inception of the Ju/'hoansi Development Fund.

Zebra Trailers

Zebra Trailers offer the highest quality of trailers and trailer components on the market, with a reputation of one of the leading trailer builders in Namibia. They are designing a prototype donkey cart, which will be used for school transport.

Amazee Labs

Amazee is an international web design company with offices in Cape Town, Zurich and Austin. Amazee has developed a website specifically for the Nyae Nyae Village School Project and provides the Ju/'hoansi Development Fund with support in social media.

The list of current and potential stakeholders and partners provided in this section are not fixed. It is not intended that every group or person mentioned here will be involved in the project, nor that other persons or agencies are excluded.

4 CURRENT EDUCATION AND CURRENT SCHOOLS

4.1 Mother tongue education and integrating Grade 4

Namibian formal education is divided into four phases:

- Lower Primary (Grades 1 - 3)
- Upper Primary (Grades 4 -7)
- Junior Secondary (Grades 8-10)
- Senior Secondary (Grades 11 - 12)

The Nyae Nyae Lower Primary Village Schools are the first contact with education for many Ju/'hoan learners. In order to promote the language and cultural identity of learners in Namibia, the language policy recommends the use of mother tongue as the medium of instruction for Grades 1 - 3. It states that English should be compulsory from Grades 1 - 3 as a subject and from Grades 4 - 12 as the medium of instruction. Grade 4 is regarded as a transitional year in which learners switch from mother tongue to English as a medium of instruction.

In 2015 the Ministry of Education made it possible to include Grade 4 into the Village Schools. This extension benefits Ju/'hoan learners, extending their education in a home environment, before moving to boarding school. Grade 4 has therefore been included in the building design of each school.

The provision of and development of mother tongue education from Grades 1 – 3 with the extension of Grade 4, is an indispensable requirement for the development of young Ju/'hoan learners. Although not fully qualified, local Ju/'hoan teachers bring a wider range of cultural perspectives into community-based schools.

4.2 Working within existing structures

The Nyae Nyae Village School project will work within existing education structures and systems. The plan includes the rebuilding of five existing Village Schools, in most cases replacing current structures at existing locations (more on the placement of schools in 4.8 below). Village School teachers and their principal will also be supported in their work (more in section 6).

It is important to restate that the Namibian government, like many African governments, is still overburdened with capacity building, and the educational and language needs of the Ju/'hoansi Bushmen are among a myriad of demands placed on their resources. The intention is not to replace or undermine Ministry of Education activities to date, but to provide needed assistance and augmentation.

The overall aim of the project is to rebuild five Nyae Nyae Lower Primary Village Schools providing a caring, supportive environment, ensuring learners develop an awareness and pride in their own culture, thereby enabling them fully to participate in future education and the wider community.

The promotion of Ju/'hoan culture is therefore central to the learning environment, supporting the schools' aims, to:

- Strengthen and affirm Ju/'hoan indigenous culture
- To improve education outcomes for Ju/'hoan learners by increasing student attendance and retention at school
- To involve community members in school operations and cultural education
- To continue the training of mother tongue Ju/'hoan teachers as educators of their own people

4.3 Schools in Nyae Nyae region

The Nyae Nyae region comprises 37 remote small villages which surround Tsumkwe Settlement, the administrative hub of the region. Access to villages is primarily on small, bumpy and rutted tracks that are nearly impossible to navigate during the rainy season due to deep water and mud. Children from nearby catchment villages stay at the host school during the week and are cared for by the teachers. The children sleep in tents or in classrooms, food is cooked on an open fire, and learners bath from buckets at the water pump.

There are currently five Nyae Nyae Lower Primary Village Schools, each with its own catchment area, where most children can be served. The Lower Primary Village Schools currently function as a single entity with satellite campuses, with a principal located in Tsumkwe.

Besides the Village Schools there are two other primary schools in the region that need to be mentioned, which are partly included in this project: Tsumkwe Primary school, Aasvoëlne Primary school and Nhoma Lower Primary School. A description of all school follows below.

4.4 Problems in the Village Schools

The delivery of education in the Nyae Nyae region is logistically complicated. Long distances, inadequate school facilities, food and equipment are obstacles to quality education. It is also important to emphasise that the Ju/'hoansi Bushmen still rely heavily on cultural knowledge and skills for their survival. The gathering of fruits, nuts, roots and leaves from the environment provides food and medicine for Ju/'hoan communities. Hunting by traditional methods is also still permitted.

Parents, the Nyae Nyae Conservancy and Traditional Authorities are all eager to take ownership for their children's education. The involvement of parents and community has increased slowly over time, however there are numerous obstacles to full and effective participation in education.

From the onset, the Nyae Nyae Lower Primary Village Schools made substantial progress with regards to mother tongue education, teacher training and the development of first language literacy materials.³ However since their inception, capacity building has steadily declined. Rudimentary school structures introduced twenty-five years ago were not only hostile and alien to the community, but, with little access to building materials, are in various states of decay. Inadequate accommodation for teachers and learners negates any positive effect teachers might have in the classroom, particularly where boarding learners and teachers continue to sleep in tents and classrooms.

Service delivery to schools in the form of school supplies, blankets, basic foods and support is extremely poor, with no organised transport system. Moreover, young children often have to walk long distances from school to home and back, and are frequently confronted by elephants and other wild animals.

It is therefore understandable that parents would have a negative expectation of how their children are looked after, even before they themselves become involved with the education process. Schools often appear intimidating and hostile places to parents who are reluctant to get involved in their children's education. This is frequently taken to mean that Ju/'hoan parents do not care about their children's education, which is not the case.

Ju/'hoan elders and parents believe that the current system fails their children by not addressing the needs of both the learners and the parents. The historic under-investment in Lower Primary Village Schools needs to be re-addressed in accordance with the specific needs of the Ju/'hoan community.

³ More detailed information on the run-up, the start and the ambitions of the Village School Project, can be found in Jennifer Hays, book. "Owners of Learning. The Nyae Nyae Village Schools over Twenty Five Years" (2016).

4.5 Learners in the Nyae Nyae Conservancy

Currently (school year 2016) there are 163 registered learners at the Village Schools. The number of learners at each school varies between 16 and 38., and there are almost the same number of boys and girls. The ages of children in Grade 1 to 3 do not just range from 7 to 10, but can be as old as 15, due to the slow rate of moving through grades. There are also discrepancies between the number of registered learners and the number of children actually attending school.

Currently only 67% of San children in Namibia enrol in education. Fewer than 10% of Ju/'hoan learners reach secondary school and at present there are no Ju/'hoan learners in secondary education.

4.6 Nyae Nyae Village Schools

This section gives a brief description of the physical state, facilities, and location of Nyae Nyae Lower Primary Village Schools.

4.6.1 //Xa/hoba Lower Primary School



- Located 25 km north of Tsumkwe.
- Can accommodate 40 children at full capacity, but has approximately 19 learners at present.
- Two classrooms (weak cement-brick lower walls and mud-brick upper walls, metal sheeting roof on steel rafters, deteriorating concrete floors); two double ventilated pit latrines (metal sheeting envelope); metal sheeting and gum-pole cooking shelter, tents for teachers and learner hostel. (Note – children do not use latrine for fear of snakes and falling into the pit – there is only a hole in the concrete floor.)
- Some teaching done outside if inside is too hot.
- Vegetable garden fenced.
- Borehole, solar panel and broken plastic water-tank within stone circle wall about 30m from classrooms with a broken pipe to kitchen outdoor standpipe.
- Site location - relatively high ground, small clearing between quite large trees. Teacher is concerned about trees' proximity to buildings and a potential future collapse, but acknowledges that trees help to cool surroundings.
- Access – good hard track from closest village, but extremely soft sand road from Tsumkwe. Rest of feeder villages all located to one side, maximum 20 km away.
- Waterhole between school and village often visited by elephants.
- Community is happy with school location, but buildings must be upgraded.

4.6.2 Ben se Kamp Lower Primary School



- Located 25km east of Tsumkwe at the Namibia - Botswana boarder
- Tented classroom, teacher's tents, no other facilities, although cooking shelter is planned to be moved from Baraka.
- Biggest school with 38 registered learners.
- Vegetable garden fenced.

4.6.3 //Auru Lower Primary School



- Located 65km south by southeast of Tsumkwe
- Two classrooms currently with 33 learners (cement brick walls, metal sheeting roof on steel rafters, deteriorating concrete floors), classroom were fixed up (painted, new doors and windows, cupboards etc) in 2014 by JDF.
- One unusable double ventilated pit latrine (metal sheeting envelope); metal sheeting and gum-pole cooking shelter, tents for teachers and hostel learners.
- Borehole, solar panel within low stone circle wall with razor mesh between village and school (approx. 150m to school), no water pipe supply to school.
- Located on relatively high ground, no flooding risk, but learners have to traverse shallow pans after heavy rains.
- Relative long distance from 'main road' for supply of school materials and food.

4.6.4 Den/ui Lower Primary School



- Located 25km south by southwest of Tsumkwe
- Three classrooms and two teachers' bedrooms, accommodating 24 learners (fibreglass igloo pre-fabricated construction, deteriorating concrete floor), one double ventilated pit latrine (metal sheeting envelope); metal sheeting and gum-pole cooking shelter, unused pre-primary building (brick walls, metal roof-sheet on timber trusses).
- Borehole, solar panel within high stone rectangle wall between village and school (approx. 150m to school), no supply pipe to school.
- Located on relatively high ground, no flooding risk, but learners have to traverse shallow pans after heavy rains.

4.6.5 Duinpos Lower Primary School



- Located 18 km west of Tsumkwe.
- Tented classroom, teacher's tents, no other facilities.
- Accommodates 34 registered learners.
- Situated on the Main Road.

4.7 Other schools

4.7.1 Aasvoëlne Primary School



- Located 45km west of Tsumkwe (just outside the Nyae Nyae Conservancy)
- Six small classrooms, staff house and dormitory
- Grades 1 to 6
- At present the school is underutilized, and there is no principle currently at the school.
- Teachers would prefer to separate Lower Primary (Grades 1 to 4) from Upper Primary (Grades 5 to 6). While visiting the schools, in Sept 2016, the Permanent Secretary gave her staff an instruction to have the school upgraded to a full primary school. Aasvoëlne Lower Primary School is not part of the village school project, but it is strategically important school to the region, if developed into a full primary school. Although outside the Nyae Nyae Conservancy, the school is located in the village of Aasvoëlne, a predominantly Ju/'hoan village. This gives parents the option of sending their children to Aasvoëlne Primary to complete primary education. The school environment would be a safer and culturally significant to Ju/'hoan learners, as opposed to Tsumkwe Primary School, a predominantly mixed school with the distractions of Tsumkwe settlement.

4.7.2 Nhoma Lower Primary School

- Located 80km northwest of Tsumkwe (just outside of Nyae Nyae Conservancy).
- Two classrooms and two rooms for teachers.
- Accommodates 18 learners from Nhoma village, limited wider catchment area.
- Long sand road to reach the school from the Main Road.

Although Nhoma lies just outside the Nyae Nyae Conservancy, the Ju/'hoan community regard Nhoma as part of the community. Nhoma Village school was never approved or handed over to the Ministry of Education.

4.7.3 Tsumkwe Primary School

The settlement Tsumkwe (± 30 sq km in the heart of the Nyae Nyae Conservancy) houses Tsumkwe Primary School (Grades 1 - 7) and Tsumkwe Secondary School, (8 - 12) both of which share a government hostel. The Primary School is in fairly good condition having being built in 2009 with support of the Chinese government.

The settlement of Tsumkwe is however not part of the Nyae Nyae Conservancy, and as a result, Tsumkwe Primary and Tsumkwe Secondary School are mixed schools, open to all dominations from the wider region.

All learners from villages not served by a Village School are meant to attend Tsumkwe Primary School and accommodated in the government supported school hostel from Grade 1. Many parents and children delay their enrolment in Grade 1, with concerns with being so far so from home at such a young age. Some children do not attend school at all, but those that do go face many challenges.

Although not part of the Village Schools and not part of our building process, Tsumkwe Lower Primary School will benefit from the intervention. The allocated project budget for learning material, pens, paper, and school books, will include Tsumkwe Lower Primary School. Equally, any teacher initiative offered to Village School teachers, will also be offered to Tsumkwe Lower Primary teachers.

4.8 Placement of Nyae Nyae Village Schools

On the 9th September 2016, the JDF initiated a conference on the proposed development of the Nyae Nyae Village Schools. The conference was attended by Ju'/hoan village representatives, traditional authorities, Nyae Nyae Conservancy management, Ministry of Education, TUCSIN and Nina Maritz Architects. Part of the conference was a discussion on catchment areas, and the placement of the Village Schools.

At this point in time the JDF has budgeted for five schools, and it was suggested that the ideal number of Nyae Nyae Lower Primary Schools would be five. Given the logistics and running of the schools, the placement of schools are vitally important. The project does provide for a 20 seater school bus, for transport of learners and teachers. However, due to diverse 4x4 driving conditions in the region, the school bus will only operate on main graded roads. It is not physically possible for a school bus to drive on rough 4x4 tracks. Donkey carts will therefore be re-introduced providing transport to scheduled pick up and drop off bus stops.

Given the introduction of a school bus to the project, the community wanted to look into the placement of the five schools. In trying to resolve the placement of schools, regarding catchment areas, with a school bus in mind, the community decided to roughly divide the catchment areas into north, south, east, west and central.

The northern community nominated /Xa/hoba village as their chosen school location, which is the current location of the school. The road is accessible, and is due to be upgraded to a gravel road. The southern community nominated N!ama village as their chosen school which is on the main Gam road. Their reasoning was that it was central to the catchment area, with direct access to the main road, and best serves the communities east and west of the main road. The current school is located at //Auru village, 6 km west of N!ama. The negative aspect of moving the school to N!ama, was that existing infrastructure at //Auru Village School, could be integrated into the new school design.

In the western region, the community nominated Duinpos village as the school location, which is the current location of the school. Duinpos is located on the main Tsumkwe road.

The western region, allocated Ben-se-Kamp village, located on the main Tsumkwe road, close to the Namibia - Botswana boarder.

The central region is the most problematic location in terms of access to a central located school. The central region is also the most difficult region to navigated during the rainy season, with limited east-west access. It is also a region in which many learners do not attend school. Tsamkxao #Oma, (traditional authorities) suggested that the central region, should be located

at the Makuri area, which is $\pm$ 5km off the main Tsumkwe road. To resolve the placement of schools, the JDF will hold further discussions with the community and Ministry of Education.

It is also important to note that while visiting the Village Schools, the Permanent Secretary of Education also visited Aasvoëlne School, (grade 1- 6) an underutilized school currently without a school principal. The Permanent Secretary gave her staff an instruction to upgrade Aasvoëlne into a full primary school. Should the school be upgraded providing hostel facilities and Ju/'hoan mother tongue instruction to lower primary learners, the school could play an important role in the education of Ju/'hoan learners. Bruce Pacher, the TUCSIN coordinator, has said there are potential lower primary Ju/'hoan mother tongue teachers to fill the teaching positions at the school. The community also felt that the Village Schools should be feeder schools to Aasvoëlne Primary School (Grade 5-7). Although just outside the Nyae Nyae Conservancy, Aasvoëlne village is essentially a Ju/'hoansi village, and would provide a safer and more conducive environment for Ju/'hoan learners to complete their primary education, before entering Tsumkwe Secondary School, in Tsumkwe settlement.

Although Nhoma lies just outside the Nyae Nyae Conservancy, the Ju/'hoan community regard Nhoma as part of the Ju/'hoan community and village school. Although there is currently a Village School in Nhoma, the school was never approved or handed over to the Ministry of Education. It is envisaged that Nhoma will not be part of the Nyae Nyae Village School Project, and that learners will be better served at Aasvoëlne School, once the school is developed. This also asks the question as to whether Duinpos Village School be moved to Aasvoëlne.



5 PHYSICAL INFRASTRUCTURE PROCESS

5.1 Nina Maritz Architects

The Ju/'hoansi Development Fund is pleased to be working with Nina Maritz Architects, a practice that incorporates a full spectrum of private, government and corporate design and construction work, in Windhoek. Nina Maritz has a strong focus on environmental, sustainable and community-based projects.

5.2 Brief

Together with David Bruce and Cwisa /Ui, the Village School principle, Nina Maritz visited school sites and consulted extensively with the local communities and stakeholders in the region. Based on her studies, a project brief and accommodation schedule was defined. The key aspect of the brief is that the schools should be sustainability and not dependency.

- Infrastructure must be durable, so that long-term maintenance of buildings and services is kept to the minimum, with any necessary maintenance being simple and easily done by local labour.
- The buildings should respond well to climatic conditions, particularly wind, rain, heat and lighting (day light preferred). Orientation and natural ventilation will thus be crucial.
- The construction should make use of local labour and materials as far as possible, with the potential for training community members during construction.

5.3 Concept Design

The project consists of similar buildings to be erected at several different sites, each with differing existing infrastructure or no infrastructure, and different site characteristics ranging from fairly dense woodland to partially open woodland and open savannah. Some sites have basic classrooms buildings, others have nothing.

Standardisation of buildings over the entire project will considerably reduce construction and consultant costs as well as simplify management, but a complete standard building complex will not work if the site differences are taken into account. It is therefore proposed that different components of the building complex are designed as standard modules, which can then be arranged together in different ways to suit the site characteristics. These modules will consist of the classroom, the dormitory, the children's toilets, the kitchen-stores module, the staff house and toilet.

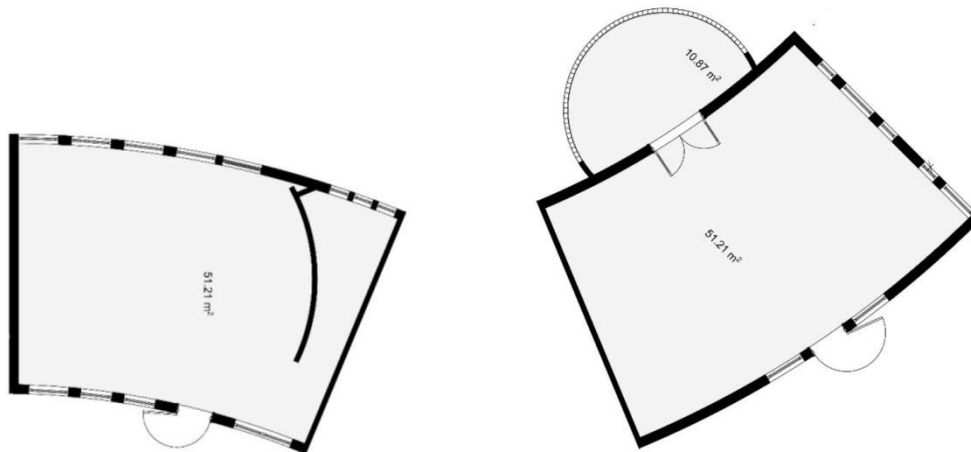
The brief is to break away from the conventional rectilinear classroom and school building and create more organic, natural building forms which would relate more closely to the user's experience. As this must also be done in the most cost-effective way, using natural materials and local skills, it is proposed that free-form curved walls are placed under a modular orthogonal mono-pitch roof. The mild steel sheeting roof (most cost-effective and durable roofing available) will be supported by a steel column and truss structure, or a portal frame, depending on economics.

Structure of the Mono-Pitch Roof

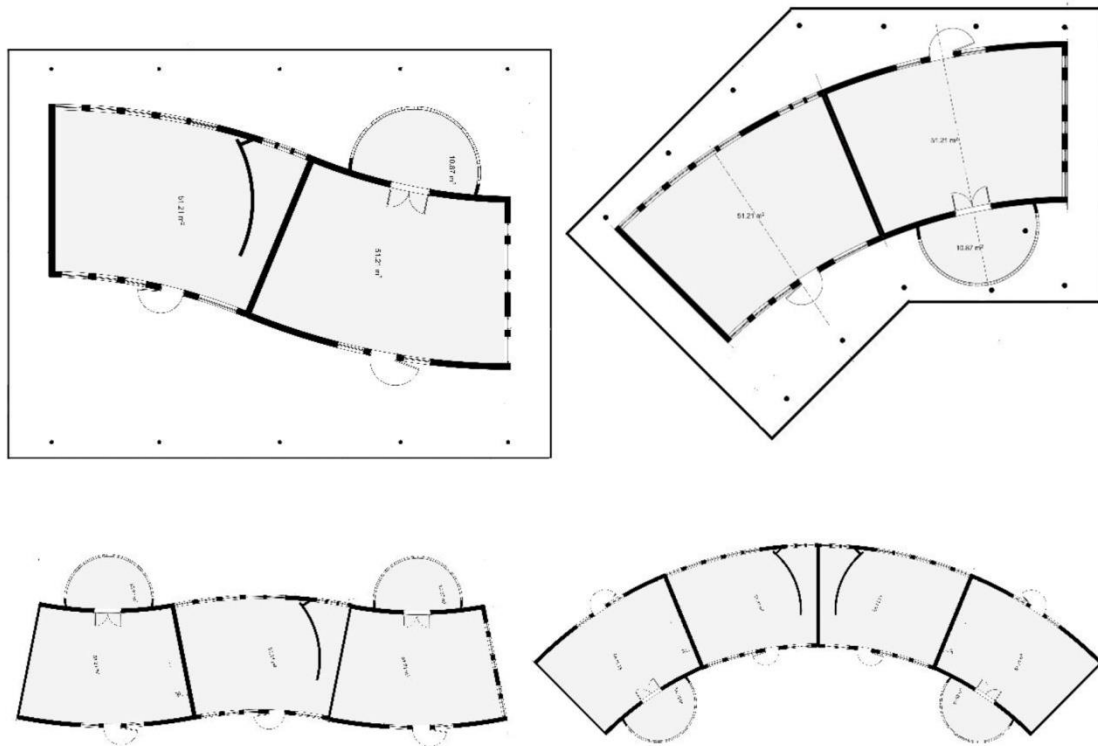


As the walls are not load-bearing, they can be constructed with low-skill or unskilled labour with local materials such as cement bricks made on site, sandbags, compressed earth blocks and/or calcrete blocks, depending on cost and what is available near each site. The roof structure can be erected by more specialist skills at the beginning, and the wall construction can take place after, protected against the weather and with a possibility of phasing.

The largest and most prominent modules, the classroom and dormitory, were designed in the same shell – a kind of wedge shaped unit – with one side wall offset at 22.5-degree angle to the other.



This allows multiple units to be connected to form various arrangements, like a circle or a wave element. Depending on the number of units required and existing site features such as buildings and trees, the units form the open spaces between as useful spaces for play and gatherings.



Based on the brief and square meterage required, a budget estimate has been provided by a Quantity Surveyor. This can be found in section 9.

5.4 School modules

5.4.1 The classroom module

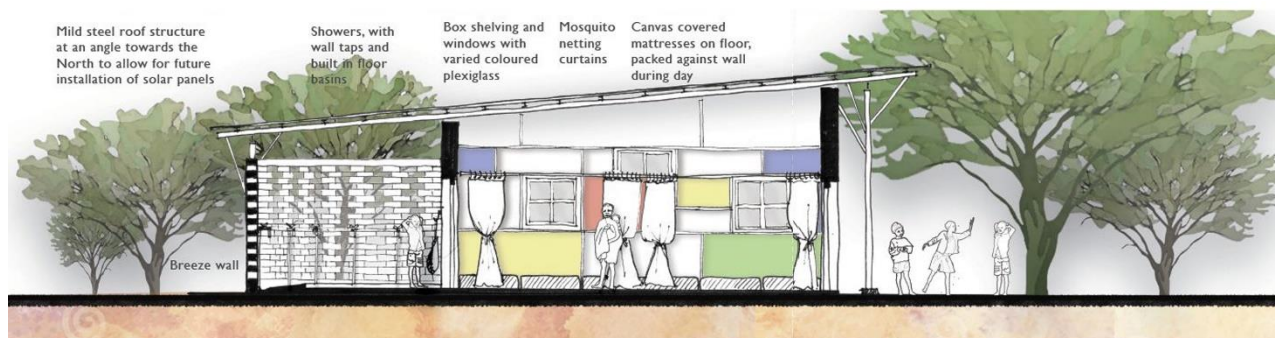
Within the segment shape, a curved lightweight screen acts as writing board and hides a storage area behind. At the main entry in the concave curve, a small desk forms a nook for the teacher. The second entry leads to the children's toilets, which are at a slight distance to reduce smells (these will be dry latrines). Loose tables and chairs can be configured in different ways and the wall behind the seating designed with boxed shelves for books and seating.

The large overhang at the entrance creates a shaded outdoor space which can also be used for teaching.



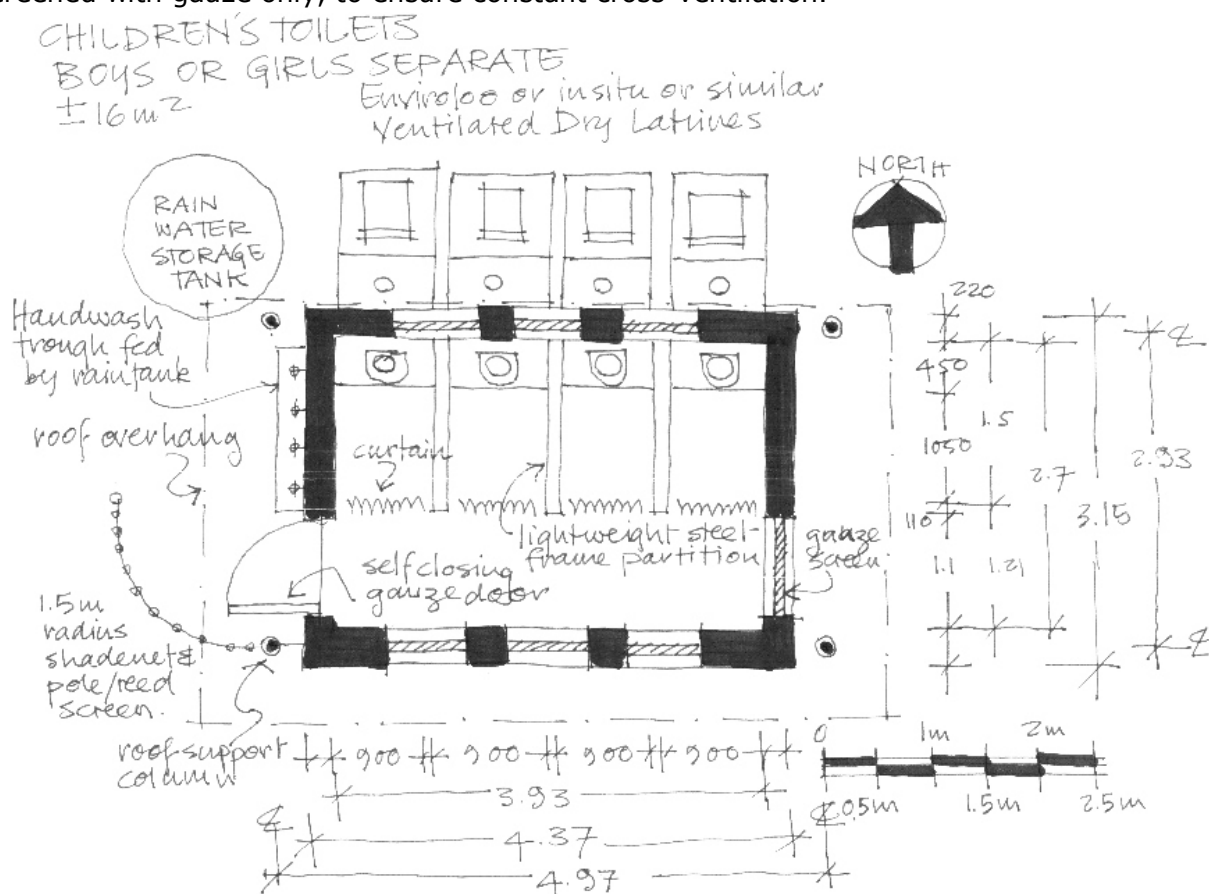
5.4.2 The dormitory module

The dormitory enters from the outward curve, with the inner curve leading to a semi-circular washing space. It is proposed that no beds are installed, but mattresses provided for sleeping on the floor, as the users are not used to sleeping on an elevated structure and especially small children feel unsafe doing so. The mattresses are also to be packed on each side immediately next to each other, to form two large "beds", as the children are used to sleeping together with their parents and siblings. In the day-time, the mattresses can be stacked to store on one side, and the room can be used for other functions. This will also encourage cleaning of the floor. Although mosquito screening is to be provided at doors and windows, an intermediate mosquito gauze curtain can be hung from the ceiling to separate each half of the sleeping area.



5.4.3 The children's toilet module

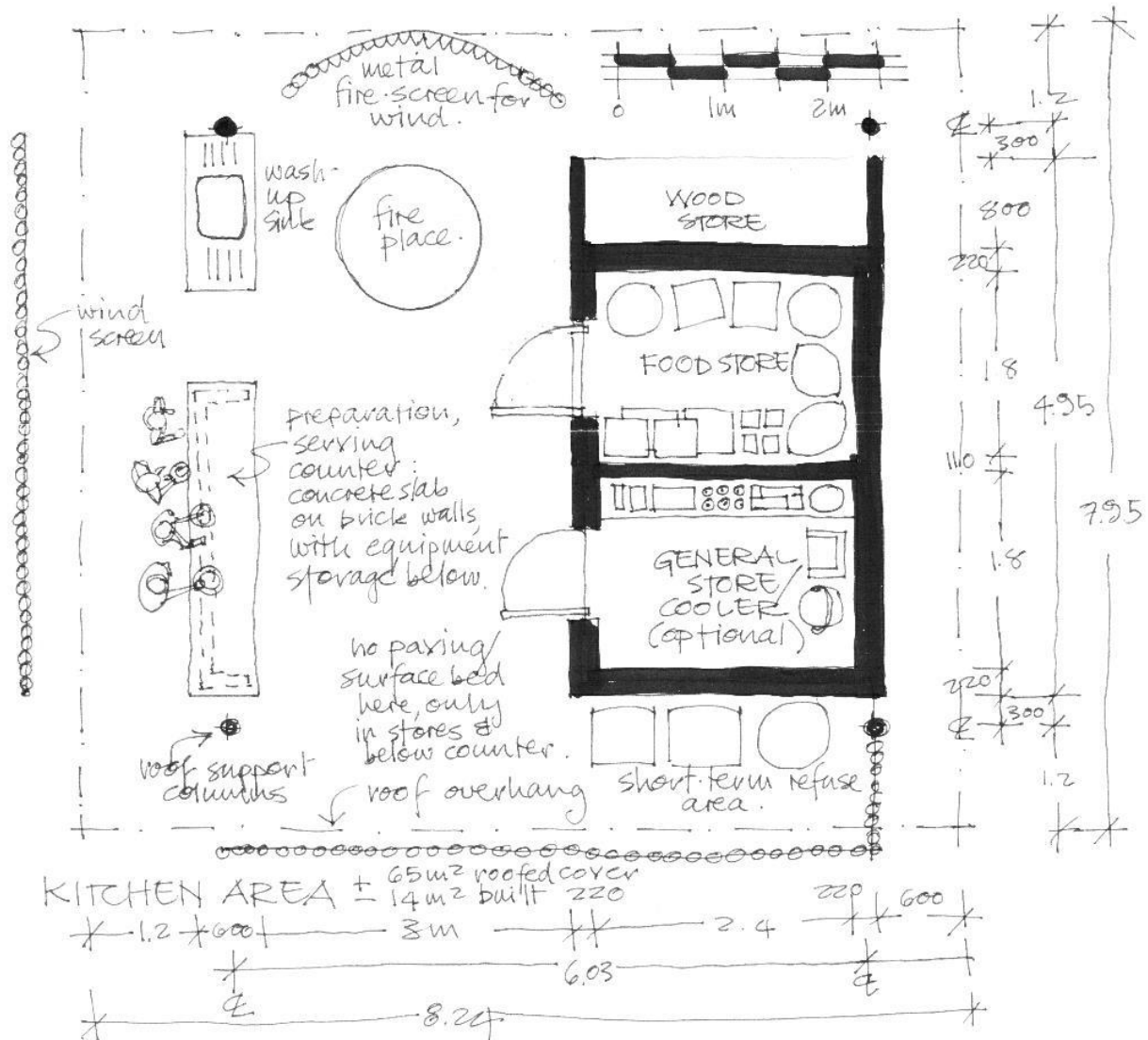
Consisting of 4 dry toilets for boys and girls each, the toilets must be placed with the rear facing north, to heat the black-painted vent-pipe extruding smell from the pit. The cubicles can be divided with lightweight steel-frame screens and shutter-board or similar low-cost durable boarding. Privacy can be ensured by a curtain instead of a door. Not only cheaper, the curtains can create a bright colourful interior. Instead of windows, it is proposed that openings are screened with gauze only, to ensure constant cross-ventilation.



A curved screen conceals the self-closing gauze-door. Opening outward, it ensures that children can push the door open with elbows and then wash their hands in the immediately adjacent basin (a single angled slab with wall-mounted taps). These taps should be demand taps with a very small output, and supplied from the rainwater tank filled from the roof.

5.4.4 The kitchen-storage module

As an improvement on the current corrugated-iron shelter in which food is cooked over a wood fire in a large pot, the layout adds two storage rooms plus an alcove for storing wood, a counter for preparing and serving food, a wash-up sink all under roof, with screens on 3 sides to reduce wind and dust.



5.4.5 The staff flat and toilet

The staff flat can be built in two phases, the shower and bed alcove with outdoor toilet first, with the sink part of a shaded outdoor area. The open plan kitchen-living-sleeping area can be added later under an additional portal frame.

The first phase is a minimum requirement improvement over the current tent, providing a more secure and climate-appropriate envelope, washing and toilet facilities. It is anticipated that cooking will still take place outside over a wood fire, as is current practice.

6 COMMUNITY INVOLVEMENT

6.1 Integral approach

The overall goal of the project is to improve the Village Schools infrastructure. It is however necessary to go beyond merely “fixing up schools”. We recommend a collaborative approach focusing on solving immediate infrastructural problems, simultaneously focusing on the development of sustainable long term solutions.

Interventions are required to create accessible, safe and inspiring school environments:

- Construction of five Lower Primary Village Schools from Grades 1 to 4, providing classrooms, teachers’ accommodation, hostels, kitchen and dining facilities. (This is described in section 5 above.)
- Fitting out the above with school furniture and equipment.
- Providing advanced and ongoing training of teachers (see 6.2 below).
- Ensuring community involvement in planning, construction and operations, with mutual benefits to children, teachers, and community members (see 6.3-6.6).
- Support the transition from lower primary to upper primary school (see 6.7).
- Ongoing logistical and management support for a period of 5 years.
- Make sure schools have access to feeding programmes and school vegetable gardens (more in section 7).
- Introducing a transport system and network (more in section 7).

6.2 Ongoing teacher training

Ongoing support to San teachers is not only vital for the motivation of teachers, but for the progression of the Village Schools. Since adopting the Nyae Nyae Lower Primary Village Schools in 2003, the Ministry of Education has shown great commitment to Ju/'hoan mother tongue education.

There are currently 9 unqualified teachers employed by the Ministry of Education at the Nyae schools. The teachers are not formally qualified and therefore do not qualify for the University of Namibia's Teacher Diploma Programme.

The Ju/'hoansi Development Fund recently invited Sanet Steenkamp, (September 2016) the Permanent Secretary of Education, to visit the Village Schools. In visiting the schools, she made it quite clear that Ju/'hoansi teachers must be an exception to the rule, in allowing a relaxation of entrance requirements for Ju/'hoan teachers. This is based on the National Language Policy of the Ministry of Education and the need to provide mother tongue instruction to the educationally marginalized Ju/'hoan community served by the Village Schools.

A stronger motivation can be made if a network of support can be guaranteed, which would provide for the needs of the teachers resulting from their insufficient educational achievement. This network of support should include the following, as well as any other additional support structures suggested/required by other relevant stakeholders:

- study support - assistance in understanding study materials as provided and required by the course
- assignment support - assistance in applying the course content towards the completion of required coursework
- application support - assistance in applying new knowledge and skills to the classroom by providing model lessons, team teaching, and structured, formal observations.
- logistical support - assistance in organizing study groups, completing and submitting assignments and other course requirements

TUCSIN has expressed interest in supporting a teacher training program if funding can be secured from donors. Together with the Ministry of Education, TUCSIN, NAMAS, and the JDF, a plan of action will be put in place for the ongoing training of Ju/'hoan teachers. The JDF has

allocated funds in its budget, to support a teachers training program. NAMAS has also expressed interest in providing funds.

6.3 Involving parents and community

The family is the context in which young Ju/'hoan children begin their first learning experiences. Home-school relationships and the integration of Ju/'hoan parents into the school environment is important to improving San lower primary education.

In order to mend fractured relationships and build strong school-home partnerships that overcome parents' reluctance to get involved in their children's education and remove the intimidating nature of schools, the Ju/'hoansi Development Fund believes it is imperative to establish a holistic approach to San primary education, strengthening the connection between school and community in education.

The concept of holistic education is nothing new to the Ju/'hoan community. They have always practised a holistic approach to nurturing and the development of their children. This is rooted in their belief that one cannot nurture only one aspect such as the mind and ignore the body, emotions and spirit.

What is missing is a system of teaching and learning that combines the two.

How to achieve this:

- Involve the community from inception, planning through construction, to the ongoing management of the schools.
- Include local community labour in the building process and ongoing operations. (Local construction workers will be trained under the supervision of an experienced builder; see section 5).
- Support parent committees and train teachers in parent involvement.
- Introduce and support community services (matrons, janitor) for smooth operation at schools.
- Involve the community in outdoor cultural classes and seek guidance from the local community who are most knowledgeable about cultural concepts.
- Allow the community access to the schools for community events and adult education, including sewing and leather work for draft animals.

6.4 School Board

Every government school in Namibia has a School Board to administer the affairs and promote the development of each school and its learners. The function of the board's is to develop the mission, goals and objectives of the school.

A School Board must consist of the prescribed number of not less than 5 and not more than 13 voting members, with school parents constituting the majority of the members. Other members include the school principal and teachers.

Each Village School currently has a School Board, made up of the school principal, a teacher and four parents. The Village School boards are currently in existence, notwithstanding their lack of school resources. Where necessary the Ju/'hoansi development fund will provide parent committees with skills and training in committee management to provide ongoing support for the duration of the project

6.5 Staffing of non-teaching posts

In addition to two Ju/'hoansi teachers at each school, paid by the Ministry of Education, the Village Schools will include three staff members at each school, two matrons and one handyman / janitor.

After consultation with Ju/'hoansi community members, community service at the schools will be organised by the School Board. Staff will be paid a compensation wage for their work by the Ju/'hoansi Development Fund for the duration of the project. The board envisage that staff work on a rotational basis, from village to village.

6.5.1 Matrons

Two matrons will be allocated to each school, looking after the health and well-being of learners and the domestic running of each school. Matrons, (one for boys and one for girls) will be elected by the School Board, and work on a rotational basis, living at the schools. Matrons will sleep alongside learners in the dormitory, and the length of duty will be determined by the school board.

The primary role of matrons is to engage learners in a more traditional lifestyle at the schools.

Duties include:

- helping learners settle into school life
- keeping learners healthy and safe
- supervising learners, especially at meal times and bedtimes
- cooking duties
- laundry duties

6.5.2 Handyman / Janitor

A handyman/janitor, taken from the host village, will be elected by the host community.

Duties include:

- school maintenance / outdoor cleaning
- collection of firewood
- the care and use of school donkeys / carts
- maintaining school vegetable garden

6.6 Extra curriculum

The promotion of Ju/'hoansi culture in assisting Ju/'hoan children to accept and value themselves and their culture is central to the learning programme. Teachers must be trained to incorporate this in the school curriculum and can ask community members to come in and assist.

The school design will be appropriate to the living and learning needs of young San learners. The school buildings will include a central covered veranda with enough space for one class to sit on a series of steps down to a central courtyard. This provides space for arts and crafts, storytelling and drama, which can be offered as extra-curricular activities together with the community.

6.7 Transition Lower Primary Village Schools to Upper Primary

The transition of learners from lower primary (Village Schools) to upper primary, can be traumatic for young Ju/'hoan learners in leaving their community to progress their education. A smooth transition from lower primary Village Schools to upper primary, increases the possibility of students remaining in education. There are however a number of reasons why parents and their children have cited for learners dropping out of Tsumkwe Primary School. Tsumkwe, a mixed school in the settlement of Tsumkwe. These challenges include long distances from school, lack of transport, lack of adequate food, lack of school uniforms and hostel necessities, bullying in school and the inability to communicate with school staff.

In supporting the transition of Village School learners to upper primary school, the JDF will provide school uniforms and toiletries to all learners that make the transition in school year 2018 till 2022.

During a recent visit to the Nyae Nyae Village School, (9th September 2016) the Permanent Secretary of Education also visited Aasvoëlne School, an underutilized school, currently without a school principal. She instructed her staff to upgrade Aasvoëlne School, to a full primary school. The village of Aasvoëlne is 45km west of Tsumkwe, is predominantly a Ju/'hoan village, all be just outside the Nyae Nyae Conservancy. This creates the opportunity for the Village Schools to be feeder schools to Aasvoëlne Primary, in what is a predominantly Ju/'hoansi village environment. Parents would have the opportunity to send their children to either Tsumkwe Primary School or Aasvoëlne Primary School. Although mostly out of scope for this project,

the JDF will keep focus on the transition from lower to upper primary, with future supportive initiatives.

6.8 Adult vocational skills

The newly built Village Schools will provide outdoor space and storage for adult vocational skills for all community members in catchment areas. Emphasis is on applying inherited indigenous skills for their own needs. The schools can provide workspace and storage.

Currently adult training is out of scope of this project, but the JDF is open to support from other organisations, in adult training and the use of the schools.

Vocational skills

- Sewing, crochet, knitting (manual sewing machines)
- Leatherwork: shoes and tack for draft animals (need to provide tools)
- Animal husbandry – horses, donkeys, cattle
- Vegetable gardens

Arts & crafts

- Beadwork and jewellery making
- Leatherwork

Health organisations and NGOs could use school facilities for community meetings during weekends or school holidays.



7 TRANSPORT AND FOOD SECURITY

7.1 Transport

Transport is essential to the success of the Nyae Nyae Lower Primary Village Schools, an effective simple transport system. This cannot be overemphasised, providing transport for learners, teachers, food and school materials, facilitating the running of schools. The JDF will introduce two modes of transport as a part of the project. This includes three vehicles and donkey carts. The JDF will also purchase a steel water tank trailer.

7.2 Vehicles



Central to the project will be the purchase of three vehicles; an ISUZU NPS 300 (4x4) 20 seater bus; 4x4 Toyota Land Cruiser; and a 4x4 Toyota Hilux for the use of the JDF.

The ISUZU bus will be used for the transportation of learners and teachers. Pick up and drop off zones will be established and the bus will operate to a routine schedule. The bus will stick to main graded dirt roads and not venture onto 4x4 tracks bush tracks. Other modes of transport will be used to get learners and teachers to pick up and drop off zones.

A 4x4 Toyota Land Cruiser will be used as a general service delivery vehicle, including the delivery of

supplies, school materials, visits to schools by the school principal and emergencies. The vehicle will also double up as a small bus transporting when the bus is unavailable or in service.

Each vehicle will be fitted with a speed limiter, effectively limiting top speeds to 60 km/ph. Drivers will receive professional training and be monitored, ensuring regulations, routes and scheduled times are followed. Drivers will sign for vehicles from a central control office and keep a log book monitoring routes and usage.



7.3 Donkey Carts

Donkey carts will play an essential role in our transport system, transporting children in close proximity to the schools and transporting children to pick-up points to be transported by the school bus. All Conservancy villages use donkeys for transport and as pack animals. When the Village Schools were introduced, a local attempt was made to make donkey carts available to schools. They were however crude, poorly designed and became unworkable, most of which lie abandoned in villages. The JDF has done extensive research on the subject and together with Zebra Trailers in Windhoek, a prototype donkey cart is currently in the process of being designed. The cart will go through rigorous testing, including a period of use, before being manufactured. The design of the carts will take into consideration, functionality, light weight and ease of maintenance.

The JDF will provide each school with four donkeys and two donkey carts. After the cost of each cart is established, it might well be possible to donate a cart to each village (37) in the Nyae Nyae Conservancy This would not only assist the community with school transport, but creates a sense of community awareness and upliftment.

7.4 Water Trailer

Water is a vital necessity of life. Every village in the Conservancy has access to a borehole, in close proximity to a village. The Village Schools are also in close proximity to the host village and borehole. It is not uncommon for boreholes to experience problems which significantly affect the schools and host village. The JDF will therefore purchase a steel water tank trailer,

for transporting water in times of need, from nearby villages. The water trailer will be used with the school principal's 4x4 vehicle.

7.5 Food Security

The importance of food security cannot be overemphasised, it is the most crucial issue that any educational project needs to take into account. Hunger and malnutrition are common amongst Ju/'hoan children. A study by Dr Richard Lee⁴, an anthropologist with 50 years of experience in the Ju/'hoan communities, indicates that approximately 40% of food comes from traditional hunting and gathering, 10% from income and 50% from food aid which can be inconsistent and insufficient. These results are evidence that parents are preoccupied with providing for the basic needs of their families over and above other needs such as education of their children and themselves.

The Namibian School Feeding Programme is funded and run entirely by the Namibian government under the Ministry of Education, with technical assistance from the World Food Programme. The programme provides a daily hot meal to learners throughout the country, and is essentially a food safety net for vulnerable communities.

Despite the absence of kitchens at Village Schools, learners are served a daily hot midday meal of porridge and gravy. Meals are cooked in a cast iron pot on an open fire by volunteers from the community.

7.6 Namibian Hostel Feeding Programme

The School Feeding Programme does help to ease hunger, however it is not enough to hold onto all boarding learners from neighbouring catchment villages. Due to the lack of adequate school infrastructure, the Village Schools do not qualify for the government Hostel Feeding Programme, providing boarding learners with three meals a day. Currently, visiting boarding learners who are attending school, are having to stretch the School Feeding Program, consisting of one meal a day, into three meals a day. This includes teachers, if their host village is not their own.

Given the schools proposed infrastructure, the newly built Village Schools will qualify for the Hostel Feeding Programme. Eligible schools must apply to participate in the Hostel Feeding Programme, and adhere to government requirements. In a meeting in June 2016 the Permanent Secretary of Education assured the JDF that newly built Village Schools would qualify for the Hostel Feeding Programme as soon as possible. During the waiting period, the JDF has allocated funds in its budget to compensate for the short fall of food, in providing learners with three meals a day.

7.7 School Vegetable Gardens

In order to supplement food provided by the Hostel Feeding Program, the JDF will create vegetable gardens at each Village School, enriching the type of food given to learners. School vegetable gardens are not only a great way for learners to get excited about eating fresh vegetables, but they create an outside classroom. The school gardens will be maintained by school's staff, with training provided by TUCSIN Tsumkwe Hospitality and Training Centre.

⁴ Richard B. Lee, "The Dobe Ju/'Hoansi." (4th Edition 2013)

8 MANAGEMENT & OPERATIONS

8.1 Implementation Programme

The proposed implementation program is as follows:

Phase 1 Preparations	(2016 – June 2017)	Consultation of all stakeholders and community. Negotiate agreements with Ministry of Education. Fundraising and creation of investment fund. Feasibility study with participative concept designs.
Phase 2 Building	(July 2017- December 2019)	Infrastructure construction combined with construction training. Procurement & installation of furniture, fittings and equipment. Building and maintenance of school building financed by JDF.
Phase 3 Projects	(July 2017- December 2021)	Development transport system, feeding programme, teacher training, supply of school materials, and other projects financed by JDF. Operations of schools managed by Ministry of Education partly supported by JDF.
Phase 4 Hand-over	January 2022-onwards	Further operations managed by Ministry of Education without support.

One Village School will be built at a time, taking approximately six months. Even if the building process takes longer, the aim of a handover to the Ministry of Education and local stakeholders will still be end of 2021. A more detailed time schedule will be presented in the future Project Plan.

8.2 Project management

As described in section 3, Stakeholder Engagement is the key to the success of this project. David Bruce's role as Project Manager will not be the day-to-day running of building projects or school management, but overseeing the start-up and the running of all projects outlined in this report. He will manage the budget and provide annual audited financial reports. He will report back to sponsors of the project – directly and via social media. Every six months the board of directors will gather and a formal report will be made public.

David Bruce will be assisted in his tasks by his wife Nicolette van der Meer, who has over fifteen years of experience in project management. Working for a variety of organisations she has run projects spanning a few months up to a few years and safeguarded budgets anywhere up to US \$300,000 Dollars.

Nicolette van der Meer and David Bruce will communicate with all stakeholders via various media. They will set up communications via social media and they have the ability to organise small crowd funding projects via their personal networks (especially in the Netherlands and South Africa) whenever the need arises. For example, getting extra teachers aids, or library books or helping a family or village with a specific need that was not part of the project. David Bruce and his family will therefore relocate to Namibia and living costs will be part of the project finance requirements, drawn as salary.

Before the project starts a Project Plan will be written with attention to the long term strategic goals, the scope of the project, annual work plans and monitoring. Roles of external parties and suppliers will be detailed, and a Memorandum of Understanding drawn up before the start of the project, with all stakeholders.

While David Bruce and Nicolette van der Meer have the necessary project skills, and will coordinate stakeholder engagement, they will revert to the Board of Directors in terms of Project progress, management of the budget, and governance issues, with project plans submitted and agreed to by the Board of Directors before the commencement of the project. More information about the Board of Directors in section 3.1.3.

8.3 Financial management

Income will be derived by donations to the Project Fund, which will be sought by individual sponsors. There will be an international crowdfunding campaign set up for November 2016. In that same period other fundraising events will find place and potential sponsors will be asked to make their contribution.

The building costs will be managed by the designated building contractor per contract. Monthly reports will be given on costs, timelines, etc.

Overall expenditures will be controlled by project managers David Bruce and Nicolette van der Meer, while a bookkeeper in Windhoek will assist with administration. Their work will be underscored by yearly audited reports from the designated auditors in accordance with International Standards of Auditing. Half-yearly report-backs will be prepared ahead of each Board meeting. The Board has the deciding vote on all aspects of the Project and has to rubber stamp any changes to the budget.

8.4 Staffing

All staffing will be handled by the project managers, where applicable in consultation with the Village School Boards or TUSCIN.

Staff will not be formally employed directly by the JDF. Where necessary an outsource agreement will be drawn up between "supplier/ self-employed person" and JDF, with appropriate and understandable terms of reference.

- Boys' matron 1 per school (more information in section 6.4)
- Girls' matron 1 per school (more information in section 6.4)
- Handyman/janitor 1 per school (more information in section 6.4)
- Driver for school transport
- Bookkeeper

8.5 "Hands-off policy"

Once the schools are built and initiatives implemented, the JDF will hand over responsibilities to the Ministry of Education, the school principle, the School Boards and local communities. The aim is for projects run themselves after a period of 5 years. During the 5 years, the time frame, budget, necessary staffing, etc. will be reviewed.

This does not mean that it is not possible to continue supporting certain initiatives in the future, but it is not included in the scope of this proposal.



9 BUDGET

9.1 Total budget estimate at this time

The total estimated costs for the build, furnishing, transport, feeding and teacher training, for one Village School over a period of 5 years is N\$ 5 million (Namibian Dollars) (circa US\$ 326,500 (US Dollars), or £230,500 (Pounds Stirling) per school.

The current estimate for the whole project over a period of 5-years is N\$ 25 million. The estimated cost for building comes to N\$ 15 million and other capital expenditure and running cost of projects allows for N\$ 10 million on top of the build.

In the next phase of the project the budget will be evaluated, discussed with stakeholders and worked out in greater detail. Although this estimate has been put together with care and with a bottom-up cost approach, the exact amounts are premature. Some costs are unknown at this stage or depend on other parties, for example, whether the Government will provide fuel for the school bus.

The budget is set for a 5-year period until completion of the project, but the JDF anticipates a thorough re-evaluation of the budget each half year at Board meetings (see section 3).

The costs are presented in more detail below, consecutively building costs, capital expenditure, running costs transport, running costs staff, and running costs other. All amounts are in Namibian Dollars, for 5 Village Schools, for a period of 5 years.



9.2 Building costs

The estimated costs for building comes to N\$ 15 million – 3 million for each school. The Village School building and equipment cost estimate, was calculated by a quantity surveyor (De Leeuw Group Namibia) working with the square metre accommodation list provided by the architect.

				Kitchen	Ablution	Staff Flat x2	Hostel x2	Classrooms x2	TOTAL
CONSTRUCTION AREA	m²			14	16	25	62	53	170
Ground floor	m²			14	16	25	62	53	170
ESTIMATED CONSTRUCTION COST				N\$				N\$	N\$
PRIMARY ELEMENTS				145 238	126 855	369 424	561 994	468 848	1 672 358
Foundations				13 528	15 902	45 171	90 690	78 942	244 234
Ground floor construction				-	-	2 216	-	-	2 216
Independent structural components				-	-	-	-	-	-
External facades				21 090	21 791	100 852	138 394	101 424	383 551
Roofs				61 127	26 961	109 651	204 867	209 601	612 208
Internal divisions				1 202	1 492	3 818	7 296	5 011	18 819
Floor finishes				-	-	-	-	-	-
Internal wall finishes				5 888	4 028	23 945	20 160	25 200	79 221
Ceilings and soffits				5 882	5 894	26 824	49 000	48 670	136 270
Fittings				3 514	-	506	16 515	-	20 535
Internal plumbing				4 270	34 955	26 771	35 071	-	101 066
Miscellaneous Items				28 737	15 832	29 670	-	-	74 238
EXTERNAL WORK				14 770	14 450	29 670	35 541	891	95 321
Soil drainage				5 780	5 780	9 420	17 420	-	38 400
Site clearance & demolitions				210	250	520	1 151	891	3 021
Water supplies				8 780	8 420	19 730	16 970	-	53 900
Sub-Total				160 008	141 305	399 094	597 534	469 738	1 767 679
PRELIMINARIES, CONTINGENCIES, ETC.				29 631	26 168	73 907	110 655	86 989	327 352
Preliminaries		7.5%		12 001	10 598	29 932	44 815	35 230	132 576
Price & Detail Development		5.0%		8 600	7 595	21 451	32 117	25 248	95 013
Contingency Allowance		5.0%		9 030	7 975	22 524	33 723	26 511	99 763
Total Cost (excl. Escalation & VAT)				189 639	167 473	473 001	708 189	556 727	2 095 031
ESCALATION				8 215	7 255	20 490	30 678	24 116	90 754
Pre-Contract Escalation		9.0%	p.a.	2 855	2 522	7 122	10 663	8 382	31 543
Post Contract Escalation		8.0%	p.a.	5 360	4 733	13 368	20 015	15 734	59 211
Total Cost (excl. VAT)				197 854	174 728	493 491	738 867	580 843	2 185 785
Value Added Tax		15.0%		29 678	26 209	74 024	110 830	87 126	327 868
TOTAL CONSTRUCTION COST				227 532	200 937	567 515	849 697	667 969	2 513 653
PROFESSIONAL FEES									476 966
Fees		15.00%							377 048
Disbursements		10.0%							37 705
Value Added Tax		15.0%							62 213
TOTAL Incl. FEES									2 990 619

9.3 Capital expenditure

Transport school bus	650 000
Transport principal	500 000
Transport project managers	250 000
Transport donkey carts	329 000
Donkeys	12 000
Donkey equipment	10 000
Water tank with trailer	34 000
Container for storage and office	40 000
Satellite phone project manager	19 500
Solar panel for electricity (lights, charging, aerial)	115 000
Cell phone range extender (schools)	50 000
School furniture: desks and chairs	200 000
School furniture: other	750 000
Subtotal	2 959 500

The school bus will be a 20 seater ISUZU 4x4 NPS 300. The vehicle for the principal will be a 4x4 Land Cruiser and a 4x4 Toyota for the Project Manager. Further explanation on all transport equipment including donkey carts and the water trailer can be found in section 7.

All schools will have a solar power system, to provide lights, charging of cell phones or laptop and to supply power to a cell phone antenna.

Given the remoteness of the Nyae Nyae Conservancy, the lack of services, including medical, the JDF will purchase a satellite phone for emergencies.

The 'school furniture other' exists of blackboards, mattresses, curtains, furniture for the teacher's flats, shelving and kitchen equipment.

After the completion of the project, all assets will be handed over to the Nyae Nyae Village Schools, except the project manager's vehicle and satellite phone, which will remain assets of the JDF.

9.4 Running Costs

Running costs transport (5 years)

Fuel for JDF vehicle (MoE to provide diesel for two project vehicle's)	540 000
Vehicles insurance	310 000
Vehicles tyres	195 000
Vehicles maintenance other	150 000
Truck driver's license (3 times)	10 000
Upkeep donkey carts, donkeys and equipment	25 000
Subtotal	1 230 000

More information about the transport system can be found in section 7.

Running costs - "staff" (5 years)

Compensation janitor: maintenance, veggie garden, donkeys	252 000
Compensation matrons: catering & household	540 000
Compensation driver	60 750
Book keeping project	135 000
Project managers and family	2 767 473
Sub total	3 755 223

No one will be formally employed directly by the JDF. Information about the matrons and domestic workers can be found in section 6. The mentioned driver will be for the school bus. For the two project managers and their family a monthly compensation will be paid based on living costs.

Running costs other (5 years)

Office costs	15 000
Travel costs	40 000
Audit JDF	30 000
Food school & hostel	640 000
Vegetables gardens	250 000
Schoolbooks, paper, pencils etc.	195 000
Infrastructure & general maintenance	112 500
Satellite phone credit	28 830
Ongoing training: training materials	30 000
Ongoing training: training fee	40 000
Kit for children going to grade 5	80 000
Sub total	1 461 330

Office costs include the costs for a website, bulk email programme, office materials and Board meetings.

Travel costs consist of three overseas flights for one person, in order to meet with sponsors. The Board will decide on necessity and dates of these travels.

Food allocated for five Lower Primary Village Schools and hostels is on top of the School feeding programme until the hostels qualified for the hostel feeding programme. More on the feeding programme and the vegetable garden can be found in section 7.

A set of school uniforms and basic toiletries will be purchased for all children entering Grade 5, making their transition "into big school" easier.

For project costs (as described in 9.3 and 9.4 above) a contingency of 10% is added.