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ANNEXURES

Annexure A: Interview schedule for mobile school teachers

Research Title: Exploring the issues of education equity and quality in developing country context: A case study of Namibia

Date & time	
Teacher participants	
<p>I am doing research about how quality and equity in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education, a case study of Kunene Region, Namibia. In this research I will be asking you to tell me about your experiences teaching in mobile schools, aspirations and expectations regarding educational provisioning among your community. I will ask you additional questions to help me better understand your experiences, aspirations and expectations about equity and quality in education provisioning. The research will help me to understand better the success of the mobile school programme and specific challenges pertaining to equity and quality as well as teaching in mobile school.</p>	
<ol style="list-style-type: none"> 1. Tell me about your experiences teaching in mobile school? (Note specific aspects that need to be followed up in future interviews) 2. What resources and facilities do you have at your disposal in the mobile school? 3. Do you think these resources are adequate? (Probe in terms of specific needs) 4. How often do your school move, and when was the last time that it moved? 5. Tell me about the last time the school had to move. What influence did it had on your teaching programme (Probe to get a complete picture of the impact that it had on teaching and learning) 6. When the community move, do they inform you where they are going? 7. Do you visit the new area before the community move in? 8. Who takes responsibility for moving the school facilities to the next location? 9. How do you move the school and educational resources physically? 10. Is there anything else that you would like to share with me about the relocation of the school? <p><i>Interview 2:</i></p> <ol style="list-style-type: none"> 11. Tell me about a normal school day for your school. At what time do your classes normally start? (Probe in terms of culture and customs e.g. herding of cattle that may impact on the starting time) 	



ANNEXURE A

12. Do you follow the normal curriculum and government school calendar; in terms of school terms, school holidays and starting time?
13. How many learners do you have in your schools and in which grades are they?
14. Do you have normal classes or multi-grade teaching? And if so, how to you approach multi-grade teaching?
15. What problems do you encounter teaching learners from different grades in the same class?
16. Do you have the necessary learning support material available for the different grades?
17. Tell me about learners' home work? (Probe where and when do they do it and support from parents)
18. Are there anything else that you would like to share with me about the teaching and learning of learners in mobile schools?

Interview 3:

19. Based on your experience with teaching in a mobile school, how would you describe parents' aspirations and expectations regarding the teaching of their children?
20. Are parents supportive of the school (probe in terms of the type of support or their specific expectations)
21. Do parents visit the school (how often and why?)
22. Do learners/parents pay school development fund?
23. What challenges do mobile schools pose in terms of educational provision among the nomadic community?
24. Where do you stay/live during the school term?
25. What facilities and resources do you have at your disposal to plan for your lessons
26. Tell me about some of the cultural practices and customs that may have an influence on your teaching and learning (Probe for specific examples like initiation)
27. Where do your learners go after completing their higher grade e.g. grad 4 or 7?
28. In your view, how could equity and quality in education provisioning best be improved that would benefit nomadic people?
29. Are there anything else that you would like to share with me about equity and quality in education provisioning among nomadic communities?

Annexure B: Interview schedule for community members and leaders

Research Title: Exploring the issues of education equity and quality in developing country context: A case study of Namibia

<i>Date & time</i>	
Community members and Leaders	
<p>I am doing research about how quality and equity in education could be achieved for nomadic people living in a developing country context. I would like to understand how socio-economic and cultural factors influence the provisioning of education in the Kunene Region, Namibia. In this research I will be asking you to tell me about your experiences with mobile schools, about your aspirations and expectations regarding educational provisioning among your community. The research will help me better understand the use of mobile schools and specific challenges pertaining to equity and quality as well as teaching in a mobile school.</p>	
<ol style="list-style-type: none"> 1. Tell me about your experiences with the mobile school that serves your children? (Note specific aspects that need to be followed up in future interviews) 2. Do you know what resources and facilities are available in the mobile school? 3. Do you think these resources are adequate? (Probe in terms of specific needs) 4. How often does your community move to new grazing, and when was the last time that it moved? Did the school follow you? 5. Who decides that it is time for the community to move? Where and when is this decision taken? 6. Do you visit the new area before the community moves in? 7. Tell me about the last time the community had to move. What influence did it had on the teaching and learning of the children? (Probe to get a complete picture of the impact that it had on teaching and learning) 8. When the community move, do you tell the school where you are going? 9. Who takes responsibility for moving the school facilities to the next location? 10. Is there anything else that you would like to share with me about the relocation of the school? <p><i>Interview 2:</i></p> <ol style="list-style-type: none"> 11. Tell me about a normal day in the lives of the community. What do men and women do? (Probe in terms of culture and customs that may affect children e.g. herding of cattle) 12. Tell me about your child's education. What do you expect the school to teach the children? Is this taught at school? 	



ANNEXURE B

13. Who should teach your children? (Probe in terms of the ethnic and cultural background of the teacher and qualifications)
14. Are parents in the community generally supportive of the school (probe in terms of the type of support or their specific expectations)
15. Do you sometimes visit the school (how often and why?)
16. Do you have to pay school development fund?
17. Tell me about your child's home work? (Probe where and when do they do it and support from parents)
18. Where do your children go after completing higher grade e.g. grade 4 or 7)?
19. Are there anything else that you would like to share with me about community life and your expectations regarding teaching in mobile schools?

Interview 3:

20. In your view, how can mobile schools be improved to best serve the needs of your people who normally move from one place to another (nomadic people)?
21. Do you ever meet officials from the education department other than the teacher? (Who, when and why?)
22. Do you think that your community's needs are adequately catered for by means of the mobile school? (What else could be done?)
23. Do you think that teachers should understand your culture or should be from your own group? (Why or why not?)
24. How would you describe the ideal teacher for your children?
25. How would you describe the ideal school for your children?
26. Are there anything else that you would like to share with me about equity and quality in education provisioning among nomadic communities?

Annexure C: Interview schedule for nomadic learners/Children

Research Title: Exploring the issues of education equity and quality in developing country context: A case study of Namibia

<i>Date & time</i>		
Nomadic learners/Children		
<p>I am doing research about how quality and equity in education could be achieved for nomadic people living in a developing country context. I would like to understand how socio-economic and cultural factors influence the provisioning of education in the Kunene Region, Namibia. In this research I'm asking people old and young to tell me about their experiences with mobile schools, about their aspirations and expectations regarding educational provisioning among their communities. The answers will help me better to understand the use of mobile schools and specific challenges pertaining to equity and quality as well as teaching learning in a mobile school.</p>		
<ol style="list-style-type: none"> 1. Tell me if you enjoy your education (at your mobile schools)? (Note specific aspects that need to be followed up in future informal question) 2. Are you happy with the education system (Ondao Mobile school)? 3. Do your school have adequate resources (i.e. textbooks & learning materials, table/chairs, etc)? (Probe in terms of specific needs? 4. Do you or your parents pay school development fund, and how much? 5. Tell me about your home work? (Probe where and when do they do it and support from parents) 6. Do you remember how often does your community move to new grazing, and when was the last time that it moved? Did the school follow you? 7. Do you move with your parents of do you remind behind to continue with your schooling? 8. When is the last time do your community move, do your parents or yourselves tell your teacher where you are going? 9. Is there anything else that you would like to share with me about helping your parents at home before or after your classes? 10. Are there anything else that you would like to share with me about community life and your expectations regarding teaching in mobile schools? <p><i>Informal questions 2:</i></p> <ol style="list-style-type: none"> 11. In your view, how can mobile schools be improved to best serve the needs of your people who normally move from one place to another (nomadic people)? 12. Do you ever meet officials from the Regional education Office other than your teacher? (Who, when and why?) 		



ANNEXURE C

<p>13. Do you think that teachers should understand your culture or should be from your own group? (Why or why not?)</p> <p>14. How would you describe the ideal future of your school ?</p> <p>15. Where do you go after completing your higher grade e.g. grad 4 or 7?</p> <p>16. In your view, how could equity and quality in education provisioning best be improved that would benefit nomadic community?</p> <p>17. Are there anything else that you would like to share with me about equity and quality in education provisioning among nomadic communities?</p>	
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Annexure D: Interview schedule for Educators

Research Title: Exploring the issues of education equity in developing country context: A case study of Namibia

<i>Date & time</i>		
Educator Participants		
	<p>I am doing research about how quality and equity in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education, a case study of Kunene Region, Namibia. In this research I will be asking you to tell me about your experiences as a manager/principal/Head of Department of Ondao Mobile Schools and what challenges posed by the mobile schools, in terms of equity and quality in education provisioning as well as resourcing, and staffing. I will ask you additional questions to help me to understand better your experiences, aspirations and expectations about equity and quality in education provisioning. The reason I want you to explain in more details about your experiences and expectations regarding equity and quality in education provisioning in your mobile schools as well as in general will help me better understand the achievement of mobile school programme and challenges pertaining to equity and quality as well as managing, resourcing mobile school.</p>	
	<ol style="list-style-type: none"> 1. How many mobile schools you are managing? 2. What would you regard as the achievements made by mobile schools? 3. Tell me about the challenges posed by the mobile schools, in terms of equity and quality in education (probe in terms of provisioning as well as resourcing, and staffing). 4. How often do they move from one location to the next? (Probe if they move more than once every year or only some years and the reasons, and determine when it last moved?) 5. When the community move, do they inform the school teacher or your office where they are going? 6. Does the movement of community interrupt the teaching and learning? (Probe for how long and the teaching time lost during resettlement) 7. Does the school teacher or your office visit the new area before the community move in? 8. Do the mobile schools follow the normal government school calendar: in terms of school terms, school holidays and starting time? 9. Normally, at what time does the school day start? 10. Where do the learners go after completing their higher grades (e.g. grade 4 or 7)? 11. Do learners/parents pay school development fund 12. In your view, how could equity and quality in education provisioning best be improved that would benefit nomadic people? 13. Are there anything else that you would like to share with me about equity and quality in education provisioning among nomadic communities? 	

Annexure E: Letter from the Permanent Secretary of Education

ANNEXURE E

The Permanent Secretary
Ministry of Education
Luther Street
Government Office Park
Private Bag 13186
WINDHOEK

From: Onesmus Hailombe
P. O. Box 6990
Windhoek
NAMIBIA
Tel: (+264) 61 23 9975
Cell: (+264) 81 260 4799

REQUEST TO OBTAIN AUTHORISATION TO CONDUCT RESEARCH IN THE
EDUCATION AND TRAINING SECTOR FOR DOCTORAL STUDIES

I am studying towards a Ph.D in Educational Policy Studies at the University of Pretoria. With reference to the above-mentioned matter, this letter seeks to obtain authorisation from the Permanent Secretary of Education to conduct a research study in the Kunene Region. My area of investigation is **“How equity and equality in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education”**. The focus of my study is to explore the issues of education equity and equal education opportunity in developing countries in the context of Namibia, focusing on the Kunene Region.

As part of the research I need to collect data from mobile schools in the Kunene region. The data collection in three Ondao mobile schools will involve semi-structured interviews of teachers, observing classrooms, and documentation analysis. The results of the research will inform both policy and practice. During the period of the research, I commit myself to be ethical and professional.

I therefore seek the Permanent Secretary's authorisation to collect data in the Education and Training Sector as part of my doctoral studies.

Yours sincerely


..... 01/06/2009
O H Hailombe
Senior Education Planner: PAD

Authorisation granted/~~Not granted~~


I. V. Ankama
Permanent Secretary: Ministry Of Education



Annexure F: Letter signed by the Director of Education

ANNEXURE F

The Regional Director of Education
Kunene region
Private Bag 3034
OPLUWO

From: Onesmus Hailombe
P. O. Box 6990
Windhoek
Tel: (+264) 61 293 3331 w
Tel: (+264) 61 23 9975 h
Fax: (+264) 61 293 3933
Cell: (+264) 81 260 4799

PERMISSION TO CONDUCT RESEARCH IN MOBILE SCHOOLS IN THE KUNENE REGION

I'm a Senior Education Planner in the Directorate of Planning and Development, in the Ministry of Education. I am studying towards a PhD, in Educational Policy Studies at the University of Pretoria. With reference to the above-mentioned matter, this letter seeks to obtain permission from the Director of Education, Kunene Region to conduct a research study in the Kunene Region. My area of investigation is "**How equity and equality in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education**". The focus of my study is to explore the issues of education equity and equal education opportunity in developing countries in the context of Namibia, focusing on the Kunene Region.

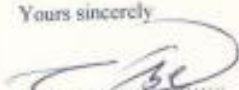
Kindly be informed that I have obtained permission from the Permanent Secretary of Education to conduct a research study among mobile schools for my private studies i.e. Doctoral Degree (*see attached Authorisation letter*).

As part of the research I need to collect data from mobile schools in the Kunene region and the results of the research will inform both policy and practice. The data collection in three mobile schools will involve semi-structured interviews of teachers, observing classrooms, and documentation analysis. Apart from the schools, semi-structured interviews of education officials (Director of Education for Kunene Region, Principal, and Heads of Department for Ondao Mobile School) will be conducted. During the period of the research, I commit myself to be ethical and professional.

I therefore seek your permission to collect data from Ondao mobile schools in your region as part of my doctoral studies.

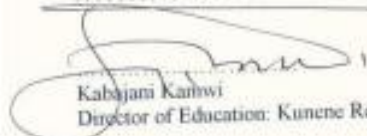
Thank you,

Yours sincerely

 08/06/2009
O H Hailombe
Researcher student: Education Management and Policy Studies

Permission granted/Not-granted

unconditionally


Kabajani Karhwi
Director of Education: Kunene Region

Annexure G: Letter signed by the Ondao Mobile School Principal

ANNEXURE G

The Principal
Ondao Mobile School
P. O. Box 51
OPUWO

From: Onesmus Hailombe
P. O. Box 6990
Windhoek
NAMIBIA
Tel: (+264) 61 23 9975
Sell: (+264) 81 260 4799

Kindly be informed that I have obtained a written permission from the Permanent Secretary of Education and the Director of Education, Kunene region to conduct a research for my private studies i.e. Doctoral Degree. The focus of my study is "How equity and equality in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education". The focus of my study is to explore the issues of education equity and quality in developing countries in the context of Namibia, focusing on the Kunene Region.

As part of the research I need to collect data from three mobile schools and the results of the research will inform both policy and practice. The data collection in the three mobile schools will involve semi-structured interviews of teachers, observing classrooms, and documentation analysis. Apart from the schools, semi-structured interviews of education officials (Director of Education for Kunene region, principal, and Heads of Department for Ondao School) will be conducted. During period of the research, I commit myself to be ethical and professional.

I therefore seek your consent to collect data from your three mobile schools which will random stratified selection as part of my doctoral studies.



O H Hailombe
Researcher student: Education Policy Studies

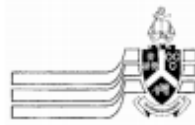
CONSENT GRANTED/NOT GRANTED



Amon M'Kapi
Principal: Ondao School



Annexure H: Ethics clearance certificate



UNIVERSITY OF PRETORIA
 FACULTY OF EDUCATION
 RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM 09/07/02

PhD
 Education equity in Namibia: A case study of Mobile schools in the
 Kunene region
 Onesmus Hailombe
 Education Management and Policy studies
 17 May 2011
 APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof L Ebersohn

DATE 17 May 2011

CC Jeannie Beukes
 Prof Jan Nieuwenhuis

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Annexure I: Letter of consent from the researcher to participants

ANNEXURE I



Faculty of Education/Fakulteit Opvoedkunde
Department of Education Management and Policy
Studies/Departement Onderwysbestuur en Beleidstudies
Enquiries: Prof Jan Nieuwenhuis
Tel: 012 4202842

Dear Sir/Madam

Research Title: Exploring the issues of education equity and quality in Namibia: A case study of Mobile School in the Kunene Region

Researcher: Mr O Hailombe

Supervisor: Prof FJ Nieuwenhuis

I am doing research about how equality and equity in education could be achieved for nomadic people living in a developing country context where socio-economic and cultural factors mitigate against the provisioning of education, a case study of Kunene Region, Namibia. In this research I will be asking you to tell me about your experiences as a Head of Department of Ondao Mobile Schools and what challenges are posed by the mobile schools, in terms of equity and equality in education provisioning as well as resourcing, and staffing. I will ask you additional questions to help me better understand your experiences, aspirations and expectations about equity and quality in education provisioning. The information provided will help me to better understand the achievements of the mobile school programme and the challenges pertaining to equity and quality as well as managing, resourcing of mobile schools.

If you do not want to take part in the research I will not be upset or be disappointed. Know that whatever we talk about will be kept private, meaning no one, not even your mobile school teachers, other HOD or someone in your workplace will know what we talked about. I will not even use your name in my research report, as you will be given a code for the purpose of avoiding revealing identities. It is also critically important to know that, I can assure you that there are no known risks and discomforts with this study.

If you agree to take part in this research but later change your mind, you are most welcome to tell me so and I will not be upset with you because I will not force you to do something that you don't want to do. If you agree, during my conversations with you, I would like to use a tape recorder to record our conversations.

(a) If you agree to be part of this research, please tick Yes/No in the box and write date below:

Yes/NO: Date _____

Name of researcher (*optional*) _____ Signature _____ Date _____

(b) If you agree to have our conversations tape recorded please tick Yes/No in the box and write date below:

Yes/NO: Date _____

Name of researcher _____ Signature _____ Date _____



Annexure J: Letter of consent from the researcher to community members and leaders (translated into Otjiherero)

ANNEXURE I



Faculty of Education/Fakulteit Opvoedkunde
Department of Education Management and Policy
Studies/Departement Onderwysbestuur en Beleidstudies
Enquiries: Prof Jan Nieuwenhuis
Tel: 012 4202842

Omunene/Okanepe kotjiuana/Kovanatje votjiskole Yondao Mobile (*Translated in Otjiherero*)

Ena rongondoneno: Omatarero koviune vyo matekisiro pamwe yo mahongero momahi omekure:
Ongondoneno mo Namibia.

Omukondonone: Omutengua Onesmus Hailombe

Omumutjevvere: Onongo FJ Nieuwenhuis

Ami me kondonona omiano vyo matekisiro pamwe mo maandjero womahongero kovandu mbe hahandura poruveze rumwe momahi omeritunge, ozongaro no vitjitwa vyo muhoko puvu kuramena omaandjero wo mahongero momurungu. Mongondoneno indji ami mekuningire kutja undjiraere otja kondjiviro yoye otjo munene poo otjo kanepo kotjiwana ohunga no zondando no ma undjireko woye ohunga nomaandjero womahongero motjiuana itji. Ami wina metara ko maandjero wombatero no makutiro wozomitiri. Ami wina mekupura omapuriro warwe ngumayenene okundjizuvisa nawa ohunga no ndjiviro yoye, ozondando no maundjiroko woye ohunga no matekisiro pamwe wo maandjero womahongero. Ondjiviro ndjiwendjipe indji mai ndjivatere kutja mbizuve nawa ohunga nozondoneno zorutuu rovitjitwa vyo zoskole inda no matokero nga tjama nomatekisiro pamwe, no ndengu nawina omananeno no maandjero wombatero kozoskole inda.

Nu tjiuhena okuvanga okukara norupa mongondoneno indji ami hina kukara nomuihamwatima. Nu imbi mbi matuhungure imba mavirire oviundikwa vyetu, nu kapena omundu warwe ngu makazuva ohunga ne hungi retu. Na ndarire ounepe we tundu roye, poo ovature vapuna ove kanaa vetjiwa ohunga nehungi retu. Hina kuungurisa ena roye mo rutuu rongondoneno indji. Me ungurisa ozonomora kutja ehatjiwa kutja oune ngwa hungire otjina tjorive tjo. Me vanga okukutjivisa oukahu kutja kapena omwano mbumokongorerwa mena rokukara norupa mongondoneno indji.

Nu tjiweri yandjere okukara norupa mongondoneno indji, nukombunda orundurura oumune woye ove unousemba okundjiraera nu ami hina okupindika kunaove mena rokutja hineeku njikuza okutjita otjina tjiuhina okuvanga. Nu tji we riyandjere okuhungira kuna ami etje vanga oku kambura eraka roye momahina ongambure yomaraka.

Mo riyandjere okukara no rupa mongondoneno indji? li: _____ Kako: _____

Ena ro Mukondonone: _____ Omunue kembo: _____ Omayuva: _____

Mo riyandjere kutja eraka roye rikamburwe mo mahina ongambure yomaraka? li: _____ Kako: _____

Ena ro Mukondonone: _____ Omunue kembo: _____ Omayuva: _____

Annexure K: Proof of submission of an article to an accredited journal

ANNEXURE K



The Editor: I.M. Ntshoe, tel: +27 12 429 4096, fax +27 12 429 4000, e-mail: aer@unisa.ac.za
College of Human Sciences, Room 8-03 and 8-14, Theo van Wijk Building,
University of South Africa, P.O.Box 392, UNISA, 0003

27 July 2010

Dear Prof Jan Nieuwenhuis

Africa Education Review would like to thank you and also acknowledge receipt of the article entitled "**Paha Ondjiviro: is the mobile schools project in Namibia succeeding in achieving the goals of education for all?**".

The editor can only provide a formal response within a month indicating whether the article has been forwarded for review or whether it is not suitable for publication in the journal.

Thank you again for your interest in our journal.

Best wishes

Ms Innocentia Ngobeni
AER Administrator
Tel: (012)429-4346
On behalf of Prof IM Ntshoe
Editor: Africa Education Review



Annexure L: Ondao Mobile School Statistics 2010



Republic of Namibia

**ONDAO MOBILE SCHOOL
STATISTICS**

2010

PRINCIPAL: MR. KAPL.A.M.

Cluster	Circuit	Teachers At Units	teachers	1			2			3			4			5			6			7			GT			
				B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
1. Omuhonga	1	Gises Mumbuu	2	8	10	18	6	6	12	5	5	10	7	1	8													48
2. Omuangete	1	Japuhua	1	5	11	16	3	9	12	2	7	9																37
3. Ovijere	1	Hepute	1	3	4	7	9	5	14	9	6	15	10	3	13													49
4. Ovituambu	1	Kakava	1	5	4	9	4	3	7	5	4	9																25
5. Oruseu	1	Kavari	1	9	11	20	4	3	7	3	1	4																31
6. Ombaka	1	Hepute	1	12	8	20	5	5	10	9	6	15	3	4	7													52
7. Otjikojo	1	*Uaroua *Mustiaovahimbo	2	6	14	20	8	6	14	7	0	7																41
8. Ombandsoudu	1	Nderuta	1	17	11	28				7	4	11																39
9. Okapara	1	Ngombe	1	7	5	12	2	9	11	6	2	8																31
10. Epupa	1	Muhenje Kakava	2	6	11	17	10	2	12	3	2	5	8	2	10	8	2	10										54
11. Omuhoro	1	*	1	25	38	63	4	6	10																			75
12. Ohajana	1	*Muhenje *Willem	2	9	10	19	3	6	9	10	7	17	4	9	13													58
13. Otjomuru	1	Harmukalu *Tjindunda	2	3	2	5	4	7	11	9	0	9																25
Total			17	115	139	254	62	67	129	75	44	119	32	19	51	8	2	10										563

Cluster	Circuit	Teachers At Units	teachers	1			2			3			4			5			6			7			GT			
				B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
Opuwo Ms.Karutjaiva HOD							1			2			3			4			5			6			7			
1. Okoupane	1	Tjeundo	1	10	6	16	4	3	7																			23
2. Okahozu	1	Muharukua Tjozongoro Muhenje Maundu Kavari	5	20	15	35	7	8	15	10	17	27	9	2	11	7	4	11	6	0	6	5	1	6				111
3. Otjimbumbu	1	Ngorera	1	9	2	11	5	1	6																			17
4. Orojtombombo	2	Berendy Rutjindo Matundu Muhenje Thom Tjtombombo	6	13	22	35	10	15	25	11	20	31	14	5	19	11	8	19	3	8	11	3	6	9				149
5. Otutati	2	Tjiposa Tjiposja	2	20	12	32	12	16	28	7	5	12																72
6. Ohungumure	2	Rutjindo	1	8	6	14	6	2	8	3	4	7																29
7. Okarukoro	2	Mbendara Uehwa	2	13	13	26	14	20	34	10	15	25	7	7	14													99
8. Ouzondaombe	2	Mbinge	1	4	13	17																						17
9. Omunguindi	2	Kapi.E.	1	16	11	27	2	1	3																			30
10. KM Maundu	2	Ndjengua Ruhumba Tjimbi Tjikotoke Tjindjumba	5	23	17	40	21	13	34	5	2	7				10	12	22	6	2	8	8	2	10				121
Total			25	136	117	253	81	79	160	46	63	109	30	14	56	28	24	52	15	10	25	16	9	25				668
Ehomba Mr.Kambaekua HOD																												
1. Etoto West	1	HERUNGA Mbunguha Thom	3	19	24	43	9	7	16	11	7	18	5	5	10													87
2. Okaaaphari	1	Amuthiru	1	5	4	9	10	3	13																			22
3. Orokakaru	1	Nguende	1	0	3	3	2	2	4																			7
4. Otjamaungu	1	VanDerMerwe	1	3	11	14	4	7	11	8	4	12																37
5. Otjimuhaka	1	Tjiposa Kutako	2	12	15	27	7	6	13	6	8	14	3	4	7													61
6. Orotumba	1	Tjikotoke Mbunguha	2	9	5	14	4	6	10	1	5	6	5	4	9	1	4	5										44
7. Orue	1	VanDerMerwe	1	1	1	2	1	1	2	1	1	2																6



Annexure L

8. Epembe	1	Tjindunda Tjituri *Tjijabura	3	8	7	15	3	2	5	14	3	17	7	3	10	8	2	10	3	2	5	4	0	4	66	
9. Otjisoko	1	Kakuva Muhenje	2	10	14	24	2	2	4	7	3	10	5	3	8										46	
Total			12	67	84	151	42	36	78	48	31	79	25	19	44	9	6	15	3	2	5	4	0	4	376	
Far West Mr Tjambiru HOD																										
1. Onguta	1	Kapi Kavetu	2	7	14	21	9	10	19	5	8	13	9	5	14										67	
2. Ondevete	2	Kakondo	1	4	11	15	3	3	6	4	6	10													31	
3. Purros	2	Hepute Ngorera Rafjindo	3	11	11	22	14	14	28	6	4	10	2	5	7	2	3	5							72	
4. Okapembabu	2	Hijajivi Humu	2	9	5	14	9	5	14	6	8	14	5	6	11										53	
5. Omuhiva	2	Kakuva	1	9	7	16	8	8	16	8	8	16													48	
6. Ozonanga	2	Uatokuja	1	15	17	32	12	10	22	8	10	18	3	12	15										87	
7. Okondjombo	2	Tjambiru	1	13	8	21	2	3	5	5	1	6				2	1	3							35	
8. Ondje	2	Tjingire	1	6	1	7	3	0	3	4	1	5													15	
9. Onjuva	2	Tjipombo	1	6	3	9	2	1	3	3	0	3	4	1	5										20	
10. Otjimangua	2	Tjipombo Muhenje Uraravi	3	21	29	50	4	2	6	4	1	5	5	1	6	2	1	3	1	0	1				71	
11. Okakuja-kaR	2	Uondari	1	12	10	22	13	13	26																48	
12. Otjikukutu	2	Muhenje	1	10	8	18	9	5	14	5	5	10													42	
Total			18	123	124	247	88	74	162	58	52	110	28	30	58	6	5	11	1	0	1				589	
Grand Totals:			72	441	464	905	273	256	529	227	190	417	115	82	197	51	47	88	19	12	31	20	9	29	2196	

Compiled by Mr. A.M.Kapi

PRINCIPAL, ONDAGO MOBILE SCHOOL, 2010

