



**FACULTY OF EDUCATION  
DEPARTMENT OF APPLIED EDUCATION**

**An investigation into the challenges faced by nomadic  
learners of Namibia in meeting their educational  
provision.**

**BY**

**Tjipikita Kauuola  
Reg No: R123148A**

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**Dr. E Chauraya**  
**Supervisor**

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**Date**

---

**Programme/subject coordinator**

---

**Date**

---

**External examiner**

---

**Date**

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**Signed**



**Permanent Address**            **P.O. Box 5**  
                                         **Opuwo**  
                                         **Namibia**

[ktjipii@gmail.com](mailto:ktjipii@gmail.com)

**Date** : **June 2016**

## DEDICATION

This study is dedicated to Almighty God for making this study possible and for having me through all my ups and downs and my lovely Mother, Uakangonga Tjipikita, who was the pillar and mentor of my life, equally my Late Father Hipondoka Tjipikita who told me the leitmotif of my living **“It takes decades of dedications and skills to achieve perfect balance”**.

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## **ABSTRACT**

The study explored into the challenges encountered by the nomadic learners (Himba and Zemba) of Namibia in meeting their educational provision. A descriptive survey design was employed to collect information. The sample comprised 29 teachers and 7 nomadic learners, hence the study had 36 respondents. The sampling technique was convenience and the data were collected using interviews and questionnaires as research instruments. The interview was face to face and semi-structured. The collected data were presented in a narrative form and analyzed based on research questions. The study found out that challenges such as inadequate learning materials, shortage of classrooms, lack of accommodation, lack of water, insufficient food supplies and engagement of unqualified teachers in mobile schools hindered nomadic learners of Namibia in meeting their educational provision. It was revealed by respondents that schools had inadequate learning facilities. It was also shown that the schools used tent classrooms and under tree classes. Participants revealed that schools did not have water sources of their own. It was also brought out that mobile schools received insufficient food that could not sustain the school term. In the light of the findings, the researcher recommended that the Namibia Ministry of Education and rightful authorities put initiatives and measures to eradicate challenges faced by the nomadic learners of Namibia in meeting their education provisions.

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## **CHAPTER ONE**

# **THE RESEARCH PROBLEM**

## **1.0 Introduction**

This study is on challenges faced by nomadic learners of Namibia in meeting their educational provisions. This chapter introduces readers to the study. The chapter starts with the background to the study, before stating the research question that the research seeks to address. Furthermore, the significance of the study, as well as limitations and delimitations are provided.

## **1.1 Background to the study**

Namibia's population consists of different ethnic groups. More prominent among these are the nomadic communities. A nomad is a member of a group of people who move from one place to another rather than living in one place all of the time (Onesmus, 2011). The movement is mainly due to search of new pastures and water. Approximately a quarter of Namibia's population comprises the nomadic groups called the Himba and Zemba, found in the north western part of Namibia. They are found in the Kunene region which is the region that borders Angola and Namibia. In these areas, there are schools that move to meet the nomadic people in accordance with the migrations, and accessibility of the new locations.

The nomadic communities are regarded as “tribal and indigenous people” in Namibia. They have missed most educational opportunities and are one of the most vulnerable and least educated groups in Namibia. Because of the remote nature of Kunene Region and because of its historical isolation, the Ovahimba and Ovazemba people who live in these areas are among the most marginalized of all Namibia's population (Shimhopileni, Tjahikika, Tjizu and Villet, 1999).

The introduction of Education for All (EFA) in 1990, and the new Namibia Government's commitment brought about the imperative to provide education to every Namibian. The movement of these communities from place to place, seasonally, led the government of Namibia in association with the governments of Norway and Iceland to provide mobile schools offering basic education to these nomadic communities. Though an education provision is provided to these communities, there are challenges in providing these provisions due to the lifestyle of the nomads. The nomadic societies want their languages, cultural practices, family or local history and religions to be taught in these mobile schools. In addition they are against the practice of Christianity in schools as they fear that their children will lose touch with their religions.

In Namibia the provision of nomadic education programmes is not well studied in the sense that not much literature is available to provide information about education provision to these societies. The lack of study about these groups leaves a gap about this group's educational involvement. There is little known about these nomadic communities due to labelling, discrimination and unequal education provision. One of the recent researches about them was by Onesmus (2011) who highlighted the inequality and disparity in education provision in Namibia, more specifically comparing nomadic schools to urban schools. It is against this background, that this study explored the challenges encountered in the education provision to the nomadic learners of Kunene region, Namibia.

## **1.2 Statement of the problem**

Despite pledges of the EFA program, nomadic groups of Namibia are still marginalized and excluded from educational provisions (Mlekwa, 1996). The lack of educational provision is suggested that the movement of nomadic people is said to bring many challenges for educational service providers. This study investigates into the challenges encountered by nomadic learners of Namibia in acquiring basic education.

## **1.3 Research questions**

The study seeks to answer the following research questions:

- What are the challenges encountered in providing education to the nomadic learners?
- What strategies and measures are the schools using to overcome these challenges?

## **1.4 Significance of the study**

The study is significant in that:

The research findings will add and compliment to the debate and discussions concerning education provision for nomadic societies. The findings of the study may equip teachers in mobile schools with knowledge on challenges encountered by nomadic learners. The recommendations may add to the debate surrounding the knowledge base on the education being provided to the nomadic societies. The recommendations of the study may also help future researchers who maybe researching on education provision to nomadic learners.

## **1.5 Delimitations of the study**

The research was conducted at Omuangete Mobile School/unit, in Omuangete Hamlet of Epupa constituency, Kunene region, Namibia. The target populations in the study were the nomadic pupils and their teachers. The study was conducted from July 2015 to April 2016.

## **1.6 Limitations of the study**

The following limitations were encountered during conducting of the study:

- Financial constrains- For the research to be conducted the researcher went to get permission in Khorixas (340 KM from Opuwo) from the Regional Director, and another permission letter from Opuwo, of which the research was conducted at Omuangete which is 138 KM from Opuwo. Thus transport fare was a challenge, and the researcher had to budget and plan the travelling.
- The researcher also encountered financial constrains for printing and photocopying since there was no copy or printing machine in Ondao units. In this case the researcher printed all research instruments in town.

## **1.7 Summary**

This chapter outlined the background to the study, giving and justifying the undertaking of the research as well as designating demarcations of the study. The statement of the problem under investigation and research questions were stipulated as well as research significance. The chapter further discussed the study delimitations and limitations. The next chapter presents a review of related literature.

## **CHAPTER 2 REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

Coopera (1984) said the purpose of literature review is to share with the reader the results of other studies that are closely related to the study. This chapter focuses on the works of writers and researchers related to challenges faced by nomadic learners.

### **2.1 Who are the nomadic tribe of Namibia?**

Precisely, little is known about the nomadic tribes of Namibia. A search of the literature has revealed that very limited studies have been conducted about them. Studies undertaken do not deal specifically with the provisioning of education, but rather treat the nomadic groups in a peripheral manner on their human right issues. The known studies concentrated more on issues of drought effects on this group, spread of diseases (e.g. cholera) in nomadic communities and traditional practices (Hans and Kavari, 1997; Bollig, 1998; Mlekwa, 1996).

The general feeling of the Namibian population is of the nomads as uncivilized and a hindrance to progress and development in the territory (Bollig, 1998). Like all other African tribes, Namibian nomads have their own ancestral beliefs, customs, traditions, value systems and socio-political institutions. It is difficult to tell their history because they are nomadic and their history is largely oral, this makes it difficult to conclude exactly how old some of their customs and practices are (Chesset, 2004).

The tribes move from place to place during the course of the year with their herds of goats, sheep and cattle to places where they can find adequate grazing and of course, a supply of water (Byer,2001).

## **2.2 Challenges that hinders education provisioning to nomadic learners**

Literature points to many challenges faced in providing nomadic education. Some of these challenges are to do with language,yet others to poverty, ignorance and cultural alienation.

### **2.2.1 Languages**

Language is important for communication. The challenge with the nomadic learners is usually that their teachers belong to different ethnic groups and usually speak a language that is different from that of their learners. This scenario poses a lot of challenges to do with effective communication.

Even where teachers and nomadic learners share a common language, it is not usually the language in which the children are supposed to be taught in. Nomadic learners are discouraged from speaking their native languages, in these schools because their languages are not formalized. These nomadic learners feel unwelcome in their schools. They often face emotional difficulties in a foreign learning environment that offers little to no support to their languages (Onesmus, 2011).

According to Vawda and Patrinos (1999), teaching in local languages increases motivation and school productivity. Often local languages are only spoken when explaining written complicated subject content.

Kjolseth, in Harris (1978) asserts the decision to use the vernacular in the early years of school is very instrumental and it is important that basic subjects are seriously developed in the vernacular. The nomadic learners feel discriminated when they are not taught in their languages and this affects their academic.

### **2.2.2 Child Labour**

International Labour Organization (2002) indicated that children constitute part of the labour force virtually worldwide. Their involvement in household work is a common phenomenon in all levels of livelihood security in nomadic societies, in particular. Children's involvement in the household division of labour is negatively referred to as child labour and represents a situation that deprives children of their fundamental rights to education (UN Human Right, 1948). Although children's work is presented in negative terms within the mainstream literature, in nomadic communities like the Himba and Zemba, household work often appears to be perceived by the children as a positive experience, by parents as a process of crucial education value.

Leaving a child without knowing basic household work is considered by the nomads, a sign of parental negligence. This is regarded done by parents who does not have their children's best interests at heart, and these children grow without work responsibilities (Kratli, 2001), as quoted by *Save the Children Fund* (2000). The parents' belief in farming as their source of wealth and they had never witnessed the importance of education, thus parents are not interested in the school activities and they prefer to train their children in the way they think is best. This gives nomadic learners' double burden of education that has to deal with homework and family chores (Hans and Kavari, 1997).



According to Erika (2002), there is extensive evidence of rotating school attendance in nomadic learners. One week one sibling goes to school, the other week a different sibling comes to school. One day one boy goes to fetch water, another day child did. This is because children are responsible for some activities to do at home and rotation is the only way every nomadic child will have access to education. If a child is tasked to look after animal today it will chance a second child to attend school. This was meant so that if the second child is tasked, the first child will also have his/her opportunity to go to school.

An article by *Nordic Consulting Group A/S Norway Socio-Economic Impact Study* (2010), asserted that over the past years major droughts have affected the nomadic region. This caused high nomadic learners dropout because almost every child was tasked by their parents and could not have a chance to attend school. Many children have to move with their animals to new grazing site. Creswell (2002) further explains that mobile school units have a dropout rate of 30 – 40% per year due to learners' multi-tasking by their parents.

In summer, nomadic schools have high enrollment rate because nomads home activities are reduced, the number decreases as from winter because animals, which is their source of wealth, had to be moved to new grazing area.

### **2.2.3 Perceptions on nomadism and mobile schools**

The notion that nomads are hard to change is a long standing unsubstantiated trust. The myth of resistance to change repeatedly remains in the background, even when it is openly said that nomads do change. This change is understood as oriented change (EMIS, 2009).

Although lack of funds and human resources can be a restraint, this alone cannot explain the fact that so much emphasis is put on nomad's change because their educational system is largely ignored. The learning and teaching methods are characterized by rigid curricula and heavily structured bureaucracy. Children must fit into the system and the idea of modifying the system to take account of rural conditions does not exist.

Hans and Kavari (1997) indicate that the Himba and Zemba are non-nomadic as they are attached to homesteads, but there is a belief that these groups are nomadic. These results in very poor education delivered to nomadic learners. Nomadic schools lack facilities because of inequality in education provisioning and this is a compound problem on nomadic education as compared to other problems. The worst part of this could be seen in the areas of infrastructural facilities and instructional materials. According to UNESCO (2009), mobile schools lack human power since nomadic education is a unique kind of program that demands dedicated and qualified teachers.

According to Abdulkareem (1992), in spite of the impressive objectives stated for Nomadic Education Programme in Nigeria, the programme had not been progressive in the country due to ineffective implementation strategies. Furthermore, the programme generally lacks supervision and monitoring from rightful authorities that hardly visit to find out what transpires in schools. The nomads' schools are called mobile schools but never play an important role as nomadic people have no permanent homesteads and want permanent schools. The government gives them temporary infrastructures like tents as their classrooms.

In terms of the provision of parental choice, Ball (1993) discusses the markets in education and claims that in the ideal environment every parent is free to make a choice on a school he/she wants to educate his/her child, but this choice is not open to Himba and Zemba parents. There are only few mobile schools compared to the population of the nomadic people, in addition the schools have poor resources and untrained teachers. This constrains the school choice resulting in no choice at all. This educational malpractice implies that the right to education for all is limited by the socio-economic realities operating at grassroots level. Some of the teachers deployed in the mobile schools units lack a nomad background, as a result teachers find it very difficult to adopt teaching cycles to nomads' seasonality.

#### **2.2.4 Poverty and insufficient school feeding programmes**

In areas of low food security or during periods of exceptional food scarcity, day schools may guarantee the children a daily meal and hence prevent school performance from falling due to malnutrition.

Schools that provide meals are usually successful in increasing school attendance, but the success vanishes as soon as the meal provision stops. The food that mobile schools receive through the regional councilor office is calculated as one meal for a learner per day as schools do not have hostels. Due to this state of affairs, mobile schools teachers have no choice but to feed the nomadic learners lodging at the schools at least twice a day.

But then the schools often run-out of food before the end of each school term and sometimes the teachers may sacrifice to buy food for the learners out of their own pockets or nomadic learners' are sent home and return the next school term.

### **2.2.5 Ignorance**

The *Realization of Emergent Literacy by RAZA Conference KZN* (2012) asserted that nomads and marginalized communities are being ignored and people stick discriminatory, stereotypical and labelled features on the groups in negative ways instead of helping these communities. These challenges of dilapidated structures in nomadic schools, limited funding, unqualified teachers in rural schools, language barriers as well as human rights issues are being ignored.

According to Abdulkareem (1992), in spite of the laudable objectives stated for Nomadic Education Programme, the programme has not been progressive in different countries due to political constraints. In spite of the lofty objectives behind the founding of nomadic education since the programme was mainly politically motivated by federal governments, subsequent government have not taken serious steps on nomadic education, but nomadic societies are still awaiting more of the positive resultant effects of their education.

Landford *etal.* (2002), and Goe (2002), argue that qualified and motivated teachers are indispensable, but this does not guarantee sufficient conditions for good learning outcomes. Therefore, adequate investment in teaching materials and school infrastructures is also required and it's important in nomadic societies.

Due to failure of equity and quality of education offered to nomadic learners, individuals blame the nomadic groups to be resistant to change. Yet the problem lies with ignorance of their human rights, unrecognized and unplanned action in the government budget for their community development. These tribes are neglected among other tribes, declaring (*Zemba people of Namibia*, 2012) to the president, regional governor and to UN they claimed the recognition of their existence as a tribe and formalization of their native languages.

*“We have our languages to learn, we wonder when our government shall ever recognize our existence in this independent Namibia”* (Iijambo, 2001; 93).

According to Hans and Kavari (1997) education policies, especially those concerning development and labour conditions of teachers can seriously have an impact on the ways in which education systems promote social justice. Nomadic people are marginalized and discriminated from educational provision, despite the pledge of Education For All, their education is being ignored (Fergus and Sorvald, 2004).

## **2.2.6 Cultural Alienation**

Cultural alienation may be referred to practical problems (Hickerson, 1966). Another reason for keeping some children out of schools is the perception of formal education as a process of cultural alienation.

Modern education has a long history, and in many countries the memory of forced schooling aiming at transforming children into Christians or Communists, Agriculturalists or factory workers is still fresh in the mind of nomads (Habeck, 1997).

Nomads are well aware of the risk of alienation involved in sending children to school. A study on education provision nomads carried out by UNICEF Somalia points it out;

*Nomads in Somalia view both schooling as alien things that do not contribute to the pastoral way of life', they believe that such facilities will the end separate their children from them and the society at large (Jama, 1993: 10).*

Walsh (2001) stated that there is unpreparedness of the nomads on the programme implementation. Some of the nomads saw the programme as a disturbance to their culture and on several occasions' display hostility to the nomadic teachers which makes parents to withdraw their children. Similar views are found by the study conducted by Jama (1993), funded by UNICEF, in Somalia on education provision to nomads. They believe such facilities will, in the end, alienate their children from them and society large.

Mobility, sparse population, harsh environmental conditions and remoteness are clearly technical obstacles to the provision of formal education through systems which are designated for sedentary people in well-connected and densely populated areas. However, with rare exceptions, the problem is represented as created by the nomads with their obsolete way of life rather than by the incapacity of a national system to respond to the living conditions of significant numbers of citizens (SCF, 2000). The parents do not like the idea of giving custody of their sons and daughters to people they do not know, to whom they are not related and whose moral integrity they often doubt (MOEST, 1999). Very similar concerns are shown by Romani and Irish traveler parents in Britain, worried that their children will learn to take drugs, swear and hear about sex from young house-dwellers' (Kenrick, 1988).

In Niger, during the 1980's for example, the government used a hard hand on Wodaabe nomads to force them to obey the law on compulsory education. However the children often tried to escape, to the point that incidents involving fleeing children were killed and bluntly harassed uncommon practices stressed the parents. Some were forced to join arm force and other forced to work on emperor companies.

### **2.3 Strategies to overcome nomadic challenges**

The World Food Programme newsletter stated that developing countries have documented strong improvements in enrolment and attendance when learners receive meals at school in return for good school attendance (Delman, Gilligan and Lehrer, 2008). Without breakfast, learners are more easily distracted in the classroom and have problems staying alert and concentrating on lessons. Furthermore, hunger affects cognitive functions and may therefore impair a child's ability to benefit from schooling. However the schools feeding programme have a positive direct impact on mobile school enrolment rates, and cause a significant increases in learning concentration.

Kratli (2001) states that there is a lack of curriculum differentiation with major explanations for nomadic, the curriculum should develop interest in nomadic education and reduce drop-out rate of nomadic learners. The school curricula are developed by sedentary individuals for sedentary people and therefore are largely irrelevant to nomads' experience and concerns. Low relevance generates low interest and lowers motivation, therefore causing low enrolment figures and high drop-out rates. This calls for differentiation of the curriculum and the design of special nomads areas which is relevant to nomadic life.

The curriculum will only be relevant to nomadic learners by tackling the foundation subjects from the perspective of nomads' daily reality and pre-existing knowledge.

Teachers' attitudes are critical in relation to identity and self-image of nomadic learners who have been vulnerable and culturally marginalized. Therefore, there is a need of curriculum cultural adjustment's that will consist and take into consideration the nature of the prevailing mentality in nomadic society to establish the teaching strategies, the topic matter presentation, and adequate resources the way in which the subject (i.e. the nomad) perceives the world in order to facilitate the desired fluctuations (Salia-Bao, 1982).

The devastating majorities of children from nomadic groups in particular continue to attend schools with inferior facilities and poorly trained teachers, with poor quality of instructions and inadequate supplies of teaching and learning materials (Mbamba, 1987). Needy children are those from poor communities, taught by unqualified and under qualified teachers as they need more expensive educational services. They require policy-makers to adjust educational finance formulas to take additional costs to fund special compensatory programmes (Hansen, 2001).

Darling-Hammond (2002) argues that qualified and motivated teachers are indispensable, but this does not guarantee sufficient conditions for good learning outcomes. Hence, adequate investment in teaching materials and school infrastructures is important. Not only that schools use tents as class rooms, but lessons are also conducted under a tree. This symbolizes the unequal distribution of education facilities among citizens (MoE EMIS statistics, 2009).

There is a high demand on the capital for building permanent classrooms, hostels, providing sufficient education resources including learning and teaching materials,



and provide in-service training to deploy teachers. These schools are poorly-equipped with limited learning and teaching materials (Onesmus, 2011). In addition the main challenge is centered with untrained teachers who teach in resource less nomadic schools.

The World Declaration EFA (1990) and the Millennium Development goals (2000) said African countries have primarily developed a free and compulsory education. EFA GMR (2010) argues that the school fees abolishing has little impact on equal access, and does not reduce the dropout rates. Pupils are encouraged by what they learn, supposed basic subjects are taught in their vernacular. The learning of vernacular languages develop curiosity in parents towards education provisioning; as a result parents will allow their children to go to school as this improves the interest of the schools and learners performance as their interests is stimulated.

Hansen (2001) argued that all children have abilities to achieve high level of performance when all the right combination of tools and strategies are employed. This embraces high hopes and clear values that are applied to all learners, taking into account different needs and conditions.

## **2.4 Summary**

This chapter reviewed related literature concerning nomadic people. The researcher briefly defined the nomadic people and discussed challenges that hinder nomadic learners' educational performance and strategies to overcome nomadic in meeting basic education provision. The next chapter focused on research methodology.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter provides a description of the design and methods used to collect data on challenges faced by nomadic learners of Namibia in meeting educational provision. The chapter provides an overview of the research design, population, sample and procedures, research instruments, data collection and analysis procedures.

### **3.1 Research Design**

Topic and data collected, the researcher chose a qualitative, descriptive survey design. According to Cooper and Schindler (2006) a descriptive survey design is a research designed primarily to describe rather than to explain a set of conditions, characteristics and attributes of people in a population based on measurements of a sample. A descriptive survey research was used to gather information that described variables and conditions of the phenomenon in reality without control or manipulation. In this study the researcher developed descriptive approach appropriately so that challenges reported were presented without distorting information.

### **3.2 Population and Sample**

#### **3.2.1 Population**

According to Chiromo (2009) population refers to all the individuals, units, objects or events that are considered in a research project.

Namibia has 24 different nomadic schools spread in the north western part of the country, the 24 units have 104 teachers in total. The number of learners in the 24 units is 1291, which gave an average of 54 learners per unit. In this study these groups of elements represent the total group of interest to answer questions on the challenges encountered in education provision to nomadic learners.

### **3.2.2 Sampling and the Sample**

Sampling refers to the process of selecting what to study (Ploeg, 1999). Sampling is necessary to come up with a manageable number that is representative of the population. Babbie (1993) asserts that purposive sampling allows the researcher to select the sample on the basis of his/her own judgement and knowledge of the population. The researcher due to financial constraints, vastness in mobile units and limited time wanted to use schools which were easily accessible to him. The researcher used purposive sampling technique and particularly appropriate because it allowed the researcher to select a schools with grades 3 and 4 learners. The purposive sampling helped the researcher to select the four units which were easily accessible. About 95.8% of Ondao schools had grades 1 - 2 learners, these learners were too young to answer the research questions, and the researcher selected Omuangete unit which is the only unit with grades 1 – 4. The researcher selected this unit because of the learners' maturity to respond to the research questions. Grades 3 and 4 had 15 learners altogether (7 learners in grade 3 and 8 in grade 4), these learners were combined in one classroom as a multi-grade. The 7 learners (3 in grade 3 and 4 in grade 4) represented 50% of learners in grade 3 and 4. Out of the population of 104 Ondao teachers, only 29 teachers were involved in the study.

The 29 teachers involved in this study represent 27.89% of Ondao teachers. Thus the study had 36 (29 teachers and 7 learners) respondents.

### **3.3 Research instruments**

A research instrument is a tool or equipment used to gather data (Trace and Trace, 1989). The instruments used to collect data for this study were the interview and the questionnaire.

#### **3.3.1 Interview**

An interview is a conversation between interviewer and respondent with the purpose of gathering certain information from the respondents (Cohen & Marion, 1989). The type of interview employed in this study was the face to face, semi-structured, to allow the researcher to ask additional questions to follow unanticipated answers to the standard question. The researcher employed face to face interviews to explore respondents' feedback on their commenting, facial and body expressions, gestures, reactions, attitudes, evasiveness and non-cooperation. The interview employed is open ended questions that allowed respondents to express themselves freely on the questions. The researcher recorded the data from interviews through writing. Nomadic learners were interviewed in a separate tented classroom from other learners. Teachers were interviewed separately in the unit head classroom. All participants were interviewed in the absence of the others. Interviewees' nomadic learners are represented as L1, L2, L3, L4, L5, L6 and L7. The interviewed teachers are represented as Interviewee 1 to 11 in this study. Teacher's interview lasted for 18 - 25 minutes while learner's interviews were 10 -15 minutes long.

### **3.3.2 Questionnaires**

Coolican (2006) defines a questionnaire as a set of questions with scales that are designed to generate data that is appropriate for further analysis. The researcher used closed ended questions in section A of the questionnaire and open ended questions in section B. Closed ended questions were important in that respondents provided precise answers which are useful. Open ended questions allowed respondents to express themselves freely concerning the challenges faced by nomadic learners of Namibia in meeting their education provision. The researcher distributed the questionnaire in person to all the respondents in different Ondao units. The questionnaires were distributed to different teachers at random, according to the number of teachers at school, the researcher made number draw from the hat. Schools/units were labeled S<sup>A</sup>, S<sup>B</sup>, S<sup>C</sup> and S<sup>D</sup>. Unit S<sup>A</sup> was Omuangete, S<sup>B</sup> was Ovitumbu, S<sup>C</sup> was Ombaka, and S<sup>D</sup> was Otjisoko. Teachers 1 to 6 were from unit S<sup>A</sup>, teacher 7 to 13 were from unit S<sup>C</sup>, teacher 14 to 19 were from unit S<sup>B</sup> and teacher 20 to 29 were from Unit S<sup>D</sup>. Teachers were given two day period to answer the questionnaire, while the researcher proceeded to other school/unit with questionnaires distribution. In the third day the researcher came to collect the filled in questionnaires. Eighteen teachers out of 29 of teachers who were given questionnaire returned questionnaires filled in. The questionnaires were labelled 1- 29 for data analysis.

### **3.4 Data Collection procedures**

Data collection procedures are series of interrelated activities aimed at gathering information to answer the research question (Creswell, 1998). In this study the data collection procedures were as follows: first the researcher visited the Ministry of Education for approval letter.

Secondly he met the director of education with an introductory letter from Midlands State University to seek permission to collect data from Ondao schools. This was followed by the researcher meeting the principal of Ondao Schools with a letter of consent granted by the director of education to seek permission to collect data from the teachers and Nomadic learners. Afterwards, the researcher visited Ondao units (Umbrella for mobile units in Namibia) to distribute questionnaires in persons and to make interview appointments with the selected unit (Omuangete Mobile Unit). Later, questionnaires were collected on agreed dates. Lastly, the researcher visited Omuangete unit to contact interviews.

### **3.5 Data Analysis Plan**

According to Cresswel (2002), data analysis plan does not refer to stages in the research process but reasonably a continuing process that should begin just as soon as the research launches. It is aimed to combine collected information from the study. The data collected in the interviews and questionnaires will be analysed in the form of narrations according to the research questions.

### **3.6 Summary**

The chapter explained in details the steps followed in conducting the study. The chapter emphasized on research design, population and sampling and research instruments. The chapter also outlined how data was collected and how can it be analyzed. The next chapter presents, analyses and discusses the research findings.

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter presented, analyzed and discussed data that was collected using questionnaires and interviews. As alluded to in chapter 3, data were presented and analyzed in a narrative form in line with sub research questions highlighted in chapter one. This chapter also discussed the data.

A total of 29 questionnaires were issued to respondents, 18 of them were returned. Eleven teachers were talked to using interview. The 18 questionnaires respondents and 11 interviewed making a total of 29 teachers who responded to the study. In addition to the 29 teachers, 7 nomadic learners were also interviewed. The teachers were coded 1 to 29 for questionnaire and 1 to 11 for those reached through interview. The learners were all interviewed and are coded L1 to L7. Schools or Units are coded S<sup>A</sup> to S<sup>D</sup>.

The open ended questions employed enabled the researcher to gather adequate information on challenges encountered by nomadic learners of Namibia in meeting their education provision. The close ended questions provided the researcher with reliable information as well.

#### **4.1. Challenges faced by nomadic learners of Namibia in meeting their education provision.**

In a bid to find out challenges faced by nomadic learners of Namibia in meeting their education provision, teachers and nomadic learners responded to the questionnaire and interview items provided by the researcher.

The challenges faced by nomadic learners were reported as; inadequate learning facilities, shortage of classrooms, lack of accommodation, lack of water supplies, insufficient food, and engagement of unqualified teachers. The items are discussed in details below.

#### **4.1.1 Inadequate learning facilities**

Learners who responded to inadequate learning facilities were L1, L2, L6 and L7. The learners' indicated that mobile schools are among the disadvantaged rural schools. "*Sometimes we get exercise books, pencils, and crayons from the government. But mostly, we get learning facilities from tourists who visit our schools (L2)*". Responding on learning facilities, L7 said mostly their teachers' bought them pencils and erasers, which are minor when it comes to adequate learning facilities.

Other learners revealed that they used their exercise books from their previous grades because they could not get new ones, for instance grade 4 learners were using their exercise books from grade 3. Yet others learners were giving reasons that Ondao school management authority visited their schools to take complain but they never responded to their challenges. Interviewee L1 said "*we gave our challenges several times to senior teachers who visit the school. They promised us but they never responded*". This finding is in line with Abdulkareem (1992) ideas that various governments have not taken serious steps on nomadic education, and that nomadic societies are still awaiting more of the positive resultant effects on their education.

Information about inadequate learning resources was supported by teachers from all units S<sup>A</sup>, S<sup>B</sup>, S<sup>C</sup> and S<sup>D</sup>. Teachers from unit S<sup>A</sup> were 1, 4 and 5.



Teacher 4 on this subject said “*perhaps you can teach learners using outdated textbooks, but one cannot teach learners without exercise books, pencils and erasers*”. Teacher 1 and 5 alluded that much of learning materials they had were donated by tourists who come and study about the nomads. In Unit S<sup>B</sup> teacher 11 and 15 worried about insufficient learning facilities in their school. “*The textbooks we have had been issued in 1998 when the school was established (Teacher 15)*”. Teachers revealed that even where school materials were delivered, they were not enough to cater for every nomadic learner. “*We usually cut/half exercise books, pencils and erasers so that every child has something to use*” (teacher 11). This study reveals that revealed the schools lack facilities because of inequality education provisioning. The worst of this could be seen in the areas of instructional materials. These findings are in line with the study conducted by Hans and Kavari (1997).

Teachers in units S<sup>C</sup> and S<sup>D</sup> also showed the inadequate learning material in their schools. Teachers who responded to inadequate learning materials were teacher 14, 15, 17, 19, 21, 22, 23 and teacher 27. They said Ondao management had kept promising to deliver resources but the next thing they heard was that resources were finished at the office. One of them (teacher 17) said the resources received by Ondao offices could not even cater for 4 units. “*We used our own resources to help the nomadic learners if there are no resources at all*”. Others were giving reasons like the importance of mobile schools are not taken seriously by the government (teachers 16, 18, 19 and 20).

On inadequate learning materials, 4/7 learners indicated that this was one of the challenges faced in acquiring their education while 3/7 were not happy with limited materials in their school.

These 17/29 teachers were not happy with the insufficient learning materials in mobile schools. Thus, generally nomadic learners were resourcefully disadvantaged.

#### **4.1.2 Shortage of Classrooms**

Shortage of classrooms was another challenge faced. The respondents said they did not enjoy their tent classrooms. The reasons given were, multi-purpose environments serving as storerooms, hostels and classes. Interviews L1, L3 and L5 said their learning environment were not summer friendly. In summer water flows in the classroom and spoils our books, food and we sleep on the humid ground. Interviewee L6 also said it's because of the shortage of classrooms that two to three grades were taught under one roof. She further said *“our classes are combined, grade 1 is sharing one tent with pre-primary, and grade 2 and 3 are sharing. We learn under a tree waiting for our tent classroom”*.

Teacher participants also showed their despondency with the tent-classroom. The teachers said in summer time, especially when it is raining the classes are disturbed. Both teachers and learners run into available tent classroom for shelter as the only shelter within the school. In so doing, the learning is disrupted. The teachers complained that classrooms were also the school storerooms and school accommodation. Teacher stated that due to shortage of classrooms, grades were combined under one roof, resulting in multi-grades learning. This practice demanded a teacher to divide attention among learners.

Teachers viewed learning under a tree as passive because learners would be attracted to many things happening in the surrounding.

Interviewee 9 said the type of learning is deteriorating of time and singing. She further said *“classroom can be disturbed by the wind, pupils’ sit on stones, write on their thighs, and that any attention even a bird can disturb. How can it be called a class?”*

The teachers revealed that nomadic schools had no other buildings apart from tent classroom. These classes were also used as store rooms for all the school properties. The tents were used as a class in the afternoon and hostel in the evening. The run-off water flows in the classes spoiled food, books, chalks and other school resources stored there. Teachers added that tent classrooms were not conducive learning to environments as they trap more heat and become very hot especially in hot seasons. This led to passive learning as learners felt sleepy. These were views from teacher 10, 11, 15 and 19. The finding concurred with the study conducted by Abdulkareem (1992), which states that the governments give nomadic schools temporary infrastructures like tents as their classrooms and labeling them as nomadic of which they were not in fact.

Out of 7 nomadic learners, 5 were not happy with the limited tent classrooms provided to the nomadic schools, while the remaining 2 were not happy learning under a tree or a tent. On teachers responses 22/29 teachers were not happy with the limited classes provided. Their criticism of tents classrooms had showed their dislike on the types of classroom given to nomadic schools. These revealed that generally nomadic learners were disadvantaged when comes to their limited classrooms and the types of classrooms they have.

### 4.1.3 Lack of accommodation

The participants showed that lack of accommodation was another challenge faced by nomadic learners. Respondents revealed that some of the Nomadic learners come from villages far from the school, because do not have anywhere to stay. The nomadic learners that were talked with in an interview said their schools had no accommodation. *“We do not have accommodation, few of us sleep in the classes. Only girls are accommodated in the classes. Our teachers said it is risky for girls to find accommodation on their own (L2)”*.

The nomadic learners said they were told to find their own accommodation by their teachers. The teachers advised learners to talk to their friends, relatives and headmen to accommodate them. These were views from L2, L3, L6 and L7. Thus, accommodation was one of the major challenges they faced. L1 further reported that relatives that accommodate them tend to use them in domestic labour which leads to their absenteeism at school. Talking on absenteeism L1 said *“The relatives where we stay do not care about our education, they said for as long as we eat at home we must work like other children. We look after animals, so we rotate attending school. If one child go to school another remain to herd animal”*. This was more or less in line with the study carried by UN human right (1948) that alluded that in nomadic communities, household works appear to be perceived by the children as a positive experience. The parent’s belief in farming as their source of wealth, they prefer to train their children in the way they think is best. This gives nomadic pupils double burden of their education and domestic labour (Hans and Kavari 1997).

The learners' said they did not enjoy their life at Ondao mobile school. The reasons being that, the school had no accommodation, hence they could not attend classes daily, pass well and could not enjoy their learning environment. These were views from L1, L3, L4 and L7. L7 said *"sometime while I'm in the class I often think of where I will sleep that night"*. She further said this thought gives her stress and makes her miss home. L7 added that she feels homeless changing houses day to day in search of accommodation.

Teachers' responses concurred with that of nomadic learners. The respondents from both units S<sup>A</sup>, S<sup>B</sup>, S<sup>C</sup> and S<sup>D</sup> showed that they were worried of mobile schools accommodation. Respondents (1, 2, 3, 5, 8, 9, 10, 11, 12, 15, 17, 18, 21, 23, 24 and 28) showed that the schools do not have accommodation. Teachers revealed that learners used tent classrooms as accommodation. Interviewee 7 from unit S<sup>B</sup> said that tent classrooms had limited space because they were also used as the school storerooms. He said *"There is no way one will accommodate boys and girls in one room, hence we choose to accommodate a few needy (girls) ones. We accommodate girls because they are mostly the ones to suffer harassment, sexual abuse and domestic labour. But I'm not saying boys are not abused"*. The teacher explained that the limited accommodation is mostly reserved for learners from remote villages especially girls.

Similar sentiments were expressed by teachers when it was revealed that accommodation was not only affecting nomadic learners, teachers also came with their tents to camp at school. This was very risky as teachers could be robbed or raped in these tents (Interviewee 2).

*"If only these schools had accommodations, I do not think we will see this high nomadic learner's absenteeism and dropout"* (interviewee 9).

Teacher 24 from unit S<sup>D</sup> also said, as teachers they were expected to change their nomadic learners in western mindset, but these would not be possible until the schools were given accommodation for teacher to stay closer to their nomadic learners. Teacher 24 further said if nomadic learners kept staying with their parents they would not be able to be prepared for their upper classes, this would result in nomadic learners quitting school because they were not used to the lifestyles. This is in line with *RASAconference KZN* report of 2012 that asserted that nomads community are being ignored and people stick discriminatory, stereotypical and labelled features on the groups in negative ways instead of helping these communities. These challenges of dilapidated structures in nomadic schools, limited funding as human rights issues are being ignored.

*“We are ashamed of teaching learners with basic needs we cannot resolve, shelter is a basic need and should be considered”* interviewee 8, from S<sup>C</sup>.

All the 7 nomadic learners interviewed stated that they encountered lack of accommodation as a challenge in their education provision. The 24/29 teachers indicated that lack of accommodation in mobile schools hindered nomadic learners in acquiring education. The four units revealed that lack of accommodation was another challenge faced by nomadic learners.

#### **4.1.4 Lack of water**

The collected data revealed that nomadic schools had no water sources of their own hence they relied on community boreholes. The community members fuel these boreholes for their animals (interviewee 7 from unit S<sup>C</sup>). The respondents revealed that lack of water in Mobile schools disrupted nomadic learners in acquiring their education provision.

Learners revealed that they had water crisis every autumn and spring (L2, L3 and L4).

Nomadic learners showed that boreholes were fueled for community members' animals, thus the school is given limited amount of water to for its maintenance (water for food preparations, drinking water and bathing water for both teachers and learners lodging at school). Interviewee L3 said *“my father tells me that water is their money and it's strictly for their animals. If the school needs more water, teachers should talk to the government or they should contribute to the buying of fuel”*.

The teachers' responses concurred with that of their nomadic learners that the schools did not have water sources of their own. This was said by teacher 7, 10, 11, 18, 19, 21, 28 and interviewee 2, 3, 4 and 9). The school was given 60L for its maintenance and liters may be reduced as the fuel reduces (18). Same sentiment was reported by interviewee 3 from unit SA who said, in the situation where some community members failed to contribute or when the borehole was not functional the school had no way to get water.

The respondents explained that in situations where the school had limited water supply, the teachers asked the nomadic learners to come to school with at least 1 to 2L of water. The water brought by learners was used for nomadic learners' food preparation and as drinking water for those lodging at school. Teachers 10 and 11 said this was done so that limited available water was reserved for teachers and nomadic learners lodging at school.

Interviewee 3 said *“if we ask nomadic learners to come with their water, we get different types of water some from the wells, lakes, dams and others from rivers. We are left with no option but to use this water”*.

The teachers revealed that in times when boreholes were not functional both community and the school are usually affected. Teacher 18 and 21 said if the borehole were not functional the classes were usually paused until the water source is functional or fueled.

Out of 7 nomadic learners, 3 showed that lack of water was one of the challenges encountered. Among interviewed teachers in nomadic schools 10/29 concurred with nomadic learner's responses. Ten teachers showed their worries about water in mobile schools. This finding revealed that some nomadic learners and their teachers considered lack of water in mobile schools as one of the challenges that hinder nomadic learners of Namibia in meeting their education provision.

#### **4.1.5 Insufficient food supplied**

The respondents highlighted on the insufficient food supplied to the schools. Nomadic learners got their food from regional council office (interviewee, 9). The nomadic learners revealed that mobile schools got unsatisfactory food per school term. These foods (12.5 bags of maize meals) finished before the end of the school term (L2, L4 and L6). The nomadic learners said the food was meant to be cooked once a day. Since some learners lodges at school because they came from far villages, the teachers were left with no options than serving them a second meal.

Learner 2 said "*We eat two times a day which two cups a day. We have our first meal around 11H00 hour and our supper is around 17H00 hour*". The nomadic learners said those who had to find accommodation among friends and relatives also ate their supper at school. Making reference to Okanguati Combined School, the learners said their food did not contain balance diet as they ate soft porridge every day. This was a view from learner 6.



The responses from the nomadic learners who were not satisfied with their food supplied revealed that food supplied was another challenge.

The teacher's responses concurred more with that of the nomadic learners in that teachers (3, 4, 8, 12, 17, 18, 21, 23, 24 and 27) argued on the food supplied being unsatisfactory. They revealed that apart from the quantity of food supplied, there was also a poor food delivery system (interviewee 7 from unit S<sup>B</sup>). Respondents highlighted that supplied food was aimed to be cooked once a day. This was because the nomadic schools were not meant to accommodate learners and hence did not have hostels. But the fact that some nomadic learners come from far villages and had to lodge at school, these pupils had nowhere to eat then getting a second meal at school. The teachers also revealed that the food was cooked twice a day to serve the needy nomadic learners a basic meal (teacher 4, 18, 24 supported by interviewee 2 and 5 from unit S<sup>A</sup> and S<sup>B</sup>).

The four units S<sup>A</sup>, S<sup>B</sup>, S<sup>C</sup> and S<sup>D</sup> reported the insufficient food supplied to nomadic schools. Participants showed that insufficient food supplied led to low schools enrolments; this was a view from interviewee 7. Interviewee 10 from unit S<sup>D</sup> said in cases where food were finished before end of the school term, teachers and parents contributed money to buy food. This was more or less in line with Ministry of education investigation of 1999 that said during periods of exceptional food scarcity, day schools might guarantee the children a daily meal and hence preventing school performance from falling due to malnutrition.

It was also alluded that some nomadic learners' walk long distances from their homes to stay at school, and that teachers buy food out of their own pocket until food is made available.

Out of 7 nomadic learners, 3 were unsatisfied with food supply. Teachers also concurred in that 16/29 teachers showed that Ondao schools experienced insufficient food suppliers. Hence, generally nomadic pupils encountered insufficient food supplied in their education provisioning.

#### **4.1.6 Employment of unqualified teachers**

Another challenge highlighted by the participants was that of unqualified teachers in Ondao mobile schools. Nomadic learners explained the demand to employ qualified teachers in their schools. These views were expressed by L1, L2, L3, L4 and L7. Nomadic learners were concerned by deployed unqualified teachers in their schools. They said employed teachers were senior secondary and high schools graduates. Learners revealed that the young teachers made fun of their tribes, shout at them and beaten them as a way of controlling deviant behaviours this was reported by L3 and L4. The nomadic learners also revealed that employed unqualified teachers had difficulty in conducting the multi-grades classes. L3 said *“Some teachers send us outside while conducting another grade. We are being taught in the class but we do our classwork outside, we do not have anyone to help us outside”*.

Making reference to other teachers conducting multi-grades, learner L1 said *“I remember in my previous grades the teacher kept us both in the class, the teacher moves around and helps all learners from grade to grade”*. The nomadic learners showed that they were not happy with some of their young unqualified teacher’s behaviours towards their cultures (L2).

Learner 4 said their unqualified teacher made them sing and dance the whole day without doing any writing or reading. Learners also reported that they were afraid of being beaten, while some said they did not have much freedom in their learning environments.

*“Our teacher is never wrong, he would say we are marginalized we know nothing”* Learner L7.

Few teachers’ participants concurred with nomadic learners in that, Ondao mobile school management had a tendency of employing unqualified teachers. These was expressed by teacher; 1, 8, 15, 18 and 21 in questionnaires and interviewee 3, 6 and 9. Respondents argued on unqualified teachers showed their unhappiness with the practical scandal of the ministry of education in employing unqualified teachers in the disadvantaged schools.

Interviewee 6 revealed that about 35-40% of mobile schools teachers were secondary and high school graduates. She further blamed Ondao performance on the employed teachers and she said *“I do not blame the nomadic learner’s performance, I blame our staff”*. The teacher argued that the unqualified teachers employed especially the younger teachers were in teaching for money and not to teach. Supporting the sentiment teacher 18 said *“I do not know if the Namibian government wants to reduce unemployment rate or they want to educate the nomads”*.

Teachers’ respondents condemned the ideas of employing unqualified teachers in mobile schools. Interviewee 3 from unit S<sup>A</sup> said *“It pains to see the disadvantaged being disadvantaged. I sometimes wonder if these people will get a real help”*.

Out of 7 nomadic learners reached in the study, 5 learners were not happy with their teaching staff. Teachers’ respondents concurred with 8/29 regarding unqualified staff. The teachers also requested for in-service training for unqualified staff.

Hence, it is clear that nomadic learners encountered some challenges in meeting their education provision.

## **4.2 Strategies to overcome nomadic challenges**

Respondents revealed that the provision of learning resources was a concern. They requested the regional office alongside the school management to provide the materials on time to enable the nomadic learners get them on time for effective learning and teaching. In addition, participants showed that budgetary provisions should be made in order to solve the shortcomings of learning and teaching materials.

Respondents also revealed that proper structures need to be built to facilitate teaching and learning. Thus Ministry of education may avail furniture, facilities, textbooks and exercise books in order to improve academic performance of nomadic learners. Respondents requested the school management to ensure that all the sub-ordinates are accommodated and welcomed despite their individual differences.

On shortage of classrooms and lack of accommodation, respondents believed that such challenges could be solved if permanent classes and accommodation put into place. The respondents said the ministry of education should consider building classes and hostels in nomadic schools to eradicate the usage of tents as classrooms and reduce long distances that nomadic learners are travelling.

Learners demanded a democratic learning environment from their employed unqualified teachers. They wanted to have a stimulating environment to ask questions or get assistance from their teachers and peers in challenging subject contents. They revealed that teachers should provide support, most importantly by changing their attitudes and behaviours in the way they addressed issues in schools.

Further, learners said unqualified teachers who came to their classes and made them to sing or talked stories that were not subject related. Respondents requested that, teachers who struggled to explain subject contents, those who did not liked being posed questions needed to go for in-service training. Learners highlighted that their teachers needed to be assisted on teaching methods and ways of solving deviant behaviour by those with proper knowledge in respective subjects. Hence, teachers will be confident and well-equipped when presenting lessons in their subjects.

Nomadic learners and their teachers have also indicated that school managements and parents need to supervise and monitor homework to ensure that learners are learning according to their syllabi.

Participants showed that there was a need of a link between home and school. Thus, teachers should arrange face-to-face meeting with parents to strengthen the collaboration between nomadic learners' parents and teachers in effort to focus on issues that are deemed to have positive improvement on nomadic school like availability of water. The link shall help parents to understand socio-economic factors that inhibit nomadic school progress. By understanding parents will play their role to help the schools. Respondents showed their cries to the government to take action on the issue of water crisis in nomadic schools.

### **4.3 Summary**

This chapter presented, analyzed and discussed data collected from questionnaires and interviews. The chapter analyzed data by highlighting on the explored challenges faced by nomadic learners and strategies to overcome the explored challenges. The analysis revealed that nomadic learners encounter inadequate learning materials, shortage of classroom, lack of accommodation, lack of water, insufficient food supplied and unqualified teachers as challenges that hinders them in meeting their education provision. The subsequent chapter provides the summary, and conclusion of the study. It further gives recommendation derived from the conclusions.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter seeks to summarise the study, draws conclusions from the research findings and gives recommendations based on the conclusions.

#### **5.1 Summary**

The research investigated the challenges faced by nomadic learners of Namibia in meeting their educational provision. Chapter one highlighted the background of the study and explained the research problem. The chapter further illustrated the significance of the study, research questions, delimitations and limitations of the study. Chapter two gave a review of related literature to the study. The literature revealed who the nomadic tribe of Namibia are and further related to large ongoing dialogue in the literature about the nomadic schools and their learners, filling in the gaps and extending prior topic studies. The third chapter dwelt on the research methodologies employed in the study. The study employed a descriptive survey design, interviews and questionnaires as research instruments. This chapter highlighted the population and sample. The data collected using instruments spelt out in chapter 3 was presented in chapter 4. The data was analysed and presented in the form of narrations. This chapter five draws a summary of the study, outlines the conclusions from the research findings and prosper recommendations based on the conclusions made.

## 5.2 Conclusions

The researcher managed to come up with the following conclusions from the major findings of this study.

The study revealed that there are challenges faced by nomadic learners of Namibia in meeting their education provision. These challenges had negatively impacted the nomadic learners in acquiring their education provision in the sense that, they demotivate the nomadic learners in their learning. Nomadic learners were discouraged by uncomplimentary learning materials, classroom, lack of accommodation and water, insufficient food supplied and engagement of unqualified teachers in their schools.

The study also revealed that the government alongside the ministry of education has not lived up to their obligation to provide the minimum core resources to provide nomadic schools with adequate learning materials. It was reported that the government was delaying to provide teaching and learning facilities as it promised the nomadic learners. This might be due to the fact that the government did not regard the role played by Mobile schools or because of the government senior officials' ignorance to these tribes. The inequality in learning instrumentation among Namibian schools contributes to the poor performance in learners' performance.

The finding revealed that mobile schools had shortage of classrooms. Even though these schools were provided with tent classrooms they were not enough to cater for every grade. Some nomadic learners were still learning under trees.



Furthermore, schools had no accommodation for both nomadic learners and their teachers .This was one of the major challenges that hinder nomadic learners in acquiring basic education. Few nomadic learners were accommodated in the tent classrooms while deployed teachers came with their personal tents to camp at nomadic schools.

Moreover, nomadic schools reported that they had lack of water sources of their own. The schools were depended on community water made available for community member's livestock. Equally it was reported that there was insufficient food supply in nomadic schools.

The findings also revealed that there was a high employment of unqualified senior secondary and high school graduates as teachers in nomadic schools. The study showed that some of the employed unqualified teachers especially the young ones negatively criticized the nomads lifestyle and beat nomadic learners . The untrained teachers were revealed that they had autocratic teaching that dreaded the nomadic learners in acquiring their education.

### **5.3 Recommendations**

In the light of the finding that the nomadic schools had inadequate learning resources, this researcher recommends that the Ministry of Education see to it that the required learning materials are provided to the needy schools. This is in an effort to improve on educational performance. The budgetary provisions should be made in a manner that it includes these schools in terms of provision of materials. Provision of learning resources should be enhanced to facilitate the deliverance of good services. The school managements ought to place orders for relevant materials and make follow-up till they are delivered to needy schools. Learners should also be taught on utilizing the acquired materials successfully for them to last longer.

Proper structures need to be erected to facilitate teaching and learning. This is because when learning materials such as required textbooks, syllabi and other learning aids are readily available most greatly improves academic performance.

Results revealed that nomadic schools had shortage of classrooms and accommodation. In the light of this, the researcher recommends that the Ministry of Education and rightful authorities consider building permanent schools with hostels to cut long distances learners are travelling. The school management should ensure that all subordinates are accommodated and welcomed despite their individual differences. The construction of hostels in mobile schools should be made priority. Proper monitoring of hostels should strengthen nomadic learners to ensure that the food reaches the learners.

The finding revealed that mobile schools did not have water sources of their own. The researcher recommends that the government and rightful authorities put measures on how the schools could be assisted with water sources of their own. At least each unit ought to be equipped with a water hand-pump as a source of water to reduce lessons disruption and nomadic learners' absenteeism.

The finding also showed that Ministry of Education employs unqualified teacher in nomadic schools. In the light of this finding, the researcher recommends that the education officers should pay attention in conducting in-service training so as to assist teachers in their teaching strategies. In-service trainees and inexperienced ones should also approach those with the proper knowledge in their respective disciplines. These ensure that teachers are motivated and well-equipped when presenting lessons in their respective disciplines. The teachers should be monitored by the management team members to make certain they are daily prepared.

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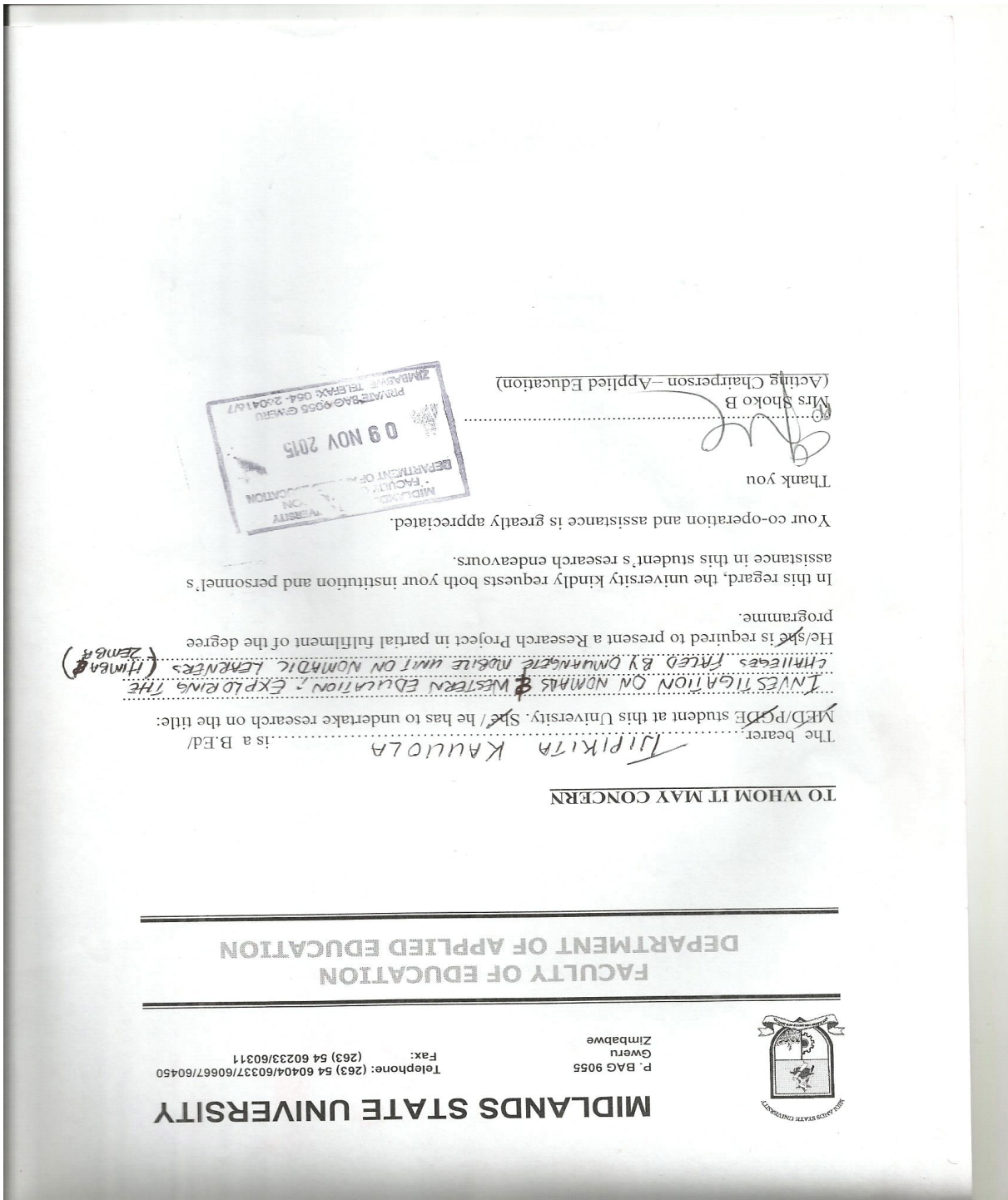
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Appendix A



Ministry of Education, Arts and Culture  
Office of the Director: Kunene Region  
P/Bag 2007  
Khorixas

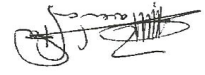
Director of Education: Kunene Region

**RE: Application letter for the permission to conduct a research in your Region.**

I am Tjipkita Kauuola, a 4<sup>th</sup> year student at Midlands State University in Zimbabwe, studying for a Bachelor of Education Honours Degree in Biology. I do hereby apply for the permission to undertake my study research on "Investigation on nomads and western education; exploring the challenges faced by the Omuangete Mobile Unit on nomadic learners (Ovahimba and Ovazemba)" in partial fulfillment of the requirements of the BED Honours in Biology. The information gathered will be treated with strict confidentiality for academic purposes only. Your assistance is greatly appreciated.

Thank you in anticipation

Yours Faithfully



K. Tjipkita

Researcher Student

**CONSENT GRANTED/ NOT GRANTED**

pp.   
Mr. B. N. Eiseb

Acting Regional Director; Kunene Region



Tjipkita Kauuola  
P. O. Box 5  
Opwwo  
+264 81 3405944  
ktjipiti@gmail.com



Tjipikita Kauoula  
P. O. Box 5  
Opwo  
+264 81 3405944  
ktjipiti@gmail.com

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

Kindly be informed that I have been granted a written permission from the Regional Director of Education to conduct a research for my studies i.e. Bachelor of Education Honours Degree in Biology. The study focus on "Investigation on nomads and western education; exploring the challenges faced by the Omuangete Mobile Unit on nomadic learners (Ovahimba and Ovazemba)" in partial fulfillment of the requirements of the BED Honours in Biology.

As part of this study, I need to collect data from Omuangete mobile unit. The data collection will involve semi-structured interviews of one Ondao School Head of Department, teachers for Ondao Schools involving Omuangete teachers Omuangete grade 3 and 4 learners of above mentioned groups and two members of Omuangete community (parents) will be conducted. The information gathered will be treated with strict confidentiality for academic purposes.

I therefore seek your consent to collect data for Omuangete Mobile Unit as part of my degree studies.

Thank you in anticipation

K. Tjipikita  
Researcher Student

~~CONSENT GRANTED/NOT GRANTED~~

Mr. A. M. Kapi  
Principal: Ondao Schools



## Appendix B

### Interview guide for Nomadic learners

Research title: **An investigation into the challenges encountered by nomadic learners of Namibia in meeting their educational provision.**

- Tell me about your school?
- Who encouraged you to start school?
- Are you happy with the education system at Omuangete mobile school?
- Tell me about your homework? (*Probe where and when they do it and support from parents*)
- Do you think that teachers should understand your cultures or should be from your own group? (*Why and why not?*)
- What are the challenges do you encounters in your schooling?
- Do you remember how often does your community move to new grazing, how does the community movement affect your schooling?
- How would you relate your challenges to your parent involvements in school activities, your cultural practices, communities' behaviours and your teacher's behaviours, the types of punishment at school, equity and food aids programmes?
- In your view, how can mobile school be improved to better serves the needs of your people who normally move from one place to another?
- How would you describe the ideal future of your school?
- Is there anything else you would like to share with me about challenges you faces and Strategies to improve your school?

## Appendix C

### **Interview guide for mobile school teachers**

Research title: **An investigation into the challenges encountered by nomadic learners of Namibia in meeting their educational provision.**

- Tell me about your experience teaching in mobile school?
- What resources and facilities do you have at your disposal in the mobile school? (*probe adequateness on specific needs*)
- Tell me about the last time your school had move. What influences did it had on teaching programme?
- What would you regard as the achievements made by ondao mobile schools?
- Tell me about a normal school day for your school. At what time do your classes normally starts? (*Probe in terms of cultures and customs e.g. herding cattle and goats that impact on teaching time*).
- Do you have a normal classes or multi-grade teaching? *If so, how do you approach multi-grade teaching, what are encountered challenges?*
- Based on your experience teaching in a mobile school, what are the challenges encountered by nomadic learners in receiving western education?
- What challenges do teachers faces in educating nomadic learners?
- Tell me about some of the cultural practices and customs that may have an influence on your teaching and learning of nomadic learners.
- How would you relate the nomadic Learners encountered challenges to parental involvements, nomadic life's, communities' behaviours, equity and food aids programmes.
- In your view, how could these challenges in education provisioning be improved to benefit nomadic learners in their schooling?
- Is there anything else you would like to share with me regarding challenges faced by nomadic learners in receiving western education or on strategies to improve education provisioning among nomadic communities?

Appendix D

**Questionnaire for teachers**

My name is Tjipikita Kauuola doing bachelor of Education Honours Degree in Biology at Midlands State University in Zimbabwe. I am conducting a research project titled: An investigation into the challenges encountered by nomadic learners of Namibia in meeting their educational provision. I am therefore kindly requesting you to respond honestly and truthfully to the questionnaire. Your respond to this study will be kept confidential and your contribution will be used for academic purpose only.

*NB. No form of identification is required on this form, thus do not write your name please.*

**Instructions to participants**

- Do not ask your neighbor or researcher when answering the questions.
- Please attempt to all questions

**QUESTIONS**

**Section A**

**Challenges faced by nomadic learners in meeting their education provision**

**(Please close where appropriate)**

	YES	NO
Workload	<input type="checkbox"/>	<input type="checkbox"/>
Low parental involvement in their school activities	<input type="checkbox"/>	<input type="checkbox"/>
High parental involvement is their school activities	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate learning material	<input type="checkbox"/>	<input type="checkbox"/>
Pressure in preparing for their final exam	<input type="checkbox"/>	<input type="checkbox"/>
Pressure learning in multi-grades classes	<input type="checkbox"/>	<input type="checkbox"/>
The school mobility/migration	<input type="checkbox"/>	<input type="checkbox"/>
Different attitudes of teachers	<input type="checkbox"/>	<input type="checkbox"/>
Availability of water	<input type="checkbox"/>	<input type="checkbox"/>
Teacher’s attitude towards their cultures	<input type="checkbox"/>	<input type="checkbox"/>
The types of punishment at school	<input type="checkbox"/>	<input type="checkbox"/>

**Section C**  
**Challenges, Causes and Measures**

- In your own understanding explain what you understand by the term challenges?
- What are core challenges faced by Ondaio mobile schools nomadic learners?
- How does challenges mentions in two relate to their teachers, parents, nomadic learners cultures and customs?
- State the challenges faced by Nomadic learners in receiving western education.
- How does challenges mention in 2 and 4 hinders nomadic learners in their schooling?
- Related the challenges faced by nomadic learners in mobile schools to their learning materials, learners' backgrounds and parent aspirations toward their children?
- What do you think are the causes of the challenges mentioned in 2 and 4?
- What are the measures to be considered to overcome the challenges in 2 and 4?
- What challenges do you face when trying to deal with deviant behavior at school?