

TEACH for ESD

Improving Education for Sustainable Development (ESD)
teaching and learning experiences in Namibia

2024-2025 Programme

Final Report

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Teachers at the Urban Centre Programme, 2025

Funded by



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Ministry of Education, Innovation, Youth, Sports, Arts & Culture



EXECUTIVE SUMMARY

Teach for ESD is designed by NaDEET to provide professional development support in teaching Environmental Education (EE) and Education for Sustainable Development (ESD) to Namibian teachers for Namibian schoolchildren.

As the second implementation of the programme, 2024-2025 Teach for ESD aimed to improve the components of the 2-year programme, further aligning with National Goals, enhancing ESD knowledge and skills through NaDEET's award-winning programmes, and empowering ESD multipliers across the country.

168 Participants enrolled in the programme, from **84** different schools from all **14** regions

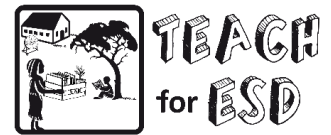
1087 ESD Badges earned through M&E assessments of successful school-based ESD activities

800+ unique ESD activities implemented at schools across the country

134 000+ learners & teachers reached in the wider school community

CONTENTS

Executive Summary	2
1. Overview of the Programme	3
1. Participants.....	5
2. Regional Groups & Advisors	7
3. Teach for ESD Toolkit.....	8
4. ESD Training Workshops.....	10
5. At-School ESD Implementation	16
6. Monitoring & Evaluation	19
7. Programme Outcomes.....	24
8. Annexes	27



1. OVERVIEW OF THE PROGRAMME

Teach for ESD is a 2-year professional development programme for **Namibian teachers**, designed by NaDEET, funded by Bread for the World and various other donors, and supported in-kind by the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC).

It is an interactive programme balancing teaching and learning with taking action for the environment. It empowers teachers to become leaders in **Education for Sustainable Development (ESD)**, with the outcome benefiting the entire **school community**. Teachers work in a partnership (2 per school) to provide a strong support system of teamwork and collaboration.

Teach for ESD takes participants on a journey, to build environmental knowledge, skills and leadership in implementing ESD at schools across Namibia. The overall aim is to foster a community of **ESD multipliers** that can improve the protection of the environment through education.

FOUR MAIN COMPONENTS OF TEACH FOR ESD

ESD TRAINING

Through contact sessions with NaDEET, teachers receive theoretical and practical training to build understanding and skills for implementation of ESD activities at school.

THE TEACH FOR ESD TOOLKIT

A uniquely designed toolkit full of resources to guide teachers through the implementation of ESD activities at school.

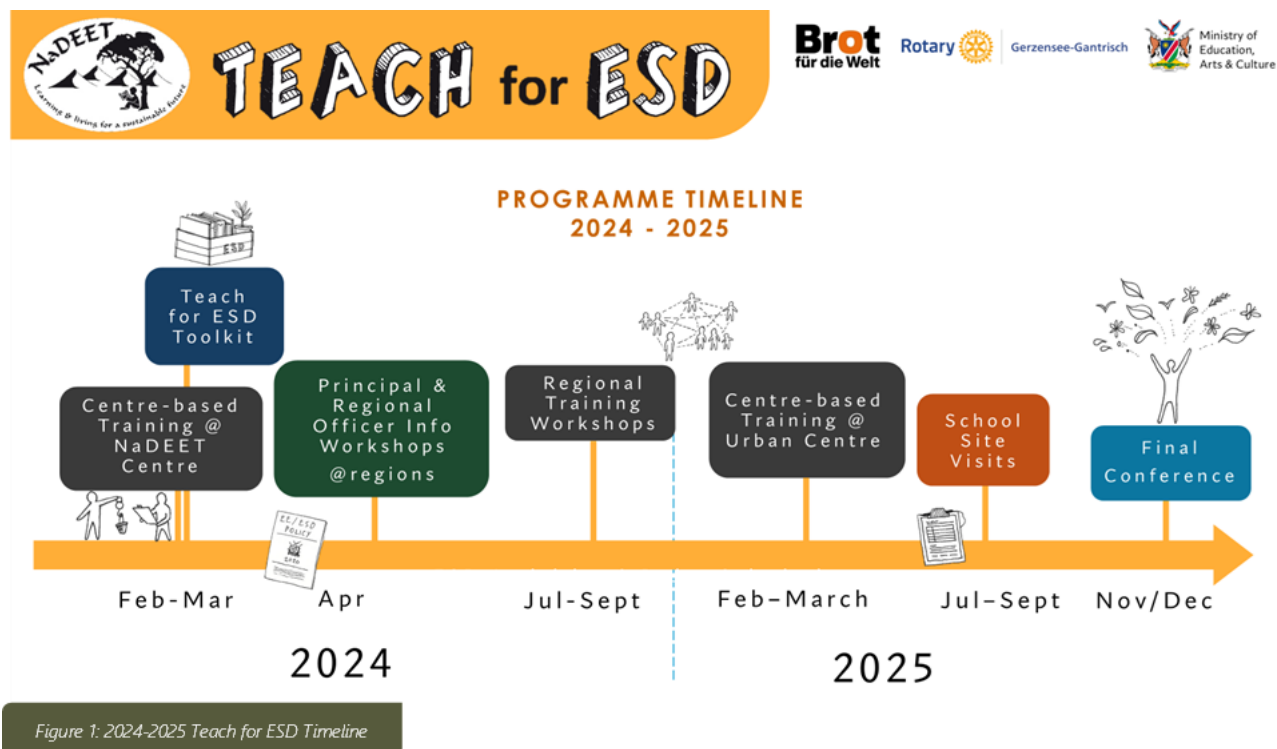
IMPLEMENTATION & ASSESSMENT

With the guidance from the contact sessions, NaDEET advisors, and the toolkit, teachers implement ESD activities at school assessed by NaDEET over the course of the programme.

SUPPORT & RECOGNITION

The programme is designed to create community in ESD implementation at school, among stakeholders, and across the country through the Teach for ESD community.

PROGRAMME TIMELINE



NAMIBIAN NATIONAL CURRICULUM, NATIONAL EE AND ESD POLICY & GLOBAL AGENDA FOR ESD

Teach for ESD is aligned with the National EE/ESD Policy (2019) and Strategy & Action Plan (2022-2026), specifically in:

Policy Action Area #1: EE/ESD Programmes, Training and Capacity Building: *Build capacity of teachers, trainers, lecturer in all levels of formal and informal education to integrate EE/ESD.*

Teach for ESD is intended to address some of the challenges of implementing Environmental Learning as a cross-curricular theme across all subjects and phases of the Namibian curriculum. It is developed to close the gap by building teacher comprehension of ESD and improving access to resources, whereby they truly have the capacity to implement it in the classroom and at school.

Further, Teach for ESD works towards the global agendas of ESD for 2030 and the UN Sustainable Development Goals (SDGs).

1. PARTICIPANTS

APPLICATION PROCESS

The Teach for ESD programme application is an important part of participant selection, as it requires teachers to want to develop their ESD knowledge and skills. It ensures their own, personal commitment to 2-years of learning, doing, and sharing.

LAUNCH

The 2024-2025 Teach for ESD programme application was launched in October 2023. It was launched as an online application, with an offline feature able to accommodate people with low access to network.

CRITERIA

The Teach for ESD programme is intended to build the capacity of Namibian teachers from all subjects, phases, and stages of teaching. This is based on environmental learning as a cross-cutting topic throughout the Namibian curriculums. Interest was the primary pre-requisite to apply, however all teachers needed to apply with a like-minded partner from their school to provide a support system of teamwork in planning and implementation and a dedication towards transforming school culture and community around ESD.

WHO SHOULD APPLY?

Namibian teachers who...

- are interested in ESD and passionate about the environment, sustainability and life-long learning.
- have a fellow teacher applying with them from the same school** and have the support from the school principal.
- are working in any phase and any subject, at a school registered with the Namibian government.
- will be committed and motivated for the entire duration of the two-year programme: **February 2024 - December 2025.**



Final number of teachers accepted: **168**
12 teachers (6 schools) from each region.

PLEASE NOTE:

We regret that only teachers from **schools that have not yet been part of the programme** can apply.

Figure 2: Application Advert, 2023

APPLICATIONS RECEIVED



576 teachers applied for the 2024-2025 Teach for ESD programme. During the time between the application date and the new school year:

- 5 of the selected participants were no longer in a teaching post. They were replaced with a new teacher from that school, or in some cases a different partnership from the waiting list.
- 2 teachers transferred schools, remaining in their original partnership, but adding an additional school to the Teach for ESD network.

SELECTED PARTICIPANTS

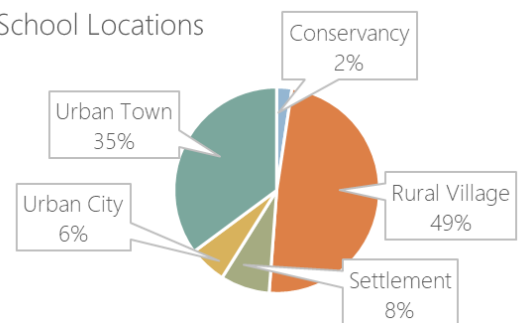
168 teachers were selected from 84 different schools throughout the country. To ensure equal opportunities, 12 teachers were allocated from each of the 14 regions. 64% of participants selected were female teachers. They are:

- ✓ Passionate educators, with a drive to become a change agent for their school, community, and the environment.
- ✓ Part of Teach for ESD that learned and taught, acting as an “ESD Multiplier” through the integration of ESD skills into their classroom, school, community, and their own life.
- ✓ Connect with like-minded teachers from a diversity of perspectives and worked together to ensure Namibia is a land of not only the brave, but the environmentally sustainable.

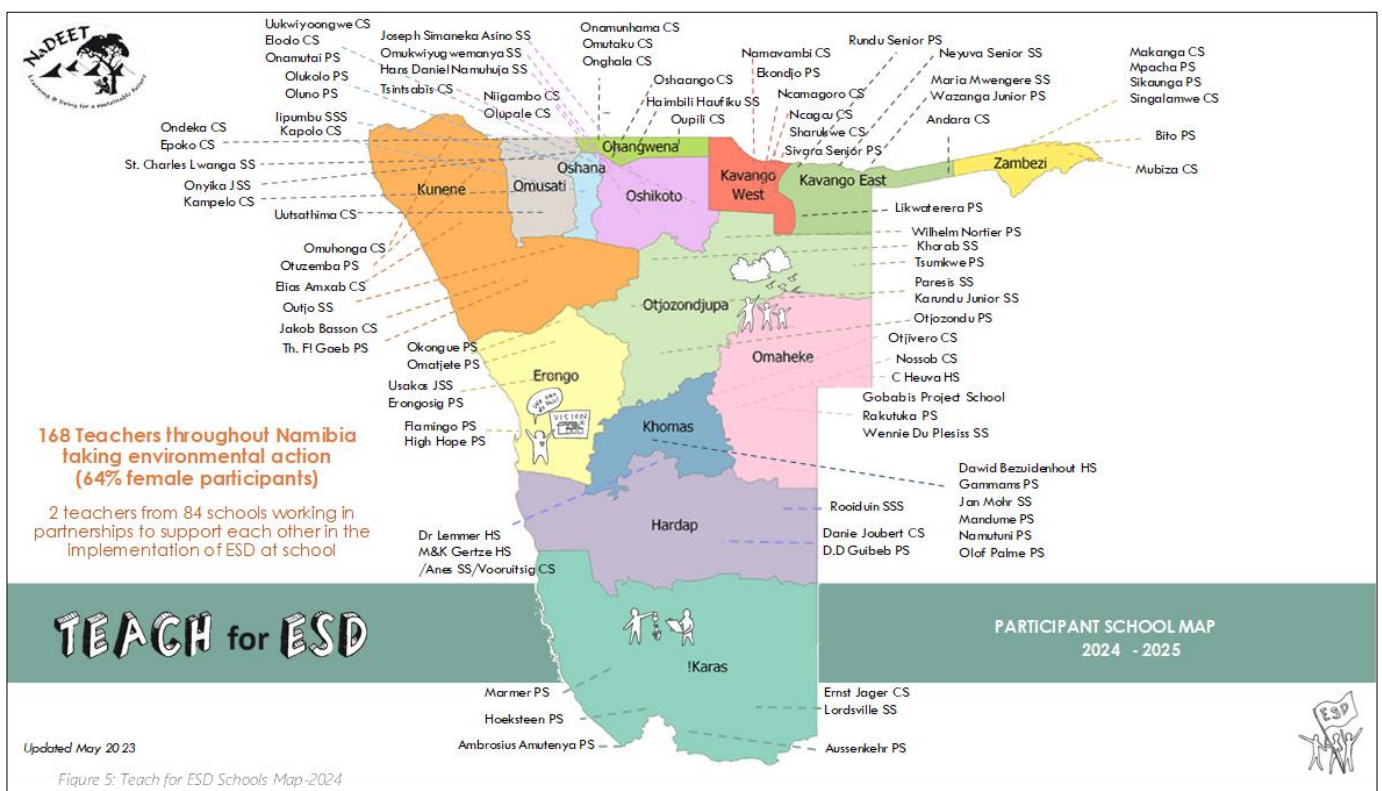
PARTICIPANT SCHOOL INFORMATION

The 84 different schools were well distributed in rural vs urban areas with 42% of schools having 600 or fewer learners and 7% having more than 1500 learners.

School Locations

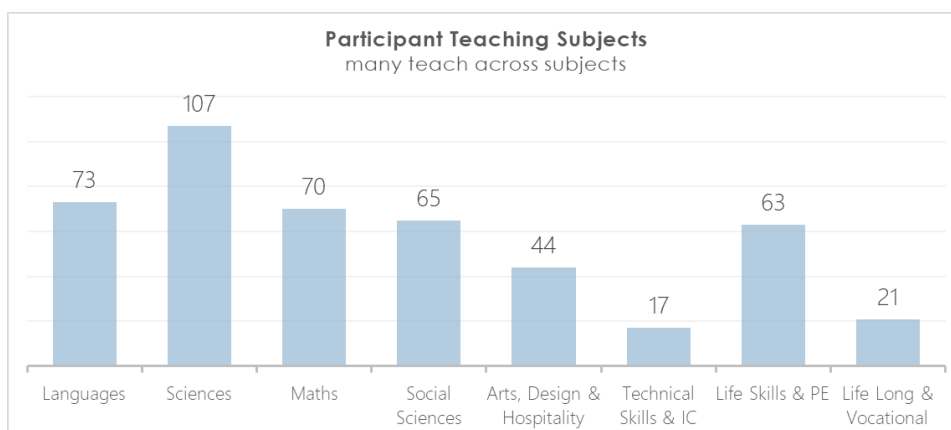
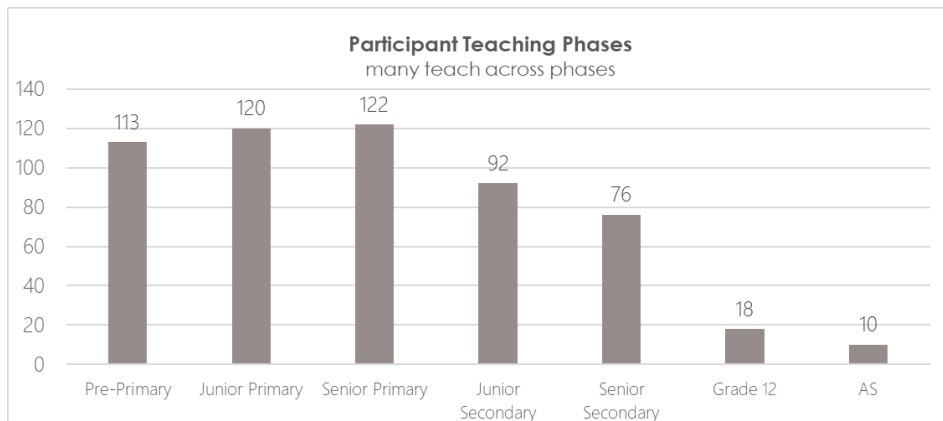


The map below shows the names and locations of the schools.



PHASES & SUBJECTS

Teachers represented all phase levels and most subjects demonstrating the inter-disciplinary nature of Education for Sustainable Development. The Teach for ESD programme caters for this diversity through its cross-curricular approach. Some teachers are included in multiple phases & subjects.



2. REGIONAL GROUPS & ADVISORS

Participants are allocated to regional working groups with a NaDEET advisor. These groups are designed to promote smaller networking circles among the wider cohort. Each regional group includes 3-4 regions that are geographically closer together. Through WhatsApp Groups, teachers are encouraged to share with each other, discuss challenges and how to overcome them, and give examples of best practices for success.

NaDEET Regional Advisors
NaDEET staff will act as advisors to support regional groups
Updated September 2024



Group 1	Group 2	Group 3	Group 4
Kavango East, Kavango West, Otjozondjupa, Zambezi	Ohangwena, Omusati, Oshana, Oshikoto	//Karas, Hardap, Omaheke	Erongo, Khomas, Kunene
ADVISORS BEATA (F. TUWILIKA AS CO-ADVISOR)	ADVISORS ALISA & ELIZABETH	ADVISORS DAMARIS & FESTUS	ADVISORS TUWILIKA (F. BEATA AS CO-ADVISOR)
			

3. TEACH FOR ESD TOOLKIT

The Teach for ESD Toolkit is a NaDEET designed learning & teaching resource, which provides the foundation for the programme. It has three main objectives:

1. Provide information for teachers to learn about the environment and ESD
2. Link the participant to many excellent, existing resources on ESD to learn and teach
3. Provide the framework for the practical implementation of ESD activities (Badges) at school

The *Toolkit* has three structural parts:

1. Toolkit Resource Guides, written by NaDEET
2. USB stick, containing all the resources in digital formatting
3. Hard copies of some of the published linked resources

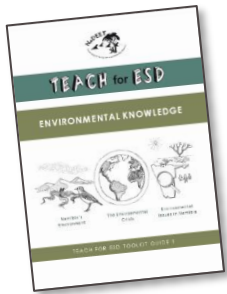


The Toolkit was distributed to all participants during their first contact session at NaDEET Centre in March 2024. During the programme, sessions were planned according to the Toolkit linking its role and application directly to ESD activities. There were additional logistical sessions around the Toolkit's guidance and how to use it.

HOW IT WORKS

The *Toolkit* is divided into three sections, which each include an overview and resource guides with links. The resource guides discuss the different topics, leading the reader to the accompanying resource which can offer more information, new ideas or tangible resources to teach and implement activities at their school.

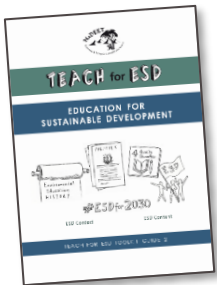
TOOLKIT 1: ENVIRONMENTAL KNOWLEDGE



- 1.1: Environmental Concepts
- 1.2: The Global Environmental Crisis
- 1.3: Namibia's Environmental Challenges

The 'Environmental Knowledge' Toolkit provides comprehensive knowledge through resources on Namibia's environment, the global environmental crisis, and explores many of Namibia's environmental problems. This foundation is essential for understanding key environmental concepts and the connections for teaching ESD.

TOOLKIT 2: EDUCATION FOR SUSTAINABLE DEVELOPMENT



- 2.1: ESD Context
- 2.2: ESD Content

The 'Education for Sustainable Development' Toolkit is an in-depth explanation to understanding the concepts of ESD and how it has been integrated into various international and Namibian policies. The section links ESD to formal education and broadens comprehension around frameworks for sustainable development. It also explores teaching methods and implementation for ESD, to realise the exploratory, hands-on nature of learning, and the importance of life-long learning.

TOOLKIT 3: LET'S GET PRACTICAL



The third Toolkit consists of ten guides, each addressing 10 ESD Action Areas.



Figure 10: 10 Practical Areas for ESD-Teach for ESD

Within each area there are different topics and resources to inspire teachers to implement ESD at school. It is expected they each teacher implements at least five ESD activities over the duration of the programme.

4. ESD TRAINING WORKSHOPS

Participants took part in a total of three in-person practical training workshops at NaDEET Centre, Okatjikona EE Centre and at the NaDEET Urban Sustainability Centre. Principals and Regional Education Office representatives were invited to a ½ day workshop to give training on the programme and ESD. The workshops are presented here in chronological order.

NaDEET CENTRE PROGRAMME

5 February to 15 March 2024

Six week-long programmes took place at NaDEET Centre at the beginning of the 2024 year, which marked the start of the 2024-2025 Teach for ESD Programme. This was the first contact session, each with about 28 participants from different regions.



NaDEET Centre on the NamibRand Nature Reserve provided the ideal location and programme for the induction to NaDEET and the Teach for ESD programme, as well as a comprehensive foundation for sustainable living. NaDEET's infrastructure and daily practices ensure sustainability – which is taught through doing and analysed through auditing environmental impact data.

NaDEET Centre programmes focus on four major components – Energy, Water, Waste, and Biodiversity – where through different types of learning activities participants draw connections to deeply explore environmental knowledge, problems both locally and globally, and develop the necessary skills to forming solutions.

The NaDEET Centre programme, combined with the Teach for ESD sessions, includes both theoretical and practical training directly, with sessions linked to the Teach for ESD Toolkit where teachers can develop the tools needed to implement ESD activities at school, through teaching, sharing, and acting for the environment.

SOLAR COOKING

One of the most inspiring and loved activities at NaDEET Centre is the solar cooking. NaDEET's solar cooking activities is seeing and believing as participants cook their meals using parabolic solar cookers and solar ovens. Participants cook a variety of meals such as stews, casseroles, breads and cakes using only sunshine.



EXPLORING BIODIVERSITY

Being in nature is fundamental to developing an ethic and well-informed perspective on sustainable development. Using NaDEET's booklet, 'It's Time to Identify,' the NaDEET Dune Walk takes participants on a journey through the Namib Desert, exploring our unique ecosystems, thriving biodiversity, and realising the threats they encounter. This activity connects everyone to the earth we share, and how important the environment and its services are to all living creatures.



ENVIRONMENTAL AUDITING



Energy and water usage are recorded daily to evaluate the participants environmental impacts using NaDEET's sustainable features and infrastructures. Auditing these resources illustrates how each of us can consume less by monitoring daily use. Waste is measured at the end of the week to impart both how much waste was produced and how it can be reduced through deliberate actions.

LEARNING ABOUT THE UN SUSTAINABLE DEVELOPMENT GOALS (SDGS)

To comprehend Education for Sustainable Development (ESD) and how to make the connections required when integrating ESD into classroom and school, the theories, policies, frameworks, and provisions of ESD are an essential foundation. The Teach for ESD programme discusses the context in which ESD has developed, using the framework of the United Nations Sustainable Development Goals (SDGs) to realise how the global community is working towards solutions to a diversity



of environmental, social, and economic problems the world is facing. The Teach for ESD programme builds skills by examining different methods and approaches to teaching ESD.

PRINCIPAL & REGIONAL MEETINGS

April 2024

159 principals and regional representatives across the country welcomed NaDEET to their respective offices to learn about Teach for ESD, to ask questions, and to collaborate on ways that ESD initiatives can best be supported in their schools and communities.



As a supportive and communicative component of the Teach for ESD programme, NaDEET staff visited all 14 regions to meet with principals of Teach for ESD participating teachers, as well as education officers, inspectors, and in some instances regional directors or deputy directors. The purpose of the meetings was to build a transparent relationship between NaDEET and the leadership of the schools partaking in the programme by giving them an in-person overview of the programme, expectations, and encouraging a supportive community around ESD. Participants at the meetings also were briefed on concepts of ESD, as well as the National EE/ESD Policy.



REGIONAL TRAINING WORKSHOPS @ OKATJIKONA

31 July – 21 August 2024

NaDEET brought teachers into the heart of the Waterberg Plateau National Park to experience outdoor learning in a serene environment full of wildlife. Seven (7) 3-day Regional Training Workshops were taught at Okatjikona Environmental Education Centre, a Ministry of Environment, Forestry and Tourism site. Each workshop hosted two regions at a time.



The objectives of these contact sessions were to re-engage with participants after their first ESD activities had been implemented at school and to further support them in learning, using their Toolkit, and integrating ESD into their teaching. The processes for monitoring and evaluation were reviewed, with further support tools and experiences offered throughout the sessions.

OUTDOOR LEARNING

The Regional Training Workshop activities aligned with different parts of the Teach for ESD Toolkit, with a special focus on Toolkit 3.9: Teach in Nature, and how to implement different outdoor activities using ESD approaches. It incorporated other components such as debate and decision-making around environmental problems. Being in nature was a highlight of the workshop, where teachers could learn by doing – and again connect with their Namibian environment.



MONITORING & EVALUATION (M&E) SKILL DEVELOPMENT

The workshop addressed technical aspects of the ESD Badge application for monitoring and evaluation of activities, further developing expectations for ESD activities and how to share them through good descriptions, collages and videos.

URBAN SUSTAINABILITY CENTRE PROGRAMME

24 March to 10 May 2025

Five week-long programmes took place at the newly relocated and renovated NaDEET Urban Sustainability Centre in Swakopmund in the first term of the 2025 school year.

The Urban Sustainability Centre programme provided a new perspective on integrating ESD philosophy into the daily lifestyle, using the Urban Centre's interactive learning spaces that explore sustainable behaviours through the lens of Exploring Namibia and the Eco-House. It also focussed on further training on integrating ESD into the school curriculum and funding ESD activities.

EXPLORING NAMIBIA & THE ECO-HOUSE



A mural depicting Namibia's vast and diverse environment, highlighting its natural resources and how human activities threaten those resources, connects teachers to the environmental crisis both in a local and global context. It draws further attention to issues particular to urban environments, such as transport and light pollution and how more sustainable development can address some of those problems.

The EcoHouse is a simulation of a family home, set-up with interactive stations that compare the sustainability around daily living activities such as cooking, cleaning, and bathing. With hands-on examples of how small behaviours can make big changes, the teacher programme connects this to their own lifestyle impacts, but also how they can teach these lessons in their own school environment.



BIODIVERSITY GARDEN

The Biodiversity Garden showcases various indigenous and water-wise plants to teach about the importance of indigenous and sustainable gardening. Integrated throughout the Urban Centre's outdoor spaces they create a serenity despite being in the centre of a busy town. Each teacher got to bring a bit of the garden back to school with one aloe.



SDGs IN SWAKOPMUND

Connecting the classroom to the world around them, teachers were guided through Swakopmund to identify the various areas in which the town is implementing sustainable measures in line with the UN SDGs, such as SDG3 for Good Health. Teachers can then realise how to make similar connections to their own environments when implementing activities with their learners.

ESD IN THE CURRICULUM & FUNDING ACTIVITIES

Teachers engaged in activities that focussed on incorporating ESD across the Namibian curriculum in the formal lesson plans, with structured lessons presenting methodologies that helped develop 21st century skills along with environmental knowledge.

A much-welcomed activity was on developing skills in how to fund ESD projects through identifying and engaging with stakeholders as well as writing well-structured proposals.



5. AT-SCHOOL ESD IMPLEMENTATION

All Teach for ESD components – training programmes, the Toolkit & resources, team support, and monitoring & evaluation - creates the foundation for teachers to become ESD multipliers through lessons and actions at school. The implementation is what leads to change as teachers get practical by leading their learners through activities that teach about the environment and sustainability through a hands-on, learner-centred, collaborative approaches. Teacher partners assess the needs of their school and community to plan, design and implement activities across the **10 ESD Action Areas**. Once complete, teachers submit their activities for evaluation and feedback to NaDEET.

IMPLEMENTED ESD ACTIVITIES

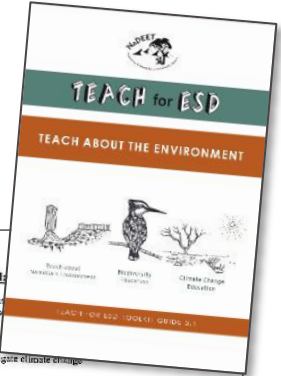
The participating teachers successfully implemented a total of just over **800 unique ESD activities** at schools across the country. This is far exceeding our expected amount of 400 activities based on all teacher partners completing 5 out of 10 badges together with their partner. Here are some examples of activities that were implemented.

BADGE 1: TEACH ABOUT THE ENVIRONMENT

Maria Naukushu & Serafina Nghikimote, Onghala CS, Ohangwena developed a lesson plan to teach about climate change and its impacts on the environment, encouraging learners to explore practical solutions and make personal pledges to help mitigate its effects. Through discussions, quizzes, and poster-making, learners deepened their understanding of environmental protection, including related topics such as tree planting and water conservation. The posters created by learners were presented to the whole school, promoting awareness and inspiring others to act.

Why is this activity great?

This activity not only strengthened knowledge about climate change but also encouraged personal responsibility. It encouraged critical thinking through discussions, quizzes, and poster-making. Thus, learners engaged in hands-on learning that aligns with the Namibian curriculum's focus on life skills and environmental awareness. The activity also helped learners connect classroom knowledge with real-life actions to benefit their community and the environment.



Climate Change Lesson Plan (Onghala)

Topic: Understanding Climate Change and Its Impacts
Learning Objectives: By the end of the lesson

- Define climate change and identify its causes
- Explain the effects of climate change locally
- Explore solutions and personal actions to mitigate climate change

Lesson Structure

1. Warm-Up Activity (10 mins): *Climate Change Quiz*

- Use the interactive quiz we discussed earlier
- Students answer in teams
- Discuss each answer briefly to build foundational knowledge

2. Mini Lecture & Discussion (15 mins)

Content to Cover:

- What is climate change?
- Greenhouse gases and the greenhouse effect
- Local impacts in Namibia: droughts, water scarcity, biodiversity loss
- Global effects: rising sea levels, extreme weather
- "Have you noticed any changes in weather patterns here?"
- "How do these changes affect your community?"

3. Group Activity (20 mins)

Activity: *Climate Action Poster Campaign*

- Students work in small groups to design posters promoting climate action
- Themes: saving water, planting trees, reducing waste
- Encourage creativity—drawings, slogans, facts

Outcome: Each group presents their poster to the class. Display them around the school!

4. Reflection & Personal Pledge (10 mins)

Activity: *My Climate Promise*

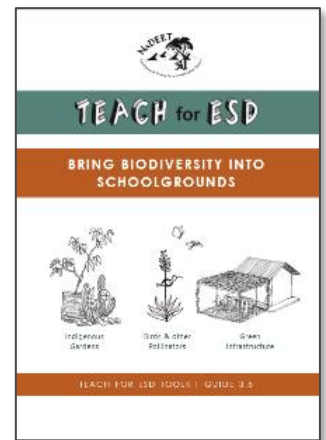
- Each student writes one action they will take to help the planet (e.g., "I will turn off lights when not in use" or "I will reuse plastic containers")
- Share aloud or post on a classroom "Climate Wall"

Materials Needed

- Printed quiz questions
- Poster paper, markers, crayons

BADGE 5: BRING BIODIVERSITY INTO SCHOOLGROUNDS

Theresia Mayira of Ncamagoro Combined School initiated an activity aimed at educating learners and teachers while providing an opportunity for community elders to share and pass on indigenous knowledge. First learners from the Environmental Club conducted a survey on indigenous plants and their useful properties. This was followed by a school-wide event where community elders were invited to share their knowledge including practical examples, how to prepare traditional medicines and extract useful properties from the plants. To ensure that the information was preserved, a record book was compiled to document the knowledge shared. To conclude the event, they planted some of these indigenous plants at school.



Why is this activity great?

The activity improved learners' understanding of the importance of indigenous plants and their uses beyond food, shade, and shelter. It encouraged responsible care for plant resources by highlighting their environmental, medicinal, and cultural value. Through intergenerational knowledge sharing with community elders, the initiative supported the preservation of indigenous knowledge and promoted biodiversity conservation. The documentation and cultivation of indigenous plants at the school further reinforced sustainable practices.



BADGE 6: REDUCE RESOURCE USE



Meke Shihepo and Seleste Ndala from Ambrosius Amutenya Primary School in Oranjemund aimed to reduce resource consumption and associated costs while promoting a healthier school environment. Learners from the Environmental Club were organised into specific groups, such as recycling teams, to lead and support these efforts within the school. The school systematically recorded and monitored resource use and provided regular feedback to the school community on consumption patterns. This process helped raise awareness of how resources are used and highlighted practical actions that individuals can take to reduce their environmental footprint and improve overall resource efficiency.

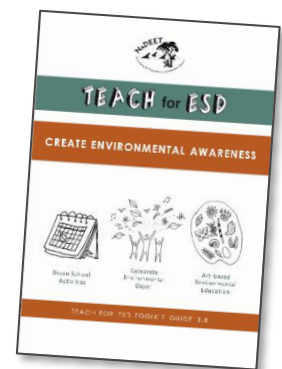
Why is this activity great?

This initiative helps the school create a culture of care for the environment while teaching learners teamwork and practical skills. By keeping track of resource use, students learn how small actions can reduce waste and make a difference. It supports ESD and contributes to SDGs, Responsible Consumption, and Climate Action. Working together in groups encourages sharing knowledge and ideas, showing how everyone can play a part in protecting the environment. The activity also benefits the school and community by reducing pollution, conserving resources, and creating a healthier environment for all. The activity involved the entire school, demonstrating the importance of a whole-school approach in achieving positive and sustainable environmental change.



BADGE 8: CREATE ENVIRONMENTAL AWARENESS

To celebrate Earth Day, Ms. Hihanguapo and Ms. Kalimbo from Jan Mohr Secondary School in Windhoek organised an event with their Environmental club learners. 340 participants, including learners, city police, officials from Ministry of Environment, Forestry & Tourism and Ministry of Education, Arts & Culture, as well as many community members, marched the streets alongside the Correctional Marching Band to promote environmental awareness for Earth. Learners from several schools contributed with posters, poems, and dramas they were tasked to create for environmental awareness.



Why is this activity great?

The activity led the school's environmental club learners through planning and implementation of



a grand event. They shared an important message about the environment, using creativity & art. They included various stakeholders of ESD, and the wider community, including other schools. The band was a great way to gain attention from passersby to share the important message.

6. MONITORING & EVALUATION

Once a participant completed an ESD activity at school they needed to share it with NaDEET through an application process for evaluation. **1087 ESD Badges** were earned in total through M&E assessments of successful school-based ESD activities throughout the two years. At the end of the second year, NaDEET conducted school site visits to verify self-reported activities and to provide on-site support.

BADGE APPLICATION & FEEDBACK

The application format encouraged participants to plan well for activities and evaluate them during and post-implementation. Participants submitted two types of evidence to support the application, 1) a visual which usually included a video, photo or collage and 2) a document to show the planning or outcome of the activity, which could be a lesson plan, a written policy, attendance register, or other work product.

NaDEET uses Kobo Toolbox (<https://eu.kobotoolbox.org>), an online tool built for data collection in places that have unreliable network connectivity, like Namibia. This feature ensures access to teachers who may be in rural areas with unstable networks, while also streamlining application intakes, and developing teachers' technical skills.

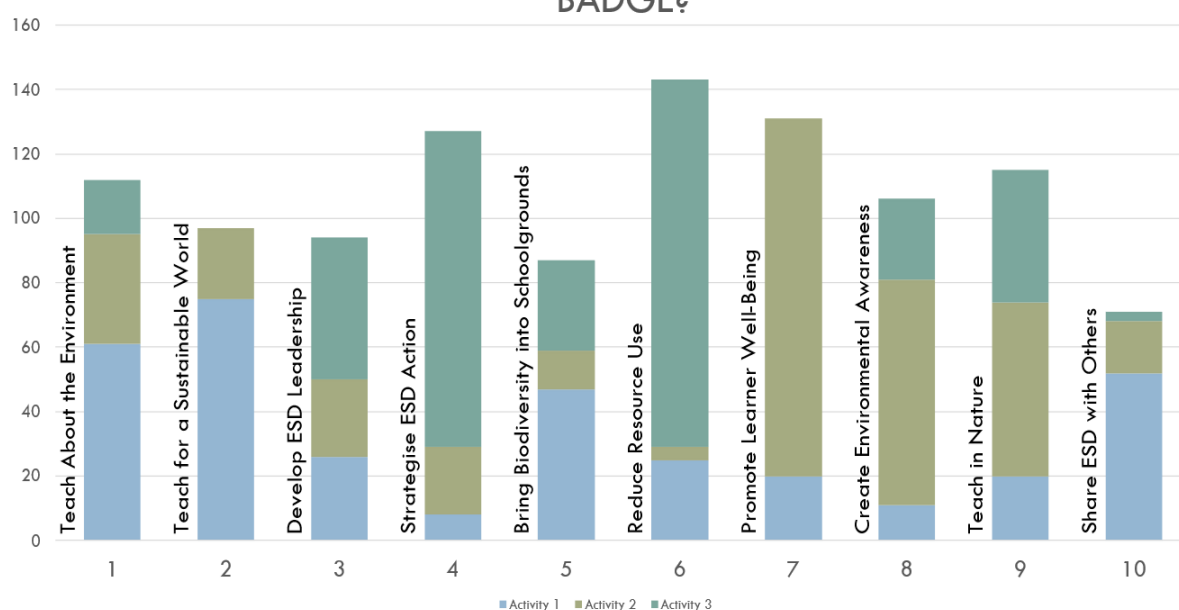
The Badge application was launched on 25 April 2024 and remained open for teachers to send in their activities at any time. Scheduled Badge Hand-In Dates reflect when a cycle closes, and a dedicated assessment period takes place for NaDEET Advisors to process and return feedback. These cycles set expectations for when teachers receive feedback.



Figure 10: 10 Practical Areas for ESD–Teach for ESD

There were five (5) ESD Badge Hand-In cycles for the monitoring and evaluation of ESD activities over the two-year programme. Each cycle allowed participants to “apply” for as many ESD activities as they implemented. If the activity met the criteria set out in the Teach for ESD Toolkit, the teacher was awarded the Badge for that implementation area. Each participant could earn one (1) Badge per area, for a total of ten (10) Badges. Teachers could implement whichever activities were the most suitable for them and their schools.

WHICH ACTIVITIES WERE IMPLEMENTED UNDER EACH BADGE?



SCHOOL SITE VISITS

July – September 2025

School Site Visits are a valuable component of the Teach for ESD programme, connecting NaDEET staff with teachers in their own environments – sharing and learning more about activities with the participation of beneficiaries such as school principals, teaching colleagues, learners, and broader communities. A total of 81 schools were visited. The site visit fulfils several programme objectives.



ESD ACTIVITY VERIFICATION

As part of the school site visit, teachers guide NaDEET Staff through the implemented ESD activities, which is often presented as a tour through their schoolground. The activity is validated on its existence and according to the Badge application, despite its current form.

PERSONAL & DIRECT SUPPORT IN PLANNING OF ACTIVITIES

The visits offer a personal interaction between the teachers and NaDEET, to ask questions and get advice that is specific to their own experience. With an improved understanding of the teachers' school environments, NaDEET can help plan and advance ESD relevant to them.

GOAL SETTING & MONITORING & EVALUATION

Discussions during the site visits review their progress and work to guide teachers towards effective goal planning through the remainder of the programme. NaDEET encourages teachers to meet the programme goal, but to also be realistic in what they can and need to achieve, and how to use processes to assess whether they are reaching their intended outcomes.

PROGRAMME FEEDBACK

Facilitated sessions between the teachers and NaDEET, and the principals and NaDEET (or other school management), provide honest and straightforward feedback on the programme. These discussions both advise on areas that can be improved and share positive changes happening at various levels of school.



BADGE-BASED INCENTIVES

The Badge process created an incentive-driven monitoring system where participants received instant accolade for an activity, with individualised feedback. Using Badges, they were able to track their own progress throughout the programme and work towards improving ESD skills in teaching and the ability to share those activities.

BADGE PARTICIPATION REQUIREMENTS

Badges were also used as a tool for reaching milestones and for further participation in the programme. This is essential in setting and maintaining expectations between teachers and NaDEET in this semi-distant learning format.

1 ESD Badge by end of Term 1

- To attend the Regional Training at Okatjikona, teachers were required to have applied for a minimum of 1 ESD Badge.

2 ESD Badges by end of School Year 1

- To attend the Urban Centre Training Workshop, they were required to have received a minimum of 2 ESD Badges.

5 ESD Badges by end of Programme

- To be invited to the Final Conference, teachers needed to attain a minimum of 5 Badges.

BADGE REWARDS



Teach for ESD Polo Shirt

- Upon receiving 5 ESD Badges, teachers received a special Teach for ESD Polo Shirt for meeting this set programme goal.

Teach for ESD Key Chain

- Upon completing Badge 2 focussed on Teaching the SDGs, teachers received a keychain.



FINAL CONFERENCE

3 December 2025

As a final incentive and to celebrate their achievements, teachers were invited to the Final Conference in Swakopmund if they received a total of five badges. This expectation is set out at the beginning of the programme and is a minimum of what teachers are to do to fulfil the learning expectations of the programme. This year's final conference included three components, namely:

Morning Feedback Session

A morning session was held to share ESD activities amongst teachers. This was done in three break-out sessions where participants were divided according to their phase level at school (Junior Primary, Senior Primary and Secondary). Due to limited time, a selection of teachers was given the opportunity to share one of their most successful activities. The session concluded with a presentation on the way forward after the completion of the programme.



Afternoon Session

For this year's afternoon session, teachers were invited to attend the official opening of the Urban Sustainability Centre in its new location.



Teach for ESD Awards Dinner and Celebration

The main event was the awards ceremony and dinner to celebrate the teacher's achievements. All teachers received their certificates displaying their successful badges and special awards were given for high achievements.



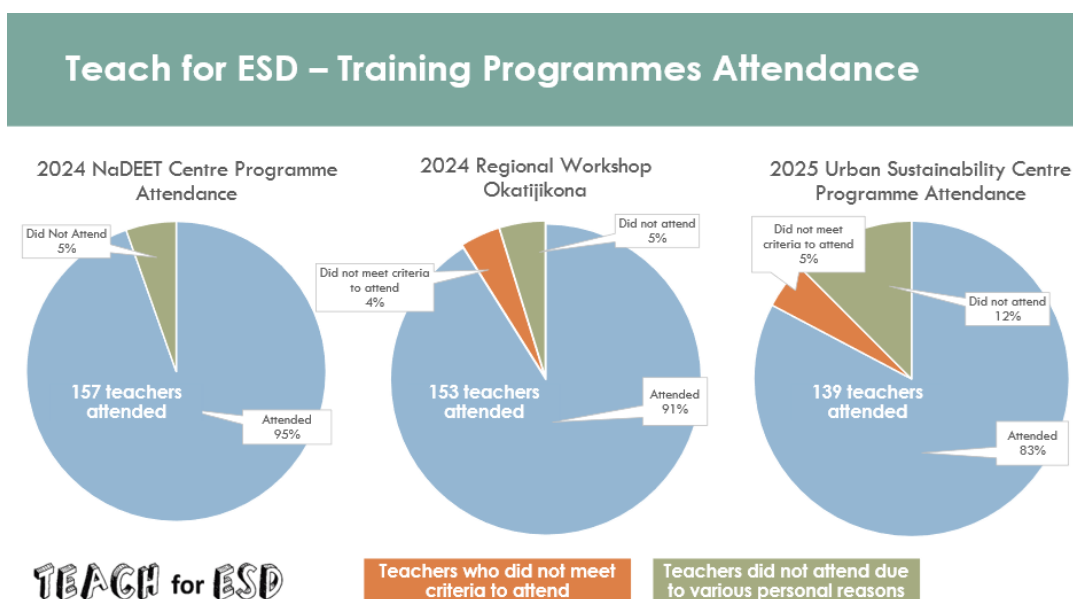
7. PROGRAMME OUTCOMES

As outlined in the report, the programme as had a significant impact on the participating teachers. The programme empowered teachers to become leaders in **Education for Sustainable Development (ESD)**, to benefit their learners and the entire **school community**. Teachers, from all phase levels and all subjects, gained knowledge in environmental topics. They experienced first-hand sustainable living, new teaching approaches and several different Namibian environments. Most teachers successfully worked with their partners which strengthen their activities through collaboration and teamwork.

PARTICIPATION

The programme maintained a 90% retention rate, with only twelve teachers formally withdrawing or inactive, and four unable to complete the 2-year programme. This included one partnership in which a participant passed away in a tragic accident, and two participants who changed careers that were no longer in teaching posts.

Participation in the contact sessions slightly decreased over time, mostly due to participation requirements. All participants were invited to the first NaDEET Centre training programme, in which 157 teachers (of 168) were able to attend. For the Regional Workshops teachers were required to have completed a minimum of one ESD activity (of which 4% did not meet the criteria) and the Urban Centre training, a minimum of two ESD activities (of which 5% did not meet the criteria). Any other participants that did not attend a training was due to personal reasons.

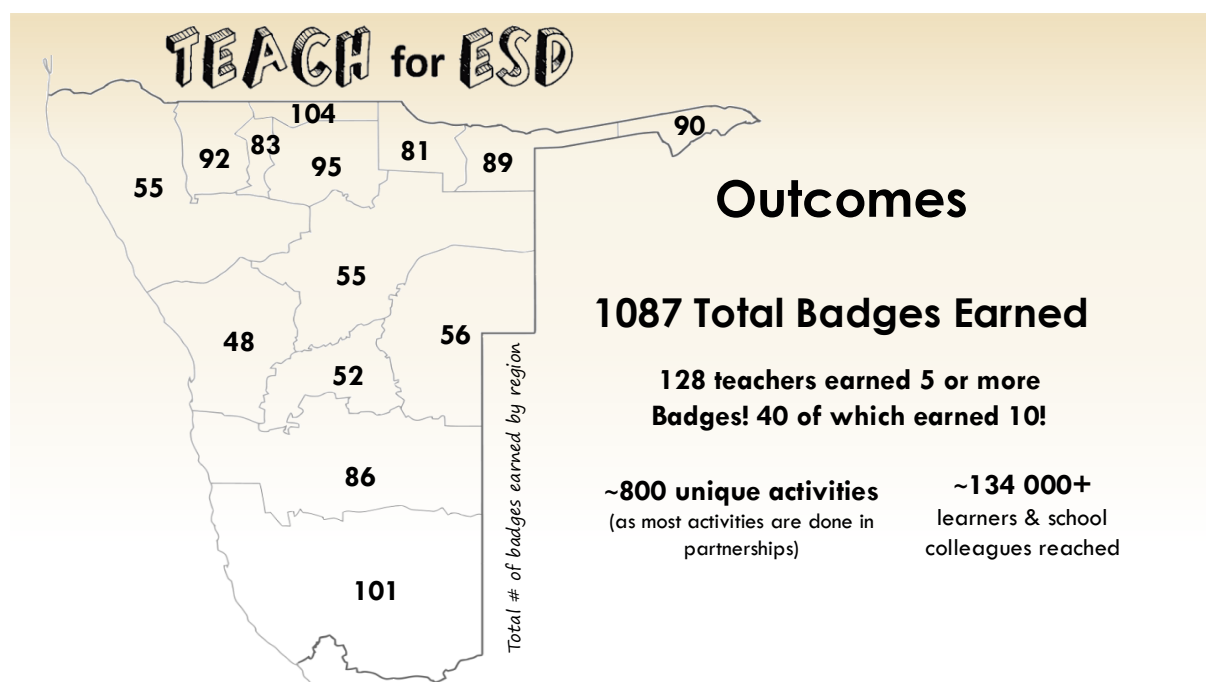


ESD ACTIVITY IMPLEMENTATION

ESD activity implementation was well achieved. 76% of the programme participants reached the goal of implementing a minimum of 5 out of 10 ESD activities at their school. Forty teachers set their own high goal, completing all 10 activities over the course of the programme. More than 80% of ESD activities were implemented in partnerships.

The Ohangwena Region earned the most ESD Badges during the programme, reaching 104 of the maximum 120 Badges that could be earned per region. The //Kharas Region earned the second most, with 101 Badges. Both regions were awarded at the Final Conference for their outstanding performance.

Most activities were performed in partnerships, totalling more than 800 unique activities. Most activities addressed the same target group within a school, therefore benefiting learners, teachers, and school management from each school are only counted once, reaching more than 134 000 individuals directly or indirectly through Teach for ESD multiplier activities.



LESSONS LEARNED

With two full cycles of Teach for ESD completed since 2021, NaDEET has met challenges through years affected by COVID-19 restrictions, school calendar changes, and amid a world experiencing events directly and indirectly negatively impacting the environment, thereby increasing once again the need for ESD. This has created an amplified landscape for learning. ESD is not just a training course, but a way of changing an individual's way of considering the world around them.

Teach for ESD has grown alongside our 388 successful teachers (out of 408 accepted teachers in the two cohorts), realising that a community of learning support, relevant planning, participatory monitoring and evaluation, and passion are what impact how our participating teachers learn and deliver ESD.

Key lessons learned are:

- The more community support – from school management, other teachers, and learners – the greater the ESD outcomes.
- Access to resources is important but can only aid learning and teaching if there is the motivation to understand them.
- Knowledge and skill development increase capacity but developing a love and new environmental ethic is what primarily changes behaviours and motivates the ESD Change Maker.

PLANNED CHANGES

The 2026-2027 Teach for ESD programme will accept a cohort of 112 teachers, with eight teachers from each region. The reduction in cohort size is both a logical and financial decision to ensure the programme is delivered with the upmost quality – reflecting ESD integration for long-term impact in Namibian education. Focused on the individual teacher to become an ESD multiplier, Teach for ESD will continue to support the professional development of a cohort to deliver results across their schools.

The NaDEET Teach for ESD internal team will change, with a dedicated Program Manager for the first time. Smaller regional groups overseen by a team of five Teach for ESD Advisors will allow for easier monitoring and evaluation processes and participant communications.

8. ANNEXES

Annex 1: Teach for ESD Programme Participant List	28
Annex 2: NaDEET Centre Programme for Teach for ESD	32
Annex 3: Teach for ESD Regional Workshop Programme.....	33
Annex 4: Regional Workshop Attendance	34
Annex 5: Schedule for Principal & Regional Info Workshops/Meeting	35
Annex 6: Principal & Regional Information Workshop Programme.....	36
Annex 7: Teach for ESD Badge Application	37
Annex 8: Example of Badge Application Feedback & Digital Badge	37
Annex 9: Urban Sustainability Centre Programme	38
Annex 10: Site Visit Schedule.....	39
Annex 11: Final Conference Programme	40

ANNEX 1: TEACH FOR ESD PROGRAMME PARTICIPANT LIST

	Region	M,F	Surname	First Name (s)	Name of School
1	Erongo	M	Hamutenya	Joseph Kandjimi	Erongosig Primary School
2	Erongo	F	Shalongo	Fudeni H.T	Erongosig Primary School
3	Erongo	M	Ndumba	Paulus Mukuve	Flamingo Primary School
4	Erongo	F	Kamhulu	Jakobine Nakahoya	Flamingo Primary School
5	Erongo	M	Niklaas	Fillemon Dylan	High Hope Primary School
6	Erongo	M	Awoseb	Erwin	High Hope Primary School
7	Erongo	F	Kazetjikuria	Nancey	Okongue Primary School
8	Erongo	F	Tom	Marchelina	Okongue Primary School
9	Erongo	F	Tjimune	Immaculatha Lina	Omatjete Primary School
10	Erongo	F	Uarije	Tizee	Omatjete Primary School
11	Erongo	F	Oarum	Denithia Tanya	Usakos Junior Secondary School
12	Erongo	M	Andreas	Absalom Tuhafeni	Usakos Junior Secondary School
13	Hardap	F	Tenda	Anna	D.D. Guibeb Primary School
14	Hardap	M	Kaffer	Elrico Elvano Leandro	D.D. Guibeb Primary School
15	Hardap	M	Tittus	Mokgadi	Danie Joubert Combined School
16	Hardap	M	Ausiku	Simon Petrus Shetunyenga	Danie Joubert Combined School
17	Hardap	M	Masule	George Mayanga	Dr Lemmer High School
18	Hardap	F	Andreas-Uukunde	Maria	Dr Lemmer High School
19	Hardap	F	Schaaf	Juliana	M & K Gertze High School
20	Hardap	F	Kahmann	Henrietta Rosetta	M & K Gertze High School
21	Hardap	F	Hakaye	Martha Kaulingoni	Rooiduin Senior Secondary School
22	Hardap	M	Gaingob	David	Rooiduin Secondary School
23	Hardap	M	Paulus	Joseph Alweendo	/Anes Secondary School
24	Hardap	F	Smith	Beaulah Ilanie	/Anes Secondary School
25	Kavango East	F	Siyanga	Isabel M	Andara Combined School
26	Kavango East	F	Ndunda	Ronica Silulwani	Andara Combined School
27	Kavango East	F	Mundambara	Johanna Sidono	Likwaterera Primary School
28	Kavango East	F	Makayi	Ester	Likwaterera Primary School
29	Kavango East	M	Mbangula	Ndeulita Stefanus	Maria Mwengere Secondary School
30	Kavango East	M	Kamati	Anton Ndandula	Maria Mwengere Secondary School
31	Kavango East	M	Nangombe	Enos	Neyuva Senior Secondary School
32	Kavango East	M	Kudumo	Daniel	Neyuva Senior Secondary School
33	Kavango East	F	Mukwaluudhi	Hilja Namutenya	Rundu Senior Primary School
34	Kavango East	M	Ndara	Thadeus Mawano	Rundu Senior Primary School
35	Kavango East	F	Nyumba	Elina Nduva	Wazanga Junior Primary School
36	Kavango East	M	Sikusho	Eventius Kantana	Wazanga Junior Primary School
37	Kavango West	F	Nekaro	Theresia	Ekondjo Primary School
38	Kavango West	F	Mbundu	Roide Ihemba	Ekondjo Primary School
39	Kavango West	M	Namwira	Armas	Namavambi Combied School
40	Kavango West	M	Ortmann	Laurens Thabo	Namavambi Combined School
41	Kavango West	M	Anton	Johannes Chihinga	Ncagcu Combined School

	Region	M,F	Surname	First Name (s)	Name of School
42	Kavango West	M	Moses	Kahuli	Ncagcu Combined School
43	Kavango West	F	Mayira	Theresia	Ncamagoro Combined School
44	Kavango West	F	Ndumba	Elinia Musova	Ncamagoro Combined School
45	Kavango West	F	Makanga	Faustina Tjangano	Sharukwe Combined School
46	Kavango West	F	Muhembo	Faustinah Mushova	Sharukwe Combined School
47	Kavango West	M	Dinyando	Petrus K	Sivara Senior Primary School
48	Kavango West	F	Muronga	Donata Kandambo	Sivara Senior Primary School
49	Kharas	F	Shihepo	Meke	Ambrosius Amutenya Primary School
50	Kharas	F	Ndala	Seleste Shilehe	Ambrosius Amutenya Primary School
51	Kharas	F	Hamukoto	Selma Taleni Shaamuningi	Aussenkehr Primary School
52	Kharas	F	Mwashekele	Monika	Aussenkehr Primary School
53	Kharas	F	Haufiku	Komesho Ndatoolewe	Ernst Jager Combined School
54	Kharas	M	Ndeulita	Bonifatius Ndeulita	Ernst Jager Combined School
55	Kharas	F	Kambara	Hildegard	Hoeksteen Primary School
56	Kharas	F	Indongo	Ndapandula Aune	Hoeksteen Primary School
57	Kharas	F	Shihepo	Tulela	Lordsville Secondary School
58	Kharas	F	Kambungu	Helvi Vulika	Lordsville Secondary School
59	Kharas	F	Mathe	Josephine	Marmer Primary School
60	Kharas	F	Hartung	Prudence Georgina	Marmer Primary School
61	Khomas	F	Tjivau	Tuvatee Siegfriedine	Dawid Bezuidenhout High School
62	Khomas	M	Kavetu	Charles	Dawid Bezuidenhout High School
63	Khomas	F	Haleinge	Didii Ndashitika Kauna	Gammams Primary School
64	Khomas	F	Kashihalwa	Hilka	Gammams Primary School
65	Khomas	F	Kalimbo	Hileni Alleta	Jan Mohr Secondary School
66	Khomas	F	Hihanguapo	Maria-Nelago	Jan Mohr Secondary School
67	Khomas	M	Shigwedha	Aili	Mandume Primary School
68	Khomas	F	Haikali	Natalia	Mandume Primary School
69	Khomas	F	Shipena	Laina	Namutuni Primary School
70	Khomas	F	Mbeeli	Saima Justina	Namutuni Primary School
71	Khomas	F	Shilongo	Ndatelela Ndapekeka	Olof Palme Primary School
72	Khomas	F	Shilongo	Irja Penelao Tuyakula	Olof Palme Primary School
73	Kunene	F	Nunes	Juliane	Elias Amxab Combined School
74	Kunene	F	Iyambo	Petrina Nangombe	Elias Amxab Combined School
75	Kunene	M	Michael	Titus Ndeyanale	Jakob Basson Combined School
76	Kunene	M	Kakenge	Moven Libongani	Jakob Basson Combined School
77	Kunene	M	Tjiuana	Bicco Kateuru	Omuhonga Combined School
78	Kunene	M	Jahongo	Simon	Omuhonga Combined School
79	Kunene	M	Uaraavi	Kaverarerua Hamelton	Otuzemba Primary School
80	Kunene	F	Katjaanda	Amuzembi	Otuzemba Primary School
81	Kunene	M	Kaute	Tutungeni	Outjo Secondary School
82	Kunene	F	Shihwandu	Paulina	Outjo Secondary School
83	Kunene	M	Howoseb	Richard	Th. F! Gaeb Primary School

	Region	M,F	Surname	First Name (s)	Name of School
84	Kunene	F	George	Liscen	Th. F! Gaeb Primary School
85	Ohangwena	F	Shimakeleni	Ando Loide	Haimbili Haufiku Secondary School
86	Ohangwena	F	Nangolo	Kristofina	Haimbili Haufiku Secondary School
87	Ohangwena	F	Kapunda	Taimi Ndigwana Namvula	Omutaku Combined School
88	Ohangwena	F	Paulino	Anna Nangula	Omutaku Combined School
89	Ohangwena	F	Haishonga	Natalia Ndapandula	Onamunhama Combined School
90	Ohangwena	M	Haundjodjo	Matias Teleleni	Onamunhama Combined School
91	Ohangwena	F	Shatona	Serafina Nghiikimote	Onghala Combined School
92	Ohangwena	F	Haidie	Maria Lijolifeni	Onghala Combined School
93	Omusati	M	Uunona	Fillemon Thigenipo	Okomakwiya Combined School
94	Ohangwena	F	Hashiyana	Velishana	Oshaango Combined School
95	Ohangwena	F	Haiyambo	Christine Ndeuliwana	Oupili Combined School
96	Ohangwena	M	Nambinga	Teopherus Hilalulwa	Oupili Combined School
97	Omaheke	M	Damaseb	Petrus Dolf	C.Heuva High School
98	Omaheke	M	Ngaujake	Mitchelle	C.Heuva High School
99	Omaheke	F	Hakaala	Loide Ndayooka	Gobabis Project School
100	Omaheke	F	Ngurunjoka	Muahao	Gobabis Project School
101	Omaheke	F	Shipopyeni	Lydia Nghimelwandjovo	Nossob Combined School
102	Omaheke	M	Witbeen	Quinton	Nossob Combined School
103	Omaheke	F	Kashango	Elizabeth Shekupe	Otjivero Combined School
104	Omaheke	M	Shikongo	Salom	Otjivero Combined School
105	Omaheke	M	Garureb	Armin Romanus	Rakutuka Primary School
106	Omaheke	F	Suva	Nandeekua	Rakutuka Primary School
107	Omaheke	F	Erastus	Toini Mariana	Wennie Du Plessis Secondary School
108	Omaheke	F	Paulus	Hortensia Ndeumona	Wennie Du Plessis Secondary School
109	Omusati	F	Haindongo	Hilya Ndafelao	Epoko Combined School
110	Omusati	F	Mukulu	Johanna Mwakwatomeya	Epoko Combined School
111	Omusati	F	Kaapanda	Ruusa Maria	Kampelo Combined School
112	Omusati	F	Amadhila	Lahya Magano	Kampelo Combined School
113	Omusati	M	Ashipala	Petrus	Ondeka Combined School
114	Omusati	F	Lukileni	Lahia	Ondeka Combined School
115	Omusati	M	Ananias	Leo Tegiiko	Onyika Junior Secondary School
116	Omusati	F	Matheus	Lovisa Kaino	Onyika Junior Secondary School
117	Omusati	F	Shivute	Fransina Kondjashili	Shikongo lipinge Sr Secondary School
118	Omusati	F	Shimooshili	Virginia Shimutsikeni	St. Charles Lwanga Secondary School
119	Omusati	M	Nambinga	Linus Kondjeni	Uutsathima Combined School
120	Omusati	F	Jeremia	Maria Twelikondjela	Uutsathima Combined School
121	Oshana	M	Shilongo	Linus	Eloolo Combined School
122	Oshana	F	Shinyama	Lovisa Ndiili	Eloolo Combined School
123	Oshana	F	Ndimulunde-Sheehama	Lydia Ndapandula	Iipumbu Senior Secondary School
124	Oshana	F	Ambunda	Vistorina	Iipumbu Senior Secondary School
125	Oshana	M	Indombo	Vitalis	Kapolo Combined School
126	Oshana	F	Shoongo	Johanna Ngesheya	Kapolo Combined School

	Region	M,F	Surname	First Name (s)	Name of School
128	Oshana	M	Teofelus	Erastus	Oluno Primary School
127	Oshana	M	Nicodemus	Leonard K	Kupila Combined School
129	Oshana	M	Shikulo	Josef Etuwete	Oluno Primary School
130	Oshana	M	Wilhem	Moses Hilifa	Onamutai Primary School
131	Oshana	F	Efraim	Helena Walipeni Shange-Elao	Onamutai Primary School
132	Oshana	F	Hamalwa	Albertina Mwaninga	Uukwiyoongwe Combined School
133	Oshikoto	F	Erastus	Tukondjeni Tuyenikelao	Hans Daniel Namuhuja SS School
134	Oshikoto	F	Kondyila	Selma Nongoneni	Hans Daniel Namuhuja SS School
135	Oshikoto	F	Nghinyengwile	Olivia	Joseph Simaneka Asino SS School
136	Oshikoto	F	Shilemba	Teopolina Ndinelago	Joseph Simaneka Asino SS School
137	Oshikoto	F	Thomas	Johanna Ndahafa	Niigambo Combined School
138	Oshikoto	F	Uunona	Tseline	Niigambo Combined School
139	Oshikoto	M	Shayuka	Sakaria	Olupale Combined School
140	Oshikoto	F	Kulo	Timoteus Sondaha	Olupale Combined School
141	Oshikoto	F	Ileka	Rauna Ndelitungapo	Omukwiugwemanya SS
142	3Oshikoto	F	Ndemwoongela	Eunike	Omukwiugwemanya SS
143	Oshikoto	F	Shingenge	Peliwe	Tsintsabis Combined School
144	Oshikoto	F	Shiimi	Ester Kandiwapa	Tsintsabis Combined School
145	Otjozondjupa	M	Vetira	Cleven Zuvazuva	Karundu Junior Secondary School
146	Otjozondjupa	M	Sinvula	Casious Simasiku	Karundu Secondary School
147	Otjozondjupa	F	Alweendo	Ndeshitiwa Kaushike	Khorab Secondary School
148	Otjozondjupa	M	Amon	Johannes Pendapala	Khorab Secondary School
149	Otjozondjupa	M	Zemburuka	Eben- John Zerijana	Otjozondju Primary School
150	Otjozondjupa	M	Silumbu	Makumba	Otjozondju Primary School
151	Otjozondjupa	F	Immanuel	Olivia N	Paresis Secondary School
152	Otjozondjupa	F	Tjindjo	Tjekupe F	Paresis Secondary School
153	Otjozondjupa	M	Lusiku	Joseph	Tsumkwe Primary School
154	Otjozondjupa	F	Amadhila	Ndapanda Rakkell	Tsumkwe Primary School
155	Otjozondjupa	F	Shikomba	Ndahafa Landuleni Omwene	Wilhelm Nortier Primary School
156	Otjozondjupa	F	Haimbodi	Rosa Ndityeshike	Wilhelm Nortier Primary School
157	Zambezi	M	Mboosi	Hillary Simwanza	Bito Primary School
158	Zambezi	M	Simataa	Douglas Sinvula	Bito Primary School
159	Zambezi	M	Siseho	Emmanuel	Makanga Combined School
160	Zambezi	F	Milunga	Maisi Sandra	Makanga Secondary School
161	Zambezi	F	Mahula	Susan Masiliso	Mpacha Primary School
162	Zambezi	F	Sinvula	Mildred Njahi	Mpacha Primary School
163	Zambezi	F	Mahula	Ntombi Perris	Mubiza Combined School
164	Zambezi	F	Mapenzi	Ronnety Zita	Mubiza Combined School
165	Zambezi	M	Sikwela	Liameko Fibian	Sikaunga Primary School
166	Zambezi	F	Mabote	Charity Mbula	Sikaunga Primary School
167	Zambezi	M	Lungwe	Muyoba Abraham	Singalamwe Combined School
168	Zambezi	F	Mucheka	Kahimbi Lydia	Singalamwe Combined School

ANNEX 2: NaDEET CENTRE PROGRAMME FOR TEACH FOR ESD



Teach for ESD NaDEET Centre Workshop Programme

11 - 15 March 2024

Improving ESD Teaching & Learning Experiences in Namibia








Sponsored by Bread for the World

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TIME	Monday	TIME	Tuesday	TIME	Wednesday	TIME	Thursday	TIME	Friday	
6:15		6:15		6:15		6:15	Snack preparation & collection	6:15		
6:30		6:30	Breakfast preparation	6:30	Breakfast preparation	6:30	Session 10 Biodiversity Exploration Dune Walk Biodiversity Inventory Activities (Toolkit 3.9)	6:30	Packed Breakfast Departure	
6:45		6:45		6:45		6:45		6:45		
7:00		7:00	Breakfast	7:00	Breakfast	7:00		7:00		
7:15		7:15		7:15		7:15		7:15		
7:30		7:30	Session 1 T4ESD Programme Overview	7:30	Session 6 What is ESD? Define ESD - Think-Pair-Share ESD Journeys (Toolkit 2)	7:30		7:30		
7:45		7:45		7:45		7:45		7:45		
8:00		8:00	Session 2 The Environmental Crisis (Toolkit 1)	8:00		8:00		8:00		8:00
8:15		8:15		8:15		8:15		8:15		8:15
8:30		8:30		8:30		8:30		8:30		8:30
8:45		8:45		8:45		8:45		8:45		8:45
9:00		9:00		9:00		9:00	9:00			
9:15		9:15		9:15		9:15	9:15			
9:30		9:30	Solar Cooking for lunch (Toolkit 3.6)	9:30	Solar Cooking for dinner (Toolkit 3.6)	9:30	Breakfast	9:30		
9:45		9:45		9:45		9:45		9:45		
10:00		10:00	Health Break	10:00	Health Break	10:00	Break	10:00		
10:15		10:15		10:15		10:15		10:15		
10:30		10:30	Session 2 Cont.. The Global Response (Toolkit 2)	10:30	Session 6 Cont.. What is ESD? ESD Concepts Values Corner ESD in Context of the SDGs (Toolkit 2)	10:30	Session 10 cont.. Biodiversity Exploration Ecosystem services Outdoor learning Activities (Toolkit 3.9)	10:30	Return home (Departure Times to be arranged based on travel)	
10:45		10:45		10:45		10:45		10:45		
11:00		11:00		11:00		11:00		11:00		
11:15		11:15		11:15		11:15		11:15		
11:30		11:30		11:30		11:30		11:30		
11:45		11:45		11:45		11:45		11:45		
12:00		12:00		12:00		12:00	12:00			
12:15		12:15		12:15		12:15	12:15			
12:30		12:30		12:30	Session 7 Lets get Practical (Toolkit 3 & Badge)	12:30	12:30	12:30		
12:45		12:45		12:45		12:45	12:45	12:45		
13:00		13:00	Lunch	13:00	Lunch	13:00	Lunch	13:00		
13:15		13:15		13:15		13:15		13:15		
13:30		13:30	Lunch cleanup	13:30	Lunch cleanup	13:30	Lunch cleanup	13:30		
13:45		13:45	Break	13:45	Break	13:45	Break	13:45		
14:00		14:00		14:00		14:00		14:00		
14:15		14:15		14:15		14:15		14:15		
14:30	Arrive & Walk to Centre	14:30		14:30		14:30		14:30		
14:45		14:45	14:45	14:45	14:45	14:45	14:45			
15:00		15:00	15:00	15:00	15:00	15:00	15:00	15:00		
15:15	Move into accommodation	15:15	Measuring our Enviro Footprint -Day 1- (Toolkit 3.6)	15:15	Measuring our Enviro Footprint -Day 2- (Toolkit 3.6)	15:15	Rubbish from accommodation	15:15		
15:30		15:30		15:30	Drive down to NaDEET Base	15:30	Measuring our Enviro Footprint - Day 3 - (Toolkit 3.6)	15:30		
15:45		15:45	Break	15:45	Session 8	15:45		15:45		
16:00		16:00		16:00	Visit to NaDEET Base	16:00	Small Break	16:00		
16:15	Welcoming to NaDEET Centre Registration Orientation for regions (based on arrival)	16:15	Session 3 Shop Until you Drop (Toolkit 1)	16:15	Garden, Water & EV Powerhouse	16:15	Session 11 Teach for ESD Programme The Way Forward (Toolkit 3.3 & 3.4)	16:15		
16:30		16:30	16:30	16:30	16:30	16:30				
16:45		16:45	16:45	16:45	16:45	16:45				
17:00		17:00	17:00	17:00	17:00	17:00				
17:15		17:15	17:15	17:15	17:15	17:15				
17:30		17:30	17:30	17:30	17:30	17:30				
17:45		17:45	Session 4 Waste Management FES & Recycled Fireballs (Toolkit)	17:45	Compost & 5R's Info Centre (Toolkit 3.6 & 3.7)	17:45	17:45			
18:00	Introduction to NaDEET Video & Staff intros	18:00	Break	18:00	Walk back to Centre Break	18:00	Break	18:00		
18:15		18:15		18:15		18:15		18:15		
18:30	Dinner	18:30	Dinner	18:30	Dinner	18:30	Group Photo Sunset on the dunes	18:30		
18:45		18:45		18:45		18:45		18:45		
19:00		19:00		19:00		19:00		19:00		
19:15		19:15	Break	19:15	Break	19:15	Dinner	19:15		
19:30	Session 0 Participant Introductions Enviro Guessing Game (if time allows)	19:30	Session 5 Film night featuring Green Belt Movement founder Wangari Maathai (Toolkit 3.10)	19:30	Session 9 Africa Dark Sky Reserve Astronomy and Light Pollution (Toolkit 1)	19:30		19:30		
19:45		19:45		19:45		19:45		19:45		
20:00		20:00		20:00		20:00	20:00			
20:15		20:15		20:15		20:15	20:15			
20:30		20:30		20:30		20:30	Session 12 Environmental Quiz Evaluations & Certificates	20:30		
20:45	Day Finished	20:45	Day Finished	20:45	Day Finished	20:45		20:45		
21:00		21:00	Day Finished	21:00	Day Finished	21:00		Day Finished	21:00	

ANNEX 3: TEACH FOR ESD REGIONAL WORKSHOP PROGRAMME

							
		Regional Workshop Programme					
		OKATJIKONA EE CENTRE (August 2024)					
		<i>Improving ESD Teaching & Learning Experiences in Namibia</i>					
		<i>Sponsored by Bread for the World; Supported by Ministry of Education, Arts & Culture</i>					
TIME	Arrival Day	TIME	Day 1	TIME	Day 2	TIME	Departure Day
6:30		6:30		6:30	Snack	6:30	
6:45		6:45		6:45		6:45	
7:00		7:00		7:00		7:00	
7:15		7:15	Breakfast	7:15		7:15	Breakfast & To-go Pack
7:30		7:30	<i>daily attendance</i>	7:30		7:30	
7:45		7:45		7:45		7:45	
8:00		8:00	Welcoming	8:00	Session 7	8:00	Departure
8:15		8:15	Introductions	8:15	Okatjikona Hike	8:15	
8:30		8:30	Recap of previous training	8:30	(Toolkit 3.1 & 3.9)	8:30	
8:45		8:45	Overview of Regional Workshop	8:45		8:45	
9:00		9:00	Session 1	9:00		9:00	
9:15		9:15	Outdoor Learning in Namibia	9:15		9:15	
9:30		9:30	(Part 1)	9:30		9:30	
9:45		9:45	Session 2	9:45	Breakfast	9:45	
10:00		10:00	Climate Change Exhibition	10:00		10:00	
10:15		10:15	(Toolkit 3.1 Teach About the Environment)	10:15		10:15	
10:30		10:30		10:30	Health Break	10:30	
10:45		10:45		10:45		10:45	
11:00		11:00	Health Break	11:00		11:00	
11:15		11:15		11:15	<i>Attendance Register</i>	11:15	
11:30		11:30	Session 1 (cont)	11:30	Session 8	11:30	
11:45		11:45	Outdoor Learning in Namibia	11:45	Skills & Tools for a Great Badge	11:45	
12:00		12:00	(Part 2)	12:00	1. Pictures (Collage pictures)	12:00	
12:15		12:15	Flow Learning- Duplication	12:15	2. Activity description	12:15	
12:30		12:30	(Toolkit 3.9 Teach In Nature)	12:30	3. Videos (Capcut)	12:30	
12:45		12:45		12:45		12:45	
13:00		13:00	Lunch	13:00	Lunch	13:00	
13:15		13:15		13:15		13:15	
13:30		13:30		13:30		13:30	
13:45		13:45		13:45		13:45	
14:00		14:00	Session 3	14:00	Break	14:00	Travel back to region
14:15		14:15	Badge Application Debrief	14:15		14:15	
14:30		14:30	Good Badge vs Bad Badge	14:30		14:30	
14:45		14:45		14:45		14:45	
15:00		15:00	Session 4	15:00	Session 9	15:00	
15:15		15:15	Environmental Auditing	15:15	Mammals of Namibia Booklets	15:15	
15:30		15:30	(Toolkit 3.6 Reduce Resource Use)	15:30	The Animal Game	15:30	
15:45		15:45	Short Break	15:45	& Swift 30 Game	15:45	
16:00		16:00	Session 5	16:00	(Toolkit 3.1 Teach About the Environment & 3.9 Teach in Nature)	16:00	
16:15		16:15	What Will You Decide?	16:15		16:15	
16:30	Arrival & Registration	16:30	A Community Decision Making Game	16:30		16:30	
16:45		16:45		16:45		16:45	
17:00	Accommodation-Move In	17:00	(Toolkit 3.1 & 3.2)	17:00		17:00	
17:15		17:15	Day 1 Review	17:15	Closing:	17:15	
17:30		17:30		17:30	Workshop Evaluations & Certificates	17:30	
17:45		17:45	Break (Walk to the fountain)	17:45		17:45	
18:00		18:00		18:00		18:00	
18:15	Dinner	18:15		18:15	Dinner	18:15	
18:30		18:30		18:30		18:30	
18:45		18:45	Dinner	18:45		18:45	
19:00		19:00		19:00		19:00	
19:15	Share Screen Africa videos	19:15	Pictures and videos for session 7	19:15	Break (Packing)	19:15	
19:30		19:30	Session 6	19:30		19:30	
19:45		19:45	The man who stopped the desert	19:45		19:45	
20:00	End of Programme	20:00	(Toolkit 1)	20:00	End of Programme	20:00	
			End of Programme				

ANNEX 4: REGIONAL WORKSHOP ATTENDANCE

Regions	Date of Programme	No. of Participants
Omaheke & Otjozondjupa	31 July-3Aug	20
Kavango East & West	4-7 Aug	19
Zambezi & Khomas	7-10 Aug	23
Erongo & Kunene	11-14 Aug	22
Oshikoto & Ohangwena	14-17 Aug	23
Hardap & Karas	18-21 Aug	23
Omusati & Oshana	21-24 Aug	23

ANNEX 5: SCHEDULE FOR PRINCIPAL & REGIONAL INFO WORKSHOPS/MEETING



Teach for ESD - Principal & Regional Meetings Schedule
5 - 26 April 2024

Date	Meeting	Location of Workshop
Fri, 05-Apr	1: <i>Erongo</i>	Swakopmund
Tue, 09-Apr	2: <i>Otjozondjupa</i>	Otjiwarongo
Wed, 10-Apr	3: <i>Kunene</i>	Khorixas
Fri, 12-Apr	4: <i>Omusati</i>	Outapi
Mon, 15-Apr	5: <i>Oshana</i>	Oshakati
Mon, 15-Apr	6: <i>Khomas</i>	Windhoek
Tue, 16-Apr	7: <i>Oshikoto</i>	Ondangwa
Tue, 16-Apr	8: <i>Omaheke</i>	Gobabis
Wed, 17-Apr	9: <i>Ohangwena</i>	Eenhana
Wed, 17-Apr	10: <i>Hardap</i>	Mariental
Thu, 18-Apr	11: <i>Karas</i>	Keetmanshoop
Fri, 19-Apr	12: <i>Kavango West</i>	Nkurenkuru
Mon, 22-Apr	13: <i>Zambezi</i>	Katima
Wed, 24-Apr	14: <i>Kavango East</i>	Rundu



ANNEX 6: PRINCIPAL & REGIONAL INFORMATION WORKSHOP PROGRAMME




TEACH for ESD

Improving ESD Teaching & Learning Experiences in Namibia
Principals & Region Information Workshop

PROGRAMME

8:30 - 8:45	ARRIVAL & REGISTRATION
8:45 - 9:15	WELCOME <ul style="list-style-type: none"> • Introductions • Who is NaDEET? (Intro Video)
9:15 - 10:00	UNDERSTANDING ESD AND THE NAMIBIAN CONTEXT <ul style="list-style-type: none"> • ACTIVITY 1: What is EE/ESD <ul style="list-style-type: none"> ◦ Defining EE/ESD and the SDGs • Namibia's EE/ESD Policy and ESD journey
10:00 - 10:20	TEACH FOR ESD PROGRAMME OVERVIEW <ul style="list-style-type: none"> • Programme components & outcomes
10:20 - 10:50	<i>Group Picture & Health Break</i>
10:50 - 12:15	IMPLEMENTING ESD AT SCHOOL <ul style="list-style-type: none"> • ACTIVITY 2: Challenges implementing ESD at School • Teach for ESD within the EE/ESD National Policy (Strategy & Action Plan) • ACTIVITY 3: Mind Mapping Stakeholders (of the Namibian Child)
12:15 - 12:45	HOW CAN YOU ENABLE ESD AND THE TEACH FOR ESD PROGRAMME? <ul style="list-style-type: none"> • Principals • Regional officers • Way Forward • Q&A
13:00	END

ANNEX 7: TEACH FOR ESD BADGE APPLICATION



TEACH FOR ESD – BADGE APPLICATION
2024-2025

TEACH for ESD

Apply for your ESD Badge by filling out the following form carefully and honestly. Refer to the reference sheet and be sure to include all necessary information.

First Name:	Region:
Surname:	School:

1. WHICH BADGE ARE YOU APPLYING FOR?

<input type="checkbox"/> -1 Teach about the Environment	<input type="checkbox"/> -6 Reduce Resource Use
<input type="checkbox"/> -2 Teach for a Sustainable World	<input type="checkbox"/> -7 Promote Learner Well-being
<input type="checkbox"/> -3 Develop ESD Leadership	<input type="checkbox"/> -8 Create Environmental Awareness
<input type="checkbox"/> -4 Strategise ESD Action	<input type="checkbox"/> -9 Teach in Nature
<input type="checkbox"/> -5 Bring Biodiversity into Schoolgrounds	<input type="checkbox"/> -10 Sharing ESD with Others

2. TELL US ABOUT YOUR ESD ACTIVITY

a) Name of Activity:

b) Brief Summary of Activity (1-2 sentences):

c) Date of Activity:

d) Did you use the Toolkit? yes no


e) Did you work with your partner? yes no

3. TELL US ABOUT YOUR PARTICIPANTS

Who are they? (ex. science class; enviro club; teacher committee; whole school?)	First time? (with this group)	How many? (actual # total)	Grades/adults? (Please tick all that apply)
	<input type="checkbox"/> yes <input type="checkbox"/> no		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Teachers <input type="checkbox"/> Other adults

4. MATERIALS & RESOURCES

What materials & resources did you use/ make for the activity? (ex. worksheets, classroom aids, etc.)



TEACH FOR ESD – BADGE APPLICATION
2024-2025

5. PLANNING & IMPLEMENTATION

What steps did you take in **planning and implementing** the activity?

6. EVALUATION

Please rate the following on a scale of 1-10 (where 1 = poor; 10 = excellent) by circling the rating

a) What was your overall **impression** on how the activity went?
(Poor) 1 2 3 4 5 6 7 8 9 10 (Excellent)

b) What was your participant group's **feedback**?
(Poor) 1 2 3 4 5 6 7 8 9 10 (Excellent)

c) Will you repeat or continue with this activity? Yes No Why/why not?

d) What can you improve?


7. EVIDENCE

Please attach two forms of evidence along with your application. Write a very brief explanation of your evidence. (ex. lesson plan on SDGs; photo of environmental club; video of recycling presentation, etc.)

Evidence 1: _____

Evidence 2: _____

ANNEX 8: EXAMPLE OF BADGE APPLICATION FEEDBACK & DIGITAL BADGE



TEACH for ESD

ESD Badge Application Feedback

Badge 8: Create Environmental Awareness

SUB-TOPIC	OUTCOME
Celebrate Environmental Days	
NAME: Maria Nelago Hihanguapo	Badge Awarded
SCHOOL: Jan Mohr Secondary School	
REGION: Windhoek	

APPLICATION SUMMARY

Question	Yes/No	Comments
Is the application complete?	Yes	
Does the activity meet the criteria?	Yes	
Is time applying?	Yes	
Used the Toolkit?	Yes	
Worked with Partner?	Yes	

QUALITY OF APPLICATION
(1 = incomplete; 2 = needs improvement; 3 = adequate; 4 = good; 5 = excellent)

Section	Rating	Comments
1. Badge	5	
2. About Activity	4	
3. Participants	4	
4. Planning & Implementation	4	
5. Material & Resources	5	
6. Evaluation	4	
7. Evidence 1	4	
7. Evidence 2	4	

ACTIVITY ASSESSMENT

ADVISOR FEEDBACK

Congratulations on successfully organising and implementing an event of that magnitude. Though the media was not involved, you have shared ESD with others and involved stakeholders beyond the schoolgrounds and education partners in the celebration. What a great way to create awareness about Earth Day! I would have loved to see the poems and posters from the different schools. Planning in advance and early communication with the stakeholders involved, is important in successfully implementing the activity and perhaps you can officially add this to the school calendar (see toolkit 3.8).

We think this activity (is)... ***** **Excellent & Inspiring!**

Processed by:	V. Keding
Date:	22/05/2024



TEACH for ESD
Improving ESD Teaching & Learning Experiences in Namibia

Congratulations
Maria Nelago Hihanguapo
You have been awarded the badge:



CREATE ENVIRONMENTAL AWARENESS

22 May 2024

One of ten ESD Badges earned in the 2-year Teach for ESD programme

This programme is sponsored by **Brot Rotary**   This programme is supported by **MINISTRY OF EDUCATION, ARTS & CULTURE** 

V. Keding
Viktoria Keding
Director

ANNEX 10: SITE VISIT SCHEDULE

SCHOOL SITE VISIT DATES

Regions	Dates
Hardap (Rehoboth)	28 July - 1 August
Khomas	28 July - 1 August
Oshikoto	21 - 24 July
Oshana	25 - 29 July
Zambezi	4 - 6 August
Omusati	30 July - 4 August
Hardap	11 - 15 August
Ohangwena	5 - 7 August
Omaheke	12 - 14 August
Kavango East	13 - 23 August
Kavango West	13 - 23 August
Erongo	15 - 22 August
//Kharas	18 - 21 August
Kunene	18 - 22 August
Otjozondjupa	27 August - 1 September

ANNEX 11: FINAL CONFERENCE PROGRAMME



TEACH for ESD

FINAL CONFERENCE ~ 3 December 2025



Arrival Day (Tuesday) 2 DECEMBER 2025

15:00 – 18:00	Arrival & Registration at <i>Swakopmund Municipal Bungalows</i>
18:00 – 21:00	Dinner at <i>Swakopmund Paintball & Adventure Centre</i>

Conference Day (Wednesday) 3 DECEMBER 2025

6:30 – 8:30	Breakfast at <i>Swakopmund Paintball & Adventure Centre</i>
8:30 – 9:00	Transfer* to morning session venues** & register
	Group 1: <i>Urban Sustainability Centre</i>
	Group 2: <i>National Aquarium Auditorium</i>
	Group 3: <i>COSDEF Ovetu Hall</i>

**See the Group List attached, to determine which group you are in.

MORNING SESSION

9:00 – 12:00	Sharing Our ESD Activities
12:00 – 12:30	The Way Forward
12:30 – 14:30	Receiving of packed lunch, transfer to accommodation & break
14:30 – 15:00	Transfer to <i>Urban Sustainability Centre</i> & register

AFTERNOON SESSION

15:00 – 16:30	Official Opening of NaDEET Urban Sustainability Centre
16:30 – 17:30	Break & get dressed for Awards Evening
17:30 – 17:50	Transfer to <i>Swakopmund Paintball & Adventure Centre</i>

EVENING SESSION

18:00 – 21:00	Awards Evening & Dinner (Theme: Nature's Colours)
21:00 – 23:00	Dessert, Music & Dance
22:00 – 23:00	Transfer to accommodation

Departure Day (Thursday) 4 DECEMBER 2025
