



TEACH for ESD



Namib Desert Environmental Education Trust (NaDEET)

Teach for ESD

Improving Education for Sustainable Development (ESD) teaching and learning experiences in Namibia
2021 – 2022 Programme Report

13 June 2023
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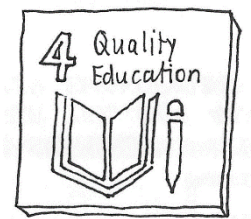
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INTRODUCTION

Teach for ESD is a two-year teacher professional development programme with the aim of using NaDEET’s established expertise and Environmental Education Centres to address national concerns in the integration of Environmental Education (EE) and Education for Sustainable Development (ESD) into the national school curriculum. The programme, aligned with NaDEET’s strategic plan to expand ESD reach and share knowledge, grow skills, and change approaches in respect to the environment, is also a response to national goals described in the Namibian National EE and ESD Policy (2019) and its Strategic and Action Plan (2022-2026) in *developing ESD programmes, learning support materials, and providing training, networking, and capacity building* among all life-long learners. Teachers, recognised as the change agent in moulding Namibia’s future generations, are the target participants for this programme.

The Recognised Gap within the Namibian National Curriculum

ESD, as Environmental Studies, is not only a junior primary core subject, but a cross-cutting theme throughout senior primary and secondary phases, setting the expectation that teachers will develop the knowledge and skills to integrate it into their class subjects. This has proven to be challenging therefore has not resulted in the desired outcome. While some of these perceived challenges are fundamental, such as the general exam focused system and lack of lesson preparation time, others are a lack of access to ESD resources and full understanding of ESD of how to implement, which is a gap that Teach for ESD aims to address.



Teach for ESD delivers three curriculum activating components to provide knowledge and skills, but also to inspire agency among Namibian teachers so they are confident and motivated to change the way they implement ESD and practice sustainability within their profession, but also their daily life.

- 1) The Teach for ESD Toolkit, written by NaDEET, that teaches about the environment, ESD, and implementation. Its primary intention is to connect the teachers with already existing **ESD resources** of Namibian, Regional, and international perspectives that they can use to learn and teach ESD.
- 2) Aligned with the Teach for ESD Toolkit, they participate in **practical training** at NaDEET’s Environmental Education Centres. Benefiting from NaDEET’s expertise in environmental education and award-winning programmes, Teach for ESD Training programmes empower teachers to apply what they learn through different types of implementation activities at their schools.
- 3) **Support, Monitoring, and Evaluation** activities throughout the two-years promote collaboration between NaDEET and teachers, which include further workshops, school site visits, and the ESD Badge monitoring system. These activities ensure the participant’s success in ESD implementation at school, providing feedback to enrich activities, while sharing throughout the process.

Covid-19 Setbacks and Adaptations

Despite the programme being designed on a two-year timeline, COVID-19, and the restrictions that re-shaped both the education system and society itself caused the programme significant setbacks, shortening the first Teach for ESD programme to 21 months (April 2021-December 2022) and required the final conference to spill over into February 2023.

The development and framework, which was to take place throughout 2020, was prolonged until October of that year due to regulations and COVID-19 outbreaks, which prevented consultative workshops from taking place.

In January 2021, school re-openings were delayed and under new attendance regulations. Programme communications to the regional directorates, schools, and teachers were delayed, thus application processing only finalised and participants welcomed to the programme in April 2021, four-months behind schedule.

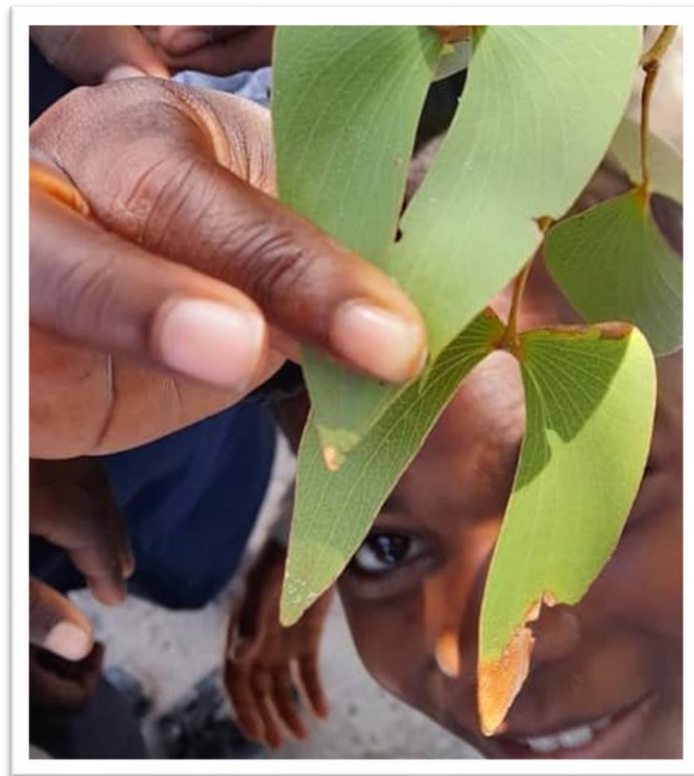
Due to minimising in-person contact, several national COVID-19 outbreaks, and the importance of teachers adjusting to the new school protocols, the Centre-Based ESD trainings were delayed twice. This pushed the practical training component nearly five months behind schedule, only beginning in late August 2021. Additionally, this created a gap for many of the teachers between the training and the monitoring of the implementation phase of the programme, which only began in the 2022 school year.

The training delay affected the distribution of the Toolkit and how it was integrated into the programme. Teachers were eager to get started, so it was couriered to all 240 teachers nationwide, with self-assessments to engage them in the content. User videos were created to adapt to the distance learning against the intended introduction of the Toolkit, which was to align it with the practical training sessions. This reduced the effectiveness of the Toolkit during early implementation.

While the programme was undoubtedly successful overall, COVID-19 forced adaptations to the programme, caused some disruption and disorganisation, but increased the emphasis to plan activities with resilience.



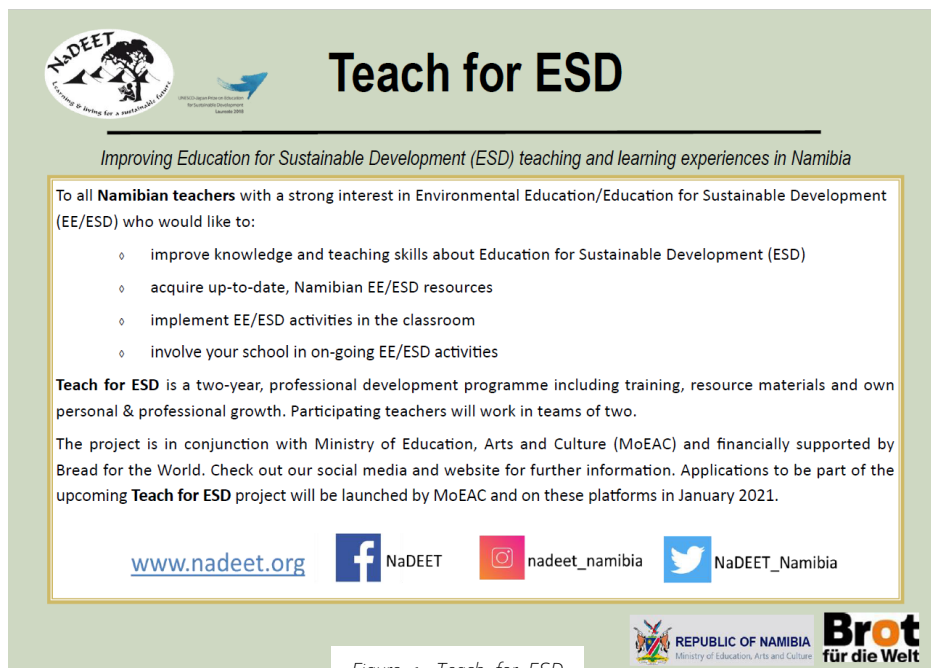
1. TEACH FOR ESD PROGRAMME COMPONENTS



1.1 Application

NaDEET’s Teach for ESD Programme was announced in December 2020, with the application launching in January 2021. The original deadline for application submission was 26 February 2021 which was extended to 19 March 2021 to allow for the communication to reach as many potential applicants as possible.

Applicant Demographics



Teach for ESD

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

To all **Namibian teachers** with a strong interest in Environmental Education/Education for Sustainable Development (EE/ESD) who would like to:

- improve knowledge and teaching skills about Education for Sustainable Development (ESD)
- acquire up-to-date, Namibian EE/ESD resources
- implement EE/ESD activities in the classroom
- involve your school in on-going EE/ESD activities

Teach for ESD is a two-year, professional development programme including training, resource materials and own personal & professional growth. Participating teachers will work in teams of two.

The project is in conjunction with Ministry of Education, Arts and Culture (MoEAC) and financially supported by Bread for the World. Check out our social media and website for further information. Applications to be part of the upcoming **Teach for ESD** project will be launched by MoEAC and on these platforms in January 2021.

www.nadeet.org | NaDEET | nadeet_namibia | NaDEET_Namibia

REPUBLIC OF NAMIBIA Ministry of Education, Arts and Culture | Brot für die Welt

Figure 1: Teach for ESD

Teach for ESD received 978 applications from teachers across the country, and all 14 regions. The turnout far exceeded expectations, requiring a longer processing period. All applicants who provided an accurate email address were notified of their application decision and whether they were accepted into the programme in April 2021.

Participant Selections

240 applicants were accepted into the programme. Applications from each region were chosen on a transparent and objective criterion, based on the quality of their application, and open to all subject and phases. According to the number of applications received from each region, places were allocated to ensure balance across all 14 regions.

- Schools that had several groups of partners apply could only receive one place in the programme.
- Applicants that applied without a partner were disqualified.

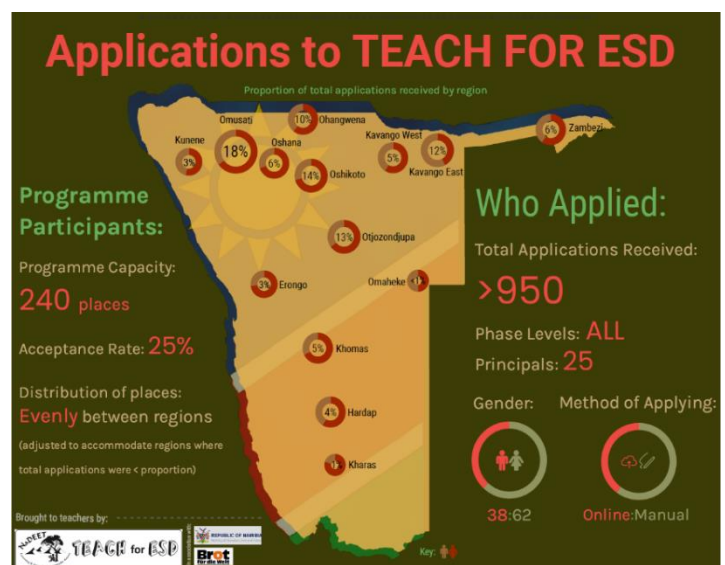


Figure 2: pictogram on Teach for ESD applicant

- Applicants that chose partners from their own school were given preference to those who chose from another school.
- The proportion of applicants admitted into the programme per region was based on the number of applications that were received from that region. (*Omaheke only had 4 applicants.*)

The number of teacher participants selected per region.

Teach for ESD Programme Selected Participants by Region			
	Totals	Male	Female
Erongo	14	3	11
Hardap	18	10	8
Kavango East	20	12	8
Kavango West	18	3	15
Kharas	12	2	10
Khomas	18	5	13
Kunene	16	7	9
Ohangwena	20	5	15
Omaheke	4	2	2
Omusati	20	6	14
Oshana	18	8	10
Oshikoto	24	6	18
Otjozondjupa	22	7	15
Zambezi	16	8	8
Total	240	84	156
		35%	65%

Figure 3: Teach for ESD participants by region

1.2 The Participants

240 teachers were enrolled in the Teach for ESD programme 2021-2022, of which 227 remained in the programme throughout its duration, at a 95% retention rate. The 13 teachers (5%) who withdrew from the programme did so for the following reasons:

- Unable to participate due to unrelated workload
- Personal/health complications
- Left the teaching profession

Participant List

Please see Appendix 1 for the Teach for ESD participant list.

1.3 The Teach for ESD Toolkit

As a part of the programme, NaDEET designed the *Teach for ESD Toolkit*, a resource pack that is the foundation of the Teach for ESD programme, with three main objectives:

- Provide solid background information on ESD
- Link the participant to many excellent, existing resources on ESD
- Provide the foundation for practical implementation of ESD at school

The *Toolkit* has three structural parts:

1. The resource file, containing the *Toolkit* Resource Guides, written by NaDEET
2. The resource holder, containing the hardcopy resources – sourced from local organisations
3. The USB stick, containing all the resources in digital formatting



Figure 4: Teach for ESD Toolkit

The *Toolkit* is divided into three broad sections, which include an Overview and Resource Guides. The Resource Guides discuss the different topics, leading the reader to accompanying resources which offer more information, new ideas, or tangible resources to teach and implement activities at their school.

Toolkit 1: Environmental Knowledge

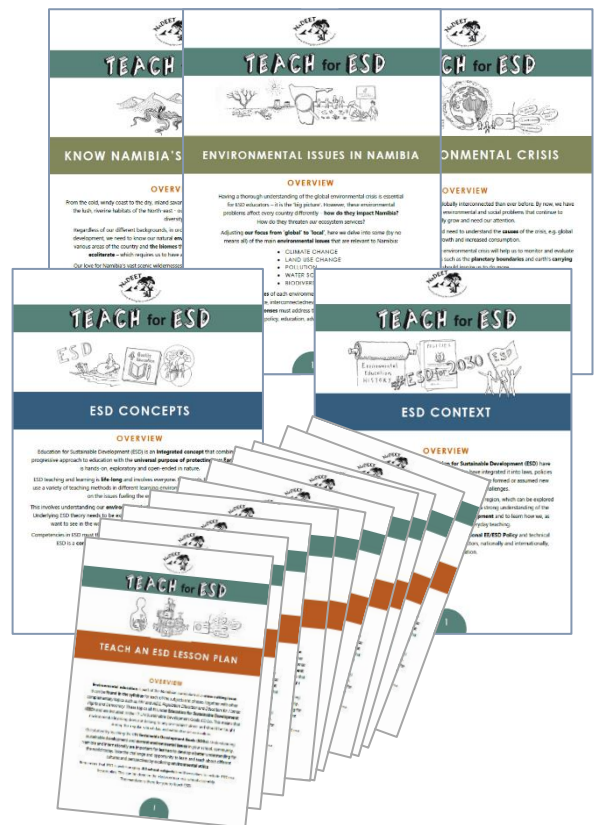
- 1.1: Know Namibia’s Environment
- 1.2: The Environmental Crisis
- 1.3: Environmental Issues in Namibia

Toolkit 2: Education for Sustainable Development

- 2.1: ESD Concepts
- 2.2: ESD Context

Toolkit 3: Let’s Get Practical, the implementation guides

- 3.1: Teach an ESD Lesson Plan
- 3.2: Promote Learner Well-Being
- 3.3: Reduce Resource Use
- 3.4: Bring Biodiversity into the Schoolyard
- 3.5: Celebrate the Environment
- 3.6: Greening Leadership
- 3.7: Greening School Activities and Events
- 3.8: Teaching in the Great outdoors
- 3.9: Sustaining your Actions
- 3.10: Sharing with Others



Toolkit Distribution

The *Toolkit* was intended to be distributed as part of the Teach for ESD Centre-based trainings, however, due to COVID-19 and the trainings being postponed, *Toolkit 1* and *Toolkit 2* were couriered to participants, with self-assessments for guided engagement. *Toolkit 3* was distributed only at the Centre-based trainings as it included a session that outlined how to engage with the different implementation activities and how to apply for the badges of completion.

The Toolkit can be accessed from the NaDEET website: <https://nadeet.org/teach-esd-toolkit>

1.4 Regional Groups & NaDEET Advisors

Teach for ESD is designed to support teachers to develop ESD knowledge and skills, to collaborate and grow, while learning from each other along the way. NaDEET applied this approach in several ways, including the creation of regional clusters. The 240 participants were grouped into four smaller regional clusters, with about 60 teachers per group. This encouraged networking and teambuilding among smaller groups, while allowing NaDEET staff to act as advisors, which further developed relationships with the teachers as individuals.

Group 1: Hardap, //Kharas, Khomas, Zambezi (Advisor: Viktoria Keding)

Group 2: Erongo, Kunene, Omaheke, Otjozondjupa (Advisor: Damaris Braune)

Group 3: Kavango East, Kavango West, Ohangwena (Advisor: Panduleni Haindongo)

Group 4: Omusati, Oshana, Oshikoto (Advisors: Alisa Volkmann in 2022 and Vicki Endjala in 2021)

WhatsApp Groups

Each Regional Group had their own WhatsApp Group platform where they interacted on a regular basis. Here, they shared their challenges and successes, asked questions, and created a community of learning and action. Each regional group had a diversity of school and community environments but also had many similar challenges and core values they could relate to. These same parallels crossed all four groups.

1.5 Monitoring and Evaluation

The ESD Badge system reflects NaDEET's approach to learning and evaluation by involving the teachers in their own continuous assessment. The process ensured that participants set their own goals, monitor their progress, and celebrate their successes. Teacher success was evaluated in two ways, through Participation Points, which required active participation in the programme and the ESD Badges, representing the implementation of ESD activities at school.

Teach for ESD Badges (Activities)

The ESD Badges, directly linked to *Toolkit 3*, are the primary Monitoring and Evaluation tool for assessing the teachers in the programme and their implementation of ESD activities at school. The success of Teach for ESD requires teachers to learn by engaging with NaDEET's training activities to implement ESD activities at their own school – in their own context – passing on knowledge, skills, and love for the environment to Namibia's children. (Multiplier effect.)

Activity Planning

In *Toolkit 3*, each of the 10 implementation guides has three activities to choose from, offering teachers 30 different ESD actions that they can implement at school, with the request they do at least five during the duration of the programme.

10 Practical areas – 30 activities to choose from

 <p>3.1 - Teach an ESD Lesson Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustainable Development Goals (SDGs) <input type="checkbox"/> Current Environmental Affairs <input type="checkbox"/> Environmental Ethics 	 <p>3.6 – Greening Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Green Leaders and Management <input type="checkbox"/> Create a vision & make a policy <input type="checkbox"/> Plan it!
 <p>3.2 - Promote Learner Well-being</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning for Tomorrow <input type="checkbox"/> Staying Healthy <input type="checkbox"/> Food Gardening 	 <p>3.7 – Greening School Activities & Events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily and Weekly Activities <input type="checkbox"/> Annual & Special Events <input type="checkbox"/> School Programmes
 <p>3.3 - Reduce Resource Use</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness <input type="checkbox"/> Auditing <input type="checkbox"/> Infrastructure 	 <p>3.8 – Teaching in the Great Outdoors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outdoor Lessons <input type="checkbox"/> Fieldwork <input type="checkbox"/> Fieldtrips & Enviro Tours
 <p>3.4 - Bring Biodiversity into the Schoolyard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, Record and Raise Awareness <input type="checkbox"/> Plant Indigenous Plants <input type="checkbox"/> Create Habitat 	 <p>3.9 – Sustaining your Actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enviro Club <input type="checkbox"/> Sign up and be Involved <input type="checkbox"/> Fund it
 <p>3.5 – Celebrate the Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> An Environmental Day <input type="checkbox"/> Use the Arts <input type="checkbox"/> Teach about Nature 	 <p>3.10 – Sharing with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share your Story <input type="checkbox"/> Green Community Service <input type="checkbox"/> Advocacy & Activism

Figure 5: toolkit 3's 10 Practical areas of implementation with sub-categories

Each guide gives a brief overview of how an activity might be implemented, with references to various resources that could be used in the planning of the activity. During this stage teachers considered the needs of their school, the infrastructure and resources available to them, and the best way to implement. Planning the activity took an afternoon or several months.

Implementation of Activity

With a good plan in place, teachers prepared and implemented their activities by leading learners, colleagues, or the wider school community in an activity that cared for or celebrated the environment, promoted or improved sustainability, or addressed one of the SDGs in a variety of ways. The objective of the activities taught ESD, increased understanding, strengthened empathy, and multiplied the willingness of Namibians to act.

Evaluation

Participants were encouraged to evaluate their own activities, based on feedback from their target audience and how they felt the activity went, allowed them to brainstorm ways it could be improved in the future.

Application & Evidence

Once an ESD activity was implemented at school, teachers were encouraged to share it through the ESD Badge application. The process included a 2-page application to describe the activity and participants, outlining the steps taken during the planning and implementation of the activity, with a short evaluation. They were required to include two pieces of evidence with the application, one to illustrate the planning and preparation (lesson plan, meeting notes, etc.) and the other to share the implementation (pictures, videos, completed lessons, etc.)

Badge Application Processing, Evaluation, and Feedback

Certain dates throughout the programme were designated for Badge Hand-In in February, June, August, September, and November of 2022. While teachers could send in ESD Badge applications as soon as they were complete, it was only during these dates that the NaDEET Teach for ESD team began processing applications, evaluating ESD activities, and awarding ESD Badges.

Each participant could receive one ESD Badge per ESD Implementation Area, for a total of 10 ESD Badges. (They could not receive more than one per area.) Partners at the same school had to apply for their own ESD Badges individually. They could both receive an ESD Badge for the same activity if they implemented it together.

Each ESD Badge application was evaluated by NaDEET and participants were provided with feedback on the activity. If the activity met or exceeded evaluation criteria, then the participant was awarded with the respective ESD Badge.

As part of the programme, teachers were expected to complete a minimum of five ESD Badges throughout the implementation phase (January – November 2022.)

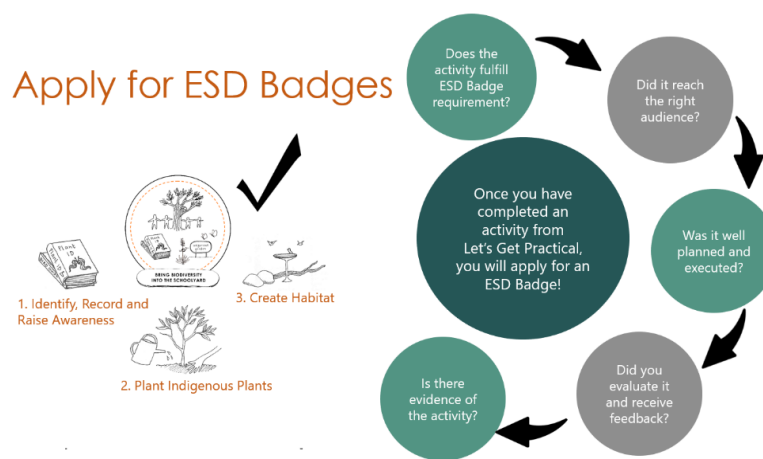


Figure 6: M&E process of applying for a Badge

Teacher Participation & Participation Points

Determined participation in the programme is what allowed teachers to improve their ESD foundations, learning new, evolving information about environmental problems, and gaining skills that can foster both better teaching and sustainable living. Participating in the offerings of Teach for ESD was crucial to be successful in ESD activity implementation and earning of Badges. The following six main activities contributed to teachers earning Participation Points as part of the M&E process.

Pre-Programme ESD Profile

Prior to the first training sessions, participants were expected to complete their personal ESD Profile, which included three parts:

1. ESD Teacher Profile: information about them as a teacher and how ESD fit into their role.
2. School Environment: completed in partners about different environmental aspects of their school.
3. Daily Environmental Actions: questionnaire to evaluate sustainable footprint based on daily routines.

The profile served as a baseline for going into the Teach for ESD programme, where they would later be able to look back and evaluate changes made in the three areas during the course of the programme.

Centre-Based Training Workshop (attendance & active participation)

Participants were expected to participate in an allocated Centre-Based training. Teacher partners were allowed to switch dates (when possible) or they were rescheduled to another training if a real conflict arose.

During Centre-Based trainings, participants were expected to show up ready to learn and actively participate in their learning. Participation points were deducted for leaving during training hours or spending time on their phone rather than in the training.

Regional Workshop (attendance & active participation)

Participants were expected to attend allocated workshops per region. In the event they were unable to attend the given dates, there was not an option to attend a different training due to the nature of the workshops and availability of transportation. The same active participation applied as the Centre-Based trainings.

School Site Visit (attendance & preparedness)

Participants were expected to be available for a school site visit during the time that NaDEET staff was scheduled in their respective region, prepared with ESD activities to showcase. It was the responsibility of the participant to share information about the upcoming visit with their school leadership, colleagues, and learners (where relevant) and to ensure that it progressed in a timely and informative manner once NaDEET staff arrived.

(Some) teachers did not participate in the site visits due to personal conflicts or because they had not implemented an ESD activities to share.

WhatsApp Group (participation & valuable inputs)

Participants were expected to share on the WhatsApp platform and were monitored and awarded participation points when something they shared or responded to was valuable to the group or ESD in general.

M&E Successes & Challenges

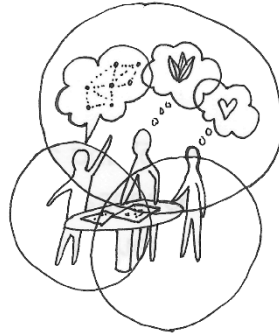
Throughout the various M&E activities, the following successes and challenges were noted:

Successes

- Teachers were open about sharing, which inspired others to replicate or plan another activity.
- Teachers were proud of their own work, but they were also proud of each other.
- The more supportive the school environment, leadership, colleagues, and parents, the more successful activities were (and the more they were implemented.)
- Environmental Clubs were a key component to ESD activity implementation.

Challenges

- Funds for activities were difficult to find, and often not prioritised.
- Teachers left without a partner (transfer) found it more difficult to motivate themselves or colleagues.
- Stakeholders or resources unavailable to assist in the implementation (ex. Ministry of Works.)
- Some challenges were easier to fix depending on the school or locale (ex. Windhoek vs. Kavango West.)



2. PROGRAMME ACTIVITIES



2.1 NaDEET Teach for ESD Centre-Based Trainings

The Teach for ESD training sessions were scheduled to take place June-July 2021. They were postponed due to a new wave of COVID-19 and restrictions that followed. As soon as it was safe to resume, they were rescheduled to take place over a 13-week period, between 23 August – 19 November 2021. They were completed according to the below schedule and before the end of the 2021 school year.

Month	Week	Urban Centre	#Attendance	NaDEET Centre	#Attendance
Aug	09/08-13/08				
	16/08-20/08				
	23/08-27/08			NC 1	12
	30/08-03/09			NC 2	17
Sep	06/09-10/09			NC 3	16
	13/09-17/09	UC1	18	NC4	21
	20/09-24/09	UC2	17		
	27/09 - 01/10	UC3	19		
Oct	4/10-8/10	UC4	20		
	11/10-15/10				
	18/10-22/10				
	25/10-29/10	UC5	20		
Nov	01/11-05/11	UC6	17		
	08/11-12/11			NC 5	22
	15/11-19/11			NC 6	21
	22/11-26/11				

Figure 7: Teach for ESD Training Schedule

Participation

Teach for ESD Centre-Based Training Participation

219 teachers participated in the Centre-based trainings, which included three full days of hands-on learning, where teachers developed new knowledge and skills around ESD concepts and integrating activities into their daily teaching. 64% of participants were female.

21 teachers were unable to attend the training for various reasons, of which 18 remained in the programme, while three withdrew.

Those that remained in the programme, but did not attend a training, were sent *Toolkit 3* and instructed to have a meeting with their programme partner to share information.

Reasons participants were unable to attend a training were due to maternity or childcare (6), cancelled with an excuse/conflict (9), did not show up (3), withdrew from programme (3.)

Of the three that withdrew, one was for a medical reason and the other two had commitments that conflicted with the programme.

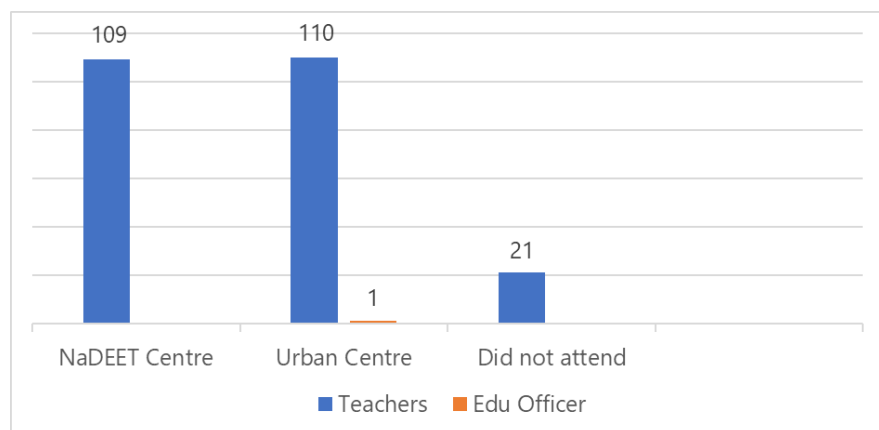


Figure 8: Centre-based training attendance

Urban Sustainability Centre Training Activities

Group 3: Exploring the Urban Sustainability Centre through the lens of the SDGs & ESD

Participants learned about the SDGs through the Urban Centre's EcoHouse and Exploring Namibia display areas and were able to investigate different ways for ESD to be implemented.



Group 4: Coastal Excursion: Erongo Desalination Plant

Participants went on a coastal excursion to see sustainable development practices happening in Swakopmund. This included a guided tour of the Erongo Desalination Plant, which supplied Swakopmund Municipality with most of the town's water supply.



Group 5: Our Enviro Footprint

Participants examined their own waste usage through meals and learned ways to monitor and manage responsible consumption through buying local, zero waste, recycling, and composting.



Please see Appendix 2 for the Urban Sustainability Centre Teach for ESD Training Programme

NaDEET Centre Training Activities

Group 3: Exploring NaDEET Base through the lens of the SDGs & ESD

Participants went to NaDEET Base, where NaDEET staff reside, to see sustainable principles being put into everyday action such as our food garden, which grows produce used to feed staff and NaDEET Centre groups.



Group 2: Exploring the Namib Desert's Biodiversity

Participants were on our Dune Walk through the Namib Desert to learn about the ecosystem and the life that resides there and how it is possible in such a unique biome.



Group 1: #ESDfor2030 & Sunset on the Dunes

At the end of each programme, the groups made a pledge towards ESDfor2030. At NaDEET Centre, this was celebrated while watching the sun set over the Namib Desert from the top of a sand dune.



Please see Appendix 3 for the NaDEET Centre Teach for ESD Training Programme

2.2 Teach for ESD Regional Workshops

The onset of the 2022 school year marked the start of the implementation phase for the Teach for ESD participants. This enabled them to integrate what they learned in the Centre-Based Training and, using their Toolkit, begin implementing ESD activities at school. The regional workshops took place during the first school term to ensure teachers had the support needed in the different aspects of planning, implementing, and evaluating their ESD activities.

The 2-day regional workshops used different Environmental Education Centres or other learning centres throughout the regions as venues. In addition to support and training, the workshops facilitated further networking among teachers within the same regions and utilised and promoted a local and relevant learning environment for the teachers and their learners.

April 2022

25 – Monday	26 - Tuesday	27 - Wednesday	28 - Thursday	29 - Friday
Erongo & Kunene Regional Workshop, Okatjikona Environmental Education Centre, Waterberg Plateau Park			Omaheke & Otjozondjupa Regional Workshop, Okatjikona Environmental Education Centre, Waterberg Plateau Park	

May 2022

9 - Monday	10 - Tuesday	11 - Wednesday	12 - Thursday	13 - Friday
Kavango West and Oshikoto Regional Workshop, Namutoni Environmental Education Centre, Etosha National Park		Omusati and Oshikoto Regional Workshop, Namutoni Environmental Education Centre, Etosha National Park		
		Zambezi Regional Workshop, Zambezi Vocational Training Centre, Katima Mulilo		
16 - Monday	17 - Tuesday	18 - Wednesday	19 - Thursday	20 - Friday
Kavango East and Oshana Regional Workshop, Namutoni Environmental Education Centre, Etosha National Park		Ohangwena and Oshana Regional Workshop, Namutoni Environmental Education Centre, Etosha National Park		
Khomas Regional Workshop, Habitat Resource and Development Centre, Windhoek		Hardap and //Kharas Regional Workshop, NaDEET Centre, NamibRand Nature Reserve		

Figure 13: Regional Workshops Calendar

Regional Workshops – Programme

Please see Appendix 4 for the Teach for ESD Regional Workshops Programme

2.3 School Site Visits

The Badge system and WhatsApp Groups provided platforms for teachers to share their stories of ESD activities they planned and implemented at their schools through narratives, pictures, and videos. However, this offered NaDEET advisors only a window into what was taking place. The school site visits provided a more holistic perspective on each teacher’s environment and implementation of activities, while also incorporating an individualistic approach to support. Advisors were able to address specific challenges the participants were having, offer ideas on new activities or approaches, and observe the outcomes of activities accomplished.

Between August and September 2022, NaDEET staff visited a total of 99 (of 120) participating schools in the Teach for ESD programme, across 13 of 14 regions – from Oranjemund in //Kharas to Kasika in Zambezi. Any schools that were left unvisited had not yet implemented activities to share or had conflicts during the dates their regions were visited.

Map of Teach for ESD School Site Visits – Driving Routes

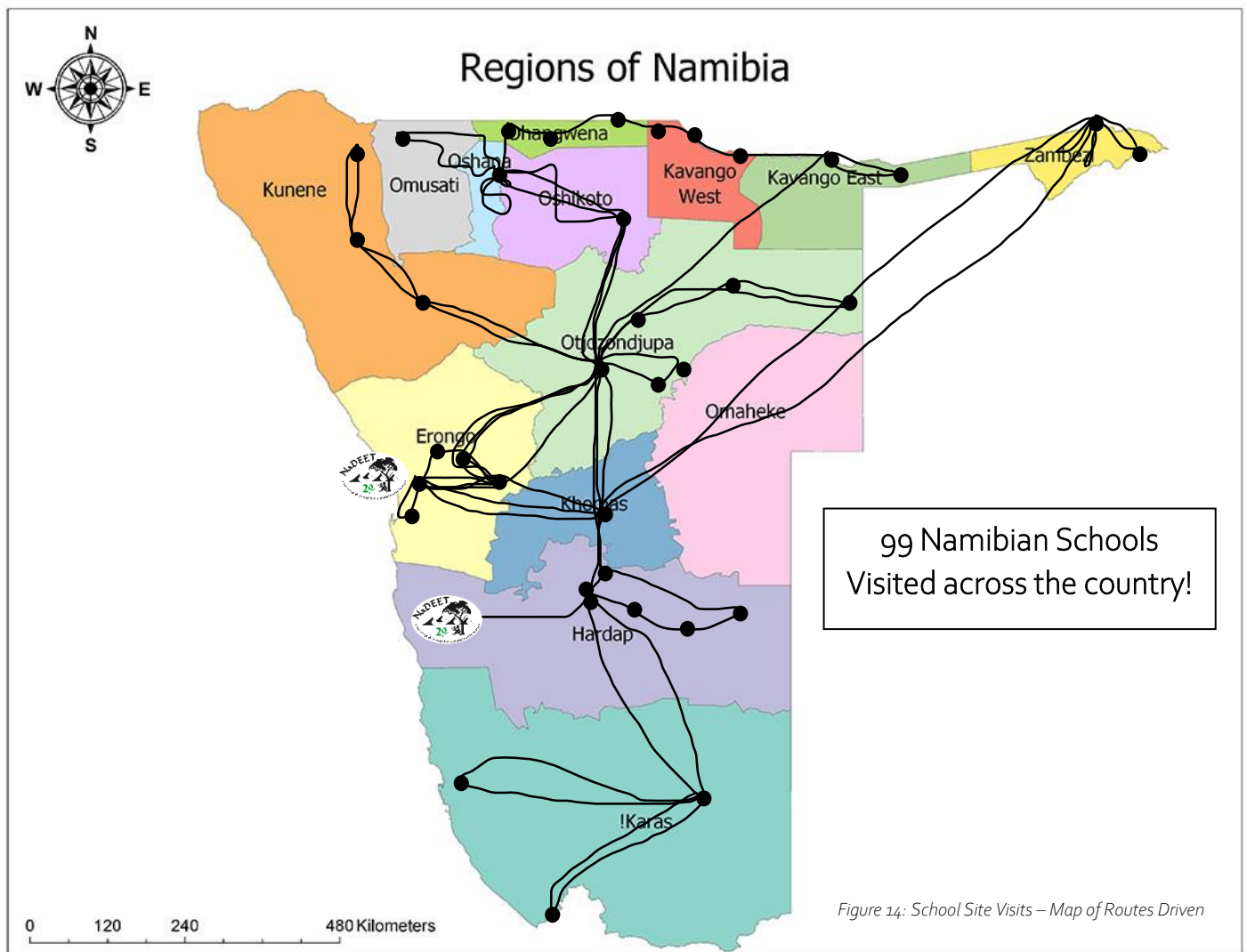


Figure 14: School Site Visits – Map of Routes Driven

The school site visits were designed as both a monitoring and evaluation tool and a support method of the Teach for ESD programme. NaDEET staff spent roughly 2 hours at each school, with three main components:

School Management Briefing

An important part of the site visit was to build healthy relationships with the schools the Teach for ESD programme was serving. The site visits offered the opportunity for NaDEET staff to meet with school management, either the principal or the delegated Head of Department (HOD), to ensure they had a holistic overview of the programme and expectations. It gave room for feedback and insight from school management who could offer their own perspective on the Teach for ESD participants' enthusiasm towards ESD and the implementation of activities, and recognised impact on the wider school communities.

Individual Meeting with Teach for ESD Participants

The individual meetings with participants gave a platform to review activities completed, being planning, or potential needs of their school. They were personalised and allowed NaDEET staff to learn more about each teacher, their motivations, and their goals through the end of the programme and beyond. These meetings invited feedback from the teachers, explored challenges and solutions, and shared how each participant felt the programme had impacted them and their school.

Showcase of ESD Activities at School & Impacts

Participants were given the opportunity to showcase their activities through any means, including touring NaDEET staff through the school grounds to show the different projects or inviting learners to share their stories of the different ESD activities they took part in and what was learned. This activity allowed NaDEET staff to further monitor the projects through a verification process of activities which had been presented in applications and to hear stories about the outcomes. Learners reciting the SDGs or a visibly clean school resulted in further monitoring of the impacts teachers were having.

Teach for ESD - Site Visit Agenda (2 hours)

Activity	Description	Participants	Duration (min)
NaDEET Arrival	Arrival and reception	NaDEET & Teach for ESD teachers	5
School Management Brief	Introduction to NaDEET	NaDEET Staff & Principal Regional Officer (optional) HoDs and/or Relevant staff (optional)	20
	Teach for ESD Overview & Purpose of Visit		
	School Management Interview		
Teacher Interviews	Individual interviews <i>(OR partner interview if both teachers prefer)</i>	NaDEET & Teacher 1	30
	Badges: highlights & challenges; Q&A		
	ESD Profile: post programme (handout)		
	Individual interviews	NaDEET & Teacher 2	30
	Badges: highlights & challenges		
	ESD Profile: post programme (handout)		
Teachers Showcase ESD Activities & Impact at School ~This is for the Teacher to organise & present~	*Tour* of Badge Activities: Received & Ongoing	NaDEET Staff Teach for ESD teachers Learners (if applicable) School Management (optional) Regional Officers (optional) Other teachers (optional)	40
	What are potential Badge Activities that haven't been applied for yet?		
	School/Learner Feedback on Activities (presentation)		
	Other/optional performances/activities/feedback		
NaDEET Departure			

Figure 15: School Site Visits - Agenda

Each school and teacher were on their unique journey, which was well demonstrated through site visits. However, what also became prominent was the teamwork shining through in various ways – between Teach for ESD

partners, teaching staff at the school, teachers and their learners, and teachers from different schools across the Teach for ESD network.

The school site visits served as an important monitoring tool for NaDEET, as it underscored a gap in the Badge system, where teachers were doing activities, but not directly sharing them to earn Badges. This gap was identified by two main causes:

1. Participants felt that they did not have time due to their daily work schedule to fill in the application.
2. Participants did not realise if or how an activity fell under the one of the 10 ESD areas of implementation.

The school site visits were an effective tool in engaging with these challenges directly. A notable outcome of the site visits was the significant increase in Badge submissions during the November Badge hand-in, where Badges earned nearly doubled after teachers had been visited.

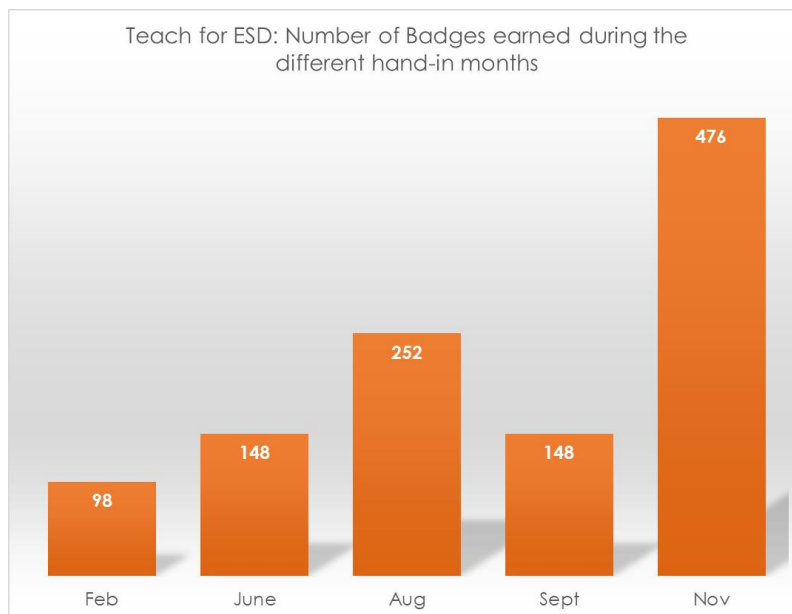


Figure 16: The Number of Badges Awarded by Month of Hand-in, Feb-Aug pre-site visits, where Nov was post-site visits.



3. IMPLEMENTATION OF ESD ACTIVITIES AT SCHOOL



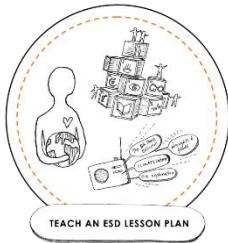
3.1 Teach for ESD Implementation Phase (2022)

Teach for ESD is based on action learning where teachers must look at the needs of their own learners and school community to identify real areas of concern to activate the curriculum for experiential and practical application. The Teach for ESD Toolkit and ESD Badge system provide a framework of activities for teachers to choose from and resources to use in the implementation. However, each teacher (or partnership) is responsible to plan the best activity that would create awareness, brainstorm solutions, or develop an action plan to address these needs.

The practical areas for ESD activity implementation were designed based on the different aspects of Namibian school environments – from the classroom to the staff room to the schoolyard.

Teachers Getting Practical and Earning Badges!

Badge 1: Teach an ESD Lesson Plan



Salom Shinyengu from Gam Primary School (Otjozondjupa) teaches about the Sustainable Development Goals (SDGs)!



Badge 2: Promote Learner Well-Being



Victoria Shilongo and Maria Kilyana from Otavi Primary School (Otjozondjupa) use spinach that grow in their garden for their school feeding programme.

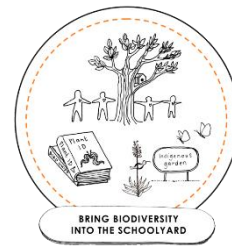
Badge 3: Reduce Resource Use



Loide Kangoya and Albogaste Shitleni from Eros Girls School (Khomas) create a waste management system with learners.



Badge 4: Bring Biodiversity into the Schoolyard



Amalia Hakali and Fiina Amadhila from Uupindi Primary School (Oshikoto) make bird nests with learners and place them in trees around the school to welcome more birdlife.

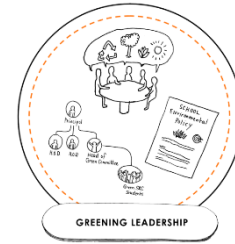
Badge 5: Celebrate the Environment



Helalia Gotrib and Monica Nghimwenavali from Omupini Primary School (Ohangwena) celebrate the environment on Valentine's Day!



Badge 6: Greening Leadership



Alina Justus (Oneputa Combined School – Oshikoto) and Hilma Nuule (Flamingo Secondary School – Erongo) work together on a training of teachers at their schools about ESD, SDGs, and the National EE/ESD Policy.

Badge 7: Greening School Activities & Events



Mirjam Kayofa from Vooruit Primary School (Otjondjupa) and her learners made trophies out of recycled materials for winners of school athletics competitions.



Badge 8: Teaching in the Great Outdoors



Bjorn Vries and Nolene Hansen of AA Denk Memorial School (Hardap) take their learners on a field trip to NaDEET Centre to learn more about the environment and sustainability!

Badge 9: Sustaining Your Actions



Kosmas Kambaka and Fiina Iyambo- of Romanus Kamunoko secondary- school (Kavango East) establish an Environmental Club at school who participates in ESD activities, such as planting new trees throughout the school grounds.



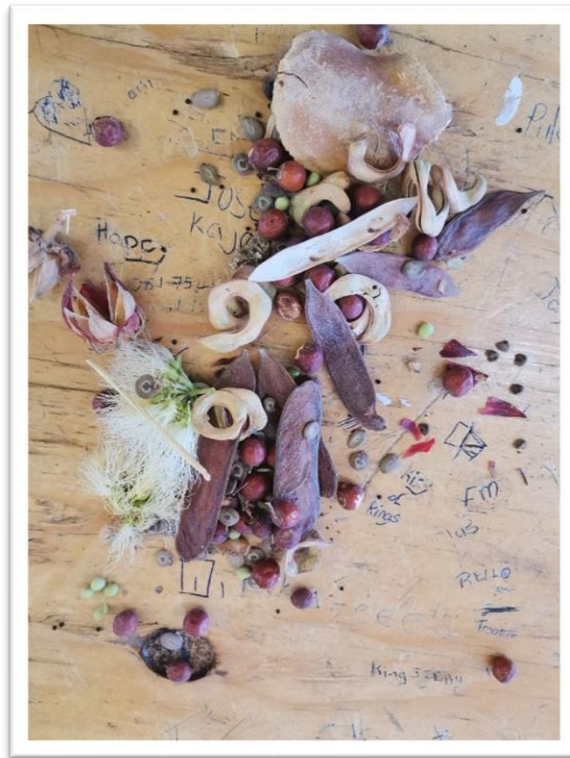
Badge 10: Sharing with Others



Patricia Lutibezi and Sem Iimene of Cimbebasia Primary School (Khomas) learners share food from their garden throughout their community – and -at the launch of the National EE/ESD Policy



4. ESD BADGES - OUTCOMES



4.1 ESD Badges Outcomes

740 different ESD activities were implemented at schools across the country and received an ESD Badge. (An additional 344 activities were verified at school through site visits, but the participant did not apply for an ESD Badge.)

952 ESD Badges were earned by 168 teachers, resulting in 74% of the 227 teachers actively participating in the ESD Badge process, and receiving 1 or more ESD Badge during the programme.

49% of teachers reached the intended outcome of receiving 5 or more ESD Badges, with 26 teachers completing all 10 ESD Badges and earning the title of GoldStar Teacher!

ESD Badges Earned by Region

After each round of ESD Badge evaluations, the statistics of how many participants were reaching their goals was shared across WhatsApp groups, including how many badges each region had earned so far. This created a sense of pride, or motivation to do better. The numbers illustrated which regions had a strong community of practice, prior knowledge, or access to resources in ESD. However, it is important to note that the regions each had a different number of participants. Oshikoto, with 25 participants, had the most participating teachers, thus it was no surprise that they received the most ESD Badges overall. The //Kharas Region, with 11 participants, had only 37 ESD Badges in total, but they had the highest percentage of teachers who had earned an ESD Badge at 91%. Omaheke only had 4 participants, and the least amount of ESD Badges, but only 2 of those teachers participated, ranking them very low at 50% participation.

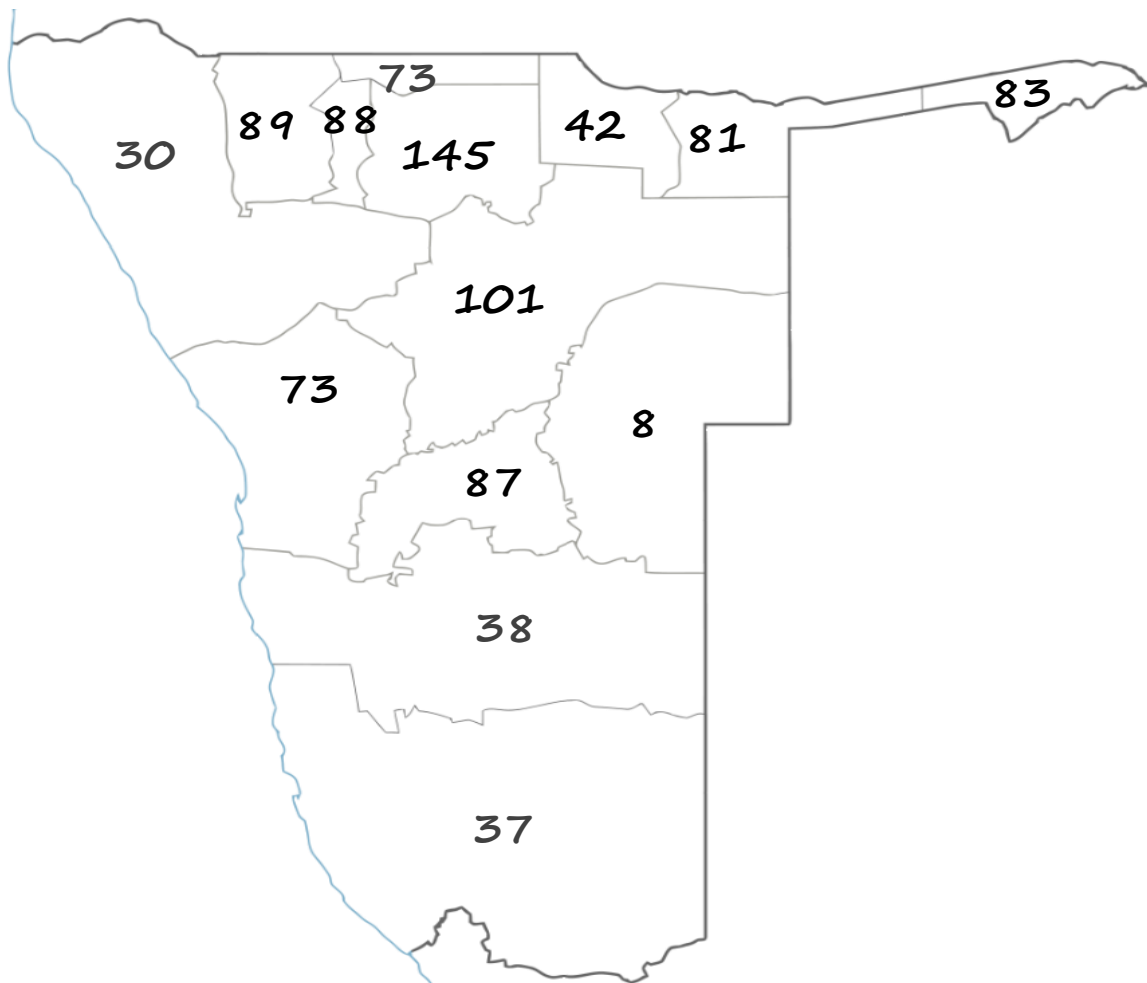
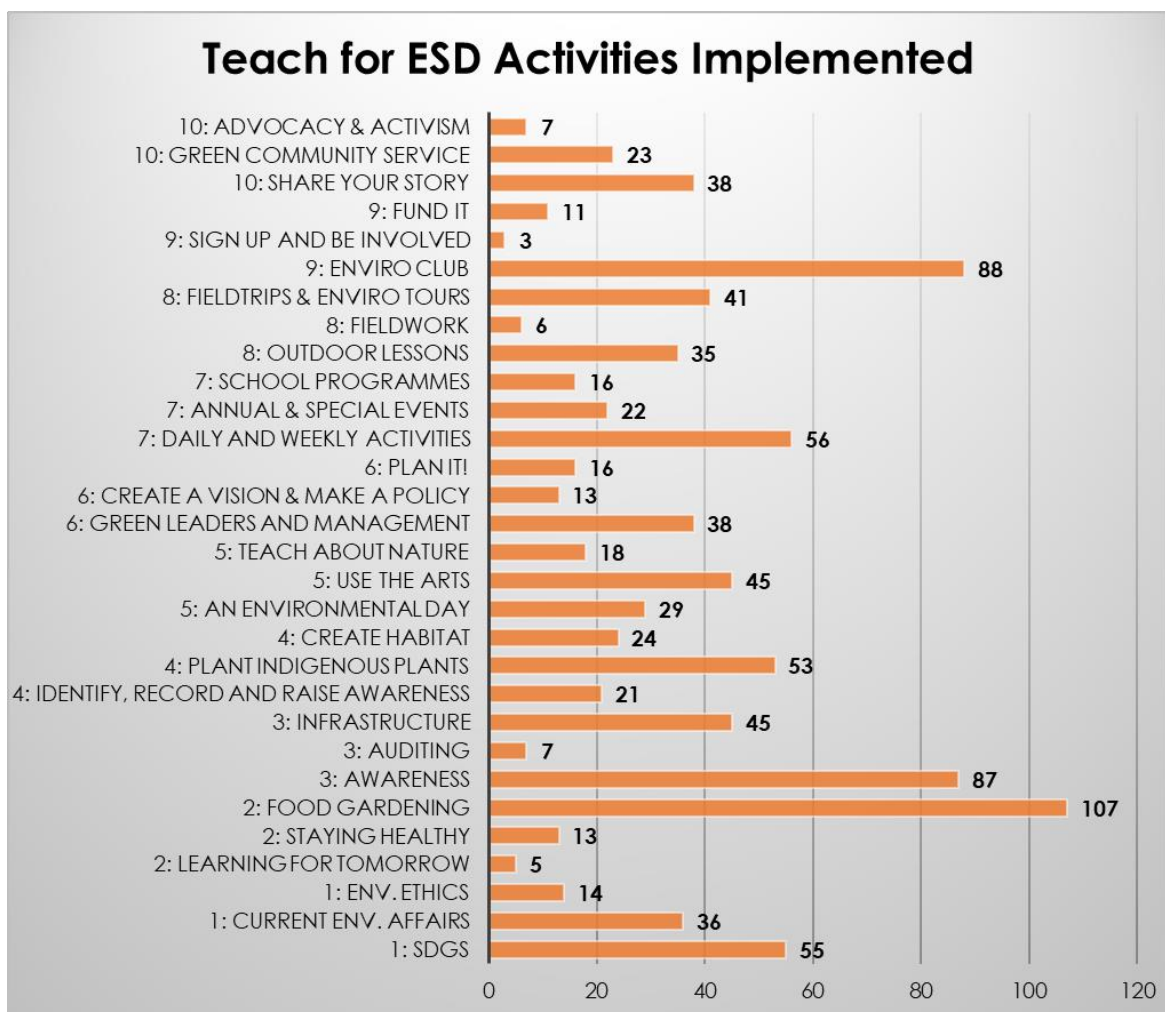


Figure 17: Regional ESD Badge Statistics – Map of Namibia by Regions

Participants Choose Their Own Activities

There was no formula or schedule in which ESD Badge activities were guided to be implemented. Teachers chose which activities they did, subjective to their own school’s recognised needs, but also their own interests. NaDEET used special events, such as Valentine’s Day and the United Nations Transforming Education Summit to inspire teachers to envision the world around them and engage to in Education for Sustainable Development. This resulted in many teachers taking part in Greening School Activities and Events through “Green Valentine’s Day” celebrations or Teach an ESD Lesson Plan about the SDGs – with learners and colleagues further understanding Namibia’s contributions in the summit.

The most earned ESD Badges were 1. **Teach an ESD Lesson Plan**, 2. **Promote Learner Well-Being** and 3. **Reduce Resource Use**. Despite these being the most coveted ESD Badges, the activities falling under each of the practical areas told stories of what teachers were choosing to do and possibilities as to why teachers were choosing them.



The activities that were most widely achieved were:

Badge 2 Promote Learner Well-Being: Food Gardening

While there were a range of gardening practices implemented, many teachers engaged the school’s agriculture classes to grow gardens, which aligned directly with the curriculum. Other schools used the activity to produce

food to supplement the school feeding programme. Many teachers engaged their environmental club, as an activity where they assumed roles in which they could build leadership skills and be accountable to the environment. It was impressive how some schools were able to produce enough food to share with the community.

Badge 3: Reduce Resource Use: Create Awareness

This activity included a wide range of actions – most popularly a clean-up campaign, which is an activity many teachers had implemented before or felt comfortable implementing and that could incorporate the environmental club and the entire school. It yielded an instant outcome of a cleaner school. Another activity we frequently observed was bringing awareness through posters or green nudges, which educated the importance of daily sustainable actions to the entire school. This included communications on saving water, separating waste, and saving energy.

Badge 9: Sustain Your Actions: Enviro Club

It was no surprise that starting or improving an environmental club was a favourite activity among teachers, as it is one of the most essential actions to building a school's accountability, implementing various ESD activities throughout the school grounds, and bringing together like-minded learners to expand on their own passions. It gives access and opportunity for learners to share in educational adventure among the natural world. The environmental club members gain knowledge and skills that empower them to become further multipliers – to their peers, families, and communities. Teaching and impassioning young people in sustainable environmental ethics and action nurtures a healthier future for our earth.

Programme Activities Successes & Challenges

Throughout the programme implementation activities, the following successes and challenges were noted:

Successes

Through the implementation of activities and the Badge application process teachers were learning what ESD is and can be. They were taking an activity and "greening" it, making connections between everyday actions and its impact on the environment, as well as realising how school priorities, such as budget reduction can work in harmony with sustainability through fixing infrastructures and auditing resource use – or how the desire for school beautification can increase biodiversity or managing waste.

Challenges

The planning and evaluating of activities, how they related to ESD, and what area of implementation they may fall under was a learning curve for many participants. NaDEET found that some teachers were doing the activities, but not applying for ESD Badges because they weren't making these connections.

Fewer than expected teachers realised the role of the Teach for ESD Toolkit in their learning, planning, and implementation. We only saw this being used as intended amongst a few of the participants.

Although there was diversity among activities being implemented, not all participants aimed for a whole-school approach or built upon activities to increase impact from something once-off into a sustainable action or policy that repeats itself.

4.2 Teach for ESD End of Programme Conference



On 23 February 2023 Teach for ESD participants' accomplishments at the End of Programme Conference in Swaziland. At least one ESD Badge throughout the programme were invited, along with other ESD stakeholders, to share stories of best practices, work together to overcome challenges, and engage in networking towards the continuous integration of ESD and a way forward in their own ESD journeys.

An inspirational conference then led into the Gala evening, filled with award-giving for the incredible ESD



Photos: Feedback session during general conference

schools as an

Outcome of the Teach for ESD teacher change agents:



Photo: John Likoro accepting his ESD award from Olimpio Nhuleipo of the Ministry of Environment and Tourism and NaDEET's Viktoria Kedina at the Gala evening



Photo: Emelia Teofelius showing her ESD Award at the Gala evening

CONCLUSION

At the heart of all Teach for ESD programme activities, a foundation was created for teachers to become empowered to teach and do ESD. Through sharing their new knowledge and leading actions for the environment they created a multiplier effect among learners and their wider school communities. Their development of agency allows them to continue to integrate ESD into school culture, closing the gap where it has previously been overlooked in the delivery of the curriculum, and providing skills for a sustainable transformation of school environments. Children and adults engaging in ESD at school will now gain a deeper understanding of the important balance between humans and nature, which can translate into further sustainable actions at home, into their careers, and throughout their lives.

During the Teach for ESD programme, **168** teachers successfully implemented ESD into their schools, reaching over **75 000** learners and teachers through ESD integration into the different aspects of the school environment – from classroom to schoolyard to beyond school borders.

The Future of Teach for ESD

Teach for ESD, in its second cohort, will begin the application process in January 2024, with 168 new teachers from all 14 regions taking part. The revised programme will include training workshops at both NaDEET Centre on the NamibRand Nature Reserve and the Urban Sustainability Centre in Swakopmund. NaDEET will share the improved Teach for ESD Toolkit, with additional resources developed in consultation with the Teach for ESD Alumni (2021-2022), which will benefit teachers implementing and sustaining ESD actions at their schools.

Programme Partners



Photo: NaDEET & ESD stakeholders at the Teach for ESD End of Programme Conference: Panduleni Haindongo (NaDEET), Djaffar Moussa-Elkadhum (UNESCO) Viktoria Keding (NaDEET), Gerhard Nadafenongo (MoEAC Hardap), Waldo Junius (NATCOM)

The Teach for ESD programme would not have been possible without the support of our partners.

The Ministry of Education, Arts and Culture has maintained a significant role in the planning and implementation of this programme. Their support allowed Teach for ESD to provide capacity building to teachers, through their provision of both teacher time and transportation through the Regional Directorates. Without this partnership Teach for ESD would not have had such a lasting success.

Bread for the World, our primary financial partner, not only funded the programme, but they strengthen our vision throughout. Their positive feedback on programme adaptations allowed Teach for ESD to overcome challenges through the COVID-19 pandemic. Their input has been essential in the outcomes of this project.

Rotary Club Gerzensee-Gantrisch in Switzerland showed interest in Teach for ESD and the aim of increasing teacher capacity in the integration of ESD in Namibian schools and supported the programme through additional funding over two-years.

Individual donors, who witnessed our approach to sustainability education and “sponsored a teacher”.

NaDEET would like to humbly thank our partners, and all supporters of Teach for ESD who contributed on various levels – from training workshops to helping us share our story.

Lastly, a monumental applause to our amazing Teach for ESD teachers – who showed passion and resilience – teaching us just as much as we taught you and who now help create a world where ESD is more possible!

APPENDICES

Appendix 1 – NaDEET Teach for ESD Participant List 2021-2022

NaDEET Teach for ESD

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

Participant List

M/F	Title	Name	Surname	School	Region	Training	Status	
1	M	Mr	Chris M	Silimbani	De Duine Secondary School	Erongo	NC 3	Active
2	M	Mr	Richonald N	Gamiseb	De Duine Secondary School	Erongo	NC 1	Active
3	F	Mrs	Donna N	Namene	Ebenhaeser Primary School	Erongo	None	Inactive
4	F	Ms	Emilie M	Shimwandi	Ebenhaeser Primary School	Erongo	NC 1	Active
5	F	Ms	Alina I	Justus	Flamingo Secondary School	Erongo	NC 3	Active
6	F	Ms	Hilma N	Nuule	Flamingo Secondary School	Erongo	NC 1	Active
7	F	Mrs	A Alucia	Tjiveze	Namib Primary School	Erongo	NC 5	Active
8	F	Ms	Trucilla	Nowases	Namib Primary School	Erongo	NC 1	Active
9	F	Ms	Katrina R	Garises	Tutaleni High School	Erongo	NC 3	Active
10	F	Ms	Waldrauth RL	Garises	Tutaleni High School	Erongo	NC 1	Active
11	F	Ms	Hileni N	Kamati	Ubesen primary school	Erongo	NC 3	Active
12	F	Mrs	Zacharias Z	Domingo	Ubesen primary school	Erongo	NC 5	Active
13	F	Ms	Elizabeth	Vlermuis	Willem Borchard Primary School	Erongo	NC 5	Active
14	M	Mr	Leonard M	Sihela	Willem Borchard Primary School	Erongo	NC 6	Active
15	F	Ms	Nolene N	Hansen	AA Denk Memorial School	Hardap	UC 1	Active
16	M	Mr	Bjorn R	Vries	AA Denk Memorial School	Hardap	UC 2	Active
17	F	Ms	Womba	Kangootui	Aranos Primary School	Hardap	UC 2	Active
18	F	Ms	Lizel T	Shanapinda	Aranos Primary School	Hardap	UC 1	Active
19	M	Mr	Elven	Levie	Jakob Soul Primary School	Hardap	UC 1	Active
20	M	Mr	Usia	Nganjone	Jakob Soul Primary School	Hardap	UC 2	Active
21	F	Ms	Caroline CL	Gaoses	Oanob Primary School	Hardap	UC 6	Active
22	F	Ms	Johanna TK	Uiras	Oanob Primary School	Hardap	UC 3	Active
23	M	Mr	Randolph	De Klerk	Petrus Vries PS	Hardap	UC 3	Active
24	F	Ms	Frieda	Willmore	Petrus Vries PS	Hardap	None	Inactive
25	M	Mr	Tomas K	Ntinda	Rehoboth Primary School	Hardap	NC 6	Active
26	F	Ms	Michelle	Theart	Rehoboth Primary School	Hardap	None	Withdrew
27	M	Mr	Onno P	Nehale	St Joseph's Primary School	Hardap	UC 1	Active
28	M	Mr	Waldo	Van Wyk	St Joseph's Primary School	Hardap	UC 2	Active
29	F	Mrs	Johanna JK	Kuume	Vooruitsig Combined School	Hardap	None	Withdrew
30	M	Mr	Ement Maswahu	Matomola	Vooruitsig Combined School	Hardap	None	Inactive
31	M	Mr	Ivan R	Cloete	WJD. Cloete Combined School	Hardap	None	Inactive
32	M	Mr	Nelmandell	Izaaks	WJD. Cloete Combined School	Hardap	NC 6	Active
33	F	Mrs	Olivia OP	Sovi	Dr Romanus Kampungu SS	Kavango East	None	Active
34	M	Mr	Frans K	Makushe	Dr Romanus Kampungu SS	Kavango East	UC 6	Active
35	M	Mr	Manfred MM	Mayambi	Kayanga Senior Primary School	Kavango East	UC 6	Active
36	M	Mr	Vasco K	Kebale	Kayanga Senior Primary School	Kavango East	NC 6	Active
37	M	Mr	Obed K	Sikerete	Kehemu Primary school	Kavango East	NC 3	Active
38	F	Ms	Appollonia M	Thimende	Kehemu Primary school	Kavango East	UC 4	Active
39	M	Mr	John S	Likoro	Korokoko Combined School	Kavango East	NC 6	Active
40	F	Mrs	Bernolda Kapinda	Munkanda	Korokoko Combined School	Kavango East	UC 4	Active
41	F	Ms	Albertina AT	Ndara	Mbambangandu JP School	Kavango East	UC 4	Active
42	F	Ms	Felistas M	Hausiku	Mbambangandu Primary School	Kavango East	UC 6	Active
43	M	Mr	Dominikus NK	Kapirika	Mbambi Primary School	Kavango East	NC 6	Active
44	M	Mr	Sebastian S	Mangundu	Mbambi SP School	Kavango East	UC 4	Active
45	F	Ms	Fiina Ndeapo	Iyambo	Romanus Kamunoko SSS	Kavango East	UC 6	Active
46	M	Mr	Kosmas S	Kambaka	Romanus Kamunoko SSS	Kavango East	NC 6	Active
47	M	Mr	David Fuli	Muyeu	Sarusungu Combined School	Kavango East	UC 4	Active
48	F	Ms	Elizabeth Betty	Kandjendje	Sarusungu Combined School	Kavango East	NC 3	Withdrew
49	F	Ms	Martha ML	Avelino	Shimpanda Primary School	Kavango East	NC 6	Active

NaDEET Teach for ESD

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

Participant List

	M/F	Title	Name	Surname	School	Region	Training	Status
50	M	Mr	Stephanus S.N	Vilomba	Shimpanda Senior primary school	Kavango East	UC 6	Active
51	M	Mr	Ogotu S	Odhiambo	St Boniface College	Kavango East	None	Inactive
52	M	Mr	Zwelibanzi Z	Maseko	St Boniface College	Kavango East	None	Inactive
53	F	Ms	Gisbertha K	Eseguel	Alfeus Mpasi Haiyambo PS	Kavango West	None	Withdrew
54	F	Mrs	Kaarina M.	Mbambo	Alfeus Mpasi Haiyambo PS	Kavango West	NC 4	Active
55	F	Ms	Hilma KN	Mbwalala	Bunya Combined School	Kavango West	NC 5	Active
56	F	Ms	Tuyenikelao TK	Shidolo	Bunya Combined School	Kavango West	UC 5	Active
57	F	Mrs	Loide M	Iyambo	Leevi Hakusembe Secondary school	Kavango West	NC 4	Active
58	F	Ms	Monica M	Naibas	Leevi Hakusembe Secondary school	Kavango West	UC 2	Active
59	F	Ms	Martha K	Linus	Nakazaza Combined School	Kavango West	UC 5	Active
60	F	Ms	Marceline T	Tomas	Nakazaza Combined School	Kavango West	NC5	Active
61	F	Ms	Hertha K	Hausiku	Nkurenkuru combined school	Kavango West	UC 2	Active
62	M	Mr	Jona JP	Muyutu	Nkurenkuru combined school	Kavango West	NC 4	Active
63	F	Ms	Candy Kahundu	Simalumba	Nkutu Primary School	Kavango West	UC 5	Active
64	M	Mr	Sakeus SK	Muyenga	Nkutu Primary School	Kavango West	NC 5	Active
65	F	Mrs	Celine Makena	Nyambe	Ruuga Combined School	Kavango West	NC 4	Active
66	F	Mrs	Magret MC	Kasanga	Ruuga Combined School	Kavango West	UC 2	Active
67	M	Mr	Hector M	Mulonda	Sinzogoro Combined School	Kavango West	UC 2	Active
68	F	Ms	Aplonia	Litu	Sinzogoro Combined School	Kavango West	NC 4	Active
69	F	Ms	Rebecca	Johannes	Siya Combined School	Kavango West	UC 5	Active
70	F	Ms	Sannie Sussana	Hausiku	Siya Combined School	Kavango West	NC 5	Active
71	F	Ms	Shaheeda S.M	Rhode	Diaz Primary school	Kharas	UC 3	Active
72	F	Mrs	Venonusheko N	Mununga	Diaz primary school	Kharas	NC 2	Active
73	F	Mrs	Kristofina K	Salom	Helene Van Rhijn Primary School	Kharas	NC 2	Inactive
74	F	Ms	L Lily	Shilunga	Helene Van Rhijn Primary School	Kharas	UC 3	Inactive
75	F	Mrs	Mara Doreen	Pofadder	J.A.Nel secondary school	Kharas	NC 2	Active
76	F	MS	Sofia	Nakanyala	J.A.Nel secondary school	Kharas	UC 3	Active
77	M	Mr	Junior E.S	Qora	Kronlein primary school	Kharas	UC 6	Active
78	F	Mrs	Victoria V	Kandjengo	Kronlein primary school	Kharas	UC 6	Active
79	F	Ms	Crystal	Jantjies	Luderitz Junior Secondary School	Kharas	UC 6	Active
80	F	Ms	Sylvia N	Hango	Luderitz Junior Secondary School	Kharas	None	Withdrew
81	F	Ms	Roise N	litembu	Tsau // Khaeb Secondary School	Kharas	UC 3	Active
82	M	Mr	Shikongo M	Shikongo	Tsau // Khaeb Secondary School	Kharas	UC 3	Active
83	F	Ms	Sem	limene	Cimbebasia Primary School	Khomas	NC 1	Active
84	F	Mrs	Patricia M	Lutibezi	Cimbebasia Primary School	Khomas	UC 1	Active
85	F	Mrs	Brenda	Muzengua	Eldorado Secondary School	Khomas	None	Inactive
86	F	Mrs	Melody, MN	Katjuanjo	Eldorado Secondary School	Khomas	UC 1	Active
87	F	Ms	Loide L	Kangoya	Eros Girls Special School	Khomas	NC 6	Active
88	M	Mr	Albogaste AN	Shitaleni	Eros Girls Special School	Khomas	UC 2	Active
89	M	Mr	Ephriam T	Mukagho	Khomasdal primary school	Khomas	NC6	Active
90	F	Ms	Sepiso SR	Mwala	Khomasdal primary school	Khomas	UC 1	Active
91	F	Mrs	Maria K	lipinge	Khomastura Project School	Khomas	UC 2	Active
92	F	Mrs	Paulina Ndapewa	Kaniita	Khomastura Project School	Khomas	NC 6	Active
93	M	Mr	Gerson	Hakutumbulwa	Martti Ahtisaari Primary School	Khomas	NC 6	Active
94	F	Ms	Voza Z	Mouton	Martti Ahtisaari Primary School	Khomas	UC 2	Active
95	F	Ms	Wilka N	Kandjengo	Moses Van Der Byl Primary School	Khomas	UC 2	Active
96	M	Mr	Like L.R	Lukonga	Moses Van Der Byl Primary School	Khomas	NC 1	Active
97	F	Ms	Ndinelago J	Shaanika	School for the Visually Impaired Children	Khomas	NC 1	Active
98	F	Mrs	Emilia T	Schade	School for the Visually Impaired Children	Khomas	UC 1	Active
99	M	Mr	Therens T	Ndisiro	Tobias Hainyeko Primary School	Khomas	UC 1	Active
100	F	Mrs	Rebekka V.M	Shivolo	Tobias Hainyeko Primary School	Khomas	NC 1	Active
101	M	Mr	Samuel	Neas	Cornelius Goreseb High School	Kunene	NC 4	Active
102	F	Mrs	Alina E I	lipumbu	Cornelius Goreseb high school	Kunene	UC 1	Active
103	F	Ms	MLS	Ngunovandu	Grootberg Primary School	Kunene	UC 4	Active

NaDEET Teach for ESD

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

Participant List

	M/F	Title	Name	Surname	School	Region	Training	Status
104	F	Mrs	Olin Catherina	Kahuure	Grootberg Primary School	Kunene	NC 2	Active
105	F	Ms	Ernitha K	Hungua	Hungua Combined School	Kunene	NC 4	Active
106	M	Mr	Kaverandua U	Rutjindo	Hungua Combined School	Kunene	UC 1	Active
107	F	Ms	Emilia N	Reinhold	Maarsen Primary School	Kunene	NC 4	Active
108	F	Ms	Priscila PN	Kabajani	Maarsen Primary School	Kunene	UC 1	Active
109	M	Mr	Kaiho	Rikambura	Musaso Combined School	Kunene	NC 2	Active
110	F	Ms	Elisia	Shefike	Musaso Combined School	Kunene	UC 4	Active
111	F	Mrs	Delila N	Undari	Okorosave Primary School	Kunene	NC 4	Active
112	M	Mr	Vakuateruevi	Ndjai	Okorosave Primary School	Kunene	UC 1	Active
113	F	Ms	Lydia	Ndiaende	Otjiu primary school	Kunene	UC 4	Active
114	M	Mr	Ngaisaneue	Tjiningire	Otjiu primary school	Kunene	NC 2	Active
115	M	Mr	Isakuee	Kasaona	Warmquelle Primary School	Kunene	UC 1	Active
116	M	Mr	Musengun G	Tjijeura	Warmquelle Primary School	Kunene	NC 4	Withdrew
117	F	Mrs	Emilia N	Teofelus	Eenhana Secondary School	Ohangwena	NC 3	Active
118	M	Mr	Simeon P.	Endjila	Eenhana Secondary School	Ohangwena	UC 5	Active
119	F	Ms	Glory ITE	Mwaamukange	Helao Mwiinduli Primary School	Ohangwena	None	Inactive
120	F	Mrs	Ndilimeke N	Nduhe	Helao Mwiinduli Primary School	Ohangwena	NC 3	Active
121	M	Mr	Festus Panduleni	Moses	Kapombo Combined School	Ohangwena	NC 3	Active
122	F	Ms	Mirjam M	Kayofa	Kapombo Combined School	Ohangwena	UC 6	Active
123	F	Ms	Selma N	Shimpanda	Kornelius Combined School	Ohangwena	NC 5	Active
124	F	Mrs	Susan K	Nelulu	Kornelius Combined School	Ohangwena	UC 6	Active
125	F	Ms	Helena	Hamaulu	Nanghonda Combined School	Ohangwena	UC 6	Active
126	F	Mrs	Beata T.	Neisho	Nanghonda Combined School	Ohangwena	NC 5	Active
127	F	Ms	Monica N	Nghimwenavali	Omupini Junior Primary School	Ohangwena	UC 6	Active
128	F	Ms	Helalia	Gotrib	Omupini Junior School	Ohangwena	NC 5	Active
129	F	Mrs	Sylvi Nelao	Nepembe	Oshandi Combined School	Ohangwena	NC 3	Active
130	M	Mr	Absalom M	David	Oshandi Combined School	Ohangwena	UC 5	Active
131	F	Ms	Kristiana K	Negongo	Ponhofi SS	Ohangwena	NC 3	Active
132	F	Ms	Lettie N.	Andreas	Ponhofi SS	Ohangwena	UC 5	Active
133	M	Mr	Olavi M	Tuyoleni	Sakaria H Nghikembua PS	Ohangwena	UC 5	Active
134	F	Ms	Veronika N	Stefanus	Sakaria H. Nghikembua PS	Ohangwena	NC 3	Active
135	M	Mr	Johannes N	Paulus	Uukelo C S	Ohangwena	UC 6	Active
136	F	Ms	Tuyenikelago N	Nghikongelwa	Uukelo C S	Ohangwena	NC 5	Active
137	M	Mr	Ngundjizuva	Makari	Epukiro Secondary School	Omaheke	NC 2	Active
138	F	Ms	Hendrina N	Simeon	Epukiro Secondary School	Omaheke	UC 5	Active
139	F	Ms	AM Andeline	Mbura	Morukutu Primary School	Omaheke	UC 5	Active
140	M	Mr	Kahiwi	Murambi	Morukutu Primary School	Omaheke	NC 2	Active
141	F	Ms	Maria H	Demetrius	Anamulenge Primary School	Omusati	NC 5	Active
142	F	Mrs	Lavinia M	Lukas	Anamulenge Primary School	Omusati	UC 3	Active
143	M	Mr	Erastus Neumbo	Shikongo	DAPP Private School	Omusati	UC 3	Active
144	M	Mr	Nestor N	Shingundu	DAPP Private School	Omusati	NC 5	Active
145	F	Ms	Victoria	Alukolo	David Sheehama SS	Omusati	UC 3	Active
146	F	Ms	Alina	Fillipus	David Sheehama SS	Omusati	NC 5	Active
147	F	Ms	Anna NN	Jacob	Eendombe Combined School	Omusati	NC 5	Active
148	M	Mr	Kornelius HN	Kashihakumwa	Eendombe Combined School	Omusati	UC 3	Active
149	F	Ms	Emilia N	Mwatila	Eengwena Primary School	Omusati	NC 5	Active
150	F	Ms	Cecilia K	Desiderius	Eengwena Primary School	Omusati	UC 3	Active
151	F	Mrs	Klaudia P	Haukongo	Ekundu Combined School	Omusati	NC 6	Active
152	F	Mrs	Fiina N	Kadonga	Ekundu Combined School	Omusati	UC 5	Active
153	F	Ms	Thresia	Nepolo	Elim Junior Secondary School	Omusati	NC 6	Active
154	F	Mrs	Shekupe M	Amnole-Shivute	Elim Junior Secondary School	Omusati	UC 5	Active
155	F	Mrs	Diana	Emuno	IK Tjimuhiva Combined	Omusati	UC 5	Active
156	M	Mr	Temistokles	Mbendeka	IK Tjimuhiva Combined	Omusati	NC 6	Active
157	F	Ms	Sabina SN	Kleopas	Olupaka Combined School	Omusati	NC 6	Active

NaDEET Teach for ESD

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

Participant List

	M/F	Title	Name	Surname	School	Region	Training	Status
158	M	Mr	Matti N. T	Uushona	Olupaka Combined school	Omusati	UC 5	Active
159	F	Ms	Veronica	Albinus	Ompakoya Combined School	Omusati	UC 3	Active
160	M	Mr	Elifas Eita	Ndjendja	Ompakoya Combined School	Omusati	NC 5	Active
161	F	Mrs	Hilda AN	Nakaambo	Akuniihole Primary School	Oshana	UC 4	Active
162	M	Mr	Sakaria Totea	Alugodhi	Akuniihole Primary School	Oshana	NC 5	Active
163	M	Mr	Jonas K	Vilho	Ankambo primary school	Oshana	UC 4	withdrew
164	F	Ms	Toini N	Shikongo	Ankambo primary school	Oshana	NC 5	Active
165	M	Mr	Phillipus T	Ekanjo	Ehangano Primary School	Oshana	UC 2	Active
166	F	Mrs	Johanna	Ambili	Ehangano Primary School	Oshana	NC 1	Active
167	F	Mrs	Naveuye NL	Hamukwaya	Eluwa special school	Oshana	UC 2	Active
168	F	Ms	Rauha Joleni R.J.	Hanai	Eluwa Special School	Oshana	None	Active
169	F	Ms	Teopolina M	Ndeshaanya	Mvula Secondary School	Oshana	None	withdrew
170	F	Ms	Tuyeimo	Akuunda	Mvula Secondary School	Oshana	None	withdrew
171	F	Mrs	Martha	Haukena	Mweshipandeka High School	Oshana	UC 2	Active
172	M	Mr	Salom H.	Shonena	Mweshipandeka High School	Oshana	NC 1	Active
173	M	Mr	Konrad T	Teofilus	Omusheshe Combined School	Oshana	NC 1	Active
174	M	Mr	Leonard	Shindume	Omusheshe Combined School	Oshana	UC 2	Active
175	M	Mr	Erastus Hafeni	Uusiku	Oshikondiilongo CS	Oshana	UC 2	Active
176	M	Mr	Immanuel Kandapo	Nuumbala	Oshikondiilongo CS	Oshana	NC 5	Active
177	F	Ms	Mariana N.T	Ngalagombe	Oshipumbu combined school	Oshana	NC 5	Active
178	F	Ms	Talanyeka. K.	KALIMBO	Oshipumbu combined school	Oshana	UC 4	Active
179	F	Ms	Katrina	Michael	Elago Primary School	Oshikoto	NC 2	Active
180	F	Ms	Hilma	Akweenda	Elago Primary School	Oshikoto	UC 5	Active
181	F	Mrs	Patemoshela	Nakanyala	Emanya S School	Oshikoto	UC 5	Active
182	F	Ms	Bertha	Penda	Emanya S School	Oshikoto	NC 2	Withdrew
183	F	Ms	Dortea	Sheyadiva	Etosha Secondary School	Oshikoto	UC 5	Active
184	M	Mr	Brave	Shapange	Etosha Secondary School	Oshikoto	NC 2	Active
185	F	Ms	Annakleta K	Kamwanga	Kuvukiland Primary School	Oshikoto	UC 6	Active
186	F	Ms	Hilja HT	Haipa	Kuvukiland primary school	Oshikoto	NC 4	Active
187	M	Mr	Filippus M	Namene	Nikodemus Panduleni Nashindi CS	Oshikoto	NC 4	Active
188	M	Mr	Thomas	Uupindi	Nikodemus Panduleni Nashindi CS	Oshikoto	UC 6	Active
189	M	Mr	Bonifatius	Amutenya	Okalumbu Combined School	Oshikoto	NC 4	Active
190	F	Ms	Victoria	Nambombola	Okalumbu Combined School	Oshikoto	UC 6	Active
191	F	Ms	Anatolia	Kashango	Onamishu Combined School	Oshikoto	UC 5	Active
192	F	Ms	Elizabeth	Ndemuweda	Onamishu Combined School	Oshikoto	None	Active
193	F	Ms	Klaudia	Indongo	Onampadhi Combined School	Oshikoto	NC 4	Active
194	F	Mrs	Selma SM	Matheus	Onampadhi Combined School	Oshikoto	UC 5	Active
195	F	Ms	Selma N	Alweendo	Onguti SSS	Oshikoto	UC 5	Active
196	F	Ms	Tusnelde L	Vaendwanawa	Onguti SSS	Oshikoto	NC 2	Active
197	F	Ms	Julia JN	Heita	Onyuulaye Combined School	Oshikoto	UC 6	Active
198	F	Ms	Esther T	Lyakuwa	Onyuulaye Combined School	Oshikoto	NC 4	Active
199	M	Mr	Jeremia H	Kashikola	Ozizi Combined School	Oshikoto	NC 4	Active
200	M	Mr	Lazarus LT	Nafenya	Ozizi Combined School	Oshikoto	UC 6	Active
201	F	Ms	Fiina L	Amadhila	Uupindi Primary School	Oshikoto	None	Active
202	F	Ms	Amalia NK	Haikali	Uupindi Primary School	Oshikoto	NC 4	Active
203	F	Ms	Julia N	Haimbodi	Gam Primary School	Otjondjupa	UC 1	Active
204	M	Mr	Salom	Shinyengu	Gam Primary School	Otjondjupa	NC 2	Active
205	F	Ms	Naemi Mweshiyola	Nelumbu	Monica Geingos Secondary School	Otjondjupa	NC 4	Active
206	F	Ms	Selma SM	Theophilus	Monica Geingos Secondary School	Otjondjupa	UC 1	Active
207	F	Ms	Ivonne. I	Tuaandi	Okaepe Project School	Otjondjupa	UC 4	Active
208	M	Mr	Unondjamo	Henguva	Okaepe Project School	Otjondjupa	NC 2	Active
209	M	Mr	Jaurovandu	Rukuma	Okamatapati Combined School	Otjondjupa	UC 4	Active
210	M	Mr	Jevezinga	Muheue	Okamatapati Combined School	Otjondjupa	None	Active
211	F	Ms	Fransina N	Shipena	Okondjatu Combined School	Otjondjupa	NC 4	Active

NaDEET Teach for ESD

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

Participant List

	M/F	Title	Name	Surname	School	Region	Training	Status
212	F	Ms	Olivia NM	Mhata	Okondjatu Combined School	Otjozondjupa	UC 4	Active
213	F	Ms	Johanna	Gabriel	Osire Secondary School	Otjozondjupa	NC 2	Active
214	M	Mr	Uronderako E	Katjimune	Osire Secondary School	Otjozondjupa	UC 1	Active
215	F	Ms	Maria	Kiliyana	Otavi Primary School	Otjozondjupa	UC 1	Active
216	F	Ms	Victoria k	Shilongo	Otavi primary school	Otjozondjupa	NC 2	Active
217	F	Ms	Taimi ND	Naanda	Rogate Primary school	Otjozondjupa	None	withdrew
218	F	Ms	Tekla T.M	Muhuura	Rogate Primary school	Otjozondjupa	None	withdrew
219	F	Ms	Rhensia	Geises	Shalom Primary School	Otjozondjupa	UC 4	Active
220	M	Mr	Saltiel K.	Kupololo	Shalom Primary School	Otjozondjupa	NC 4	Active
221	F	Ms	Julia N	Timotheus	St Isidor R.C.Primary School	Otjozondjupa	UC 4	Active
222	F	Ms	Josefine Bertha	Hamunyela	St Isidor RC Primary School	Otjozondjupa	NC 2	Active
223	M	Mr	Job T	Nambili	Waterberg Junior SS	Otjozondjupa	UC 4	Active
224	F	Ms	Queen.T	Katunahange	Waterberg Junior SS	Otjozondjupa	NC 4	Active
225	M	Mr	Mudengi SM	Mudengi	Brendan Simbwaye PS	Zambezi	UC 3	Active
226	M	Mr	Simenda N	Nadeleki	Brendan Simbwaye S	Zambezi	NC 3	Active
227	F	Ms	Lindy LN	Njamba	Greenwell Matongo PS	Zambezi	UC 3	Active
228	M	Mr	Royd R.M	Likando	Greenwell Matongo PS	Zambezi	NC 3	Active
229	F	Ms	Precious K	Chaka	Isize Combined School	Zambezi	NC 6	Active
230	F	Ms	Trendy Madube	Kazuka	Isize Combined School	Zambezi	UC 3	Active
231	F	Ms	Eva Michelle EM	Kachitomwa	Kasika Combined School	Zambezi	UC 3	Active
232	M	Mr	Sansindi JM	Mwala	Kasika Combined School	Zambezi	NC 6	Active
233	M	Mr	Behven S	Simasiku	Linyanti Combined School	Zambezi	UC 4	Active
234	M	Mr	Mushwena GM	Mushwena	Linyanti Combined School	Zambezi	NC 6	Active
235	F	Ms	Alpha M	Ntelamo	Mafuta Combined School	Zambezi	UC 4	Active
236	F	Ms	Malala	Mabakeng	Mafuta Combined School	Zambezi	NC 6	Active
237	F	Ms	Alma M	Shiyute	Mavuluma Combined School	Zambezi	NC 3	Active
238	F	Ms	Salomeh	Mubitelela	Mavuluma Combined School	Zambezi	UC 3	Active
239	M	Mr	Moffat S	Matengu	Ngweze Primary School	Zambezi	UC 3	Active
240	M	Mr	Sydney K	Simataa	Ngweze Primary School	Zambezi	NC 3	withdrew

Appendix 2 - NaDEET Urban Sustainability Centre – Centre-Based Training Programme

Teach for ESD Workshop Programme					
NaDEET URBAN SUSTAINABILITY CENTRE SWAKOPMUND					
Improving ESD teaching and learning experiences in Namibia					
Sponsored by: Bread for the World and Supported by: Ministry of Education Arts & Culture					
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	<p>Please note: Arrival is on Monday</p> <p>We welcome you to arrive anytime in the afternoon.</p> <p>Registration is at Urban Centre Reception.</p> <p><i>Check into accommodation & exploring the Urban Centre and surroundings</i></p> <p>Official Welcoming Introduction to NaDEET Teach for ESD Workshop Programme Baseline Survey</p> <p>Dinner at the NaDEET Urban Centre Eco Café - (Catered)</p> <p>Participant Introductions & Programme Expectations</p> <p>End of Day</p>	Breakfast at Accommodation (Travel to Urban Centre)	Breakfast at Accommodation (Travel to Urban Centre)	Breakfast at Accommodation (Travel to Urban Centre)	Breakfast at Accommodation
7:15		Intro Session: Register, Intros, Teach for ESD Programme Overview	Attendance & Daily Recap	Pick up at Guest House (8am)	Return to Regions
7:30					
7:45		Session 1: The Environmental Crisis (Toolkit 1.2 & 1.3)	Session 5: What is ESD? (Toolkit 2.2)	Session 10: Coastal Excursion	
8:00					
8:15		Health Break Eco Café	Health Break Eco Café	Visit to Desalination Plant Lichen fields Rent-A-Drum	
8:30					
8:45		Session 2: The Global Response SDG Game, Prioritise your SDGs & ESD in context (Toolkit 2.1, 3.1)	Session 6: Enviro Meal Challenge (Toolkit 3.2 & 3.8)	Health Break: Sandwiches from Two Beards (Toolkit 1)	
9:00					
9:15		Lunch Eco Café (Catered- Gabriele's)	This activity includes lunch & clean-up of Eco-Café.	Lunch Food Truck	
9:30					
9:45		Session 3: Exploring the Urban Sustainability Centre through the lens of the SDGs and ESD (Toolkit 1 & Toolkit 2)	Session 7: Our Enviro Footprint	Session 11: Teach for ESD Programme Implementation & Badges (Distribution of Toolkit 3)	
10:00					
10:15		Short Break	Short Break	Session 12: Global Café & #ESD for 2030 (Toolkit All)	
10:30					
10:45		Session 4: Finding the SDGs in Swakopmund	Session 8: Exploring SDG11 & Building our own Sustainable Schools & Communities (Toolkit 3)	This activity includes coffee/tea.	
11:00					
11:15		Dinner Vouchers	Dinner Vouchers	Group Photo	
11:30					
11:45		Break	Break	Evaluation, Finances & Curios	
12:00					
12:15	Dinner at a local restaurant (Voucher)	Dinner at a local restaurant (Voucher)	Enviro Quiz & Certificates		
12:30					
12:45	Film night featuring Green Belt Movement founder Wangari Maathai (Toolkit 3.10)	Free evening	Official Closing of Workshop		
13:00					
13:15	Dinner at the NaDEET Urban Centre Eco Café - (Catered)	Dinner at the NaDEET Urban Centre Eco Café - (Catered)			
13:30					
13:45	End of Day	End of Day	End of Day		
14:00					
14:15	End of Day	End of Day	End of Day		
14:30					
14:45	End of Day	End of Day	End of Day		
15:00					
15:15	End of Day	End of Day	End of Day		
15:30					
15:45	End of Day	End of Day	End of Day		
16:00					
16:15	End of Day	End of Day	End of Day		
16:30					
16:45	End of Day	End of Day	End of Day		
17:00					
17:15	End of Day	End of Day	End of Day		
17:30					
17:45	End of Day	End of Day	End of Day		
18:00					
18:15	End of Day	End of Day	End of Day		
18:30					
18:45	End of Day	End of Day	End of Day		
19:00					
19:15	End of Day	End of Day	End of Day		
19:30					
19:45	End of Day	End of Day	End of Day		
20:00					

Figure 11: Teach for ESD, Urban Sustainability Centre

Appendix 3 – NaDEET Centre NamibRand Nature Reserve – Centre-Based Training Programme

Teach for ESD Workshop Programme						
Improving ESD Teaching & Learning Experiences in Namibia						
Sponsored by Bread for the World; Supported by Ministry of Education, Arts & Culture						
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	
6:30		Breakfast preparation	Breakfast preparation	Breakfast preparation	Packed Breakfast Departure	
6:45						
7:00						
7:15		Breakfast	Breakfast	Breakfast		
7:30						
7:45		Attendance & Daily Briefing	Attendance & Daily Briefing			
8:00		Session 1: The Environmental Crisis (Toolkit 12 & 13)	Session 6 (Part 1): What is ESD? (Toolkit 2.2)	Session 10: Exploring the Namib Desert's Biodiversity Dune Walk (Toolkit 11, 31, 34, 35, 3.8)		
8:15						
8:30						
8:45						
9:00			Solar Cooking for lunch			
9:15						
9:30		Solar Cooking for lunch (Toolkit 3.7)	Health Break	Solar Cooking for tea time		
9:45						
10:00		Health Break	Session 6 (Part 2): What is ESD? (Toolkit 2.2)	Health Break		
10:15						
10:30		Session 2: The Global Response SDG Game, Prioritise your SDGs & ESD in Context (Toolkit 21, 3.1)	Session 7: Waste Management Fuel Efficient Stoves & Recycled Fireballs (Toolkit 3.3, 3.7)	Session 11: (Attendance) Distribution of Toolkit 3 Programme Implementation, Assessment & Badges, Q & A (Toolkit 3)		
10:45						
11:00						
11:15						
11:30						
11:45						
12:00						
12:15						
12:30						
12:45						
13:00		Lunch	Lunch	Lunch		
13:15						
13:30		Lunch cleanup	Lunch cleanup	Lunch cleanup		
13:45						
14:00		Break	Break	Break		
14:15						
14:30	Arrive & Walk to Centre	Session 3: Exploring NaDEET Centre through the lens of the SDGs and ESD (Toolkit 1 & Toolkit 2)	Session 4 - Day 2: Measuring our Enviro Footprint	Rubbish from accommodation		
14:45						
15:00	Move into accommodation & Baseline Survey			Walk/drive to NaDEET Base	Session 4 - Day 3: Measuring our Enviro Footprint	
15:15						
15:30			Session 8: Exploring NaDEET Base through the lens of the SDGs and ESD Garden, Compost & Tree Nursery (Toolkit 3.2 & Toolkit 3.10)	Break		
15:45	Official Welcoming to NaDEET Centre					
16:00					Session 12: Global Café & #ESD for 2030 (All Toolkits)	
16:15						
16:30	Registration	Break (CA prep water basins)				
16:45	Housekeeping (Intro: Waste management & Kitchen)					
17:00	Introduction to NaDEET Video	Session 4- Day 1: Environmental Auditing Measuring our Enviro Footprint Day 1		Group Photo		
17:15						
17:30				Sunset on the dunes		
17:45						
18:00	Break	Break	Break	Break		
18:15						
18:30						
18:45	Dinner	Dinner	Dinner	Dinner		
19:00						
19:15	Teach for ESD Programme Overview;	Session 5: Film night featuring Green Belt Movement founder Wangari Maathai (Toolkit 3.10)	Session 9: Africa Dark Sky Reserve Astronomy and Light Pollution (Toolkit 11, 1.3, 3.5, 3.8)	Session 13: Evaluations, Quiz & Certificates		
19:30	Participants Introduction					
19:45	Programme Expectations Socialise & Network					
20:00						
20:15						
20:30						
20:45	Day Finished	Day Finished	Day Finished	Day Finished		

Figure 12: Teach for ESD, NaDEET Centre

Appendix 4 – Regional Workshops Programme



TEACH for ESD

Teach for ESD Regional 2-DAY Workshop Programme



Gerzensee-Gantrisch

Improving ESD Teaching & Learning Experiences in Namibia
Sponsored by Bread for the World; Supported by Ministry of Education, Arts & Culture

TIME	Arrival Day	Day 1	Day 2	Departure Day
7:15	Travel	Breakfast daily attendance	Breakfast daily attendance	Breakfast & To-go Pack
7:30				
7:45		Welcoming Recap of previous training; Overview of Regional Workshop; Personal Introductions (in Teams) (Hand in USB sticks)	Session 5: Outdoor activity (Nature Walk in Park)	Departure
8:00				
8:15				
8:30				
8:45				
9:00				
9:15				
9:30				
9:45				
10:00				
10:15		Session 1 : Badge Feedback & Sharing Part 1: Mapping our ESD Activities Part 2: Examples from fellow participants Part 3: What makes a good badge application?	Health Break (Return USB sticks)	
10:30				
10:45		Health Break	Session 6: Teach about Nature (Hand out additional resources)	
11:00				
11:15		Session 2: Reflection on ESD Badge Activities: Presentation & Group Work	Flow Learning 3 (Back to Nature)	
11:30				
11:45				
12:00				
12:15				
12:30				
12:45				
13:00				
13:15				
13:30				
13:45	Lunch	Lunch		
14:00				
14:15	Flow Learning 1 (Animal Game)	Flow Learning 4 (Wilderness Poem) & Summary on Flow Learning	Travel back to regions	
14:30				
14:45	Session 2: Reflection on ESD Badge Activities Continued...	Session 7 Group Work: Tackling (3) Challenging Badges		
15:00				
15:15	Session 3 Environmental Scenario Role-play Game (Distribute EE/ESD Strat & Action Plan)	Q & A Part 2 Group Photo		
15:30				
15:45	Flow Learning 2 (Duplication)	Break (Short training & Distribution of It's Time to Grow - PP&JP teachers only)		
16:00				
16:15	Arrival & Registration	Break	Dinner	
16:30				
16:45				
17:00				
17:15				
17:30				
17:45	Accommodation- Move In	Dinner		
18:00				
18:15	Dinner	Dinner		
18:30				
18:45	Dinner	Session 4: Film: The Man who Stopped the Desert	Closing: Workshop Evaluations & Certificates	
19:00				
19:15				
19:30				
19:45	Dinner	End of Programme	End of Programme	
20:00				