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THE OFFICIAL NEWSLETTER OF THE NAMIBIA NATIONAL TEACHERS' UNION (NANTU)

UNESCO AND UNFPA CONTRIBUTES TO HIV/AIDS

As HIV/AIDS is rapidly penetrating the teaching fraternity, NANTU received a major boost from UNESCO and UNFPA to fight the spread of HIV/AIDS. An amount of N\$ 250 000 was handed over recently. The project under which funds will be used is "Strengthening leadership Capacity of Teachers Living with and Affected by HIV in Namibia." The Ministry will also be very much involved in this project because they are the sole providers of education in Namibia.



Ms. Nuzhat Ehsan, UNFPA, Namibia country representative during her speech at the World Teachers' Day in Omusati Region at Tsandi Sports ground. Looking at the back from left to right: NANTU Secretary-General Basilius Haingura; Education Minister Hon. Nangolo Mbumba; Dr. Claudia Harvey, UNESCO representative; NANTU President, Cde. Simeon Kavila and NANTU Omusati Regional Chairperson, Cde. Leonard Nekwaya. They witnessed the presentation made and handing over of the cheque to NANTU's President.

Whatever You Teach a Child
Whether it's Through Your
Words or Through Your Actions,
Lives on Forever in His or Hers
Heart.

*The Mediocre Teacher Tells.
The Good Teacher Explains.
The Superior Teachers
Demonstrates
The Great Teacher Inspires.*
William Arthur Ward

If You Want a Share of The
Fame, You've Got to be
Willing to Take a Share of The
Blame

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EDITORIAL



**Cde. Patrick "Six Mabone"
Kazimbu**

The year 2007 has drawn to a close. Some plans, projects and dreams became true and others not. Some of us had a sad year while others were happy. As Christians, we believe that God has created everything and that He has a plan for everything and for everyone on earth. We make plans and the Lord has the last decision.

When times are sad we realize and learn how many prominent educators lost their lives through the pandemic of HIV/AIDS. We as teachers must fight the good fight and guard against the infection of our fellow colleagues. We must make sure that as from now on, no teacher should die from the pandemic but rather the pandemic should be destroyed by all teachers jointly. Let our theme for 2008 be: "Teachers Destroy Aids".

Teachers are being confused with blatant lies that NANTU will merge with other teachers union in Namibia. The train of NANTU is still running strong and keeps on running stronger and stronger daily. Those who fall, fall, while others are joining the train and enjoy the professional ride. Only NANTU as a recognized union in Namibia can negotiate on behalf of the teachers of Namibia as stipulated in our Recognition Agreement.

We need to make sure that the results of our learners improve year by year. It will be very good to see teachers forming social groups and discuss ways and means in improving the outcome of what we have planted throughout the year.

We, must do our level best in executing our daily activities with pride and integrity even if the support towards our profession is not sufficient. We need to push harder and harder using our initiatives in order to make the best out of the worse. We must always be part of the solution and not part of the problem. Nowadays It seems that teaching is a profession to cater for everyone who needs a job. We must encourage members in the society to take up teaching seriously and discourage those ones who just want to be employed and then cannot produce. We need to call a spade a spade and not a broom. Being a teacher is being an educator of the nation, so let us take up our responsibilities very seriously because teaching is a noble profession.

Wishing you all a peaceful festive season.
Take care.
Editor

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**Edited by: Cde. Martin Matsuib
Cover Picture by: "Six Mabone" Kazimbu**

**NANTU Head Office
Mungunda Street, Erf 8506
Between Katutura Police Station and Katutura Magistrate
Court**

**P.O. Box 61009,
Katutura, WINDHOEK**

**Tel.: 061 - 262247 or 215435,
Fax: 061- 261926**

WHAT DOES THE BIBLE SAY?

MATTHEW 7: 24 – 27

24. “ So then, anyone who hears these words of mine and obeys them is like a wise man who built his house on rock.

25. The rain poured down, the rivers overflowed and the wind blew hard against that house. But it did not fall, because it was built on rock.

26. “But anyone who hears these words of mine and does not obey them is like a foolish man who built his house on sand.

27. The rain poured down, the rivers overflowed, the wind blew hard against that house, and it fell. And what a terrible fall that was!”.



The Lord wants us to have faith, believe in Him, put our trust in Him and do what His words want us to do and live so that when trouble befallen us, we will be saved despite everything that can happen to us and the doors to Heaven will remain open for us when judgment day comes.

Taking and making a comparison towards our career which is teaching, rules and regulations are set up under which we need to do our daily tasks. To take an example is whenever we read through the Code of Conduct and Public Service Staff Rules and adhere to it we will be saved when it comes to transgressions of offences. This means we will be very careful to take a single wrong step. Well, human beings are not perfect. Let us inherit what is good and professional towards our career.

If we are serious from January to October by laying a foundation into the brains of our learners, the results at the end of every year will never be disappointing because we have built on rock and not on sand.

Editor.

A PRAYER FOR THE OLD AND THE NEW YEAR

O God, our Father, we look back upon the year
which has drawn to a close.

There is so much for which we need forgiveness.

For time we have wasted; for the opportunity we have
neglected;
for the strength we have given to the wrong things;
for the mistakes we have made:

Forgive us, O God.

There is so much time for which we ought to give You
thanks.
for health and for strength; for protection in times of danger;
for healing in times of illness; for upholding in days of
sorrow;
for daily light and daily leading:

We thank You, O God.

Bless those for whom the past year was a happy year,
and cause them to give the thanks to You.
Bless those for whom it was a sad year,
and help them still to face the future with steady eyes.
And help us all in the year ahead, so to live that at the end
of it
we shall not only be one year older,
but we shall also be one year nearer to You.

This we ask for Your Love's sake

AMEN

*Good Morning sounds so simple and not important
to many people. Let's look at what very important
meaning and message it carries.*

G - God
O - Offers us His
O - Outstanding
D - Devotion to

M - Make us
O - Obedient and
R - Ready for a
N - New day to
I - Inspire others and
N - Never to forget that
G - God loves us all equally.

Teachers are society's representatives or go-between and for this the society in the world has great expectations of teachers.

Let us look at some aspects about the role teachers play in society.

Teachers As Intermediaries:

Teachers are intermediaries of the 'real' world (the factual world, the world as is and we see it) and the 'ideal' world (the world of learning, the intellectual world, the philosophical world). A consideration of some of the expectations which teachers face, makes it clear what a daunting task they have.

Learners, for example, expect their teachers to relay information

Parents expect teachers to discipline their classes and instill moral values and promote academic achievement.

Educational Planners expect teachers to revitalize communities and begin co-operative efforts.

Curriculum Reformers expect teachers to adopt new ways of teaching and to introduce new syllabi.

Government expects teachers to introduce to their learners ideas of national unity and a respect for state institutions.

But while society is all too ready to heap expectations and obligations on the shoulders of teachers, teachers are not generally given the material rewards and social prestige to match the importance of their role.

Leadership:

The role of intermediary demands of teachers that they possess the qualities needed to be leaders of children.

Teachers need to know children in general, but also each child in their classes as individual – true leaders must know their followers well.

Self-knowledge is likewise of utmost importance. Teachers need to be aware of their capacities and abilities, as much as of their limitations and shortcomings.



Uncle Don Reader with learners and teachers at Kaoko-Otavi Primary School, Opuwo, Kunene Region. He donated N\$ 1 500.00 which was used to buy a printer.

They need to have a thorough knowledge of the teaching and educational goals which are important to lead their children from the 'real' world to the 'ideal' world.

As leaders of young people, teachers ought to accept every child in their classes as they are and, at the same time, execute their professional task of assisting, leading and serving their learners unselfishly to the best of their ability so that the children may gradually become what they ought to be. As leaders teachers should continually place themselves in their learners' situations, and enter with their whole being into their learners' world in order to listen to their needs, problems and points of view and, in this way, get to know and understand them better.

As leaders, teachers should represent and interpret to their learners, in and through their personal lives, a selection of what is good and what ought to be.

Teachers should project a specific image of what their charges may aspire towards, an exemplary ideal of adulthood. In and through their learners, teachers should meet the spiritual and cultural values, norms and ideals that apply to the adult world, especially as this is perceived in their own cultural circles and community. Reciprocally, teachers should seek to transmit these values to their pupils for them to accept, appreciate and adhere to.

The teacher is one among the many formative environmental factors exercising their cumulative effect on children, yet they are factors of incalculable importance as it is they who deliberately consciously, purposefully and systematically devote attention to forming the child's character (Swift 1985:87).

Professionalism:

Doctors and lawyers, in their social function, deal with the abnormal and the anomic, with those critical issues in people's lives when they are desperately in need of the help of an expert. (Morrish 1982:235). Teachers, on the other hand, are concerned with a compulsory social service to all members of the public, which is taken for granted as a normal process in the lives of all children between the ages of five and sixteen. We quickly accept the normal with barely a comment: it is the abnormal and the dysnomic that attract our interest and those



Ms. Gertruida Dawids, a teacher at Pionierspark Primary School in Pionierspark Residential areas in Windhoek with her Grade 5 Social Studies learners

TEN COMMANDMENTS OF GOOD LISTENING

who are involved in dealing with them may possibly attract a dis-proportionate respect and re-compense.

Professionalism tends to be weak among teachers in developing countries because the criteria of a true profession are not completely met (Thomson 1981:252).

Thus we find that the teaching profession is not respected as teachers feel it should be, and that they are inadequately paid for the duties they are required to do.

(Source: Dr. R.A. Sonn)

Be not afraid of growing slowly – be afraid of standing still.
John Mason

Recognition Of Qualifications

A Joint Statement was signed between N'ANTU and the Ministry of Education (MoE) on 20th September 2007.

The whole issue was misinterpreted by the media as was given in the media of September 28th, 2007, the Namibian.

Azaliah College qualifications were mentioned which was not the case. In the case of Azaliah College, the grace period was the issue which was dealt with and caught many teachers in a track. The issue of under scrutiny how many teachers are affected is still.

The Joint Statement that was signed was about the Entry Requirements for specific qualifications to be recognized. For example if you did a Degree without gone through a recognized diploma, the degree then was not recognized. If you completed a recognized diploma, afterwards that degree was recognized

Teachers will be informed after different stages are reached concerning the issue.

1. **Stop Talking:**
You cannot listen if you are speaking.
2. **Put The speaker At Ease:**
Help him/her feel that he/she is free to talk.
3. **Show Him/Her That You Want To Listen:**
Look and act interested. Do not read your mail while he/she talks.
4. **Remove Distractions:**
Don't doodle, tap or shuffle papers. Will it be quieter if you shut the door?
5. **Empathize With Him/Her:**
Try to put yourself in his/her place so that you can see his point of view.
6. **Be patient:**
Allow plenty of time. Do not interrupt him/her. Don't start for the door or walk away.
5. **Hold your temper:**
An angry man gets the wrong meaning from words.
8. **Go easy on argument and criticism:**
This puts him/her on the defensive. He/she may "calm up" or get angry.
Do not argue; if you win, you loose.
9. **Ask questions:**
This encourages his/her and shows you are listening. It helps to develop points further.
10. **Stop talking:**
This is the first and the last; because all other commandments depend on you .You can't just do a good listening job while you are talking.

Twelve Requirements For Better Human Relations:

1. Friendliness.
2. Cordiality.
3. Equanimity.
4. Magnanimous.
5. Tactfulness.
6. Gratitude.
7. Justice.
8. Humour.
9. Sympathize.
10. Thoughtful.
11. Courtesy.
12. Sincerity.

MATHEMATICS

THE MAGICAL ELEVEN

Multiplying numbers by eleven is a very joyful experience one can learn. Mathematics is an exact subject and never has an answer that might be right and wrong. It should be right or wrong. Let's look at the following. Multiplying by eleven (11)

1. **Without Carrying Over:**

Two Digit Numbers:

This means if the two digits are added, their sum should be less than ten. $4 + 2 < 10$.

Example: 42×11

- Write the units on the right side, the 2.
- Add 4 and 2, and write 6 as tens.
- Write down the 4 as hundreds.
- Your answer will be 462.

$$35 \times 11 = 385$$

2. **With Carrying Over:**

Two Digit Numbers:

This means if the two digits are added, their sum should be more than ten. $6 + 7 > 10$.

Example: 67×11

- Write the units on the right side, the 7.
- Add 6 and 7, and write 3 as tens.
- Carry 1 the over to the 6 and add it to 6, which will give 7.
- Your answer is 737.

$$94 \times 11 = 1\ 034$$

3. **Without Carrying Over:**

Three Digit Numbers:

This means if the three digits are added, their sum should be less than ten. $3 + 4 + 2 < 10$.

Example: 342×11

- Write the units on the right side, the 2.
- Add 4 and 2, and write 6 as tens.
- Add 3 and 4, and write 7 as hundreds.
- Write down the 3 as thousands.
- Your answer will be 3762.

$$214 \times 11 = 2\ 354$$

4. **With Carrying Over:**

Three Digit Numbers:

Three Digit Numbers:

This means if the three digits are added, their sum should be more than ten. $3 + 8 + 4 > 10$.

Example: 384×11

- Write the units on the right side, the 4.
- Add 8 and 4, and write 2 as tens.
- Carry the 1 over to the 8.
- Add 3, 8 and 1, write 2 as hundreds.
- Carry the 1 over to the three.
- Add 3 and 1 and 4 as thousands.
- Your answer will be 4224.

$$384 \times 11 = 4\ 224$$

6. **Without Carrying Over:**

Four Digit Numbers:

This means if the four digits are added, their sum should be less than ten. $4 + 0 + 2 + 3 < 10$.

Example: $4\ 023 \times 11$

- Write the units on the right side, the 3.
- Add 2 and 3, and write 5 as tens.
- Add 0 and 2, and write 2 as hundreds.
- Add 4 and 0, and write 4 as thousands.
- Write down the 4 as ten thousands.
- Your answer will be 44023.

$$2\ 312 \times 11 = 25\ 432$$

7. **With Carrying Over:**

Four Digit Numbers:

This means if the four digits are added, their sum should be more than ten. $4 + 6 + 8 + 7 > 10$.

Example: $4\ 687 \times 11$

- Write the units on the right side, the 7.
- Add 8 and 7, and write 5 as tens.
- Carry the 1 over to the 8
- Add 6, 8 and 1 write 5 as hundreds.
- Carry the 1 over to the 6
- Add 4, 6 and 1 and write 1 as thousands.
- Carry the 1 over to 4, and add 4 and 1.
- Write down the 5 as ten thousands.
- Your answer will be 51557.

You can do more exercises to get a better understanding.
Remember: *Practice Makes Perfect.*



ETSIP Under Discussion:

On 27/28 July, NANTU and the MoE engaged in discussions about ETSIP. Here Cde. Peacock Mbakera, Regional Chairperson of Otjozondjupa makes a serious statement on how teachers will be negatively affected through licensing. Issues under discussion were Teacher Licensing, Staffing Norms and Contract Based Performance. Such discussions are still planned for the future as the final results and recommendations were not yet met and teachers will be informed accordingly. There are other major aspects that can be tackled first such as better classrooms for rural areas, enough resources which includes text books for every child and to put better mechanisms on the performance of teachers for example sufficient advisory support.



After one and a half day of discussions, the National Teachers' Council (NTC) went back to the NANTU Head Quarters for further deliberations and to pave the way forward. At the 2006 - Congress in Rundu, Congress Resolution No. 17 was emphasized strongly by the attendees that: Teacher Licensing to be abolished until after 2030. NANTU to do proper research on Teacher Licensing to be accorded with due consideration and consultations within the confines of our Conditions of Services. NANTU is currently busy consulting the UK, US, Canada and others on the issue of Teacher Licensing. This is an issue to be looked at critically and it is a subject for negotiation with which NANTU is busy with.



NANTU Secretariat: from left to right: Cdes. //Garoëb, Haingura, Mulunga and Nguaike. Cde. //Garoëb busy explaining how Regional Education Offices should speed up their slow services and the long waiting of responses.



Parliamentary Standing Committee on Public Account with its Chairperson Hon. De Waal and other committee members including Dr. Moses Amweelo.

This important meeting took place on July 30th, 2007.

The main topic was: Delay In The Remuneration of Teachers which was discussed under sub-topics such as Appointment Process, The channel for sending and receiving documentation, Processing of advices, Submission and processing of computer advices at the Ministry OF Finance and distribution of salaries. This report came from the Office of the Auditor-General on the Ministry of Basic Education, Sport and Culture for the period of 1999 – 2002. What a big delay. Some issues might have improved and NANTU is still trying to find out what is rectified and what still needs to be improved upon.



A Familiarization Visit To Polytechnic of Namibia:

August 3rd, 2007 gave fruitful discussions between NANTU and Polytechnic of Namibia. The main issue was to establish a NANTU branch and to see how good working relations between NANTU and Polytechnic of Namibia can be developed. The Rector of Polytechnic of Namibia, Dr. Tjama Tjivikua and Ms. Riëtte Duvenhage of this Institution welcomed the NANTU delegation. Dr. Tjivikua mentioned that talks with his institutions were held in 1999 and since then nothing had happen. It was also good to learn that if the name can be changed to The University of Science and Technology this institution will give a major boost for Namibia internationally. NANTU regarded it as a good idea.



Serious Business for the Lecturers of Colleges of Education:

This issue of salaries for Lecturers of Colleges has been dragging since 2003. Nothing was done in order to revise their salaries and notches remained the same for a long period of time. Enough is enough according to these concerned educationist. On August 16th, they visited NANTU Head Office to find out what the next step is. Good deliberations went on and the issue is now an important subject for negotiations which needs to be tackled and discussed at a very serious note. From left to right representatives from the Colleges of Education: Cdes. Katjaita, Simasiku and Namoloh. The frustrations on their faces can tell what the next move is going to be if this issue is not speedily resolved.



Old Mutual / NedLoans Contribution:

To let the main event of World Teachers' Day be a success, the above-mentioned social partners thought it wise and jointly contribute an amount of N\$ 50,000.00 to NANTU. Here Marketing Manager of NedLoans on the right, Ms Isabella !Hurihe //Houses hands over the cheque, while from left to right NANTU leaders witnesses the handing over; Isabella Nguaike, Financial Administrator; Jackson Kavari, National Treasurer and Basilius Haingura, Secretary-General.



A Visit to the Hearing Impaired Schools:

This Special School was visited on Tuesday July 24th, 2007. The principal Dr. Nambira welcomed the NANTU delegation in the staffroom during the break. About 26 teachers were present. Short discussions were held and more specifically about a possible retirement package for NANTU members, Housing Subsidy and Teacher Licensing.

After the discussions, some learners were so eager to be photographed with the National Organizer Cde. Bendos //Garoëb, the principal Dr. Nambira and Head of Department Mrs. Nomsa Kleinert.

WORLD TEACHERS' DAY CELEBRATIONS - 2006

OMUSATI REGION TSANDI SPORTS GROUND

5TH OCTOBER

The 5th of October this year was declared as a school holiday to celebrate World Teachers' Day. Namibia seems to be the only country to have it as a school holiday after fruitful negotiations with NANTU and Government.

Various speakers were invited to the podium.

The official opening was assigned to the Minister of Education, Honourable Nangolo Mbumba. He mentioned in his introduction that education is one of government's top national priorities towards the realization of the aims and objectives outlined in Vision 2030 because and I quote:

- (a) "Education is the most precious gift we can give our children.
- (b) Education is the most critical investment in our future as a nation.
- (c) Education is the most effective strategy which will enable a country to thrive in a competitive and changing world".

He tried to give a comparison of what people's perceptions on education is and stated the following: "As we aware, education is not just a matter of supplying schools with teaching and learning materials, having a good curriculum and money. It is finding the dedication, the commitment, the team spirit, and motivating and inspiring in the teachers, in the principals, and in staff members who go ahead and give their very best and make it happen and change the lives of the learners and students".

their future. What learners learn from their teachers remain with them throughout their lives, giving them direction and goal. However very often communities and nations fail to show their appreciation and gratitude for their devotion and commitment".



Minister of Education, Honourable Nangolo Mbumba during his official opening remarks.

"Teachers therefore need encouragement and support from their community to feel that their efforts, energy, talent skills etc are being recognized. It is for this reason that World Teachers' Day is celebrated throughout the world.

We recognize the devotion with which teachers undertake the responsibility of educating our children, our learners and our youth".

He also shared some aspects which government wants to achieve in our schools

and in our education system as we move ahead and he said: "Namibian Education System has made a lot of progress since independence. Many changes have been affected; all kinds of new ideas, schemes and proposals have been embraced. Some people say we have too many changes and ideas. But the bottom line is that those changes have brought about noticeable and tangible progress".

On ETSIP – the Education and Training Sector Improvement Programme, he said that this programmes purpose is to enhance the sector's contribution to the attainment of strategic national development goals, and to facilitate the nation's transition to a knowledge-based economy. He further mentioned that ETSIP is a comprehensive sector-wide program from early childhood development and pre-primary, primary and secondary, through to information, adult and life long learning. The major themes underlying the entire sub sector programs are access, quality, relevance, equity, accountability and efficiency.

Provisions which were made by the Ministry in the last six years were the erection of 3 698 classrooms, 72 laboratories, 70 libraries, 474 teacher houses, 205 water connections, 210 electricity connections, 37 new secondary schools, 887 flushing toilets and 3 293 pit latrines. Most of these developments were made in rural regions where there is a critical backlog of decent schools and learning facilities. He



Former NANTU President Ndapewa Nghipandulwa in front of her office which was built by the community. She told retired Canadian teacher Don "Mr. NANTU" Reader that although in this heat, the concern is about the learners.

I think this is what we as teachers need to consider seriously. The question is, how much efforts do we really put in to reach what is expected from us?

"Teachers have an influencing role in the life of learners. They are like beacons of light guiding learners in the formative years of our lives. Teachers mould learners and in the process shape



The Twekushuama Group gave a hefty performance in their colourful traditional attire.

also recognized that the situation in rural areas still remains critical but with time, careful planning and adequate resources, the situation will be better.

Through the ETSIP programme, the Ministry aims, over the next few years, to provide a textbook for every learner in every subject. The provision of learning resources such as teaching materials, library books and laboratory equipment will be increased significantly.

He acknowledged that teachers are driving the education vehicle therefore well-qualified, motivated and dedicated teachers and school managers are of cardinal importance because the nation demands service delivery and accountability from teachers and school managers.

At a serious note he said: "The Ministry is considering instituting teachers licensing and performance contracts for all education managers to ensure that teachers and managers continually upgrade their skills and competencies to meet new challenges. This will ensure to retain committed teachers and managers and allow the non-committed ones to find other careers. Good teachers do not have to be super-human. Their character, dedication and love for their learners are what is important.

In his closing remarks, he recognized these dedicated people, people who give of themselves and take a personal interest in their learners, teachers who have touched and continued to touch our children and families lives, teachers who have moulded us and our children into what we and they are today and who are helping to shape tomorrow's people".

"Just as a country is as good as its people, so its citizens are only as good as their teachers". he concluded.

The Voice Of Parents To Teachers:

**By Liisa Nandjala Taapopi
Queen of Uukwaluudhi**

She mentioned that teachers are those people who take full responsibility for the quality of education in the classroom and successful learning by the learners. Parents must be involved in the education of their child (ren) because they could benefit from them. We must invest in our children. She further mentioned that the community respects teacher and teachers need to be proud of them through honesty because they, the teachers are the backbone of every career in our society and without teachers we could not have pilots, doctors, engineers and etc by today.

Queen Taapopi strongly emphasized the following expectations from Namibian parents:

- "Classes and schools to starts on time.
- As parents we have zero tolerance for the absenteeism of teachers without valid reasons and never accept the impregnating of schoolgirls by male teachers – never – ever.
- Alcohol abuse is not tolerated, because some teachers especially male teachers come to school very late and under the influence of alcohol and these must be stopped. You are there to build this nation but not to destroy simply because every male teacher is a father for every child and every female teacher is a mother for every child at school, meaning that you are also parents", out. She then thanked everyone.

Remarks by Ms. Nuzhat Ehsan, UNFPA, Namibia Country Representative During The Official Signing of UNESCO – UNFPA LoU in Support of the Project:

"Strengthening Leadership Capacity of Teachers Living with and Affected by HIV in Namibia".

It is indeed a great honour and privilege for me and my organization UNFPA to be part of this important occasion. The issue of HIV/AIDS continues to affect societies globally, and southern Africa is no exception.



Ms. Nuzhat Ehsan

It is indeed one of the regions with the highest prevalence rates. With the HIV prevalence rate currently at 19.9% in Namibia, the government and the development partners are unanimous that HIV/AIDS is the single largest threat to the development of the country. HIV/AIDS situation has redefined the demography of Namibia; besides reducing the annual population growth, it has also impacted the productivity of the members of our society.

As statistics revealed, the most affected group are the age group in the Namibian society, the professionals, the people who are expected to play a key role in the development of this country, and are tasked in ensuring that Vision 2030 becomes a reality. As the productive members of society are becoming un-productive as a result of HIV, it is the senior citizens, the retired and the very old who have already made their contribution, who are left with the challenge of seeing that the country achieve the Millennium Development Goals.

One of the professional groups that is hardest hit, and where the Ministry is feeling the impact of the situation, is that of teachers. A number of institutions have lost teachers due to HIV/AIDS, many are absent from duty. This has contributed to the inability of learners to perform to the best of their abilities, eventually contributing to the high failure rates among learners.

Joint Message on behalf of UNESCO, ILO UNICEF, Education International and UNDP was read by Dr. Claudia Harvey UNESCO Country Representative:

In the speech she delivered she mentioned that not all the children in countries many have access to enter a classroom or gain basic literacy or numeracy skills because of a lack of qualified teachers.

In order to achieve the international education goals of Education For All (EFA), teachers are a crucial element as governments want to provide good quality education for all children by 2015 and that these goals cannot be achieved if there is a growing shortage of qualified teachers. UNESCO estimated that by 2015, 18 million new teachers will be needed globally, 4 million in Africa alone. These goals are threatened by the following aspects:

- (a) High rates of population growth.
- (b) Increasing enrolment rates.
- (c) Large numbers of teachers leaving the profession.
- (d) The impact of HIV and AIDS.



Dr. Claudia Harvey addressing teachers.

Good learning outcomes are accomplished by the quality of teachers and teaching. Good education must have system that attracts and retains a well-trained, motivated, effective and gender-balanced teaching staff in order to support teachers in the classroom as well as in their continued professional development.

Factors that have driven a large numbers of teachers out of the profession are:

- (i) Dissatisfaction with loss in status.
- (ii) Low salaries.
- (iii) Poor teaching and learning conditions.
- (iv) Lack of career progression or adequate professional training.

The status of the teaching profession can be further lowered by the following aspects:

- (a) Shortages through larger class sizes.
- (b) By increasing teacher workload, especially if teaching support is poor.
- (c) By lowering entry level to teacher colleges.
- (d) By hiring untrained or poorly trained professionals or contract teachers with little job security.

In conclusion she thanked teachers for their continued efforts in difficult circumstances and in acknowledging the vital role teachers play. She reaffirmed the need to continue working together to better understand the issues and ensured that they are equipped to make the right choices so that teachers are recruited, trained and supported in ways that lead to a motivated, effective teaching force, able to contribute to our shared goal of achieving quality education for all children.

The Joint Message was signed by:

- Koïchiro Matsuura, Director-General: UNESCO
- Juan Somavia, Director-General: ILO
- Kemal Dervis, Administrator: UNDP
- Ann M. Veneman, Executive Director: UNICEF
- Thulas Nxesi, President: Education International



Ms. Isabella 1Hurihe //Houses also paved her way to Omusati region to address teachers during the World Teacher's Day.



NANTU President Cde. Simeon Kavila addressing the teachers and invited guests at the World Teacher's Day. His speech can be read in the website.

CONTINUED FROM PAGE 10 - Remarks by Ms. Nuzhat Ehsan, UNFPA,

In addressing the issue, UNESCO and UNFPA have taken a bold step to support the educational sector through "the strengthening the leadership capacity of teachers living with and affected by HIV/AIDS". The aim of the project is to mobilize and support teachers who are affected by HIV/AIDS and ensure the effective operations of networks dedicated to the provision of technical, psychological and material assistance to the teachers through the Ministry of education and NANTU.

It is in this regard that UNFPA and UNESCO are signing a Memorandum of Understanding today to kick off this programme. This agreement is in line with the Paris declaration of donor harmonization, and the move towards delivering as one UN. UN is contributing N\$ 250,000 towards the programme. While this may be minimal, I trust that it will serve as a catalyst and an important source for leveraging additional sources for the project activities. It is our hope that the successful implementation of the planned project activities will contribute to the reduction of stigma and discrimination among teachers and eventually to the improvement of the quality of life of teachers living with HIV and AIDS in Namibia.

I wish to call on NANTU, all teachers affected by HIV/AIDS, the Ministry of Education and all stakeholders to work together to ensure that this project becomes a great success.

I thank you all for your attention.
End.

SOLIDARITY SPONSORSHIP

“Solidarity Forever” is a well-known song known by NANTU members.

Oshitama Primary School is situated in Omusati Education Region. This school was started by one of the prominent NANTU members, Cde. Kate Eilo.



The principal with learners under a big tree, which was their first classroom.

A visit from one of NANTU's international partners in education in Canada, the British Columbia Teacher's Federation (BCTF) brought forward a tremendous change with the assistance of retired BCTF teachers Don, Sheila and Susan. The three retired teachers looked for donations in their country and built three classrooms.



Cde. Kate and Uncle Don with the proud learners show off in front of their classrooms named after the three retired Canadian teachers.

The good news for these school and learners is that Uncle Don also known as Mr. NANTU is busy looking for more funds to erect toilets for the school. Our wish is that this school to become one of the best performing schools in future. We need to meet the Government halfway because the government is running many other projects.

KARAS REGIONAL ELECTIONS

There is time for everything and this time members in Karas Region decided to call it a day and to make a change after complaints were lodged against the current Regional Executive Committee.

On November 10th, 2007 a Special Regional Conference was held in Keetmanshoop. Branches as far as Lüderitz, Aussenkehr, Noordoewer, Karasburg, Bethanie, Tses, Aroab and the host Keetmanshoop made up the delegations to the conference.



The Deputy President making his opening statement. He asked members to stay united so that the objective of NANTU be realized. He emphasized that professionalism should be a guiding tool in the teaching profession and all teachers in Namibia to adhere to it.

*The future depends on the present, not the past.
Unknown*



The newly elected Regional Executive Committee.

Their portfolios:

Chairperson	Cde. Christiaan
Vice-Chairperson	Cde. Freyer
Secretary	Cde. Thomas
Vice-Secretary	Cde. Andrews
Treasurer	Cde. Ashipala
Organizing Secretary	Cde. Areseb
Secretary for Information & Publicity	Cde. Izaks
Gender Co-ordinator	Cde. Solomons

In the acceptance speech the newly elect Chairperson mentioned that:

- It is a pleasure and privilege for him to be entrusted with this position in the region.
- The region has many problems which need to be tackled by all the NANTU structures in the region.
- The sharing of information will flow through the right channels and without delay.
- He will commit himself to the upliftment of the constitution and will deal with issues accordingly.



Cde. Christiaan, the newly elected Chairperson delivering his acceptance speech at the Special Regional Conference.

He concluded thanking the comrades who have casted their votes behind his name and that with the help and assistance the whole structures in the region will make a difference.

The Regional Executive Committee (REC) paid a courtesy visit on November 23rd, 2007 to the Regional Education Office where they discussed issues concerning the region and how they should operate as stakeholders in education for sake of the improvement and progress of the region, which included aspects such as the pass rate and professionalism of teachers.

“Success is nothing more than a few simple disciplines practiced everyday”.

Jim Rohn



Cde. Michael Nasheya
HIV/AIDS Coordinator

Life is so precious as well as important and therefore cannot be neglected. Whatever a person does in life must be valued because it is God-given gift. Alcohol and sex are two arch-rivals and whenever two arch-rivals meets, the outcome is so terrible and it became indescribable.

This time we look at:

How The Prevailing Gender Roles Negatively Influence Health, Livelihood and Contribute To The Spread of HIV.

School and home are two main places where children and adolescents learn the roles for men and women in their culture and develop their identity. These “gender” roles profoundly affect how men and women act and relate to each other. In most cultures, inequalities in power based on prevailing gender roles contribute to and exacerbate inequalities at school, work and home, which lead to increased violence and ultimately to increased risk of contracting HIV.

“**Gender**” refers to the roles, relationships, attitudes, values, behaviours, power and influence that society ascribes to males and females. In contrast, “sex” refers to the biological characteristics that differentiate between males and females. Gender exists on a continuum with many possibilities even though the predominant male and female gender roles in a culture are often limited in scope. Because “gender” is socially contracted and an identity that is learned, it varies within and across cultures and can be changed in the culture and the individual. Gender roles can change according to circumstances and over time and can be affected by age, race, ethnic background, religion, class, education and the geographic, economic and political environment.

“**Gender identity**” involves what it means to be a man or a woman in a particular context. The process of developing a gender identity begins as early as age two. It includes learning the roles, behaviours, and activities that are appropriate for men and women, the social and economic value that is given to what men and women do, and choosing which roles the individual wants to take as his or her own. The roles that people take affect how they think, feel, act, and see themselves and their abilities, as well as the opportunities accessible to them.

The roles that gender roles are played out and their impact are so embedded in many cultures that they may not be recognized and often are not questioned. But even when they are questioned; they may be seen by most people as

PRESS STATEMENT
NANTU'S POSITION PAPER:
UNDER AND UNQUALIFIED
TEACHERS

7TH NOVEMBER 2007 10:00
NANTU HEAD OFFICE :
ARON KASINGO HOUSE ~
WINDHOEK

the "traditional" way and therefore not possible or desirable to change. Yet, they need to be challenged so that everyone can have a larger range of options, which will then allow them more possibilities to reach their full potential.

Schools play an important part in teaching, modeling, and reinforcing gender roles. The environment in schools is an important factor in the development, sanctioning, and reinforcement of gender roles and identity. It includes the opportunities given to students, the ways students treat each other, and how teachers treat students and their colleagues, which are all influenced by the prevailing gender roles in society.

Reinforcement of unequal gender roles and disrespect for girls and women experienced constantly over time in schools can lead to gender-based physical, sexual, and verbal violence. Ultimately, both girls and boys are harmed and experience a decrease in educational achievement. In addition, the inequalities and violence increase girls and women's vulnerability to contracting HIV.

Gender roles have a significant impact on how men and women relate to each other and the power dynamics between them. Inequality in power lead to economic inequality and dependence, lack of communication and inequalities in decision-making, violence. All these factors affect vulnerability to contacting HIV, inequalities in gender roles can also lead to unrealized human potential through both unequal access to education and the psychological damage of believing that one does not have potential to succeed. The result of all these inequalities is that some people, most often girls, do not go to school at all, they do not do well when they are in school and in most cases they do not complete basic education.

Schools can also be places where prevailing gender roles are challenged and reframed so that students can have more freedom to shape their own identity and determine how they want to play out gender roles. As a result, school must be in a strong position to challenge the prevailing roles and promote healthy gender roles and identity.

Codes of Conduct or either Ethics are a standard way of starting to address gender issues in schools since violence and sexual harassment are among the most striking manifestations of gender inequalities, most often leaving women as the victims due to the prevailing subordinate status of women in most cultures. These are very important, but it is also essential to address the root causes of gender-based violence and other gender inequalities.

School must create an environment that provides equal opportunities for both girls and boys to develop a healthy gender identity and complete a quality basic education. The goal is to challenge and change negative gender stereotyping and gender inequalities in all aspects of the school and to promote equal opportunities for girls and boys and healthy relations between them.

Till next time.

1. Introduction:

NANTU wishes to inform its rank and file members and the entire nation that it is not the position of the union that the services of under and unqualified teachers should be terminated.

The 21st century is characterized by a system where institutions are mainly moving away from a qualification based to production based job performance. NANTU also believes that a teacher with 5 years of teaching experience can be more productive than a teacher who recently graduated and walks into the class for the first time.

The government should not forget the history that the Namibian nation is coming from, through the hardship people should endure in education and their daily lives due to the oppressive apartheid system that denied us most of our fundamental rights like education. It is because of this that we had quite a high number of unqualified teachers upon gaining our independence. These teachers eventually learned to cope with experience.

2. Unqualified Teachers:

NANTU is quite aware of what is contained in the MoU with regards to unqualified teachers. Our investigation has also revealed to us that there are several categories of these 299 unqualified teachers.

The first category is unqualified teachers who have a academic training from tertiary institutions e.g. BA Degree, B. Com, B. Econ and Nat. Diploma in Public Administration etc. These teachers have all the knowledge regards to the content in the subject they teach and probably years of teaching experience as well, but they don't have a professional teaching qualification.

The second category resorts under teachers with grade 12 and five years teaching experience by 1999.

The union would like to request Government to create more tertiary institutions for the teachers to pursue their studies, if their appointment is on a temporal basis. A temporally employee's contract can legally be terminated as appointed conditions apply, but if these teachers are doing in-service training to become qualified than the government would be in

WHERE HAS ALL THE EDUCATION GONE?

BY STEVEN S. SISEHO

REGIONAL CHAIRPERSON: CAPRIVI

breach of the MoU to terminate their services. These teachers should be given ample time to complete their studies.

Also, if these unqualified teachers' are appointment contracts are permanent than the government does not have a legal basis to terminate their services.

3. Under qualified Teachers:

In the era preceding our independence the teachers that are currently being regarded as under qualified were teachers that received proper training as teachers. They were trained at institutions like Augustineum, COST Campus etc.

Our records have also revealed that all the 815 under qualified teachers in the teaching profession are permanently employed, above forty years of age, and have more than 15 years of teaching experience.

It will be a breach of the employment contract if government terminates the services of these teachers. NANTU will support these teachers and defend them if they are affected in any way.

4. Conclusion:

We would like to state that qualification and performance are two different concepts. Being qualified does not necessarily mean that you are able to perform.

The Ministry should not promote delivery whilst they want to get rid of teachers who are delivering. We have evidence that most or almost all these un – and under qualified teachers deliver. The Ministry should have a mechanism to raise their productivity levels to the maximum.

Thank you

BASILIOUS GM HAINGURA
SECRETARY-GENERAL: NANTU

What will happen with education one day?

We are sending about 12 000 Grade 10 learners into strab annullay. Now we want to send another group of teachers about 2 000 to the streets. Upgrade the teachers and appoint more teachers to give the 12 000 street learners a fair chance to further their studies. There are learners as young as 15 years who will find it difficult to cope with NAMCOL part time classes. Vision 2030 – skilled or unskilled Namibians? We must shape up or ship out.

Let's plan to have this learners in the formal education system. The question: finance, resources and infra-structure?

Editor.



Cde. Steven S. Siseho

March 1991 was a proud moment for all Namibians where we shared the aspirations of a just society with a strong commitment to democracy and human rights. Such was the rge and determination to redress the imbalances caused by decades of separate and unequal development especially in the sphere of education.

Seventeen years after independence I take a deep breath and look back and ask myself, "where has all the education gone?" In other words, what returns from the massive investment in education can we proudly point out as positive returns? Evaluation comrade classroom practitioners! According to [Ozigi A.O 1777:84] "Evaluation is a feature of life, at some stage in one's life it is necessary to take a critical self – examination and self – analysis may enable one to identify strengths and weaknesses and thereby overcome the weaknesses".

Widespread illiteracy, low educational standards and an army of Grade 10 and 12 failures including the few that pass but cannot be absorbed in tertiary institutions and the Labour markets the sad reality that gives off the tell tale signs of a missed target of which I still ask my fellow comrades "where has all the education gone?"

There has been a poor economic growth despite the huge investment in education of which ETSIP programme is aiming to do, while we turn a blind eye to the lack of association between growth in schooling and the G.D.P. growth as noted in several studies. Our job as teachers is no longer a pleasant job, Why? Our learners do not see the reason why they should take education seriously. When we try to involve the parents, how many of them really care. They rather frequently visit the garage where they would have taken their car, thereby giving the impression that they place more value on the car than

The poor classroom practitioner do all the donkey work in any effort to produce good results but as the saying goes, " you can take a horse to the river, but you cannot force it to drink". In other words there are no initiatives for our learners to invest in their future through learning and even the attitude of the parents point to this.

William Easterly in his book "The Elusive Quest for Growth [220:82] state that: "The quality of education will be different in an economy with incentives to invest in the future versus an economy where there are none". In an economy where there are positive returns or incentives to invest in the future, learners will take their studies seriously, parents will keep a close eye on the quality of education and we comrades will face or feel the pressure to teach. According to [Easterly W. 2002:82], "In a stagnant economy without incentives to invest in the future, students will goof off in the classroom or sometimes not show up at all, parents will often pull their children away from school to work on the farm and teachers will while the time away as over qualified babysitters". Does this sound familiar?

Hence it is my humble request to our fellow comrades who deal with policy making to pause for a moment and ask why the education car engine is stalling and smoking despite all our efforts to make it run smoothly, maybe we are focusing on the wrong side. No wonder the brain drain. Is there a very good reason why our learners should go to school and then after school what then? Look at the streets full of University and College graduates. Did they invest wisely? Where Has All The Education Gone? Dellors, in the introduction to Learning: The Treasure Within, quoted some poetry from La Fontaine: "Be sure [The ploughman said] not to sell the inheritance our forebears left to us: A treasure lies concealed therein"

Cheers comrades, best wishes for the coming festive season. Lets take care of ourselves AIDS is real. I pen off.

WORKSHOPS

NANTU/BCTF LEADERSHIP TRAINING WORKSHOP

16 During September new NANTU/BCTF facilitators were trained in Okahandja at Andreas Kukuri Conference Centre. As NANTU also tries to empower its members with leadership skills the following modules were gone through during the training; Role and Functions of NANTU School Committees, Code of Conduct – MoE and NANTU, Staffing Interest, Membership Education, Effective Meetings, Advocacy, Harassment and Grievance Handling.

After a week's the training in Okahandja, regional workshops were planned. Cdes. Bendos /Garoëb and Patrick Kazimbu together with Don Reader traveled to eight regions to conduct workshops, monitoring and evaluating the newly trained facilitators.



Group Discussions:
Groups got different module study and prepare for presentation. Cde. Nambili (on the right) from Otjozondjupa tries to convince members in his group.



Group Presentations:
This group preferred to do the first presentation. From left to right: standing Cde. Mafuro and seated Cdes. Mou, Screamer and Silba.



The group poses for a picture before their departure to their various regions.



Caprivi Region / Bukkalo Branch:
From left to right; Cde. Agnes Pelekelo – experienced facilitator, Cde. Musialike – Branch Chairperson and Cde. Muchila - facilitator. The Branch Chairperson welcomed all participants.



Kavango Region - Ndiyona.
Participants and facilitators after the workshop.



Omusati Region - Onesi:
Participants busy working in groups.



Kavango Region / Ndiyona Branch:
From left to right; Cde. Bendos //Garoëb – National Organizer, Uncle Don Reader – retired Canadian teacher, Mrs. Hausiku – Circuit inspector and Cde. Mafuro – Facilitator.

The inspector did the official opening and made the following remarks.

NANTU School Committee (NSC) must be role-models in order to lead others into the right direction. She quoted from Myles Monroe and I quote: "Our country needs positive role-models by actions and examples so need our children fathers and direction", unquoted. We must know who we are and who we are leading, because an action always counts and not a string of words. Results are always worrying and if salaries are paid and we produce nothing, than salaries are wasted. We, the teachers must first blame before blaming the learners. Teachers must be at school daily in spirit, person and in reality. She urged NANTU Leadership to tell its members to produce the best ever results and congratulated the regional leadership for bringing such an important workshop to her circuit.



Erongo Region – Swakopmund:
Participants busy working in groups with uncle Don.



Kunene Region – Opuwo:
Participants busy working in groups.



Oshana Region - Ekeke.
Participants busy working in groups.



Otjozondjupa Region – Okakarara:
Participants and facilitators after the workshop.



Ohangwena Region – Eenhana:
Participants busy working in groups.



Oshikoto Region – Tsumeb:
Participants busy working in groups.



Karas Region – Keetmanshoop:
Participants busy working in groups.



Hardap Region – Mariental:
Participants busy working in groups.

GENDER TRAINING WORKSHOP

A Gender Training Workshop was organized for Regional Gender Coordinators from 20th – 22nd August 2007 at NANTU Head Office, Aron Kasingo House. The Professional Development Co-ordinator - Cde. Alex Shihungileni, National Secretary for Gender Affairs – Cde. Cindy Mbulawa and former experienced Professional Development Coordinator – Princess Luthuli conducted the workshop. The aim was to sensitize and reinforce Gender Co-ordinators on different issues that need to be address in all regions for all members. Topics that were dealt with included HIV/Aids, professionalism and the roles of Gender Co-ordinators. As part of the workshop they visited two orphanages in Windhoek to familiarize themselves with the situations and how those children are being cared for.

PROMOTIONS

NANTU would like to congratulate the following members for being successful candidates in the applications they made and have been appointed to senior positions. Professionalism plays an important role if one wants to acquire a promotion.



Before the workshop kicked off officially, the Secretary-General, Cde. Haingura was presented with a gift. From left to right; Cde. Haingura, Cde. Mbulawa, a participant and Cde. Luthuli.



Cde. Joseph Pieters.
From principal to Inspector of Education in Karas Region.
He is a member of the NTC and Vice-President of NANTU.



Regional Co-ordinators for Gender Affairs after the workshop. The NANTU bags they are displaying were bought from an orphanage in Windhoek.

If anyone is interested in the bags displayed by the Regional Co-ordinators for Gender Affairs conduct the Head Office and ask for the Professional Development Co-ordinator Cde. Alex Shihungileni. It will do good to support such organizations which deals with helpless young Namibians.



Cde. !Garibasen /Uiseb.
From HOD TP Education Officer in Otjizondjupa Region.
He is a member of the NTC and Secretary for Sport, Culture, Student and Community Affairs



Cde. Uaahekua Herunga.
As a Secondary School Teacher to Regional Co-ordinator: Kunene Region and Central Committee member of the SWAPO of Namibia.

**“KINDNESS IN WORDS CREATES CONFIDENCE,
KINDNESS IN THINKING CREATES PROFOUNDNESS,
KINDNESS IN FEELING CREATES LOVE.” – LAO-TZU**



Cde. Neels Cooper.
From Principal to Education Officer in Karas Region.
He is a member of the NTC.



Cde. Cletus Kaarondo.
From principal to Inspector of Education in Kavango Region.
He is a member of the NTC.

SPORTS KHOMAS VS BTU

On Saturday, 29th June 2007, the Botswana Teachers' Union (BTU) had a sports day with NANTU Khomas Region. Sport codes in which the two unions competed were soccer and netball.

REC members Cdes. //Khamuseb, Sauerwein and Somaeb had the venue for the event ready as organized.

The netball had the first opportunity to show off their skills. It was very interesting to see how ladies of this magnitude can handle the ball. NANTU Khomas netball team crushed their neighbours by 28 goals to 9.

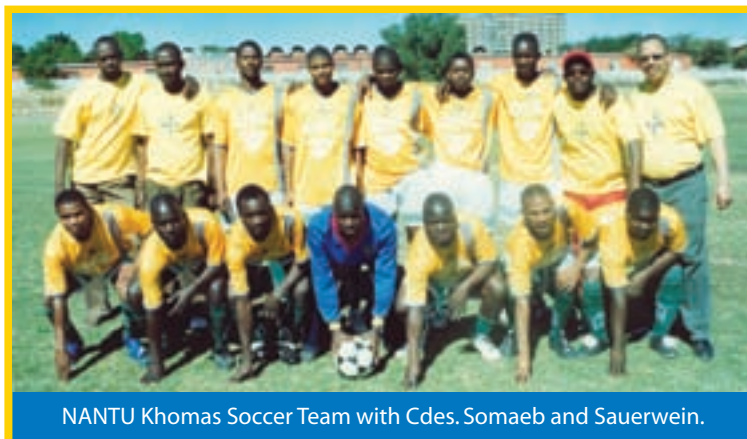


The game was so relaxing for the Namibians although the visitors at occasions gave hard times for the Namibians. One, two and three, goal poacher Cde. Natasha shows off her skills as a shooter. She scored almost 90% of the goals during the game.



NANTU Khomas Netball Team:

While the netball team made their coach and region proud, the young boys decided to follow the footsteps of the netball team not to disappoint their coach as well and the entire NANTU Khomas Region. They defeated the BTU team by 8 goals to 0. During the World Teacher's Day, BTU returned and defeated NANTU Khomas Region soccer by 3 goals to 2.



NANTU Khomas Soccer Team with Cdes. Somaeb and Sauerwein.



BTU Soccer Team



BTU Netball Team

KUNENE SPORTS DAY

Opuwo the heart of Kunene Region was full of enjoyment when they had their regional sports day on Saturday, July 21st. From the 18th – 20th July, Cdes Bendor //Garoëb and Patrick Kazimbu from Head office visited some schools and 17 teachers were recruited to be part and parcel of NANTU fraternity.



One of the schools that were visited and four members were recruited.



Some of teachers who attended the information sharing meeting

Before the sports kicked-off on Saturday, the Regional Executive Committee gave a report on latest developments in the region and some other information was shared by the delegation from the Head Office.

Secretary for Sport, Culture, Student and Community Affairs, Cde. /Garibasen /Uiseb and Regional Chairperson of Otjozondjupa, Cde. Peacock Mbakera were also invited to witness the sports event.

HIV and AIDS continue being a problem in the education sector. Whenever a person got hold of a title, you need to work out a programme for the upliftment of the community.

Cde. Wendy Matundu Miss. Kunene who was supposed to represent Kunene in the Miss NANTU Beauty Pageant thought it wise to campaign against the further spread of the pandemic which is harassing the teaching fraternity.



From left to right: Cdes. Bendor //Garoëb (NO), Ndjai, Kakuva, Kaujova – Kunene's Regional Chairperson and Miss Kunene, Wendy Matundu. Seated is Mbakera.



Players of the Kunene North Team which comprised of different branches around Opuwo, have beaten the Kunene Southern Team by 3 goals to 1.

The NANTU Sport Day was postponed indefinitely due to reasons beyond our control. This will be re-looked at in order to find another opportunity to have the day back on track again.

SPORTS

As a NANTU member you are entitled to:

Benefits.

- Collective bargaining and negotiations on your behalf.
- Protection from unfair dismissals retrenchment and unfair labour practices.
- Representation at disciplinary hearings.
- Death benefit (N\$ 5 000).
- Legal aid for labour related issues.
- Grievance Handling and Conflict Resolution.
- Free Leadership Training Courses.
- Representation at Educational and other Public Institutions.
- Conditions of service.
- Educational and Union news through TEACH.
- Financial Management Skills such as Money Sense Workshops and Financial Loans through NamMic Financial Holdings (pty) Ltd.
- Health and Safety in the work place.

Discounts:

- TrenTyre: For buying tyres and batteries, effective 1st March 2007.
- Pupkewitz Toyota: For buying cars and major parts.
- EDUMEDS: 5% for other educational materials and 7,5% on textbooks only.
- Waltons: 7,5% on all stationery from 1st May until 30th November each year.
- Novel Ford Motor Company: For buying cars, servicing and buying of parts.
- Tré Supermarket in Windhoek: A 5% discount for items bought beyond N\$ 100.

If benefits exist in regions please forward it to Head Office to be published so that whenever members travel while on holiday, they can make use of the benefits all over Namibia.

A membership card is required. Some membership cards are not having a passport photo which is a requirement. Take along your ID document. New membership cards are available on which your passport photo is needed.

Another benefit namely the Retirement Benefit is under discussion and members will be provided with all the information and what it entails in due course.



Solitaire Press