

# SCHOOL Drop-Out and Out-of-SCHOOL CHILDREN in Namibia



A NATIONAL REVIEW 2015

Key Findings &  
Recommendations



Ministry of Education, Arts and Culture  
Republic of Namibia



United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO  
INSTITUTE  
for  
STATISTICS

unicef 

70 YEARS FOR EVERY CHILD



# Outline

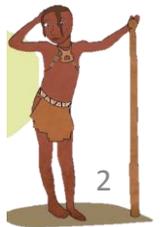
## 1. Introduction

## 2. Problem Analysis

- Description of Data
- Dimensions of Exclusion
- OOSC in Namibia
- Key Findings
- Problem Analysis Conclusion

## 3. Recommendations

- OOSC Conference Outcomes
- Recommendations on the four bottleneck areas



# 1. Introduction

## Objectives of the National Review:

1. Develop profile of out-of-school children (OOSC) in Namibia
2. Identify barriers and bottlenecks contributing to denial of the right to education
3. Evaluate existing strategy and policy responses
4. Suggest key policy and other recommendations



An illustration of a graduate wearing a cap and gown, looking up. They are surrounded by several hands of different skin tones, some reaching out to support them from above and below. The scene is set within a circular frame with a dotted line border. A large, light blue banner with a dashed border is overlaid on the center of the image.

## 2. Problem Analysis

# Description of Data

- Educational Management Information System (EMIS)
- Census 2011
- National Household Income and Expenditure Survey
- Qualitative data from fieldwork in Khomas, Omaheke and Kavango:
  - 60 parents
  - 22 community-based organisations
  - 29 principals
  - 99 OOS children in Khomas and Erongo
  - Questionnaire filled in by 6 657 students (Age, gender, language, possessions at home, experience of dropouts, parents, siblings)



# Seven Dimensions of Exclusion I

The seven dimensions of risk can be shown as follows:

OUT-OF-SCHOOL

**Dimension 1**

Not in primary school

Pre-primary age children

**Dimension 2**

Attended but dropped out of school	Will enter late	Will never enter
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Primary age children

**Dimension 3**

Attended but dropped out of school	Will enter late	Will never enter
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Junior secondary age children

**Dimension 6**

Attended but dropped out of school	Will enter late	Will never enter
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Senior secondary age children

IN SCHOOL

**Dimension 4**

At risk of dropping out of primary school

Primary school learners

**Dimension 5**

At risk of dropping out of lower secondary school

Junior secondary school learners

**Dimension 7**

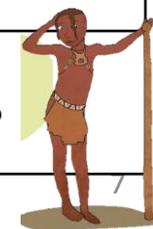
At risk of dropping out of senior secondary school

Senior secondary school learners



# Dimensions of Exclusion in Namibia, 2011

Dimension	Description (and age taken to be appropriate for grade in September, at the time of the census)	Number	% of reference group
Not in school			
1	Pre-primary aged not in school (age 6)	13 082	28%
2	Primary aged not in school (age 7-13)	36 084	11%
3	Junior Secondary aged not in school (age 14-16)	25 308	18%
6	Senior Secondary aged not in school (age 17-19)	29 294	34%
At risk of dropping out			
4	In primary school and at risk of dropping out before completing primary education	41 900	13%
5	In Junior Secondary and at risk of dropping out before completing Junior Secondary	34 500	30%
7	In Senior Secondary and at risk of dropping out before completing Senior Secondary	22 800	65%



# OOSC in Namibia

To understand the OOS problem in Namibia, let us, take a brief look at:

- Description of who is at risk
- Some key factors contributing to children being out of school



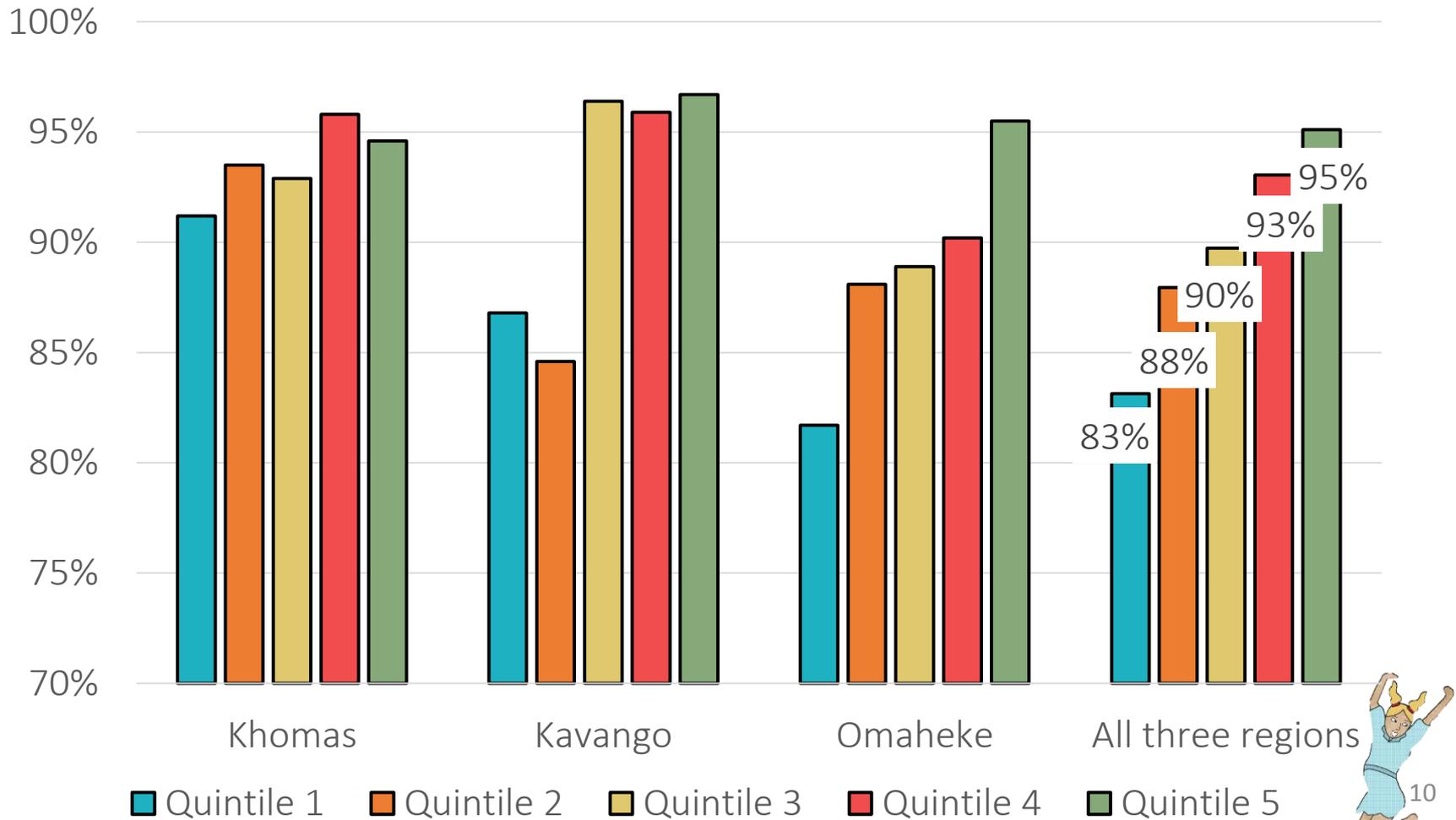
# Who is at Risk?

1. Children of farm workers
2. Children in remote rural areas: San
3. Children in remote rural areas: Ovahimba
4. Street children
5. Working children
6. Children in squatter areas
7. Children in resettlement camps
8. Children in refugee camps
9. Children with special educational needs
10. Overage children
11. Young offenders
12. Orphans
13. Teenage mothers



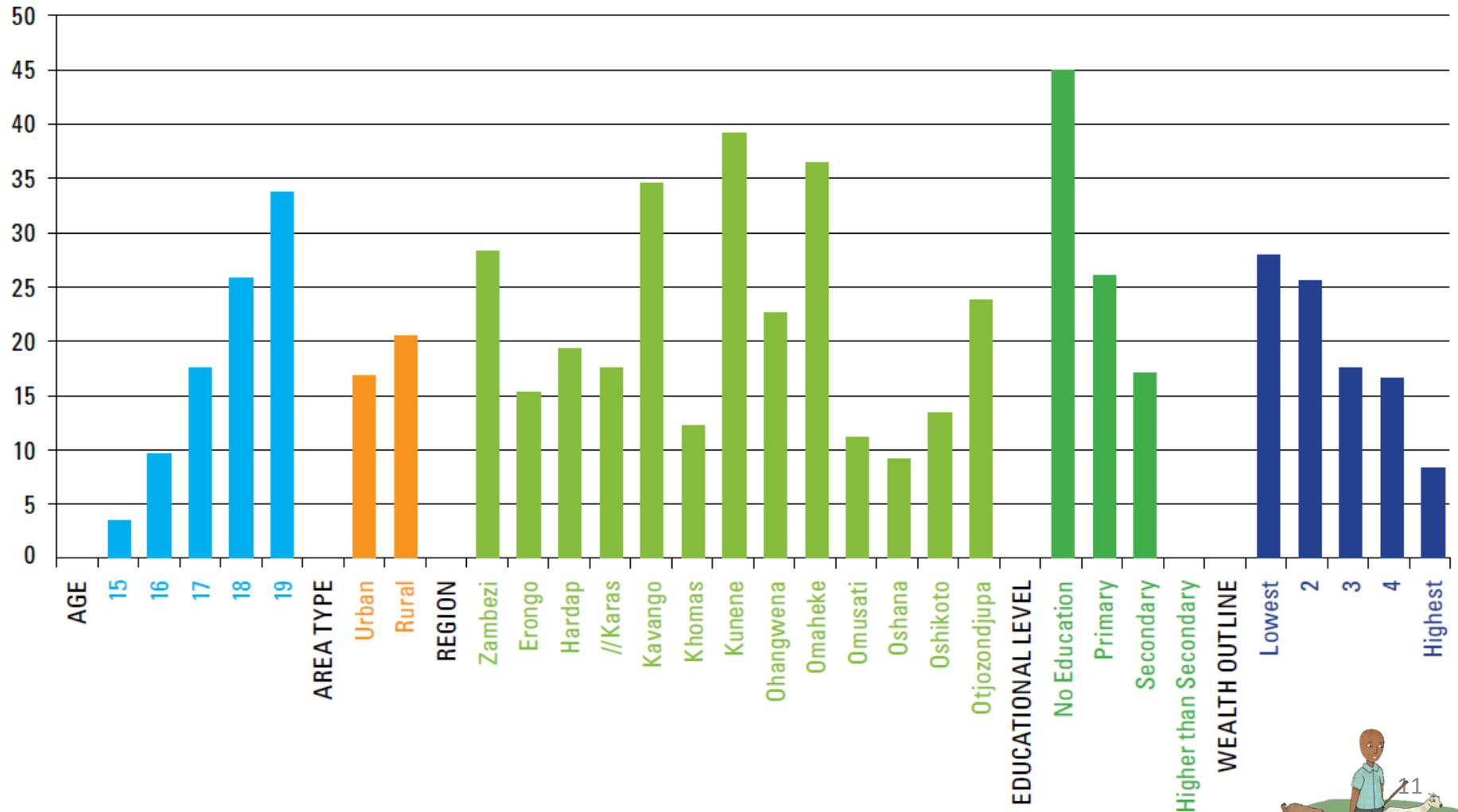
# Parental Support

Parents reporting that completing grade 10 is important or very important



# A Key Challenge: Learner Pregnancy

▼ Figure 13: Learner pregnancy and motherhood by age, region, and economic status

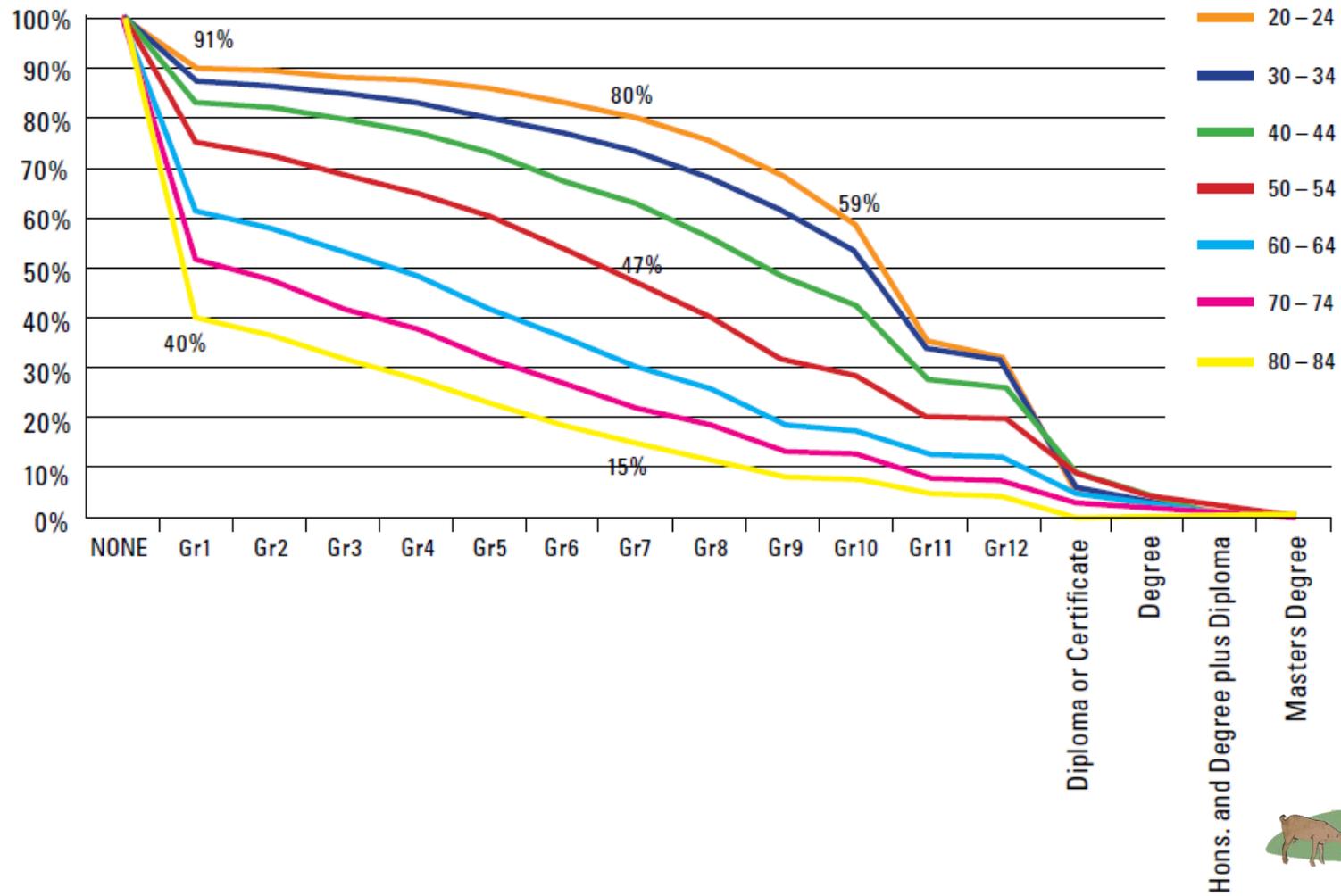


Source: National Statistics Agency 2013



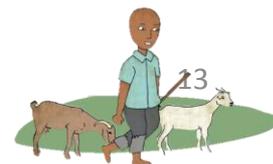
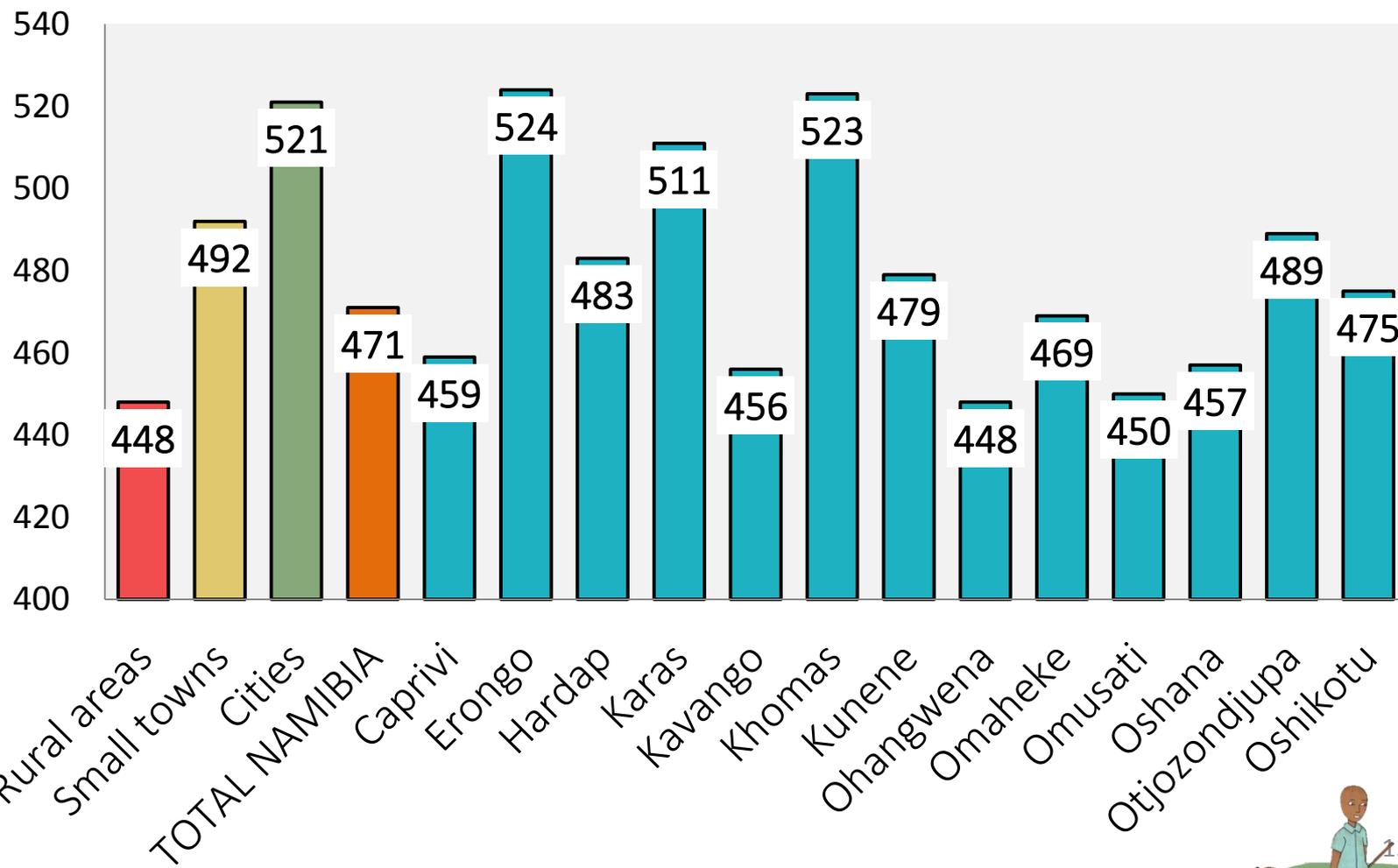
# Key Findings I

▼ *Figure 1: Percentage of selected age groups that have completed at least the education levels shown, Census 2011/2009/10*



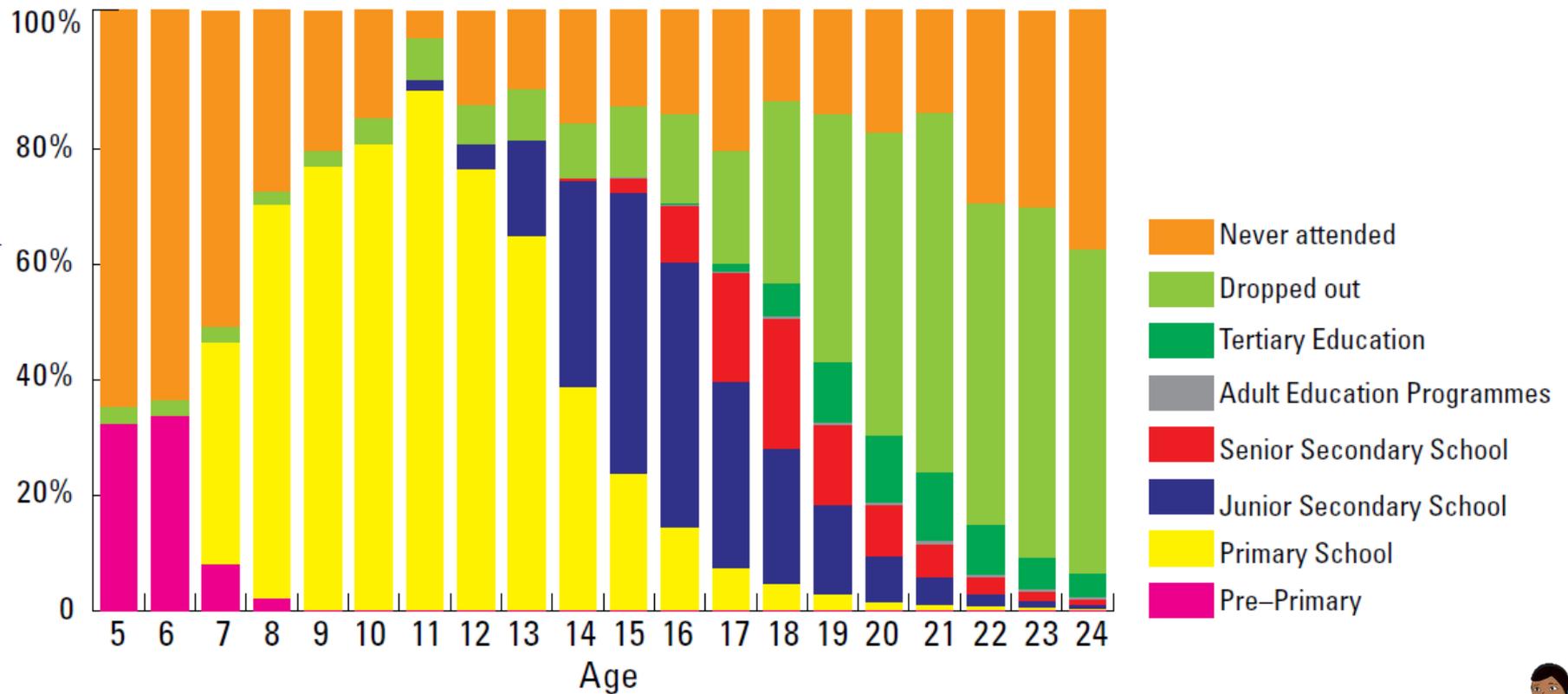
# Key Findings II: Education Quality

## Mathematics scores in SACMEQ III, 2007

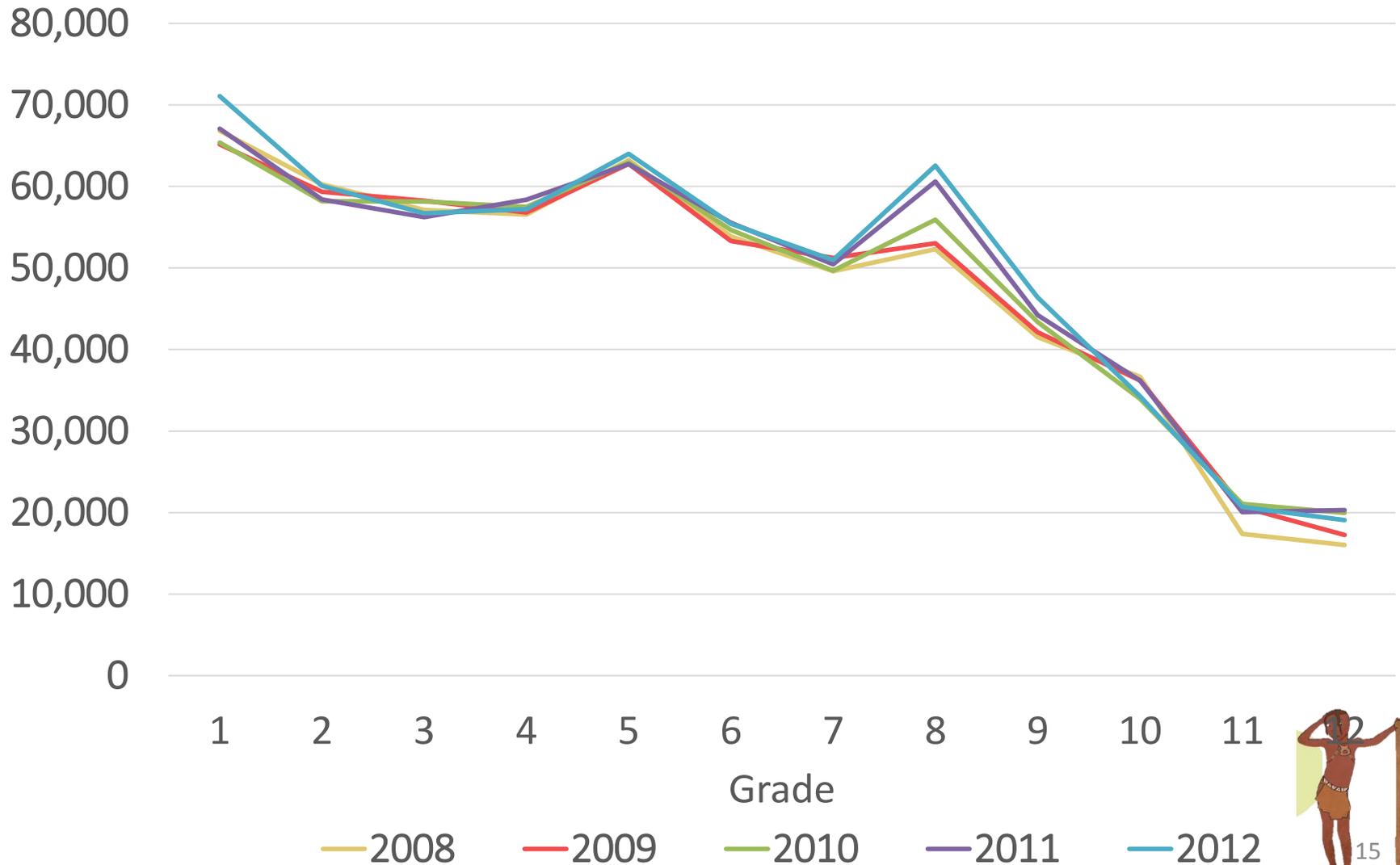


# Key Findings III

► Figure A: School age children by school status, 2011



# Key Findings IV



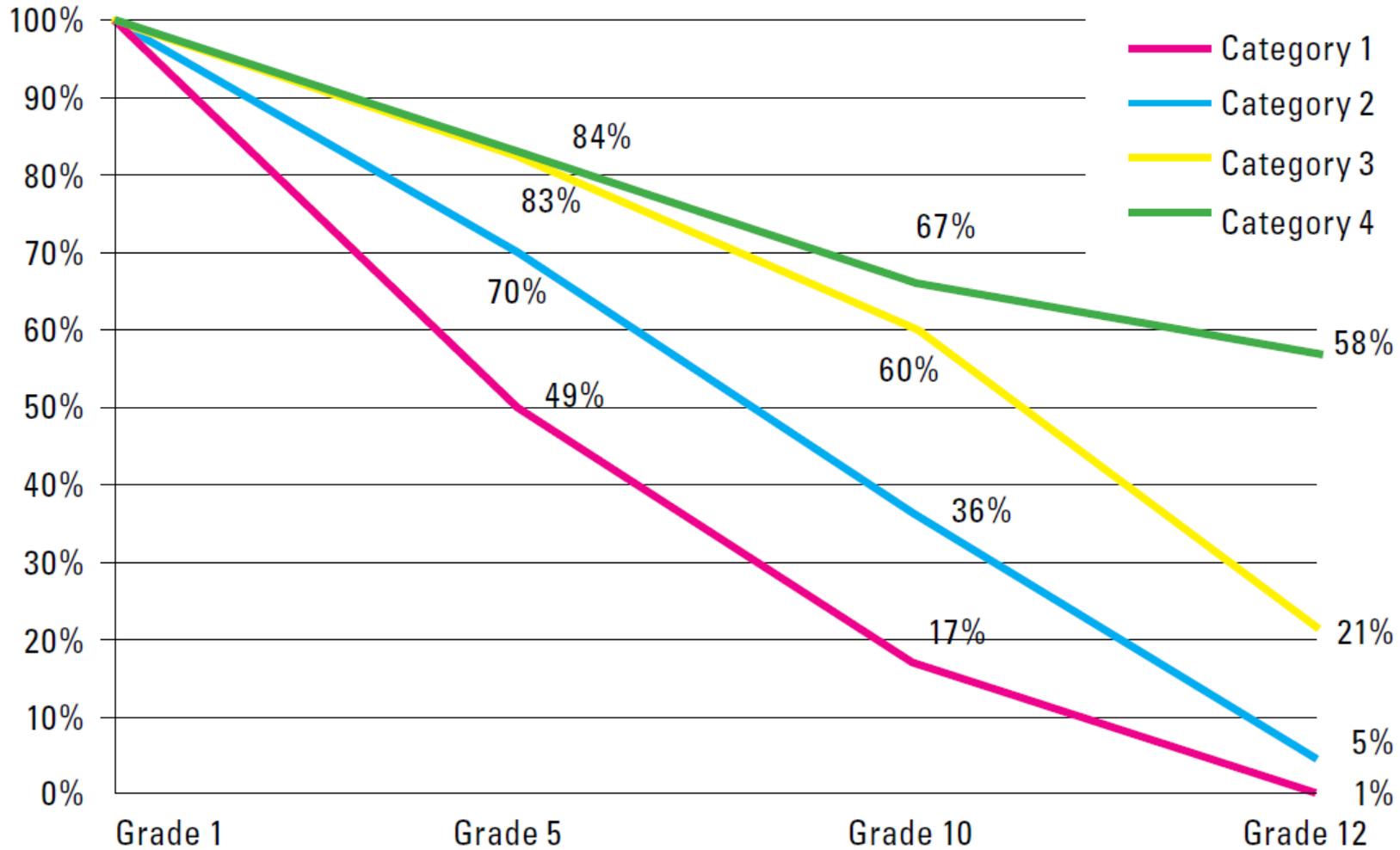
# Key Findings V – Repetition and dropout, 2011

Grade	Gender	Repetition			Dropout		
	Girls	Boys	Total	Girls	Boys	Total	
<b>Grade 1</b>	<b>16%</b>	<b>22%</b>	<b>19%</b>	5%	6%	5%	
Grade 2	11%	16%	14%	2%	1%	1%	
Grade 3	9%	14%	12%	-3%	-2%	-2%	
Grade 4	10%	15%	12%	2%	3%	3%	
<b>Grade 5</b>	<b>18%</b>	<b>24%</b>	<b>21%</b>	3%	3%	3%	
Grade 6	13%	15%	14%	3%	7%	5%	
Grade 7	11%	12%	11%	5%	6%	6%	
<b>Grade 8</b>	<b>30%</b>	<b>31%</b>	<b>31%</b>	14%	16%	15%	
Grade 9	26%	25%	26%	9%	11%	10%	
Grade 10	23%	20%	22%	23%	25%	24%	



# Geographic Differences

▼ Figure 9: (Pseudo) survival rates in Namibia from grades 1 to 12, by category



# Problem Analysis Conclusion

- Still severe challenges with OOS children that need attention
  - Never attended school (5 percent in 2011)
  - Late access (as late as age 10)
  - Early dropout
  - Repetition
- Demand side barriers
  - Poverty, unemployment, teenage pregnancy, social norms surrounding child labour, violence
- Supply side barriers
  - Distance between home and school
  - Space to return to school after failing grade 10
  - Shortage of qualified teachers





### 3. Recommendations

# OOSC Conference Outcomes

- Findings presented at national OOSC Conference at the End of June 2015.
- Numerous stakeholders attended: high level Government officials, NGO representatives, and most importantly: youth representatives from all regions who experienced school drop out.
- They provided valuable input on how to tackle the problem.
- Conference included breakaway sessions with work groups on the four main recommendation areas:
  1. Socio-cultural barriers
  2. Community and parental support
  3. Supply-side barriers
  4. Educational Policies and Strategies
- Specially relevant: improve data collection: EMIS!



# 1. Socio-Cultural Recommendations

Nr.	Recommendation
1	Bring early grades closer to the population where possible.
2	Schools which only offer the first few grades, and not the full primary phases, should be extended to higher grades.
3	Provide more school hostels to avoid private hostels.
4	Hostels need more money to improve their quality so children who have no other options can attend public school with a hostel.
5	Particular attention needs to be given to the large proportions of out-of-school children in the Kunene and Kavango regions.
6	Conduct further research to find solutions for the low school participation rate amongst the San and Ohavimba communities.
7	Make sure that the official pregnancy policy is implemented and supported by teachers and education officials.
8	Greater attention needs to be given to sex education to reduce learner pregnancy.



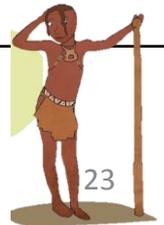
## 2. Educational Policies - Recommendations

Nr.	Recommendation
13	Better testing and support are needed for learners who perform poorly.
14	Junior Secondary Certificate must remain minimum academic qualification despite failing of many children of grade 10. Conduct research on the high rates of failure to provide solutions.
15	Restriction prohibiting learners who fail grade 10 to continue public school education needs to be ended or the age limit for repeating needs to be changed. This would require additional places to be created in the school system.
16	Thought needs to be given to the establishment of a grade 10 curriculum providing options for children who are interested in the vocational or technical careers. Combining school and distanced based curricula may be an option.
17	More attention needs to be given to Mathematics education in many schools.



# 3. Supply-Side Barriers - Recommendations

Nr.	Recommendation
10	Extend school feeding programme at primary school level.
11	School feeding should also be expanded to secondary schools, following the improvement of primary school feeding programmes
12	Expand ECD and pre-primary education and increase quality of existing programmes.
18	Investigation is needed to learn more about disabled learners to consider their special needs.
19	Remove ambiguity in responses regarding school attendance.



## 4. Community & Parental Support - Recommendations

Nr.	Recommendation
9	To improve quality of service delivery, communities need to be involved. Communities around the school can also play an important role in helping schools to address the issues of OOSC in the neighbourhood.



# Questions?



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# Thank You!