



Republic of Namibia

Status of the Youth in Namibia

2016

“Putting Youth at the Heart of Development”



Republic of Namibia

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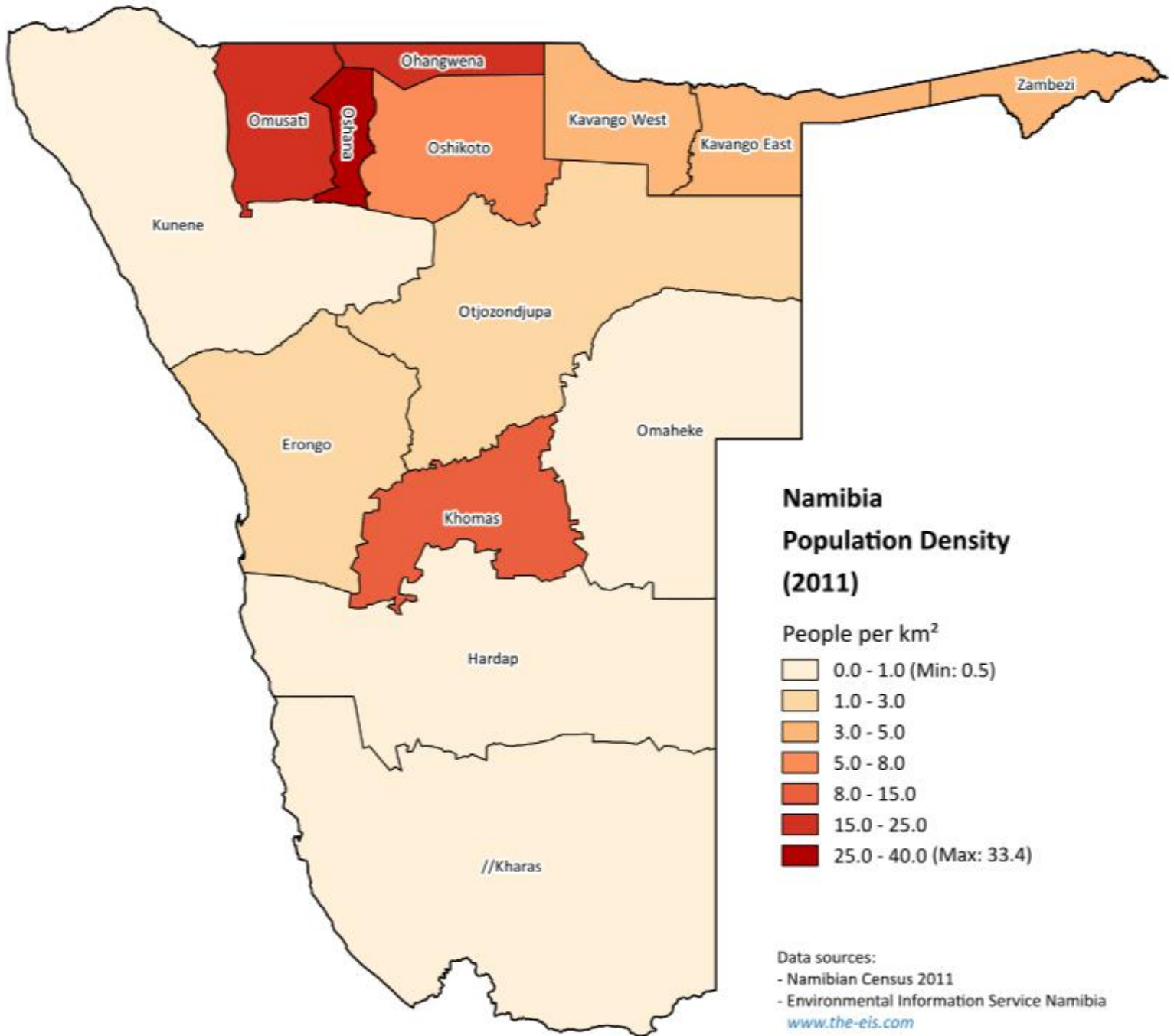


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Map of Namibia





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ACRYONYMS

AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
ASFR	Age Specific Fertility Rate
AU	African Union
AUC	African Union Commission
AYC	Africa Youth Charter
COST	College for Out-of-School Training
CRC	Convention on the Rights of the Child
DHIS	District Health Information System
ECD	Early Childhood Development
EF	Female Employed
EM	Male Employed
EMIS	Education Management Information System
ETSIP	Education and Training Sector Improvement Program
GBV	Gender Based Violence
GDP	Gross Domestic Product
GDP	Gross Domestic Product
GYDI	Global Youth Development Index
HDI	Human Development Indicators
HIGCSE	Higher International General Certificate of Secondary Education
HIV	Human Immuno Virus
HPP	Harambee Prosperity Plan
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICT	Information Communication Technology
IGCSE	International General Certificate of Secondary Education
ILO	International Labour Organisation
IUM	International University of Management
LF	Labour Force
LFPR	Labour Force Participation Rate
MEAC	Ministry of Education, Arts and Culture
MLIREC	Ministry of Labour, Industrial Relations and Employment Creation
MoD	Ministry of Defence
MoF	Ministry of Finance
MHSS	Ministry of Health and Social Services
NAMCOL	Namibia College of Open Learning
MSYNS	Ministry of Sport, Youth and National Services
NAMFI	Namibian Maritime and Fisheries Institute
NAMPOL	Namibian Police
NAPPA	Namibia Planned Parenthood Association
NCS	Namibian Correctional Service
NDF	Namibian Defence Forces
MSYNS	Ministry of Sport, Youth and National Services
NAMFI	Namibian Maritime and Fisheries Institute

ACRYONYMS

NAMPOL	Namibian Police
NAPPA	Namibia Planned Parenthood Association
NCS	Namibian Correctional Service
NDF	Namibian Defence Forces
NDHS	Namibia Demographic and Health Survey
NDP4	Fourth National Development Plan
NEEEF	Namibia Equitable Economic Empowerment Framework
NEET	Not in Education, Employment or Training
NGOs	Non-Governmental Organisations
NIMT	Namibian Institute of Mining and Technology
NIP	National Institute of Pathology
NPC	National Planning Commission
NPS	Namibian Prison Service
NQA	Namibia Qualifications Authority
NSA	Namibia Statistics Agency
NTA	Namibia Training Authority and
NUST	Namibia University of Science and Technology
NYC	National Youth Council of Namibia
NYCS	Namibian Youth Credit Scheme
NYS	National Youth Service
OEWONA	Organisation for the Empowerment of Widows, Widowers and Orphans of HIV and Aids in Namibia
OMA	Offices, Ministries and Agencies
OPM	Office of the Prime Minister
PWA	Population Working Age
PWAF	Female Population Working Age
PWAM	Male Population Working Age
PWD	Persons with Disabilities
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SME	Small and Medium Enterprises
SRH	Sexual and Reproductive Health
STDs	Sexually Transmitted Diseases
TAs	Traditional authorities
TUCSIN	The University Centre for Studies in Namibia
TVET	Technical Vocational Education and Training
UE	Unemployed
UEF	Female Unemployed
UEM	Male Unemployed
UNAM	University of Namibia
UNDRIP	UN Declaration on the Rights of Indigenous Peoples
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
VTC	Vocational Training Centre
YDI	Youth Development Index

TERMINOLOGY USED IN THIS REPORT

Age dependency ratio is the number of persons aged 65 and older divided by the population aged 15 – 64 years, expressed as a percentage.

Child dependency ratio is the number of children aged 0 - 14 years divided by the population aged 15 – 64 years, expressed as a percentage.

Child Labour: It is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them. Not all work done by children should be classified as child labour that is to be targeted for elimination. Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their education, is generally regarded as being something positive. Whether particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed and the conditions under which it is performed, as set out in the ILO Conventions.

Demography: Relates to the size, territorial distribution, and composition of the population, changes therein, and the components of such changes.

Economically active population: Sometimes refers to as “labour force” comprises of all persons within the working age group of 15 years of age and above who furnish the supply of labour for the production of economic goods and services. Persons are to be considered active if they contribute or are available to contribute to production of economic goods and services. This excludes those persons who are defined as economically inactive.

Economically inactive population: Persons below the ages of 15 years of age and all persons over 15 years of age who are not in employment or who are not available for work since they are full-time learners or students, homemakers (people involved only in unpaid household duties), too old, ill, disabled or on early retirement, etc.

Education: Is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Educational attainment is defined as the highest standard, grade or years completed. In the Labour Force Survey 2013, the educational attainment included those persons who have completed part or the whole level of education. For instance, primary education includes persons who have completed the last grade or achieved some grades of primary education.

TERMINOLOGY USED IN THIS REPORT

Employed: All persons within the economically active population or labour force who have worked for at least one hour over the reference period for pay (remuneration), profit or family gain.

Employment rate: The proportion of persons in the labour force that is employed. This indicator tends to be more stable than both the LFPR and unemployment rate. It is, therefore, seen as a useful indicator of long-term conditions in the labour market.

Empowerment: Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets and improve the efficiency and fairness of the organisational and institutional context which govern the use of these assets.

Gender: Refers to socially constructed characteristics of women and men – such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities, and workplaces.

Health: As defined by the World Health Organisation, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Labour force: All persons who constitute the working age group ages 15 years and above and are economically active. All employed and unemployed persons.

Labour Force Participation Rate (LFPR), (also referred to as the economic given rate): The labour force participation rate is the proportion of the economically active population in a given population group.

Overall dependency ratio is the sum of the child dependency ratio and the aged dependency ratio.

Sex ratio is the number of males per 100 females.

TERMINOLOGY USED IN THIS REPORT

Unemployment rate: Unemployed persons (either in the strict or broad sense) expressed as a percentage of the total number of persons in the labour force.

Unemployed in the broad sense: All persons within the economically active population or labour force that are being without work or are available for work.

Unemployed in the strict sense: All persons within the economically active population or labour force that are without work, are available for work, and actively seeking work.

Vulnerable Employment: The International Labour Organisation (ILO) defines vulnerable employment as the sum of the employment status groups of own-account workers and contributing family workers. These are less likely to have formal work arrangements and are, therefore, more likely to lack decent working conditions. These groups are also likely to lack representation by trade unions, nor earn adequately, and often work in conditions that do not uphold workers' rights.

Youth: In Namibia, a youth is defined as “a young person aged from 16 to 35 years old¹”. The African Youth Charter defines youth or young slightly differently, as “every person between the ages of 15 and 35 years”. In this report, youth refers to “a young person aged from 16 to 35 years old” in line with the Namibian definition. However, statistical data is often disaggregated in 5-year periods such as 15-19 and 30-34, and in some instances in this report, data for youth is thus presented as 15-34, which is a very close approximation for the youth categories in the Namibian definition.

Youth Development is defined as the different stages that youth go through to acquire the attitudes, competencies, values and social skills they need to become successful adults.

Youth Participation in Development is considered as the active engagement of young people throughout their own communities. It is often used as shorthand for youth participation in many forms, including decision-making, sports, schools and any activity where young people were not historically engaged.



By His Excellency Dr. Hage G. Geingob,
President of the Republic of Namibia

Upon assuming Office in March 2015, I declared all-out war against poverty and subsequently launched the HARAMBEE PROSPERITY PLAN [HPP] as the Namibian Government's accelerated development plan to deliver prosperity for all Namibians.

This Report on the Status of the Youth in Namibia provides an in depth perspective on social and economic dimensions affecting the youth in our country and reaffirms Government's commitment to progress monitoring, reporting and evidence-based policymaking. Indicators reveal we have made steady progress in terms of poverty reduction since the dawn of our political independence and democracy in March 1990. Despite the persisting social deficits, we have made tremendous gains and indeed, Namibia at independence and Namibia today are miles apart.

The young people of Namibia and Africa share a common destiny. As a Member State of the African Union, Namibia is signatory to the

African Youth Charter and African Youth Decade 2009 – 2018, a commitment to build the capacity and capabilities of our respective nations, by investing into the health, education, social welfare and economic empowerment of the youth. Namibia is a young nation with more than half our population under the age of 35 and median age 21. This necessitates a youth centered approach to development planning, law and policymaking.

Namibia is making good progress in developing appropriate policies and allocating more resources to address the concerns of young people and we are witnessing an increasing number of young people participating in political and decision-making processes. Significant reforms in our education sector saw the introduction of universal primary and secondary education, which satisfied the moral imperatives of access and equity. Our Government recognizes that failure to foster the skills required for the 21st Century and for our developing economy, may exacerbate the effects of inequality within our society in the long term.

We must, therefore, draw on the energies of all our people, by promoting shared leadership and partnerships throughout society to complement Government efforts to build a united, inclusive and prosperous Namibian House. Ultimately, a coordinated approach at continental, regional and national levels amongst/involving government, development partners, business, academia and civil society at large, including the youth themselves, will unlock economic growth and job creation and build capabilities through collaboration, to deliver on our full potential and the promise of Prosperity.

Our 26-year-old vibrant Republic which is built upon the foundations of peace, democracy and unity, has matured greatly over the period.

We are committed to buttressing this democracy through the promotion of nation building, sustained growth, transformation and empowerment. Our shared nationhood demands collective effort from all stakeholders (government, business, labour and civil society) to construct a united and inclusive social compact, essential in our quest to eradicate poverty.

The overall contribution of this Report is to provide a comprehensive and current analysis of the status of our youth, reviewing policy initiatives, highlighting best practices and proposing recommendations for policy. The Report belongs to all of us, affirming shared prospects of even greater possibilities.

One Namibia. One Nation.

Dr. Hage G Geingob
President of the Republic of Namibia
OCTOBER 2016

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*This Report
belongs to
all of us
as we endeavour to
deliver
prosperity for
all.*

MESSAGE FROM THE MINISTER



The Ministry of Sport, Youth and National Service, has a diverse mandate, which includes amongst other, the unenviable task of providing development services on behalf of the Government of the Republic of Namibia to the youth. This responsibility mandates the Ministry to ensure that the youth in our country become functional, productive and patriotic citizens, who are able to access and exercise their political, economic and social rights, opportunities and responsibilities fully.

It has become evident in the last few years that the most effective youth development approaches are those that are evidence-based, involve multiple stakeholders and put young people at the center of finding solutions to challenges facing them. As such, the Ministry of Sport, Youth and National Service, along with the Office of the President, government Ministries and key partners such as the Namibia Statistical Agency, UNFPA, Namibia Training Authority and Friedrich Ebert Stiftung came together for technical and financial synergy, alongside the National Youth Council of Namibia in order to produce this Status of the Youth in Namibia 2016.

This Report will inform relevant national development policies, including the upcoming

review of the National Youth Policy and the development of the National Youth Development Strategy. Furthermore, this Report will guide decisions of policymakers and enhance the understanding of stakeholders on youth development matters in Namibia. This Ministry remains confident that young women and men will benefit from existing and emerging opportunities in the country. This document shall help to shape and identify the social, economic, political and cultural context and opportunities for engaging our young people today and in the future.

There is an undeniable demographic imperative to focus on the youth in Namibia. The country's population is youthful, and prosperity for future generation depends on the investments that are made to enhance our young people's health, education, social welfare and opportunities for economic empowerment. As it stands, according to the 2017 Commonwealth Youth Development Index (YDI), our country's overall youth development composite index has improved from 0.399 to 0.464. However, this still puts Namibia amongst the bottom half of the world countries in terms of youth development. This means we are not performing well in terms of youth development and more focus and investment are needed on the youth, particularly in the areas of Youth Health, Education and Skill Development.

As a Ministry responsible for youth matters, we acknowledge that the age of 16 to 35 years is a period of transition. Our policies need to be sensitive to the needs of these age group and that is why this Report aims at increasing our understanding of the status of our youth; who they are, and where they are, what their hopes and dreams are and their aspirations in a free, democratic and prospering Namibia are. We also need to better understand the challenges that they face every day.

Our country is a Member State of the African Union and the global village, therefore, our initiatives to empower the youth should strengthen our capacity in line with the Africa Youth Charter (AYC) and the African Youth Decade 2009 – 2018. The Report shows that our past focus had not been targeted but rather a blanket approach to programmes was used, and going forward, we should strengthen inclusion of the needs of youth from marginalised communities and youth with disabilities. As many as 8% of Namibia's population is classified as marginalised and of these, more than half are below the age of 35. Many of them are facing poorer access to health and education, water, and infrastructure, and poorer representation in formal government. Evidence also indicates that youth with disabilities and rural youth do not have equal access to opportunities to better their lives.

Finally, this Report will be used as a fundraising tool to mobilize resources towards evidence-based youth development programmes in Namibia and will form a basis and baseline against which progress will be measured. I am proud that the Ministry has grown over the years to be the leading provider of youth development services in the country.

Hon. Jerry Ekandjo
Minister of Sport, Youth and National
Service

PREFACE



With the development of this Report of the Status of the Youth in Namibia, Namibia has become one of the first few countries on the African continent to meet its obligation towards the African Union Commission's (AUC) reporting requirement on the state of its youth.

As an agent of the Government of the Republic of Namibia, through our line Ministry of Sport, Youth and National Service, we accepted, with excitement, the responsibility to coordinate the development process of our Youth Status Report. I am proud to say that the NYC has shown considerable leadership and foresight in respect of the development of the Report and I commend the members of the technical committee, the staff and stakeholders that have contributed towards ensuring this Report was produced timely.

It is of great importance for Members States of the African Union to produce reports of this nature. In the instance of Namibia, this Report shall inform policy, planning and shall hopefully attune the minds of youth activists, policy makers and other stakeholders to the demands of our youth, enabling a focused and common pathway to meet the challenges that emerge from the pages of this Report.

The collaboration between the National Youth Council and its stakeholders has been groundbreaking in many respects, including our approach in refining the research methods and the science of understanding millennials in our country. This Report ushers in a new era of fact based and informed youth policy making, ultimately ensuring that young people are put at the center of the national development process.

For youth development responses, policies and programs to be effective and impactful, they must reflect the actual realities of youth, gathered both from anecdotal and quantitative evidence. By doing so, we may very well encounter a number of disturbing trends with regard to youth development in Namibia, like the fact that drug abuse is more widespread than we have known before, or that we seem to be losing track on the progress made in tackling STI's and HIV/AIDS amongst young people.

Young people are faced with a myriad of choices, obstacles as well as opportunities. Making informed policy choices is an important step towards real empowerment of our young people, ensuring that decisions that are taken by policy makers are not only consented to by the youth, but are grounded in their actual reality. The NYC is very proud of the outcomes produced herein as they are legitimate, scientific and inclusive. They are, in essence, the product of the youth of Namibia themselves. It is my hope, that as a country and stakeholders responsible for youth development, we will own this Report to inform our planning and drive targeted interventions to ensure prosperity for the Namibian youth.

Mandela Kapere
Executive Chairperson:
National Youth Council of Namibia

MESSAGE FROM UNFPA



Namibia's development and attainment of the vision 2030, and NDP5 and ultimately the SDGs is linked to the wellbeing of young people. The Namibia Population and Housing Census 2011 revealed that Namibia has a relatively young population where 66% of the population is below the age of 30 years. Young people below the age of 25 constitute 58 % and adolescents (10-24 years) constitute 33% of the total population. Hence adolescents and youth today and tomorrow in Namibia will continue to constitute the largest proportion of the total population for some time. This growing large number of young people represents a golden opportunity for Namibia and has a huge potential for economic growth and social progress which could accelerate economic growth and reduce poverty, this however can only happen if the right investments are made at the right time for the country to reap the demographic dividend.

This Report tells us the present state of young people and highlights the current realities of the youth in Namibia, focusing on key priority areas such as: employment, education, health and youth participation. Knowing the current status quo will enable us to make informed policy decisions and investments for our young people. Although challenges exist, they should be viewed as opportunities.

For Namibia to achieve inclusive development, the government, private sector and stakeholders should pay attention to economic and social reforms and make deliberate investments in youth. Adolescents and youth are central to the future development agenda and safeguarding their rights and investing in their future by providing quality education, decent employment, effective livelihood skills, and access to sexual and reproductive health (SRH) and comprehensive sexuality education that emphasizes gender equality and youth participation/empowerment are essential to their development and that of their families, communities and Namibia as a whole.

For the United Nations Population Fund, we will continue to work in partnership with the Government of the Republic of Namibia and other partners by upholding the principles of accountability to key stakeholders, especially young people, delivery through partnerships, respect for diversity with a focus on the most disadvantaged, and tailoring actions to national and local contexts.

Ms. Dennia Gayle
UNFPA Representative

STATUS OF THE YOUTH INDICATORS AT A GLANCE

Indicator	Namibia	Southern African Countries	Sub-Saharan Africa	World
Youth population				
Percent population 15-24	21% (2011) (Census Data)	Angola – 23%; Botswana – 22%; Lesotho – 23%; Malawi – 20%; Zimbabwe – 25% (UNFPA, 2012) ²	>33% (UNFPA, 2012)	24% (2016) ³ UNFPA
Employment				
Youth unemployment rate	39.2% (2014) NDP4	Angola – 10.5%; Botswana – 33.9%; Mozambique – 40.7%; South Africa – 52.6% (2014) (World Bank)	14.1% (2014) (World Bank)	14% (2014) (World Bank)
NEET rate (15-24)	24.1% (2014) NLFS	Madagascar – 2.4 (2013) ^a ; Malawi – 8.9% (2012) ^a ; Zambia – 22.1% (2012) ^a ; South Africa – 31.3% (2014) (ILO and World Bank)	18.4 (2012/13) ^a ILO	
Labour force participation rate	69.1 (2014) (NLFS)	Angola – 53; Botswana – 59.5; Madagascar – 73; Malawi – 60; South Africa – 26.5 (UNFPA, 2012)	-	-
Education				
Youth literacy rate (15-24)	86.9% (2008- 2012) NDHS	South Africa – 98.9%; Botswana – 96.1%; Zambia – 64.4%; Angola – 73.1%; Swaziland – 93.5% (2005-2013) (Human Development Report, 2015)	71% (2014) (World Bank)	91% (2015) (World Bank)
Primary school completion rate	88.6% (2014) NPC	Mozambique – 41.53% (2011), Lesotho – 64.9% (2014); Swaziland - 66.18% (2010); Zambia – 74.98% (2013); South Africa -93.05%(2011) (UNESCO)	-	-
Upper Secondary school completion rate	45.8% (2014) NPC	Mozambique – 6.73% (2011), Lesotho – 10.81% (2014); Swaziland -28.12% (2010); Zambia – 28.5% (2013); South Africa -49.21%(2011) (UNESCO)	-	-
Health and wellbeing				
HIV prevalence, female (15-24)	3.9% (2014) (World Bank)	South Africa – 11.6%; Swaziland – 16.7%; Zambia – 5%; Zimbabwe – 5.9% (World Bank)	2.1% (2014) (World Bank)	0.4% (2014) World Bank
HIV prevalence, male (15-24)	2.4% (2014) (World Bank)	South Africa – 4%; Swaziland – 16.7%; Zambia – 3.1%; Zimbabwe – 3.8% (2014) (World Bank)	1.1% (2014) (World Bank)	0.3% (2014) World Bank
Sex before age 15 (15-19)	M-13.4%, F- 6.8% (2013) (NDHS)	Botswana – M-26%, F-9%; Madagascar – M-8%, F-17; Malawi – M-26%, F-12%; Zambia – M-16%, F- 12%; Zimbabwe – M- 4%, F-4%) (UNFPA, 2012)	-	-
Married at 15 (15-19)	0.9% (2013) (NDHS)	Madagascar – 14%; Malawi – 12%; Zambia – 9%; Zimbabwe – 4% (UNFPA, 2012)	-	-
Married at 15 (20-24)	1.6% (2013) (NDHS)	Madagascar – 48%; Malawi – 50%; Zambia – 42%; Zimbabwe – 31% (UNFPA, 2012)	-	-

² Data is for young people 10-24 years in State of the World Report 2016, UNFPA

Indicator	Namibia	Southern African Countries	Sub-Saharan Africa	World
Married at 15 (15-19)	0.9% (2013) (NDHS)	Madagascar – 14%; Malawi – 12%; Zambia – 9%; Zimbabwe – 4% (UNFPA, 2012)	-	-
Married at 15 (20-24)	1.6% (2013) (NDHS)	Madagascar – 48%; Malawi – 50%; Zambia – 42%; Zimbabwe – 31% (UNFPA, 2012)	-	-
Adolescent fertility rate (births per 1000 women aged 15-19)	76	Mozambique – 137; Zimbabwe – 109; Lesotho – 93; Zambia – 88; Swaziland – 67; South Africa – 44 (2014) (World Bank)	100 (2014) (World Bank)	44 (2014) (World Bank)
Participation and voice				
% youth voted in last election (15-34)	48% (2014) (Afrobarometer)	Swaziland 56.7% (2014); Zimbabwe – 57.8% (2014); South Africa – 63.2% (2015); Lesotho – 60.5% (2014) (Afrobarometer)	-	-
Youth volunteerism (15-34)	20% (Afrobarometer)	Swaziland – 27.3% (2014); Zimbabwe – 21%; South Africa – 28%; Lesotho – 28% (Afrobarometer)	-	-

^a Rates for youth 15-29 years

- World Bank: <http://data.worldbank.org/>; UNESCO: <http://data.uis.unesco.org/>; ILO: http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_343153.pdf, all accessed 26/12/2016

Afrobarometer: 6th Round Governance and Democracy Survey Data for each country. <http://www.afrobarometer.org> accessed 26/12/2016



EXECUTIVE SUMMARY

Introduction and background

Since attaining political independence in 1990, the Republic of Namibia has embarked on various programmes to empower its people, and ensure that every citizen has an equal opportunity to achieve prosperity in a sustainable and inclusive way. More than ever before, there is increasing interest to focus on the youth⁴. The country's population is youthful and prosperity for future generations depends on the investments that we make today with regards to youth' health, education, social welfare and opportunities for economic empowerment. Developing suitable strategies to address challenges that our youth face today starts from our understanding the status of their health, education, employment and how well youth participate in development.

This Status of the Youth Report, therefore, is an undertaking of various ministries and departments of the Government of the Republic of Namibia. It was developed under the supervision of a Technical Committee made up of the National Youth Council; the Ministry of Sport, Youth and National Service (MSYNS); The Namibia Statistics Agency (NSA), Office of the President, Ministry of Gender Equality and Child Welfare, other government line ministries; and technical partners UNFPA.

The Status of the Youth Report documents the status of young people in Namibia. It provides the evidence that is required to make informed policies to address challenges that the youth face today. Additionally, Namibia as an integral member of the African Union has an obligation to produce status of the youth reports in line with the Africa Youth Charter (AYC) and the African Youth Decade 2009 – 2018.

The data presented in this report was provided by the National Statistics Agency (NSA), the National Planning Commission (NPC), other government agencies, and non-state partners such as Afrobarometer who regularly collect and analyse data on selected youth issues. In compiling this report, the researchers also held discussions with a total of 386 Namibian youth who provided primary data through focus group discussions. Opinions from the

youth were further augmented by interviews with 79 key informants from the government, civil society, and the private sector. Validation of the issues contained in this report was received at the National Youth Seminar that was held from the 5th to 7th of September 2016, where at least 400 youth delegates participated.

Key findings on the status of the youth in Namibia

Broader level status

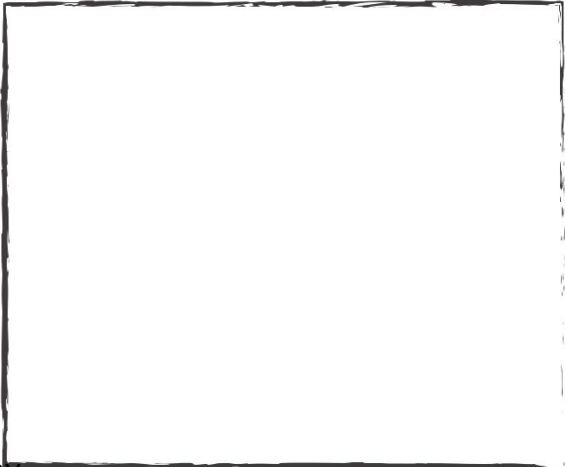
Namibia has a vision to be a prosperous and industrialised Nation by 2030 ⁵ and economic development since independence has been rapid. The economy is growing at an average 4% per annum with poverty levels improving from over 90% in 1990 to 30% in 2015 ⁶. The country has a relatively high per capita income (US\$5,693) and has been classified as an upper middle-income country since 2009. The distribution of wealth is slowly becoming more equitable, but not uniform, and cases of extreme poverty are still high. Unemployment remains high and HIV and AIDS remain critical challenges.

Fundamentally, **the Government of the Republic of Namibia is making a concerted effort to promote**

youth development. The Government consciously tries to address challenges faced by youth, through implementing various policies and programmes to empower youth and address challenges they face. Over the last five years such policies and programmes include providing employment opportunities, training and sustaining investments in social sectors such as health and education. Also included are efforts to increase education attainment and vocational training, aimed at increasing the skills level of the youth labour force. National Development Plans Development Plans (NDPs) are increasingly focusing on the inclusion of youth development “with some investments in education and health starting to bear fruits (e.g. marked increase in primary school enrollment, reductions in maternal mortality and dropping fertility rates). Despite government efforts to develop young people Namibia still has a significant number of youth in marginalized.

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communities. These youth require special focus as they remain more disadvantaged than anyone elsewhere in the country. The challenges they face are magnified: poorer access to health, education, water, and infrastructure; and limited representation in formal government. The government is responding by taking some steps to address representation and fairer allocation of resources, but most of these actions are only gathering momentum and require additional support.

There is potential to strengthen key policies that address youth needs. Several policies and plans (NDP4, Vision 2030, HPP, and NEEEF) all seek to address youth issues, however there is a need to strengthen coordination, monitoring and evaluation of youth development.

NDP4 prioritised **the need for a clear monitoring and evaluation**

framework for all programmes, with this linked to the planning process. This framework was not yet fully developed during NDP4 years ⁷,

and adequate skills and resources to implement the system were still to

be put in place. The government recognises that poor

monitoring, including that of youth policies, hinders

development. In Namibia, this is particularly necessary **as rural**

areas lag in development. The urban versus rural divide is

serious and impacts negatively on economic growth. Because of

the underdevelopment of rural areas, many youth migrate to

urban areas in search of better education and work

opportunities.

There is potential to strengthen key policies that address youth needs.

Broader level action points:

i. **Address broader macroeconomic fundamentals to reduce poverty and income inequality.**

Guiding policies such as NDP4 (2012-2017), NDP5, the National Employment Policy, the Harambee Prosperity Plan and the New Equitable Economic Empowerment Framework provide a sufficient foundation for dealing with poverty. However, these policy frameworks should be matched by resource commitments. In the 2016 budget, for example, poverty eradication and social protection (4%); urban and rural development (5%) continued to receive lower budgets compared to other sectors such as defence (18%) and education (24%) ⁸. The government should address major elements that fuel poverty and income inequality through prioritisation of investments that will provide rural youth a better quality of life. Policies should be practical instruments to enhance equitable access and distribution of resources for all Namibians. Efforts by the government on rural electrification, poverty eradication, and youth employment should remain priorities that are adequately funded.

ii. **Revise some national policies to be relevant to current youth issues.** The National Youth Policy should be revised to creatively consider youth economic empowerment, reproductive health, education and vocational training. Other existing policy frameworks (e.g. Agriculture, NEEEF) should explicitly incorporate clear targets and timelines for achievement of youth-focused goals. Namibia could develop a new youth policy that specifically pushes for a broad-based economic empowerment framework that addresses disparities in the economy, education, geography, and gender.

- iii **Enhance national Monitoring and Evaluation Framework with clear targets and indicators for youth inclusion.** Policy documents should be matched with clear monitoring and evaluation frameworks that allow tracking of progress made in achieving set targets by all partners involved. M&E frameworks should have clear measurable indicators including youth indicators, roles and reporting structures that address current challenges of duplication between the key government arms such as the Office of the Prime Minister, National Planning Commission, and Ministry of Finance.
- iv. **Increase focus on marginalised communities.** Youth challenges are magnified in marginalised communities. To support current government action to address challenges faced by youth in such communities, there is a need for strong constitutional provisions and national legislation on indigenous people focusing on addressing specific needs of such communities especially in areas such as education and health.
- v. **Strengthen efforts to reach youth with disabilities.** Through creating frameworks and standards that recognise the limitations faced by young people living with disabilities and establish a benchmark for their meaningful inclusion in developmental issues that affect them.

Youth employment

Job creation is happening at a slow pace. While national development policies and plans have made some progress in creating new jobs and ensuring that economically active Namibians are gainfully employed, this is not happening fast enough to significantly impact on unemployment levels. Youth unemployment remains high at 43.4% and NEET at 34.5%. Youth access to other economic opportunities and finance is also limited, undermining progress in youth development in the country.

Unemployment is high for less educated youth. The relationship between unemployment and education can be observed. The less educated youth are more likely to be unemployed than their counterparts. In fact, the employment rate for youth with tertiary education is over 86%¹. From the perspectives of the youth as well as other stakeholders, the key factor responsible for the high rate of youth unemployment in Namibia is a failure to make good grades required to access tertiary level education and vocational training.

¹ This figure is taken from the 2016 report though and based on Employment to population ratio (EPR) pp42

There is a significant internal migration of youth from rural to urban areas, especially those aged 22-25 years. These are the age groups where youth unemployment is highest. The highest number of youth not in employment and not in training peaks at age 24 years.

Erongo and Khomas are the main destinations for unemployed youth. However, high youth unemployment in these areas shows the inability of urban regions to create employment opportunities to absorb all youth. The influx of youth in these regions and their inability to find employment could be the reason for youth indulgence in alcohol and substance abuse and other delinquent social behaviour.

There is limited understanding of youth issues by responsible authorities and prospective employers. In general, there is a gap in understanding the environment surrounding most youth. Such challenges (especially poor education) lead to growing frustration among some youth who have little hope to attain a decent future. Discussions show an apparent difference in opinion between youth and prospective employers, with the latter believing that most youth have the wrong attitudes towards life and work; while youth feel let down.

Youth employment is high in jobs classified as vulnerable employment and in economic sectors with the

least growth. Most youth are engaged in menial jobs in sectors such as agriculture, wholesale and retail trade, and in domestic work. The jobs are classified as vulnerable employment as they lack decent working conditions including inadequate remuneration and lack workers' rights or representation. These jobs often do not lead to a career advancement and are not highly rewarding.

Action points on youth employment

- i. **Create more employment and economic opportunities for the youth** – Government should continue with policies aimed at growing the economy especially in key sectors such as agriculture. Indications are that Agriculture sector is not growing. There is need to shift from the current focus on production and use government investment on value chain development and value addition so that this creates more challenging and rewarding returns and opportunities for youth. Other economic opportunities can be availed through support for entrepreneurship development.
- ii. **Promote higher level education and training** - Education can be used as a vehicle to reduce unemployment among youth and negative behaviors that threaten youth development in Namibia. Better education opportunities will make the youth employable and enhance chances for better paying jobs. It is commendable that the government's free primary education policy is already yielding positive results. However, efforts should now shift to tertiary education and vocational training. Government should focus on strengthening the education system to

the number of quality teachers and access to learning facilities and support systems that can improve performance and enhance chances for access to better opportunities.

iii. **Support vocational skills training that match demands of growing sectors of the economy –**

There should be a deliberate effort to grow the skills of youth so that they are employable in other fast-growing sectors of the economy such as mining. Youth suggest that vocational training be rolled out at scale to solve skills gaps that fuel unemployment and deal with school dropouts. A labour force skills market assessment is required. This maybe a key action that will determine the skills needs and opportunities available with various sectors of the economy. The capacity of the training providers will then be matched with the capabilities and interests of unemployed youth. This will help to match what the market needs and skills that training providers can develop.

- iii. **Package information on opportunities in different sectors** – There is a need for the provision of adequate information to youth on opportunities that exist in the different sectors of the economy including how to access them, and what they can do to better prepare for future initiatives. For example, there is evidence of poor packaging of information on opportunities for youth in the mining sector with most unaware of such opportunities. In general, the mining sector is attractive to youth for several reasons including opportunities for formal training and education - platforms for building a sustainable career.
- iv. **Consider age disparities in employment** - The age disparities should be reflected in the national employment and economic empowerment policies. Strategies for government led opportunities of vocational training, entrepreneurship and livelihood projects should consider age stratification. For example, the younger youth (18-25) should be encouraged to pursue more rigorous skills/vocational training whilst entrepreneurship and livelihood projects should be made more accessible to the older youth. A key missing point is combining hard and soft skills when targeting youth.
- v. **Create of a platform for engagement between youth and their employers** - Platform for tripartite engagement of key stakeholders in youth employment involving the youth, government as the major employer and businesses or the private sector. The platform will afford all parties an opportunity to discuss the challenges facing youth and employer views and expectations. Such a platform will create a shared understanding of youth challenges and will give a foundation for addressing youth unemployment.

Education

Progress has been made in improving youth access to education. Since independence, Namibia has made significant progress in improving access to education. In the SADC region, it is among the top three countries in terms of access to education for its youth. The country is pursuing a policy of inclusive education supported by policies and legislation that makes access to education a fundamental right. The Constitution stipulates that primary education be compulsory and provided for free until the age of 16. Commitment to education is high with more than 20% of total government spending directed towards the sector. However, according to the Global Youth Development Index and Report 2016, Namibia still lags behind many other Commonwealth countries in terms of youth access to education. To achieve its 2030 vision and the Sustainable Development Goal (SDG4) more effort is still needed in improving access to education and increasing the number of youth with the skills for employment, decent jobs, and entrepreneurship.

Some serious challenges exist in the education sector. Several challenges in the education sector are affecting achievement of youth development, and these include high school dropouts at the secondary level, lack of adequate teaching facilities, inadequate financing, long walking distance to schools, and **xxii**

absence of early childhood development, especially in rural areas. There are concerns that there is no free education for learners who fail and want to repeat Grade 10. High dropout rates are linked to teenage pregnancies, substance and alcohol abuse and poverty.

For tertiary education, there is a big gap between applications and admissions, despite increased enrollment. There is a lag in rolling out vocational training. Although enrolment into vocational training is increasing, it requires more urgency to harness youth that drop out of school and those in rural areas.

Key action points for education:

- i. There is **potential for Namibia to exploit its Demographic Dividend**, but there is an urgent need to raise the quality of the youth (Responsible and with the right knowledge and skills) to avoid a possible liability. More investments are required in education and vocational training. Vocational training should be demand driven and linked to key sectors of the economy. Improvements in the quality of education needs urgent attention with a focus on quality teaching materials and teachers. Policies should also recognize that marginalised groups have special needs on education, including access to classes in remote and sparsely populated areas.
- ii. **Increase support for girls who drop out of school due to teenage pregnancy.** To address gender gaps in tertiary education, there is the need to support girls who dropped out of school because of teenage pregnancy to get back into primary school or secondary education. Community participation is needed to address cultural barriers to continue with education and to encourage support at the family and community levels.
- iii. **Train youth officers and teachers.** Resources targeted at youth development needs to include training for youth programme officers to understand youth behaviours and for teachers to address poor learner performance. There is a clear need to better understand the environment surrounding youth and enable support that addresses their challenges.
- iv. **Review the Grade 10 repetition policy.** The government should review its no free education policy regarding Grade 10 repetition and ensure that it does not disadvantage children from poor families. A strategy should be developed to ensure that deserving second chance candidates are identified and given an opportunity to repeat. Care should be taken to ensure the revised policy does not encourage youth not to work hard through strict conditions for qualification.

Health and Well-being

Progress has been made in improving access to health facilities by young people. Namibia has managed to reduce maternal mortality and total fertility rate.

The government has made notable investments in youth friendly clinics, access to Antiretroviral Therapy (ART), support and care for people living with AIDS and conducts immunisation and HIV prevention campaigns. However, the country still ranks lowly in enhancing access to and promotion of health and well-being of young

people. Namibia is ranked among the lowest countries in the world in this area⁹.

Several reproductive health challenges remain. Young women and men

are engaging in sexual activity early in their teens (16-19 years), 35% women give birth by age 20 and young women are getting into marriage

earlier than men. There is evidence that youth are engaging in unprotected sex as seen by high teenage pregnancy rates and HIV prevalence among youth 15-34 (22.3%).

Youth access to health-care services is limited. There is limited access to

health care among youth especially the poor, unemployed and out of school youth since they cannot access the basic health care package.

Other challenges to accessing health care include distance to health care facilities and long waiting time once they reach the facility. There are a

number of emerging issues around sexual health and reproductive rights that

lack policy guidance and thus create challenges to health, social and youth workers.

Poor uneducated female youth are most vulnerable to sexual abuse. There are marked differences in sexual behaviour between male and female youth, with females influenced by location (rural/urban), education, and wealth quartile while males tend to have similar trends everywhere. Young women with no education engage in sex much earlier than those with more than secondary school education while girls from wealthy house-holds can delay the median age at first sex by about 2 years. Comparison by region shows that young women are engaging in sex earlier in Kavango, compared to Omusati.

Youth delinquency is increasing, seen by high alcohol abuse, increasing road accidents involving the 20-35 age and crimes committed. These are indications of compounded effects of unemployment, lack of education and high-risk behaviour.

Youth with disabilities face worse challenges. Despite government commitment to addressing the need for PWD, access to education, health and employment among youth with disability is a challenge especially for those in the rural areas.

Key action points for Health:

- i. **Focus areas to improve health and well-being of youth** - To improve the health and well-being of youth and contribute to SDG3, health related policies for youth should focus on reducing HIV prevalence, promotion of access to reproductive health education and services, promotion of prevention awareness and behavioural change, reduction of substance and alcohol abuse, reduction of the number of deaths from road accidents and improving health coverage for youth.
- ii. **Investment in reproductive health education** – It is critical that the government continue to invest in reproductive health education for single people who practice late marriages and comparably late age at first sex. This will allow such youth to live a healthy and productive life.
- iii. **Inclusiveness of the health package** - A review of inclusiveness of the health package should be considered. More focus should be on prevention campaigns. More investment in health infrastructure development should be directed to marginalised communities. There is a need to provide policy direction to guide health workers on how to deal with emerging issues around sexual health and reproductive rights.
- iv. **Enhancing health outcomes for the girl child** - Policies should provide more opportunities to educate the girl child and economically empower them. In implementing such strategies considerations should be made for geographical differences. Enhancing access to education for the girl child and reducing poverty in the country will have positive health outcomes for the girl child.
- v. **Promote equal participation of youth with disabilities in economic and social development** – Government should invest in and implement strategies for improving the lives of youth with disabilities in the rural areas with a focus on an inclusive education system and improved access to sexual and reproductive health services for young women with disabilities. There is also need to make issues of PWD visible in national policies and strategies on youth development.

Youth Participation and Voice

Namibia has made very excellent progress in promoting youth participation and their voice in decision making. The country is ranked 9th and 41st in the world in youth political and civic participation, respectively. About 48% young people exercised their right to vote in the last election. Most youth are positive about the direction that the country is going and the steps that the government is making to develop the country and improve their well-being. However, most

unemployment. Some youth are not aware of youth participation xxv forums while some are not happy with the governance of the structures that represent them.

Youth volunteerism remains low. Despite the general good performance, youth are reluctant to engage in volunteerism to address development challenges. However, the presence of youth in leadership positions among those who are active volunteers is a positive development which the country should build upon in developing its future leaders.

Key action points for youth participation:

- i. **Promotion of civic participation** – More efforts are needed in promoting youth volunteerism and participation at local government level. This will build a sense of belonging and allow youth to start making a meaningful contribution to their communities.
- ii. **Enhance the visibility of youth structures** - Make youth structures more visible and build their capacity to reach as many youth, especially those in marginalised communities. Promote participation of youth in different youth forums.

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1. Introduction

INTRODUCTION

1.1 About this Report

The Status of the Youth Report provides a comprehensive analysis and documentation of the status of persons aged between the ages of 16 and 35 in Namibia. It provides an analysis of youth in terms of population, education, health, employment, gender, and participation in development. This process is an enabler for informed policy formulation and generates the evidence that is required to guide actions and mobilise partners and resources to address the challenges that youth face today.

Namibia, as a Member State of the African Union, has an obligation to prepare a national Status of the Youth Report. This Report should be aligned to national development frameworks and inform relevant policies and initiatives on population, distribution and the needs of youth. The African Union Commission (AUC) is mandated to support and strengthen national efforts to develop status reports and provide capacity in line with the Africa Youth Charter (AYC) and the African Youth Decade 2009 – 2018.

The National Youth Council of Namibia (NYC) was mandated by the Ministry of Sport, Youth and National Service to take responsibility for the development of the Status of the Youth Report. NYC contracted Development Data¹⁰ to facilitate the stakeholder consultation process and produce the Status of the Youth Report.

The primary focus of this Report are youth (young people between the ages of 16-35 as defined in the National Youth Council Act), but data for adolescents 10-19 years of age is also presented where relevant. Specifically, the ages of 10-14, 15-19 and 20-24 are key periods of transition for young people, and therefore, important to understand in detail.

Table 1: Definition of a Youth Definitions

In Namibia a youth is defined as “a young person aged from 16 to 35 years old”. The African Youth Charter defines youth, as “every person between the ages of 15 and 35 years”. The Namibian definition is used through-out this report.

An adolescent is universally defined as a person between the ages of 10 and 19.

Namibian laws recognise a person who has reached the age of 21 to have attained the legal age of majority and to be an adult (able to vote, and make independent decisions).

The Child Care and Protection Act 2015 defines a child as someone below the age of 18. This is in line with the UN

Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child.

Source: Age of Majority Act, 1972; Child Care and Protection Act 2015, the National Youth Council Act, 2009; and the African Youth Charter.

1.2 Youth Development and the Youth Development Index

The broad definition of youth development focuses on different stages that children or young people go through to acquire the attitudes, competencies, values and social skills they need to become successful adults¹¹. The personal assets they acquire during these stages of development will help youth face the challenges and opportunities ahead. The Commonwealth defines youth development as young people's experiences and the ways in which these experiences provide opportunities for life management and distinct, culturally-shaped, perspectives on the world and their place within it¹². They emphasise the importance of young people as change agents capable of influencing development outcomes in their communities. However, the ability of young people to develop successfully, greatly depends on the institutions and support structures around them. Globally, youth have been identified as the driving force behind future economic growth but this is only possible if policies and programmes are in place to enhance their opportunities. Likewise, the Commonwealth stresses that governments have an obligation to recognise the barriers to youth development, overcome them with policies and programmes that have young people at heart, and help promote progressive youth development.

Globally, youth development is measured through the Youth Development Index (YDI) developed by the Commonwealth. It measures various indicators of youth development, including education (enrollment in secondary education, literacy rate, digital native rate); health and well-being (youth mortality, mental disorder rate, alcohol abuse, drug abuse, HIV prevalence, well-being index); employment and opportunity (Not in Education, Employment or Training, youth unemployment ratio, adolescence fertility rate, account at financial institution); political participation (youth policies, voter education and expression of political views); and civic participation (youth volunteering and youth helping a stranger). Each domain has an index which ranges from 0-1 with 0 being least and 1 the most developed. The latest Global Youth Development Index and Report 2016 ranks Namibia number **155 out of 183 countries, with an overall YDI score of 0.440**. According to Commonwealth categorisation, the score falls in the low YDI level.

“

the ability of young people to develop successfully, greatly depends on the institutions and support structures around them.

Figure 1: The five domains of the Youth Development Index



Source: Global Youth Development Index and Report, 2016

In developing this Status of the Youth Report, much attempt has been made to adhere to the global understanding of youth development and the analysis is structured in a way that allow discussions around the five key domains of youth development. In the report, political and civic participation are discussed under the same chapter as youth participation and voice.

1.3 The increasing need to focus on youth

Youth aged 16 to 35 are an important consideration in Namibia's efforts to address major development challenges. Meaningful development and progress towards prosperity as enshrined in national plans such as Vision 2030, The Fourth National Development Plan (NDP4) and the Harambee Prosperity Plan (HPP), will be closely determined by the quality of investments that the country makes for its youth.

Locally and globally, the focus on the needs and challenges faced by this segment of the population is on the increase. This is because of past investments in health, education, and social welfare which have resulted in the structure of the country's population changing. A large proportion of the economically active segment of the population is youth as the number of dependents continues to fall. This demographic dividend presents an opportunity to accelerate economic growth and reduce poverty, provided the youth have adequate skills, is in good health, have access to platforms to be heard, and are presented with adequate opportunities for good quality work.

1.3.1 Youth age as a time of transition

The age between 10 and 24 years is when most changes occur in a young woman or young man's life. Apart from physical changes associated with puberty, most young people also complete primary education and go through secondary school during this time. This is also the period when most young people transition to tertiary education or vocational skills training, or become idle and unemployed. Each child matures into an adult that is capable of bearing children and mentally more cognisant of the world around them, and the need to strive to be more independent. The quality of one's health, education and livelihood will determine the choices made about starting a family.

There is need to also focus on the early formative 0-14 years age group, especially as education refers. The qualities of investments made in the formative years have a direct bearing on the quality of the youth country will have.

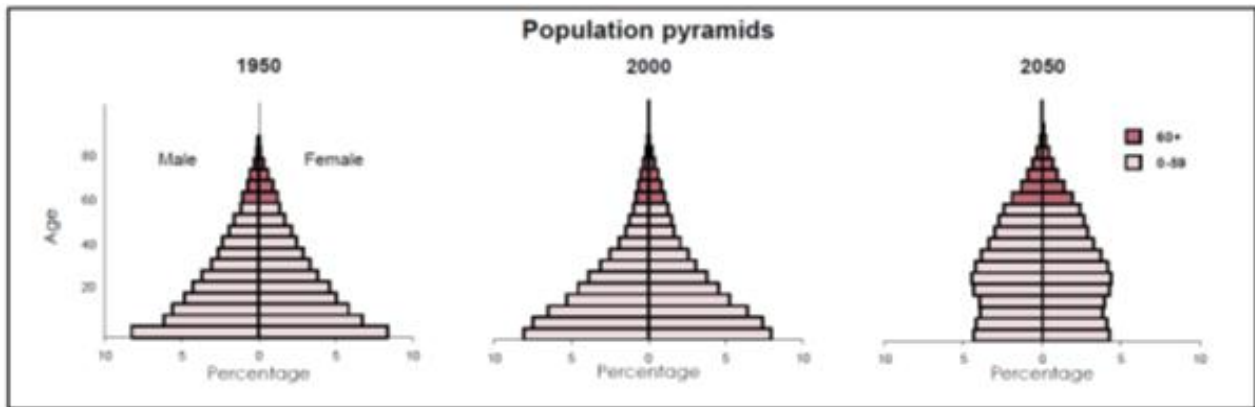
1.3.2 Youth issues and future problems

Another important reason to focus youth is their energy and readiness to participate in wealth creation that have a direct link to the wellbeing of future generations. Failure to identify and address the challenges they face is a time bomb that will erode progress towards prosperity. Increasing wealth and decreasing inequity lead to improved quality of life for all. Investments in health and social welfare will positively impact life expectancy, which means that more adults will need support in their old age. If the right investments are not made in youth today, they will likely require to be provide with welfare for a long time.

1.3.3 Youth as a significant component of the population

Namibia is currently undergoing a demographic transition. Previous population pyramids from the 1950s have been very wide at the base and very narrow at the top (Stage I), forming a triangle with very steep sides. The current shape (from the 2011 census) has shallower sides. The pyramid still features a wide base and a narrow top, depicting a young population and an associated high child dependency ratio¹³. This is set to change as mortality and fertility rates are falling. It is projected that the future pyramid will become straighter and the top will become flatter (Stage III), and further develop to a barrel shape showing the highest demo-graphic dividend (Stage IV).

Figure 2: Projected population growth to 2050



Source: United Nations¹⁴

Data from the 2011 Population and Housing Census shows that Namibia is entering or has entered the third population transitional stage, and will witness falling birth rates and slowing population growth. The birth rate has been declining since the 1970s, and annual population growth rate fell from 2.6% in 2001 to 1.4% in 2011. The anticipated increase in working age population will lead to an increased labour supply, and increased income per capita; provided there are wise investments in developing the working age population. This is an important reason to focus on young people of all ages.

The Demographic Dividend is the faster economic growth that can result as mortality and fertility rates drop, resulting in a population structure where there are more economically active persons than dependents. The projected population growth figures for Namibia show that there is potential for the country to exploit this demographic dividend. The country is in a period where the working age population has a low proportion of dependents. However, to fully exploit the demographic dividend, the country must ensure that its labour force has good health, quality education, and decent employment. This should be possible if public policies are set appropriately to ensure that all productive youth are absorbed into the mainstream economy.

If the right investment choices are made for children and youth, Namibia will be on its way to addressing poverty and inequality as improved incomes will enable both rural and urban households to move out of poverty. The discussion on the demographic dividend is important for Namibia because poverty levels are high (more than 50% of the population lives on less than US\$2 per day) and the Gini coefficient which measures inequality is also high (0.58)¹⁵.



1.4 Purpose and Objective of the Status of the Youth Report

The Status of the Youth Report seeks to avail accessible analysis and documentation of the status of the youth in the country. This includes a synthesis of the macroeconomic environment and broad development goals as enshrined in national key policies. The status report will be used in multiple disciplines - policy, planning, decision-making, and resource allocation at local and national levels. The report presents data and discusses priority problems faced by youth. This analysis includes possible causes; capacity gaps and the quality of institutions that have been set up to address the needs of youth.

1.5 How the Status of the Youth Report was developed

The production of this report was guided by a 12-member Technical Committee chaired by the Presidential Advisor for Youth Matters and Enterprise. The Technical Committee was made up of members from the Ministry of Sport, Youth and National Service; The Namibia Statistics Agency (NSA), Office of the President, Ministry of Gender Equality and Child Welfare, and other government line Ministries and technical partners (see the acknowledgment section). The NSA was a key provider of secondary data while the United Nations Population Fund (UNFPA) provided technical backstopping and part of the financial resources.

Table 2: Data Sources

Method	Data type	Main Source
Secondary data	Survey raw data (Population and Housing Census (2011), National Labour Force Survey (2014) Namibia Demographic and Health Survey (2013/14) etc.)	Namibia Statistics Agency,
Literature review	Government Policies, budgets and plans. Plans and annual reports from Ministries of Youth, Health, Education, Economic planning, Gender, Labour etc.	Ministries
Key informant interviews (KII)	More than 70 KII, at national and sub-national level	Key informants
Focus group discussions (FGDs)	Carefully identified youth in 14 regions of the country. 33 FGDs two per region (male, female) and three for special interest/minority groups	At least 386 Youth
Case studies	Documented case studies following agreed format. 5-10 highlighting key issues and success stories	Selected Youth

Data was collected from several sources highlighted in table 2 above. Qualitative interviews and focus group discussions, were used to collect primary data, while raw secondary data, predominantly from NSA and the National Planning Commission (NPC) was analysed and presented quantitatively. A total of 386 Namibian youth provided primary data through focus group discussions. An additional 79 key informants from the government, civil society, and private sector also contributed through key informant interviews. The data collected from KIIs, FGDs and case studies added interpretation to the quantitative data from secondary

An assessment of public institutions that support youth initiatives was conducted. This assessment analysed the critical capacity gaps in reaching out to and addressing the needs of youth. These institutions included the Ministry of Sport, Youth and National Service; the National Youth Council, the Namibia Training Authority; Ministry of Health and Social Services; Ministry of Education, Arts and Culture; and Ministry of Higher Education, Training and Innovation.

Findings from the assessment are presented by theme (employment, health, education, and voice and civic participation) using broadly accepted indicators on the status of young people. The initial findings were presented at a national seminar in Windhoek held from the 5th to the 7th of September, 2016. The meeting was attended by more than 400 youth and stakeholders who work on youth issues. During the Seminar, at least 40 stakeholders provided formal feed-back on the findings of the report.

1.6 Limitations

This report was compiled using quantitative secondary data and complemented by qualitative primary data that was collected using key informant interviews and focus group discussions. Most quantitative data that is presented is at least two years old, while the opinions from focus group discussions and key informant interviews are current. The observations from qualitative sources may, therefore, not necessarily agree with the situation that is presented by the quantitative data.

The main demographic data used in this report is from the 2011 Housing and Population Census, although some surveys such as the Labour Force Survey (2014) used population data that considers annual population growth rates. Each data source is referenced accordingly.

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to fully exploit the demographic dividend, the country must ensure that its labour force has good health, quality education, and decent employment

BACKGROUND AND CONTEXT

This chapter presents the background and context under which youth development in Namibia is taking place. It discusses selected economic and social development indicators, policy framework and various youth institutions and their mandates.

Table 3: Namibia economic and social indicators overview

Indicator	Level
Positive economic growth	Real GDP has grown by approximately 17% from 2013-2015
Poverty levels high	28% population classified as poor in 2014
Income inequality improving but still high	Gini coefficient 0.597
Rural areas still lags behind urban areas in terms of development	Rising youth migration to urban centres; Youth access to basic communication media low in rural areas; budget allocation for social protection, Poverty eradication and social protection (4%); Urban and Rural Development (5%)

Source: National Planning Commission.

2.1 Summary

This chapter shows that youth comprise a significant component of the population in Namibia, and the status of this segment of the population is important for any development initiative. The youth population is no different from that of most African countries. National statistics show that just over a third of the country's population are youth. Most of the youth are attracted to the urban centres due to prospects of education and employment. The lack of such opportunities results in negative consequences for the youth and the country. The mere existence of youth in high risk and unstable relationships is not good and can lead to other challenges such as unwanted pregnancies and spread of HIV. It seems the vulnerability of young people due to lack of identity is not a major challenge in Namibia. However, more effort is needed to ensure that no children and youth are excluded from accessing any services or opportunities due to lack of registration. Namibia has done well in terms of the basic education of its population. High literacy levels provide a good foundation for further developing the knowledge and skills base of young people.

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more effort is needed to ensure that no children and youth are excluded from accessing any services or opportunities due to lack of registration.

2.2 Country Context

Namibia has the vision to be prosperous and become an industrialised nation by 2030¹⁶. Development progress since independence has been rapid, with poverty levels improving from over 90% in 1990 to current levels of around 30%¹⁷. The system of segregated access to the country's wealth has been replaced by sustained efforts to usher in equitable access that is based on democratic principles. Thus, the economy is growing; and **distribution of wealth is slowly becoming more equitable**. School enrolment has also increased, and focus is now shifting towards improving the quality of education and ensuring that learners complete school and acquire necessary skills to sustain and accelerate economic growth.

The country has a relatively high per capita income (US\$5,693 in 2013) and has been classified as an upper middle-income country since 2009. While the economy is growing at about 4.3% per annum, unemployment remains high; and HIV and AIDS remain major challenges. The percentage of the population in urban areas is increasing, and as of 2013, 43% of the people in the country were living in urban areas, up from 40% in 2009. Advances in healthcare are notable, with increases in life expectancy from 48.6 in 2001 to 56.9 in 2011; and a rapid decline in under-five mortality from 69 per 1000 births in 2006 to 20 per 1000 births in 2013.

Table 4: Selected economic and social development indicators

	Outcome			
Indicators	2009	2011	2013	2014
Real GDP growth (%)	0.3%	5.1%	5.1%	4.7%
Consumer Price Index (%)	9.5%	5.0%	5.4%	
GDP per capita US\$	4 140.88	5 597.17	5 693.13	
Exchange rate (N\$:US\$)	8.6	7.4	9.7	13.6
Manufacturing as % of GDP	13.0%	13.7%	12.1%	
Manufactured goods as % of total Export	23.7%	22.3%	16.5%	
Population (millions)	2 066 398	2 113 077	2 113 077	2 196 086
Unemployment (%)	-	26.8%	29.6%	28.1%
Urban Population (%)	40.6%	42.6%	43.0%	
Adult literacy rate	-	89.0%	89.0%	
HIV Prevalence (% of pop 15–49, 2014)	18.8%	18.2%	16.9%	
	Year	1991	2001	2011
Life expectancy at birth (years)		61.0	48.9	56.9
	Year	2000	2006	2013
Under five mortality (per 1 000 live births)		62	69	54

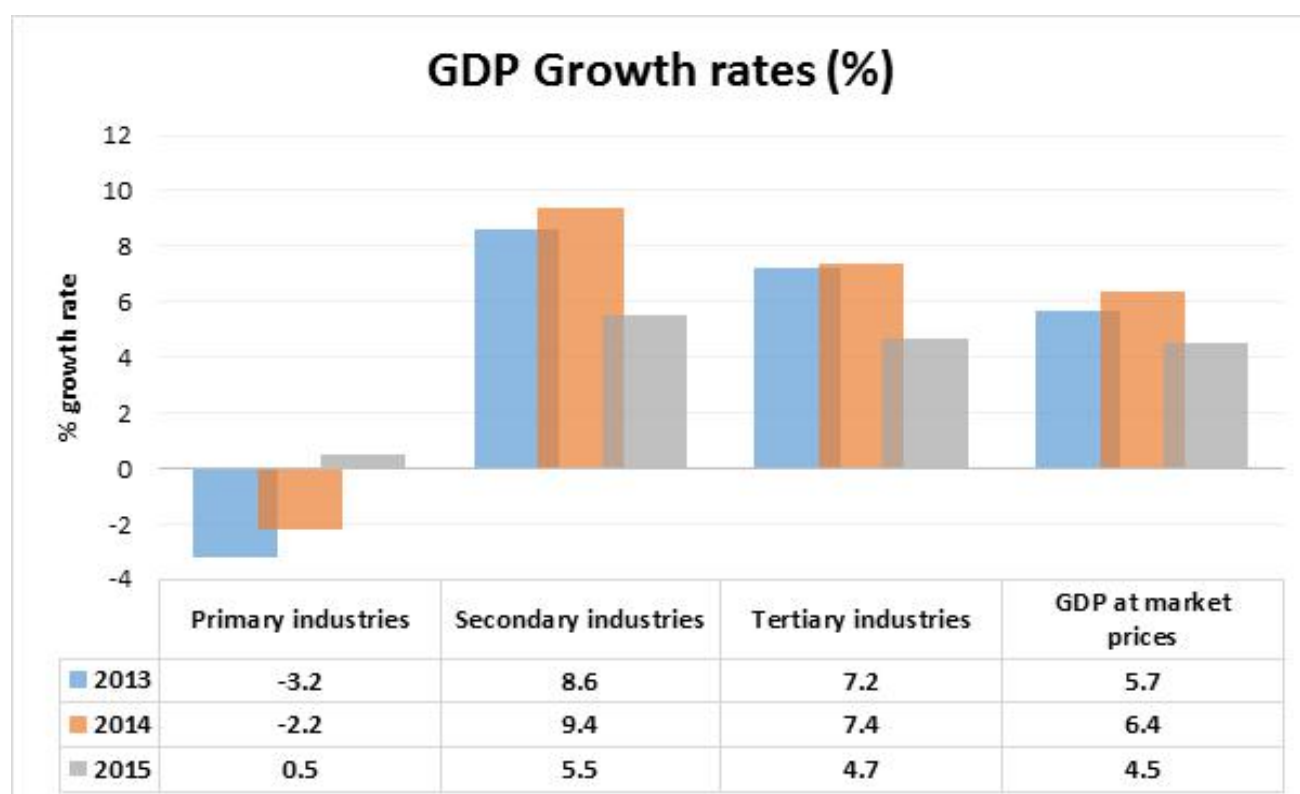
Source: National Planning Commission.

2.3 Socio-economic setting

2.3.1 Economic growth

Namibia has experienced a period of positive economic growth, especially when compared with other countries in sub-Saharan Africa over the past three years. Economy grew by 5.7% in 2013, 6.4% in 2014 and about 4.5% in 2015¹⁸. Economic growth is largely driven by secondary and tertiary sectors, especially construction, retail and financial sub-sectors. **Primary industries such as agriculture and fishing shrunk in 2014, but are estimated to rebound soon.** These industries are estimated to have grown by 0.5% (from -2.2% in 2014), especially in the fishing and fish processing and mining and quarrying sectors. According to the National Planning Commission report, average per capita incomes increased from N\$39,000 during NDP3 to N\$44,000 per year during the NDP4 period. Per capita income (in 2010 constant prices) expanded by an average of 2.0 and 3.7% under NDP3 and NDP4 respectively, signifying real growth.

Table 4: Selected economic and social development indicators



Source: Namibia Statistics Agency, 2014 National Accounts, Bank of Namibia Economic Outlook, December 2015

Growth of the Namibian economy is not uniform. In fact, there are sectors of the economy that are shrinking. Within mining and quarrying, primary sub-industries such as other mining and quarrying (-39%) and uranium mining (-9.9%) contributed to overall declines in that sector in 2014. Primary industries such as agriculture and mining can be labour intensive and employ large numbers of youth. Their performance, therefore, has serious implications on employment figures and quality of incomes for the youth employed in these sectors.

In 2014, construction, a secondary industry, grew by 40.5%. Manufacturing declined by 2.2%, driven by printing and publishing (9.5%) other food products (11.4%) and other manufacturing (14.1%). During the same year, textile industries shrunk by 30.3%, while meat processing fell by 17.4%. Thus, although secondary industries grew overall, there were significant losses in some sub-industries. This picture is somewhat different for tertiary industries where most sub-industries grew in 2014, led by wholesale and retail trade (15.2%), education (11.1%) and financial intermediation (9.9%). Only public administration and defence (-0.7%) registered a small decline. From a youth perspective, it is important to track how each of the sectors of the economy perform, and especially monitor those that employ youth in large numbers.

Table 5: Annual percentage change in GDP by activity Constant 2010 prices

Industry	2011	2012	2013	2014
Agriculture and forestry	1.0	8.1	-19.3	9.6
Livestock farming	6.1	6.0	-25.5	13.0
Crop farming and forestry	-6.3	11.6	-9.6	5.3
Fishing and fish processing on board	-4.8	-7.6	3.0	-2.5
Mining and quarrying	-5.4	25.1	2.6	-6.3
Diamond mining	-3.4	13.0	10.0	6.2
Uranium	-24.9	27.1	-6.9	-9.9
Metal Ores	-10.7	32.4	-25.8	0.6
Other mining and quarrying	28.0	62.6	11.0	-39.7
Primary industries	-3.6	14.4	-3.2	-2.2
Manufacturing	5.7	-6.8	4.2	-2.2
Meat processing	-2.7	-1.1	30.4	-17.4
Grain Mill products	6.5	-1.6	8.1	2.7
Other food products	-10.3	-16.8	3.4	11.4
Beverages	0.4	15.0	13.5	-18.1
Textile and wearing apparel	4.7	6.1	4.7	-30.3
Leather and related products	12.7	11.3	-7.3	1.5
Wood and wood products	-1.0	-4.5	3.1	1.8
Publishing and Printing	10.9	-12.6	6.8	9.5
Chemical and related products	12.0	4.1	4.3	6.6

Industry	2011	2012	2013	2014
Wood and wood products	-1.0	-4.5	3.1	1.8
Publishing and Printing	10.9	-12.6	6.8	9.5
Chemical and related products	12.0	4.1	4.3	6.6
Rubber and Plastics products	4.6	-7.6	5.6	7.0
Non-metallic minerals products	72.3	0.6	3.8	5.5
Basic non-ferrous metals	15.5	-23.0	-4.0	-3.2
Fabricated Metals	-7.1	7.0	5.6	4.0
Diamond processing	5.5	-6.8	-7.3	8.2
Other manufacturing	-8.1	3.8	8.4	14.1
Electricity and water	1.7	15.6	-1.6	4.9
Construction	15.9	7.5	28.2	40.5
Secondary industries	7.1	-1.8	8.6	9.4
Wholesale and retail trade, repairs	5.8	4.3	14.4	15.2
Hotels and restaurants	9.5	8.1	9.1	5.3
Transport, and communication	4.9	8.0	6.4	6.6
Transport	10.0	10.0	12.8	4.9
Storage	8.3	7.7	3.8	6.8
Post and telecommunications	-1.1	6.2	0.8	8.6
Financial intermediation	5.7	6.8	17.9	9.9
Real estate and business services	5.7	4.7	4.6	3.2
Real estate activities	2.6	6.7	4.9	3.1
Other business services	15.0	-0.7	4.0	3.5
Community, social and personal service Activities	11.2	-16.6	-9.9	2.8
Public administration and defence	5.3	2.7	3.6	-0.7
Education	17.4	4.4	3.3	11.1
Health	5.7	5.7	9.0	7.9
Private household with employed persons	8.6	8.6	-6.7	5.5
Tertiary industries	7.4	3.9	7.2	7.4
Less: Financial intermediation services indirectly measured	10.6	4.5	18.8	7.0
All industries at basic prices	5.1	4.8	5.2	6.0
Taxes less subsidies on products	5.3	8.9	11.6	10.9
GDP at market prices	5.1	5.1	5.7	6.4

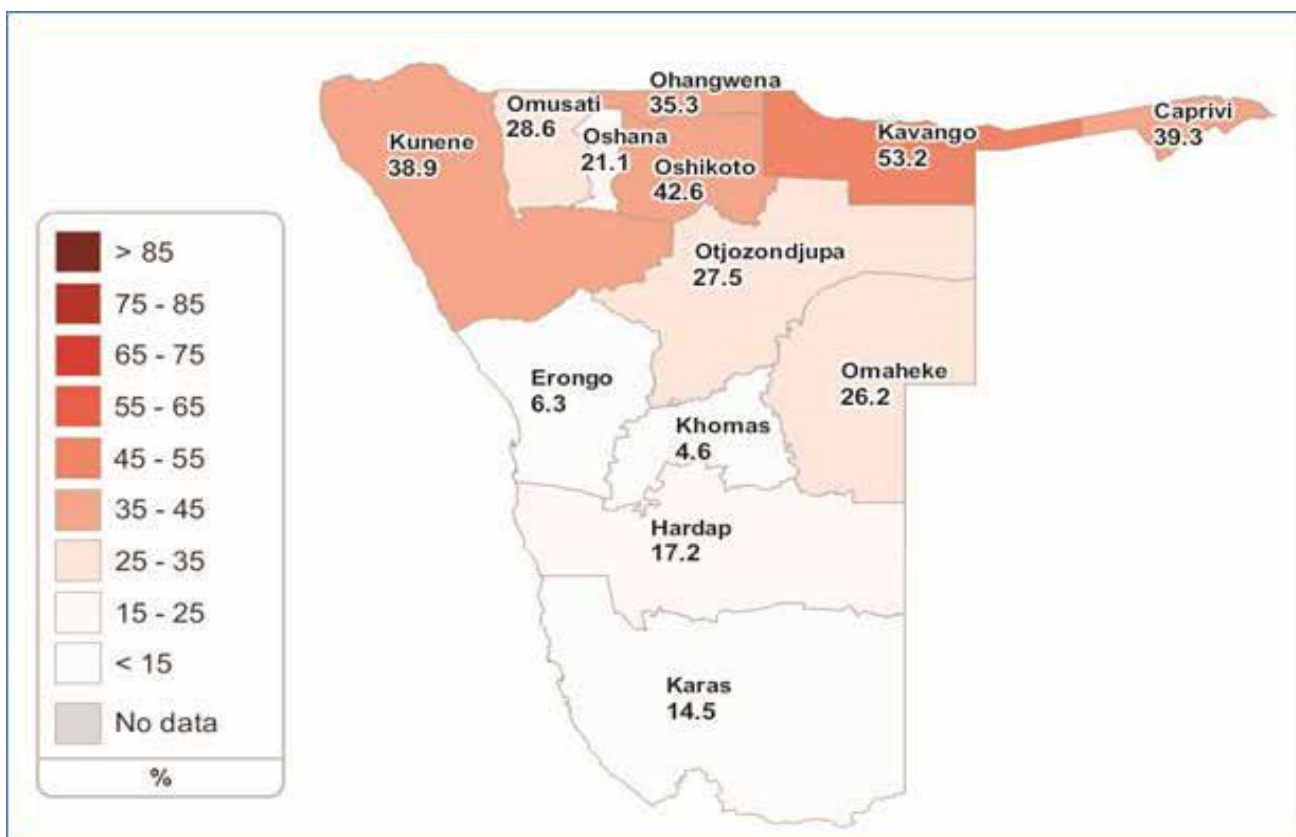
Source: Namibia Statistics Agency, 2014 National Accounts, Bank of Namibia Economic Outlook, December 2015

2.3.2 Poverty and deprivation

Social deficit persists and poverty remains a critical issue in Namibia. This is despite the country being ranked as an upper-middle income country from 2009. Reducing poverty is a well-articulated objective of all national development plans, although the results to date have been mixed. For example, NDP4 sought to reduce extreme poverty by 2017, by reducing the number of severely poor individuals from 15.8% in 2009 to below 10% of the population.

An assessment conducted in 2015 by the National Planning Commission¹⁹ shows that largely, rural northern regions of Kavango East, Kavango West, Oshikoto, Zambezi, Kunene, and Ohangwena remain the poorest in the country, with more than one-third of the population in these regions being poor. The report shows that in Kavango, more than half of the population is classified as poor and only two regions (Khomas and Erongo have poverty levels below 10% (see map below).

Figure 4: Regions of Namibia – Headcount poverty rate, 2011 (upper-bound poverty line)²⁰.



Source: National Planning Commission, 2015

Three regions namely, Kavango, Ohangwena and Oshikoto are largely rural and characterised by subsistence farming, and account for 50% of the total number of poor people. These patterns have not changed much since 2001.

Table 6: Regional values of individual domains of deprivation (2002 - 2011)

Region	Material			Employment			Education			Living environment		
	2011	2001	Change	2011	2001	Change	2011	2001	Change	2011	2001	Change
Zambezi	53	74	-20	38	18	21	64	63	1	89	90	-1
Erongo	33	27	6	30	34	-4	59	63	-4	53	56	-3
Hardap	34	43	-9	36	34	2	71	69	1	63	66	-3
Karas	33	37	-4	33	29	5	67	68	-1	60	65	-6
Kavango	64	75	-11	51	20	30	73	72	1	90	96	-5
Khomas	31	38	-8	30	29	1	49	51	-3	53	52	1
Kunene	63	79	-16	36	24	13	82	75	6	84	88	-3
Ohangwena	54	86	-32	44	37	6	70	65	5	94	97	-3
Omaheke	49	63	-14	40	24	16	78	72	7	83	86	-3
Omusati	59	83	-25	43	37	6	63	63	0	92	95	-3
Oshana	53	58	-4	39	41	-2	55	58	-4	73	81	-8
Oshikoto	53	83	-31	41	45	-5	68	66	2	86	89	-3
Otjozondjupa	42	57	-15	38	32	7	73	68	5	69	74	-5
Namibia	48	65	-17	38	31	6	64	64	0	76	81	-5

Source: National Planning Commission, 2015

Data on deprivation shows that in 2011, Kavango had 64% of individuals deprived of materials, constituting the Region with the most individuals deprived of materials. Employment deprivation is highest in Kavango (51%), while education deprivation is highest in Kunene (78%) and living conditions deprivation is highest in Ohangwena region (94%). The picture on deprivation has not significantly changed since 2001, although material deprivation decreased most significantly in the country by 17% while employment deprivation increased (by 6%); education deprivation did not change, and living conditions deprivation reduced by 5%. It seems that between 2001 and 2011, there has been a reduction in material and living conditions deprivation, but not in employment and education. This suggests that incomes are mostly spent/utilized on materials and living conditions, but not on reducing employment and education deprivation.

2.3.3 Inequality

Targets for equitable distribution of wealth were set in Vision 2030 using the Gini Coefficient as the baseline. The Gini coefficient is derived statistically to show inequality in the distribution

of a country's wealth²¹. Typically, a Gini coefficient ranges between 0 (perfect equality), and 1 (maximum inequality). Globally, countries such as South Africa (with a Gini coefficient of 0.63-0.7) are ranked as having most inequality, while countries such as Slovenia (with a Gini coefficient of around 0.2) exhibiting the most equality. Vision 2030 has set a target of a Gini-coefficient of 0.3 by 2030, to put Namibia amongst the most equal countries in the world. This would be possible if inequality fell by at least 3% every year during the period. However, the progress in addressing inequity remains slow and the Gini coefficient for Namibia is high at

in 2003/4. The distribution of wealth is getting fairer, but not at the pace required to attain Vision 2030 targets.

The 2013 Namibia Health and Demographic Survey (NDHS) show the distribution of wealth across all regions and by rural and urban location, as measured by the Gini Coefficient. The overall Gini coefficient in Namibia is recorded in this report as 0.42, much lower than that from the Fiscal Policy Strategy. It is higher in rural (0.45) than in urban (0.24), areas, indicating a more unequal distribution of wealth in rural than in the urban areas (the difference between the rich and the poor are more pronounced in rural than urban areas). The most equitable distribution was recorded in Erongo and Khomas, the regions with most of the wealthy people in Namibia. The highest disparity in wealth is recorded for Kavango region (0.51).

Table 7: Wealth ranking and Gini coefficients for rural and urban areas

Quintile	Lowest	Second	Middle	Fourth	Highest	Total	Gini coefficient
Urban	1.7	11	17.5	29.5	40.3	100	0.24
Rural	36.1	27.8	22.3	11.6	2.2	100	0.45

Source: Namibia Demographic and Health Survey 2013.

Data from the NDHS also shows striking differences in wealth distribution by rural and urban areas: almost all the poorest 20% households are in rural areas while almost all the wealthiest 20% households are in urban areas. From a youth perspective, coming from a rural area is synonymous with deprivation and poverty.

2.3.4 Urban/Rural divide

There is a serious urban/rural divide which impacts negatively on economic growth. Rural areas lag behind in development, and many youth migrate to urban areas in search of better opportunities. With regards to access to communication, for example, the gap between females and males is much narrower than that between rural and urban areas. The table below has been constructed to demonstrate the extent of rural/urban inequity in access to services. Roughly the same percentages of female and male youth access basic communication media, with radio (70%), mobile telephones (67%) and television (40%) the most widely accessible. However, access in rural areas lags behind urban areas in all types of communication media, with larger differences in terms of access to TV (65% in urban areas vs 16% in rural area), news-papers (52% vs 15%) and computers (24% vs 3%). Tools such as computers, internet and mobile phones can greatly increase youth access to information on education and employment opportunities.

Table 8: Youth access to communication media (ages 15-34)

Media	Female	Male	All youth	Urban	Rural	All youth
Radio	70%	70%	70%	74%	66%	70%
Television	42%	38%	40%	65%	16%	40%
Computer	13%	13%	13%	24%	3%	13%
Mobile Phone	69%	66%	67%	81%	55%	67%
Telephone	7%	6%	6%	11%	2%	6%

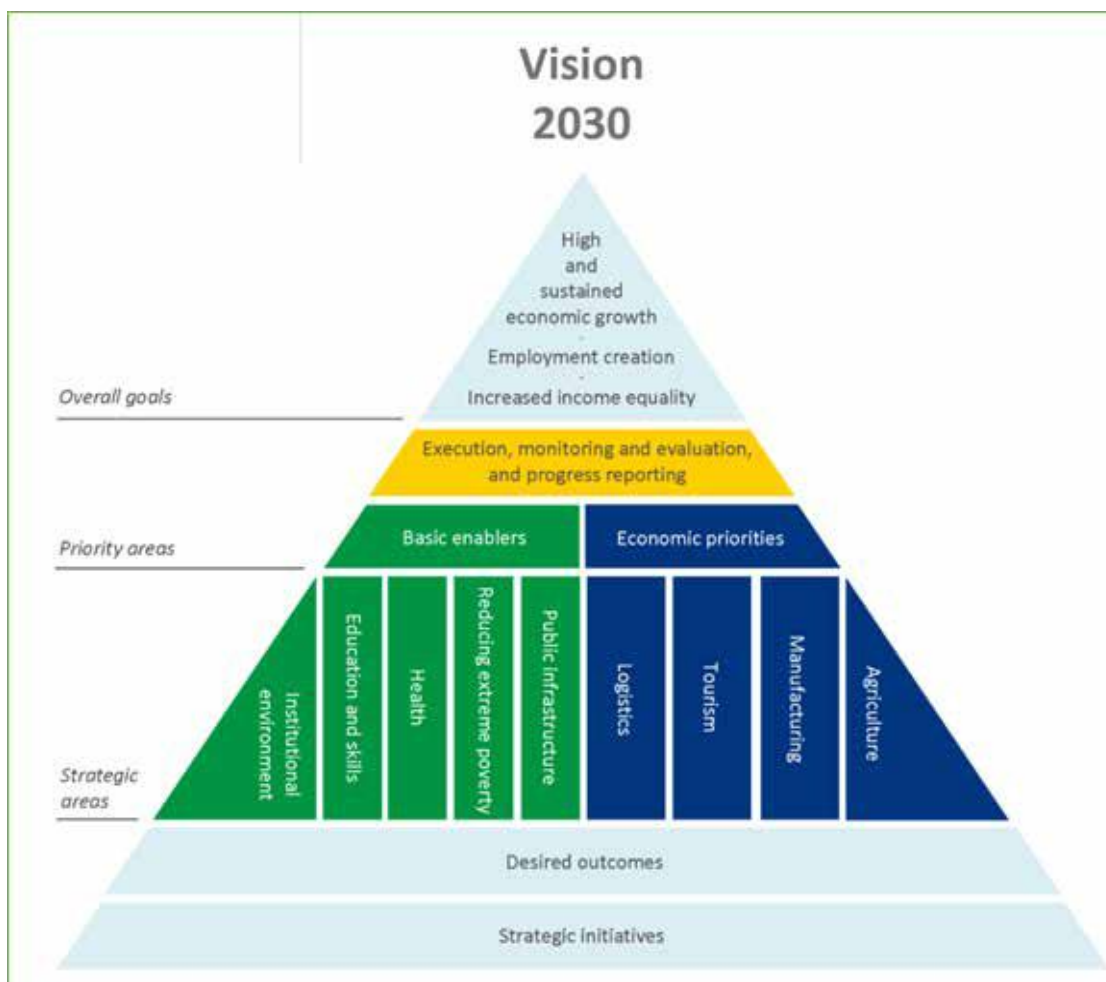
Source: Namibia 2011 Population and Housing Census data



2.4 Policy framework

Several development policies are in existence in Namibia. The Vision 2030 document was published in 2004 by Office of the President provides a long term vision of the aspirations of Namibians. The vision is a developed Namibia by 2030 with strategic investments in the youth. The document provides a framework that guides the country's five-year development plans, from NDP 2 through to NDP 7.

Figure 5: A depiction of Vision 2030 in the Fourth National Development Plan



Source: National Planning Commission, 2010

Implementation of the Fourth National Development Plan (NDP4) is underway and will terminate in 2017. The plan pursues three broad goals: to achieve high and sustained economic growth; to create employment and to increase income equality. NDP4 prioritises four economic sectors: Logistics, Tourism, Manufacturing and Agriculture; while maintaining macroeconomic stability, development of skills needed by both the private and public sectors, increased focus on research and development, and attracting foreign direct investment.

According to a 2016 review of NDP4, implementation is yielding mixed results, with economic growth of 5.7% falling short of the NDP 4 target of 6% and 7% for Vision 2030. The growth registered in NDP4 is significantly higher than the 3.6% achieved in the previous National Development Plan (NDP3), showing that the country is progressing. The review notes that NDP4 targets for employment creation were missed by almost 10% as of 2014, but will likely be achieved by the end of the plan period. However, the number of jobs created will not likely make a noticeable impact on unemployment because the number of jobs created remains much lower than that of people currently joining the labour force. The review highlights the need to diversify the economy to mitigate the impact of droughts on agriculture. There is an urgent need to prioritise investments and move towards performance-based budgets.

Namibia adopted the Harambee Prosperity Plan (HPP) in April 2016. The HPP is the blueprint by President Geingob to

“deliver commitments made on developing a more transparent Namibia; a culture of high performance and citizen-centred service delivery; a significant reduction in poverty levels; reputable and competitive vocational educational training system; a spirit of entrepreneurship resulting in increased youth enterprise development; improved access to serviced land and housing; guaranteed energy supply and sufficient water for human consumption and business activities.”

The HPP aligns with both Vision 2030 and national development plans and seeks to address poverty through creation of wealth and decent employment opportunities, which will be done by growing the economy in a sustainable, inclusive manner. The plan is framed on the construct of five (5) pillars also referred to as Critical Success Factors to be implemented during the Harambee Period (2016 -2019).

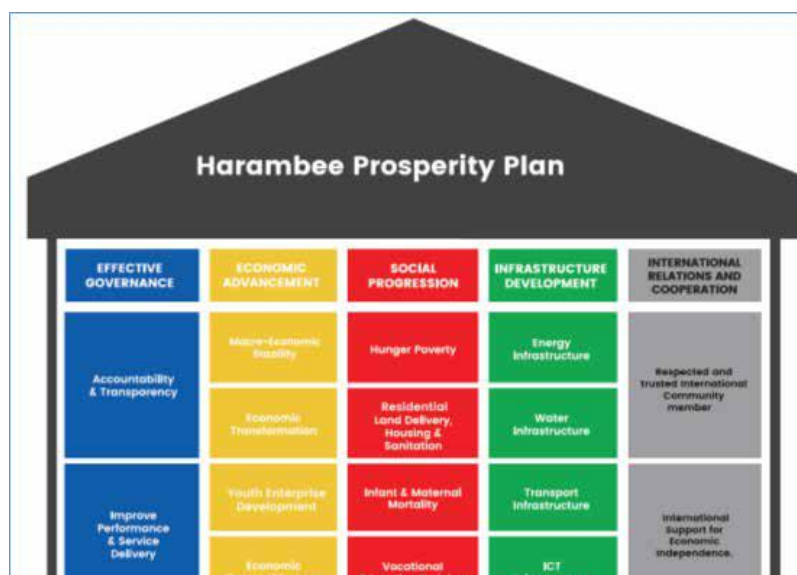


Figure 6:
Harambee Prosperity Plan

Source: Harambee Prosperity Plan Document, Government of the Republic of Namibia, 2016

Namibia's New Equitable Economic Empowerment Framework (NEEEF) Bill is set to become law and seeks to address inequality by promoting economic inclusion that should ensure broader-based empowerment mechanisms for all the people. NEEEF will promote broad-based transformation in business through five empowerment pillars of 25 percent each:

(a) Ownership, (b) Management Control and Employment Equity, (c) Human Resource and Skills Development, (d) Entrepreneurship Development of small businesses through preferential procurement; and (f) Community Investment in social programmes and development initiatives. NEEEF is still undergoing debate to ensure that all stakeholders are on board.

The **Second National Employment Policy**: This policy, aligned to the NDP4, was developed through an intensive consultative and participatory process. It aims to promote full, productive, decent and freely chosen employment which will eradicate poverty and reduce income inequality. One of the principles of the policy focuses on youth. It attaches strong emphasis on youth employment with a holistic approach focusing on both supply and demand side of the labour market, the quantity and quality of jobs as well as rights of young workers. It is one policy that explicitly mentions specific youth challenges and the need to address them.

The **first National Youth Policy** was approved by Cabinet in 1993 and was revised in 2006. This revision was necessary to adopt a rights-based approach to addressing youth issues, and to emphasise the importance of employment creation for youth, including access to empowerment (agricultural land and entrepreneurship) as well as addressing the needs of persons with disabilities, marginalised and minority groups. The 2006 Youth Policy will be revised in 2016, and a strategy developed for the period beyond 2017.

Table 9: Summary of key youth related policies

Policy or Law	Focus	Gaps identified
Vision 2030 and National Development Plans 1-4	Economic growth has been variable over the past 22 years, and the rate has been below the level required to actualise Vision 2030. At the same time, the gross domestic product (GDP) increased at a higher rate than the population did, and this resulted in a reclassification of Namibia as an upper-middle-income country in 2009. NDP4	Youth issues are not explicitly prioritised. Human development indicators stagnant (HDI of 0.625 is below the world average of 0.682). Namibia ranked 120/187 on HDI, although it is an upper middle-income country. Unemployment as high as 26.8% during NDP3. Gini coefficient of 0.58 depicts high inequality. Inadequate monitoring and evaluation of national plans. No performance-based budgeting.
Harambee Prosperity Plan (HPP)	To address poverty through wealth creation, which will be done by growing the economy in a sustainable, inclusive manner and	High impact strategy that focusses on a limited number of sectors of the economy.



Fifth National Development Plan (NDP5)	Although only preliminary work on the development of NDP5 has begun, there is ample evidence of a need to prioritise youth issues.	“Youth” has been proposed as an area of focus in one of the 4 pillars of NDP5.
New Equitable Economic Empowerment Framework (NEEEF)	The NEEEF Bill is designed to promote transformation in business through promoting ownership by previously disadvantaged Namibians and ensuring that the management of enterprises reflects the demographic, gender and employment equity requirements, promote staff development in enterprises, provide scholarships in areas of scarce skills and support growth of new enterprises.	At drafting stage. Still to discuss quota for youth.
The Second National Employment Policy 2013/2014-2016/2017	To promote full, productive, decent and freely chosen employment which will eradicate poverty and reduce income inequality. One of the principles of the policy is focusing on youth.	At negotiation stage. Issues for youth, especially rural and female youth, should be visible.
National Youth Policy (2006)	Empower the youth, foster proper upbringing of youth; and initiate actions which promote youth development, using rights based approach.	This policy provided an enabling framework but was not explicit on several issues. As a result, youth unemployment continued to increase to worrying levels, and education enrolment and literacy, although rising, have not led to desired outcomes in employment creation.

Source: Authors

2.5 Youth Institutions

The key institution that supports youth initiatives in Namibia is the Ministry of Sport, Youth and National Service (MSYNS). This Ministry has the mandate to develop, coordinate and to an extent, implement youth-focused initiatives.

2.5.1 Ministry of Youth, Sport and National Service National Service

The Ministry of Youth Sport and National Service was formed in 2005 mainly to promote the welfare of the Youth in Namibia. It is mandated to empower and develop the youth and promote sport. The National Youth Service Act, 2005 (Act No.6 of 2005) and the National Youth Council Act, 2009 (Act No. 3 of 2009) guide and governs each directorate in the Ministry.

The Ministry has three directorates: General Services Directorate, Directorate of Sport and Directorate of Youth. The vision of the Ministry is to build a Namibian Nation through a creative, proud and active people. This is achieved by empowering and developing the youth and promoting sport. The Ministry aims to empower youth through capacity building and providing opportunities to develop relevant life skills to be responsible and self-reliant members of society. The Ministry’s programmes include youth entrepreneurship training,

youth employability, skills development and active youth participation in conducive platforms and responsive youth programmes.

The Ministry has five (5) youth development skills training centres, namely; Berg Aukas Youth Skills Training Centre in Grootfontein, Otjozondjupa region, Kai//ganaxab Youth Skills Training Centre in Mariental, Hardap region, Frans Dimbare Youth Skills Training Centre in Divundu, Kavango East region, Okahao Youth Skills Training Centre in Okahao, Omusati region and Farm Du Plessis Skills Training Centre in Omaheke region. The centres are used to impart skills to out-of-school and unemployed young people who do not meet the basic entry requirements of conventional vocational training centres and are unable to obtain employment due to lack of requisite qualifications, skills or experience. The Ministry's various programmes, include:

- i. **Youth Health Development programme** that focuses on the health of young people and is executed in collaboration with Namibia Planned Parenthood Association (NAPPA). The programme has established Youth Friendly Clinics at Multi-Purpose Youth Resource Centres. It provides counselling and treatment of young people and covers family planning, HIV testing, pre-and post-test counselling and reproductive and mental health.
- ii. **Juvenile and Child Justice programme** supports the existing juvenile justice reform effort in Namibia and is done in collaboration with the United Nations National Action Program for Children, Ministry of Justice, Ministry of Gender Equality and Child Welfare and the Directorate of Veterans Affairs. It provides life skills training to young people in conflict with the law as referrals and diversion options from courts. It also assists youth with family life empowerment, monitoring UN Conventions on children, and assistance of children and women in difficult situations. The activities include monitoring, pre-trial diversion, assessment and screening, advocacy and legal representation and capacity building and networking.
- iii. **The Environmental Education programme** creates awareness, knowledge, and skills in environmental education and conservation training for school going, unemployed and out-of-school youth. The programme provides the youth with practical exposure to conservation work, environmental awareness, outdoor leadership skills and knowledge of community development within Namibia's most diverse wilderness settings.
- iv. **The Rural Youth Development programme** empowers young people in rural areas to acquire basic knowledge and life skills through practical experiences and activity based learning to improve their livelihoods. It contributes to their ability to make economically rewarding lives for themselves and their families. The programme focuses on informal education and training and lifelong learning activities.

- v. **The Youth Volunteers programme** exposes the youth to practical work environment experience through workplace attachments and opportunity to acquire both short to long-term employment . This initiative aims to fulfill desired competency levels and work exposure among the unemployed youth. Youth volunteers who acquired the necessary skills necessary skills are placed at various centres and district offices to render the required services subject to their educational levels and competencies. Youth are educated on gender issues that empower them to rise as key contributors to the well-being of their communities. The programme aims to attain and sustain development among young people to the greatest extent possible.
- vi. **The Namibian Youth Credit Scheme (NYCS)** is a loan guarantee facility that targets 18 and 35 year olds with no adequate collateral to access loans from financial institutions and the mainstream banking system. The loans offered range from N\$ 2 000 – N\$ 20 000 and are repaid with reasonable interest of not more than 20% of the total amount per loan term. The programme operates through individual and group lending systems respectively. NYCS provides beneficiaries with training in basic management practices and access to credit and follow-up counselling and mentoring..

2.5.2 National Youth Service

The National Youth Service is a youth development service institution, established by the National Youth Service Act, 2005 (Act No. 6 of 2005). The National Youth Service aims to deliver relevant national services and offer recognised skills training and personal development programmes to the youth through attaining the requisite capacity while engaging in income generating ventures. It offers:

- Youth Recruitment from all regions and constituencies in Namibia;
- Youth development through actively involving youth in national development efforts and activities;
- Encouraging youth volunteerism;
- Facilitating youth contribution to socio-economic development and poverty alleviation; and
- Creating opportunities for skills development and career paths for the youth.

In line with Vision 2030 and in supporting the mandate of the Ministry of Sport, Youth and National Service, the National Youth Service (NYS) offers a three-phase training programme. The youth that enrol with NYS first begin with Civic Training for a period of six (6) months. Thereafter, they are required to participate in voluntary service before receiving vocational skills training during the last phase.

Civic Training: aims to transform youths between 16 and 35 years to become productive citizens, instil discipline and encourage patriotism and a sense of civic responsibility. The training offered in partnership with the Ministry of Defence has recruits undergo paramilitary training and are taught the various laws of the country, first aid, and stress management. The curriculum is derived from other State Institutions such as the Namibian Defence Force and the Namibian Police. To date ten (10) intakes have been conducted for more than 5 000 youth.

Voluntary Service: is considered one of the key mandates of the NYS for mobilising national service participants and rendering support to national development efforts. The National Youth Service Act requires the Service to provide opportunities for youth to take part in national development on a voluntary basis and to encourage patriotism, a sense of nationhood and commitment to Namibia's development. The programme has the following specific objectives:

- To encourage and promote a culture of volunteerism;
- To contribute towards medium and long term national development programmes and by so doing making a tangible contribution towards the attainment of the goals set out in Vision 2030;
- To foster a culture of nationhood, national pride, national identity, unity and patriotism among the youth and the citizenry in general;
- To create a platform for Namibian youth and other members of society to participate in initiatives that promote the development of communities in particular, and the development of the broader Namibian society in general;
- To develop the leadership skills of the youth to assume future roles of responsibility.

The NYS has a long-term partnership with the Ministry of Health and Social Services where trainees have been assisting with non-nursing tasks in health centres, hospitals, and clinics. Other partnerships are with the Ministry of Sport, Youth and National Service; Ministry of Fisheries and Marine Resources; Ministry of Agriculture, Water and Forestry; Ministry of Labour, Industrial Relation and Employment Creation; Ministry of Lands and Resettlement; City of Windhoek; Opuwo Town Council; Omusati and Oshikoto Regional Councils; Ministry of Works and Transport; China Jiang Su International and non-governmental organisations such as Organisation for the Empowerment of Widows/Widowers and Orphans of HIV and AIDS in Namibia (OEWONA) and Tuyenikumwe Imangulula Group (Organisation for People Living with HIV/AIDS at Ruacana).

Vocational Skills Training: Has the objective to equip youth with relevant knowledge and skills which will enable them to be absorbed into the job market as well as to become self-employed. As a registered and accredited training provider, NYS meets the training standards set by the regulatory bodies, namely Namibia Training Authority (NTA) and Namibia Qualification Authority (NQA). The youth are trained in the following vocational trades:

- National Vocational Certificate in Automotive Engineering (Automotive Mechanic Level 1 & 2)
- National Vocational Certificate in General Construction (Bricklaying & Plastering Level 1,2 & 3)
- National Vocational Certificate in Hospitality and Tourism (Food Preparation Level 2)
- National Vocational Certificate in Hospitality and Tourism (Food and Beverage Service Operations Level 2)
- National Vocational Certificate in Business Services (Office Administration Level 1, 2 and 3)
- National Vocational Certificate in Metal Fabrication Level 1 and 2
- National Vocational Certificate in Information Communication Technology (Computing Fundamentals Level 1)
- National Vocational Certificate in Manufacturing (Joinery and Cabinet Making Level 1 and 2)
- National Vocational Certificate in General Construction (Plumbing Level 1 and 2)
- National Vocational Certificate in Hairdressing and Cosmetology Level 3
- National Vocational Certificate in Clothing Production Level 3
- National Vocational Certificate in Agriculture (Crop and Animal Husbandry) L3

The NYS was instrumental in securing employment for about 3 000 skilled youth graduates from various trades since 2009. Most of them have secured employment in government institutions such as Ministry of Safety and Security (NAMPOL and Correctional Services), Ministry of Defence, Health and Social Services, Ministry of Labour, Industrial Relation and Employment Creation, and the Ministry of Fisheries and Marine Resources. Others have secured employment in the private sector.

The NYS assist with self-employment by establishing youth business incubators where all the necessary support services are provided. The Youth Incubator Centres give graduates the opportunity to start and manage their own businesses. Able and well established businesses and personalities act as mentors to young entrepreneurs.

The main challenge faced by NYS is inadequate funding, which hampers the service from enrolling more young people and enable them to benefit from its programmes. Another challenge hampering the achievement of the NYS's desired outcomes is the youths' limited understanding of volunteerism and its potential contribution to national development, public and other public institutions.

2.5.3 National Youth Council

The National Youth Council of Namibia was established in March 1994 to address the challenges, opportunities and obstacles facing young people in Namibia. The council identifies opportunities and foster among the Namibian youth a spirit of national identity, a sense of unity and self-respect, as well as in-depth awareness of social, economic, political, educational and cultural prospects and adversities. As per the National Youth Council Act, 2009 (Act No. 03 of 2009), the mandate of the Council is:

- To foster among the Namibian youth a spirit of national identity, a sense of unity and self-respect, as well as in-depth awareness of social, economic, political, educational and cultural prospects and adversities.
- To develop the inherent abilities and capabilities of young people both individually and collectively.
- To encourage literacy and artistic activities among the youth.
- To establish and maintain relations with international youth bodies and national youth structures in other countries.
- To mobilize funds both locally and internationally for the cause of youth development.

- To popularise and advocate the concept of gender equality among the youth.
- To initiate youth development projects and activities with the aim of encouraging the active participation of the youth in the process of self-empowerment.
- To facilitate implementation, monitor and evaluate youth development programs.
- To pursue advocacy role with regard to the rights and opportunities for the youth with physical and mental disabilities.
- To liaise, and advice the Ministry responsible for youth affairs on youth matters.

The above mandates have been clustered into four fundamental youth development areas upon which the NYC seeks to service the youth of Namibia by strengthening its services and the capacity of affiliate youth organisations. The four youth development areas are regarded as vital in measuring and determining youth advancement and are derived from a synthesis of international and local legislative frameworks governing youth development and these are:

- Youth Economic Opportunity and Participation
- Youth Health and Welfare
- Youth Civic and Political Participation
- Youth Educational Skills Development

From the four development areas above, eight key pillars were identified upon which the operations of the NYC are centred, namely; capacity building; grants allocation; policy participation and development; research and development; youth advocacy; youth information services; monitoring and evaluation; and special ad-hoc projects. Specific programmes and events being implemented for the benefit of the Namibian youth across all 14 regions includes, but, are not limited to:

- Youth Leadership Development Programme
- Youth Development Grants Programme
- Credit for Youth in Business Programme
- Capacity Building Programme
- Regional youth income generating projects
- Annual National Youth Enterprise Expo
- Annual National Youth Week

2.5.4 Directorate of Sport

The Directorate of Sport aims at the construction of sports facilities and the appointment of regional sports officers, promoting unity and national reconstruction and regional and international cooperation through sports; developing a healthy and disciplined nation through sport and contribution to national development. Its programmes and activities include the Swakopmund Sport Complex; the Windhoek Sport Training Centre; the Eenhana Sport Complex; the Ondangwa Sport Complex and the Okakarara Sport Complex. It works with the Namibian Sport Commission and has initiated bilateral agreements on sport between Namibia and other countries.

3 ■ **Youth Demographic Data**

YOUTH DEMOGRAPHIC DATA

The chapter presents and discusses data on youth population in Namibia. It describes the structure of the youth in relation to the national population, focusing on their marital status, national registration, literacy levels, and mobility.

Highlights:

- *Over a third (37%) of Namibia's population is the youth of which 85% are literate.*
- *More than half of the marginalised communities in Namibia are below the age of 35*
- *Youth constitute 30% of the tenth people without birth certificates*
- *Youth are highly mobile moving from rural to urban areas in search for better opportunities.*

3.1 Overview

The future of any country is in its youth. The Commonwealth's Global Youth Development Index (GYDI) 2016 report calls them the 'generation of hope'. They present an opportunity for building a more prosperous, inclusive, equitable and peaceful world. Globally, youth make up a quarter of the world's population of which close to 87% of these live in developing countries²³. A comparison by region shows that at 15%, sub-Saharan Africa is among the top three regions with the highest youth population. Among Commonwealth countries, one in every three people is a young person. This indicates that youth form an important part of the future of the world, worthy of the attention of focused and deliberate policy interventions.

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The future of any country is in its youth.

3.2 Youth Population

Youth form a large component of the population in Namibia. In the latest National Population and Housing Census (2011), persons between the ages of 15 and 35 numbered 783,970, or 37% of Namibia's 2,113,077 population. Additionally, a third of Namibia's population are aged between 10 and 24.

In terms of population distribution, nationally, 52% of the population is female, while 48% are males. The 37% of the population that is classified as youth (15-35) is roughly distributed in equal numbers of females and males (17% of the total population each). More than half (57%) of Namibia's population reside in rural areas while 43% reside in urban areas. However, the percentage of the population that is urban youth (22%) is higher than youth in rural areas



Approximately 8% of Namibia's population is classified as marginalised communities, and of these, more than half are below the age of 35. Marginalised communities include the indigenous peoples such as the San, the Himba, Ovazemba and Ovatie. Most challenges faced in the country are magnified in these communities: poorer access to health and education, poor access to water, and infrastructures, and poorer representation in government/public institutions.

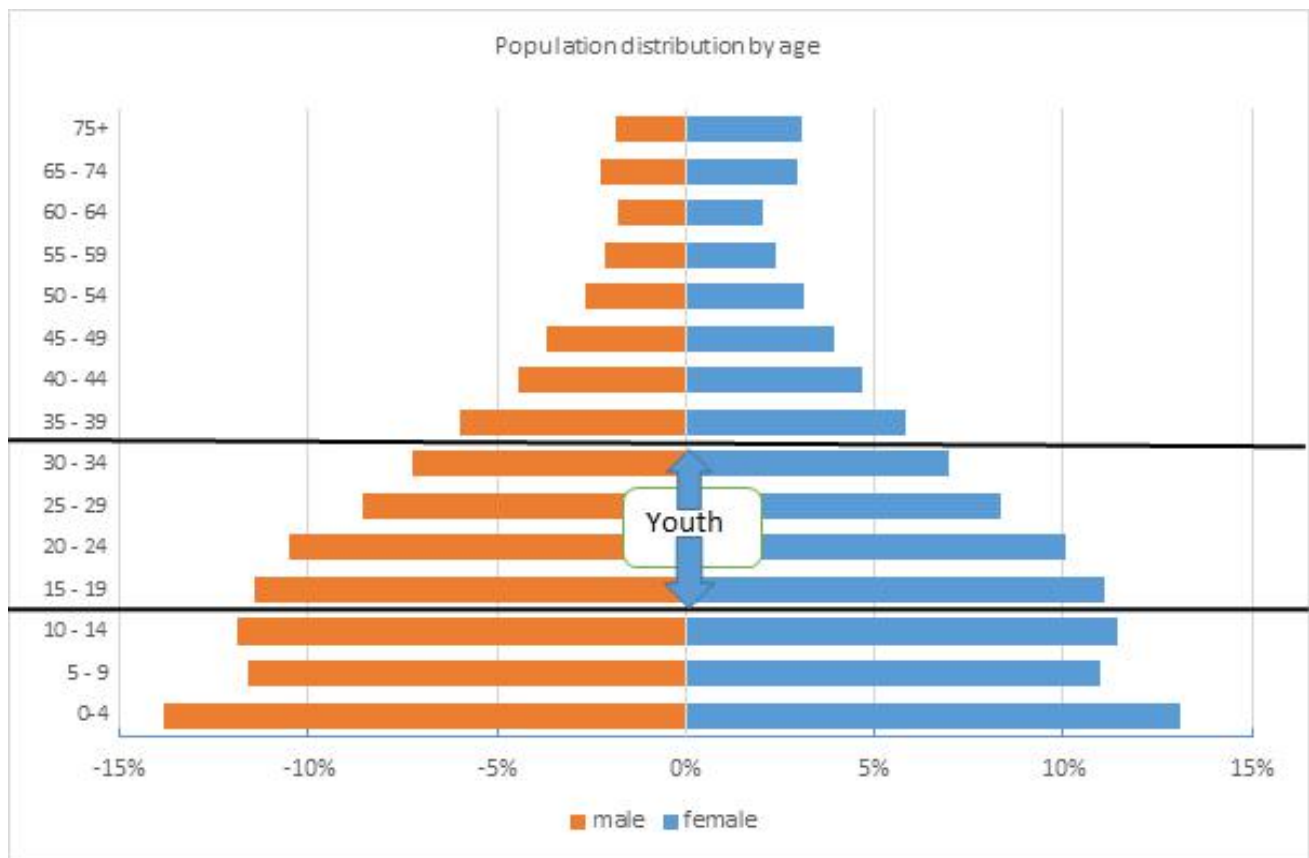
Table 10: Population indicators

Age group	Population	Female	Male	Urban	Rural
<i>Population</i>	2113077	1091165	1021912	908623	1204454
Young people 10-24	701609	355903	369131	342754	376897
Youth 15-35	783970	398275	411830	465347	359649
Of which:					
10 - 14	246175	124609	129803	101564	146204
15 - 19	238077	121295	124695	105107	136254
20 - 24	217357	109999	114632	136083	94439
25 - 29	178494	91177	93233	121327	70403
30 - 34	150042	75803	79268	102830	58552
As % of Population (2011 Census)					
Age group	Population	Female	Male	Urban	Rural
<i>Population</i>	100%	52%	48%	43%	57%
Young people 10-24	33%	17%	17%	16%	18%
Youth 15-35	37%	19%	18%	22%	17%
Of which:					
10 - 14	12%	6%	6%	5%	7%
15 - 19	11%	6%	6%	5%	6%
20 - 24	10%	5%	5%	6%	4%
25 - 29	8%	4%	4%	6%	3%
30 - 34	7%	4%	4%	5%	3%

Source: Namibia 2011 Population and Housing Census data

The population pyramid for Namibia (given below) depicts a country with a youthful population. The share of young people below the age of 16 years in rural areas is higher than in urban (44% and 30%, respectively) and the proportion of elderly people (above the age of 60 years) in rural areas is more than double that in urban areas (9.1% compared to 4.3%). These characteristics are a consequence of migration of working age people to urban areas.

Figure 7: Population distribution by age



Source: Namibia 2011 Population and Housing Census data

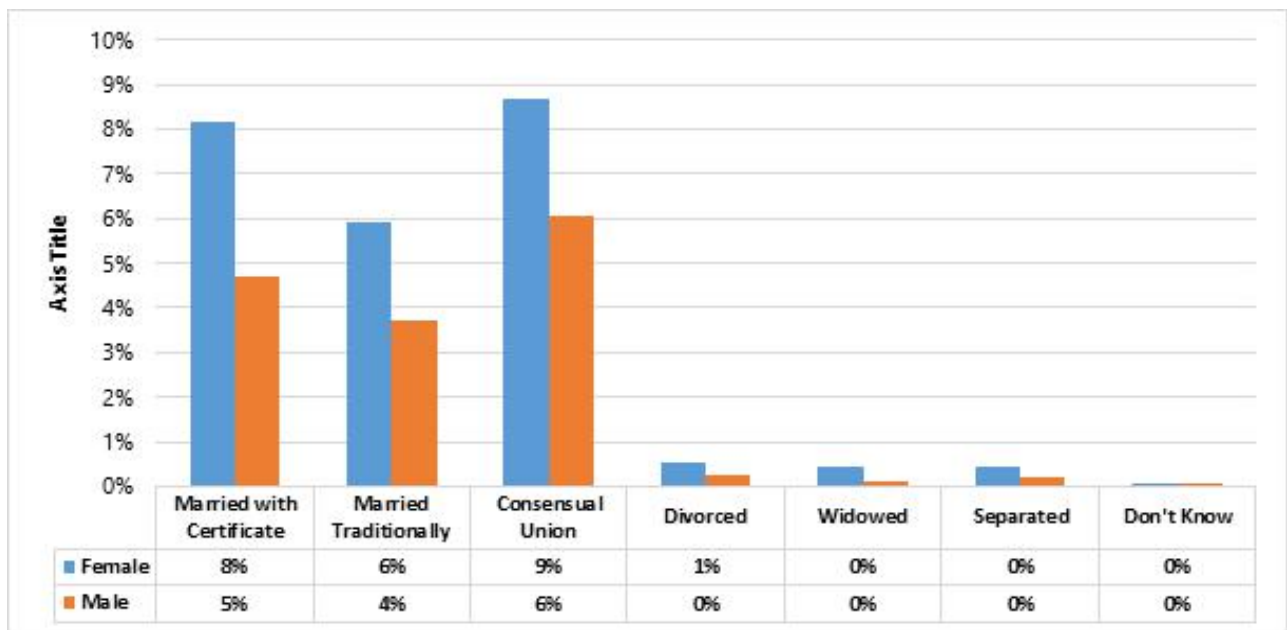
3.2.1 Marital status and birth registration

Consistent with high mobility, most youth aged 15-35 (80%) have never married (female 76%, male 85%). Nationally, youth make up 40% of all people who never married (children 0-14 make up 50% while the remaining 10% are adults over the age of 35). More female youth (24%) have ever married compared to males (15%). There are more youth within consensual unions (7%) than married with certificates

Table 11: Marital status of youth aged 15-35

Marital Status	Female	Male	All Youth
Never Married	76%	85%	80%
Married with Certificate	8%	5%	6%
Married Traditionally	6%	4%	5%
Consensual Union	9%	6%	7%
Divorced	1%	0%	0%
Widowed	0%	0%	0%
Separated	0%	0%	0%
Don't Know	0%	0%	0%
Total	100%	100%	100%

Figure 8: Relationship type for youth who ever married



Source: Namibia 2011 Population and Housing Census data

A tenth of the population (female 10%, male 11%) in Namibia do not have birth registration. This 10% of the population is made up of children 0-14 (5%); youth 15-35 (3%) and adults (2%). About 3% of people residing in Namibia are foreigners, mostly from African countries (2.8%); and mostly male (4%) compared to females (2.6%).

3.2.2 Literacy

Namibia has a literacy rate of 89% for people aged 15 and over. For the Youth aged 15-35, literacy rates are much higher, at 93% for both females and males.

Table 12: Literacy rates among youth (15-35)

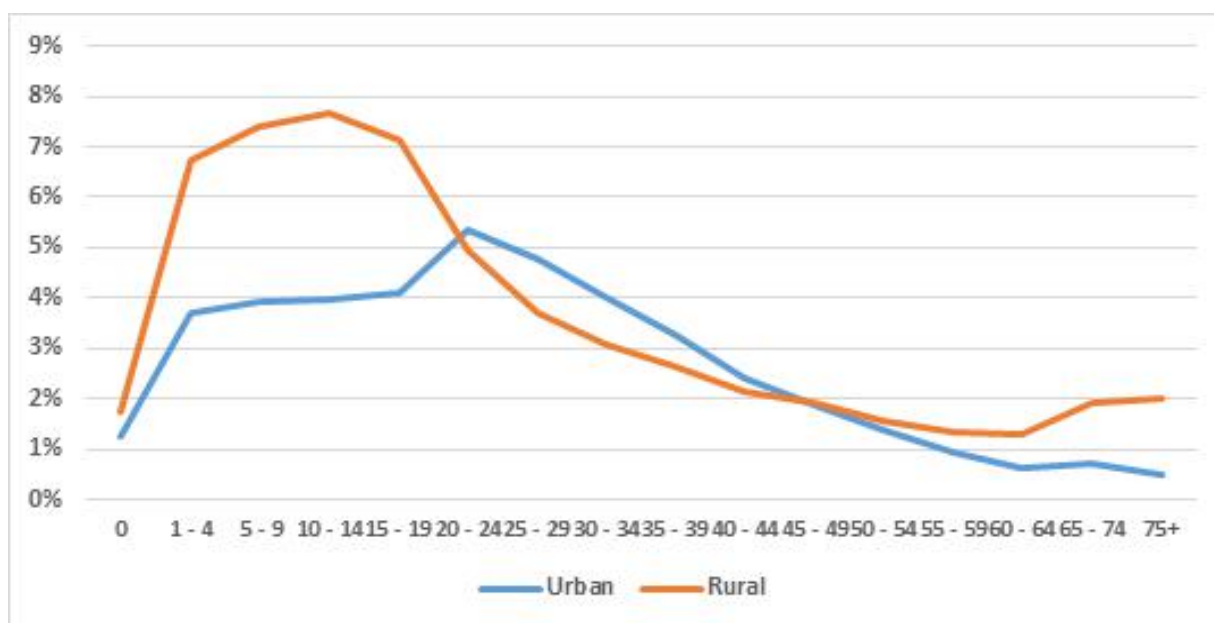
Literacy rates among youth (15 -35)			
	Urban	Rural	National
Female	97%	91%	93%
Male	97%	89%	93%
National	93%	90%	85%

Source: 2011 Population and Housing Census

3.2.3 Youth Mobility

Young people everywhere are highly mobile and this no different in Namibia. Data from the National Population and Housing Census of 2011 shows that there is a gradual movement of youth from rural to urban areas with most movements occurring between ages of 15-24. The data shows that the percentage of the population that is children and youth in rural areas decreases as age ranges increase. For example, the percentage of 10-14 year olds in urban areas was 9% compared to a higher 12% for the 20-24 category, with the reverse observed in rural areas. Because of migration, youth between 16 and 35 years of age make up 43% of the urban population, compared to 33% of the rural population. The figure below shows the changes in population composition of urban and rural areas by age. It shows that the youth years are characterised by high mobility and migration from rural to urban areas. The data also shows that older people (age 55 onwards) seem to be moving back to rural areas.

Figure 9: Distribution of population by age groups



Source: Namibia 2011 Population and Housing Census data

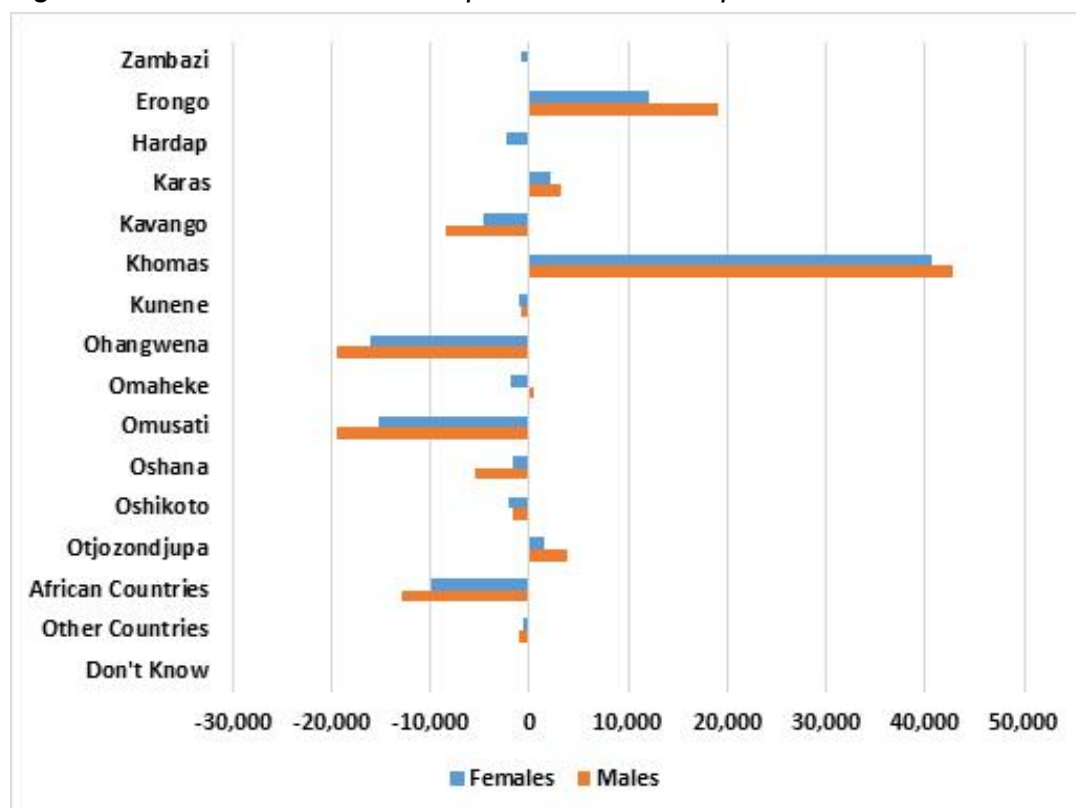
Within the country, rapidly urbanising regions such as Khomas, Erongo, Karas and Otjozondjupa are attracting youth while the rest of the regions are experiencing an exodus. During the 2011 Population and Housing Census, as many as 40,688 female and 42,704 male youth settled in Khomas alone, with most coming from regions such as Ohangwena, Omusati and from others outside Namibia. In general, there are more male than female youth that have left rural areas to seek employment and education opportunities in urban areas. In Zambezi and Hardap, however, there seem to be more female youth leaving the Region.

Table 13: Migration of youth from rural to urban areas

Region	Place of birth		Place of usual residence		Net changes (%)		Net changes (absolute)	
	Female	Male	Female	Male	Female	Male	Females	Males
Zambezi	5%	4%	4%	4%	0%	0%	-885	-208
Erongo	4%	3%	7%	8%	3%	5%	12172	19084
Hardap	4%	4%	3%	4%	-1%	0%	-2362	-46
Karas	3%	3%	3%	4%	1%	1%	2109	3314
Kavango	12%	12%	11%	10%	-1%	-2%	-4707	-8344
Khomas	9%	8%	19%	19%	10%	11%	40688	42704
Kunene	4%	4%	4%	4%	0%	0%	-1013	-898
Ohangwena	16%	16%	12%	11%	-4%	-5%	-16050	-19400
Omaheke	3%	3%	3%	3%	0%	0%	-1779	373
Omusati	15%	15%	11%	10%	-4%	-5%	-15236	-19387
Oshana	9%	9%	9%	8%	0%	-1%	-1646	-5529
Oshikoto	8%	8%	8%	8%	-1%	0%	-2142	-1691
Otjozondjupa	6%	5%	6%	6%	0%	1%	1520	3940
African Countries	3%	4%	0%	1%	-3%	-3%	-9983	-12868
Other Countries	0%	0%	0%	0%	0%	0%	-660	-933
Don't Know	0%	0%	0%	0%	0%	0%	-26	-110
Total	100%	100%	100%	100%	0%	0%	0	0

Source: Namibia 2011 Population and Housing Census data

Figure 10: Differences between place of birth and place of usual residence



Source: Namibia 2011 Population and Housing Census data

4. Youth Employment and Economic Empowerment

YOUTH EMPLOYMENT AND ECONOMIC EMPOWERMENT

This chapter examines youth employment and how the youth are being empowered. It charts the progress that the country has made in creating and providing employment opportunities for the young people.

Highlights:

- The national unemployment rate stood at 34% in 2016 and was observed to be higher for females (38.3%) than for males (29.8%). Unemployment is also higher in rural areas (39.2%) than in urban areas (30.3%).
- 81% of the employed population have education levels ranging from none to senior secondary school. In fact, 12% of the labour force does not have any formal education at all.
- As many as 24% of the total employed population is classified as vulnerable, and of these, almost half (47.8%) are own account workers and a third (36.17%) are own account workers.
- Despite the progress that has been made in creating employment opportunities for youth, unemployment remains higher among youth 28%. However, the youth who are not in Education, Employment or Training (NEET) unemployment rate stood at 34.5%.
- Globally, Namibia is ranked 166 out of 183 countries with a youth employment and opportunity score of 0.399.
- Unemployment among youth is highest for those with junior secondary education (33.7%) and primary education (34.3%) and lowest for those with Master's and PHD education (1.3%). As many as 56.7% of youth with no formal education are NEET.
- The age group 20-24 is the most (46.9%) affected by unemployment. Youth NEET also peaks at the age of 24.
- Most youth are employed in the agriculture and fishing industries (15.2%) followed by wholesale and retail trade (11.8%); and construction (11.8%).
- Youth unemployment is higher in rural (51.4%) rural regions compared to urban (38.1%) regions of Namibia.

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Unemployment remains high for the less educated youth.

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Opportunities for vocational training and entrepreneurship must be region-specific to capture the competitive advantage of each region.

4.1 Summary

While national development policies and plans have made some progress in creating new jobs and ensuring that economically active Namibians are gainfully employed, this is not happening at a rate that can attain stated unemployment targets. Youth unemployment remains high at 34% and NEET at 34.5 % according to the 2016 Labour Force Survey.. The NEET unemployment rate shows that up to 15% of youth who are classified as unemployed are in training, which is positive. However, the NEET rate is still high. As reported, youth access to other economic opportunities and business finance is also limited, undermining progress in youth development in the country. These findings confirm the global ranking of the country in youth employment and opportunity, which stood at 166 out of 183 with a score of 0.399. Thus, Namibia does not fare well and should increase its efforts in creating new employment and further economic opportunities for the youth.

Unemployment remains high for less educated youth. From the perspectives of youth (general and widespread) and some of the youth officers, the contributor to the high rate of youth unemployment in Namibia is a failure to make good grades required to access tertiary level education and vocational training. Better education opportunities will make the youth employable and reduce unemployment. It will also enhance chances for youth to be employed in better paying jobs. Most youth propose that vocational training be rolled out at scale to solve skills gaps that fuel unemployment. They suggest that opportunities for vocational training and entrepreneurship be region-specific to capture the competitive advantage of each region. Currently, most youth are engaged in menial jobs in sectors such as agriculture, wholesale and retail trade, and domestic work which are not highly rewarding. The jobs are classified mostly as vulnerable employment as they lack decent working conditions including inadequate remuneration and lack of workers' rights or representation.

Youth unemployment is also high in urbanised regions such as Khomas, Ohangwena, and Otjozondjupa. Higher youth unemployment in urbanised regions of the country confirms two things: firstly, the mobility of youth from rural to urban centres in search of education and economic opportunities and secondly, the inability of the urban regions to create employment opportunities to absorb the youth. The influx of youth in these regions and their inability to find employment results in more challenges for the country. Youth indulge in alcohol abuse to cope with stress related to unemployment and such behaviours negatively affect their ability to remain employed once they get a job. Discussions with youth show they are frustrated with little hope for a decent future. There is an apparent difference in opinion between youth and prospective employers, with the work. Thus, there is a gap in understanding the environment surrounding youth.

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Youth indulge in alcohol abuse to cope with stress related to unemployment and such behaviours negatively affect their ability to remain employed once they get a job.

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Most youth are out of training and looking for employment at age 24. In fact, the age group 15-19 is the most (70.4%) affected in terms of unemployment. Also, female youth participation in the labour market lags behind that of males. Unemployment is higher among female (49.4%) compared to male (37.5%) youth. The age and gender disparities should be reflected in the national employment and economic empowerment policies.

4.2 Introduction and definitions

Access to employment, including self-employment, is an important right which will enable Namibia to fully exploit its demographic dividend. Important employment indicators are discussed in this section. Key indicators that are used internationally and in the SADC region are presented. These include “labour force participation”- the proportion of a country’s working-age population that engages actively in the labour market, either by working or looking for work. Labour force participation provides an indication of the relative size of the supply of labour available to engage in the production of goods and services (%).

Namibia uses adjusted definitions to classify economic activity status of a person. The three classifications are: employed, unemployed and inactive. The total labour force is defined by the sum of employed and unemployed persons over the age of 15. Unemployment is defined in broad terms²⁴ and includes all persons who are available for work (in the seven days preceding the labour force survey) whether they actively sought work or not. This definition takes account of the fact that there may be limited channels for looking for work, especially in rural areas. Thus people who are sometimes classified as inactive may actually be so because of limited options for seeking employment. The unemployment rate is widely regarded as a key labour market indicator and a good measure of economic activity.

Table 14: Definition related to employment

Definitions

Economically inactive: Persons below the age of 15 years of age and all persons over 15 years of age who are not available for work since they are full-time learners or students, homemakers (people involved only in unpaid household duties), ill, disabled or on early retirement.

- Economically active: All persons within the working age group of 15 years of age and above with the exception of
- the persons defined above as economically inactive.

Employed: All persons within the economically active population or working age group who have worked for at least one hour over the reference period for pay (remuneration), profit or family gain.

Labour force: All persons who constitute the working age group aged 15 years and above and are economically active. All employed and unemployed persons.

Labour force participation: the proportion of a country’s working-age population that engages actively in the labour market, either by working or looking for work.

Labour force participation rate (also referred to as the economic activity rate): The labour force participation rate is the proportion of the economically active population in a given population group.

Employment rate: The proportion of the working age population that is employed.

Unemployment rate: Unemployed persons (either in the strict or broad sense) expressed as a percentage of the total number of persons in the labour force.

Unemployed in the strict sense: All persons within the economically active population without work, are available for work, or actively seeking work.

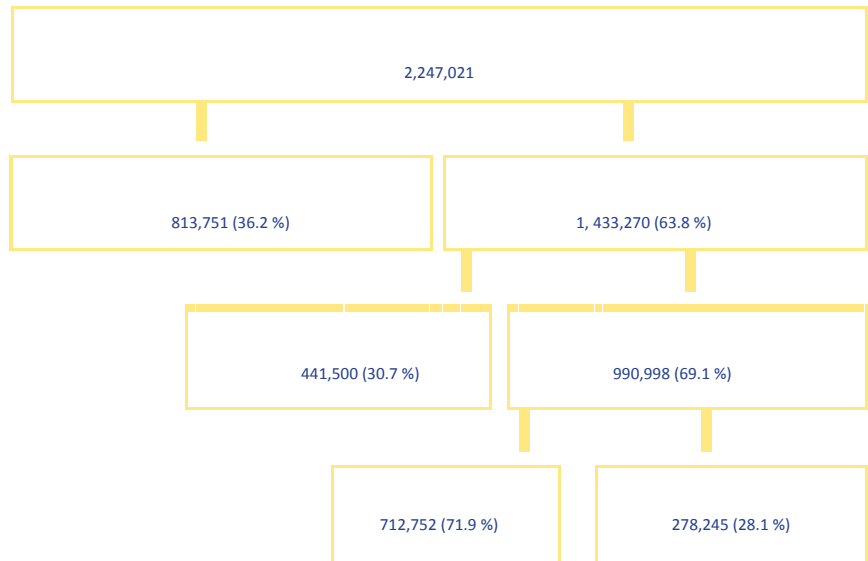
Unemployed in the broad sense: All persons within the economically active population being without work or are available for work.

4.3 Overview of employment and unemployment in Namibia

The Namibia Statistics Agency routinely collects detailed information on employment through the Namibia Labour Force Survey. The last report was produced in 2014 and included a specific analysis of youth participation in the labour force. This survey had a sample of 40,202 individuals and assessed employment, unemployment, inactive populations and correlated these with education and training. This survey was designed to feed into national budget discussions.

The survey also used updated population figures and computed indicators that are required to assess the status of youth with regards to employment. This information is presented in the table below.

Figure 11: Employed and unemployed populations



Source: The Namibia Labour Force Survey 2014 Report, National Statistics Agency

Table 15: Employment Indicators

Population	2012	2013	2014	2016	Changes between 2013 & 2012	Changes between 2014 & 2013	Changes between 2016 & 2014
Total	2,155,440	2,196,086	2,237,894	2,324,388	40,646	41,808	86,494
Male	1,046,434	1,066,541	1,087,178	1,129,754	20,107	20,637	42,576
Female	1,109,006	1,129,545	1,150,716	1,194,634	20,539	21,171	43,918
Age Composition							
Under 15 years	789,113	801,757	815,294	846,195	12,644	13,537	30,901
Population Working Age 15 + years	1,366,327	1,394,329	1,422,600	1,478,193	28,002	28,271	55,593
Male 15 + years	650,101	663,361	676,759	703,139	13,260	13,398	26,380
Female 15+ years	716,226	730,968	745,841	775,054	14,742	14,873	29,213
Youth 15 -34 Years	795,096	826,981	854,567	854,567	16,282	15,603	27,586
Active Population or Labour Force							
Employed	657,584	682,597	708,895	676,885	25,013	26,298	-32,010
Unemployed	248,944	295,947	274,948	349,383	47,003	-20,999	74,435
Labour Force Participation Rate	66.3	70.2	69.2	69.4	3.8	-1	0.3
Labour Force Absorption Rate	48.1	49	49.8	45.8	0.8	0.9	-4
Unemployment Rate	27.5	30.2	27.9	34	2.8	-2.3	6.1

Male Employed	350,204	348,244	368,358	358,270	-1,960	20,114	-10,088
Female Employed	307,380	334,353	340,537	318,615	26,973	6,184	-21,923
Male Unemployed	103,062	127,691	117,063	151,774	24,629	-10,628	34,711
Female Unemployed	145,882	168,256	157,885	197,609	22,374	-10,371	39,724
Rates by sex							
Male Labour Absorption Rate	53.9	52.5	54.4	51	-1.4	1.9	-3.5
Female Labour Absorption Rate	42.9	45.7	45.7	41.1	2.8	-0.1	-4.5
Male Unemployment Rate	22.7	26.8	24.1	29.8	4.1	-2.7	5.6
Female Unemployment Rate	32.2	33.5	31.7	38.3	1.3	-1.8	6.6

Source: *The Namibia Labour Force Survey 2016 Report, National Statistics Agency*

Data shows that 1,478,193 (64% of the population) were 15 years of age and above, of which 1,026,268 (69%) were categorised as economically active. The data shows that 676,885e (66%) were classified as employed and this figure is made up of 318,615 (47%) female and 358,270 (53%) male. Despite women making up 51.4% of the population, their participation in the labour market lags behind that of men.

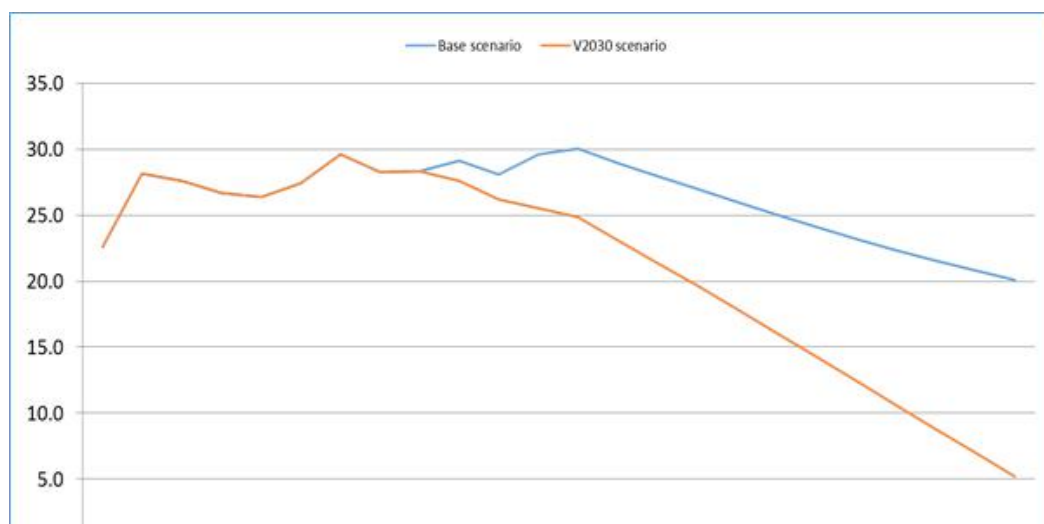
The survey also presented data on the education levels of the national labour force. The data shows that more than three-quarters of employed persons (81%) have education levels ranging from none to senior secondary school. In fact, 9.5% of the labour force does not have any formal education at all; and only 18% have certificates, diplomas degrees or other post graduate qualifications up to PHDs. Wages per month were observed to be higher for men (N\$6,850) than women (N\$6,642). Wages ranged from a low of N\$1,220 per month in domestic work to N\$21,869 observed in Professional, scientific and technical activities.

Approximately 82,600 jobs were created between 2012 and 2014, but these were not enough to significantly impact on unemployment rates. The biggest employers are agriculture, forestry & fishing (20.1%), wholesale and retail trade (9.7%), construction (9.3%) and private households (8.7%). Tourism (5.4%), transport and storage (3.3%) and manufacturing (6.6%) and mining (2.2%) are major contributors to GDP although they do not employ a significant percentage of the labour force.

4.3.1 Unemployment

The unemployment rate for 2016 was calculated using the broad definition of unemployment and observed to be 34% nationally. It was higher for females (38.3%) than males (29.8%). It was also observed to be higher in rural areas (39.2%) than in urban areas (30.3%). Unemployment was also correlated with education, and shown to be highest among those with little or no formal education. The national rate of labour force participation (broad) was 69.4%.

Figure 12: Trends in unemployment rates



A recent review of the 4th National Development Plan (NDP4) has summarised progress that has been made in creating employment opportunities for youth. Overall, unemployment averaged 28% over the three years between 2012 and 2014, but was much higher among the youth (45%). In 2016 unemployment is highest for those with junior secondary education (39.7%) and primary education (37.4%) and senior secondary school (31.6%) and lowest for those with Master's and PHD's (0.8 %). Namibia experiences a situation of full employment (unemployment of less than 5.0%) for graduates.

According to this review, there is a growing number of unemployed people, including youth, who have become perennial job seekers. In 2016, 43.3% of the unemployed have been unemployed for at least a year, while only 15.2% have been unemployed for less than a year. The review underlines the importance of vocational training in addressing unemployment, and the need for government to provide retraining opportunities to those who have been unemployed.

4.3.2 Dependency

Dependency is high in Namibia. Dependency ratio, the proportion of the population that is dependent (ages 0-14 and 65+) divided by the economically active, was as high as 71.% in 2012. It reduced to 69.7% in 2014, and further decreased to 69.1% in 2016. Indirectly, these high figures show that youth, as part of the economically active population, have a high burden of dependents placed on them.

Table 16: Dependency Ratio

Age group	2012		2013		2014		2016	
	Number	Dependency ratio	Number	Dependency Ratio	Number	Dependency ratio	Number	Dependency ratio
0-14	789,113	62.6	801,757	64.2	815,294	61.8	846,195	61.5
65+	106,134	8.4	104,783	8.4	103,960	7.9	103,259	7.5
Total	895,247	71.0	906,540	72.6	919,254	69.7	949,454	69.1

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

4.3.3 Vulnerable employment

The International Labour Organisation (ILO) defines vulnerable employment²⁵ as the sum of the employment status groups of own-account workers and contributing family workers. These are less likely to have formal work arrangements and are, therefore, more likely to lack decent working conditions. These groups are also likely to lack representation by trade unions, nor earn adequately, and often work in conditions that do not uphold workers' rights.

Table 17: Distribution of vulnerable population

Area	Vulnerable employment (2016)	%
Namibia	173,246	100
Urban	59,921	34.6
Rural	113,324	65.4
//Karas	2,051	1.2
Erongo	10,909	6.3
Hardap	3,002	1.7
Kavango East	14,146	8.2
Kavango West	12,116	7.0
Khomas	21,517	12.4
Kunene	5,132	3.0
Ohangwena	20,627	11.9
Omaheke	5,562	3.2
Omusati	27,063	15.6
Oshana	25,030	14.
Oshikoto	13,785	8.0
Otjozondjupa	5,446	3.1
Zambezi	6,860	4

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

Namibia's 2016 Labour Force Survey shows that as many as 26% of the total employed population are classified as vulnerable, and of this subcategory, 48.4% are own account workers and 35.7 % are subsistence farmers. The bulk (65.4%) of these vulnerable employment cases are in rural areas (mainly in Omusati (15.6%), Oshana (14.4%), Khomas (12.4%), Ohangwena (11.9%), Oshikoto (8.0 %), , Kavango East (8.2 %), and Kavango West (7.0%).

4.4 Youth employment and unemployment statistics

4.4.1 YDI: Employment and Opportunity Global Ranking

According to the 2016 Global YDI Report, under the youth employment and opportunity domain, as of 2015, Namibia was ranked 166 out of 183 countries with a score of 0.399. The score is below the average for Commonwealth countries which stands at 0.554. The Employment and Opportunity domain seeks to assess the extent to which young people are in employment, their ability to access finance and economic opportunities, or whether they are in education or training that could lead to gainful employment. Thus, as per this assessment, the country still needs to put more effort in creating employment and economic opportunities for the youth

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4.4.2 Youth in and out of employment

The National Labour Force Survey of 2016 showed that of 854,567 youth aged between 15 and 34 years, 320,737 were employed while 246,262 were unemployed. This gives an unemployment rate of 43.4 % among youth (higher than that of 2014 by 4.5%). About a (34.5%) of all youth are not in employment, education, nor in training. This was an 10.4% increase from the 24.1% observed in 2014, highlighting a negative impact of efforts to create employment for the youth.

Table 18: Youth employment and unemployment indicators

Active Population for Youth 15 - 34 years (EU+UEY)	2013	2014	2016	Change
Youth Employed (EY)	294,202	319,215	320,737	1,522
Youth Unemployed (UEY)	210,074	205,470	246,262	40,792
Youth Labour Absorption Rate (EY/PWAY)	38.3	38.6	38.6	0.3
Youth Unemployment Rate (UEY/(EY+UEY))	41.7	39.2	43.4	4

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

The labour force in the 15 to 34 years age group is 566,999 youth, giving a labour force participation rate (LFPR) of 66.3.8%. There are more unemployed female youth than males.

Table 19: Youth Employment statistics

Age groups	Urban			Rural			Namibia		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All youth									
15-19	49,531	43,427	92,958	72,960	76,901	149,861	122,491	120,328	242,819
20-24	59,256	50,181	109,437	124,660	64,572	124,660	119,344	114,753	234,097
25-29	70,745	66,473	137,218	71,579	36,002	71,579	106,322	102,475	208,797
30-34	58,263	56,957	115,220	53,634	25,022	53,634	86,875	81,979	168,854
Total	237,795	217,038	454,833	399,734	202,497	399,734	435,032	419,535	854,567
Employed									
15-19		2,823	5,737	2,634	6,945	9,579	5,548	9,768	15,316
20-24		21,619	38,724	13,754	24,343	38,097	30,858	45,963	76,821
25-29		44,028	84,762	14,136	18,949	33,085	54,871	62,977	117,848
30-34		41,991	81,011	13,656	16,086	29,742	54,871	58,076	110,753
Total		110,461	210,234	44,180	66,323	110,503	143,953	176,784	320,737
Unemployed									
15-19	10,546	6,824	17,370	10,109	8,930	19,039	20,655	15,754	36,409
20-24	26,508	17,413	43,922	28,346	21,150	49,495	54,854	38,563	93,417
25-29	23,025	18,415	41,439	16,777	13,766	30,543	39,802	32,180	71,982
30-34	14,137	12,413	26,550	10,815	7,088	17,903	24,952	19,501	44,453
Total	74,216	55,065	129,281	66,047	50,934	116,981	140,263	105,999	246,262
Not Economically Active									
15-19	36,071	33,780	69,851	60,217	61,026	121,243	96,288	94,806	191,094
20-24	15,643	11,148	26,791	17,989	19,079	37,068	33,632	30,227	63,859
25-29	6,986	4,030	11,016	4,664	3,287	7,951	11,650	7,318	18,967
30-34	5,106	2,553	7,659	4,141	1,848	5,989	9,246	4,402	13,648
Total	63,805	51,513	115,318	87,010	85,240	172,250	150,816	136,752	287,568

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

Drawing from the data presented above, key employment indicators are presented below. Labour participation rates and employment to population ratio increase with age, while unemployment drops with age. The age groups 15-19 and 20-24 are most affected by unemployment.

Table 20: Youth Labour participation, employment, and unemployment rates

Age groups	Labour Participation rate			Employment to population ratio			Unemployment rate ²⁶		
	Female	Male	Both sexes	Female	Male	Both sexes	Female	Male	Both sexes
15-19	21.4	21.2	21.3	6.3 4.54.9	8.1 4.58.6	6.3 4.56.7	78.8	61.7	70.4
20-24	71.8	73.7	72.7	25.9	40.1	32.8	64.0	45.6	54.9
25-29	89.0	92.9	90.9	51.6	61.5	56.4	42.0	33.8	37.9
30-34	89.4	94.6	91.9	60.6	70.8	65.6	32.1	25.1	28.6
Total	65.3	67.4	66.3	33.1	42.1	37.5	49.4	37.5	43.4

Source: *The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency*

The table below presents the distribution of employed youth in the age-groups 15 to 34 by sex, area, and occupation. Most youth (32.3%) are employed in elementary jobs; those that consist of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort. The next highest occupation for youth is service workers and shop and market sales workers (16.1%) , followed by craft and related trades workers (13.9%) and clerks (9.7%).. The number recorded as working in the uniformed forces was lowest (1.5%), perhaps because the National Labour Force Survey does not enumerate in uniformed services such as the Namibian Police, Namibian Defence Force and the Namibian Correctional Services.

Table 21: Youth employment by occupation, 2016

Occupation	Total			Total		
	Female	Male	Total	Female	Male	Total
Total	143,953	176,784	320,737	100	100	100
Armed forces	1,720	2,955	4,676	0.01	0.02	0.01
Legislators and Managers	4,838	6,098	10,936	0.03	0.04	0.03
Professionals	14,188	10,231	24,419	0.08	0.07	0.08
Technicians and Associate Professionals	8,807	8,943	17,750	0.05	0.06	0.06
Clerks	23,596	7,673	31,269	0.13	0.05	0.10
Service workers and shop and market sales workers	33,227	18,444	51,671	0.19	0.13	0.16

Craft and related trades workers	37,954	6,500	44,453	0.22	0.04	0.14
Plant and machine operators and assemblers	518	11,133	11,650	0.003	0.08	0.04
Elementary occupations	43,938	59,785	103,723	0.25	0.41	0.32

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

Additional data shows that by type of industry, most youth are employed in agriculture, forestry and fishing (15.2%) followed by wholesale and retail trade (11.8%), construction (11.8%) and private households (9.5%). Most agriculture and private household employment is also classified as vulnerable, meaning that most youth who are employed are in these subsectors are in vulnerable employment situations.

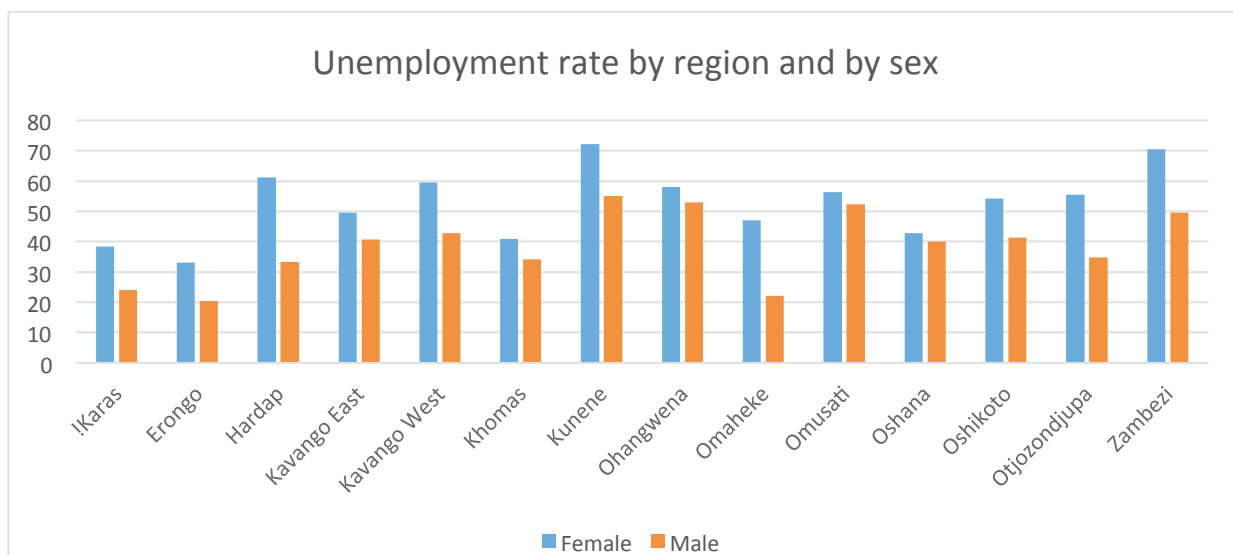
Table 22: Youth employment by industry, 2016

Industry	Number			Percent		
	Female	Male	Total	Female	Male	Total
Total	143,953	176,784	320,737	100	100	100
Agriculture forestry and fishing	13,490	35,124	48,613	9.4	19.9	15.2.7
Mining and quarrying	1,123	6,495	7,618	0.8	3.7	2.4
Manufacturing	6,180	15,647	21,827	4.3	8.9	6.8
Electricity and related industries	418	1,749	2,167	0.3	1.0	0.7
Water supply and related industries	532	1,160	1,692	0.4	0.7	0.5
Construction	2,346	35,455	37,802	1.6	20.1	11.8
Whole sale and retail trade	22,977	14,950	37,926	16.0	8.5	11.8
Transport and storage	958	8,812	9,770	0.7	5.0	3.0
Accommodation and food service activities	19,219	5,149	24,368	13.4	2.9	7.6
Information and communication	860	2,157	3,017	0.6	1.2	0.9
Financial and insurance activities	5,774	2,932	8,706	4.0	1.7	2.7
Real estate activities	247	109	356	0.2	0.1	0.1
Professional, scientific and technical activities	2,815	2,555	5,370	2.0	1.4	1.7
Administrative and support service activities	10,621	9,257	19,878	7.4	5.2	6.2
Public administration and defence, compulsory social security	5,513	7,091	12,604	3.8	4.0	3.9
Education	11,173	4,482	15,655	7.8	2.5	4.9
Human health and social work activities	5,356	2,534	7,890	3.7	1.4	2.5
Arts, entertainment and recreation	936	928	1,864	0.7	0.5	0.6
Other service activities	12,323	10,295	22,619	8.6	5.8	7.1
Private households	20,904	9,562	30,465	14.5	5.4	9.5
Activities of extraterritorial organizations and bodies	189	343	532	0.1	0.2	0.2

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

The youth unemployment rate was calculated as 43.4%, higher in rural areas (51.4%) compared to urban (38.1%); and, higher among females (49.4%) than males (37.5%). By region, unemployment is highest in Kunene (63.2 %) and Zambezi (60.0 %) and lowest in Erongo (26.3%).

Figure 13: Unemployment rates for Youth aged 15-34



4.4.3 Youth not in Education, Employment, or Training (NEET)

The National Labour Force Survey (2016) collect-ed information on youth who are not in education and not in employment. This information is important as it complements data on unemployment rates: youth between 15-24 years are often not employed because they are in school or training, which is a positive development.

The percentage of youth not in education, employment, or training (NEET) is obtained by constructing the ratio below:

Definitions- Youth not in Education, Employment, or Training

The NEET rate shows youth who are not part of the labour force for other reasons (not education and training). Among females, this might often include reasons related to household chores and responsibilities, as well as childbearing and child care.

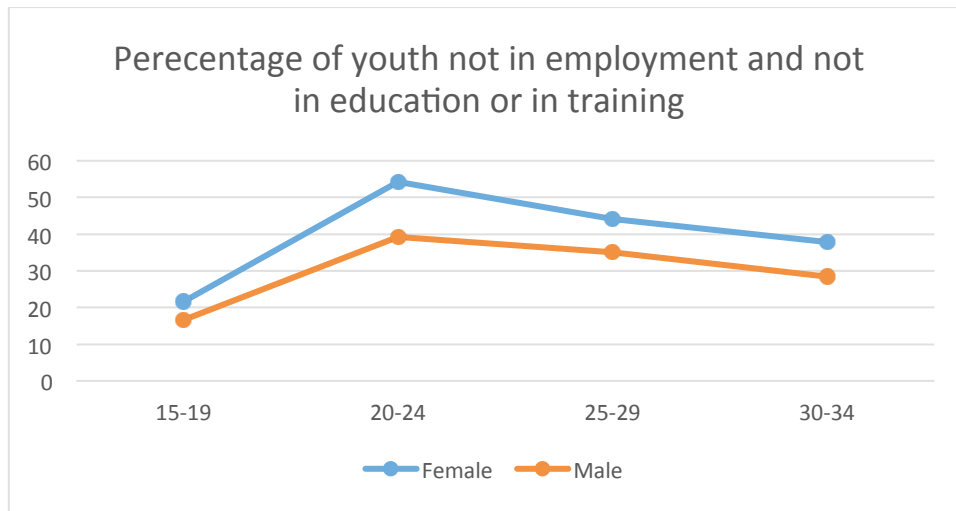
$$\text{NEET (\%)} = \frac{\text{Number of UE youths + Number of youths EIAe - Number of EIA and UE youths who are in education or training}}{\text{Total number of youths}} \times 100$$

Where: UE represents Unemployment, EIAe represents a number of youth not economically active (economically inactive); and EIA and UE represent a number of youth not economically active and unemployed youth who are in education or training.

The table below shows that about 34.5% of youth are not in education, employment, or training (NEET). NEET increased significantly from 24.1% in 2014 to 34.5%, implying a significant number of youth (about 10.4%) could not be absorbed into employment, training or education during the year; provided that measurement methodologies did not produce any errors.

NEET peaks at age 20-24 years of age-group and this is the age at which youth are most likely to be out of school, not in training, and not employed. The number of NEET females is larger than the number of males for all age groups except the 15 and 16 year olds where enrolment in education is also higher among females.

Figure 14: Percentage of youth not in employment and not in education or training



Source: *The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency*

Being NEET affects the general population of young people, regardless of their educational level. Yet, analysing the educational level of NEET youth reveals that those with none or lower educational levels are highly represented in the NEET group. The analysis (Table below) shows that 10% of youth with no formal education are NEET. However, NEET though low (16.1%) among youth with University qualifications this is an increase from the 7.8% recorded in 2014). The numbers still very low among youth with Postgraduate certificate/diploma training qualifications.

Table 23: Youth not in education, employment or training.

Highest level of education completed	NEET			Total youth			Percentage s		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
None	16,210	12,254	28,465	22,792	27,406	50,198	71.1	44.7	56.7
Primary	31,692	27,760	59,451	76,466	96,653	173,119	41.4	28.7	34.3
Junior Secondary	76,297	47,909	124,206	196,864	171,767	368,631	38.8	27.9	33.7
Senior Secondary	33,708	23,937	57,646	83,987	71,502	155,489	40.1	33.5	37.1
Undergraduate certificate/diploma	3,151	3,017	6,167	13,534	16,343	29,877	23.3	18.5	20.6
University degree	4,438	2,760	7,198	26,524	18,092	44,616	16.7	15.3	16.1
Postgraduate certificate/diploma	122	175	298	2,696	2,598	5,294	4.5	6.7	5.6
Master's and PHD's	29	*	29	1,664	574	2,238	1.7	*	1.3
Other (specify)	57	213	271	864	1,015	1,879	6.6	21.0	14.4
Don't know	5,203	6,304	11,506	9,641	13,586	23,227	54.0	46.4	49.5
Total	170,907	124,330	295,236	435,032	419,535	854,567	39.3	29.6	34.5

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

Youth between ages of 15-24 are most affected by unemployment, as the table below shows. For the age group, 20-24 years these youth are neither in employment, nor in education, nor in training. The most affected regions where unemployment rates for youth aged 15-24 years are highest are Kunene (74.7%) , Zambezi (72.2%) Ohangwena (68.1%) and Kavango East (65.1%)). Apart from these regions, and in absolute numbers, Khomas (23,242); Ohangwena (16,451), Omusati (14,167) and Oshana (10,574) have the highest numbers of youth aged 15-24 years who are not employed. These results suggest two things that youth who move to urbanised regions are not necessarily absorbed into employment, and that Kunene is experiencing significant crisis of youth unemployment.

Table 24: Unemployment rates for youth aged 15-24

Region	Both sexes			Female			Male		
	Unemployed	Labour Force	Rate %	Unemployed	Labour Force	Rate %	Unemployed	Labour Force	Rate %
Namibia	129,826	221,963	58.5	75,509	111,915	67.5	54,317	110,048	49.4
Urban	61,291	105,752	58.0	37,054	57,073	64.9	24,237	48,679	49.8
Rural	68,535	116,211	59.0	38,455	54,842	70.1	30,080	61,368	49.0
!karas	3,490	8,103	43.1	1,936	3,815	50.7	1,554	4,288	36.2
Erongo	7,099	16,957	41.9	4,069	7,765	52.4	3,030	9,192	33.0
Hardap	5,521	9,897	55.8	3,180	4,365	72.9	2,341	5,532	42.3
Kavango			65.			69.			

West			.0			.2			
Khomas	23,242	40,179	57.8	14,071	21,675	64.9	9,171	18,503	49.6
Kunene	6,732	9,018	74.76	4,099	4,798	85.4	2,633	4,221	62.4
Ohangwena	16,451	24,159	68.1	9,144	12,541	72.9	7,306	11,618	62.9
Omaheke	3,823	9,145	41.8	2,293	3,758	61.0	1,530	5,387	28.4
Omusati	14,167	23,399	60.5	7,644	11,678	65.5	6,523	11,721	55.7
Oshana	10,574	17,946	58.9	6,079	9,532	63.8	4,495	8,414	53.4
Oshikoto	10,077	16,898	59.6	5,849	7,844	74.6	4,228	9,054	46.7
Otjozondjupa	8,214	15,607	52.6	4,583	6,817	67.2	3,632	8,790	41.3
Zambezi	6,569	9,099	72.2	3,716	4,637	80.1	2,854	4,461	64.0

Source: The Namibia Labour Force Survey 2016 Report, Namibia Statistics Agency

4.4.4 Child labour

The discussion on youth employment is not complete without discussing child labour. Although child labour issues mainly concern children below the age of 15, it is important to understand the impact child labour has when children grow into youth and adulthood. Youth who have been exposed to child labour face several disadvantages. Some may have been exposed to accidental injuries or some forms of social, economic and physical harm, which continues to affect them during their lifetime. Children who are exposed to child labour face increased risk of rape, prostitution, trafficking, early and unwanted pregnancy, abortion, Sexually Transmitted Infections (STIs) and HIV/AIDS, drugs and alcoholism. Young girls are particularly vulnerable to sexual abuse, particularly sexual exploitation by adults in the work environment.

Other forms of abuse such as corporal punishment, blaming, belittling, insults, verbal attacks, rejection, humiliation and bad remarks impact negatively on these children's psychological wellbeing into their adulthood. Youth who have been exposed to the worst forms of child labour are often lonely and have limited hope and aspirations for a prosperous life. They often have limited access to education, which results in poor education attainment and a life of poverty. Child labour deprives the country of an opportunity to develop higher skills and technological capabilities that are required for economic development.

The key drivers of child labour in Namibia are poverty and income inequality. There are three forms of child work:

- basic reasonable household chores that are expected as part of growing up, and do not interfere with a child's schooling and physical and emotional health, not considered as child labour ;
- when the activities become exploitative and take many hours and stop the child from playing, this constitutes child labour.
- Worst forms of child labour where children are sexually exploited, are used to commit crimes or are engaged in hazardous work e.g. in road construction, brickmaking or charcoal production.

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**The
discussion on
youth
employment
is not
complete
without
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child labour.**

The Ministry of Labour, Industrial Relations and Employment Creation (MLIRC) is mandated to conduct the Namibia Child Activities Survey. A report published by the Ministry concludes that child work is prevalent in Namibia²⁷. There were at least 324,856 children, about 60% of all children in the country, who fall within the **strict** ILO definition of child labourers.. However, the Ministry estimates that only 8% of children actually engage in activities that constitute exploitative or worst forms of child labour. This highlights the difficulties with defining what is and what is not child labour. Nevertheless, the 2005 Child Activities Survey revealed that approximately 6.5% of youth in Namibia between 16 and 17 years of age were engaged in hazardous work.

Namibia has clear constitutional and legal provisions that prohibit child labour. Article 15 (3) and (4) of the Namibian Constitution, states that 'No children under the age of fourteen (14) years shall be employed to work in any factory or mine, save under conditions and circumstances regulated by an Act of Parliament. The Labour Act, 2007 (Act No.11 of 2007) is clear on the constitutional provisions and does not

allow employment of a child under the age of 14 years, adding that children who are at least 14 years but younger than 16 years of age may be employed. The Labour Act further states that children who are at least 14 years old and younger than 16 years of age cannot be employed where work takes place between 8 pm in the evening and 7 am in the morning, work that is done underground or in a mine, construction or demolition takes place and they may not work at a place where goods are manufactured, electricity is generated, transformed or distributed, machinery is installed or dismantled, or any work-related activities that take place that may place the child's health, safety or physical, mental, spiritual, moral or social development at risk. In addition, the Education Act, 2003 (Act No. 26 of 2003) also contains provisions relevant for addressing child labour in Namibia. However, laws do not provide a consistent definition of child labour although restricting and prohibiting it.

Definitions- Child labour

Children aged 5 to 14 are involved in child labour if: aged 5 to 11 and the week a labour force survey is undertaken, the child did at least one hour of economic activity or at least 28 hours of household chores; or if aged 12 to 14 they did at least 14 hours of economic activity or at least 28 hours of household chores.

Child labour is defined in ILO Conventions. It is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them. Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their education, is generally regarded as being something positive. Whether or not particular forms of "work" can be called "child labour" depends on the child's age, the type and hours of work performed and the conditions under which it is performed, as set out in the ILO Conventions.

Source: United Nations <http://www.un.org/en/globalissues/briefingpapers/childlabour/ed>

4.5 Employment challenges faced by the youth

4.5.1 Challenges for unemployed youth

Job seeking youth are often labelled as unskilled, risky and even, lazy. From the perspectives of the youth as well as some youth officers, one key factor is responsible for the high rate of youth unemployment in Namibia. This is a failure to make good grades for access to post-secondary level education and vocational training. However, understanding of youth unemployment is articulated differently by youth stakeholders, including those championing youth empowerment. From their perspectives, unemployment situations have their root in the attitudes of the youth who are often referred to as “lazy young people”.

There are a few sectors that offer youth real career opportunities. In focus group discussions, most unemployed youth correctly identified agriculture, retail trade and construction as industries that absorb youth in large numbers. Although the National Labour Force Survey suggest that only 1% of youth are employed in the uniformed forces, the Namibian Defence Forces (NDF) is a key employer too. Youth are attracted by opportunities that include stable employment and provision of start-up funds for vocational training and small-scale livelihood projects. From the perspectives of the youth, some challenges encountered with the NDF and other initiatives relate to the clarity of information on how to access the schemes. Potential beneficiaries often do not know who, how or when they can seek support.

Alcohol abuse has a devastating synergy with unemployment. Several youth expressed concern that significant numbers of young people have become unemployable due to the methods they use to cope with unemployment. Most youth, both male and female, drink alcohol and take other intoxicating substances. As a result, when employed, they often lose the jobs.

*“Alcohol and substance abuse is leading some young people to losing their jobs and those addicted are unemployable without first having to be rehabilitated”
KII, Hardap*

Youth shun volunteerism initiatives that do not offer clear opportunities or pathways for employment. Youth are not keen to be volunteers, they want to be gainfully employed. They provided several examples from regions such as Khomas where there are vocational projects such as gardening and youth are expected to serve as volunteers. Volunteer schemes are not attractive to youth because they either do not receive any form of stipend or stipends provided are minimal and cannot support their basic needs. The National Youth Service Training Scheme is intended to contribute to the creation of employment opportunities through equipping youth with vocational training and supporting access to livelihood activities on completion of the training. Youth are however disappointed with the scheme because of poor access to job or livelihood opportunities on completion of the training.

For youth who left school before completing grade 10 or those who have failed Grade 12, most employment requirements are beyond their reach. Youth believe that the efforts of Government to encourage public and private sector companies to employ young people are visible. However, the youth feel that the companies are making access difficult by asking for education backgrounds that many youth do not possess. The youth also feel that unnecessary requirements (skills, experience) are sometimes imposed as conditions to access even menial jobs or just serve to exclude youth from such jobs.

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For youth who have failed to complete junior secondary school or those who have failed, most employment requirements are beyond their reach.

Perceptions that youth are a risky group and nepotism are viewed as deliberate reasons for exclusion from accessing employment opportunities. For example, and based on discussions with the youth, it seems that youth from families of freedom fighters and other families of notable standing in the society are given priority during recruitment. Some job advertisements are increasingly imposing age limits (usually 18-25 years) making it more challenging for older youth to secure livelihoods/employment.

Youth in rural areas believe that better opportunities exist in large urban towns where bigger retail businesses offer better employment opportunities with some prospects of advancement and job stability. Requirements for such jobs are stringent. However, youth propose that access to such opportunities be further enhanced by regulations and measures that encourage businesses to deliberately provide opportunities for the youth.

Most youth think that vocational training rolled out at scale will solve several employment related challenges. They suggested that opportunities for vocational training and entrepreneurship be region-specific, to capture the competitive advantage of each region. For example, the youth entrepreneurship drive in regions that have an abundance of water should be on gardening or financial support for youth groups to start small scale animal husbandry. Similarly, financial support to youth groups could improve their participation in marine

fisheries for communities along the coast (Walvis Bay etc.). The Ministry of Youth in some regions such as Kunene has made available land for agriculture activities to be utilised by the youth, but the land is underutilised because of limited funds to procure inputs; an implication for improved budgets and funding to the ministry.

4.5.2 Challenges faced in the labour market

Discussions were held with selected youth on the challenges they faced after getting employment. Almost all youth believe that **the labour market for the youth in Namibia is very small, with limited options to change jobs.** Most view opportunities being available

in retail business as casual labour, although these jobs come with uncertainty and limited opportunities for advancement. Some youth believe that opportunities were higher in retail businesses owned by Chinese nationals.

Youth believe that remuneration is often not commensurate with effort. For young girls, most opportunities existed as babysitters, but the payment is not commensurate with the effort required. Male youth cite casual work in the construction industry, particularly in road construction as absorbing youth in large numbers, but for little pay. Employment on farms is not attractive to the youth for several reasons: poor wages probably because of poor policy enforcement on the minimum wage; poor work conditions; and exclusion as business owners often insist on employing youth from “trusted families.”

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Most youth think that vocational training rolled out at scale will solve several employment related challenges.”

*“On farms, jobs are inherited, farmers continue to hire from trusted families only”
- Respondent, Hardap*

While there is clearly an effort to create more jobs, especially for the youth, the **quality of the jobs does not meet the expectations of the youth**. Where youth are gainfully engaged, it is usually in short-term elementary work, which is temporary and postponing the real challenge of widespread unemployment.

Youth pointed out the importance of infrastructure development in creating new employment opportunities. They emphasise the need for development to be taken to all regions, and not concentrate in regions such as Khomas and Erongo. There are few primary, secondary or tertiary industries operating and youth have little option but to leave at some stage. In these areas, the government remains the major employer of labour, and positions are extremely limited. Greater attention is therefore required to fund region-specific youth vocational and entrepreneurship development programmes.

There is a belief that some regions such as Erongo and Oshikoto offer substantial employment opportunities in the mining sector; and this sector is the only one offering serious employment opportunities for young people. **Female youth feel excluded as opportunities in mining are mostly limited to male youth**. Young women believe that they are not employed in the sector because mining chemicals affect fertility; an issue that should be investigated and clarified.

4.5.3 Challenges faced in empowerment initiatives

Entrepreneurship is quite attractive to the youth; rural and urban youth alike want to run their own businesses. Opportunities that could be explored in this regard include creating youth cooperatives with less restrictive loans provided to them. Most initiatives, including the Namibian Youth Credit Scheme (NYCS), target the 18 to 35 years age group but require collateral and other requirements that exclude most youth. This is the challenge that the NYCS's loan guarantee programme aims to address. However the programme does not adequately cater for marginalised youth and those who are not able to meet basic requirements such as opening a bank account.

Youth propose that corporate social responsibility by mining companies should be expanded. Some cited an example of the mine owned by Dundee Precious Metals in Oshikoto region which is believed to offer loans to youth as part of its corporate responsibility programme. However, most youth also mentioned a lack of clarity on the processes to access such support, including criteria for eligibility in addition to bottlenecks and bureaucratic administrative procedures. Some challenges were highlighted with the way the **Namibia Youth Credit Scheme** is run. Youth believe that the scheme should provide loans to all youth, including those that fail or leave school before completing Grade 10. Currently, youth are not aware if the scheme is linked to any component of education such as vocational training. Youth do not feel that the MYSNS adequately leads in terms of policy formulation, review of progress and monitoring of loan beneficiaries. Some youth feel that implementing partners of the credit scheme should demonstrate adequate capacity to reach and support youth in remote areas. Some questioned the capacity of the Ministry to administer and manage microfinance, especially for beneficiaries in remote areas. The operation of the scheme at regional level remains inadequately developed, with linkages to constituency offices required. Defaulting on loan repayments was linked to the repayment rate (20%) which was deemed very high for some businesses.

4.5.4 Other challenges

Youth cited several other challenges associated with seeking, getting and keeping employment. Apart from the lack of experience associated with the youth years, the period when a youth leaves school and becomes a job seeker can be stressful. Youth often must migrate to new areas, living with close or distant relatives and often, especially for young girls, in conditions that can expose them to abuse. Some issues raised seemed to be contradictory, for example, female youth citing male gender bias in one industry while male also citing female bias in another. Some of the issues raised are presented in the table below.

Table 25: Selected employment issues raised in focus group discussions

Topic	Key issues	Recommendations proposed by youth
Unemployment	<ul style="list-style-type: none"> • Driven by poor quality education • Highest among school leavers with little Experience • Male youth more active in seeking employment "...men are the ones mostly searching for jobs; we ladies are not that active", Selina from, Kunene region. • "The jobs are advertised when they are long overdue, sometimes they could have been 	<ul style="list-style-type: none"> • Youth should explore entrepreneurship opportunities. For example, in Kunene Region, there is a nearby river (75km) which has a potential to supply water for the youth to do gardening and livestock farming. • Namibian Police and Defence Forces

	Hiring	Companies are key employers for youth. There is a need to monitor these industries.
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Experience and education

- Youth lack experience, 5-10 years often demanded.
- The youth have poor academic qualifications
- Construction companies bring along their
- The government should revise recruitment requirements- to include Grade 9s into uniformed forces
- Internship provision needs to be

Topic	Key issues	Recommendations proposed by youth
Experience and education	<ul style="list-style-type: none"> Youth lack experience, 5-10 years often demanded. The youth have poor academic qualifications Construction companies bring along their workforce when coming for construction in communities- rural local youth are not getting employed by such foreign companies Most Chinese firms employ female youth. “your first job is often not a very good one, you just do it” 	<ul style="list-style-type: none"> The government should revise recruitment requirements- to include Grade 9s into uniformed forces/service Internship provision needs to be strengthened. Chinese companies should recruit the local male residents as assistants or handymen The government must give tenders to companies based in regions where the work will be done.
Youth entrepreneurship projects.	<ul style="list-style-type: none"> Lack of funds from responsible authorities e.g. Ministry of Youth- budget for the youth is not sufficient. Municipalities and responsible authorities require too many formalities for registration and licences to start small businesses. Males more interested in starting their own Projects 	<ul style="list-style-type: none"> Municipalities should remove/revise the laws for getting licences for youth who want to sell in the streets and open markets.
Gender imbalance in terms of job opportunities	<ul style="list-style-type: none"> Some industries like Hospitality prefer women to men, but it is also possible for men to do those same hospitality activities. Contractors in construction, mining etc. employ more males compared to females. 	<ul style="list-style-type: none"> The government must give tenders to companies that show gender balance.

Source: Synthesis of focus group discussions

5. Status of Education

STATUS OF EDUCATION

This section presents data on and discusses the status of education in Namibia. Although the focus of this report is youth aged 16-35, attention is paid to the entire education system in Namibia, starting with Early Childhood Development (ECD) up to tertiary, and technical and vocational education and training (TVET). Specific focus is on progression to secondary school or the proportion of students who transit from primary to secondary school; and composition of both primary and secondary education. Data on education access by vulnerable children, including orphans and those with disability is also presented. This is augmented by findings from the discussions conducted with youth from the 14 regions of the country.

Highlights:

- The 2016 Global YDI ranks Namibia 133 out of 183 countries in terms of education with a score of 0.587.
- In the SADC region, the country is ranked third, below South Africa and Swaziland.
- Namibia is actively pursuing a policy of inclusive education underpinned by the constitution and legislation that makes education a fundamental right.
- One fifth of national spending (7% of GDP) is on education. Primary education is compulsory and provided free of charge until the age of 16. Secondary education is also free
- School enrolment from 2006-2012 increased by 9.5% for females and 12% for males. However, more females are enrolled in secondary school compared to males. From 2014-2016, Grade 1 enrollment increased by 10%.
- The number of primary and secondary schools increased by 5% from 2006-2012. Grade 10 pass rates from 2011-2012 increased by 7.3% to 19.2%. The 2014 Grade 12 results recorded a growth of 45.1% from the 2011 baseline figure and are on target to reach the NDP4 target.
- From the candidates who sat for the Grade 12 (Senior Secondary) Certificate examination in 2015, only 29.8% qualified for tertiary education and the number was 1480 students less than the previous year.
- In 2014, the primary and secondary education completion rates were 88.6% and 45.8% respectively.

- Poverty is negatively impacting access to education. More than a third of the poorest children (from the lowest 20% of income) drop out of primary school compared to 4% from the richest 20%.
- Only 13% of children from poorest households complete junior secondary compared to 78% of wealthier households. Only 1% of category 1 schools (schools from the poorest) progress to Grade 12 compared to 58% from richer communities.
- Progression of female students is affected by teenage pregnancies while for males it is substance and alcohol abuse.
- Tertiary education completion rates are low at 35%. However, 95% tertiary graduates are employed.
- The education system is negatively affected mainly by high dropout rates, lack of adequate teaching facilities, inadequate financing, long walking distances to schools, a lag in rolling out vocational training and absence of early childhood development, especially in rural areas.
- In response, the Ministry of Education, Arts and Culture (MEAC), is reviewing the Education Act 16 of 2001 to align the education sector with national development plans.
- The Namibian government is also in the process of revamping its vocational training centres to make a more meaningful contribution to trade and industry.

5.1 Summary

The demographic dividend, the benefits/advantages of having a large labour force with less dependants, is beneficial if that labour force is educated. Economic growth will result in more jobs being created but requires a suitably qualified workforce. Missed education opportunities among the youth can be a cause of societal tension, frustration, anger and unrest. At independence, the government inherited an education system that was designed to preserve the apartheid system by producing a semi-skilled youth who would be suitable for elementary occupations. Namibia is now actively pursuing a policy of inclusive education, guided by focused/deliberate policies and legislation, principally, the Namibian Constitution which makes education a fundamental right (Article 20). The Constitution stipulates that primary education be compulsory and provided free of charge until the age of 16. National spending on education is currently high, exceeding 20% of total government spending.

The country is ranked third on access to education in the SADC region behind South Africa and Swaziland. However, its education score remains behind the Commonwealth and Global averages. More effort is required to improve access to education and increasing the number of youth with the requisite skills for gainful employment, and entrepreneurship. The current education policies and spending demonstrates the commitment by Government to work towards contributing to the achievement of the National development goals and SDGs on education, particularly Goal 4 which focuses on ensuring inclusive and equitable quality education and promotion of life-long learning opportunities for all.

An analysis of the Education Management Information System (EMIS) conducted in 2012 indicates school enrolment from 2006-2012 increased by 9.5% for females and 12% for males. However, more females are enrolled in secondary school compared to males. From 2014-2016, Grade 1 enrollment increased by 10% due to the free primary education policy. The number of primary and secondary schools increased by 5% from 2006-2012. Grade 10 pass rates from 2011-2012 increased by 7.3% to 19.2%. Although still low, the country is on course to achieve its NDP4 target. The 2014 Grade 12 results recorded a growth of 45.1% from the 2011 baseline figure and are on track to reach the NDP4 target. However, the 2015 Grade 12 results show a slight decline in students who qualified for tertiary education from the previous year.

Completion rates for primary education are high but challenges are mostly in secondary education phase where the completion rate is only 45.8%. There is a high level of school dropouts at the secondary level. Access to education is negatively affected by poverty. More than a third of the poorest children (37%) (from the lowest 20% of income) drop out of primary school, compared to 4% from the richest 20%. Only 13% of children from poorest households complete junior secondary school compared to 78% of wealthier households. Only 1% of category 1 schools (schools from the poorest) progress to Grade 12 compared to 58% from wealthier communities. The Grade 10 repetition policy also does not help the situation. The policy does not allow free education for those who fail and want to repeat. This disadvantages slow learners and those who fail for other reasons, including social challenges. Thus, the government should review some of these policies that disadvantage children from poor families and continue to make an investment in the sector to ensure that children and youth from poor families have access to quality education.

In addition, there is a consensus among youth and stakeholders that progression and performance of female students is also affected by teenage pregnancies while for males it is substance and alcohol abuse. In general, the education system is affected mainly by high dropout rates, a lack of adequate teaching facilities, inadequate financing, long walking distance to schools, a lag in rolling out vocational training and absence of early childhood development, especially in rural areas.

The Namibian government is responding to these challenges by reviewing the Education Act 16 of 2001 to align the education sector with national development plans. The government is also in the process of revamping its vocational training centres to make a more meaningful contribution to trade and industry.

Table 26: Education indicators

Indicator	Value	Data year
Youth (15-24 years) literacy rate (%)	Male 83.2; female 90.6	2008-2012
Primary school gross enrolment ratio (%)	Male 107.6; female 106.1	2008-2012
Net primary education enrolment rate (%)	99.7	2014
Primary school net attendance ratio (%)	Male 91.4; female 92.8	2008-2012
Primary school survival rate to last primary grade (%)	89.1	2008-2012
Secondary school net attendance ratio (%)	Male, 46.5; female 61.5	2008-2012
Net secondary education enrolment rate (%)	57.8	2014
Children in early childhood development programmes (Pre-Primary)	35 000	2014
Primary education completion rate (%)	88.6	2014
Secondary education completion rate (%)	45.8	2014
Share of public expenditure on education (%)	22.7	2014

Source: National Planning Commission, Review of the Fourth National Development Plan (NDP4).

5.2 The case for educating a nation

5.2.1 The link between education and economic development

While the benefits of a good education would sound trivial to most people, several youth today find themselves lacking this basic human right. Missed education opportunities among the youth can be a cause of societal tension- especially if one is illiterate altogether. The

discussion on the demographic dividend, the benefit of having a large labour force with less dependants, can be very beneficial

if that labour force is educated. This maybe the biggest difference between industrialised and developing nations. Economic growth which results in more jobs being created requires a suitably qualified workforce. A prosperous Namibia - the country's Vision 2030, assumes that investments made in education will develop a work force with adequate skills to overcome poverty. By 2030, Namibia is expected to have addressed the state of socio-economic inequities, including at the

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the benefit of having a large labour force with less dependants, can be very beneficial if that labour force is educated. This maybe the biggest difference between industrialised nations and those that are developing.

5.2.2 Individual benefits of education

A good quality education has many advantages. At the basic level, education opens the mind and affords the learner an opportunity to question his or her belief system and discard baseless superstitions and illogical opinions. In fact, every country has evolved its education system and today, all the countries of the world including Namibia, advocate for formal education. Namibia goes a step further to make basic education free and mandatory for all children. today, all the countries of the world including Namibia, advocate for formal education. Namibia goes a step further to make basic education free and mandatory for all children. Secondary education is also free.

Education and good health are correlated; education assists in understanding the value of good health and how to obtain it. Access to skilled employment requires the ability to access education. Awareness also comes from education.

“Education and good health are correlated; education assists in understanding the value of good health and how to obtain it.”

There are other benefits of education that go beyond the personal realm. The quality of education dictates the type of professional relationships that one can make. At the higher level, these relationships can be quite complicated (local, regional, international), requiring a level of sophistication in the quality of education. Education allows for the ability to work across settings, borders, and cultures. This is particularly important as Namibia is a multicultural society

“By 2030, “Namibia is expected to have addressed socio-economic inequities, including, at the fundamental level, those in the education sector.”

5.2.3

Education as a pathway to happiness

Some philosophers posit that a more educated world will lead to peace and justice. Education is thus a basic entry point for all forms of human development and opens avenues for reaching out to the masses to address key issues of poverty and disease. An educated youth is better informed about the environment around her or him and has a better chance for exploring new ideas, places, and thinking. Education also assists in developing a value system that is personalised and based on sound judgment.

5.3 YDI: Education Global Ranking

Namibia is performing better compared to most SADC countries, serve for South Africa and Swaziland, in terms of improving young people’s access to education and their familiarity with information and communication technologies. However, its education score remains below the average for Commonwealth countries (0.686). The 2016 Global YDI ranks the country 133 out of 183 countries in education with a score of 0.587.

Given this ranking, it is important to unpack and understand the status of education in the country to inform strategies and policies meant to produce an educated and skilled workforce that can make a significant economic contribution to the country and offer better life opportunities to young people.

5.4 Education Policy Environment

Namibia is actively pursuing a policy of inclusive education, guided by focused/deliberate policies and legislation, principally, the Namibian Constitution which makes education a fundamental right (Article 20). The Constitution further stipulates that primary education be compulsory and provided free of charge until the age of sixteen (16) years. Other relevant national policies, plans, and legislation include:

- Education Act 2001, (Act 16 of 2001);
- Namibia Vision 2030;
- The Harambee Prosperity Plan (HPP)
- National Agenda for Children 2012-2016;
- National Policy on Disability;
- National Disability Council Act 2004,(Act 26 of 2004);
- Sector Policy on Inclusive Education (2016)
- National Plan of Action for Education for All, 2002 - 2013;
- National Policy on Orphans and Vulnerable Children, 2004;
- Education Sector Policy for Orphans and Vulnerable Children;
- National Policy Options for Educationally Marginalised Children, 2000;
- Education Sector Policy on HIV and AIDS, 2003;
- Education Sector Policy on Prevention and Management of Learner Pregnancy;
- Ministry of Education Strategic Plan (2012-2017);
- Education and Training Sector Improvement Programme, 2006 - 2011;
- Cabinet Directive on Elimination of Child Labour.

“With the introduction of free primary education and secondary education, we are left with no defence for our failure to go to school and learn. It’s a golden opportunity for each child and young person in motherland Namibia. Motherland is being good to us in this aspect.”

Ester Karlos age 24.

Namibia is also implementing international conventions that it has ratified, including the UN Convention on the Rights of the Child, World Declarations on Education for All World Summit for Children; Salamanca Statement and Framework for Action on Special Needs Education; Rule 6 of the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities; and the UN Convention on the Rights of Persons with Disabilities. The UN Convention on the Rights of the Child (1989) outlines the right to education and training of all children to achieve the greatest degree of self-reliance and social integration possible. The Jomtien World Declaration on Education for All (1990) proposed child-centred education where individual differences are accepted as a challenge and not as a problem. The Salamanca Statement and Framework for Action (UNESCO, 1994) reinforces schools' obligation to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The Dakar Framework for Action (Dakar World Education Conference, UNESCO 2000) emphasises "the inclusion of children with various educationally disadvantaged positions, such as children with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education".

The Ministry of Education Strategic Plan (2012-2017) calls for an accessible, equitable and inclusive education system. It seeks to increase pass mark of Grade 10 and 12 learners. The Ministry of Education Arts and Culture (MEAC) is reviewing the Education Act 2001 (Act 16

Constitutional provisions on Education Article 20 Education

(1) All persons shall have the right to education.

(2) Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge.

(3) Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorised by Act of Parliament on grounds of health or other considerations pertaining to the public interest.

(4) All persons shall have the right, at their own expense, to establish and to maintain private schools, or colleges or other institutions of tertiary education: provided that:

(a) such schools, colleges or institutions of tertiary education are registered with a Government department in accordance with any law authorising and regulating such registration;

(b) the standards maintained by such schools, colleges or institutions of tertiary education are not inferior to the standards maintained in comparable schools, colleges or institutions of tertiary education funded by the State;

(c) no restrictions of whatever nature are imposed with respect to the admission of pupils based on race, colour or creed;

(d) no restrictions of whatever nature are imposed with respect to the recruitment of staff based on race or colour.

Consultation has now been completed, and the drafting of the Bill is ongoing. The new Act is expected to improve efficiency and effectiveness throughout the education sector. It will also enhance the teaching and learning environments and learning processes, resulting in quality learning outcomes at all levels and in all competencies. The new Act will improve participation of learners, parents and the community in education as well as promoting teacher development.

5.5 Primary and secondary education

At independence, the government inherited an education system that was designed to preserve the apartheid system by producing a semi-skilled youth who would be suitable for elementary occupations. The system was divided along racial and ethnic lines, with large differences in allocation of resources, including teachers and materials. This changed at independence with the introduction of a unified Ministry of Education and up to 20% of the national budget (7% of GDP) is spent on education²⁸. Other changes included development in 1998 of a learner centred curriculum for grades 1-12 and the use of English in place of Afrikaans as the official language of instruction.

Formal education begins at 5-6 years, where children can enroll for pre-primary education. The pre-primary education programme is new. Since 2013, primary and secondary education is compulsory from 6 to 16 years. Primary education (grades 1 -7) prepares learners for secondary education (Grades 8 - 12), with a Junior Secondary School Certificate attainable after successful completion of Grade 10. Grades 8-10 are middle-secondary education, and continuing to grade 11 and 12 is not compulsory. Higher education in Namibia started around 1979/80. Prior to this, all students wishing to pursue higher education had to go to South Africa or other countries in Africa or beyond.

Grades 11 and 12 are optional, and mainly available in urban settings. Successful Grade 12 graduates obtain a Namibia Secondary School Certificate that is certified by the International General Certificate of Secondary Education (IGCSE) or the Higher International General Certificate of Secondary Education (HIGCSE). IGCSE examination papers are set and marked in Namibia but moderated by the University of Cambridge in the United Kingdom while HIGCSE question papers are set, marked and moderated by Cambridge. Grade 12 learners who wish to pursue further studies need to obtain a good grade as per the requirements of the tertiary institution both locally and abroad.

The evaluation scale for Grade 12 is IGCSE grades: A- G (Equivalent points: 7 - 1 respectively); while HIGCSE grades are 1 – 4 (Equivalent points: 10, 9, 8, 7 respectively).

5.5.1 Pre-primary, primary and secondary schools

Good quality education starts with ECD. Each year, about 80,000 children become eligible for enrollment in grade 1 in Namibia. However, enrollment data from the 2011 population census shows that the majority (86%) of children 0-4 are not enrolled in any early childhood development programme. Of the 13% who are, 8% (urban 12%; rural 6%) are in educare while 5% (urban 7%, rural 4%) are in pre-primary. Rural children are thus less likely to be enrolled in any programme for ECD. There was a 10% increase in Grade 1 enrolment between 2014 and 2016, largely driven by the availability of free education in public schools.

Table 27: Early Childhood Development

Type	Estimate numbers ²⁹ (all children)					
	Urban	Rural	All children	2014	2015	2016
Edu-care	12%	6%	8%	6,110	6,439	6,702
Pre-primary	7%	4%	5%	3,820	4,024	4,189
No ECD	79%	89%	86%	65,741	69,215	72,045
Don't Know	1%	1%	1%	764	805	838
	100%	100%	100%	76 444	80 482	83 773

Source: Namibia Housing and Population Census (2011)

An analysis of the Education Management Information System (EMIS) was conducted and in 2016. The report shows that Namibia had 1,826 primary and secondary schools, of which 1,037 were strictly primary, 569 were combined primary and secondary schools, 209 were secondary schools, and 11 were other (special needs etc.). Although the education system can be divided into primary (grade 1-7) and secondary (Grade 8-12), with secondary is further divided into junior secondary (grade 7-10) and senior secondary (grade 11-12); the 569 combined schools offered both primary and secondary education. There was a deliberate policy by government to extend primary schools to Grade 10 and in some instances Grade 12 to expand access to secondary school.

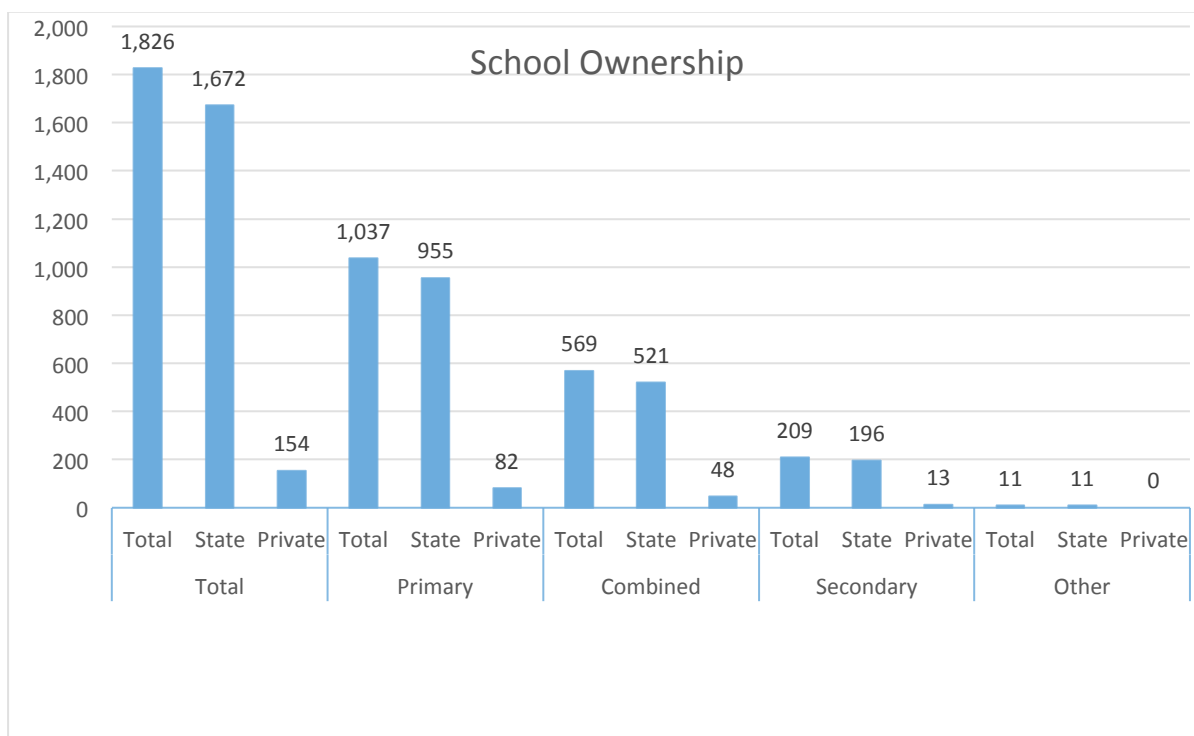
Table 28: Number of schools, learners, teachers and support staff (2016)

Region	Schools	Learners		Teachers		Support staff	
	Numbers	Numbers	% female	Numbers	% female	Numbers	% female
National	1,826	698,453	50.1%	28,922	64.2%	5,136	68.5%
//Kharas	52	21,787	50.9	946	69.6	239	69.0
Erongo	65	39,102	51.5	1,558	76.1	410	63.7
Hardap	58	23,918	50.4	982	65.7	260	65.0
Kavango East	163	56,043	49.8	1,972	51.4	305	72.1
Kavango West	176	38,418	48.6	1,452	47.2	191	75.4
Khomas	117	79,863	51.6	3,415	74.8	407	62.9
Kunene	73	26,856	49.3	1,155	56.5	206	65.5
Ohangwena	257	98,924	49.8	4,013	64.2	621	65.4
Omaheke	44	21,431	50.2	861	63.4	209	63.2
Omusati	280	94,749	49.5	4,087	67.0	679	76.7
Oshana	135	51,724	50.7	2,248	71.1	417	71.2
Oshikoto	219	66,674	49.3	2,921	65.3	550	62.7
Otjozondjupa	78	43,520	50.8	1,665	68.9	327	64.2
Zambezi	109	35,444	49.4	1,647	57.7	315	82.2

Source: Education Management Information System (EMIS)

In 2016, Namibia had a total of 28 922 teachers, including 4,063 (14 %) without teacher training. Most teachers have more than 2 years of tertiary education (82 %) or 1-2 years of tertiary education (16 %) and a small percentage (2 %) with inadequate training. The table above presents detailed information on the number of schools, learners, teachers and support staff. A total of 26,768 classrooms were available, including 3,822 (14 %) that are not permanent structures (either prefabricated, traditional or hired).

Figure 15: Ownership of schools in Namibia

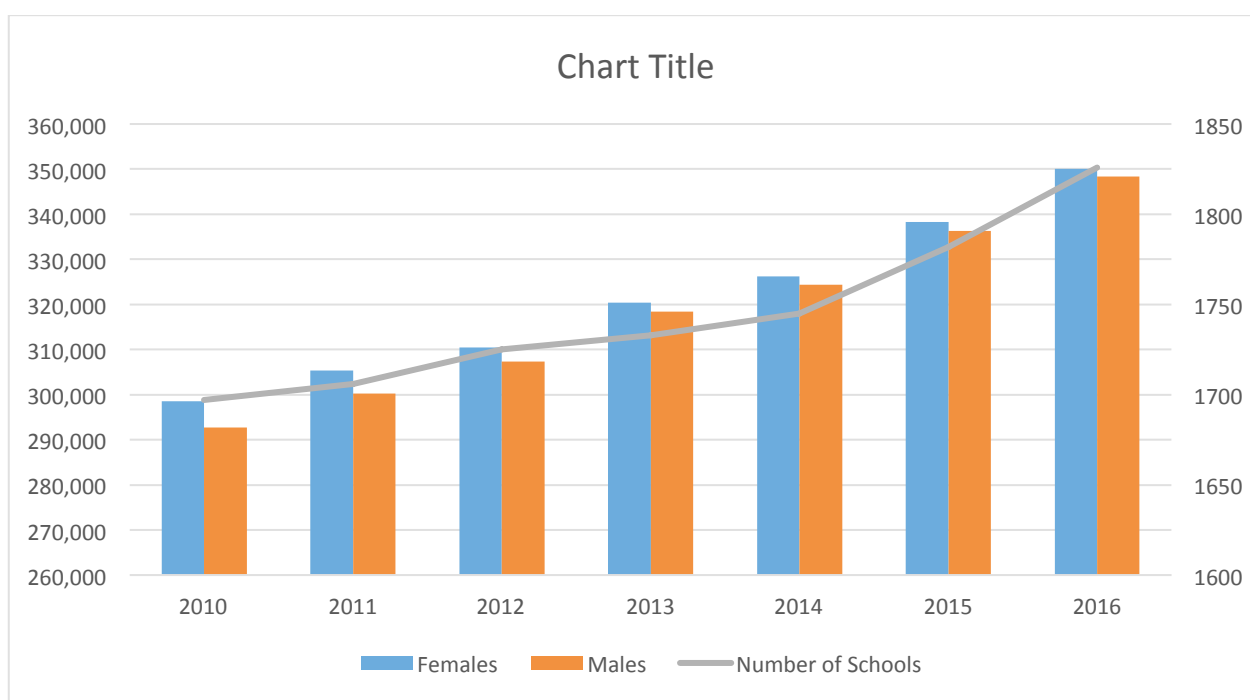


Source: Education Management Information System (EMIS)



Between 2010 and 2016, school enrolment in primary and secondary schools increased from 298,576 to 350,084 (by 9.5%) for females and from 292,383 to 348,369 (by 12%) for males. The Government has been gradually increasing the number of schools and teachers. The total number of schools increased from 1 697 in 2010 to 1 826 in 2016, a 7.6% increase. The state owns 1,672 (92 %) of the schools, made up of 955 primary, 521 combined, 196 secondary and 11 other schools.

Figure 16: Trends in enrolment in primary and secondary schools



	2010	2011	2012	2013	2014	2015	2016
Females	298,576	305,337	310,504	320,331	326,276	338,285	350,084
Males	292,780	300,290	307,323	318,458	324,436	336,292	348,369
Number of Schools	1697	1706	1725	1733	1745	1782	1826

Source: Education Management Information System (EMIS)

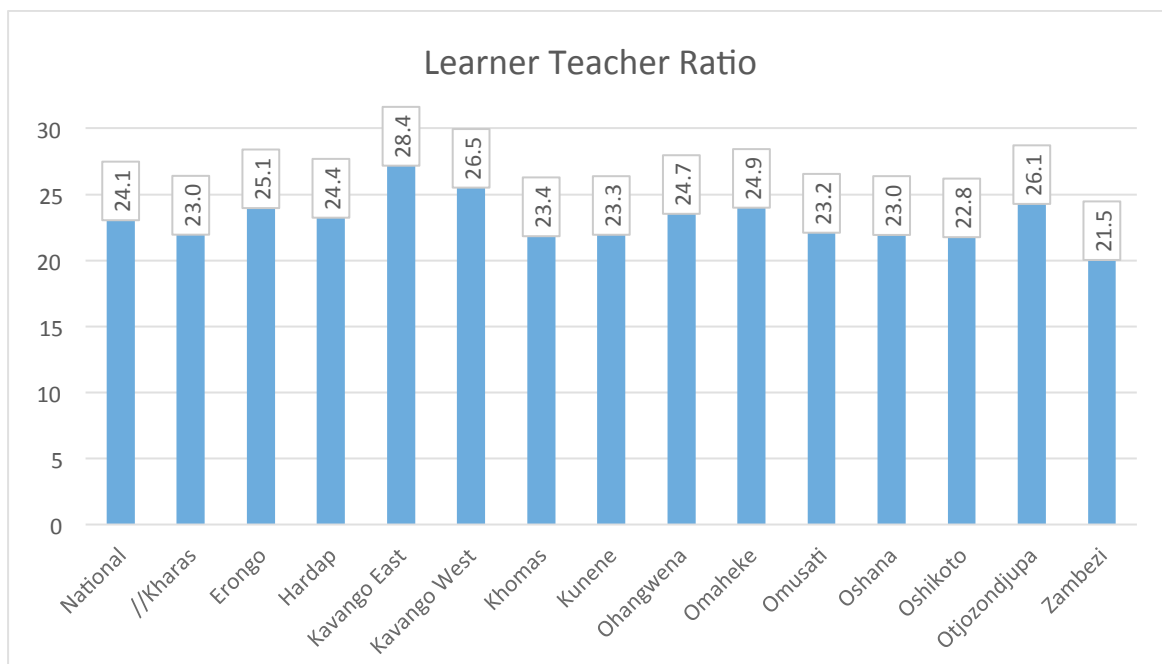
Table 29: Changes in female and male enrolment between 2010 and 2016

School phase		Year							Percent age change 2015 – 2016
		2010	2011	2012	2013	2014	2015	2016	
Total	Total	591,356	605,627	617,827	638,789	650,712	674,577	698,453	3.5%
	Females	298,576	305,337	310,504	320,331	326,276	338,285	350,084	3.5%
	Males	292,780	300,290	307,323	318,458	324,436	336,292	348,369	3.6%
Primary									
Subtotal Primary	Total	406,535	408,804	415,454	449,987	459,127	475,461	495,938	4.3%
	Females	200,276	201,140	204,061	221,120	225,693	233,748	244,487	4.6%
	Males	206,259	207,664	211,393	228,867	233,434	241,713	251,451	4.0%
Lower Primary	Total	239,229	240,062	245,060	279,342	289,392	304,334	321,407	5.6%
	Females	116,360	116,634	119,086	136,537	141,641	149,140	158,004	5.9%
	Males	122,869	123,428	125,974	142,805	147,751	155,194	163,403	5.3%
Upper Primary	Total	167,306	168,742	170,394	170,645	169,735	171,127	174,531	2.0%
	Females	83,916	84,506	84,975	84,583	84,052	84,608	86,483	2.2%
	Males	83,390	84,236	85,419	86,062	85,683	86,519	88,048	1.8%
Secondary									
Subtotal Secondary	Total	174,260	181,407	182,945	187,194	189,648	195,726	200,695	2.5%
	Females	93,155	96,571	96,860	98,586	99,772	103,026	104,920	1.8%
	Males	81,105	84,836	86,085	88,608	89,876	92,700	95,775	3.3%
Junior Secondary	Total	133,257	141,031	143,189	147,262	149,396	153,125	156,576	2.3%
	Females	71,004	74,779	75,528	77,416	78,255	80,070	81,031	1.2%
	Males	62,253	66,252	67,661	69,846	71,141	73,055	75,545	3.4%
Senior Secondary	Total	41,003	40,376	39,756	39,932	40,252	42,601	44,119	3.6%
	Females	22,151	21,792	21,332	21,170	21,517	22,956	23,889	4.1%
	Males	18,852	18,584	18,424	18,762	18,735	19,645	20,230	3.0%
Other grades									
Subtotal other grades	Total	10,561	15,416	19,428	1,608	1,937	3,390	1,820	-46.3%
	Females	5,145	7,626	9,583	625	811	1,511	677	-55.2%
	Males	5,416	7,790	9,845	983	1,126	1,879	1,143	-39.2%

Source: Education Management Information System (EMIS)

The average learner to teacher ratio was 24.1 in 2016; with a low of 21.5 in Zambezi and a high of 28.4 in Kavango East. This shows a fair allocation of teachers to all regions of the country. Gender disaggregated data shows that slightly more females (50.5%) than males are enrolled in secondary school.

Figure 17: Teacher-pupil ratio



Source: Education Management Information System (EMIS)

In regards teachers and support staff, the gender picture is remarkably different: almost two-thirds (64.2 %) of all teachers and more than two-thirds (68.5 %) of support staff are female, making the school working environment predominantly female. This gender disparity is more pronounced in predominantly urban regions such as, Erongo (76.1%) and Khomas (74.8%) where most teachers are female.

Table 30: Number of Teachers and qualifications

Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	28 922	4063	24 859
	Less than Gd.12	498	213	285
	Gd. 12 or 1-2 years tertiary	4585	2920	1665
	More than 2 years tertiary	23839	930	22909
Number of classrooms	Total Rooms	26768		
	Permanent	22946		
	Prefabricated	1654		
	Traditional	1925		
	Hired	243		

Source: *Education Management Information System (EMIS)*

In 2015, 47 832 candidates sat for the Grade 12 (Senior Secondary) Certificate ordinary level examination. This number included 20,301 full-time students and 27,531 who took exams part time, mostly through Namibia College of Open Learning (NAMPOL). Those who take exams part time take longer to reach the number of points required for admission into tertiary education institutions. From those who took the exams after full-time study, 6 056 (29.8%) qualified to be admitted for tertiary education. This number was 1,480 students less than the 7,536 who qualified the year before, suggesting a significant decline in pass rates.

Table 31: Qualification for tertiary education

Year	Number sitting for Grade 12	Number who were full time	Number qualifying for tertiary education	Qualification rate ³⁰
2015	47,832	20,301	6,056	30%
2014		18,887	7,536	40%

Source: Ministry of Higher and Tertiary Education, 2015

In order of performance, Kavango East region was ranked the best performing region followed by Oshikoto, then Erongo, Otjozondjupa, Khomas, Omaheke, Hardap, Ohangwena, Kunene, Kavango West, Omusati, Kharas, Oshana and lastly Zambezi.

According to the NDP4 review report, poverty plays a big role in educational attainment. With a third of the 600,000 school goers between ages of 7 and 18 coming from poor house-holds, more than a third, 37% of the poorest children (from the lowest 20% of income) drop out of primary school compared to 4% from the richest 20% (MoEAC, 2014). In terms of completion rates, only 13% of children from poor household’s complete junior secondary education compared to 78% of non-poor households.

Namibia has 4 categories of schools, with category 1 being the one from the poorest and category 4 coming from the most well-to-do neighbourhoods. Presently, it is almost impossible for students from category 1 schools (mostly in remote rural areas) to reach grade 12. A mere 1% of students enrolled in category 1 schools make it to grade 12, while 58% of those in category 4 make it.

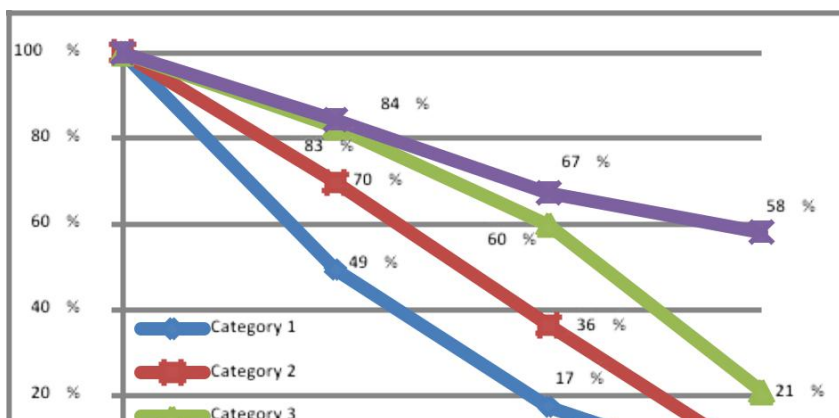


Figure 18: Survival ratios to Grade 12

Source: National Planning Commission.

Proximity to schools

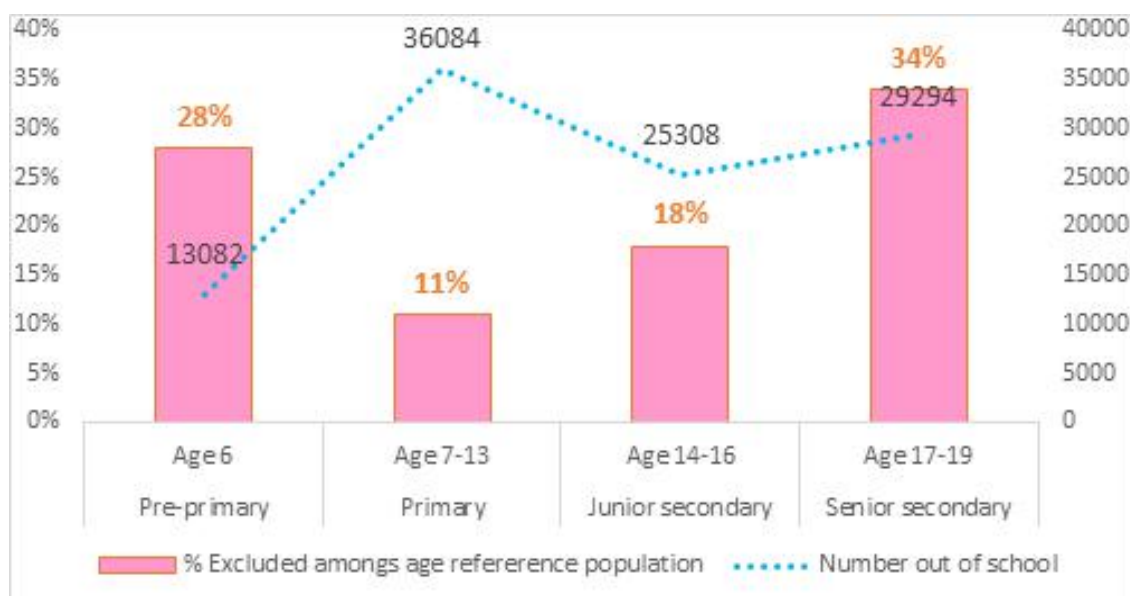
The 2015 national review by the Ministry of Education, Arts and Culture in Namibia indicates that due to the size of the country and distribution of the population, distances to schools plays a big role in education access in the country. The review states that there are major issues regarding school transport and accommodation, with major consequences for equity of the education system. Thus, transport to schools and accommodation at schools are two very important issues that the Ministry of Education, Arts and Culture is working to solve.

Attrition rate (from Grade 1 - Grade 12)

Student attrition is the reduction in numbers of students attending school over time. The fraction of out of school children in a country shows the proportion of children that are not currently enrolled in the education system. A study carried out by Gerd Wikan about the “State of education for all in Namibia “highlighted the following: Despite legislation making primary education compulsory, the enrolment rate in Namibian schools is only 82%, with regional and gender differences and on each grade the dropout rate varies between 10% and 1% with the highest dropouts in grade 1, 5 and 10.

A review by UNICEF in 2014 about “A Namibia fit for children, inclusive education” reveals that Namibia has almost achieved universal primary education with only approximately 9% of children of the age group 6 to 16 having never attended school. The review further reports that almost half of all primary school children that enroll in secondary school do not complete grade 12 and less than 50% of learners who enter grade 1 pass their grade 12 examinations.

Figure 19: DROPOUT RATES BY AGE GROUP)



The Fig.19 above depicts the dropout rates by age group from the 2015 national review by the Ministry of Education, Arts and Culture in Namibia. The dropout rate is highest among senior secondary (34%) and lowest among primary children (11%). The 2015 national review by the Ministry of Education, Arts and Culture in Namibia also states that one important factor limiting school enrolment is the prohibition of learners who fail grade 10 to repeat that grade, unless specific conditions apply. The review further reports that annually about 16 000 children drop out after grade 10, more than in any other grade.

The review further reports that many school girls drop out of school due to pregnancy and the problem is worsened by the combination of high levels of learner pregnancy and strong prejudice against pregnant girls continuing school. Lack of parental support and supervision in rural regions and amongst poorer children is also a factor leading to the high drop outs.

Weight of responsibility for home chores

The Namibian national review in 2015 pointed out that poverty and unemployment are highly correlated to child labour in the households. Child labour is still a factor in Namibia affecting school attendance, more so than enrolment or dropout. Seasonal agricultural activities may contribute to weak performance in school and thus, perhaps, also early dropout.

Bullying and safe school environments

The national review in 2015 established that bullying and sexual harassment or rape were the leading causes of school dropouts in Namibia. Violence against children appears to be widespread in Namibia, particularly in the northern regions. The out-of-school children reports of personal experiences of violence in schools. This provides insight into shortcomings in monitoring and enforcement at a number of levels of authority in the education system.

Sanitary PADS and the impact on school attendance and sitting of examinations.

Menstruation and poor sanitary product access affect girls' school attendance. Recent attention has been drawn to possible linkages between poor sanitation in schools, particularly those in rural areas and low

In particular, questions have been raised about the influence of menstruation and access to sanitary products on schoolgirl absenteeism. Young girls continue to face challenges pertaining their menstrual cycles, as they do not have consistent access to the sanitary wear required. Anecdotal reports reveal that many impoverished young girls miss school due to this problem and although the numbers are known to be high, there is no accurate data those affected. However the Oxygen Foundation issued a statement stating that girls predominantly drop out of school when they hit puberty and 1 in 10 menstruating girls will skip four to five days of school each month, or drop out completely, because of 'inconveniences' during their periods⁴⁸. Consequently, girls are missing more school days than boys due to lack of availability of pads in villages, unaffordable pads/tampons, or because girls are not able to ask their parents for money to buy pads or tampons as the subject of menstruation is a taboo in some cultural contexts⁴⁹.

Life Skills: comprehensive career guidance; health; values and aptitude.

The Namibian Ministry of Education Subject Policy states that Life Skills as a subject is within the spiritual and ethical domain of learning in the curriculum, and has thematic links to other subjects across the curriculum. Life Skills as a subject is a way of making meaning out of life. The basic aims of the Life Skills Programme are to focus on the optimal, holistic development of all learners' life skills. Life Skills is presented from Grades 4 to 12. The curriculum from Grade 4 to 7 covers civic affairs, career guidance and holistic wellness. Career guidance stretches from Grade 4 to 12 encouraging students to focus and pursue goals in life. From Grade 8 to 12 students are taught daily living skills which include health care, family life and finances. Personal social skills such as self-awareness, relationships and citizenships are also taught from Grade 8 to 12. Under optimal circumstances, this subject needs 1 period per cycle to be taught comprehensively.

Role of stakeholders and safe school environment

According to section 5.1.6 of Education sector policy for the prevention and management of learner pregnancy, Principals, Life Skills teachers, health and social workers, non-governmental organisations, Head of the Counselling Support Group and other agencies will work hand-in-hand to inform students on reproductive and sexual health issues and provide prevention programmes and relevant resources.

Section 5.1.7 also states that it is the duty of the teachers to ensure the involvement of the School Board, families, community members and other partners in prevention programmes. It is the duty of the school to ensure that both the school and home environment is safe and to make referrals to appropriate agencies if they suspect the environment is not safe according to section 5.1.8.

Special education needs

The key special education needs are as follows:

1. Education for the disadvantaged: A review by UNICEF in 2014 about “A Namibia fit for children, inclusive education” noted that 3.3% (21 000) of the Namibian children aged 6 to 19 have a form of disability. Of the children in this age group with disabilities, about 65% attend school compared to 79% of those without a disability. Mobile and satellite schools have been established for nomadic groups such as the Himba and San children and there are 11 schools for children with disabilities countrywide. Among the schools established for the disadvantaged, there is limited space, with 32 404 learners with disabilities registered. Waiting lists for admission are long. Apart from schools established for the disadvantaged, Namibia has integrated learners with disabilities into the public schooling system as well.

2. Capacity of professionals: Another critical gap is the capacity of professionals; teachers, principals, teacher trainers and Ministry officials need to be trained to implement inclusive education effectively.

5.5.2 Tertiary education

Good grades at Grade 12 are required for admission into most tertiary institutions. The main public tertiary institutions are the University of Namibia (UNAM) and the Namibia University of Science and Technology (NUST). There are several specialised tertiary educational institutions such as the College of the Arts (Cota) in Windhoek, the Namibian Maritime and Fisheries Institute (NAMFI) in Walvis Bay, and the Namibian Institute of Mining and Technology (NIMT) in Arandis.

UNAM and NUST started with the passing of the Academy for Tertiary Education Act No. 13 of 1980. Classes in Teacher Training and Secretarial Courses started on 14 January 1980. Five years later, another Act, No. 9 of 1985 was promulgated and the Academy consisting of a university component (the present University of Namibia), a Technikon, and College for Out of School Training was established.

The Technikon offered a total of 17 diploma and certificate courses in Agriculture and Nature Conservation, Personnel Management, Public Administration, Cost Accounting, Secretarial, and Communicative and Legal Training. The College for Out-of-School Training (COST) offered 13 certificate courses in Technical and Commerce/General areas. Some of the courses included pre-tertiary teacher training. Shortly after independence in 1990, it was resolved that the three components be collapsed into two independent higher education institutions, namely, a university and a polytechnic. Act No. 18 of 1992 that established the University of

Namibian Standards for University entrance

EVALUATION SCALE	
IGCSE grades	A B C D E F G
Equivalent points	7 6 5 4 3 2 1
HIGCSE grades	1 2 3 4
Equivalent points	10 9 8 6

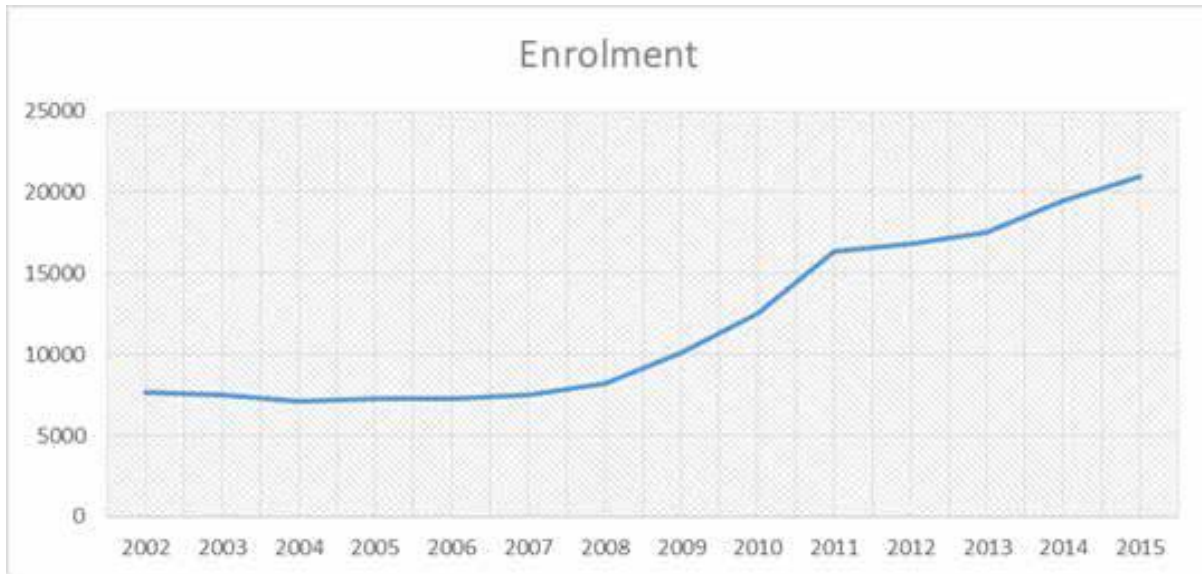
Minimum entry requirements for the University of Namibia is a pass in five subjects with 25 points on the point table, obtained in not more than 3 examination sittings. Score is calculated by adding the points of the 5 best subjects. English is compulsory and should be obtained at IGCSE (as a second language) grade C or better or grade D or better as a first language. If a specific subject is a pre-requisite for that faculty, that subject must also be one of the five subjects counted.

General admission to NUST is based on completion of Grade 12 or equivalent with a maximum of 6 qualifying subjects with a score of at least 25 points on the evaluation scale.

Namibia was promulgated and this left the Technikon and COST in limbo, but they were placed under the auspices of the new university until the promulgation of the Polytechnic Act. Two years later, with the establishment of the Polytechnic of Namibia by Act No. 33 of 1994, Technikon Namibia and the College for Out-of-School Training (COST) merged to become the Polytechnic of Namibia. The Act provided for the gradual phasing out of

The University of Namibia (UNAM) has 12 Campuses nationwide and 9 regional centres; including a distance education centre. Its staff complement includes 122 PhD Holders, 36 Professors and 288 Lecturers (Master’s Degree Holders). The institution offers 36 Undergraduate Degrees, 19 Masters Degrees and 12 Doctoral Degrees (PhDs).

Figure 20: Enrolment at UNAM 2002-2015



Year	2009	2010	2011	2012	2013	2014	2015
Enrolment	10,104	12,496	16,332	16,819	17,518	19,506	20,975

Source: Higher Education Management information system

UNAM had an enrolment of 20,975 students in 2015, compared to a total enrollment of 19,506 in 2014 and 17,518 in 2013 respectively. This suggests that over the two years, the net annual enrollment was about 1,600 students, about 25% of those who qualify from Grade 12 full time study. Student enrolment at UNAM, NUST and IUM in 2014 by gender are presented below. Figures show that more females (23,637) as compared to males (15,523) were enrolled at the three higher education institutions.

Table 32: Enrolment in the main tertiary education centres, 2014.

Institutions	Male	Female	Total
NUST	5,589	6,858	12,447
UNAM	7,215	11,987	19,202
IUM	2,719	4,792	7,511
Total	15,523	23,637	39,160

Source: HEMIS-National Council of Higher Education.

Data on enrolment shows that youth make up over 80% percent of students in tertiary education in all three universities.

Table 33: Distribution of student enrolment at the UNAM in 2014 by age.

Age group	Agric. & Natural Resources	Economics & Management. Science	Education	Engineering & IT	External Studies	School of Medicine	School of Pharmacy	School of nursing & public health	Humanity and Social Science	Law	Science
16-20	234	1,095	1,801	183	113	164	67	221	662	291	815
21-25	382	1,364	2,315	174	957	145	37	353	923	324	707
26-30	47	346	455	19	785	26	*	186	189	86	107
31-35	12	191	178	3	748	6	3	108	111	63	46
36-40	9	140	105	2	529	1	*	46	65	58	14
41-45	6	108	75	1	345	*	*	38	34	34	8
46-50	1	46	41		185	*	*	49	15	15	5
51-55	3	18	12	1	61	*	*	28	6	7	2
56-60	*	4	3	*	9	*	*	7	8	*	1
61-65	*	1	*	*	2	*	*	1	1	*	*
66+	*	1	*	*	*	*	*	*	1	*	*
Not stated	*	2	3	*	3	1	*	*	*	*	*
Total	694	3,316	4,988	383	3,737	343	107	1,037	2,014	878	1,705

Source: HEMIS- National Council of Higher Institution.

NUST was established as a University in 1996, has six faculties (Management Sciences, Human Sciences, Engineering, Health & Applied Sciences, Computing and Informatics and Natural Resources and Spatial Sciences).

Table 34: Distribution of student enrolment at the NUST in 2014 by age

Age group	Computing & Informatics	Engineering	Health & Applied Science	Human science	Management Science	Natural resources & Spatial science
17-21	415	333	339	356	2,157	450
22-26	313	319	151	405	2,556	325
27-31	139	91	30	278	1,210	115
32-36	72	31	13	239	814	52
37-41	25	15	8	190	536	24
42-46	4	9	2	99	166	23
47-51	2	3	3	39	52	8
52-56	1	*	*	17	11	2
57+	*	*	*	4		1
Total	971	801	546	1,627	7,502	1,000

Source: HEMIS-National Council of Higher Education.

The International University of Management (IUM) was founded by Dr. David Richard Namwandi, first as a non-degree awarding body. On 26 October 2002, it obtained University status when it was officially launched by the then President of the Republic of Namibia, His Excellency Dr. Sam Nujoma. The university is fully accredited by the NQA (Namibia Qualifications Authority). IUM enrolled 7,511 students in 2014, through its main campus in the capital Windhoek and branches in Swakopmund, Ongwediva, Nkurenkuru, and Walvis-Bay.

Table 35: Distribution of student enrolment at IUM in 2014 by age.

Age group	Education Administration & Management	Humanities HIV/AIDS & Sustainable	IT & Systems Development	School of Health Science	School of Postgraduate Studies	Strategic Management & Business	Travel Tourism & Hospitality Management
14-20	*	40	149	15	*	588	109
21-25	*	348	839	19	3	3,150	453
26-30	2	121	203	4	10	755	57
31-35	11	34	55	5	12	226	11
36-40	7	25	20	3	9	110	3
41-45	2	6	4	2	6	34	2
46-51	4	3	3	1	4	13	*
52-56	2	*	1	2		4	1
60+	*	*	3	2	4	11	1
Total	56	1,154	2,551	104	92	9,771	1,273

Source: HEMIS-National Council of Higher Education

5.5.3 National Training Authority and Vocational Training

Several players provide vocational training in Namibia, including the Ministry of Sports, Youth, and National Service (discussed separately under national institutions); Namibia College of Open Learning (NAMCOL), and a host of other registered and unregistered institutions. Vision 2030 advocates for a revitalisation and restructuring of Technical and Vocational Education and Training (TVET), and to date certification up to Level III³¹ is already implemented. Namibia has a plan to develop a skilled workforce for both industry and self-employment in the small and medium enterprise sectors of the economy.

The establishment of Namibia Training Authority (NTA) through the Vocational Education and Training Act of 2008 has seen advances in TVET, particularly during NDP4 (2013-2017). The targeted completion rate for vocational training of 85% was not achieved in NDP3 (50%) and during the first three years of NDP 4 (53%). NDP 5 has ambitious plans to increase the number of qualified TVET trainees from 25,137 in 2016 to 50,000 by 2020; to improve the quality of TVET; to improve the image of TVET nationwide, and speed up TVET refunds to private companies that train their employees. TVET will thus absorb an additional 13% of the 199,149 (Labour Force Survey, 2014) youth currently not in Education, Employment or Training.

Table 36: Vocational training targets

	Target NDP 3	Outcome NDP 3	Outcome NDP 4	NDP 5/HPP
Vocational education completion rate (%)	85.0	50.0	53.0	80%
Target numbers			25,137	50,000

Source: National Planning Commission, 2016, Review of the Fourth National Development Plan.

The regulatory body of the Vocational Education and Training sector in Namibia is the Namibia Training Authority which is entrusted with the effective regulation and funding of the provision of Vocational Education and Training in the country. TVET, or Technical, Vocational Education and Training in Namibia is provided by six vocational training centres. NTA contributes to the establishment of a system of skills formation aligned with the needs of the labour market and which provides the skills required for accelerated economic development.

Figure 21 NTA Strategy



To increase employment and self-employment through encouraging the development of entrepreneurship opportunities for the youth and the unemployed, the NTA plans to double the intake to 50,000 within the next five years. This should address existing gaps in the availability of skilled labour. The pool of students for Vocational Training Centres (VTC) is large: according to statistics, 25 percent of those who reach Grade 12 (Matric) are academically orientated, while the remaining 75% are vocational students.

NTA still must overcome a host of challenges before it can offer VTC optimally. While it has made progress to offer courses with international accreditation (up to level 3 currently), some funding gaps still exist.

5.6 Youth perceptions of the education system

The perceptions recorded in this section were predominantly recorded from youth who had passed through the education system in Namibia. This gave an opinion from the perspective of recent beneficiaries of the system.

Overall, most youth are happy that education is now free from primary up to secondary education. In terms of policy, some key issues remain:

- There is a need to consider a review of the curriculum to ensure its relevance to a broad-based career path.
- Concerns about the quality of teaching are widely raised by two important groups of stakeholders – the youth and stakeholders who work with the youth. The youth believe the quality of teaching is poor, and this has had implications for motivation and interest in schooling in both primary and secondary education. The association with the high rate of school dropout cannot be overemphasized.
- There is a need for a stronger focus on vocational education that is relevant to local situations, national interest and market trends. Most youth feel that not taking life and technical skills training in primary and secondary education was a missed opportunity.

Youth feel that a stronger focus on vocational education should include rehabilitation of existing centres, recognition, and accreditation of existing centres that have not been recognised and accredited by the Namibia Qualification Authority (NQA) or Namibia Training Authorities (NTA). They desire a review of the entry requirements for vocational training to improve access.

“...some of us are good at using our hands, but then our system does not accommodate us because when a person fails grade 10, then that person does not have access to start a credible vocational training centre.”

Key Informant II, Oshana Region

Youth prefer the development of community-based vocational mentorship schemes where youth who are psychosocially challenged, or, whose mental aptitude cannot adapt to formal learning environments can benefit.

Youth suggested that there be a special programme to repeat Grade 10 for those who fail. This could be achieved by expanding the open learning initiative of NAMCOL to reach rural youth as well.

“...our education system is designed in the way that will sometimes totally fail young people. Imagine a young person who has failed Grade 10 and then the only option for them is to be dropped out in the street or be told to go and continue through NAMCOL. I strongly advocate for young people to be allowed to repeat grade 10 for free.”

Key informant, Kunene Region

The most common concern amongst a wide range of stakeholders is that youth are generally failing to achieve the threshold for admission to tertiary education institutions or to complete Grade 10 and 12 altogether. The prevailing situation is a key factor for dropout and poor performance in the grade 10 and 12 exams. Teenage pregnancies among school girls and substance abuse by boys have been identified as reasons for poor performance and school dropout. Among other issues, substance and alcohol abuse, as well as teenage pregnancy amongst school going youth, are related to lack of motivation and interest in education. The youth also identified lack of teaching and learning materials and quality of teaching as reasons for poor performance in grades 10 and 12. The relationship between poor quality of teaching, lack of teaching and learning materials with disinterest and de-motivation leading to poor performance, school dropout, alcohol and substance abuse and teenage pregnancy is strong.

Access to education, in particular, secondary or post-primary education, is limited by the availability of schools and distance (relevant mainly in rural locations) as well as family living patterns. Youth living in some rural locations must walk 15-20 kilometres to get to school- a challenging situation and in the opinion of the youth, it is more challenging for female youth than for male youth.

Schools offering grade 12 are not available in all locations more so in rural locations. Some youth, therefore, must move to urban centers to access education (senior secondary schooling) with associated challenges of cost of living in urban centers and living far removed from the support of family members.

The most critical concern for youth regarding tertiary education in Namibia is obtaining the required points for admission. Causes for failure to obtain the required grade points have been discussed under the secondary education section of the Report and for emphasis these include poor quality of teaching, lack of teaching and learning materials, access issues including availability and distance of secondary education facilities and family living conditions of the youth. Considering that secondary education is the foundation for tertiary education, poor performance and access to secondary education are challenges to access tertiary education.

Gender dynamics also have implications for access to tertiary education. Female youth believe that more male youth are advancing with tertiary education compared to females (the truth is that the opposite is true). These youths also attribute this to teenage pregnancy. To address this gender gap in tertiary education, there is a need to support girls who dropped out of school because of teenage pregnancy to get back into primary school or secondary education. Community participation is needed to address cultural barriers to education, and to encourage support at the family and community levels.

There is a strong opinion from a wide range of stakeholders that entry requirements for vocational training should be reviewed to improve access. A review and expansion of vocational education were cited as urgently required. Youth think that a review of vocational training curriculum should give priority to accommodating the labour market needs to harness employment opportunities, and a revision of entry requirements and design of courses to accommodate youth of varied aptitude and not necessarily limited to current specification of grade 10 and grade 12 certificates.

In terms of expansion, there is a need to consider establishing vocational training institutes to cover a wider sector of the Namibian youth population across the seven regions currently without VTCs. These regions should be given priority because unavailability is limiting access and consequently limiting employment opportunities for youth in those contexts. Regarding expansion, access and inclusion, the provision of vocational training institutions in prisons should also be considered.

In summary, the issues raised by the youth are:

- Revision of the requirements for admission to tertiary education and funding for students to address access.
- Adult literacy education should be reviewed to accommodate the interest of the youth. Available adult literacy facilities are not fully utilised by youth even those without basic literacy and numeracy skills.
- Other forms of vocational training required to equip youth with livelihood skills to be considered. These could include community-based mentorship and apprenticeship, and vocational training for incarcerated youth.
- Expansion of vocational training institutes to cover a wider sector of Namibian youth population.
- Better teaching capacity and supervision of quality.
- Expansion of upper senior secondary schools to meet the needs of rural youth population.

Table 37: Education challenges raised by youth

Issue	Causes and Effects	Recommendations proposed by Youth
Low pass rate	<ul style="list-style-type: none"> • Lack of materials specifically for grade 10 and 12 • Qualified teachers not performing • Parents who did not go to school do not understand the importance of sending their children to school. 	<ul style="list-style-type: none"> • Government should focus on literacy programs where the older youth can attend the classes • Teachers should be assessed regularly • Need for more qualified teachers • Need to educate parents about the importance of sending children and youth to school.
University and tertiary	<ul style="list-style-type: none"> • Strict entry requirements for University • Making English knowledge compulsory to enter tertiary education is affecting a lot of youth. 	<ul style="list-style-type: none"> • Government should lower entry requirements for colleges and universities
Cost	<ul style="list-style-type: none"> • Tertiary education is expensive-many grade 12 youth are not continuing with their studies at tertiary level 	
School dropouts	<ul style="list-style-type: none"> • Males are involved in drug use at a tender age • Teenage pregnancy is a major cause of school dropouts among 	



5.7 Challenges and gaps in the education sector

The Education system has faced many challenges, and by 2011 there was an acknowledgement that the system was “crippled”³². High dropout rates, a lack of adequate teaching facilities, inadequate financing, a lag in rolling out vocational training and absence of early child-hood development were identified as serious challenges that needed urgent address. In 2007, the Ministry of Education launched the first phase of the Education and Training Sector Improvement Program (ETSIP) to align the Namibian education system to Namibia’s Vision 2030. The programme focused on strengthening the immediate supply of middle to high-level skilled labour to meet labour market demands and support overall national development goals. Subsequently, a pre-primary education programme was launched in 2008 to provide 5-6-year-old children from poor backgrounds with pre-primary education.

The quality of graduates from all levels of education remains below desired levels³³. The NDP4 priorities for education were thus to improve study standards, provide learner materials and revamp the education system. There was a specific interest to address the insufficient numbers of students obtaining Grade 12 qualifications. The government sought to increase the availability of opportunities and places in senior secondary education, improve the conditions of service for teachers as well as the quality of the education they need to provide in the secondary phase; and improve the availability of secondary education text-books and other teaching and learning materials. ND4 recognises that without developing a youth who are educated and have the skills required by industry, the problem of unemployment would continue to exist, and poverty would also remain high.

A review of NDP4 has identified some improvements that are required in primary and secondary education. These are:

- Ensuring that early childhood development is rolled out to most schools, including those in remote areas.
- Improvement in quality of the education outcomes at all levels, and addressing the issues that are leading to high drop-out of students before they reach grades 10 and 12.
- Dropout rates are high, especially in category 1 schools.

Although 19.2% of grade 10 learners achieved 30 points and above in 2012, representing 7.3% improvement from the 2011 baseline, this is still low. However, if this trend continues, the NDP4 target of 25.0% by 2017 is likely to be achieved. The 2014 Grade 12 results recorded a growth of 45.1% from the 2011 baseline figure and on course to reach the NDP4 target. The attention to the quality of education should ensure that the 75% who have failed to make good grades are still gainfully employable and contribute significantly to economic growth.

Many of the learners are orphaned and vulnerable children. In 2016, 122,355 or 20.3% of learners in primary and secondary schools were orphans. There were roughly the same number of male and female orphans (61, 408 females and 60, 947 males). Additionally, 161, 425 or 17.3% of learners were deemed to be vulnerable.

Table 38: Male and female OVC enrolment

Region		Orphans	as % of Total learners	Vulnerable Children	as % of Total learners
National	Total	122,355	17.5%	161,425	23.1%
	Females	61,408	17.5%	82,515	23.6%
	Males	60,947	17.5%	78,910	22.7%

Source: EMIS, 2012

Challenges and gaps with tertiary education also exist. Tertiary education completion rate is 35% and this still remains low. Data from the National Planning Commission shows that expenditure on research and development remains low, at 1%. Although more than 95% of graduates are employed, there is little evidence on whether they are employed in the trades for which they are trained.

TVET is currently rolled out in training centres, and this has some limitations and challenges. Partnership with industry is slow. This is required to prioritize important sectors that meet social demand. Training that is offered is not age-specific. The Ministry of Higher Education, Training and Innovation is working to ensure that TVET is aligned with the demography of the country, is better linked with basic education and higher education; and that quality of training is improved to reduce high dropout rates and produce better skilled workers.

In summary, the challenges and gaps in the education system are:

- Poor education facilities (traditional building materials, tents, no labs), especially in rural areas. This extends to a lack of hostel accommodation for students who travel long distances, and lack of teacher houses (basic facilities) that affect quality teaching and learning. Most schools lack early childhood education facilities.
- Long walking distance to schools, especially in the sparsely populated areas where delivering education becomes even harder. In these areas, fewer qualified teachers are willing to stay for extended periods.
- Limits in regional education budgets affect maintenance of education facilities.
- Grade 10 repetition policy (no free education in the main system) makes it harder for those who fail to quickly return to school and try again.
- Lack of mainstream rural infrastructure, including rural electrification of schools and roads in remote areas. This is limiting development of these areas.
- Limited number of vocational training centres and levels of training. Absence of vocational education in the primary education curriculum.



YOUTH HEALTH AND WELFARE

This section discusses the status of health of youth in Namibia. The data presented in this section has been obtained from the Ministry of Health and Social Services (MoHSS); NSA and the National Institute of Pathology (NIP). This data is augmented by opinions from the youth who were met during the development of this report. **Namibia published a full demo-graphic and health survey report in September 2014³⁴** to update the last survey that was conducted in 2006-7. The Surveillance Report of the 2016 National HIV Sentinel Survey was also used as a resource.

“Teen pregnancies are prevalent in rural areas, among the poorest communities and the less educated.”

Highlights:

- Despite spending 8.9% of GDP on health in 2014, Namibia is among the 10 lowest ranked countries in terms of youth health and wellbeing. It is ranked 180 out of 183 countries in this domain with a score of 0.068.
- By age 19, about half of young women will have had their first sexual experience and the figure goes up to 73% by age 20.
- At 15 years of age, young men are twice more likely to have had their first sexual intercourse than their female counterparts.
- Approximately 7% young women aged 20-24 are married before age 18.
- The age at first marriage for men is generally five years more than that of women.
- First sexual experience is influenced by education and poverty. Sending girl children to school delays the median age for the first sexual experience by at least three years. Girls from wealthy households delay the median age at first sex by about two years compared to ones from the poor households .
- The total fertility rate for Namibia declined by 1.8 children per woman between the 1992 and 2006-07 NDHS surveys, from 5.4 to 3.6, with no change in fertility over the last six years. Fertility is considerably lower among urban women (2.9 children per woman) than among rural women (4.7 children per woman).

Highlights:

- Alcohol abuse is high among youth and those much younger. More than three-quarters of 14 and 15-year-olds take alcohol.
- Most road fatalities on Namibia are recorded for youth, especially those between the ages of 20-35.
- 19% of young women age 15-19 have begun childbearing
- Percentage of women who give birth in their teens (by age 20) is 35%. A fifth of all women give birth when they are still children at school going ages.
- Teen pregnancies are prevalent in rural areas, among the poorest communities and the less educated.
- National HIV prevalence rate among adults (15-49 years) is 14.0%,
- There are 210,000 [200,000 - 230,000] people living with HIV in Namibia and an estimated 3,100 [2,500 – 3,800] deaths [UNAIDS (2016)]
- HIV prevalence is higher among women compared to men (16.9% compared to 10.9%), and peaks in the 35-39 year age group among both women (30.9%) and men (22.6%)
- Despite high knowledge on HIV prevention, HIV prevalence among the youth 30-34 years is high (22.3%).
- Only, a third of female youth have never been exposed to gender-based violence
- The bulk of offenders in Namibian prisons in 2015 were youth (22-40 years)
- 27.3% persons with disability are youth (15-34 years) and unemployment among persons with disabilities is 39%
- Distance and lack of money for treatment are the major challenges affecting access to health care by youth. Unemployed and out of school youth are not included in the basic healthcare package, hence access is limited.
- There are notable investments in youth friendly clinics across the regions
- The government and partners have invested a lot in ART access, support and care for people living with HIV and AIDS and less on the prevention campaigns.
- There are a number of emerging issues around sexual health and reproductive rights that lack policy guidance and thus create challenges to health, social and youth workers.

6.1 Summary

The data shows poor performance of Namibia in enhancing access to and promotion of health and well-being of youth. The 2016 Global YDI Report ranks the country in the lowest ranked 10 countries in the world in this domain. Given that SDG3 specifies the need to ensure healthy lives and promote well-being for all at all ages, more effort is needed if this is to be achieved for youth. In relation to youth, the SDG3 focuses on the eradication of AIDS and other diseases, strengthening the prevention and treatment of substance abuse, halve the number of deaths from road accidents, universal access to sexual and reproductive health care services and achievement of universal health coverage. These should be the areas of focus for future policies. Indications on the status of youth health and welfare paint a worrying picture.

From the NDHS by age 19, about half of the young women will have their first sexual experience and the figure goes to 73% by age 20. Most youth have their first sexual experience between the ages of 16 and 19, and therefore require timely information on sexual and reproductive health. At 15 years of age, young men are twice more likely to have their first sexual intercourse than their female counterparts. Approximately 7% young women aged 20-24 are married before age 18. The age at first marriage for men is generally five years more than women. Therefore, young women are more vulnerable and at risk of having their lives disrupted due to unplanned pregnancies and early marriages.

Across Namibia, the median age at first sexual inter-course among women varies by region. The lowest median age is recorded for Kavango (17.0) and the highest is recorded for Omusati (20.3); showing that young women are engaging in sex earlier in Kavango, compared to Omusati. The data shows a relationship between youth first sexual experience with education and poverty. Women with no education (median age at first sex at 17.3 years) seem to be in sex much earlier than those with more than secondary school education (median age at first sex (20.7)). This demonstrates that sending girl children to school delays the median age for the first sexual experience by at least three years. Statistics also show that girls from wealthy households can delay the median age at first sex by about two years. Thus, enhancing access to education for the girl child and reducing poverty will have positive health outcomes for girls. This information is important for policy in terms of resource allocation and priority areas of focus.

The total fertility rate for Namibia is 3.6 children per woman. Overall, the TFR declined by 1.8 children per woman between the 1992 and 2006-07 NDHS surveys, from 5.4 to 3.6, with no change in fertility over the last six years. Fertility is considerably lower among urban women (2.9 children per woman) than among rural women (4.7 children per woman). Fertility ranges from 2.6 births per woman in Khomas to 5.3 among women in Ohangwena. The NDHS (2013) showed that 19% of young women age 15-19 had begun childbearing, a 4% increase from the 2006-07 figure which was 15%. The percentage of women who give birth in their teens (by age 20) is at an alarming 35% and these are prevalent in rural areas, among the poorest communities and the less educated.

Despite high knowledge on HIV prevention, HIV prevalence among the youth **15-49 years is 14% (NHSS 2016)**. Teen pregnancies and HIV prevalence show that youth engage in unprotected sex. There was a notion that youth are no longer concerned about being HIV infected, possibly due to the seemingly easy access to ART. This point suggests the need for more behavioral change efforts.

Alcohol abuse is high among youth and those much younger. This is one of the causes of road accidents, most of which are recorded for youth 20-35 years. Most crimes in the country are committed by youth. All this could be the compounded effects of unemployment, lack of education and unhealthy and risky behaviour.

The major cited challenges affecting access to health care by youth are distance, lack of money for treatment and long waiting time at health facilities. Also, unemployed and out of school youth are not included in the basic healthcare package, hence access is limited. A review of the inclusiveness of the health package should be considered. The discussions reveal notable investments in youth friendly clinics, access to ART, support, and care for people living with AIDS and less on the prevention campaigns.

Though currently low, the numbers of persons with disabilities in Namibia is increasing from 42,932 in 1991 to 85,567 in 2001 and 98,413. Youth 15-34 years constitute 27.3% of this population. This means the number of youth with disabilities is increasing. Persons with disability are mobile and their major destination is Khomas. Youth with disabilities just like other marginalised groups are vulnerable and face challenges related to access to education, health, and employment. Their vulnerability

Youth with disabilities just like other marginalised groups are vulnerable and face challenges related to access to education, health, and employment.

The proportion of persons with disabilities who have never married increased from 36% in 1991 to 47.4% in 2011 highlighting the need for promoting access to sexual and reproductive health services. About 42% of the disabled have difficulties engaging in any learning and/or economic activity. Forty-nine percent (49%) left school before completing, 35% (15 years and above) have no formal education and 24% did not complete primary education. The unemployment rate for persons with disabilities is 39.0 percent and the rate is higher for females (43.5%) compared to males (34.7%). Although the TFR for women with disability is lower than for all women (3.3), female youth with disabilities aged 20 – 24 had the highest Age Specific Fertility Rate (ASFR) compared to other age groups. Fertility is higher for women with disability who have no or limited education.

6.2 YDI: Health and Well-being Ranking

Namibia is not performing well in improving access to, and quality of health care available to young people, as well as the level of youth well-being. To grow and achieve their full potential, young people require access to quality healthcare and should engage in healthier practices and behaviours that guard against premature death. Namibia is among the 10 lowest ranked countries in terms of youth health and wellbeing. It is ranked **180 out of 183 countries in this domain with a score of 0.068**³⁵. Among the five youth development domains, health and well-being is the worst performing. Since the domains are not considered in isolation, underperformance in one affects overall youth development.

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6.3 The importance of monitoring the health status of Adolescents

Health issues for youth are important to track. Most youth have their first sexual experience between the ages of 16 and 19, and therefore require timely information on sexual and reproductive health. They also need adequate knowledge on how to prevent unwanted pregnancies and sexually transmitted infections, including HIV. As they further develop, information on how to plan their families becomes as important as that on making

sure that they have adequate resources to look after themselves.

Delaying onset of marriage is important for youth, especially young women whose life can be disrupted significantly by the arrival of an unplanned baby.

Among the five youth development domains, health and well-being is the worst performing. Since the domains are not considered in isolation, underperformance in one affects overall youth development.

There are several indicators that can tell the health status of young people. It is important to track age at first sex to determine when most of the youth are beginning to engage in sexual activities. This indicator can help to plan for messages and interventions to prevent teen pregnancies and STIs including HIV and AIDS. For both sexes, ages above 18 years are desirable to allow for maturity. Research has shown that younger adolescents are more susceptible to sexually transmitted infections because they are less likely to practice safer sex. In many societies, female adolescents are exposed to sex earlier than their male counterparts, which makes young girls a particularly vulnerable group. This often leads to early age marriages and teen pregnancies.

Adolescent fertility remains high in southern Africa, with results showing no declines since the 1990s. Female adolescents who give birth at young ages reflect the possibility of child marriages, which is not only illegal but has a negative bearing on health outcomes and economic growth. The interest is to keep fertility rates among adolescents as low as possible, and rates above 100 births per 1000 adolescent girls indicate a serious problem in the population. Sadly, most countries in the region have this challenge. Adolescent births risk the health of the mother and child: the chance of dying while giving birth is double for adolescents under the age of 19 compared to those older. Thus, delaying the age at first birth will decrease the chances of maternal death and disability.

There are other benefits of assessing the health status of young people. It is already known that young women, for various reasons, are less likely to use contraceptive methods. The underlying issues should be investigated and addressed. Less than 30% of youth between the ages of 15 and 24 in most countries in the region use contraception, and this constitutes a serious problem.

The first sexual experience for most youth, including young girls, is not always associated with marriage. In fact, studies have shown that many girls have been coerced into sex. Compared to older women, adolescent girls are more vulnerable to sexual violence or abuse. For adolescents who become pregnant, it is important to track how well the health and social protection systems support them as they recover from the experience.



6.4 Health Services Utilization

Health care utilization is the use of health care services by people and it is affected by several factors. The most important being structural (location, and its relationship to access for public transport), administrative (how efficiently the facility is being managed), the cost of health care and the health seeking behaviour of the people. This denotes a complex interaction of different factors in determining utilisation of health services. It is important for the youth to seek appropriate and timely health care to avoid undesirable health outcomes and medical emergencies.

6.4.1 Health-seeking Behavior

Health-seeking behaviour refers to, knowledge, attitudes, behaviour and practices that people have relating to their health and well-being as well as where and how they seek health services and reasons for their health and medical preferences in the pursuit for health and well-being. The behaviour of the youth will be examined within this context in this section

6.4.2 Health facilities in Namibia

Namibia health facilities by type and region between January 2014 to March 2015 are presented in the table below. The country had a total of 350 facilities, including 34 hospitals, 43 health centres, and 273 clinics.

Table 39: Namibia Health Facilities by type and region in the year 2014

Region	Hospital	Health Centre	Clinic	Total
!Karas	3	3	13	19
Erongo	4	2	17	23
Hardap	2	3	12	17
Kavango East	4	2	34	40
Kavango West	36	5	15	20
Khomas	2	2	7	11
Kunene	3	3	23	29
Ohangwena	3	2	29	34
Omaheke	1	1	12	14
Omusati	4	6	40	50
Oshana	1	5	11	17
Oshikoto	2	3	20	25
Otjozondjupa	4	3	15	22
Zambezi	1	3	25	29
Namibia	34	43	273	350

Source: NDHIS. Ministry of Health and Social Services

6.4.3 Leading causes of hospital admission

Data from District Health Information System (DHIS) collects diagnostic information on why clients are admitted into a hospital. The data refers to causes of admission, and not diseases. Spontaneous delivery was recorded as the highest diagnosis or cause of admission in most facilities in the country because this requires admission anyway.

Spontaneous delivery Normal vaginal delivery 18 Years and Above	44,347	47,237	49,489	56,007	197,080
Caesarean section 18 Years and Above	6,322	7,894	9,523	11,071	34,810
HIV disease AIDS 18 Years and Above	9,562	9,255	9,459	8,667	36,943
Diarrhoea gastroenteritis presumed infectious Under 1 Year	5,842	5,680	5,797	6,863	24,182
Pulmonary respiratory tuberculosis 18 Years and above	7,607	7,290	6,867	6,817	28,581
Other pregnancy and delivery complications 18 Years and above	5,231	6,159	6,285	6,713	24,388
Spontaneous abortion 18 Years and above	3,128	3,675	4,695	5,492	16,990
Hypertension essential 18 Years and above	4,557	4,893	4,768	5,113	19,331
Diarrhoea gastroenteritis presumed infectious 18 Years and Above	4,736	4,441	4,424	5,068	18,669
Pneumonia 18 Years and above	5,046	5,089	4,677	4,611	19,423
Total	96,378	101,613	105,984	116,422	420,397

Source: NDHIS, Ministry of Health and Social Services



6.5 Youth Vulnerabilities

6.5.1 Vulnerability through sexual behaviors

Sexual intercourse can be a major cause of youth vulnerability due to the exposure to HIV and other sexually transmitted infections (STIs), teenage and unwanted pregnancies (which bring along social and health complications). Youth is a period in life when many begin to experiment with sex. Youth is a dynamic and potentially turbulent phase in the human life cycle. In this turbulence youth often adopt and engage in risky behaviors.

In this section the age of initiation of sexual intercourse, age at first marriage and sex behavior will be looked into.

6.5.1.1. Age at first marriage

% of women married by age 15: 2%
 % of women married by age 18: 8%

The Namibia Demographic and Health Survey of 2014 (NDHS 2013) collected data on age at first marriage. The results show that both women and men marry late, with a median age at first marriage of 30.4 years for women and 34.1 years for men among the 35-39 age group. The median age at first marriage for the younger age groups could not be calculated because less than 50 percent of women or men began living with their spouse or partner for the first time. Nevertheless, the data shows that between 1% and 2% of young women aged 15-24 are married by 15; while about 7% of those aged 20-24 were married before age 18. The percentage of women who remain unmarried by age 35 is about 36%. The data shows that the age at first marriage for men is generally five years more than that of women.

Table 41: Median age at first marriage.

% Married by age:							
Current Age	15	18	20	22	25	% never Married	Median age at first Marriage
Female							
15-19	0.9	na	Na	na	Na	94.1	a
20-24	1.6	6.9	13	na	Na	77.9	a
25-29	2	7.8	14.3	21.6	33	57.8	a
30-34	1.2	7.3	12.6	18.3	28.7	44.2	a
35-39	2.2	8.6	15.3	20.7	30.9	36.5	30.4
40-44	1.9	8.7	13.9	20.7	31.3	30.6	30.7
45-49	2.2	8.9	16.6	25.8	39.1	24.1	28.9
20-49	1.8	7.8	14	na	Na	50.4	a

Male							
15-19	0	na	Na	na	Na	99.3	a
20-24	0	1.4	3.9	na	Na	90	a
25-29	0	2.4	5.5	10.5	20.4	72.1	a
30-34	0	1.7	4.6	10.1	19.6	53.4	a
35-39	0	2.6	5	9.8	19.8	40.9	34.1
40-44	0	2.3	5.5	9.3	19.5	30.2	33.5
45-49	0	3	5.7	9.4	19.1	18.6	34.7
20-49	0	2.1	4.9	na	Na	59	a
25-49	0	2.4	5.2	9.9	19.8	48.1	a

Source: NDHIS, Ministry of Health and Social Services

NA = not applicable

a= Omitted because less than 50 percent of women or men began living with their spouse or partner for the first time

6.5.1.2 Age at first sexual intercourse

The table below shows the percentage of women and men aged 15-49 who had first sexual intercourse at specific ages, the percentage who never had sexual intercourse, and the median age at first sexual intercourse, according to current age. This information shows that about 7% of adolescent girls between the ages of 14-19 have had sex and that by age 18, the percentage of those aged 20-24 who have ever had sex is much higher, (40%). This data shows that most young women have their first sexual experience by age 20 (up to 73%) and this is confirmed by the median age at first sex of 19 years for the 15-24-year age group. By age 19; about half of all young women will have had their first sexual experience.

The data for young men shows that 13.4% have had sex by 15 years of age in the 15-19 age group and that the median age at first sexual intercourse for 15-24-year-olds is 18.3 years. This shows that more young men (15-19) are having first sexual intercourse than their female counterparts.

Table 42: Age at first sexual intercourse

Current age	15	18	20	22	25	% who never had intercourse	median age at first intercourse
WOMEN							
15-19	6.8	na	na	na	Na	54.9	a
20-24	3.9	39.7	72.5	na	Na	9.2	18.6
25-29	6.1	36.8	63.7	79.3	88.5	1.8	18.8
30-34	5.2	39.3	63.2	77.7	86.1	1.1	18.7
35-39	4.5	34.6	59.1	74.3	82.2	0.8	19.2
40-44	4.1	30.6	52.3	68.6	79.1	1.1	19.7
45-49	4.2	28.5	50.2	65.3	77.4	0.8	20
20-49	4.7	36	62.3	na	Na	3.2	a
25-49	5	34.8	59	na	Na	1.2	19
15-24	5.4	na	na	na	na	32.8	19
MEN							
15-19	13.4	na	na	na	na	56.6	a
20-24	12.7	55.2	82.6	na	na	7.6	17.7
25-29	13.9	53	77.6	92.1	95.9	2.3	17.7
30-34	8.5	46.2	73.5	88.4	92.2	0.3	18.2
35-39	10.8	48.6	69.9	85.5	89.3	1.3	18.1
40-44	6.1	36.3	63.6	79.8	86.5	1.3	18.6
45-49	8	38.1	65.8	82.4	90.4	0.4	18.6
20-49	10.7	48.4	74.3	na	na	2.9	a
25-49	10.1	46	71.4	na	na	1.2	18.2
15-24	13.1	na	na	na	na	33.7	18.3

Source: NDHIS, Ministry of Health and Social Services

NA = Not applicable due to censoring;

a = Omitted because less than 50 percent of respondents had sexual

Across Namibia, the median age at first sexual intercourse among women (measured for the 25-49 age group) does not vary much by urban or rural (19.1 vs 18.6 respectively). By region, the lowest median age is recorded for Kavango (17.0) and the highest is recorded for Omusati (20.3); showing that more young women are engaging in sex earlier in Kavango, compared to Omusati. Women with no education (median age at first sex at 17.3 years) are engaging in sex much earlier than those with more than secondary school (median age at first sex (20.7). Thus, sending girl children to school seems to delay the median age for the first sexual experience by at least three years. By wealth ranking, the respective median ages at first sexual intercourse for women aged 25-49 are 17.9 for the lowest wealth quintile and 19.8 for the highest wealth quintile, showing that girls from wealthy households can delay the median age at first sex by about two years.

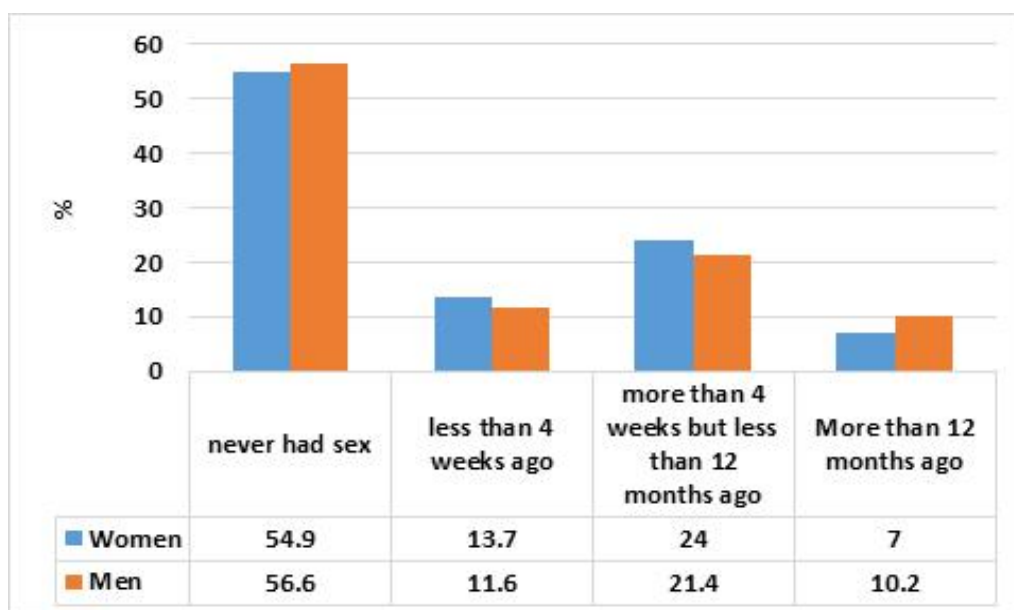
The data for men aged 25-49 shows a median age at first sex of 18.2 years, with virtually no variation between rural and urban areas, regions, education status nor wealth. It seems that these variables do not affect the median age at which boys first have sex.

It is desirable that the median age at first sex be as high as possible, at least 18 years and Namibia scores favorably on this indicator

6.5.1.3 Recent sexual activity

From the NDHS data, recent sexual activity at the time of the survey is present for the age group 15-19 years. The data shows that 54.9% of adolescent girls and 56.6% of boys had never had sex. Those that had ever had sex were made up of 13.7% of girls and 11.6% of boys who had sex within the month preceding the survey; and a further 31% of girls and 31.6% of boys who had had sex more than four weeks earlier. It seems to show, therefore, that the adolescents who are having sex are doing so infrequently.

Figure 22: Percentage of youth aged 15-19 reporting recent sexual activity



Source: 2013 NDHS



6.5.1.4 Multiple sexual partners

Table 43: Multiple Sexual Partners

Age group	Percentage who had 2+ partners in the past 12 month		Mean number of sexual partners in lifetime		Mean number of sexual partners in lifetime	
	Men	Women	Men	Women	Men	Women
15-19	4.9	2.1	3	1.7	922	1906
20-24	14.1	3.6	5	2.2	808	1786
25-29	15.5	2.7	7.9	2.6	658	1489
30-39	11	1.6	8.9	2.9	968	2370

Source : NDHS 2013

Secondary analysis of the NDHS 2013 data shows that the proportion of men aged 15-39 years (11.0%, N3356) who had sexual intercourse with at least two partners was higher than that of their counterparts (2.4%, N=7551). The highest proportion (>14%) of men who had sexual intercourse with at least two partners was found among the 20-24 and 25-29 age groups (see Table above). Contra wise the highest proportion of women who had sexual intercourse with at least two partners was less than 10 % across the age groups and the highest was within the 25-29 and the 30-39 age groups.

According to the NDHS 2013, women of the 20-24 age groups, those who are divorced, separated,

or widowed, those living in urban areas and in Kunene, those women with no education, and those in the highest two wealth quintiles are more likely than other women to

report having multiple sexual partners in the past 12 months. Among men, age 25-29 (16%), those who have never been married (12%), those living in rural areas (11%) and those living in Oshana (16%) are most likely to report having multiple sexual partners in the past 12 months. The percentage of men with multiple sexual partners in the past 12 months increases steadily with increasing education from 8% among those with no education

to 16 % among those with more than a secondary education. Women age 15 – 49 reported an average of 2.6 lifetime sexual partners, as compared with 7.4 lifetime partners among their male counterparts. Among all respondents age 15 – 49 who had multiple partners

during the 12 months preceding the survey (NDHS), 54 % of women and 65% of men had concurrent sexual partners.

6.5.1.5 Intergenerational sexual relationships

According to the NDHS 2013, around 6% (N=720) of young women age 15-19 who had

group the proportion was 0.2% (N=304). The survey noted that a higher percentage of young women who had sexual intercourse with an older man resided in rural than urban areas. Further analysis of data reveals that the likelihood of a woman having higher-risk sexual intercourse with an older man does not change with age⁵¹. The results from the NDHS 2013 further shows that sexual intercourse between women age 15-19 and men 10 or more years older appears to decrease with increasing education.

6.5.1.6 Fertility rates

The total fertility rate for Namibia is 3.6 children per woman. Overall, the TFR declined by 1.8 children per woman between the 1992 and 2006-07 NDHS surveys, from 5.4 to 3.6, with no change in fertility over the last six years. Fertility is considerably lower among urban women (2.9 children per woman) than among rural women (4.7 children per woman). Fertility ranges from 2.6 births per woman in Khomas to 5.3 among women in Ohangwena. The median birth interval in Namibia is 45.1 months (almost 4 years). About 14 percent of children are born less than 24 months after a previous birth. The median age at first birth among women aged 25-49 is 21.6 years.

6.5.1.7 Teenage Pregnancies

Overall, 19 percent of young women aged 15-19 have begun childbearing, an increase from 15 percent in the 2006-07 NDHS survey.

Teenage pregnancy is more than three times higher among young women in the lowest wealth quintile than among those in the highest wealth quintile.

Data from Namibia Demographic and Health Survey (2013) shows the extent of teenage pregnancies in the country. Data is censored for children below the age of 15. The percent-age of women who give birth by age 20, that is, give birth in their teenage years, is very high, at 35%. Additionally, 2% of women give birth by age 15, and 17% by age 18. Thus, a fifth of all women give birth when they are still expected to be in school. Additional data shows that teen pregnancies are more prevalent in rural areas (20%) compared to urban (17%).

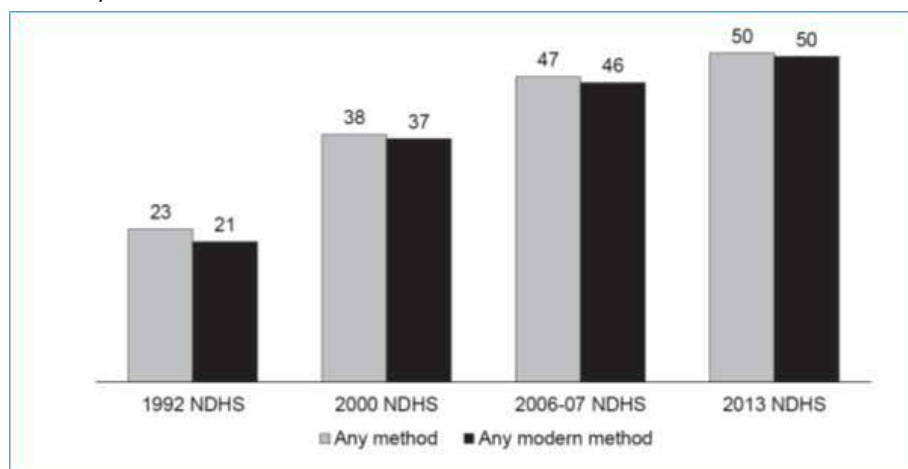
Table 44: Teenage Pregnancy

Age	% who have given birth before	% who are pregnant with first child	Total childbearing
15	2.5	1.2	3.6
16	5.9	3.6	9.5
17	11.8	5.8	17.5
18	19.7	5.8	25.5
19	26.5	7.1	33.6
Urban	11.6	5.2	16.7
Rural	15.8	4.4	20.3

Source: Lydia N. Kauari, Maria B. Kaundjua, and Pempelani Mufune NDHS 2013

Teen pregnancies are most prevalent in Kunene (38.9%), Omaheke (36.3%) and Kavango (34.4%) and least in Oshana (9%). They are also prevalent among the poorest quintile (28%) and least among the wealthiest quintile (8.1%). The data thus concludes that the teenage pregnancy prevalence is associated with poverty levels, residence (urban or rural) and education levels. Teenage pregnancies can be avoided by use of preventative methods like modern contraception, among others. However, NDHS data shows that only 50% of women currently use a modern method of contraception and this is a slight increase from 46% in 2007.

Figure 24: Contraception use



Source: NDHS



6.5.1.8 HIV and AIDS

Data from NDHS was analysed to show knowledge on HIV and AIDS, and prevalence. In the youth ages, knowledge is high among both women and men, with more than 80% of youth knowing that HIV can be prevented by using condoms and limiting sexual intercourse to one uninfected partner. These knowledge levels are slightly lower among the 15-19 year age groups, suggesting that information should be given to these age groups all the time.

Table 45 : HIV and AIDS knowledge

Background characteristic	Using condoms ¹	Limiting sexual intercourse to one uninfected partner ²	Using condoms and limiting sexual intercourse to one uninfected partner ^{1,2}	Number of women	Using condoms ¹	Limiting sexual intercourse to one uninfected partner ²	Using condoms and limiting sexual intercourse to one uninfected partner ^{1,2}	Number of men
Age								
15-24	85.8	90.3	81.3	3,691	89.0	90.0	83.0	1,730
15-19	82.1	87.5	76.7	1,906	87.5	87.9	80.6	922
20-24	89.6	93.3	86.3	1,786	90.7	92.3	85.6	808
25-29	88.6	93.4	85.2	1,489	91.9	93.6	88.5	658
30-39	89.6	92.7	86.0	2,370	91.7	94.5	88.3	968
40-49	89.2	93.7	86.6	1,625	89.3	93.3	86.1	665

Source: NDHS

HIV prevalence is (5.7%) among 15-19-year-olds, but increases to 25.8% by age 34. The data from NDHS suggests that most women get infected between the ages of 25-29 while men get infected between the ages 30-34 years. HIV prevalence is therefore very high among youth, especially those aged 30-34 (22.8%).

Table 46: HIV prevalence among youth

Age	Women		Men		Total	
	Percentage HIV positive	Number	Percentage HIV positive	Number	Percentage HIV positive	Number
15-19	2.5	835	2.0	860	2.3	1,695
20-24	6.4	815	3.4	734	5.0	1,548
25-29	16.3	647	9.4	614	13.0	1,261
30-34	28.0	566	16.6	465	22.8	1,031
35-39	30.9	513	22.6	429	27.1	942
40-44	27.1	376	21.9	313	24.8	689
45-49	28.6	300	21.8	265	25.4	565
50-54	22.0	320	16.7	177	20.1	497
55-59	15.5	187	19.4	141	17.2	327
60-64	8.7	183	11.0	121	9.6	303
Total 15-49	16.9	4,051	10.9	3,680	14.0	7,731
50-64	16.7	689	16.0	438	16.4	1,127

Source: NDHS

6.1.5.9 Drug and alcohol abuse

Alcohol abuse is the habitual excessive use of alcohol. UNICEF (2009) reported that among those who drink, a Namibian drinks an average 10 litres of alcohol a week per capita. According to the NDHS 2013, 50% of women and 57 % of men reported drinking alcohol at some point in their lives. Women aged 25-39 are more likely to have ever consumed alcohol than women in the other age groups. The percentage of men who have ever consumed alcoholic drinks is highest among age 25-29 (66%), among men in Oshana (80%), those with more than a secondary education (68%), and among men in the highest wealth quintile 60%. Alcohol consumption is also very high (five or more drinks per day) among men aged 25-29, 35-39, and 40-44, urban men, men in Hardap, men with no education and those in the highest wealth quintile.

Alcohol use is high among youth and those much younger. A survey by the ministry of health showed that more than three-quarters of 14 and 15 year olds take alcohol ³⁷. Youth are at an increased risk of harm due to alcohol use. As youth are still developing they suffer from an increased risk of psychological and physical harm from alcohol use. Youth may have less sensitivity to the intoxicating effects of alcohol, leading them to drink larger amounts of alcohol and becoming very drunk. Youth may have a greater likelihood of damage to brain development and memory processing. Cannabis in Namibia is illegal for recreational and medical uses, but cannabis and mandrax (methaqualone) are the most popular illicit drugs in the country.

Alcohol abuse leads to violence, unprotected sex, trouble with the police and other problems. Generally, the society' view is that the more alcohol is consumed, the greater the risk of such problems.

Table 47: The effects of alcohol abuse among youth in Windhoek, Namibia, 2015

Risky experiences due to own alcohol use	Total (%)		Girls (%)		Boys (%)	
	Yes	No	Yes	No	Yes	No
Engaged in sexual intercourse without using a condom (206 = 238)	10	90	6	94	18	82

Source: Lydia N. Kauari, Maria B. Kaundjua, and Pempelani Mufune



Namibia

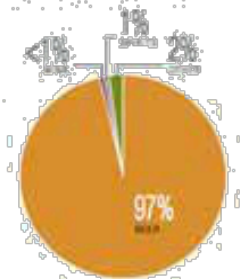
Total population: 2 179 000 ▶ Population aged 15 years and older (15+): 62% ▶ Population in urban areas: 36% ▶ Income group (World Bank): Upper middle income*

ALCOHOL CONSUMPTION LEVELS AND PATTERNS

Recorded alcohol per capita (15+) consumption, 1961–2010.
Data refer to litres of pure alcohol per capita.



Recorded alcohol per capita (15+) consumption (in litres of pure alcohol) by type of alcoholic beverage, 2010



Alcohol per capita (15+) consumption (in litres of pure alcohol)

	Average 2003–2005	Average 2008–2010	Change
Recorded	5.1	6.8	▲
Unrecorded	3.7	4.0	→
Total	8.8	10.8	▲
Total males / females		16.7 / 5.8	
WHO African Region	6.2	6.0	○

Total alcohol per capita (15+) consumption, drinkers only (in litres of pure alcohol), 2010

Males (15+)	34.0
Females (15+)	18.1
Both sexes (15+)	27.7

Prevalence of heavy episodic drinking* (%), 2010

	Population	Drinkers only
Males (15+)	22.8	45.4
Females (15+)	7.0	23.6
Both sexes (15+)	14.5	37.2

*Consumption of more than 60 g of pure alcohol (12 g of ethanol) on a single occasion in the past 12 months.

Abstainers (%), 2010

	Males	Females	Both sexes
Lifetime abstainers (15+)	34.2	61.8	48.7
Former drinkers* (15+)	16.6	8.4	12.3
Abstainers (15+), past 12 months	50.8	70.2	61.0

*Persons who used to drink alcoholic beverages but have not done so in the past 12 months.

Patterns of drinking score, 2010

score < 1.2 | 3 = 3+ (high risk)

HEALTH CONSEQUENCES: MORTALITY AND MORBIDITY

Age-standardized death rates (ASDR) and alcohol-attributable fractions (AAF), 2012

	ASDR*	AAF (%)
Liver cirrhosis, males / females	14.1 / 6.5	68.8 / 64.7
Road traffic accidents, males / females	35.3 / 18.9	55.1 / 20.7

*Per 100 000 population in 2012

Years of life lost (YLL) score*, 2012

score < 1.2 | 3 = 3+ (high risk)

*Based on alcohol-attributable years of life lost.

Prevalence of alcohol use disorders and alcohol dependence (%), 2010*

	Alcohol use disorders**	Alcohol dependence
Males	8.8	3.7
Females	1.7	0.8
Both sexes	5.1	2.2
WHO African Region	3.3	1.4

*12-month prevalence estimates (95% CI).

**Including alcohol dependence and harmful use of alcohol.

POLICIES AND INTERVENTIONS

Written national policy (adopted/revised) / National action plan	No / —
Excise tax on beer / wine / spirits	Yes / Yes / Yes
National legal minimum age for off-premise sales of alcoholic beverages (beer / wine / spirits)	18 / 18 / 18
National legal minimum age for on-premise sales of alcoholic beverages (beer / wine / spirits)	18 / 18 / 18
Restrictions for on/off-premise sales of alcoholic beverages: Hours / days / places / density Specific events / intoxicated persons / petrol stations	Yes / Yes / Yes / No No / Yes / No

National maximum legal blood alcohol concentration (BAC) when driving a vehicle (general / young / professional), in ‰	0.08 / 0.08 / 0.08
Legally binding regulations on alcohol advertising / product placement	No / No
Legally binding regulations on alcohol sponsorship / sales promotion	No / No
Legally required health warning labels on alcohol advertisements / containers	No / No
National government support for community action	Yes
National monitoring system(s)	No

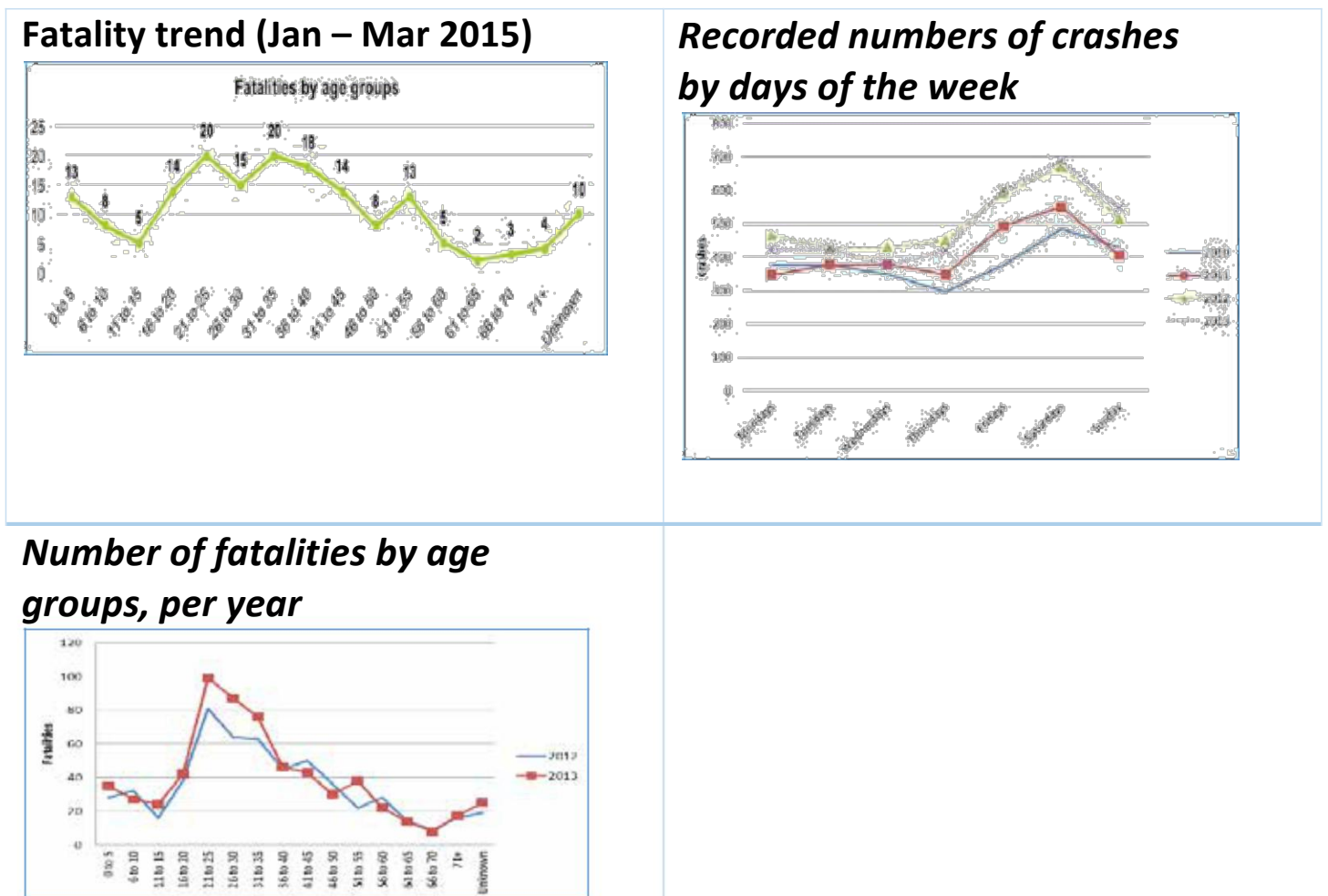
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6.5.1.10 Road accidents

Data from the Motor Vehicle Accident Fund shows that most fatalities on Namibia's roads are recorded for youth, especially those between the ages of 20 to 35 years. Most crashes on the roads are recorded on Fridays and Saturdays and are linked to increased traffic volumes and alcohol consumption on these days.

Most crashes on the roads are recorded on Fridays and Saturdays and are linked to increased traffic volumes and alcohol consumption on these days.

Figure 23: Fatalities and motor vehicle crashes in Namibia, 2015



Source: Motor vehicle Accident Fund

6.5.1.11

Caesarean section prevalence rate

Caesarean Section (C-section) is part of emergency obstetric care and is done in situations where the lives of a mother or baby are at risk during delivery. Medically justified C-section should only be done in emergency situations to prevent maternal and perinatal mortality and morbidity as it is linked to short term and long term medical risks for both the mother and baby. The risks include: heavy blood loss, infections, bowel problems, maternal death for the mother and injuries to babies during delivery and limited options for more children in the long term .. Young pregnant women are prone to these risks.

Applying this background context to Namibia, it is important to understand the rates of young women going through this procedure and what it means for their future. As an international standard, the ideal rate of C-sections is 15% of total births (WHO). Rates below 5% are also considered an alarm bell as it may show that women who need this procedure are not accessing it. The last 3 national DHS surveys show a steep increase in women undergoing C-section from 7% (1992), 13% (2006/7) to 14% (2013). This steep rise may mean that the procedure is being over applied and thereby exposing women to the risks highlighted above. An interesting observation is that the highest C-section rate (26.2%) was recorded in Khomas, a wealthier region. This shows a C-section likely being associated with high wealth and income status (and ability to meet the costs) rather than medical justification. Other regions with very high rates are Hardap (24%), Erongo (19.3%) and Otjozondjupa (18.3%).

C-section rate amongst young women below the age of 20 stands at 9.8% (DHS, 2013). It is also worrying that from the young women aged below 20 who had babies, 87.3% were attended to by a skilled provider. The remainder were likely to have had home deliveries by an unskilled provider without the necessary facilities. This exposes them to complications associated with use of improper instruments and surgical techniques.

The rise in C-section rates is particularly worrying and more investigation is required to assess the reasons behind this phenomenon.. Preventing first time C-section in young women is important to avert repeat operations and long term reproductive health complications. According to the WHO:

“Every effort should be made to provide caesarean sections to women in need, rather than striving to achieve a specific rate.” WHO Statement on Caesarean Section Rates (2015)

The recommendations below need to be considered:

- More education campaigns are required to help young women understand the risks associated with C-section especially at a young age.
- Engaging, medical associations is also an important entry point for conversations with medical practitioners on the C-section and its long-term implications on young women. It is important, in line with WHO guidelines, that medical practitioners only conduct C-section where it is medically justified.
- Support detailed investigative study on C-section trends to understand the spike in rate and explore further bio-medical and social solutions.

6.6 Baby dumping and abortion

National Plan of Action on Gender Based Violence 2012-2016 states that Namibia lacks accurate figures on the incidence of infanticide (which is not recorded separately from other murders), but prosecutions of infanticide are usually linked with charges of concealment of birth, incidence of which have risen from 23 cases in 2007 to 7 335 cases between April and December 2016 of which only 138 cases of medical nature while the rest were non-medical or illegal street abortions (Minister of Health and Social Services, 2017). The top three reasons people dump babies are because the father denies paternity, because the mother is still a student and because the mother does not know about alternatives such as foster care and adoption. Three key means of addressing baby dumping reported in this survey all related to the need for increased awareness on contraceptives, alternatives such as foster care and adoption, and legal grounds for abortion.



6.7 Gender-based violence

Data on GBV is shocking, only a third of female youth have never been exposed to GBV.

Table 48 : Gender-based violence

Background characteristic	Percentage who have ever experienced physical violence since age 15 ¹	Percentage who have experienced physical violence in the past 12 months		
		Often	Sometimes	Often or sometimes ²
Age				
15-19	31.5	1.9	14.0	16.0
20-24	35.3	3.5	10.2	13.7
25-29	28.5	4.3	8.8	13.1
30-39	31.9	2.9	10.8	13.7
40-49	30.1	3.1	9.1	12.3

Source: NDHIS

Of the two-thirds of women who reported some form of GBV, for youth in a relationship, the person committing most GBV is the partner or former partner (70%) and for those not in a relationship, it is a close family member (parent, step-parent, sibling or close relative (70%). Teachers (12%) and employer or co-worker (11%) are other significant contributors to GBV.

From discussions with male and female youth, the main forms of GBV that were mentioned include physical (beating, hard labour in the home, especially for girls, and use of weapons); psychological (insulting, peer pressure, humiliation and denial of education opportunities) and sexual (unwanted sexual attention for young girls, sexual harassment, rape, and forced prostitutions for young girls). Most of these forms were exacerbated by poverty.

Table 49: Perpetrators of GBV

Person	Marital status		Total
	Ever married	Never married	
Current husband/partner	49.9	na	26.3
Former husband/partner	19.5	na	10.2
Current boyfriend	0.4	3.0	1.6
Former boyfriend	6.9	5.3	6.1
Father/stepfather	5.0	15.9	10.2
Mother/stepmother	9.4	22.6	15.7
Sister/brother	6.8	15.9	11.1
Daughter/ son	0.0	0.0	0.0
Other relative	9.1	15.9	12.3
Mother-in-law	0.0	na	0.2
Father-in-law	0.0	na	0.1
Other in-law	0.1	na	0.0
Teacher	4.1	11.8	7.7
Employer/someone at work	3.8	10.5	7.0

Source: NDHIS

The international community has recognized violence against women as a violation of human rights that cannot be justified and requires a comprehensive state response. GBV is a global problem of pandemic proportions, with 35% of all women worldwide having experienced physical and/or sexual violence from an intimate partner or sexual violence from a non-partner. While a number of factors may increase a women's risk of experiencing GBV, domestic violence affects all women, irrespective of socio-economic status, educational achievement, ethnic origin, religion or sexual orientation (Youth Matters:2016). Domestic violence is not limited to only physical abuse (hitting, punching, biting, slapping, pushing, etc.); physical abuse is just one form of violence, and, as noted earlier, international law defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women ..." (DEVAW). For example, prevalence research shows that 18.5% of all women experience psychological violence from family members including intimate partners, and the proportion for economic violence is 5.3%. Some studies show that women often find psychological abuse and humiliation more devastating than physical assault. Substance abuse, which is present in many domestic violence cases and may

lower inhibitions, is a contributing factor, not the cause of violence, since not all perpetrators of violence use drugs or alcohol, and not all of those who do are violent.

There are two fundamental aspects that will change the entire scope of GBV in Namibia: law reform; and the attitudes of the communities, the perpetrators, and very importantly, the women. Women should take be at the forefroent in ending GBV by leading to influence how society perceives and responds to violence against women and involving men as part community mobilization. Community ownership and sustained engagement should be promoted to be effective in changing harmful beliefs and practices such as violence against women through strengthening the capacity of individuals, groups and institutions to be agents of change.

6.8 Suicide, depression and mental health

Mental health refers to a broad array of activities directly or indirectly related to the mental wellbeing component included in the WHO definition of health⁵⁰: “a state of complete physical, mental and social well-being, and not merely the absence of disease.” Mental disorders encompass a broad range of problems, with different symptoms. They are generally characterised by some combination of abnormal thoughts, emotions, behaviours, and relationships with others. Mental illness, on the other hand, is characterised by alterations in thinking, mood, or behaviour (or some combination thereof) associated with distress and/or impaired functioning. This section covers mental health of the youth in Namibia.

Table 50: Mental health: Men and Women

Age group	Ever seen or heard things that are actually not there		Felt seriously worthless, hopeless, or wished to be dead in the past 12 months		Number in each age group	
	Men (%)	Women (%)	Men (%)	Women (%)	Men (N)	Women (N)
15-19	11.5	14.4	7	13.1	922	1906
20-24	15.7	14.1	9.2	14.7	808	1786
25-29	11.6	13.2	8.5	13.4	658	1489
30-34	11.2	11.7	8.1	10.6	520	1260
15-34	12.6	13.5	8.1	13.1	2908	6441

Source: NDHS 2013

Secondary analysis of the Namibia Demographic Health Survey (NDHS) 2013 shows that about 13% (N=2908) of the men aged 15 to 34 years and 13.5 % (N=6441) of women of the same age group reported that they had seen or heard things that were actually not there two weeks preceding the NDHS 2013 survey (see table above). Further analysis of data shows that women aged 15-34 (13.1%) were more likely than their counterparts to report that they had felt worthless or hopeless or wished that they were dead in the past 12 months preceding the NDHS survey.

6.9 Child-headed households

Namibia's legal system recognises child-headed households as a form of alternative care. A 2004 census identified over 7,000 households headed by 18-year-olds and younger children. The 61st Session of the Committee on the Rights of the Child (17 September – 5 October 2012) recognised that in general 36 per cent of children did not reside with their parents.

Moreover, the NDHS 2013 states that 2% of Namibia children under age 18 have lost both parents, 8% are not living with either parent, 28% of children are not living with either parent although both are alive, 14% of children under age 18 are orphaned (one or both parents are dead). The NDFS 2013 further states that the percentage of orphaned children increases rapidly with age, from 4% among children under age 5 to 27% among children age 15-17. Rural children are more likely to be orphaned than urban children (15% and 12 % respectively).

6.10 Psycho-social support for sexually active adolescents born HIV positive and unaware

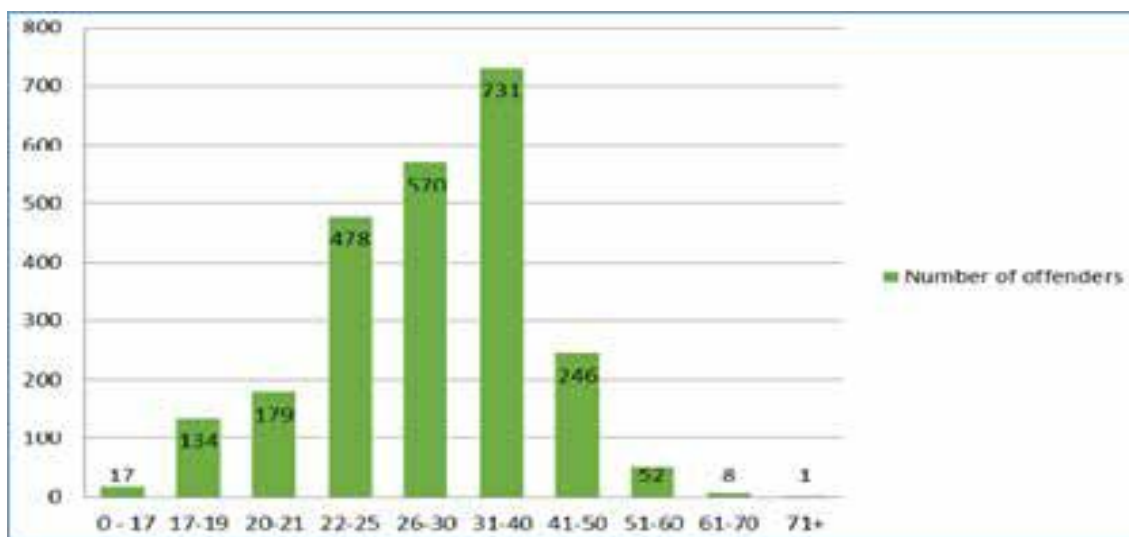
The Ministry of Sport, Youth and National Service in collaboration with the Namibia Planned Parenthood Association(NPPA) has clinics at the youth centres which offer health education sessions on Pap smear screening, teenage pregnancy, puberty, sexual and gender based violence, sexually transmitted infections (STI), HIV and AIDS, substance abuse, dangers of unsafe abortion, how to use condoms and lubricants and menopause.

6.12 Youth and the law

The Namibian Correctional Service (NCS), which was previously known as the Namibian Prison Service (NPS), has a primary mandate as the custodian of offenders, legally put under its charge. As a department of the Ministry of Safety and Security, the NCS together with the Namibian Police (NAMPOL), are dedicated to contributing to public safety. This involves managing 13 correctional facilities across the country of various sizes, function and architectural design, with various types of offender populations, and in some instances, with the challenge of dealing with overcrowded conditions. NCS also administers some post-sentence supervision of offenders, though its resources are still limited in this regard. Recently, NCS have been developing the capacity to monitor offenders who have been sentenced to Community Service Orders.

The bulk of offenders include youth ages, 22 to 40 years. The main crimes committed are theft, house-breaking and stock theft. Rape, murder, and common assault are also common (see table below).

Figure 25: Age of offenders at the time of arrival



Source: Ministry of Safety and Security.

Table 51: Offenders by types of offence (2015)

Offence type	Number of Offenders
Theft	1,151
Housebreaking (with intent to steal)	624
Stock theft	485
Contempt of court	301
Rape	288
Murder	180
Common assault	172
Escape from lawful custody	169
Malicious damage to property	168
Dealing in drugs	103
Robbery (with aggravating circumstances)	100
Attempted murder	76
Culpable homicide	65
Possession of stolen property	49
Housebreaking (with aggravating circumstance)	38
Offence under the nature conservation ordinance	33
Possession of illegal firearms	32
Possession of suspected stolen stock	31
Criminal injuria	30
Housebreaking (with intent to commit crime unknown to Stat)	25
Attempted Rape	24
Theft of motor vehicle	21
Obstructing the course of justice	20
Obstructing of peace officer, resist arrest	17
Indecent assault	15
Forgery	13
Uttering a forged document	9
Any sexual offence involving a child	7
Offence relating to precious metal or stones	5
Ill-treatment of children	3
Neglect of children	2
Transport game w/o a licence	1
Total	4,257

Source: Ministry of Safety and Security.

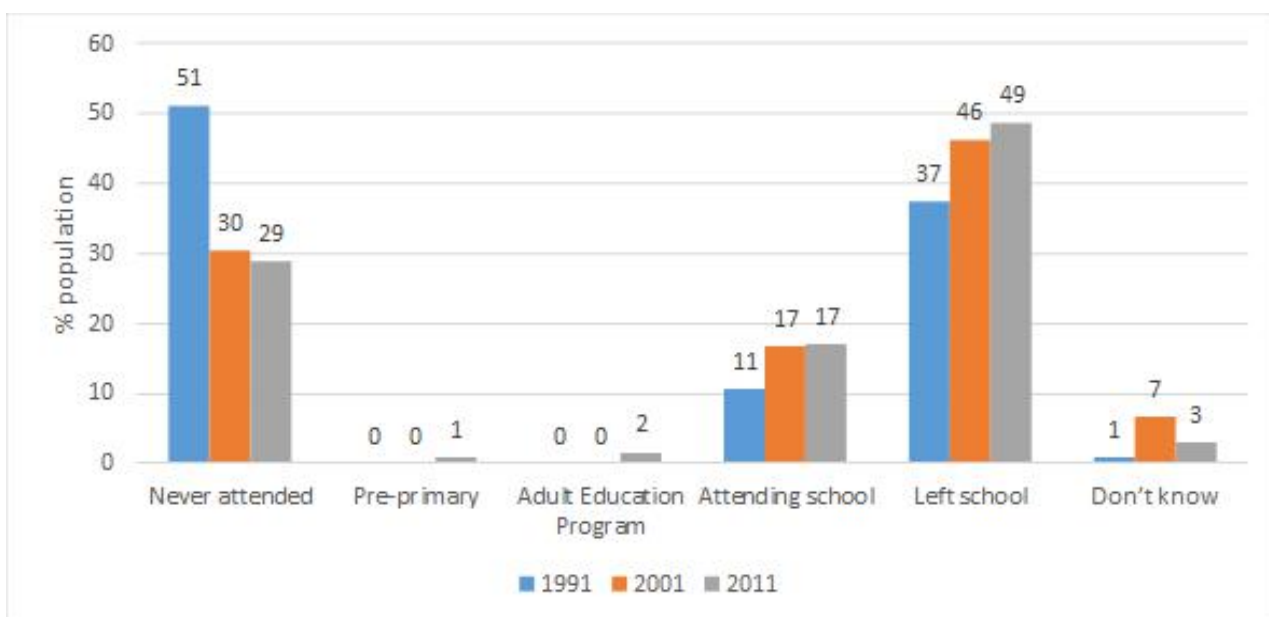
6.13 Youth and disability

Persons with Disabilities (PWD) constitute one of the vulnerable populations in the Namibian society. The population of disabled people in Namibia has been increasing, raising health concerns for the country. National statistics show that the number of PWD increased from 42,932 in 1991 to 85,567 in 2001 and 98,413 in 2011. They currently constitute 4.7% of the national population and are concentrated in areas such as Omusati, Ohangwena,

Oshikoto, Kavango, Khomas, and Oshana. Most of the disabled are female (52%) and 48% are male. Youth (15-34) constitute 27.3% of the disabled people in the country. The largest proportion of PWD falls within the 10-34 age range (35.4%). The common types of disabilities are impairment of the legs or hands (28.1%), visual impairment (16.4%) and blindness (10.7%). Estimates show that 42% of the disabled have difficulties engaging in any learning and/or economic activity and most of these lived in rural areas where resources and opportunities are minimal.

The proportion of PWD who have never married has been increasing over the years from 36% in 1991 to 47.4% in 2011. Census data also shows mobility of PWD within Khomas region with the highest net migration inflow of 45%. Youth with disability face several challenges related to access to education, health, and employment. Though improving access to education is still a challenge for PWDs. There are high school drop-outs among the disabled (39%) and literacy levels (69.2%) are lower compared to the rest of the youth. Educational attainment is also very low with 35% PWD 15 years and above with no formal education and 24% with incomplete primary education. These challenges are more pronounced in the rural areas than the urban areas.

Figure 26: School attendance for persons with disabilities 5 years and above



Source: Namibia 2011 Census Disability Report

The unemployment rate for persons with disabilities is 39.0 percent and the rate is higher for females (43.5%) compared to males (34.7%). Most of those employed are skilled agricultural and fishery workers (42.5%). Regarding fertility, the TFR for women with disability is lower than for all women at 3.3 births per woman. However, data shows that women with disabilities aged 20 – 24 had the highest Age Specific Fertility Rate (ASFR) compared to other age groups. Fertility is higher for uneducated women with disabilities and those who did not complete school.

Table 52: ASFR and educational attainment for disabled persons

Educational attainment	ASFR								Total TFR
	15-19	20-24	25-29	30-34	35-39	40-44	45-49		
Namibia	0.058	0.151	0.144	0.119	0.110	0.051	0.022	0.655	3.3
No formal education	0.080	0.116	0.139	0.117	0.108	0.057	0.033	0.648	3.2
Incomplete primary	0.057	0.217	0.168	0.141	0.113	0.061	0.023	0.781	3.9
Primary education	0.047	0.170	0.157	0.117	0.114	0.049	0.010	0.665	3.3
Secondary education	0.053	0.108	0.107	0.103	0.086	0.034	0.019	0.509	2.5
Tertiary education	0.000	0.045	0.102	0.089	0.138	0.009	0.000	0.383	1.9

Source: Namibia 2011 Census Disability Report

The Namibian government is committed to ensure that PWD including youth with disabilities live an improved, decent life and are empowered. This commitment is seen through passing of the National Disability Council Act, 2004 (No. 26 of 2004), the ratification of the United Nations Conventions on the Rights of Persons with Disabilities in 2004 and the endorsement of the African Decade Plan of Action for Person with Disabilities in 2005. These legal frameworks should be the basis for ensuring that issues for youth with disabilities are not overshadowed but are integrated into the main national policies and strategies addressing youth development.

6.14 Challenges and gaps

There are two issues on health care services in Namibia with regard to the health status of youth: access to and quality of services. From the perspectives of the youth and other key stakeholders, there are minimal challenges to quality of service, but access to health care services is hindered by distance and waiting time. Drugs stock outs leave youth with the option of sourcing for drugs from private pharmacies, which are expensive and generally unaffordable to youth. Unemployed and out of school youth are not included in the basic healthcare package, hence access is limited. A review of the inclusiveness of the health package should be considered.

The Ministry of Health with the support from NGOs is introducing outreach programmes, which contribute to improving access to health services even amongst young people. Two pertinent issues for this service are the need to ensure that the outreach programmes are sustainable and that the youth participate in the development and provision of outreach services. Regarding the latter, young people should be considered for employment as health extension workers and should be involved as peer counsellors.

“Get peer counsellors to provide support and counselling to the young people instead of adults who turn out to be judgmental at times.”

Youth Officer Hardap

There is a need to review the inputs and impact of services considered as “youth-friendly services”. It might be worthwhile to have a combination of both youth friendly services at the health centres with service providers’ capacity enhanced to provide the services and, services at the youth centres available at strategic periods. Reviews involving the youth will be beneficial to identify best practices and make recommendations to adapt or scale-up across 14 regions.

The focus on HIV and AIDS in the current public health environment in Namibia tends to be more on ART access, support and care for people living with AIDS and less on prevention campaigns. On HIV and AIDS status of youth, there was a notion that youth are no longer concerned about being infected, possibly due to the seemingly easy access to ART. Unprotected sex is common amongst the youth. According to the youth, female youth are forced into unprotected sex because of poverty. The message on HIV prevention, therefore, needs to change and youth should be involved in identifying what makes a difference, what is important about HIV /AIDS and what is not. Youth are defaulting on treatment, and support services are required for these defaulters who often have added challenges of alcohol abuse. There is need for the development of Life skills programs (school and out of school based) which promote resilience building for youth against HIV /AIDS and other public health issues. These should target both in and out of school youth including teenage mothers and juveniles.

Abuse of alcohol and substance is visibly high, obvious to youth officers and acknowledged by youth. The age of alcohol abuse is getting alarmingly lower (as young as Grade 7 (12-13 years of age)). The concerns about the increasing pattern of alcohol and substance abuse amongst youth is high. There was virtually no focus group discussion or key informant interview that did not allude to the seriousness and prevalence of the issue. Several causes were identified but the most prominent is family living patterns, including the absence of social support networks. It is common to find entire communities practically living a lifestyle of abuse of alcohol and substance and to have children accompany parents and guardians to drinking places in the community (Shebeens). Some young people get access to substances through their parents. Youth are also involved in buying and selling alcohol and drugs.

There is an urgent need to find lasting solutions to alcohol and substance abuse amongst youth. Community participation is needed. Peer counselling support should be linked to vocational training and support for livelihoods. Some locations, for example, Swakopmund in Erongo region are investing in local awareness raising activities to

identify best practices, also from the perspectives of the youth and adapt or scale up to other areas in the regions.

Table 53: ASFR and educational attainment for disabled persons

Issue	Causes and effects	Recommendations from Youth
Poor water, sanitation, and Hygiene	<ul style="list-style-type: none"> • Not all locations have tap water, leading to outbreaks of diarrhoea and cholera • Because of lack of water people/youth are using the bush for toilets. • The youth travel long distances to fetch water 1-3 km • The borehole water is too salty • Poor sanitation and dirt in the informal settlements 	<ul style="list-style-type: none"> • Ministry of Health should continue health education and provide water purification sachets. • Need for more boreholes, more public toilets should be built. • Youth cleaning up campaigns and environmental awareness should be promoted in all regions.
Alcohol and drug abuse	<ul style="list-style-type: none"> • Shebeens affecting the health of the youth who end up in unprotected sex and using drugs • High increase in crime rate because of drugs 	<ul style="list-style-type: none"> • The government should regulate opening hours for shebeens and monitor their use.
Condoms	<ul style="list-style-type: none"> • Female are being taught on how to use the female condom, but the female condom is scarce, Male condoms are always available in large quantities. 	<ul style="list-style-type: none"> • Increase condom distribution to reach all youth
Teenage pregnancies	<ul style="list-style-type: none"> • Some youth are dumping newly born babies • Some of the health facilities are catholic, so there are no contraceptives leading to teenage pregnancies. • Poverty among the residents of the communities cause teenage pregnancies 	<ul style="list-style-type: none"> • The need for health education and to establish youth friendly health facilities. • Family planning education should start in schools.
Long distances to nearby health facility	<ul style="list-style-type: none"> • Youth travel long distances to collect their ARVs • Mobile clinics are available but they rarely come, for example in Omaheke they come once a month and they are not good enough without proper medications 	

Source: Namibia 2011 Census Disability Report

7.

Youth Participation

**youth health and
and Voice**

welfare

YOUTH PARTICIPATION AND VOICE

This section explores the extent to which youth in Namibia participate in civic engagements and exercise their voice.

Youth participation in Namibia is hinged on the availability of the national policy document, governmental authority office responsible for youth and national youth organisation (i.e. council, platform, body). According to Innovations in Civic Participation in Namibia, the national youth policy was first created in 1993 and later revised in 2006. The revised policy's emphasis is employment creation, financial support for young entrepreneurs and access to agricultural land, as well as including citizenship, disability rights, peace, security, education, environment, and reproductive health.

The governmental authority that is primarily responsible for youth, the Directorate of Youth within the Ministry of Sport, Youth, and National Service provides leadership for youth affairs. Its aim is to empower, encourage and support the full effective and constructive participation of youth in the process of national decision making in accordance with the United Nations World Program of Action for Youth from the year 2000 and beyond.

The vision of the National Youth Service for Namibia is to be the dynamic sustainable youth service institution of choice contributing to socio-economic development. Andrew N. Matjila, one of the politicians in Namibia had this to say about the national Youth service being compulsory *"Yes, this is the clarion call of WAD, the NGO that has no doubt made remarkable progress with the development of women in the various regions of our country. This very important national issue, a national service, was raised some time ago, and left to gather dust on the shelves of forgotten projects. That is, until a few days ago when WAD, urged on by a very active mind of its own, decided to blow off the dust from the file and publicise the issue once more"*.

In terms of youth participation in education, the enrolment rate in Namibian schools is only 82%, with some regional and gender differences, despite legislation making primary education compulsory. In addition, there is the problem of drop-out at all levels in all regions. In each grade the drop-out rate varies between 10 % and 1 %. There is an especially high drop-out rate in grades 1, 5 and 10. Thus, even though Namibia manages to keep up a high level of children starting in school, it has a problem with school leavers⁵².

In an effort to gather views on educational priorities of children and the youth as well as their opinions on the way forward, a project using Interactive Voice Response

education as a topic in view to receive an indication of the youths' perception of education provision and

what is needed to improve learning and education in Namibia. Respondents gave their opinions on issues such as measures to improve the quality of education, the school environment, the quality of teaching and preventing learner dropout.

“

Most youth, particularly those in rural areas, are happier with Namibia's democracy.

Highlights:

- Namibia is among the 10 top countries in the world in terms of supporting youth political participation. It is ranked 9th out of 183 countries with a political participation score of 0.881.
- The country is also performing well in youth civic participation. It is ranked 41 out of 183 countries with a civic participation score of 0.683.
- The country is ranked the 6th cleanest country in Africa in terms of corruption and 17 out of 180 countries in terms of press freedom. However, there is a need to address youth concerns in areas that they feel injustices still persist (such as land, resource allocation and education) and also issues of transparency and accountability in youth structures.
- Namibia voted in favour of the UN Declaration on the Rights of Indigenous People and has ratified many other conventions that encourage the participation of youth from marginalised communities. However, the absence of strong constitutional provisions and national legislation on indigenous people is affecting efforts for addressing specific needs of such communities especially in areas such as education and health.
- Data shows that most youth are positive about the direction that the country is going and the steps that the government is making towards developing the country and improving their well-being. However, most especially those in urban areas believe the government is not effective in handling unemployment.
- Most youth (48%) male or female exercised their vote in the last elections.
- Youth volunteerism is low with only 10% actively engaged in some form of volunteerism. Two percent (2%) youth are in leadership positions where they volunteer.
- Only 16% youth have made contact with any officials from their local government departments. Discussions revealed that most youth are not aware of any youth participation forums.
- Most youth, particularly those in rural areas, are happier with Namibia's democracy.
- Youth believe corruption is increasing a lot (39%) or has increased somewhat (23%)

7.1 Summary

Namibia is making good progress in achieving the SGD16 that advocates for the promotion of peaceful and inclusive societies for sustainable development, provision of access to justice for all and the building of effective, accountable and inclusive institutions at all levels. The very high ranking and scoring of the country in the political and civic participation domains of the YDI show great strides which have been achieved in creating a policy environment that supports development and participation of young people in decision making. Some of this is reflected in the participation of young people in the last elections (48%) and their level of engagement in the political discourse. The high ranking also shows the extent to which the youth in Namibia are positively engaging their communities.

However, despite the general good performance, survey data reveals that more efforts are

needed in promoting youth volunteerism and participation at local government levels. Youth volunteerism is low with only 10% actively engaged in some form of volunteerism while only 16% youth have made contact with any officials from their local government departments. Some youth indicated that they are not aware of youth participation forums. However, though low, the presence of youth in leadership positions among those who are active volunteers is a positive development which the country should build upon in developing its future leaders.

Namibia is ranked the 6th cleanest country in Africa in terms of corruption and 17th out of 180 countries in terms of press freedom. This is very positive because it builds the confidence of young people in the existing institutions, structures, and systems and also shows the commitment of the government to uphold democratic principles. This could be the reason why data shows that

most youth particularly those in rural areas are happier with Namibia's democracy. However, there is a need to address youth concerns in areas that they feel injustices still persist (such as land, resource allocation and education) and

also issues of transparency and accountability in youth structures.

“

most youth are positive about the direction that the country is going and the steps that the government is making

Namibia voted in favour of the UN Declaration on the Rights of Indigenous People and has ratified many other conventions that encourage the participation of youth from marginalised communities (San, Himba, Zemba and Twa). However, the absence of strong constitutional provisions and national legislation on indigenous people is affecting

efforts for addressing specific needs of such communities especially in areas such as education and health.

Data shows that most youth are positive about the direction that the country is going and the steps that the government is making towards developing the country and improving their well-being. However, most especially those in urban areas believe the government is handling the unemployment issue badly.

7.2 Youth participation and the African Youth Charter

Youth Participation is described in the African Youth Charter. The Charter says that every young person shall have the right to participate in all spheres of society. State parties shall take the following measures to promote active youth participation in society:

- Guarantee the participation of youth in parliament and other decision making bodies in accordance with the prescribed laws;
- Facilitate the creation or strengthening of platforms for youth, participation in decision-making at local, national, regional, and continental levels of governance;
- Ensure equal access to young men and young women to participate in decision-making and in fulfilling civic duties;
- Give priority to policies and programmes including youth advocacy and peer-to-peer programmes for marginalised youth, such as out-of-school and out-of-work youth, to offer them the opportunity and motivation to re-integrate into mainstream society;
- Provide access to information such that young people become aware of their rights and of opportunities to participate in decision-making and civic life;
- Institute measures to professionalize youth work and introduce relevant training programmes in higher education and other such training institutions;
- Provide technical and financial support to build the institutional capacity of youth organisations;
- Institute policy and programmes of youth voluntarism at local, national, regional and international levels as an important form of youth participation and as a means of peer-to-peer training.
- Provide access to information and services that will empower youth to become aware of their rights and responsibilities,
- Include youth representatives as part of delegations to ordinary, sessions and other relevant meetings to broaden channels of communication and enhance the discussion of youth related issues.

7.3 Overview of youth participation in Namibia

At age 18, Namibian youth can vote, while the legal age of majority is 21. Criminal responsibility starts at age 7 (children below the age of 7 cannot be held responsible for their actions), although for children between the ages of 7-13, the state is required to prove criminal capacity. The country is performing well in terms of supporting youth political and civic participation. The analysis by Commonwealth places Namibia in the top 10 countries in the world with a policy environment that supports youth development and gives a voice to young people (ranked 9th out of 183 countries with a political participation score of 0.881). In civic participation, the country is ranked 41 out of 183 countries with a civic participation score of 0.683. This shows that the country is scoring highly on the extent to which its youth interact positively with their communities.

According to Transparency International, Namibia is ranked 55 out of 177 countries on the Corruption Perception Index, and 17 out of 180 countries in terms of press freedom. The Corruption Perceptions Index ranks countries and territories based on how corrupt their public sector is perceived to be. A country or territory's score indicates the perceived level of public sector corruption on a scale of 0 (highly corrupt) to 100 (very clean). A country or territory's rank indicates its position relative to the other countries and territories in the index. Namibia is ranked the 6th cleanest country in Africa. The ranking on press freedom suggests that journalists generally provide information with limited censorship or harassment.

7.4 Participation of youth in marginalised communities

7.4.1 Overview of marginalised communities

Marginalised communities in Namibia constitute about 8% of the population⁴⁰, and these include indigenous peoples such as the San, the Nama, the Himba, Zemba, and Twa. The San or Bushmen have 6 subgroups, each with a unique language, and in total number about 34,000, about 1.6% of the national population. A serious issue for this group is that 80% have been disposed of their land resources and are considered marginalised and some of the poorest people in the country. Other marginalised communities include the pastoral Himba (population 25,000) who reside in dry parts of the Kunene region. The Himba live in the same regions as the Zemba and Twa (populations unknown); while the Nama, a Khoe-speaking group, number some 70,000. The Twa have traditionally been hunters and gatherers in the mountains, while the Himba and Zemba are cattle breeders and small-scale agriculturalists⁴⁰. About 66% of all marginalised communities are below the ages of 35.

7.4.2 Government response to issues of populations in marginalised communities

In March 2015, Government established a Division for Marginalised Communities (previously a Division of San Development) under the Office of the Vice-President. It is mandated to target the San, Himba, Zemba and Twa with the main objective of “integrating marginalised communities into the mainstream of the economy and improving their livelihood”⁴².

The current government, under the leadership of President Hage Geingob, has a deliberate strategy to upgrade the lives of marginalised populations. Already, the Division for Marginalised Communities is working to reach to all marginalised communities, and importantly, a San, Hon. Royal / Ui/o/oo, was appointed Deputy Minister for Marginalised Communities. Other existing bodies, such as San traditional authorities (TAs) have been recognised by the government. NGOs also play an important role, having worked to establish the Namibian San Council in 2006. The SAN Council registered as an NGO in 2015, paving way for more formal representation of its constituency.

Namibia voted in favour of the UN Declaration on the Rights of Indigenous Peoples (UN-DRIP) and ratified other important conventions, including the African Charter on Human and Peoples’ Rights, the Convention on the Rights of the Child (CRC), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), and the International Covenant on Civil and Political Rights (ICCPR).

7.4.3 Youth issues in marginalised communities

Youth issues in marginalised communities mirror those in the rest of Namibia but magnified significantly. While efforts are underway to establish formal representation bodies for these communities, the absence of strong constitutional provisions does not give government adequate impetus. Currently, there are no specific constitutional provisions for additional rights for marginalised communities. There is no national legislation for indigenous peoples. Nevertheless, existing constitutional provisions on rights to health, education and other basic needs should suffice to prompt government action to address specific needs more seriously.

Youth that participated in focus group discussion during the development of this report raised several issues that critically limit development in their communities. Most feel that the structures that have been established to represent them are plagued by issues of corruption, a lack of transparency, favouritism and nepotism. These structures are not attracting adequate funding and lack the skills to develop fundable proposals.

There are three areas that youth feel injustices persist: land, education and resource allocation for development. Youth and adults alike feel that traditional land that was appropriated from marginalised communities should be returned. Working through the Division for Marginalised Communities, the government continually identifies farmland for resettling marginalised communities, but faces challenges in developing infrastructure (roads and water especially); and mechanisms for supporting re-settled communities. Even with support from NGOs, most marginalised communities continue to feel that the imbalance with regards to land access are merely addressed.

With regards to education, San communities continue to have the poorest access. Even though primary and secondary education is free, attendance in marginalised communities remains lowest due to a myriad of reasons, including distance from school, poor attitudes towards school and poor infrastructure in these communities. The Division for Marginalised Communities provides dedicated support for education access in marginalised communities, working to ensure that enrolment is increased, and providing grants for education access. However, learners complained that allowances were low and inadequate, are not paid on time and boarding accommodation is poor.

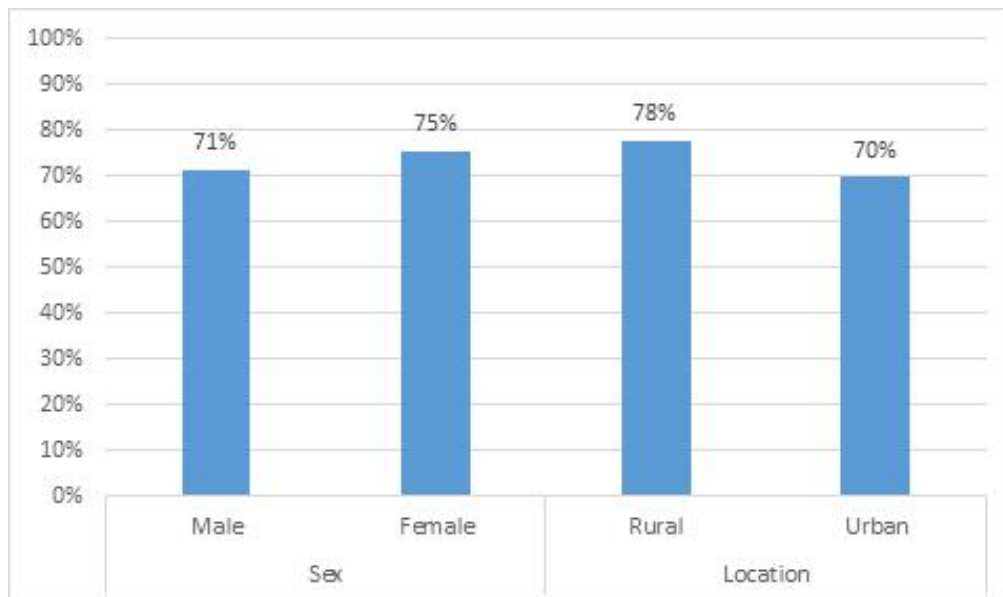
7.5 Governance and democracy

7.5.1 Economic development

The data presented in this section is based on the 6th governance and democracy survey that was conducted by Afrobarometer and the Institute for Public Policy Research in Namibia in 2014. The sample size for the survey was 1200, including 705 youth aged 16-35 and 495 adults older than 35 years of age. The raw data has been adjusted to only show results from youth between the ages of 16-35.

When asked what youth think about the direction the country is going, most (>70%) believe that the country is going in the right direction. This suggests that youth felt that the country is developing and that livelihoods are improving.

Figure 27: Percentage of youth who believe that the country is going in the right direction



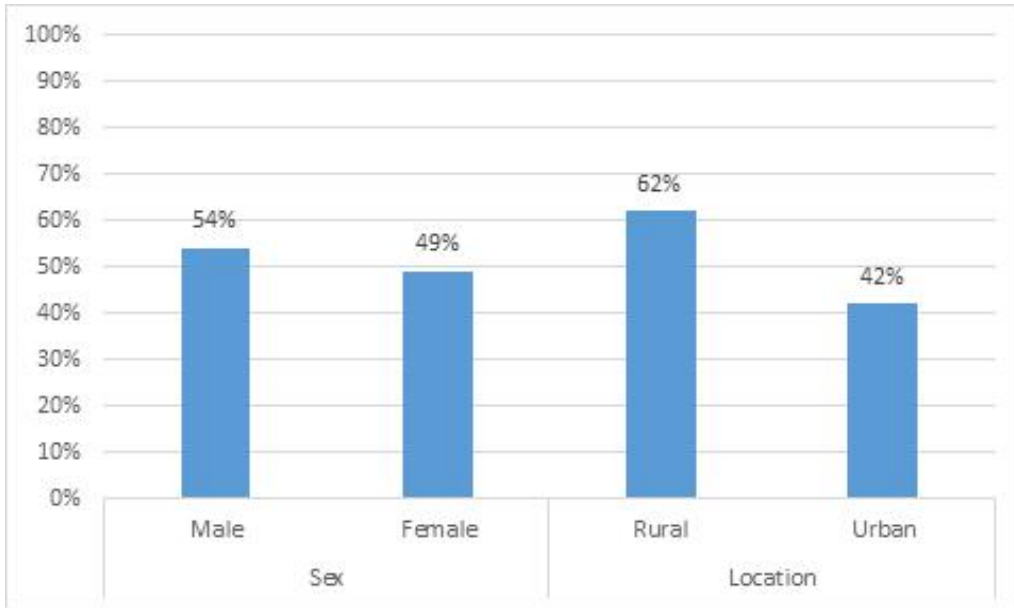
Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

Additional insights show that most youth have never gone without food (>55%); have never gone without medical care (>69%); have never been a victim of gender-based violence (>87%). Less than half of all females do not feel safe walking in their neighbourhood.

Table 55: Indicators of peace, security, and wellbeing

	Sex		Location	
	Male	Female	Rural	Urban
Believe the country is going in the right direction	71%	75%	78%	70%
Have never gone without food	60%	54%	56%	57%
Have never gone without medical care	69%	69%	69%	69%
Have never felt unsafe walking in the neighbourhood	54%	49%	62%	42%
Have never been a victim of gender-based violence	88%	86%	87%	86%

Figure 28: Indicators of peace, security, and wellbeing

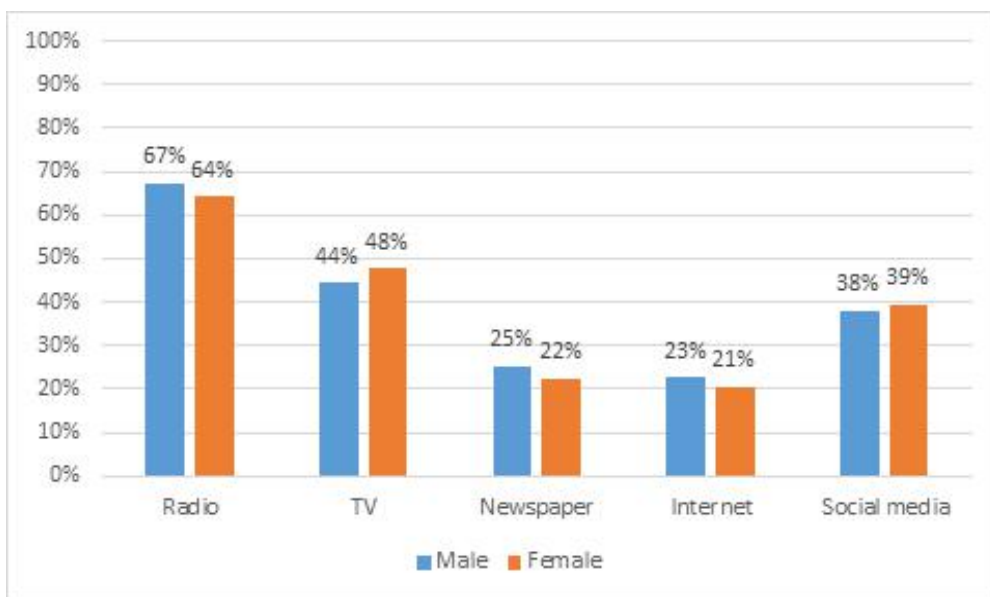


Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.2 Media use

In terms of media use for accessing news, the predominant media is radio (65%) followed by TV (46%). Media use types are similar among male and female youth, a result that was also confirmed in the 2011 Population and housing census.

Figure 29: Percentage of youth using a media type every day

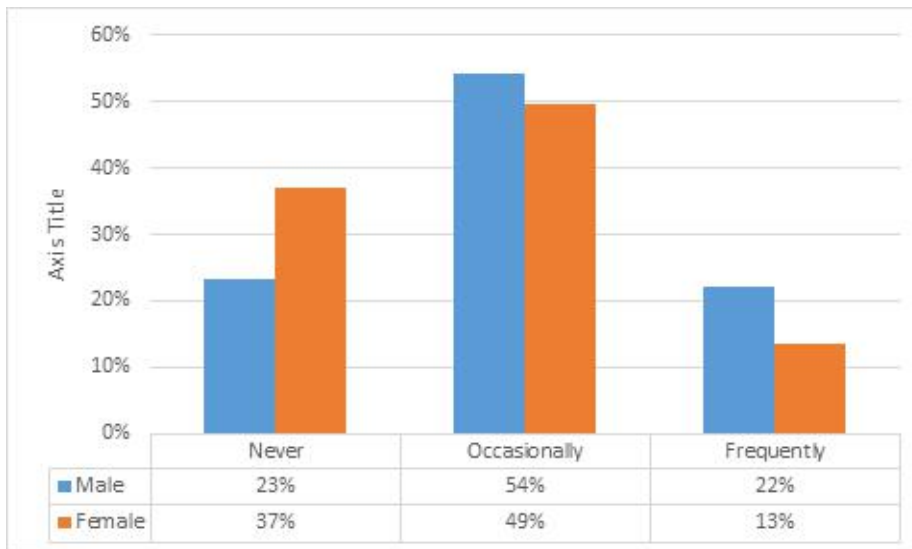


Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.3 Participation in politics and democracy

Data on topics discussed by youth is collected and analysed. A specific question was asked to check how often youth discuss politics. Roughly double the percentage of female youth than males never discuss politics (male 23%, female 37%). Most youth discuss politics occasionally.

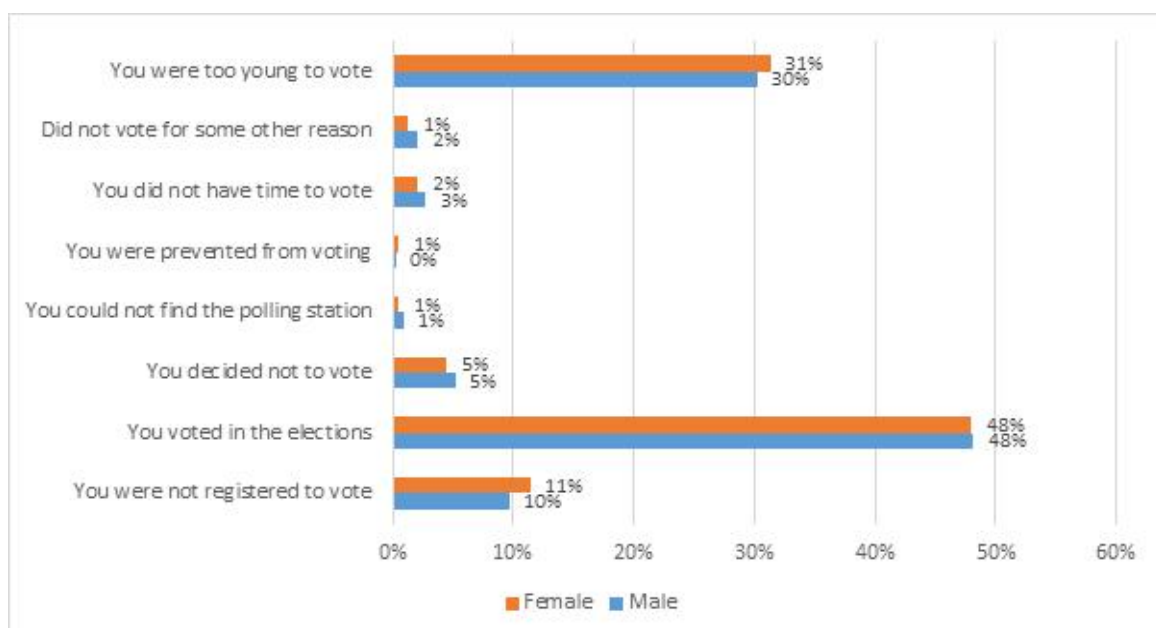
Figure 30: How often youth discuss politics



Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

Youth were asked about their participation in the last election. Most (48%) voted, while 30% were still too young to vote. There are about 10% of youth who have not registered to vote.

Figure 31: Youth participation in the last elections



Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.4 Youth volunteerism

Youth participation in voluntary organisations or voluntary initiatives was also assessed. Most youth (>79%) do not engage in any form of volunteering initiatives, and for the 20% that do, half are active members, while the other half are inactive. About 2% of all youth are in leadership positions where they volunteer. This is a positive development. It is also important to note that about half of all youth indicate that they would volunteer if they got an opportunity to do so. It means that if more opportunities for volunteer programmes were made available, uptake would be high in both rural and urban areas.

Table 56: Youth participation in voluntary groups

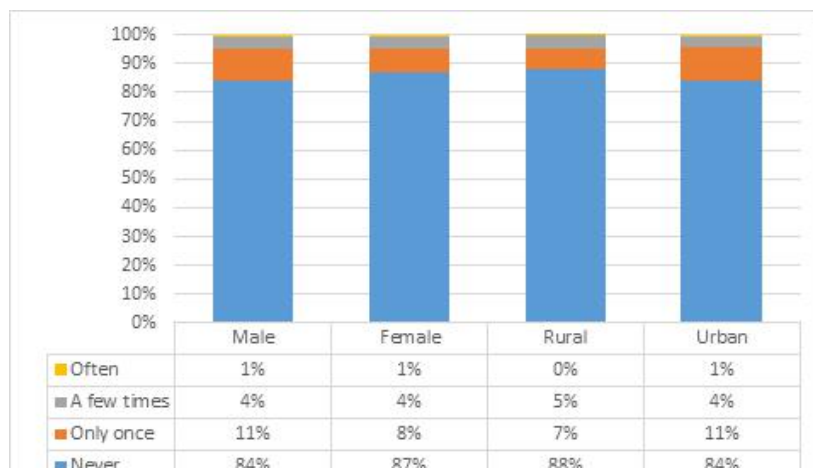
Member of voluntary association or community group				
	Male	Female	Rural	Urban
Not a Member	79%	82%	81%	81%
Inactive Member	9%	8%	9%	7%
Active Member	10%	8%	8%	10%
Official Leader	2%	2%	2%	2%
Attend a community meeting				
	Male	Female	Rural	Urban
No, would never do this	9%	5%	6%	9%
No, but would do if had the chance	47%	52%	51%	48%
Yes, once or twice	22%	19%	20%	21%
Yes, several times	18%	21%	18%	20%
Yes, often	3%	3%	5%	2%

Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.5 Participation in local government initiatives

Youth's participation in development includes their interest in contacting local government about development in their communities. It seems that most youth (>84%) have never made contact with any officials from their local government departments. About 9% have done so once, while only 1% do so often. It means that most youth are not aware of initiatives run by local government.

Figure 32: Frequency of contact with local government



Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.6 Democratic governance

Youth perceptions of Namibia as a democracy were inferred. Looking at those who are not satisfied, rural (22%) are less than urban (32%). This suggests that rural youth are happier with Namibia’s democracy that those in urban areas.

Table 57: Youth satisfaction with Namibian democracy

	Male	Female	Rural	Urban
Not at all satisfied	7%	9%	5%	10%
Not very satisfied	20%	19%	16%	22%
Fairly satisfied	43%	46%	51%	40%
Very satisfied	28%	19%	24%	22%
Do not know	2%	7%	3%	7%

Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

In terms of corruption, youth believe that it is increasing a lot (39%) or has increased some-what (23%). Only 5 % think that corruption has decreased a lot.

Table 58: Youth perceptions on levels of corruption

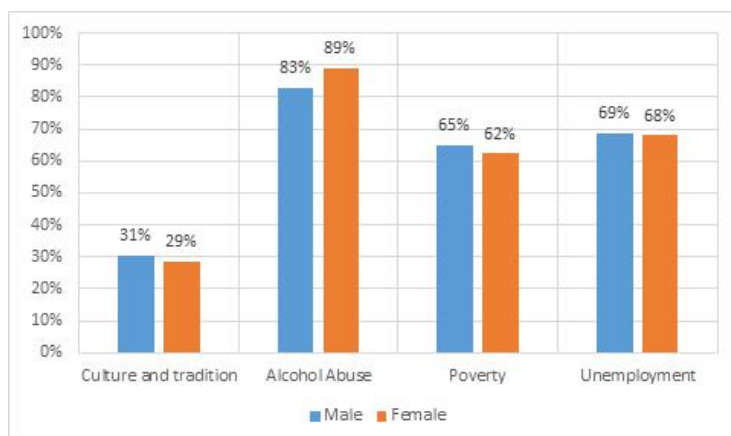
	Male	Female	Total
Increased a lot	30%	46%	39%
Increased somewhat	19%	25%	23%
Stayed the same	18%	17%	17%
Decreased somewhat	23%	9%	15%
Decreased a lot	8%	3%	5%
Don't know	2%	1%	1%
Total	100%	100%	100%

Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

7.5.7 Gender-based violence

When asked about the factors that contribute to gender-based violence, youth believe that the leading factor is alcohol abuse, followed by unemployment. Other factors are poverty, culture, and tradition.

Figure 33: Perceptions on factors contributing to gender-based violence



7.6 Main youth issues

The youth were asked to prioritise their important problems. Top among all is unemployment (reported by 46%), followed by poverty (9%) poor wages (5%), and poor economic management (5%). All these problems are associated with employment.

Table 59: Youth' most important problems

Most important problems		
Problem	Rural	Urban
Unemployment	44%	48%
Wages, incomes, and salaries	9%	3%
Poverty/destitution	9%	9%
Management of the economy	6%	4%
Loans / credit	4%	2%
Housing	4%	3%
Education	3%	5%
Corruption	3%	4%
Farming/agriculture	2%	0%
Crime and Security	2%	3%
Land	2%	2%
Water supply	2%	1%
Gender issues / women's rights	2%	1%
Agricultural marketing	1%	1%
Drought	1%	1%
Infrastructure / roads	1%	2%
Electricity	1%	3%
Discrimination/ inequality	1%	1%
Transportation	1%	0%
Orphans/street children/homeless children	1%	1%
Health	1%	3%
Rates and Taxes	0%	1%
Food shortage/famine	0%	2%
Communications	0%	1%
AIDS	0%	0%
Sickness / Disease	0%	0%
Democracy/political rights	0%	0%
Other	0%	1%

Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

Additionally, more than half of all youth believe that the government is handling the problem of unemployment badly or very badly. This is particularly the case in urban areas where less than 5% think that government are handling the problem of unemployment very well.

Table 60: How government is handling main youth problem

	Rural	Urban	Male	Female
Very badly	20%	29%	25%	25%
Fairly badly	25%	27%	22%	30%
Fairly well	41%	39%	42%	39%
Very well	11%	4%	10%	4%
Don't know	3%	0%	1%	1%

Source: Afrobarometer, 2014, 6th Namibia Governance and Democracy Survey Data.

The issues below were raised by youth in focus groups:

Issue	Causes and effects	Recommendations proposed by youths
Gender	Females not having much voice (Gender inequality). Reasons: <ul style="list-style-type: none"> • Cultural beliefs • Some females have the perceptions that some jobs are for males • Females cannot secure land because they are voiceless • inferiority feeling Female have special health and sanitation needs as compared to males.	Need to promote awareness and be fed with gender-sensitive information.
No involvement of the youth in leadership positions	“Most leaders are old and they do not want to give the youth a chance to lead”	
Youth with disabilities	Youth with disabilities are involved in sanitation issues Youth with disability not really seen in labour market	
Minority groups in Namibia	LGBTI community discriminated in labour Market LGBTI a growing issue that everyone Avoids	
Youth participating forums and	Most of the youth are not aware of the youth participation forums “The females are not supposed to make	“There is a need for a community level Youth Centre where youth

to make decisions”

meaningful activities.”

8.

Conclusions and

youth health and

Recommendations

welfare

CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

The Status of Youth report presents data and highlights the current status of the youth in Namibia. It is intended as a resource for data and statistics on the youth in Namibia and provides background material for formulating youth policies and strategies. Below are the major general and specific thematic conclusions.

- a. **Government efforts to promote youth development** - The Government is making efforts to address the challenges faced by youth, and various policies and programmes are in place to empower them through employment opportunities, training and sustaining investments in social sectors such as health and education. National plans such as the HPP have specific ingredients, including youth enterprise development, while the focus on higher and tertiary education seeks to develop a well-rounded youth. Vocational training has been put in the spot-light, with increased funding allocated to develop the skills level of the youth labour force. Indirectly, investments in health are bearing fruit, with reductions in maternal mortality and dropping fertility rates.
- b. **Youth in marginalised communities** - Youth challenges faced in the country are magnified in marginalised communities: poorer access to health and education, poor access to water, and infrastructure, and poorer representation in formal government. In response, the Government has taken appropriate steps to address the challenges faced by youth residing in these communities by setting up structures to address their needs and allocating resources for resettlement. However, most of these actions are still gathering momentum, and additional support is still required to adequately provide shelter, education, and health services. As such, youth in these areas are more disadvantaged than those elsewhere in the country.
- c. **Limitations of the national youth related policies** – Government has shown commitment to address youth issues through several policies. However, some of the policies discuss youth issues, but not very visible or explicitly. For example, the National Youth Policy, last revised in 2006, is outdated and no longer adequately addresses emerging issues in health, education and economic empowerment needs of the youth today. It is also silent on issues for youth in marginalised communities. Other national development policies are either not explicit or do not set clear targets related to youth. The absence of youth-focused targets and weak national level monitoring and evaluation of programmes may limit the success of the plans

- d. **Poor monitoring of youth policies** - NDP4 prioritised the need for a clear monitoring and evaluation framework for all programmes, with this being linked to the planning process. This did not happen, especially in the first half NDP4 period⁴³. NDP4 lacked a well-defined Monitoring and Evaluation Plan to guide its overall monitoring and evaluation activities, as well as adequate skills and resources to implement the system. For example, the absence of synchronization of oversight roles such as MOF, OPM and NPC often leads to replicated reporting by government ministries. Poor monitoring of youth policies hinders development. The success of many youth initiatives is caught up in the challenges faced with national level monitoring and evaluation of programmes.
- e. **Rural areas lagging behind in development** - The urban/rural divide is serious, and impacts negatively on economic growth. Rural areas lag in development, and many youth migrate to urban areas in search of better education and work opportunities.
- f. **Definition of youth.** Although Namibia defines youth as persons between the ages of 16 and 35, most data is disaggregated in the country and internationally for 15-34 age groups. The country should thus revisit the definition of youth and align internationally.

Youth employment and opportunity

- a. **Job creation happening at a slow pace** - While national development policies and plans have made some progress in creating new jobs and ensuring that economically active Namibians are gainfully employed, this is not happening at a rate that can impact on unemployment levels. Youth unemployment remains high at 39.1% and NEET at 24%. Youth access to other economic opportunities and finance is also limited, undermining progress in youth development in the country.
- b. **Unemployment is high for less educated youth** – The relationship between unemployment and education can be observed. The less educated youth are more likely to be unemployed than their counterparts. In fact, the employment rate for youth with tertiary education is over 80%. From the perspectives of the youth (general and widespread) as well as other stakeholders, the key factor responsible for the high rate of youth unemployment in Namibia is the failure to make good grades required to access tertiary level education and vocational training.

- c. **Migration of youth from rural areas to urban centres** - There is youth internal migration from rural to urban areas, especially by youth aged 22-25. These are the same ages when youth unemployment is highest. The highest number of youth not in employment and not in training peaks at age 24. Erongo and Khomas are the main destinations for unemployed youth and even for PWD. However, the high youth unemployment in these areas shows the inability of urban regions to create employment opportunities to absorb all the youth. The influx of youth in these regions and their inability to find employment could be the reason for youth indulgence in alcohol and substance abuse, and other delinquent behavior.
- d. **Limited understanding of youth and youth issues**— There is growing frustration among some youth who have little hope in the system to provide them a decent future. Discussions show an apparent difference in opinion between youth and prospective employers, with the latter believing that most youth have the wrong attitudes towards life and work. In general, there is a gap in understanding the environment surrounding youth.
- e. **Youth employment is high in jobs classified as vulnerable employment and in economic sectors with the least growth** - Most youth are engaged in menial jobs in sectors such as agriculture, wholesale and retail trade, and domestic work that are not very rewarding. The jobs are classified mostly as vulnerable employment as they lack decent working conditions including inadequate remuneration and lack of workers' rights or representation. The sectors that employ most youth such as agriculture are not growing as fast as other sectors.

Education

- a. **Progress in improving youth access to education** - Since independence, Namibia has made significant progress in improving access to education. In the SADC region, it is among the top three countries in terms of access to education for its youth. The country is pursuing inclusive education supported by policies and legislation that makes access to education a fundamental right. The Constitution stipulates that primary education be compulsory and provided for free until the age of sixteen (16) years. Commitment to education is high accounting for more than 20% of total government spending. However, according to the Global YDI, Namibia still lags behind many other Commonwealth countries in terms of youth access to education. To achieve its

education and increasing the number of youth with the skills for employment, decent jobs, and entrepreneurship.

- b. **Challenges in the education sector** - There has been significant progress in education policy, with free education appreciated by youth. However, the study revealed several challenges in the education sector that are affecting achievement of youth development in Namibia.
- i. **High school dropouts** - Completion rates for primary education are high but challenges are mostly in secondary education where the completion rate is only 45.8%. High school dropouts are observed at secondary level due to several reasons including failure to achieve required grades to proceed to the next level, teenage pregnancies and substance and alcohol abuse, among others. Findings also demonstrate a link between poverty and education progression. Youth from poor families or communities are nine and six times less likely to complete primary and junior secondary school respectively, compared to those from richer families. National statistics also show that only 1% of category 1 schools (schools from the poorest) progress to Grade 12 compared to 58% from richer communities. Thus, school dropout is a huge problem for the young people in Namibia.
 - ii. **Grade 10 repetition policy** - The policy does not allow free education for those who fail and want to repeat. This disadvantages slow learners and those who fail for various reasons including social challenges.
 - iii. **Other challenges** – Other identified challenges in the sector include low income, a lack of adequate teaching facilities, inadequate financing, long walking distance to schools, and absence of early childhood development, especially in rural areas.
- c. **Tertiary education** - For tertiary education, there is a big gap between applications and admissions, despite increased enrollment there is a lag in rolling out vocational training. Although enrolment into vocational training is increasing, it requires more urgency to harness youth that drop out of school and those in rural areas.

Health and Well-being

- a. **Progress in improving access to health by young people** – Although Namibia has managed to reduce maternal mortality and TFR by 1.8 children per woman since 1992, the study shows poor performance of the country in enhancing access to and promotion of health and well-being of young people. It is ranked among the lowest 10 countries in the world in this domain⁴⁴. The government has made notable investments in youth friendly clinics, access to ART, support, and care for people living with AIDS and less on prevention campaigns.
- b. **Reproductive health issues** – Youth in Namibia are at risk of poor health and this has negative implications on their personal lives and economic productive growth. The study revealed that young women and men are engaging in sexual activity early in their teens. They start as early as 15 years and by age 19 about half of all young women will have had their first sexual experience. Most youth have their first sexual experience between the ages of 16 and 19. The percentage of women who give birth in their teens (by age 20) is also very high (35%) and the problem is prevalent in rural areas, among the poorest communities and the less educated. Young women are also getting into marriage earlier compared to men with 7% young women aged 20-24 years married before the age of 18. There is evidence that youth are engaging in unprotected sex seen by high teenage pregnancies and HIV prevalence among youth 15-34 (22.3%).
- c. **Youth access to health-care services** – There is limited access to health care among youth especially the poor, unemployed and out of school since they cannot access the basic healthcare package. Other challenges to accessing health care are prohibiting distances to health care facilities and long waiting time once they reach the facility.
- d. **The vulnerability of female youth** - There are marked differences in sexual behaviour between male and female youth, with females influenced by location (rural/urban) education, and wealth while males tend to be the same everywhere. Young women with no education seem to be engaging in sex much earlier than those with more than secondary school, while girls from wealthy households can delay the median age at first sex by about 2 years. Comparison by region shows that young women are engaging in sex earlier in Kavango, compared to Omusati.

- e. **Increasing youth delinquency** – There is increasing youth delinquency seen by high alcohol abuse, increasing road accidents involving young people 20-35 and crime committed by youth. These are indications of compounded effects of unemployment, lack of education, unhealthy and high-risk behaviour.
- f. **Gender based violence** – Two thirds of women reported some form of GBV. The perpetrators among the youth are the partners and former partners, close family member (parent, step-parent, sibling or close relative) teachers, employer or co-workers. The main forms of abuse among the male and female youth include physical (beating, hard labor in the home, especially for girls, and use of weapons); psychological (insulting, peer pressure, humiliation and denial of education opportunities) and sexual (unwanted sexual attention for young girls, sexual harassment, rape, and forced prostitutions for young girls). Most of these forms were exacerbated by poverty.
- g. **Youth with disabilities** – Challenges faced by youth with disabilities are worsened by their disability. Despite government commitment to addressing the need for PWD, access to education, health and employment among youth with disability is a challenge, especially for those in the rural areas.

Participation and Voice

- a. **Progress in the promotion of youth participation and voice** - Namibia has made very excellent progress in promoting youth participation and their voice in decision making. The country is ranked 9th and 41st in the world in youth political and civic participation, respectively. For example, 48% young people exercised their right to vote in the last election while they are highly engaged in political discourse in the country.
- b. **Positive youth perceptions** – Most youth are positive about the direction the country is going and the steps that the government is making to develop the country and improve the well-being of citizens. However, most youth in urban areas believe the government is handling the unemployment issue badly.
- c. **Youth volunteerism low** - Despite the general good performance, the study concludes that youth are reluctant to engage in volunteerism or their local government issues. However, though low, the presence of youth in leadership positions among those who are active volunteers is a positive development which the country should build upon in developing its future leaders.

- d. **Youth participation in youth forums and structures** - Some youth are not aware of youth participation forums while some are not happy with the governance of the structures that represent them.

8.2 Recommendations

Broader level recommendations

- a. **Addressing broader macroeconomic fundamentals to reduce poverty and income inequality** – The government should continue its commitment to address the major elements that fuel poverty and income inequality through prioritisation of investments that will allow rural youth a better quality of life. The policy should enhance equitable access and distribution of resources for all Namibians. Efforts by the government, including on rural electrification, poverty eradication and youth employment should remain priorities. The existing policies, such as the National Development Plan 2012-2017, the National Employment Policy, the Harambee Prosperity Plan and the New Equitable Economic Empowerment Framework give a good policy foundation for dealing with poverty. However, the policy frameworks should be matched by resource commitments. In the 2016 budget, poverty eradication and social protection (4%); urban and rural development (5%) continued to receive lower budgets compared to other sectors such as defence (18%) and education (24%)⁴⁵.
- b. **Revision of national policies to be relevant to current youth issues** - The national youth policy should be revised to consider economic empowerment, youth reproductive health, education and vocational training. Other existing policy frameworks need to explicitly incorporate clear youth targets and timelines for achievement. In general, there is a clear need for an economic empowerment framework that speaks to youth issues and addresses disparities in education, geography, and gender.
- c. **Monitoring and Evaluation Framework** – All policy documents should be matched with clear monitoring and evaluation frameworks that allow tracking of progress made in achieving set targets by all partners involved. M&E frameworks should have clear measurable indicators including youth indicators, roles and reporting structures that address current challenges of duplication between the key government arms (OPM, NPC, and MOF).
- d. **Focus on marginalised communities** – To support current government action to address challenges faced by youth in marginalized communities, there is a need for strong constitutional provisions and national legislation on indigenous people focusing on needs of such communities in areas such as education and health.

Youth employment and opportunity

- a. **Create more employment and economic opportunities for the youth** – Government should continue with policies aimed at growing the economy especially in key sectors such as agriculture that absorb most youth. Other economic opportunities can be availed through support for entrepreneurship development.
- b. **Promotion of higher level education and training** - Education can be used as a vehicle for reducing youth unemployment and other negative behaviors that threaten youth development in Namibia. It is commendable that the government's free primary education policy is already yielding positive results. However, efforts should now shift to tertiary education and vocational training.
- c. **Support vocational skills training that matches demands of growing sectors of the economy** – There should be a deliberate effort to grow the skills of youth so that they are employable in other fast-growing sectors of the economy such as mining. Youth suggest that vocational training be rolled out at scale to solve skills gaps that fuel unemployment and deal with school dropouts. They also suggest that opportunities for vocational training and entrepreneurship be region-specific to capture the competitive advantage of each region.
- d. **The packaging of information on opportunities in different sectors** – There is a need for the provision of adequate information to youth on opportunities that exist in the different sectors of the economy including how to access them, and what they can do to better prepare for future initiatives.

- e. **Consideration for age disparities in employment** - Age disparities should be reflected in the national employment and economic empowerment policies. Strategies for government led opportunities for vocational training, entrepreneurship and livelihood projects should consider age stratification. Younger youth (18-25) should be encouraged to pursue more rigorous skills/vocational training whilst entrepreneurship and livelihood projects should be made more accessible to the older youth.

- f. **Creation of a platform for engagement between youth and their employers**
-
Platform for tripartite engagement of key stakeholders in youth employment involving the youth, government as the major employer and businesses or the private sector. The platform will afford all parties an opportunity to discuss the challenges facing youth and employer views and expectations. Such a platform will create a shared understanding of youth and challenges they face and will give a foundation for addressing youth unemployment.

Education

- a. **Exploiting the Demographic Dividend** – What needs to be done? There is potential for Namibia to exploit its Demographic Dividend, but there is an urgent need to raise the quality of youth to avoid a possible liability. More investments are required in education and vocational training. Vocational training should be demand driven and linked to key sectors of the economy. Improvements in the quality of education need urgent attention with a focus on quality teaching materials and teacher quality standards. Improving performance of young people at school will reduce school dropouts. Policies should also recognize that marginalised groups have special needs on education, including on how to roll out classes to remote and sparsely populated areas.

- b. **Support for girls who drop out of school due to teenage pregnancy** - To address gender gaps in tertiary education, there is a need to support girls who dropped out of school because of teenage pregnancy to get back into primary school or secondary education. Community participation is needed to address cultural barriers to education, and to encourage support at the family and community levels.

- c. **Training for youth officers and teachers** - Resources targeted for youth development need to include training for youth programme officers to understand the causes of youth behaviours and for teachers to address poor performance. There is a clear need to better understand the environment surrounding youth and enable support that addresses their challenges.
- d. **Review of the Grade 10 repetition policy** - Government should review its no free education policy regarding Grade 10 repetition and ensure that it does not disadvantage children from poor families. A strategy should be developed to ensure that deserving second chance cases are identified and given an opportunity for a second sitting. Care should be taken to ensure the revised policy does not encourage youth not to work hard through strict conditions for qualification.

Health and Well-being

- a. **Focus areas to improve health and well-being of youth** - To improve the health and well-being of youth and contribute to the SDG3, health-related policies for youth should focus on reducing HIV prevalence, promotion of access to reproductive health education and services, promotion of prevention awareness and behavioural change, reduction of substance and alcohol abuse, reduction of the number of deaths from road accidents and improving health coverage for youth.
- b. **Investment in reproductive health education** – It is critical that the government continue to invest in reproductive health education for single people who practice late marriages and comparably late age at first sex. This will allow such youth to live a healthy and productive life.
- c. **Inclusiveness of the health package** - A review of the inclusiveness of the health package should be considered. More focus should be on prevention campaigns. More investment in health infrastructure should be directed to marginalised communities. There are a number of emerging issues around sexual health and reproductive rights that lack policy guidance and thus create challenges to health, social and youth workers.
- e. **Enhancing health outcomes for the girl child** - The study demonstrates that enhancing access to education and reducing poverty in the country will have positive health outcomes for the girl child. Thus, policies should provide more opportunities to educate the girl child and also economically empower them. In

implementing such strategies considerations should be made for geographical differences.

f. **Gender based violence;** The two fundamental aspects that will change the entire scope of GBV in Namibia are law reform; and the attitudes of the communities, the perpetrators, and very importantly, the women. Policies should enable women to take the lead in ending GBV by influencing the whole society to change how it perceives and responds to violence against women. Community ownership and sustained engagement should be promoted to be effective in changing harmful beliefs and practices such as violence against women through strengthening the capacity of individuals, groups and institutions to be agents of change.

- e. **Promote equal participation of youth with disabilities in economic and social development** – Government should invest and implement strategies for improving the lives of youth with disabilities in the in rural areas. Focus should be on promoting an inclusive education system for children with disabilities and enhancing access to sexual and reproductive health services for young women with disabilities. There is also need to make issues of PWD visible in national policies and strategies on youth development.

Youth Participation and Voice

- a. **Promotion of civic participation** – More efforts are needed in promoting youth volunteerism and participation at local government level. This will build a sense of belonging and allow youth to start making a meaningful contribution to their communities.
- b, **Enhance the visibility of youth structures** - Make youth structures more visible and build their capacity to reach as many youth, especially those in marginalised communities. Promote participation of youth in different youth forums. The government can use the same platforms to engage youth in areas where they feel there are still some injustices such as land, resource allocation and education.

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Footnotes

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- 2 Status Report Adolescents and Young People in Sub-Saharan Africa: Opportunities and Challenges, 2012, UNFPA
- 3 Data is for young people 10-24 years in State of the World Report 2016, UNFPA
- 4 In Namibia a youth is defined as “a young person aged from 16 to 35 years old”. The African Youth Charter defines youth, as “every person between the ages of 15 and 35 years”. The Namibian definition is assumed in this report, although most data available is for the 15 - 34 age groups.
- 5 Vision 2030, page 1.
- 6 Harambee Prosperity Plan, page 1.
- 7 Based on a review of NDP4 that was conducted by National Planning Commission, 2016
- 8 Medium Term Expenditure Framework 2015/16-2017/18
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- 22 Government of the Republic of Namibia, Fiscal Policy Strategy for the 2016/17 to 2018/19 Medium-Term Expenditure Framework. February 2016.
- 23 The Global Youth and Development Index and Report, 2016
- 24 Which is a very close approximation of the Namibian definition of youth ages of 16-35.
- 25 ILO defines the unemployed population to consist of all persons (15 years and above) who are either actively seeking for work or are available for work during the reference period (the week preceding the interview).
- 26 http://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_120470/lang-en/index.htm
- 27 Data is disaggregated for 15-34 year groups, and not 16-35.
- 28 This indicator is particularly not very good to use with 15-19 year olds as most are actually in school or training, which is positive. The indicator on youth not in education and not in employment is a better indicator.
- 29 <http://www.thevillager.com.na/articles/9450/About-320-000-child-labourers-in-Namibia/>
- 30 <http://www.usaid.gov/na/so2.htm>
- 31 Based on actual total enrolments into Grade 1 in the respective years
- 32 Part-time candidates were excluded because they build up subject credits over a couple of years and usually meet university admission requirements only after a series of examinations.
- 33 Certification of UNESCO-UNEVOC- the Centre for technical and vocational education and training (TVET). It assists UNESCO's 195 member states to strengthen and upgrade their TVET systems.
- 34 2011 Minister of Education Dr Abraham Iyambo, interview available on <http://allafrica.com/stories/201106290492.html>
- 35 NDP4
- 36 The Namibia Ministry of Health and Social Services (MoHSS) and ICF International. 2014. The Namibia Demographic and Health Survey 2013. Windhoek, Namibia, and Rockville, Maryland, USA: MoHSS and ICF International.
- 37 2016 Global Youth Development Index and Report, Commonwealth
- 38 One health Centre, Nkurenkuru will be upgraded to a Hospital
- 39 <http://www.namibian.com.na/index.php?id=120858&page=archive-read>
- 40 Drinking and its effects on risk behaviour amongst secondary school going youth in Windhoek, Lydia N. Kauari, Maria B. Kaundjua and Pempelani Mufune, 2015.
- 41 Namibia 2011 Census Disability Report
- 42 The Namibian Population and Housing Census 2011, suggests that the San constitute 0.8% of the Namibian population (Republic of Namibia,n.d. “Namibia 2011 Population and Housing Census Basic Report”. Windhoek: Republic of Namibia: 171), but most other sources with data on language groups, show the number of San in Namibia as much higher. See Dieckmann, Ute et al. 2014: “Scraping the Pot”: San in Namibia Two Decades after Independence. Windhoek: Legal Assistance Centre: P. 13.
- 43 <http://www.norad.no/en/tools-and-publications/publications/reviews-from-organisations/publication?key=403144>
- 44 <http://www.sanddevelopment.gov.na/>
- 45 Based on a review of NDP4 that was conducted by National Planning Commission, 2016
- 46 The Global Youth Development Index and Report 2016
- 47 Medium Term Expenditure Framework 2015/16-2017/18
- 48 Aug 19, 2016AdminNews0Like
- 49 <https://sisternamibia.com/2014/07/20/pads-to-empower-girls/>
- 50 http://www.who.int/topics/mental_health
- 51 NDHS 2013
- 52 https://www.unicef.org/namibia/NID-UNICEF_2011_Listen_Loud_Final_Report.pdf