

Child Rights, School and Classroom Management

Country: Namibia

Title of the Project: Education For All: Enhancing the Opportunities of the San Children

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Project Profile

Name of the School:	Martin Ndumba Combined School
Region and Circuit:	Kavango Region, Mukwe Circuit
Total Enrollment 2010:	525 Learners
Number of Teachers:	Fourteen
Principal:	Ms. Chizabulyo
School Drop – out 2009:	58 learners
Grades/Phases:	Grade one – ten

Executive Summary

The main objective of this project was to provide intervention in San communities' children (boys and girls) participation in education in Namibia. The project was carried out with the intention of meeting the following goals:

- ✓ To raise awareness and sensitize people about children rights and the importance of treating everyone as equal.
- ✓ To create understanding on the factors that contributes to low enrollment and high school dropout amongst the san children

While many factors contribute to the disadvantaged status of San children as such, the most constraint to their entry into the labour market and positions of influence in society remain their access to education.

Ensuring that san children are not disadvantaged in and by the education system in Namibia is important for two major reasons:

- 1) Equality is a fundamental right in Namibian society. The commitment to equality and to education for all requires us to address and re-address not only the gender and racial discrimination that was inherited from the past but also the visible and not so visible patterns from differential based on tribes.
- 2) Namibia's national development requires the dedication and contribution of all and its progress will be restricted if half of the learners are disadvantaged during their education

The project was carried out at Martin Ndumba Combined School in Kavango region in Namibia. The project was implemented by collecting data using a combination of different methods: questionnaires, focus group discussions, one-on-one semi-structured interviews, and informal conversations. Thereafter, workshops and seminars were conducted where target groups were sensitized about the child rights related issues using the Convention of the Rights of Children.

The project has reached the target groups: principal, teachers, learners and parents who were very enthusiastic to learn about the Conventions of the Rights of Children. Through

sensitizations and awareness workshops, the project presented suggestions on how a policy/act on School Development Funds that parents pay at schools be made flexible to San community. One important issue that has been emphasized throughout the project was on how the school should be supportive of San children to allow and motivate them to remain in school till they reach their final grade. The project have served as mobilization and capacity building to all stakeholders who have broaden their insight on CRC and how the integrate it in teaching and learning as well as in all school activities.

To us, it was important to ensure San children's access to education and at the same time meet their basic needs and protect them from further harm of a physical or psychological nature. We urged the all stakeholders to seriously consider the importance of tolerance and coexistence and for everyone to appreciate difference and diversity. It was evident that learners starting accepting one another and work in harmony that boosted San children's confidence. The success of the project was also demonstrated by the decline to San children's drop out of school. One encouraging aspect from the project was that during the program implementation, coincidentally a new hostel was build. Our awareness workshops helped the stakeholders to adopt a new attitude towards one another. We advocated this hostel to be *'a better homes from home'* for San children.

The project will be sustained through change agents' continuous training of different stakeholders as well to use mentor teachers who are based on the school and CRC club members to help in training and implementation of the project.

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CRC	Convention of the Rights of Children
ETSIP	Education Training Sector Improvement Program
FGD	Focus Group Discussion
GRN	Government of the Republic of Namibia
HDI	Human Developmental Index
HIV	Human Immunodeficiency Virus
ICESCR	International Convention of Economic, Social and Cultural Rights
MCA	Millennium Challenge Account
MBESC	Ministry of Basic Education Sports and Culture
MEC	Ministry of Education and Culture
MoE	Ministry of Education
NGO	Non Governmental Organization
OVC	Orphans and other Vulnerable Children
SDF	School Development Funds
SB	School Board
TADA	Teenage Against Drugs and Alcohol
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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Chapter 1

1.1. Introduction

Namibia ratified the Convention on the Rights of the Child on 30 September 1990. However, a gap remains between ratification and practical implementation into national legislation. It took Namibia almost two decades to draft suitable legislation by way of the proposed Child Care and Protection Bill, which reflects the principles of the Convention in the Namibian context. It is hoped that this Bill will soon be fully enacted and operational.

Namibia is on the right track in terms of establishing the required legal framework for the protection of her children. On the other hand, considering the reported facts that children in Namibia face murder, rape and abuse on a daily basis, all members of the Namibian society still have a long way to go to fully respect the rights and the dignity of children in the country.

The main objective of this project was to provide intervention in San communities' children (boys and girls) participation in education in Namibia. While many factors contribute to the disadvantaged status of San children as such, the most constraint to their entry into the labour market and positions of influence in society remain their access to education. When we take two regions, Oshikoto and Kavango, for instance, we note in Oshikoto educational region there is slight male san children predominance in lower primary grades and a strong predominance of girls (from the san community) in higher grades. In 2009, 63.1% of the san learners who enrolled in lower primary education were girls, 29.9% girls were enrolled in Junior Secondary education, and 7.0% were enrolled in senior secondary education.

A particular challenge for the Namibian education system today is to make sure that, like their brothers and sisters from black community, Namibian San children are able to develop their potential and use their abilities to contribute equally to national development. Ensuring that san children are not disadvantaged in and by the education system in Namibia is important for two major reasons:

- 1) Equality is a fundamental right in Namibian society. The commitment to equality and to education for all requires us to address and re-address not only the gender and racial discrimination that was inherited from the past but also the visible and not so visible patterns from differential based on tribes.
- 2) Namibia's national development requires the dedication and contribution of all and its progress will be restricted if half of the learners are disadvantaged during their education.

Namibia is home to between 30 000 and 33 000 San, who comprise less than 2% of the national population. As a language group they are conspicuously disadvantaged vis-à-vis all other language groups in Namibia on almost every available socio-economic indicator. Their Human Development Index (HDI) (1998 figures) of 0.279 is considerably below the national HDI of 0.77, while their Human Poverty Index (1998 figures) of 59.9 is also considerably higher than the national average for Namibia, which is only 26.9. Landlessness, a lack of education, social stigmatization, high mobility, extreme poverty and dependency conspire to prevent San from breaking out of the self-reproducing cycle of marginalization in which many feel they are trapped. The per capita income of San is the lowest among all language groups in Namibia. The majority of San in Namibia lack access to any independent means of subsistence, and a sizeable proportion of them have no direct cash income. San consequently consider pensions, food aid and other forms of welfare as being vital for survival. In addition, they generally have to pursue a variety of economic strategies for income generation, as rarely is any single strategy sufficient for satisfying their basic needs over an entire year.

During the apartheid era few San were offered even the limited formal education granted to other non-white Namibians. As a result, only an estimated 20% of Namibian San are literate. Since independence the provision of formal education to San has proved to be an uphill battle. Their high mobility, economic insecurity, social prejudice and problems with cultural adaptation have contributed to the relative lack of success of attempts at providing a formal education to San. Despite the efforts of the GRN and NGOs, school attendance levels for San of school-going age

are below half of the national mean. Taking into account current enrolment and dropout levels, it is likely that a large proportion of San will remain illiterate for the foreseeable future. Although government policy provides for mother-tongue education during the first three years of formal schooling, mother-tongue learning materials and teachers proficient in San languages are in short supply. At present, only Ju/'hoan (one of the San people's dialects) speakers participating in the Village Schools Programme in Nyae Nyae have access to mother-tongue learning materials. No mother tongue education materials are available for any other major San languages spoken in Namibia.

San in Namibia are conspicuous for their lack of formal education and the continuing problems they experience in accessing education services. According to the 1998 UNDP Human Development Report, adult literacy levels among San are around 16%, and although the situation has improved considerably over the last ten years, fewer than one in five San of school-going age currently attend school. In addition, San school dropouts rates remain very high and only 1% of San who have enrolled in Grade 1 have proceeded as far as senior secondary education level (MoE 2008). Due to non-attendance and dropping out, the current generation of San of school-going age look set to be almost as educationally marginalized as preceding generations, despite the fact that they will be in greater need of the skills acquired through formal education. In both the medium and short term this will inevitably have the effect of maintaining and reproducing San socio-economic marginalization.

1.2. Baseline studies

After the arrival from Sweden, we briefed the different people who are in authority such as the Regional Director, the Inspector, the Educational Planners and the school Principal about the aspects of Convention of the Rights of Child (CRC) and the needed interventions the change agents and to carry out.

1.2.1. Identification of the School

Change agents requested statistics for the planning department to study the total number of san children in schools in Kavango region. The study revealed that Martin Ndumba Combined School in Mukwe Circuit has the highest enrollment rate of the san children. Martin Ndumba Combined School is situated 200 kilometers east of Rundu the regional capital of Kavango region. It is in the area formerly designated to the san community (Omega strip) during the apartheid era when tribes were divided into homeland. The school enrolled 525 learners of which about 130 were sun children.

1.2.2. Identification of the target group

After soliciting access permission from the Regional Director of education the change agents visited the school for familiarization and identifying the target group. Our preliminary meetings created awareness on what our training at Martin Ndumba Combined School will be. From there we managed to carry out a study at school and the entire community to find out the possible factors are influencing learners to drop out of school as well as what lead to a low enrollment rate amongst the san children in schools. We used the school enrollment and drop out lists as a source of information.

Informal interviews were carried out at school amongst learners and teachers. Most of them were open to share with us their feelings and experiences. We managed to have an extensive discussion with traditional leaders on life style of the community as well as the perception towards education of children in their area. At the same time we visited different houses to find out the home situation and parents were more than willing to let us in and provided helpful information. The information generated helped use to determine the area we have to focus most.

The preliminary study in the context of the school allowed change agents to identify three teachers who were recruited as school mentors. These teachers served to liaise with the change agents in implementations of the CRC activities at school in the middle of the week when the change agents are not around. Furthermore, twenty learners were identified as CRC club

members. Additional groups such as Teenagers Against Drugs and Alcohol (TADA) Club members and HIV/AIDS Club members were also considered as part of the sample.

Chapter 2

2. Methodology

2.1.Aims of the Project:

- ✓ To raise awareness and sensitize people about children rights and the importance of treating everyone as equal.
- ✓ To create understanding on the factors that contributes to low enrollment and high school dropout amongst the san children

2.2.Data collection methods and techniques

Patton (2002, p. 48) argued that studies that use only one method are more vulnerable to errors linked to that particular method than studies that use several methods in which different types of data provided cross – data validity checks.

Data were collected in 2009 and 2010 using a combination of different methods: questionnaires, focus group discussions, one-on-one semi-structured interviews, workshops/seminars and informal conversations. Notes were kept in a field diary, and interview and focus group discussions were recorded and taped. Each of these methods served a specific purpose and they were designed to complement each other. Thereafter, workshops and seminars were conducted to address issues raised in different data collection methods and those that the change agents considered as important knowledge to the project participants.

2.3.Document analysis

The project focuses more on policy-related matters than document analysis in this context. There are official documents pertaining to children's rights in Namibia, the Namibian Constitution and the Education Act, 2001 played a significant role in this regard.

For Maxwell (2005), document analysis is important because it gives the people a general background on the subject that is being studied. Since official records are vital sources of data, it is necessary to include documents which supplement the workshops and seminars, focus group discussions, questionnaires and interviews. The documents were scrutinized and analyzed based on our project's contextual background as mentioned in chapter one. This was done to get a deeper understanding of the policy and helped us to analyse our findings. It also helped us to verify what is happening in schools regarding the implementation of child rights at Martin Ndumba Combined School in Kavango Education Region. According to Patton (2002), most educational projects will require the analysis of documentary evidence.

2.4.Questionnaires

The questionnaire, which asked about bullying, helped provide background on the san children's experience at school and formed the basis on which to conduct later focus group discussions. The choice of this method also gave the students more independent space to air their views without fear of repercussions from airing unfavorable opinions or being scared of what the other students might think of them. It was felt students might be more open as they would not be inhibited by talking about a sensitive subject with the interviewer. This also facilitated the issue of capturing more direct quotations.

A supportive environment was maintained during the data collection through the following:

- The change agents took the lead to read, explain and clarify the questions from the questionnaire to the respondents.

- The respondents were encouraged to ask questions to ensure their understanding of the questionnaire.
- Where necessary, the change agents answered individual questions and gave guidance to individual inquiries from respondents.

2.5. Focus Group Discussion

The change agents used a semi-structured interview guide and posed open-ended questions to collect data from the focus group discussion.

The benefits of focus group discussion include gaining insights into people's shared understandings of everyday life. The main purpose of focus group discussion was to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys

Three different kinds of focus groups discussions were conducted. The first type of focus group discussion (conducted with learners in the CRC Club) aimed to trigger debate about factors that facilitate young people's attendance at school, factors that contribute to school dropout and other challenges San children go through at school. The second type of focus group was conducted with teachers only. Here, the objective was to explore issues and topics that teachers have observed that contribute to low enrollment and high school dropout of san learners from hostel and school. The third type of focus group discussion was for school board members. The main objective to get the parents' perspective on the factors that act as barriers to their San children's education, with special attention being paid to economical, cultural and social factors.

2.6.Interviews

Change agents used semi – structured interviews to obtain information from the respondents. Conducting interviews in this manner afforded me the flexibility to ask probing questions and follow up on responses that were not clear. Respondents were given ample time and freedom to speak their minds without restriction, but change agents made sure to guide them through follow – up questions to stick to the issues under discussion. This was not an easy exercise as some participants spoke at length and in the process some of them started mixing up issues. Change agents prepared an interview with key questions on it that helped me to monitor the conversation. The conversations were tape recorded and transcribed to supplement the notes.

2.7.Workshops and Seminars

At least 12 workshops and seminars were conducted with learners, teachers and parents to sensitize them on different provisions of the Convention of the Right of the Children. A lot of ideas were shared and debates emanated during the seminars were stakeholders gave the views regarding CRC and how it is related to the daily life. Three teachers who were appointed as mentors played a significant role to facilitate some workshops in the absence of the change agents.

2.8.Data Analysis

As the questionnaires, focus group discussions, interviews and workshops progressed; we started to identify categories within the patterns. Cohen, Manion & Morrison. (2009, p. 267) claimed that data analysis is not separate phase that can be marked out at some singular time during the inquiry. Data analysis begins with the very first data collection. Document analyses with done concurrently with other data collection methods to verify and draw conclusions with regard to policies and the actual practice. After the interviews and FGDs change agents continued with the transcription which helped to understand the patterns and relationships of meanings in the data.

Change agents were able to distinguish the less important from the significant data. Furthermore, change agents summarized the answers from the questionnaires and categorized them. The next step in the analysis of data involved coding. The main idea at this stage was to make meaning out of the data categorizing, theme searching and grouping. This is what is commonly known as inductive analysis of data. Maxwell (2005, p. 96) refers to coding as “to fracture the data and rearrange them into categories that facilitate comparison between things in the same category and that aid in the development of concepts”. This process gave a better picture of the information collected that culminated into the data presentation.

2.9. Ethical issues

At all times change agents ensured that the participants’ rights and dignity were protected and respected. Change agents followed the research protocol by obtaining permission from the Director of education, the Principal and the parents to carry out this project at Martin Ndumba Combined School.

Chapter 3

Presentation of Findings

3.1. Introduction

This chapter presents the findings of the project gathered through Workshops and seminars, focus group discussions questionnaires and interviews. Since the purpose of our project is to create awareness and sensitize stakeholders about the Convention of the Rights of Children the, the findings relate to the following activities:

- ✓ To raise awareness and sensitize people about children rights and the importance of treating everyone as equal.
- ✓ To create understanding on the factors that contributes to low enrollment and high school dropout amongst the san children.

Research has shown that, out of 60% of children that are meant to be enrolled at schools throughout the country, only 30% are said to be going to school. This state of affairs cannot go unchallenged 19 years after independence. The majority of children, especially those in the rural areas and those that are physically handicapped, find it difficult to attend school. This could be explained by the fact that schools in rural areas are not built close to the communities they serve. Children have to travel long distances in order to go school. This is exacerbated by the fact that there is rampant poverty in most rural areas. Thus, walking long distances to get to school hampers a child's right to education.

3.2. Document Analysis

The Namibian Constitution entitles all children in Namibia to free primary education. Indeed, education is considered so fundamental a right – and duty – of every citizen that attendance to age 16, or the completion of primary school, is compulsory. The right to education does not end by being guaranteed a seat in a classroom. The education provided by schools needs to be relevant, and the curriculum has to have current and future value for the child. In addition, teachers are required to have the ability to impart knowledge effectively and develop their students' problem-solving and social skills.

Article 20(2) of the Namibian Constitution stipulates, inter alia, that –

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.

Article 20(1), read in conjunction with Article 20(2), sets a perfect platform for holding the government accountable to fulfill its constitutional obligations of the right to education. In as much as the right to education is conferred upon the children by the Constitution, the government needs to have a concrete plan that is monitored from a legal perspective if the majority of the children in Namibia are to enjoy this right.

On the same note, Article 20(3) states that –

Children shall not be allowed to leave school until they have completed their primary education ...

Currently, educational matters are dealt with under the Education Act. In addition, several policies and programs aimed at promoting quality education in Namibia have been established since Independence. The key government policies focused on achieving the constitutional guarantees for child education are presented in the 1992 statement *Towards education for all*, which establishes goals for access, equity, quality and democracy. Additionally, the UNDPs aim at improving the standards of education in Namibia by upgrading and expanding human resources, physical facilities and instructional resources.

This constitutional provision also specifically addresses children's plight. It acknowledges that certain circumstances may force children to leave school before completing their primary education. However, what needs to be addressed is what happens when children leave primary education because of poor health, failure by their parents to provide school materials, unavailability of trained teachers, schools that are far from their communities, and HIV/AIDS, to name but a few of the issues preventing children from completing primary school. The government is responsible for addressing issues that, in contravention of Article 20(3), may force children to abandon their primary education.

The game of blaming one another at ministerial level does not resolve the challenges Namibian children face in terms of their right to education. The time has come for this constitutionally protected right to be turned into a dream come true. Wherever the blame lies, children in Namibia suffer the consequences of a violation of Article 20(3).

Another provision aimed at enhancing children's rights is contained in the Constitution's Article 95(b). According to the provision concerned, the state is called to enact –

... legislation to ensure that the health and strength of the workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age and strength.

The phrase *tender age of children [is] not abused* should be highlighted here. Directly related to this constitutional provision is the admission that children in Namibia are subjected to numerous challenges – as borne out in different parts of this report.

When it comes to cultural rights, Article 19 of the Constitution provides the rudiments of a new cultural approach to customary law:

Every person shall be entitled to enjoy, practise, profess, maintain and promote any culture, language, tradition or religion subject to the terms of this Constitution and further subject to the condition that the rights protected by this Article do not impinge upon the rights of others or the national interest.

This constitutional guarantee to the right to culture is enhanced by a similar guarantee in terms of Article 15(1) (a) of the International Covenant on Economic, Social and Cultural Rights (ICESCR). In terms of these two legal obligations, the government is required to take legislative and administrative measures to ensure the fulfillment of cultural rights, but also to ensure such rights do not contravene the basic tenets of the Constitution.

The **Education for All (EFA) National Plan of Action 2002–2015** aims at ensuring that, by 2015, all children, but particularly girls; children in difficult circumstances; and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. However, the success of the Plan of Action has been hindered by cultural practices in various parts of the country, which still discriminate against the girl child and san children that deny them the right to education. Our analyses reveal that Namibia need to do a lot to achieve this objective considering that san children drop out of school because of because of distance from school and inability to pay School Development Funds (SDF).

The **National Policy Options for Educationally Marginalized Children** identify various groups as educationally marginalized, who are therefore in need of special interventions to

ensure that they have access to education. These groups include children of the San and Himba community, children of farm workers, children in remote rural areas, street children, children in squatter areas and resettlement camps, children with physical or mental impairments, over-aged children according to existing policies, and children of families in extreme poverty. The sad part of the story is that San children almost fall into all the categories and they are mostly found in the far remote areas, their parents are predominately farm workers and those who live in towns are found in squatters. These children's rights are not fully recognized as they don't attend school as expected.

The **National Policy on Orphans and Vulnerable Children** deals with vulnerable children that need care and protection due to that fact that they had lost their parents because of death. The National Policy on OVC was endorsed by Cabinet in 2004 and launched in February 2005. Our study in this policy reveals that San children are severely affected as they are either orphans and or vulnerable. However, due to the fact that most of them are not in position of the national documents, these children are left out as they are expected to have birth certificates and parents' identity documents to be registered as vulnerable children. In addition, in that San community's culture, a person is buried just few hours after death. As a result, they don't acquire death certificates for their deceased. Death certificate is a prerequisite for a child to be registered as an orphan to enjoy the benefits attached.

The **Education Sector Policy for Orphans and Vulnerable Children** extends the meaning of *vulnerable children* to include children with disabilities or learning difficulties, the neglected and abused, HIV positive children, children of indigenous minorities, and other vulnerable children. San children are also the majority in this category, since they lack early exposure on school related matters, San children are lagging behind in comparison to other children in terms of subject contents taught at school. Hence, they are mainly categorized as learners with learning difficulties and need special support from teachers in schools.

3.3. Questionnaires

3.3.1. Bullying from the dominant group

A study through participants' responses of the questionnaires revealed that 32 out of 50 San children who were sampled to answer the questions were bullied in one way or another. The common bullying method is meanly teasing where San children are name calling, labeling and other nasty remarks. At least 21 San children stated that they are continuously teased by other ethnic groups at school.

One learner wrote-

They gave me a nickname that I don't like just because I am a San, my real name is 'Mpasi' but they said that is for a black person and they call me 'Ncuni'.

In support of the above claim, one learner stated that:

Our black friends do not respect us. They give us bad nicknames to make us angry and they enjoy it a lot. Even if choose a nice nickname for yourself, they will change it and give you the one they like.

This portrays that the sense of tolerance is lacking amongst learners at this school as San children are discriminated by virtue of their tribe. Lack of understanding on children's rights is demonstrated by San children's inability to claim their rights by reporting the matter to the teachers.

It also emerged from the respondents' answers that many San children are purposely left out of the school's extracurricular activities such as sports, cultural activities, debates etc. San children cited that as much as try to perform well and meet the selection standard, they are left out of team that has to represent the school in a particular activity.

One learner eluded that:

We are not recognized to have talents as well are not selected for all activities at school. We are just expected to cheer others no matter how they perform poorer than us.

In support of such conclusion, another stated that:

These days do don't even bother to participate in the school's extra mural activities since we are not considered for selection.

One thing developed from is that San children are emotionally abused by other tribe through being horribly sworn and pass nasty remarks about them. This is done through unfriendly jokes and serious provocations. They alleged that children from other tribes make untrue and mean gossips about them with is intended to tarnish their image. When they react in defense, they are threatened to be beaten. These are rude gestures which make the San children more inferior than the other children in the community.

One learner alleged that:

We san children are forever offended as our black friends regularly insult us with our parents and say that we are Bushemen and we should leave school to go and look after the cattle.

Another learner shared the same views by pointing out that:

Black children spread a lot of false rumors about the San children, just by making it dirty.

The results of the questionnaires reveal that San children are made vulnerable by stigmatization and discrimination. Being at the bottom of societies in this area and because of being different from others in culture, tradition, appearance and stature, the San children are subjected to verbal, emotional, physical and sexual harassment and abuse. Because of this, the children lead vulnerable and traumatized lives and can easily force them out of school.

3.4. Workshops and Seminars

3.4.1. Education for All (EFA)

The change agents conducted thirteen workshops and seminar with different target groups. This includes the Mentor teachers, all teachers at school, CRC club members, Class representatives (2

from each class from grade 5 to 10), Teenage Against Drugs and Alcohol (TADA) Club members, School Board (SB) members and parents.

Workshops and seminars allowed change agents to create awareness to all stakeholders on different aspects of the CRC. The first group that was trained was the three Mentor teachers and the other groups followed. All parties were very enthusiastic about the project. Change agents exploited the opportunity to in cooperate CRC with the Namibian Constitution.

The starting point for the workshops was right to education which is Article 20(1) of the Namibian Constitution, which states that “*All persons shall have the right to education*”. This provision echoes guarantees of the right to education in the Universal Declaration of Human Rights (Article 26), the International Covenant on Economic, Social and Cultural Rights (Article 13) and the **Convention on the Rights of the Child (Article 28)**. The right to education guaranteed by the Namibian Constitution was read together with Article 10 of the Namibian Constitution which, again echoing several international conventions, guarantees equality and freedom from discrimination:

- (1) All persons shall be equal before the law.
- (2) No persons may be discriminated against on the grounds of sex, race, color, ethnic origin, religion, creed or social or economic status.

An additional buttress to the right to education is found in Article 95(e) of the Namibian Constitution, which commits the state to adopting policies which ensure that “*every citizen has a right to fair and reasonable access to public facilities and services in accordance with the law*”– with education being a key public service.

Workshops provoked debates where stakeholders gave their opinion with regard to the implementation and practicality of the constitution’s articles. These debates resulted into seminars where ideas were shared and recommendation were made was what the school need to do to realize the rights of the children.

One aspect that came out strongly was the issue of free and compulsory education. Stakeholders felt that the Educational Act 16 of 2001 contradicts the Namibian Constitution in this matter. The act stipulates that the SB can come up with the School Development Funds (SDF) that parents should pay at school. They were in agreement that SB are taking advantage of this provision and decide high SDF with deprives children for poor families access to school.

Change agents and mentor teachers organized an inter-school debate competition where junior secondary learners debated on the motion 'schools are run as business enterprises. These debate sessions allowed learners to give their insight views with regard to SDF, its advantages and disadvantages and how the educational act 16 of 2001 contradicts the Namibian Constitution.

It strongly emerged from the debate that high direct cost of education leads to vulnerable children to drop out of school. The direct cost of schooling includes the cost of textbooks, uniforms, copies of birth certificates or, in these days, paying of passport photos for learners' identification, and in some cases building fees where parents contribute to school hall or classroom erection. Change agents exploited this opportunity by giving a follow up workshop to sensitize the stakeholders to article 28 of CRC on the right to education and relate it to the Namibian constitution. Furthermore, change agents took this opportunity to teach children about their right of express their views. This is article 12 of CRC that states that:

All children capable of expressing a view have the right to express that view freely and to have it taken seriously in accordance with their age and maturity (participation).

Through this we that learners input are not fully considered and the school board decides the SDF which further marginalize children as their rights are being infringed. In addition, views expressed during the debate and other workshop sessions brought us to article 3 of the CRC as one of the most important underlying principles in the Convention on the right of the child which states that: *'In all actions affecting children their best interests must be a primary consideration'*. However, it became evident that the issue of SDF is not in the best interest of the child as it serves as one factor that push children particularly the orphans and vulnerable children (OVC) of which the San children are the majority in this regard. Most San parents are struggling to make

ends meet and they don't have steady income. Poverty provokes a lack of interest in schooling because schooling is regarded as circumstantially unnecessary. This finding is supported by the by Le Roux (1999) who have a proven research evidence that Poverty reduces the level of parental care for children because parents are often too busy struggling to keep their family alive to worry about schooling. Le Roux (1999) also notes that it is not unknown for San to "give up" their children to others who are better placed to care for them. Poverty-stricken parents cannot afford to cover the costs of uniforms and SDF. Though there is provision of a child being exempted from paying SDF, the procedures are very cumbersome some the San parents (of which the majority are illiterate) to follow.

Article 25(12) of the 2001 education act may be used by some teachers to deny San children to participate in school activities. This would be the case because the article states that:

"if a parent refuses or **fails** to pay the school development fund contribution, a school board may exclude the learner of such parent from taking part in any activity financed with the school development fund contributions" (GRN, 2001, p. 20)."

The Convention expects parents (school board in this regard) to consider their children's best interests when making their decision that affect them children. We found out that children are not listened to and or their views are taken seriously. Above all parents did not consider the plight of the San community when they decided on the SDF.

3.4.2. Hostel Accommodation

Namibia has committed to honor the international agreement on providing education for all. Article 6 *The World Declaration on Education for All: Meeting Basic Learning Needs* focused on enhancing learning environments. Noting that learning did not occur in isolation, this article urged societies to ensure that all learners received the nutrition, health care, and general physical and emotional support they needed in order to participate actively in and benefit from their education. Through this, the declaration envisioned the creation of learning environments that would be experienced by **all** learners to be safe, vibrant and warm (UNDP, UNESCO, UNICEF, World Bank, 1990, pp. 46- 47).

Thus the government has constructed hostels including the one at Martin Ndumba Combined School. However, as the project activities unfolded through workshops and seminars, stakeholders became to know more about children's rights and the Martin Ndumba Combined School Hostel became on the spotlight. It was evaluated in accordance of the CRC's component of **provision and protection**. Stakeholders pointed out the following challenges about the hostel:

- For cost recovery, government has stopped providing bedding to hostel boarders and that learners (including children from the San community) living within the 5km range were either be removed from hostels or were requested to pay higher hostel fees.
- Parents are expected to pay the full cost of food for their children and the full cost of maintenance in the hostels or breakage fees.
- In addition, the hostel **did not** have lights, formal kitchen with food preparation and food storage facilities and did not have a dining hall with tables and chairs. Consequently, food was either prepared in the open or in makeshift kitchen facility. The standard of hygiene in this facility was low. In the absence of dining hall, boarders in this hostel had their meals in the open. Because this hostel was not equipped with pantries and cold rooms, it could not store food for a long time.
- The sanitation situation in this hostel was not good. Pit latrines that were not near the dormitories were in use. Using them at night posed a security risk. Another security risk was posed by the fact that the three dormitories were not fenced off and that dormitory doors could not be locked. Taking a bath was not easy as water had to be collected in buckets before using it in makeshift bathrooms.
- Water for bathing and cooking was supplied by the Ministry of Rural Water Supply but it was not purified as it came direct from the river. The hostel does not have showers and washbasins. Under these conditions, sanitation and hygiene were not as good as they should have been, thereby compromising the health of the hostel dwellers.

It is clear from the information above that children's **economic** and **protection rights** are being violated as their needs for financial, physical security and hygienic living conditions were not adequately met by school hostel.

Our observations revealed that there was so much disrepair and squalor in this hostel that it created physical environments that were not only unsafe and unhygienic but also unfit for human habitation. Boarders and their property were in some cases at the mercy of hostel intruders who could freely come in and out of the hostels.

To support this point, one hostel matron noted that:

“Current conditions for our hostel (made it) unfit for accommodation for learners”....

One teacher at the school was so appalled by the state of hygiene of hostel that he said the following:

“If I were a health inspector, I would have this hostel closed immediately”.

3.5. Focus Group Discussion and Individual Interviews

The three different focus group discussions (FGD) with stakeholders were conducted aimed to trigger debate about factors that facilitate San children’s attendance at school, factors that contribute to school dropout and other challenges learners go through at school. Individual interviews were also conducted to validate and confirm points raised during the FGD. The findings are categorized as follows:

3.5.1. Basic Needs

There was agreement amongst participants that San children require urgent support of basic needs. Because they were not supplied by government (school), the majority of San children who participated in the FGD reported that they needed several basic necessities. These included toiletries (e.g. soap, tooth paste, body lotion, washing powder, etc.), blankets, bed sheets, plates, cups, cutlery, clothes, shoes (including sports shoes), school supplies (e.g. pens, pencils, calculators, mathematical sets, school bags, stationery, etc.), pocket money, extra food and special diet food for those with allergies, money (for school fees, hospital/clinic fees, transport to and from school, sanitary pads, etc.) uniforms and mattresses. To acquire these things, some children borrowed money from teachers or used money they earned from doing odd jobs.

The point to note here is that all the San children who participated in FGD and others in their position needed financial and material support to attend school. Strategies on how this support can be provided will be suggested in a later in the recommendations.

3.5.2. Needs for safety and psychological security

The School principal, hostel supervisory teachers, and learners concurred during the FGD that the hostel in its current state **does not** provide children adequate safety and psychological security. For instance, hostel supervisory teachers reported that stealing, fighting, drunkenness; rudeness, bullying (especially of the San children), disobedience and absconding from the school without permission were common in the school hostel. This means that as living environments in the Martin Ndumba School Hostel does not necessarily provide personal safety to San children.

Confirming the issue of insecurity in the hostel, superintendents reported during one of the FGD that incidences of alcohol abuse (especially during the week-ends), disturbances during study sessions, loud music from nearby shebeens so that no one can concentrate on anything else and sexual relationships between boarders and between boarders and non-boarders were rife. Reiterating the theme of lack of safety in the hostel, supervisory teachers reported that they encountered a lot of indiscipline in the hostel. Some learners especially from the dominant group refused to cooperate, quarreled, swore at and insulted each other, and in not uncommon cases, they harass the San children.

The issue of lack of psychological security was expressed more clearly by San Children. Most of them reported that they were teased by children from the dominant group because they did not have nice shoes and clothes, nice blankets and bed sheets. In addition, some San children were teased for not bringing food, money and other things after the holidays and after the out-week-ends.

One San reported that:

'We are teased of being Bushmen and too poor to be in the school hostel. They even say that we smell...'

In other cases for instance just because San children struggle to pay their hostel fees other learners tease them such as:

"You did not yet pay. You use our money. We have less food (in the hostel) because you did not pay."

One of the disabled San children was teased because of her impaired leg. Afraid of being bewitched by her, some learners refuse to share utensils with her. Moreover, they did not wish to speak to her because of her disability and being a San.

For some San children, peers from dominant groups did not merely tease them and make fun of them but harassed them, pulled them around and beat them up for nothing. When asked about what they did when they were treated this way, most of them told us that they did nothing. Whereas some of them explained things they were being teased about, a number of them simply cried, felt unhappy and very sad. This implies that although they were grateful to be in the school, most San children were sad to be there but had nowhere else to go.

One child narrated that:

"The issue is that if you will report the matter to the teachers you will simply make it worse as after the hearing, that learner will still get you and torment you further. He will even invite friends to support him."

These findings are also inconsistent with the non-discriminatory and non-stigmatization picture that some teachers painted when we had a FGD with them. The tragedy was that these teachers, based on what they informed us, did not have the capacity to work with and support these San children in distress.

One teacher confessed that:

"There is very little we teachers can do, we don't have alternative to their problems."

The San children were most afraid of being bullied, harassed and being beaten up by boys from the dominant groups. The situation of lack of safety and psychological insecurity was as

prevalent in at Martin Ndumba Combined School. This was so because, safety at this school and hostel was minimal as there were no security guards engaged on the premises to protect learners and property.

The superintendent eluded that:

“The school does not have enough money to pay the security guard, thus we just rely of the community cooperation not to do evil things to this poor learners. They should leave their properties in peace.”

Although it might sound contradictory, the majority of the San children we engaged in the FGD liked living in the school hostel. The reasons they gave for this, should act as an impetus for improving safety and psychological security in government and community hostels. The San children accommodated in the hostel told us that they liked living there. They informed us that this was because unlike at their homes where they had a lot of chores to perform and problems to confront, they were given time and opportunity to study and do their homework in the hostel. In addition, they did not have to walk long distances to school, they were provided with food that was prepared for them, a place to sleep and friends to socialize with. Furthermore, some of them indicated that because they did not have relatives nearby and because they had no one and nowhere else to stay, the hostel provided them with a home. One implication of this is that despite lack of safety and lack.

3.5.3. Needs for protection against discrimination and stigmatization

It was reported that some San children chose to separate themselves from other groups. We judged this to be due to discrimination because superintendent and three teachers reported the existence of discrimination and tribalism perpetrated against the San children who were called derogatory names and regarded as less human. To illustrate this, one superintendent informed us that in order to insult them, the San children were asked the following questions:

“When did you see a Bushman sleeping in a house?”

“Where did you see a Bushmen attending school?”

We were informed that because of this maltreatment some San children ran away from hostel, walked long distances to their parents who worked at dominant groups’ cattle posts far away

from school and eventually quit school completely. Sometimes some of the children escaped the mistreatment at night, risking being murdered or raped.

Chapter 4

Analysis of the Findings and Summary of the Intervention strategies from the Change Agents

4.1. Introduction

This chapter analyses and discusses the results of both the data collection methods that were presented in chapter 3. It gives a summarized version of findings of the project implemented at Martin Ndumba Combined School and key themes are identified from the findings. Each theme is discussed under a separate heading. These findings offer significant insights into factors that affect San Children to drop out of school as well as why is *Education For All* not fully realized by the San children.

4.2. Cultural Issues

The ease in which the san children drop out of school and the negligible reluctance of parents to this move are in part culturally motivated. The shift from home life to school life is often highly traumatic for San children, not least because formal age-grade education is an alien concept to them and their parents. This is further complicated by the fact that the relationship between San parents and their children is generally non-authoritarian. San parents are on the whole reluctant to force their children into anything, so the parents of a child who complains sufficiently about school will often submit to the child's desire to drop out. That San regard their children's short term happiness as being of greater consequence than their schooling suggests firstly that they are not always aware of the extent to which the lack of formal education might disadvantage their children in the future, and secondly that skills learnt in schools are perceived to be of little use in coping with daily struggles. A further and more complex issue relating to parents' and children's attitudes to formal education is the change in cultural outlook that schooling often induces. Some

San parents complain that children who go away to school no longer know “how to behave” when they return home. Formal education in these circumstances reverses age roles and hierarchies: where the young were once distinguished by their lack of useful or important knowledge of the world, it is now their elders who bear this dubious distinction.

4.3. Household chores

Families also depend very much on their children to help with household chores and farm work. The household demand for San children’s’ labor was found to be greater than of other Namibian children. Our study reveals that the frequency of tasks performed by san children at home is higher than for Namibian children. In addition to the high opportunity costs of san children’s’ time, enrolment and persistence in school is further limited by the social expectation that they should become good housewives, babysitters, domestic workers, livestock-herders etc. Many parents mainly from the san community are employed to work at farms and they usually take their children along. As a result, their children drop out of school and assume some responsibilities on the farm where parents are working. This expectation reduces the value attached to their education.

4.4. High direct costs of educating San children

The main constraint limiting primary enrolments of san children in Namibia could be attributed to the high direct costs of educating a child whom many parents find excessive. The direct cost of schooling includes the cost of hostel fees, textbooks, uniforms, copies of birth certificates or, in these days, paying of passport photos for learners’ identification, and in some cases building fees where parents contribute to school hall or classroom erection. Families, particularly from the San community, often with an average of 5 to 6 children lack the capacity to finance the schooling of all their children. They are constantly faced with the choice of sending only some of their children to school. In the prevailing poverty conditions particularly at Divundu and

Mwishiku, preference for schooling is given to male children because some parents still believe that the benefits to boys' education are greater than that of girls'.

4.5. Negative attitudes of other students towards San children

Bullying, harassment or pressure from other learners adds to the numbers of San who drop out. For the San children, attending school often reflect and magnify the world around them, and this is also the case in respect of relations between San and other students. At Martin Ndumba Combined School, San children constitute a minority of the student body; many complain of bullying, teasing and intimidation at the hands of other learners— these actions often being based in ethnic characterizations. Some respond by giving up on schooling altogether, while others have tried to conceal, bury or simply discard their identity as San if they are black-skinned enough to get away with it. As noted by the MoE (2009: 23):

The accounts by many of the marginalized children and their parents of harassment, molesting, teasing [and] degrading by others are plentiful ... It is not only their fellow learners, but also their teachers that behave in a non-professional manner.

Some teachers report that San children do considerably better in school if a reasonable proportion of their schoolmates are San

4.6. San children's problems with teachers

Taking into account the low levels of teacher training in Namibia and the ubiquity of beliefs constructing San as socially inferior, it is inevitable that some teachers in some schools will treat San children and their parents in a way that can only alienate them from the formal education process (Le Roux 1999). While in many cases teachers have proved to be very helpful to San students and their parents alike, in others San parents have complained of being patronized by staff and treated in an offhand and dismissive manner. Moreover San children have reported that staff does not always assist them when they are being bullied or teased by other children. In schools where San learners constitute small minorities within class structures, some have also

complained of being victimized by teachers for poor performance, allegedly often by reference to their ethnic background.

4.7. Hostel living environment

It was stated by all in different platforms that the situation in the hostel is acceptable and serves as one of the contributing factor to high school dropout of San children as many parents don't feel comfortable to send their children to this hostel. All the buildings are in the dilapidated state and learners are living in at high risk.

It has been recognized that school hostels form part of the learning environment. For learners to participate meaningfully in their education, they must feel safe, cared for and secure. Van der Merwe (1989) notes that because of this, boarders should experience hostel life as safe and secure. He further points out that personnel managing the hostels have the responsibility of creating warm, intimate and homely atmosphere at the premises. Recognizing this, the Ministry of Education strives "to ensure that every hostel child in Namibia has access to effective education through the (satisfaction of his or her) physical, psychological and spiritual needs" (Hostel Guide, 1991, p.1.1). The goal of this is the creation, in the hostel, of the 'home from home' environment for boarders.

Chapter 5

Outcomes of the project

5.1. Introduction

This chapter sets out the intervention strategies the change agents have employed during the program implementation of the CRC project at Martin Ndumba Combined School.

5.2. Intervention strategies from Change Agents on cultural issues

The engagement of parents and children through meeting and training as well as the input from their traditional leaders made them to understand the importance to educating children.

The statistics reveal that there has been an improvement with the school dropout amongst the San children. This might be attributed to their understanding on the children's right to education. Sensitization campaigns have been shown to be successful means of making parents aware of the importance of schooling for their children. The Change Agents has been running campaigns in the mass media especially the local radio station. We went to an extent to requesting the National Broadcaster to have a panel discussion on television to look into what the government has done so far to the marginalized groups. These campaigns need to continue, and to be increasingly targeted upon areas that are difficult to reach. The majority of people in accessible areas are already convinced of the importance of schooling. So in future the Change Agents needs to make the extra effort of going to the hinterlands.

5.3. Intervention strategies from Change Agents on household chores

Change agents exploited the opportunity to sensitize parents through workshops and seminars on the CRC a particularly on the aspects of child labor and the importance of attending school. Other methods of information dissemination such as drama and posters were use to raise awareness amongst parents.

It is difficult to overemphasize the importance of san role models in motivating San parents to send their children to school. There is only one teacher out of 14 staff members is from the San community. Change agents worked closely with her and used her in most of our activities. A good starting point would be to adopt the policy of appointing the san members to posts of responsibility so that people would realize that they can also do what other Namibians could do. For schools in particular, it would be very helpful to appoint a San Principal and to aim at increasing the proportion of San teachers in rural areas. This would go far to reduce the huge tribal biases that exist throughout the school system as well as in other places of work.

5.4. A synopsis of intervention strategies to mitigate the impact of San children's vulnerability in educational settings regarding the high cost

With the intervention of the CRC project at this school the following proposals emanated:

- (a) An effective way of reducing the cost of primary education in Namibia would be by providing textbooks free to primary school children in rural areas on a targeted basis. At present textbooks provision is free, but enough textbooks are not provided. By the end of last year (2010) the school received a concernment of textbooks that were provided by the Education Training Sector Improvement Program (ETSIP) with is the Ministry of education initiative to address challenges in education. In addition, the school was donated textbooks from the Millennium Challenge Account (MCA) which is an international organization from United States of America.

- (b) To allow the most needy children access to education, schools could be provided with material and financial incentives. This would mean, for example, increasing the operation budgets of schools, which enroll orphans and vulnerable children (USAID and Family Health International, 2001). In addition, it has been proposed that to access education, the San children should be provided with educational, health and nutritional subsidies that would cover the cost of school fees, uniforms, books, medical expenses, food and other school supplies. This would not only allow children to attend school but it would also enable them to acquire marketable skills, improve their ability to provide for their own needs in future and be better integrated in the local community.

5.5. Intervention strategies from Change Agents on the negative attitudes from other students

Workshops on different aspects of the CRC focused not only on understanding but also the issues of participation as a team player which eventually promoted tolerance and respect amongst learners. There were a lot of team building activities that enhanced learners understanding on the importance of coexistence.

5.6. Intervention strategies from Change Agents San children's problems with teachers

Our team found out that some teachers tend to have negative views about the San children's capabilities. The results were partly from the lack of awareness in the training. Their actions in class and the way they treat San students are a product of cultural and societal perceptions of San children's roles. A good way of tackling such discrimination is to introduce *equity* as a key component of teacher training course.

Change agents sensitizing teachers on child rights particularly on the issue of protection and trained them with the notion of doing everything in '*the interest of a child*'. In terms of psychosocial support, the intervention involved empowering teachers with skills that would enable them to recognize and respond supportively to San children who may become stressed, withdrawn and display disruptive behaviour, show declining academic performance and increased school absenteeism. Finding out whether Namibian school personnel who managed schools and hostels had competencies to support the vulnerable children in this way was another area of focus for the present study.

5.7. Intervention strategies from Change Agents hostel living environment

We were fortunate that the new hostel is under construction even though it is taking long to be completed. However, we are skeptical to regard a new hostel as the best solution as there are implications in the admission to it.

One practice that would negatively influence San children's access to education is the misinterpretation and misuse of the regulation that to be accommodated in the school hostel, a learner should reside either outside the radius of 5 kilometers of a school or reside outside the boundaries of the municipality area in which a particular school is located. Some parents who can afford to pay hostel fees prefer not to place their children in schools near their homes but in hostels far away, thereby taking up room that could be used by San children. Although this is

subject to the regional educational Director's discretion and approval, the practice can be abused by some parents.

We have engaged the Director of education to work out the modalities that will accommodate the San children in this new hostel.

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Appendixes

Team Namibia

Programme: **Child Rights, School and Classroom Management (Phase Two)**

Country: **Namibia**

Title of the Project: **Education For All**

Team Members: Naftal S. Ngalangi, Florinus Mpareke and Eveline Kambonbe

Project Profile

Name of the School: **Martin Ndumba Combined School**

Region and Circuit: **Kavango Region, Mukwe Circuit**

Total Enrollment 2010: **525 Learners (190 in the hostel)**

Number of Teachers: **Fourteen**

Principal: **Ms. Chizabulyo**

School Drop – out 2009: **58 learners**

Grades/Phases: **Grade one – ten**

Phase two Implementing Schedule

Date	Place	Target Group	Activity	comments
09-11/04/2010	Martin Ndumba Combined School	School Board, Management, Teachers, Mentors, LRC and Class Representatives	Presenting the progress report and recommendations given during the follow up seminar in Ethiopia.	
16-18/04/2010	Martin Ndumba Combined School	Mentors, LRCs and Class Representatives	Meeting the school management to discuss the measures to be taken to fully implement CRC at school.	
28-30/05/2010	Martin Ndumba Combined School	Mentors, LRCs and Class Representatives	Meet the TADA and HIV/AIDS Club as get their contributions towards implementations of CRC at school.	
04-06/06/2010	Martin Ndumba Combined School	Mentors, LRCs and Class Representatives	Watch a video to identify different violations of child rights. Discuss the causes as well as the possible solutions. Establishment of the CRC Club and draft its main functions.	
11-13/06/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	Meet the mentors, LRCs and Class Representatives to prepare activities for the African Child's Day. <ul style="list-style-type: none"> ▪ Dramas ▪ Messages ▪ Posters etc. 	
18-20/06/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	Training for the CRC Club members. Meet the LRCs, Class Representatives and the CRC Club members to prepare the public survey on the awareness of	

			the community on CRC.	
25-27/06/2010	Martin Ndumba Combined	School Board and Subject Teachers	Plan series of lesson with English and Science teachers on how to integrate CRC in the day to day teaching. Have a focus discussion with the school Board on the important to CRC in up-bringing the child.	
02-04/07/2010	Martin Ndumba Combined School	Teachers, Mentors, CRC Club Members, LRCs and Class Representatives	Internal School Debate: Organize discussion entitled “Are child rights important?” Learners in the target groups get topic of the articles they will write for the school’s newsletter. Sensitize the English teachers regarding the participatory approach in English teaching	
09-11/07/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	Child Rights Exposition Weekend: Learners draw or paint pictures related with the corresponding rights they will be given. Once this finished, each picture will be exposed on a wall and each group explain its work.	
16-18/07/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	Workshop on Child Rights focusing on Articles related to <ul style="list-style-type: none"> ▪ Provision ▪ Protection 	
23-25/07/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives Community Leaders	Workshop on Child Rights focusing on Articles related to <ul style="list-style-type: none"> ▪ Participation Interview the traditional Leader to assess the impact of CRC in the community	

06-08/08/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	<p>Think quick and write:</p> <p>Target groups compile the newsletter and prepare its publication.</p> <p>Announcement of the best poster.</p> <p>Evaluation of the project with the target group.</p>	
13-15/08/2010	Martin Ndumba Combined School	Mentors, CRC Club Members, LRCs and Class Representatives	Presentation/Report of all the activities of CRC at Martin Ndumba Combined by the CRC Club members.	

CRC: Martin Ndumba Combined School
QUESTIONNAIRE ABOUT SCHOOL BULLYING

This school takes bullying very seriously and we wish to know how much bullying is taking place in the school. Bullying can be hitting, kicking, or the use of force in any way. It can be teasing, making rude gestures, name calling or leaving you out. Bullying means to hurt, either physically or psychologically so that you feel very bad. This is an anonymous questionnaire. This means that you can answer the questions but don't have to let us know who you are.

There is a blank space for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you to sort it out. If you do this, it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name : _____(give your name only if you wish)

1. Are you a boy or girl?

2. How old are you? _____

3. Which grade are you in? _____

4. Since I have been at school, I have been bullied (tick one of the following boxes):

5. I have been bullied in the following ways (write YES or NO for each category and give explanation)

- Hitting (punching, kicking, shoving) _____

Explain: _____

- A knife or a gun or some kind of weapon was used on me _____

Explain: _____

- Mean teasing _____

Explain: _____

- Purposely left out of things _____

Explain: _____

- Had my things damaged or stolen _____

Explain: _____

- Was horribly sworn at _____

Explain: _____

- Had offensive sexual suggestions made to me _____

Explain: _____

- Received nasty (poisonous) letter/s _____

Explain: _____

- Someone said nasty things to make others dislike me _____

Explain: _____

- Had untrue and mean gossip about me _____

Explain: _____

- I was threatened _____

Explain: _____

- Had rude gestures or mean faces made at me _____

Explain: _____

- Anything else (write it in here) _____

Explain: _____

6. Since I have been at school, I have bullied someone (tick one of the following boxes):

Never Once in a while about once a week more than once a week

7. I have bullied someone in the following ways (repeat same list as 6. above)

Never Once in a while about once a week more than once a week

8. Since I have been at school, I have seen bullying take place (tick one of the following boxes):

Never Once in a while about once a week more than once a week

9. I have watched or have heard about the following types of bullying (answer to the same list as 8. above)

Never Once in a while about once a week more than once a week

10. Tick all the places where you have been bullied or have seen bullying take place:

- In the playground _____
- In the corridors _____
- In the classroom _____
- In the toilets _____
- On the way to school _____
- On the way home from school _____
- On the bus/train/taxi _____
- Anywhere else? _____

11. Where are the 'danger spots' where most bullying takes place? Please list these:

1. _____
2. _____
3. _____
4. _____
5. _____