

CHILDREN'S WORLDS SURVEY KHOMAS REGION - 2018

Monitoring wellbeing from the perspective of children

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McGill



UNAM
UNIVERSITY OF NAMIBIA

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The Children's Worlds was developed in 2010 as a school-based assessment of internationally comparable indicators of children's subjective well-being. Further information about the Children's Worlds can be found on the project website at www.isciweb.org. If you have questions about this report or the project in Namibia, please e-mail monica.ruizcasares@mcgill.ca or sgentz@unam.na.

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KHOMAS

CHILDREN'S WORLDS
SURVEY 2018

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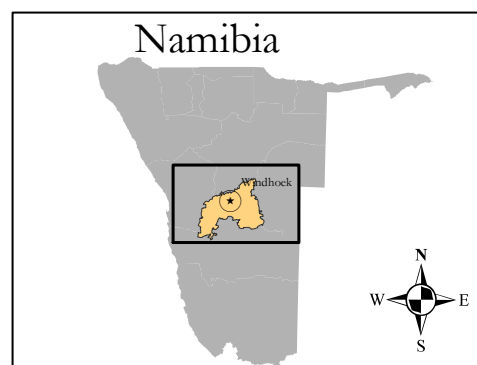
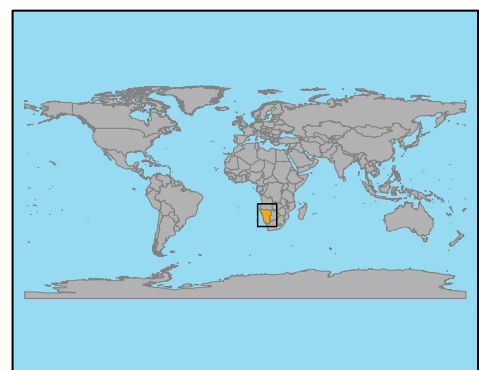
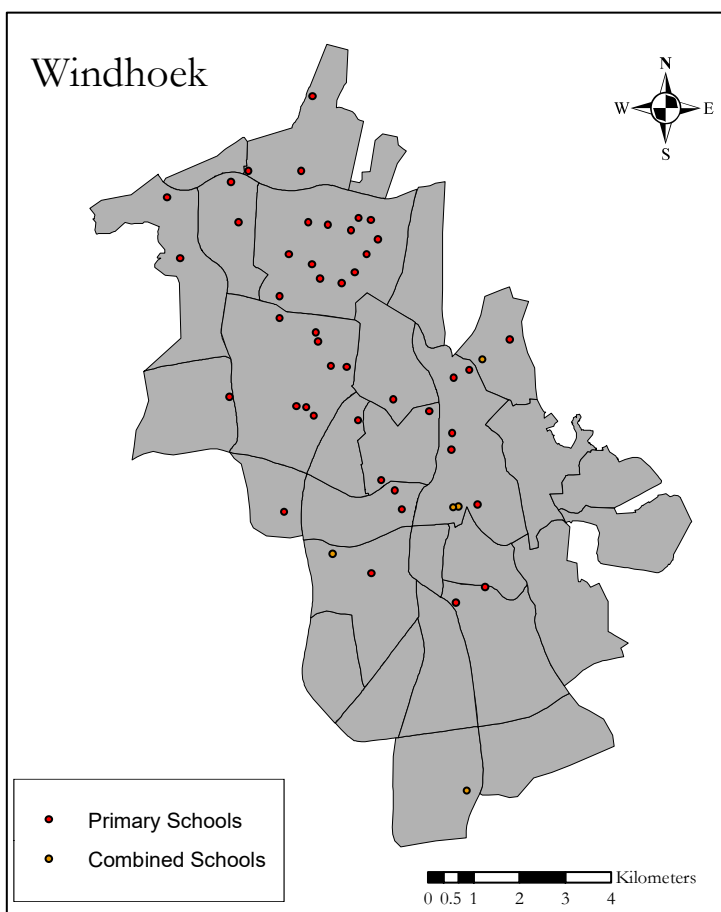
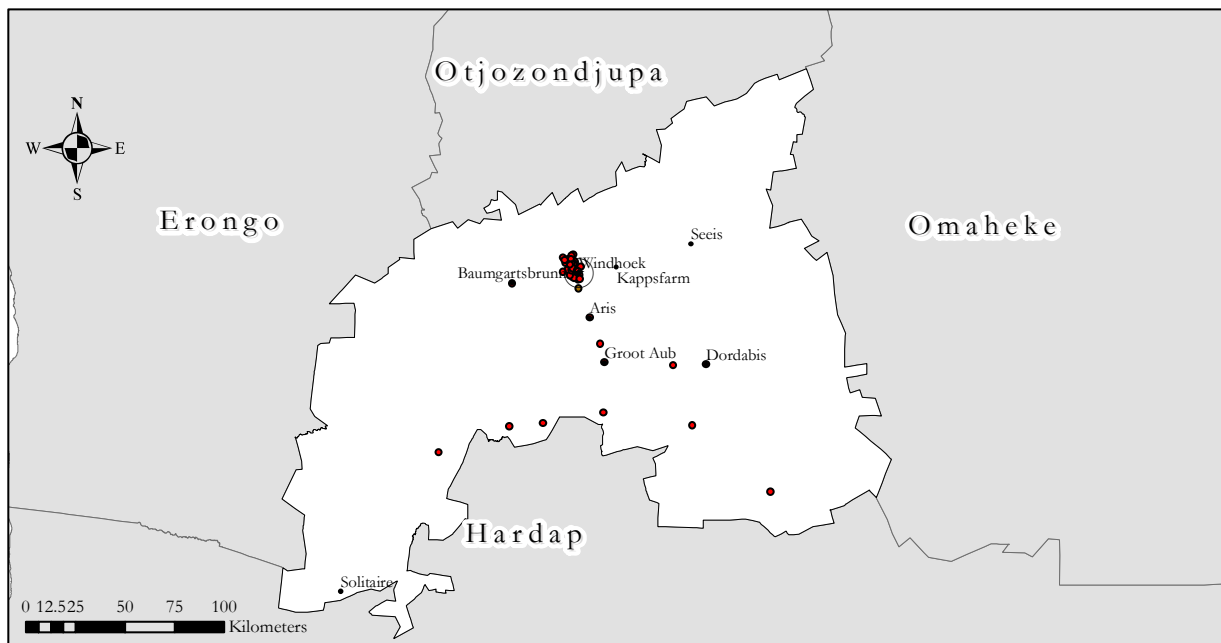
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ACRONYMS

DB-SWBS	Domain Based Subjective Well-Being Scale
DHS	Demographic and Health Survey
EMIS	Education Management Information System
ERIC	Ethical Research Involving Children
ISCI	International Society for Child Indicators
ISCWeB	International Survey of Children's Well-Being
MoHSS	Ministry of Health and Social Services
NSA	Namibia Statistics Agency
OLS	Overall Life satisfaction
PNAS	Positive and Negative Affects Scale
PSWBS	Children's Worlds Psychological Subjective Well-Being Scale
SD	Standard deviation
SPSS	Statistical Package for the Social Sciences
SWBS	Children's Worlds Subjective Well-Being Scale
UNCRC	United Nation's Convention of the Rights of the Child

MAP OF KHOMAS REGION



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In 2018, the third round of the *Children's Worlds* survey was successfully conducted in the Khomas region of Namibia. This is a school survey about children's wellbeing implemented globally. The information collected covers a range of issues related to children's lives and wellbeing from the perspectives of children themselves. A representative sample of Grade 4 and Grade 6 learners across the region participated in the survey. These findings are important to provide baseline information and to inform development, monitoring, and evaluation of programs and policies to support children in their school, home, and community environments.

We would like to extend a heartfelt thank you to everyone who made this project possible. First and foremost, thank you to the young people who participated in this study, who generously shared their time and their perspectives with the research team. Secondly, we are most grateful to the school personnel in participating schools across Khomas for facilitating communication with children and parents/guardians and coordinating with researchers to ensure that the survey contributed to—rather than interfered with—learners' education.

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We are pleased to share this publication with all local and international users. We welcome comments from readers and invite all stakeholders to use the survey results to improve the wellbeing of children and families in Namibia.

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EXECUTIVE SUMMARY

This report describes the key findings of a school-based assessment of internationally comparable indicators of children's subjective well-being carried out in Khomas region, Namibia. The *Children's Worlds Survey* was conducted in 2018 as part of the 3rd round of the *International Survey of Children's Well-Being (ISCWeB)*. A representative sample of 2124 Grade 4 (mainly 9-10-year-olds) and Grade 6 (mainly 11-12-year-olds) learners in 31 rural/urban, private/public schools participated in the survey. The questionnaire was previously adapted, tested, and translated into Afrikaans, English, Nama/Damara, Oshiwambo, and Otjiherero. Study and ethics approvals were obtained from McGill University, the University of Namibia, the Ministry of Education, Arts and Culture in Namibia and the Directorate of Education, Arts and Culture in Khomas region. Financial support was provided by the Jacobs Foundation, the Fonds de Recherche du Québec-Santé, and the Sherpa University Institute.

MONEY AND POSSESSIONS

Most children in Khomas live in households that own a telephone (88.7%) and a television (88.9%); fewer households have a radio (71.3%) and a computer (69.3%). A sizeable number of learners do not always have electricity (34.3%), running water (31.8%), or enough food to eat every day (26.6%). Most children own clothes (92.0%) and two pairs of shoes in good condition (84.6%). Fewer children have school (79.1%) and sport equipment (67.7%), and enough money for school trips/activities (67.7%). Overall, boys and girls are satisfied with the things they own (77.9% selected the highest points in the satisfaction scale), particularly Grade 4 learners (84.7%). Nonetheless, 37.8% of children always or often worry about family money, mostly Grade 4 learners, and 26.6% of learners report not always having enough food to eat. All household and personal items except a radio and telephone are significantly more common in urban households. Boys and Grade 4 learners are significantly more likely to report personal and household ownership of a range of items.

HOME AND FAMILY

Boys and girls report comparable supportive family relations and high levels of satisfaction with their family and home environment (71.7% selected the highest points in the satisfaction scale). This includes knowing that their family cares about them (86.8%) and will help them when needed (79.7%), they are safe at home (86.8%) and have a good time with their family (80.0%), and their parents listen to them (69.6%) and include them in decision-making (73.3%). Grade 4 learners indicate [significantly] more family supportive relations and satisfaction with home and family than children in Grade 6 (76.0% vs. 67.6% selected the highest points in the satisfaction scale, respectively). Nonetheless, over one-third of all learners report at least one incident of verbal (39.3%) or physical (37.9%) violence from a caregiver in the month prior to the survey and some children experience violence more often. Punishment in the form of refusing food or locking children up occurs at least once for 13.6% of children, particularly among Grade 4 learners. Grade 4 children and males report physical violence most frequently.

LOCAL AREA

Overall, 65.0% of children are very satisfied with their local area (highest points in the scale). Grade 4 learners are significantly more satisfied than Grade 6 learners (70.4% vs. 59.8%, respectively). Nonetheless, children are concerned about their safety when walking in their neighborhood (34.6% of children), with 38.1% of children reporting fights in their local area most or every day. Children also report not having enough places to play (27.0%), not being listened to by adults (33.4%), and a lack of opportunities to participate in local decisions that affect them (29.1%). Female and Grade 6 children show higher levels of concern in some of these areas.

FRIENDS

Over two-thirds of children indicate being very satisfied with their friends (68.0% selected the highest points in the satisfaction scale). Male and Grade 4 children indicate significantly higher levels of satisfaction with their friends [than female and Grade 6 learners]. Overall, children indicate that they have enough friends (78.3%), they get along with their friends (68.3%), that friends are usually nice to them (63.3%), and they have a friend to turn to for support if needed (74.9%). Nonetheless, between 16.4%-22.4% of children show moderate to large reservations in each of these areas (i.e., do not agree or agree a little with each of these statements).

SCHOOL

Most children commute for less than one hour to and from school (80.0%) and feel quite or very safe during transit (81.9%). Female and Grade 4 children record higher percentages of long commutes [up to over 2 hours (8.4% and 10.9%, respectively)]. A significantly higher percentage of Grade 4 than Grade 6 learners feel safe on their way to school (61.7% vs. 47.4%). Children across all age and sex groups report high levels of satisfaction with their life as a learner (80.3% high satisfaction) and the things they have learned (87.4% high satisfaction). Male and Grade 4 learners report higher rates of satisfaction with the things they have learned. Learners largely agree that they have opportunities at school to make decisions about things that are important to them (77.0%), that teachers care for them (63.9%) and will help them if they have a problem (72.2%). Nonetheless, 29.4% of children express reservations about teachers listening to them and taking what they say into account.

Complete satisfaction with classmates is about half as common as other aspects of school life, particularly among females. In fact, learners report concerns about school safety (21.5%), their ability to count on their peers to support them if needed (30.1%), and frequent arguments among classmates (61.9%). Children experience social exclusion (45.0%), physical (51.6%), or verbal (70.7%) violence from peers in school at least once in the previous month. Verbal violence is the most common type of violence to occur more than three times (28.9%). On average, male learners report more physical and verbal violence while female learners report more exclusion by classmates. Grade 6 learners commonly report less physical violence and more verbal violence than Grade 4 learners.

SUBJECTIVE WELL-BEING

Overall, 81.7% of children indicate high levels of overall life satisfaction, with Grade 4 learners reporting significantly higher levels of overall wellbeing. Additionally, mean scores for all subjective wellbeing scales is above 8 (on a scale of 0-10) except for positive and negative affect.

Subjective wellbeing decreases significantly from 10-year-olds (Grade 4) to 12-year-olds (Grade 6), except in negative affect. Differences by sex are minor except for subjective wellbeing and positive affect, with boys reporting significantly higher well-being than girls.

TIME USE

More than half of children report high levels of satisfaction with their amount (67.1%) and use (68.8%) of free time. Daily, children mostly do homework/study (65.7%), watch TV (57.6%), do household chores (53.7%), and relax with their family (53.1%). In contrast, many children never or rarely (i.e., less than once a week) work for money or food (68.9%), take extra classes outside of school (59.9%), use social media (40.3%) or play electronic games (31.8%), and rest and do nothing (other than sleep at night) (41.8%). Although many children play outside (70.3%) or practice sports (66.7%) at least three times per week, one-fifth of children never or rarely engage in these activities. Going to religious services or places is largely practiced once or twice a week (35.8%) or less than once a week (19.1%). There are significant variations in frequently performed activities across grade and gender.

CHILDREN'S RIGHTS AND PERCEPTIONS ABOUT NAMIBIA

Overall, 75.9% of children report knowing their rights, with a larger proportion of Grade 6 learners. However, one-in-four children do not know or is unsure about what rights children have (24.2%) and three-in-four children do not know or are unsure about what the UN Convention on the Rights of the Child (UNCRC) is (74.3%). Female and Grade 6 learners report significantly less knowledge and certainty about the UNCRC than males and Grade 4 children. While 69.5% of learners consider that in Namibia children participate in making decisions that are important to them, many do not consider Namibia as a safe place for children (42.4%) where adults respect children's rights (39.1%) and care about children (26.8%).

1 INTRODUCTION

1.1 Background

Children's World Project

This study is part of the third wave of the *Children's Worlds* (CW) project (<https://isciweb.org/>). This project includes the *International Survey of Children's Well-Being* (ISCWeB), a worldwide assessment of children's subjective well-being. For some time now, statistical indicators are being used to monitor children's well-being and to assess whether programs and policies are achieving their objectives at present and over time¹. A more recent addition of subjective indicators (e.g., children's own accounts of their lives and conditions), responds to the need to better understand children's individual experience of services². It also helps convey the value of children's perspectives to influence decision-making, in line with the United Nation's Convention of the Rights of the Child (UNCRC)³, which Namibia adopted in 1990.

The Children's World project began in 2009 when a group of researchers, mainly from the International Society for Child Indicators (ISCI), held a meeting hosted by UNICEF to discuss the need for a survey about children, their experiences, perspectives, and subjective well-being. The group agreed that such a survey would uniquely contribute to understanding how children live across the world. Since 2010, the Children's Worlds project has gathered information on children's lives and their daily activities. Now in its third wave, the number of countries that have participated has grown from 14 to 40 countries including more than 126, 000 children. The project has extended to many regions with the goal of collecting representative information, whether from whole country surveys or from specific regions⁴. In this wave, 2016 and 2017 were dedicated to the preparation of the survey and establishment of a research strategy that optimized sufficient and diverse sampling. Across the participating countries, data were collected starting in the 2017 school year and from there, the results were consolidated and analyzed.

The study taps into the psychosocial, cognitive and affective dimensions of childhood life and assesses children's satisfaction with the different institutions and spaces that shape their lives. To illustrate children's satisfaction and their aspirations, the survey included questions regarding their school, home, family, leisure time, friendships and geographical location. The survey also examined the children's access to material goods, their health, use of time and perceptions of their own rights. As a result of the varied questions, the survey allowed children to evaluate their lives and provide insight of their perceived well-being in many different contexts. The process of asking these questions and the resulting answers help to create awareness among children, their parents, their communities, opinion leaders, decision makers, professionals and the general public. Through cultivating awareness, this study hopes to improve children's well-being and to position children to attain their best potential.

Khomas Region

In Namibia, the survey was conducted in the Khomas region. The region is predominantly urban and includes the country's capital city, Windhoek. In fact, in comparison to the rest of Namibia, Khomas has the highest percentage of children living in urban areas. The effects of urbanization allow easier access to resources, such as healthcare and education. In comparison to other regions in Namibia, Khomas has high rates of enrolment to school for the youth population (6-24 years old) which are almost 70%. Together with English, the national official language and

main language of instruction from Grade 4 onwards, the main languages spoken at home are Oshiwambo languages (47%), Afrikaans (16%), Nama/Damara languages (10%) and Otjiherero (13%)⁵.

Along with the Erongo region, Khomas has the highest rates of lifetime migration in the country^{5,6}. Regional data on social and economic indicators show that, in comparison to other regions, children in Khomas generally enjoy better living conditions^{5,7}. There are, however, large variations between the ten constituencies of the region. Due to the lack of affordable housing in urban centers, many people have migrated to Windhoek suburbs and built informal dwellings/shacks in areas which still lack basic facilities, such as adequate water, sanitation, and electricity. The levels of poverty are high, with the poorest in the population living in the rapidly growing north-west area of Windhoek^{6,7}.

1.2 Survey Objectives

This study is designed to provide information of the well-being of children in various areas of their lives, for example, their home life, family relationships, friendships, school and financial state. More precisely, the purpose of the survey is to examine what well-being means for children in Namibia, the factors that lead to well-being and how those factors are interrelated and connected to the children's environments and relationships. The results of this survey will allow the comparison of the well-being of children in Namibia with other children in Africa and across the world.

1.3 Report Structure & Content

This report presents results of the Children's Worlds survey administered to a representative sample of grades four and six learners in Khomas. It is divided into 8 sections pertaining to different contexts of children's lives explored in the questionnaire, including money and possessions, home and family, local area, friends and other relationships, and school. Peer violence, including verbal, physical and psychological/social exclusion, approximate to child-to-child bullying. The study also illustrates the overall and domain-specific well-being of children, their time use and their knowledge and perceptions of their rights and Namibia.

2 SAMPLE AND SURVEY METHODOLOGY

2.1 Sample Design

This study was designed to get a representative sample of all learners in Grade 4 (mainly ages 9 to 10 years) and Grade 6 (mainly ages 11 to 12 years) in Khomas. Khomas region had a total of 88 429 learners registered in 2017⁸. Table 1 shows the distribution of learners in the region, by grade and relevant strata.

Table 1 Regional distribution of learners

Percent distribution of learners by grade and type of school, Khomas, 2017

Stratum	Grade 4	Grade 6
Rural	4.0	4.2
Urban		
State/Public	82.0	82.7
Private	14.1	13.2

Source: Unpublished statistics from the MoEAC for the 2017 year.

Out of the 76 schools in Khomas, 62 are primary schools and 14 are combined schools. Three schools which had no learners in neither Grade 4 nor Grade 6 were excluded from our sampling frame. The remaining 73 schools in Khomas which had learners in the grades of interest were stratified by location (Rural/Urban). All seven rural public schools were selected to ensure adequate representation of this small sub-group of the population. Urban schools were further categorized by Private/State. Within each group, schools were randomly selected in each Private/State list until reaching the number of learners proportional to the type of school keeping in mind that not more than 50 children could be selected per school for each grade group to maintain representative data. Thus, up to two classes per grade were randomly selected within participating schools. A total of 23 urban schools participated in the survey. The school response rate was 91.2% and the student response rate was 59.3%.

2.2 Questionnaires

The survey questionnaires explored different aspects of children's lives which correspond to the sections in this report (home, friends, school, etc.) and on life as a whole. There were two different, yet very similar, versions of the questionnaire for the different age groups. The questionnaires for the older age group contained additional questions about supervision, which will be reported separately. The content of the questionnaire is a collective result from the previous research waves of the Children's Worlds project and measures such as the Student Life Satisfaction Scale and the Overall Life satisfaction (OLS). The questionnaire was adapted to reflect the local context of Namibia (for example, in the orphanhood and living conditions questions). The survey consisted of 58 multiple-choice and scale questions for both grade four and grade six learners. Prior to their distribution, the questionnaires were translated from English into four local languages spoken in Khomas (Afrikaans, Oshikwanyama, Otjiherero and Nama/Damara) and then independently translated back into English to resolve any differences and highlight the cultural aspects that differed. The questionnaires were also tested in focus groups and adjusted based on the feedback received to ensure clarity.

2.3 Data collection

Permits from the Ministry of Education, Arts and Culture and permission from school principals were obtained before seeking informed consent from parents and learners. Overall, 42 parents and 7 learners refused to participate. The questionnaire was administered between 12 July and 21 November 2018 on dates and times agreed upon with school administrators in order to minimize interference with the school's schedule.

The questionnaire was administered by the lead researchers and/or research assistants. Research assistants were university students and recent graduates fluent in the study local languages. They were trained for 16 hours in the content, format, and procedures for administration of the questionnaire, the ethical conduct of research, and children rights and wellbeing. Training consisted of classroom lectures, item-by-item review of the questionnaires, role play, and supervised administration in schools. The class teacher or a Life Skills teacher were occasionally present in the classroom during the administration of the questionnaire (except for the survey introduction and informed consent process to give the learners more freedom to voice their concerns). The instructions to complete the questionnaire were delivered verbally by the research staff and the questions were read aloud while children marked their answers in their own sheets. Visual scales developed in consultation with children were used during administration of the survey to facilitate children's understanding. Children were able to ask questions at any time. Smaller groups were created by language of preference and questionnaires were administered separately by a research assistant fluent in that language. Overall, 1780 questionnaires were completed in English (83.8%), 131 in Oshiwambo (6.2%), 114 in Nama/Damara (5.4%), 93 in Afrikaans (4.4%) and 6 in Otjiherero (0.3%).

2.4 Data management, editing, and analysis

Basic checks for incomplete or unreadable responses were performed before learners left the classroom and the team left the school. Information from the questionnaires was then entered into an electronic template (identical across all the Children's Worlds participating countries) using the Statistical Package for the Social Sciences (SPSS) by three data entry clerks previously trained by the lead researchers. Data processing began two weeks after data collection started and was completed in March 2019. To make sure the data entry did not introduce any mistakes, this process was checked by dual inputting and cross-checking on a portion of the questionnaires. The quality of the data (including incomplete questionnaires, response patterns or inconsistent information) was then assessed using the guidelines of the Children's Worlds project.

In order to make results from the survey representative of the population of Grade 4 and 6 learners in Khomas, sampling weights based on the probabilities of selection and post-stratification weights to correct for differences in the sex distribution of the sample were calculated and used for analysis. After data cleaning, the survey dataset contained questionnaires from a sample of 2124 children and was transferred to a data centre at York University (UK) where it was compiled into a single database for access by other researchers (<https://isciweb.org/>).

The data were analysed using descriptive statistics to describe the distribution on key variables as well as statistical measures (e.g., bivariate associations, correlation, t-tests) to measure multiple predictors (e.g., sex and age) with key subjective well-being variables. Results were noted as significant if they had a p-value below 0.05. This is denoted by colour orange in tables for sub-

group analyses (i.e., grade and sex). For scaled items (e.g., satisfaction and agreement scales), significance denotes differences between the means of the indicated groups. No imputation was needed as less than 5% of the data was missing. Individual missing values (always below 5%) are not reported in tables. While the data have been weighted, the analysis does not take into account the design effect of clustering in the sample due to children being surveyed in class groups in schools. Taking this factor into account has not affected the descriptive statistics but is likely to have an impact on the significance levels for statistical tests. For all frequencies, we reported on the valid data. Where applicable, children who selected that they “don’t know” or are “not sure” are reported at the bottom of the table. Except where indicated in the table, the data for the 10- and 12-year-old children are combined.

2.5 Ethics

Approval for the study was obtained from the Ethics Review Boards of McGill University and the University of Namibia and the Ministry of Education in Namibia. The study followed the ethics guidelines stipulated by UNICEF’s Ethical Research Involving Children (ERIC) guidelines (2013)⁹ as well as the Tri-Council Policy Statement-2 (2018)¹⁰. All team members were trained following these guidelines, with an emphasis on researchers’ responsibility to consider children’s rights to participation without discrimination and to protection from harm, and the implications of differential power relationship between adult researchers and child participants.

The research team coordinated with school administrators and tried to accommodate their schedules. Parental consent to invite children to participate was obtained first. In coordination with the schools, the research team provided information about the study in Afrikaans, English, Nama/Damara, Otjiherero, and Oshikwanyama. Children who returned the signed parental informed consent form were invited to complete the survey in the classroom, as previously arranged with the school administration and teachers. The objectives, activities, risks and benefits, and rights of participating in the survey were explained in writing and orally, allowing ample time for questions. Arrangements were made so that children who did not wish to participate could undertake a similar alternative task while the survey was being administered.

Research team members paid careful attention to all children in the classroom during the administration of the survey; if they experienced difficulties or showed any distress, they ensured that children had access to advice and support (e.g., invite them to discuss with a school counselor). Individual marking of responses provided privacy. Children completed their questionnaire anonymously. All study information is securely stored and no identifiable information about children and schools is reported in the findings of this study.

2.6 Limitations

Several factors affected the study and are important to consider while interpreting the findings. First, a common limitation to survey designs, this survey helps identify a number of factors associated with subjective wellbeing in children, yet it cannot provide strong evidence of cause and effect. Second, the survey was administered to learners in Grade 4 and 6 in schools and therefore study results cannot be generalized to much younger or older children or those who are not in school. Third, despite random selection of classes, the proportion of females responding to the survey was higher than the overall proportion for the population of Senior Primary School learners in the region (58.1% vs. 51.2%)⁸. It may have been that girls were more likely to return parental

consent forms or be present on survey administration dates. However, this should be taken into account when interpreting study results. Post-stratification weights were developed and applied to correct our estimates for this imbalance. Fourth, recall errors and social desirability may have affected some responses. Despite these limitations, large sample size, rigorous selection of sites and classes, local adaptation of measures, ethical conduct of the study, and a student response rate in line with those commonly found in classroom-based research¹¹ provide good estimates of the population of Grade 4 and Grade 6 learners in Khomas.

3 SAMPLE COVERAGE AND CHARACTERISTICS OF RESPONDENTS

3.1 Child and Household Characteristics

Information was collected on the context of children's lives. Table 2 and Table 3 present characteristics of participating children and their households. Both unweighted and weighted numbers are presented to assist with interpretation of survey findings and assessment of the representativeness of the sample. The remaining tables in this report are only presented with weighted numbers.

Table 2 provides background characteristics of child respondents, including their distribution by age group, sex, place of birth, orphanhood status, main language(s) spoken at home, and school grade, school type, and location. The children's ages range from 8 to 14 years old with an average age of 11.1 (SD = 1.3). Of the total weighted sample of 2124, 1076 were girls and 1048 were boys. Children in Grade 4 were mainly 10 years old (61.4%) but some were 9 years old (18.8 %) and 11 years old (14.0%). Children in Grade 6 were mainly 12 years old (55.7%) but several were 11 years old (16.7%) and 13 years old (20.2%). To maintain consistency across Children's Worlds countries, this report names the Grade 4 group the '10-year-olds' and the Grade 6 group the '12-year-olds'. The sample included maternal (2.2%), paternal (7.1%) and double (1.6%) orphans, and children who were either themselves (8.9%) or one or both of their parents (23.6%) born outside of Namibia. The most widely spoken languages at home were English (50.5%), Oshiwambo (37.6%), and Afrikaans (32.4%). Most children attend public (86.3%) and urban (95.8%) schools. The oversampling of rural children explains the larger unweighted number.

Table 3 provides basic information on children's households. Nearly all participants indicated that they lived with their family (93.4%), with a small percentage of children living in a hostel or boarding school (3.5%), and even fewer in another type of home. The average household size is 6.4 people, with three-in-four children living in households with 4-6 members (53.6%) or 7-9 members (24.4%). Most children indicated that their mother (84.4%), father (62.8%) and siblings (82.1%) lived in the same household as them. Fewer children reported that they were living with a grandparent (23.0%) or a stepparent (13.8%). Children commonly have 1-3 (47.4%) or 4-6 (33.9%) brothers and sisters. A quarter of the participants reported they have 6 or less household material assets which included access to running water and electricity (25.4%). About a third of the participants noted they have 9 assets (32.6%).

Table 2 Children background characteristics/Sample composition

Percent and frequency distribution of children 8-14 years of age by selected characteristics, Khomas, 2018

	Weighted percent (%)	Number of children	
		Weighted	Unweighted
Total	100	2124	2124
Age			
8 years	0.3	7	7
9 years	9.4	200	182
10 years	31.0	657	624
11 years	15.4	326	325
12 years	30.4	644	687
13 years	10.1	214	216
14 years	3.4	73	80
Sex of child			
Female	50.7	1076	1233
Male	49.3	1048	891
Born in Namibia ^a			
Child	88.4	1872	1880
Mother	73.2	1551	1541
Father	63.9	1354	1350
Orphanhood			
Maternal/mother dead	2.2	46	47
Paternal/father dead	7.1	148	164
Double/both parents dead	1.6	33	39
Language spoken at home			
English	50.5	1072	1033
Oshiwambo	37.6	798	804
Afrikaans	32.4	688	645
Nama/Damara	18.4	391	439
Otjiherero	14.8	315	282
Other	15.6	331	294
Grade			
Four	50.0	1062	1025
Six	50.0	1062	1099
School type			
Public	86.3	1833	1838
Private	13.7	291	286
Area			
Rural	4.2	89	242
Urban	95.8	2035	1882

Notes: Some variables may not add up to total due to missing values or several response choices possible. ^a Not sure Child 2.7%; Mother 12.6%; Father 17.2%.

Table 3 Household background characteristics/Sample composition

Percent and frequency distribution of households by selected characteristics, Khomas, 2018

	Weighted percent (%)	Number of children	
		Weighted (n)	Unweighted (n)
Total	100	2124	2124
Type of household			
Child's family	93.4	1978	1928
Friends or neighbors	0.5	10	14
Hostel or boarding school	3.5	74	120
Children's home	0.4	10	9
Other	2.1	45	45
Household composition			
Mother	84.4	1792	1767
Father	62.8	1333	1301
Stepparent	13.8	293	318
Grandparent	23.0	489	515
Brothers and sisters	82.1	1743	1702
Other children	25.4	538	521
Other adults	32.9	699	688
Number of brothers and sisters			
0	2.1	44	48
1-3	47.4	1001	988
4-6	33.9	715	725
7+	16.6	350	348
Number of household members ^a			
1-3	9.8	205	220
4-6	53.6	1124	1090
7-9	24.4	511	511
10+	12.2	255	273
Household material resources/assets ^b			
6 items or less	25.4	466	540
7	17.0	313	281
8	25.0	460	426
9	32.6	598	556

Notes: Some variables may not add up to total due to missing values. ^a Includes children living in a residential care facility and children living in the yard. ^b Assets include: electricity, running water, a toilet that flushes, computer, television, fridge, radio, telephone and a family car.

Figure 1 illustrates the languages the children spoke at home, school, and with their friends. Children were allowed to select more than one language for each setting and thus totals exceed 100 percent. English (91.9%), Afrikaans (29.8%), and Oshiwambo (11.6%) are the main languages spoken in school. Except for Afrikaans and English, all other languages were more often spoken at home than with friends. Afrikaans was spoken by a similar proportion of children at home (32.4%) and with friends (34.6%) and English was spoken by half of the children at home (50.5%) and 67.3% with friends.

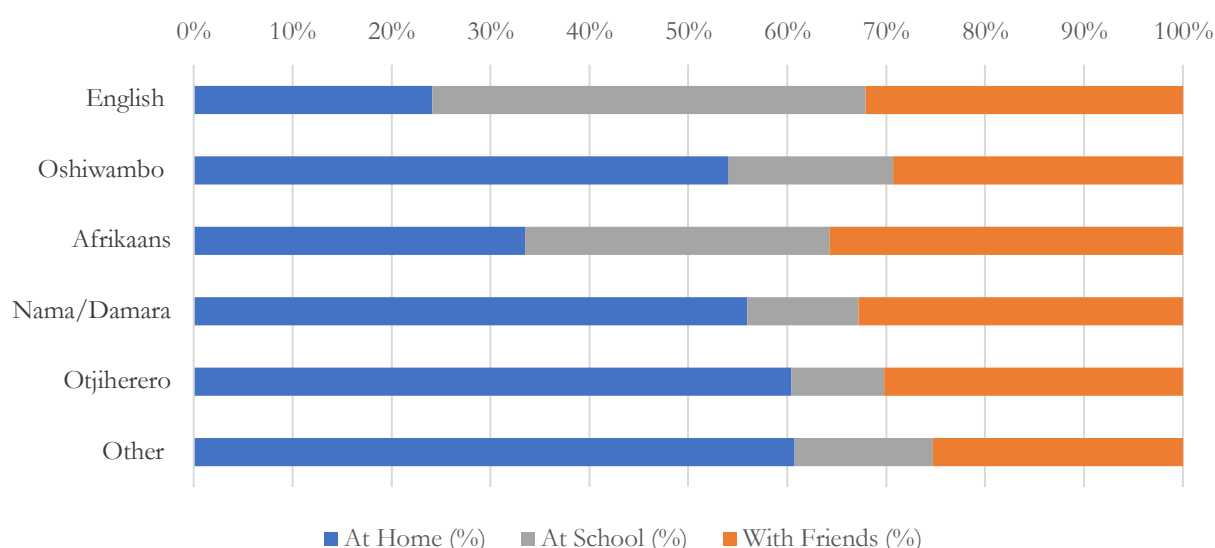


Figure 1 Languages spoken by children in different environments

Note: respondents could select several languages

3.2 Living Arrangements and Conditions

To gain a closer look at the children's living conditions, the survey included questions on housing characteristics as shown in Table 4. Many children live in houses without running water (31.8%), toilets that do not flush (21.9%), and no electricity (13.8%). Nationally, 52.6%¹ of households do not have electricity and 63.2% households do not have running water (piped)¹². Almost three-in-four children live in houses made of brick/concrete (72.0%) with the remaining children living in shacks (27.9%). Most children live in houses with 2-4 rooms used for sleeping (74.0%) and do not have their own bedroom (63.1%). Nonetheless, most children have their own bed (59.9%) and a place to study (69.5%). A considerable proportion of "not sure" responses (11.6%) about having a place to study suggests the possibility of an undedicated study area. On average, these results show a higher standard of living in urban areas compared to rural ones.

¹ DHS 2013

Table 4 Housing characteristics

Percentage distribution of households by selected housing characteristics according to area of residence, Khomas, 2018

	Total (%)	Area	
		Rural (%)	Urban (%)
Electricity			
Yes, always	65.6	44.3	66.6
Yes, sometimes	20.5	33.0	20.0
No	13.8	22.7	13.4
Running water ^a			
Yes	63.8	53.4	64.2
No	31.8	40.9	31.4
Toilet that flushes ^b			
Yes	75.6	55.8	76.5
No	21.9	37.2	21.2
Type of house			
Brick or concrete	72.0	43.7	73.2
Shack	27.9	56.3	26.7
Other	0.1	0.0	0.1
Place for study ^c			
Yes	69.5	54.5	70.2
No	18.9	34.1	18.2
Own bed			
Yes, own	59.9	42.0	60.7
Yes, shared	30.6	37.5	30.3
No	9.5	20.5	9.0
Own bedroom			
Yes	36.9	30.7	37.2
No	63.1	69.3	62.8
Rooms used for sleeping			
0-1	4.9	10.3	4.6
2	23.3	35.6	22.7
3	31.8	19.5	32.2
4	18.9	13.8	19.1
5 or more	21.1	20.8	21.4
Total	100	100	100
Number of households	2124	242	1882
Mean number of persons per room used for sleeping	2.1	2.8	2.1

Notes: ^a Not sure 4.4%. ^b Not sure 2.5%. ^c Not sure 11.6%.

Figure 2, Figure 3, and Table 5 present the distribution of children according to ownership of household and individual child assets used in daily life. Most children live in homes with a telephone (88.7%), a television (88.9%), and a fridge/freezer (88.6%). Fewer but still many households have a motor vehicle (74.9%), a radio (71.3%), a washing machine (69.6%), and a computer (69.3%). On average, the presence of these items was significantly more common in households located in urban areas.

Children also reported on their personal assets. Overall, most children own clothes (92.0%) and two pairs of shoes (84.6%) in good condition. Over two-thirds have school (79.1%) and sport/hobby equipment (67.7%), and enough money for school trips/activities (67.7%). Urban children were more likely to possess each one of these assets, almost approaching twice as much

in some categories (i.e., mobile phone, internet access at home and enough money for school trips/activities).

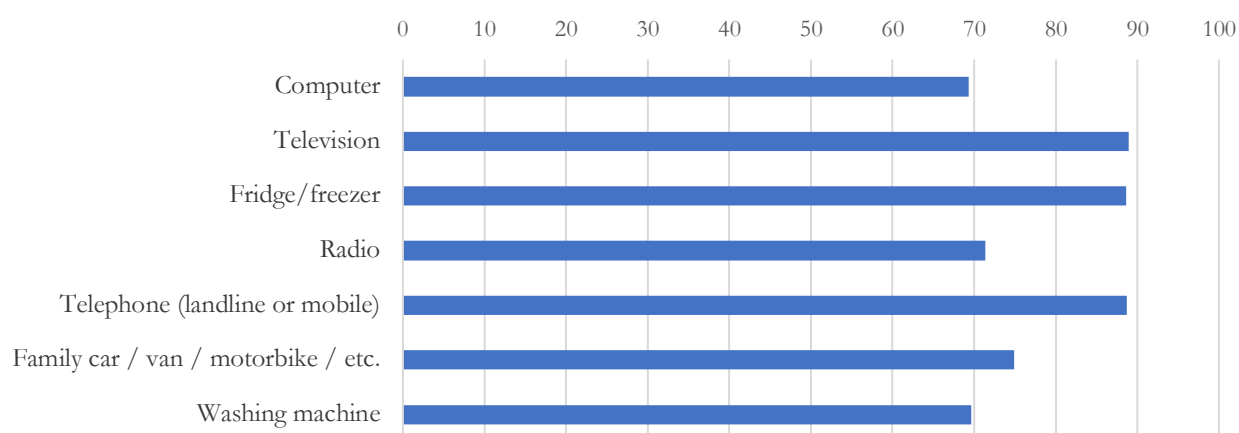


Figure 2 Household ownership (total percentage)

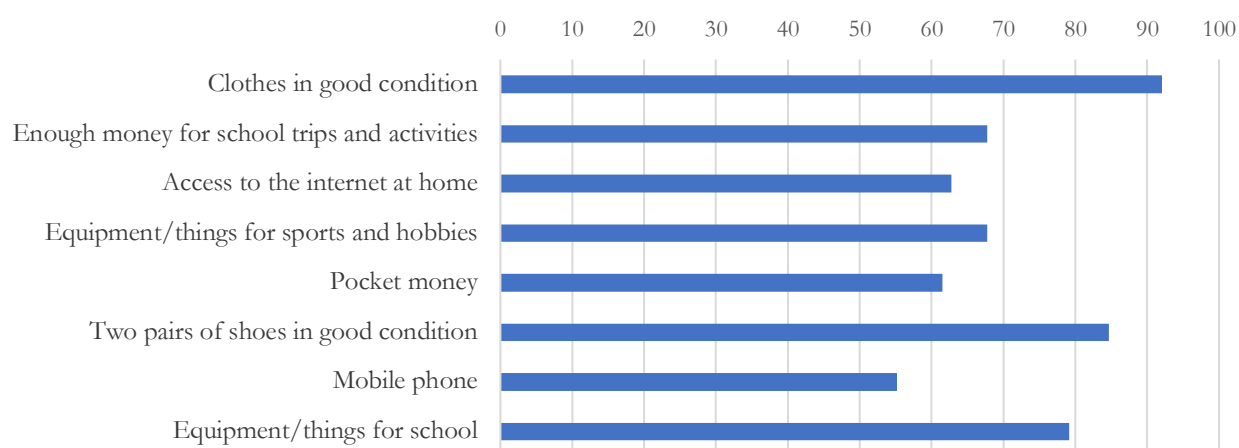


Figure 3 Personal ownership (total percentage)

Table 5 Household and personal assets

Percentage of households and children by ownership of selected household and personal assets according to area of residence, Khomas, 2018

according to area of residence, Khomas, 2010

	Total (%)	Area	
		Rural (%)	Urban (%)
Percentage of households that own a			
Computer	69.3	40.2	70.6
Television	88.9	79.1	89.3
Fridge/freezer	88.6	71.3	89.3
Radio	71.3	80.2	70.9
Telephone (landline or mobile)	88.7	92.0	88.6
Family car / van / motorbike / etc.	74.9	54.0	75.8
Washing machine	69.6	56.3	70.2
Percentage of children who own			
Clothes in good condition	92.0	79.3	92.5
Enough money for school trips and activities	67.7	41.9	68.8
Access to the internet at home	62.7	39.1	63.7
Equipment/things for sports and hobbies	67.7	48.9	68.5
Pocket money	61.5	52.9	61.9
Two pairs of shoes in good condition	84.6	72.7	85.1
Mobile phone	55.2	33.0	56.1
Equipment/things for school	79.1	56.8	80.1
Number of households/children	2124	242	1882

3.3 Summary and Discussion

Compared to the sex ratio distribution for upper primary grades in Khomas⁸, slightly more girls took part in the survey than reported for those grades (58.2% vs. 51.2%). It may have been that girls were more likely to return the parental consent forms than boys, but this reason is not verified. It is also noted that many of the children were not 10 or 12 years old within the selected grades. This reflects the distribution of learners in the regions and in the country⁸. Higher proportions of children participating in the survey (after weighting) are from urban (95.8%) and State/Public schools (86.3%). Weighting ensured that the proportions were consistent with the distribution of learners in Khomas. However, since distributions in other regions may be different, generalisation should be done with caution. The total number of orphans in the sample (10.9%), while lower than the National level (14.0%), is comparable to what is found in Khomas (11.7%)¹³.

It is expected that children in the survey would speak more English at schools (91.9%) as this is the primary medium of instruction. English is also the language most spoken at home (50.5%), followed by Oshiwambo (37.6%) and Afrikaans (32.4%).

Most children in the survey live with their families (93.4%), which most often include a mother (84.4%), siblings (82.1%) and a father (62.8%). Just under a quarter of households (23.0%) include a grandparent. In general, children in urban areas have significantly better access to some form of electricity (86.6% vs 77.3%), a toilet that flushes (76.5% vs 55.8%), lived in brick/concrete homes (73.2% vs 43.7%), had a place for study (70.2% vs 54.5%) and had their own bed (60.7% vs 42.0%). In addition, apart from a radio and a telephone, participants from urban households owned significantly more items compared to rural areas. This is consistent with National surveys, such as

the 2013 Demographic and Health survey (DHS)¹³, as households in urban areas tend to have better access to household items. The current survey is the first in Namibia that asked children about their individual ownership of items. Again, participants residing in urban areas owned significantly more items than those from rural areas, with the exception of pocket money which, although also more common in urban households, only showed minor differences.

4 MONEY AND POSSESSIONS

Children were asked about household material items and conditions as well as about the things that they owned and how satisfied they were with these things. These questions are shown in Box 1.

Box 1: Questions on children's material resources

Which of the following does your family have at home? (Yes, No)

- Computer (including laptops and tablets)
- Television
- Fridge/freezer
- Radio
- Telephone (landline or mobile)
- Family car / van / motorbike / etc.
- Washing machine

Which of the following things do you have? (Yes, No)

- Clothes in good condition
- Enough money for school trips and activities
- Access to the internet at home
- The equipment you need for sports and hobbies
- Pocket money / money to spend on yourself
- Two pairs of shoes in good condition
- A mobile phone
- The equipment you need for school

Do you have enough food to eat each day? (Never, Sometimes, Often, Always, Don't know)

How often do you worry about how much money your family has? (Never, Sometimes, Often, Always, Don't know)

How satisfied are you with all the things you have? (Not at all satisfied: 0 – 10: Completely satisfied)

4.1 Overall Findings and Variations by Sex and Age Groups

As shown in Table 6, significant differences between the sexes were more common than those between the grades regarding household and personal items. On average, more males have access to a computer, television, fridge/freezer and washing machines. More Grade 4 learners have a family car / van / motorbike, while more Grade 6 learners have access to a computer.

A greater percentage of males report having enough money for school trips and activities, access to the internet at home, equipment for sports and hobbies, pocket money and a mobile phone. These differences are also significant between the grades, as Grade 4 learners are more likely to own these personal items as well as having equipment for school. About a quarter of the children always worry about family money, Grade 4 learners representing the highest portion (28.4%).

Table 6 Money and possessions

Percentage of children by ownership of selected household and personal assets according to grade/age group and sex of the child, Khomas, 2018

	Total (%)	Grade/ Age group		Sex	
		G4/10- year-olds	G6/12- year-olds	Female (%)	Male (%)
		(%)	(%)		
Household items					
Computer	69.3	67.2	71.4	66.3	72.5
Television	88.9	89.1	88.7	86.5	91.4
Fridge/freezer	88.6	88.1	89.1	86.9	90.5
Radio	71.3	71.2	71.4	72.7	69.9
Telephone (landline or mobile)	88.7	88.5	88.9	88.1	89.3
Family car / van / motorbike / etc.	74.9	76.8	73.0	73.9	75.9
Washing machine	69.6	70.2	69.0	67.0	72.2
Personal items					
Clothes in good condition	92.0	92.1	91.9	92.6	91.5
Enough money for school trips & activities	67.7	72.6	62.8	65.6	69.9
Access to the internet at home	62.7	66.4	59.0	60.1	65.4
Equipment/things for sports and hobbies	67.7	71.2	64.1	63.7	71.7
Pocket money	61.5	65.1	57.9	57.7	65.4
Two pairs of shoes in good condition	84.6	85.8	83.4	85.6	83.5
Mobile phone	55.2	57.4	52.9	49.4	61.2
Equipment/things for school	79.1	81.1	77.2	79.1	79.1
Enough daily food intake					
Always	73.4	74.0	72.7	75.2	71.7
Often	9.6	8.7	10.7	9.2	10.1
Sometimes	14.4	14.2	14.7	13.4	15.4
Never	2.5	3.1	2.0	2.2	2.8
Worry about family money					
Always	24.9	28.4	21.4	24.1	25.7
Often	12.9	10.9	14.7	12.3	13.4
Sometimes	40.0	36.2	43.8	42.7	37.3
Never	22.2	24.5	20.1	20.9	23.7

Overall, children are quite satisfied with the things they own (77.9% of children selected points 8-10), with minimal differences by sex group (Table 7) and very few show low satisfaction (5.8% selected points 0-3). A larger percentage of Grade 4 (84.7%) than Grade 6 (70.9%) learners selected the [three] highest ranks of satisfaction. Children in Grade 6 have the lowest complete satisfaction result (48.0%).

Table 7 Satisfaction with money and possessions

Percentage of children by level of satisfaction with things they have according to their grade/age group and sex, Khomas, 2018

	Not at all satisfied									Completely satisfied	
	0	1	2	3	4	5	6	7	8	9	10
Total (%)	3.1	0.6	0.9	1.2	1.6	6.9	3.5	4.4	8.0	11.3	58.6
Sex [of child]											
Female	2.8	0.7	1.0	1.2	1.6	7.7	3.4	5.1	7.7	12.2	56.7
Male	3.4	0.6	0.8	1.1	1.6	6.1	3.5	3.6	8.3	10.3	60.5
Grade											
Four	3.1	0.6	0.6	0.8	0.8	4.6	2.2	2.8	5.4	10.2	69.1
Six	3.1	0.8	1.2	1.6	2.5	9.2	4.8	5.8	10.6	12.3	48.0

4.2 Summary and Discussion

Age group difference in access to household items is minimal. Younger children report higher levels of several personally owned items: money for school trips and activities, access to the internet, equipment for sports/hobbies, pocketed money, mobile phone and equipment for school. Younger children also tend to be significantly more satisfied with their money and possessions.

Overall, for both access to household items and access to personal items, boys tended to report higher access. This finding deserves further investigation, as it may be that girls find it easier to report when items are lacked.

It is of concern that only 73.4% of children report that they “always” have enough food, indicating that over a quarter of children have some level of food insecurity, with no significant age or sex differences.

5 HOME AND FAMILY

Children were asked how satisfied they are in the home they live in how much they agreed with a series of statements about people in their family and how safe they feel at home. Safety at home was also assessed by the frequency of exposure to different types of violence by adults who take care of you at home. These questions are shown in Box 2.

Box 2: Questions on children's home and family

How much do you agree with each of these sentences? (I do not agree, I agree a little, I agree somewhat, I agree a lot, I totally agree, Don't know)

- There are people in my family who care about me
- If I have a problem, people in my family will help me
- We have a good time together in my family
- I feel safe at home
- My parent(s) listen to me and take what I say into account
- My parents and I make decisions about my life together

How often in the last month have you been? (Never, Once, Two or three times, More than three times, Don't know)

- Beaten or kicked by adults who take care of you at home (not for play)
- Called unkind names by adults who take care of you at home
- Punished by adults who take care of you at home by refusing you food or locking you up

How satisfied are you with the home that you live in? (Not at all satisfied: 0 – 10: Completely satisfied)

5.1 Overall Findings and Variations by Sex and Age Groups

The majority of children feel they have support at home by agreeing a lot or totally that their family cares about them (86.8%), they will receive help when needed (79.7%), they have a good time with their family (80.0%), they are safe at home (86.8%), their parents listen to them (69.6%) and their parents include them in decision-making (73.3%) (Figure 4). Throughout these categories, about one in five children have reservations about their support at home reporting they agree somewhat, a little, or not at all. On average, these results are similar for males and females (Table 8) and children in Grade 6 reported lower total agreement than those in Grade 4 in most categories (Table 9).

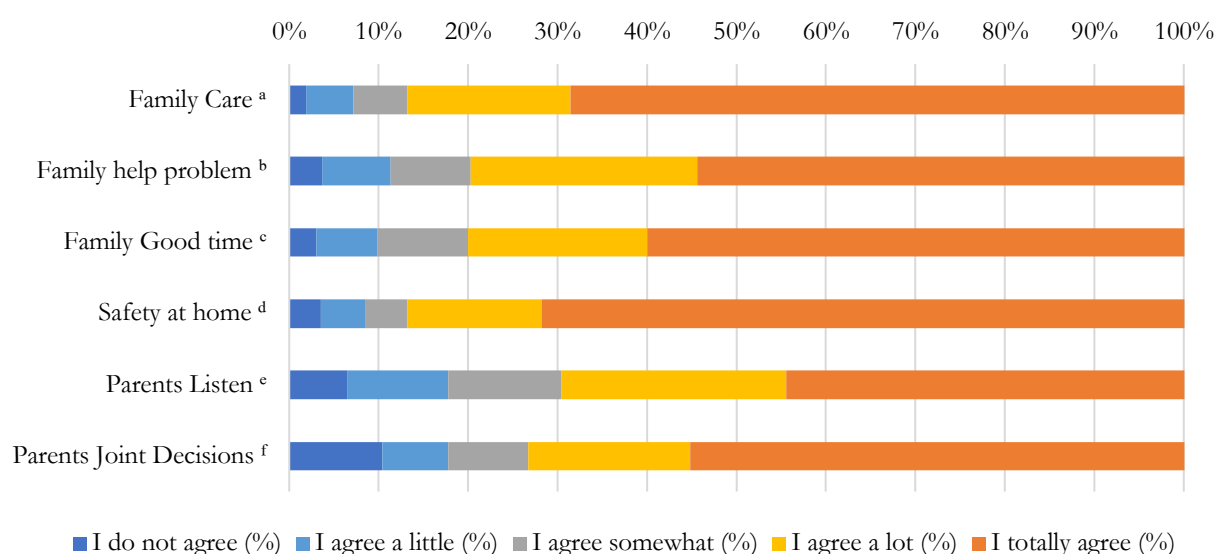


Figure 4 Percentage of children by level of agreement with statements about family relations

Notes: Don't know: ^a 1.0%; ^b 1.0%; ^c 0.8%; ^d 0.8%; ^e 2.0%; ^f 2.4%.

Table 8 Family relations by sex

Percentage of children by level of agreement with statements about family relations according to the child's sex, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Family cares	Female	2.3	5.3	5.8	17.9	68.8
	Male	1.5	5.3	6.2	18.6	68.4
Family will help if needed	Female	3.9	7.5	7.1	26.7	54.8
	Male	3.6	7.6	10.9	23.8	54.1
Good time with family	Female	3.3	7.0	9.9	19.9	59.9
	Male	2.6	6.6	10.4	20.2	60.2
Feel safe at home	Female	3.1	4.6	4.7	15.3	72.2
	Male	3.9	5.4	4.7	14.7	71.3
Parents listen	Female	7.3	12.0	11.7	24.6	44.4
	Male	5.7	10.5	13.5	25.6	44.7
Joint decisions with parents	Female	11.1	6.5	9.2	18.7	54.5
	Male	9.7	8.4	8.6	17.5	55.9

Table 9 Family relations by grade/age group

Percentage of children by level of agreement with statements about family relations according to their grade/age group, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Family cares	Four	2.4	4.1	6.2	19.0	68.3
	Six	1.3	6.4	5.9	17.4	68.9
Family will help if needed	Four	3.4	6.8	8.3	23.4	58.2
	Six	4.1	8.3	9.7	27.2	50.8
Good time with family	Four	3.4	4.3	8.4	19.3	64.6
	Six	2.7	9.1	11.9	20.8	55.5
Feel safe at home	Four	4.0	4.8	5.0	15.8	70.4
	Six	3.0	5.2	4.4	14.2	73.2
Parents listen	Four	6.1	8.3	11.3	23.3	51.0
	Six	6.9	14.2	13.8	26.9	38.1
Joint decisions with parents	Four	7.0	5.3	7.3	16.7	63.8
	Six	13.8	9.5	10.5	19.5	46.8

Children also reported on abuse by adults at home, whether physical, verbal or psychological/social exclusion (Figure 5). The highest levels of reported abuse is verbal, with 39.3% of children reporting that it occurred at least once in the prior month. Overall, 37.9% of children report that a caregiver was physically violent towards them at least once in the prior month and 8.6% of children report that this occurred more than three times in the prior month. Finally, 13.6% of the children report receiving punishment in the form of being refused food or locked up at least once in the prior month. Grade 4 children and males report being hit and punished most frequently (Table 10 and Table 11). Grade 4 learners were also punished more often than Grade 6 learners.

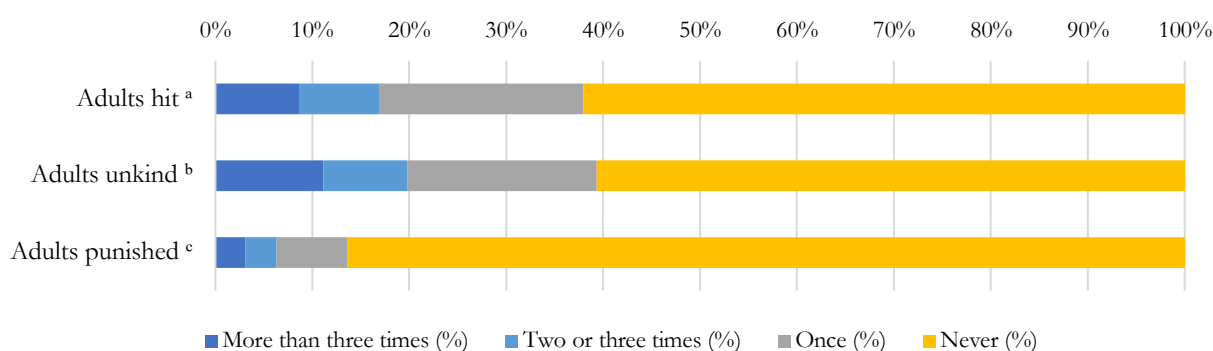


Figure 5 Percentage of children experiencing violence by adults at home in the last month
Notes: Don't know: ^a 0.5%; ^b 0.9%; ^c 0.5%.

Table 10 Violence by adults at home by sex

Percentage of children experiencing violence by adults at home in the last month according to the child's sex, Khomas, 2018

		More than three times (%)	Two or three times (%)	Once (%)	Never (%)
Adults hit	Female	6.8	7.4	19.7	66.1
	Male	10.5	9.2	22.3	58.0
Adults called unkind names	Female	10.3	8.0	20.3	61.4
	Male	11.9	9.4	18.7	60.0
Adults punished	Female	2.8	3.0	6.1	88.0
	Male	3.4	3.5	8.6	84.5

Table 11 Violence by adults at home by grade/age group

Percentage of children experiencing violence by adults at home in the last month according to their grade/age group, Khomas, 2018

		More than three times (%)	Two or three times (%)	Once (%)	Never (%)
Adults hit	Four	9.2	10.4	24.3	56.1
	Six	8.1	6.2	17.6	68.0
Adults called unkind names	Four	11.3	9.3	18.4	61.0
	Six	10.9	8.0	20.6	60.5
Adults punished	Four	3.9	2.9	8.9	84.4
	Six	2.4	3.6	5.9	88.1

Overall, children are very satisfied with their family and home environment (71.7% of children selected points 8-10) (Table 12). Both female and male children share high levels of satisfaction with their home and family (71.2% males vs. 72.3% females selected the three highest points in the scale). School grade has the greatest influence on satisfaction ratings, specifically, a larger proportion of children in Grade 4 report high satisfaction (76.0% vs. 67.6% for points 8-10) than those in Grade 6.

Table 12 Satisfaction with family and home environment

Percentage of children by level of satisfaction with their family according to their grade/age group and sex, Khomas, 2018

		Not at all satisfied									Completely satisfied	
		0	1	2	3	4	5	6	7	8	9	10
Total (%)		1.2	0.3	1.1	0.7	1.0	14.2	2.7	7.0	7.3	12.9	51.5
Sex [of child]												
Female		0.9	0.3	0.9	1.0	0.9	14.6	2.9	6.1	6.3	14.3	51.7
Male		1.3	0.4	1.3	0.4	1.1	13.6	2.7	8.0	8.3	11.5	51.4
Grade												
Four		1.5	0.2	1.3	0.7	0.7	13.2	2.1	4.4	5.1	11.0	59.9
Six		0.8	0.5	0.9	0.8	1.3	15.1	3.4	9.6	9.6	14.9	43.1

5.2 Summary and Discussion

More than half the children have the highest level of satisfaction (a score of 10) with their family and home environment. In addition, younger children (Grade 4/ 10-year-olds) report significantly higher levels of satisfaction.

In general, children have positive perceptions regarding family life for the questions in this series. Children were most in agreement with (agree a lot or totally) the statements ‘I feel safe at home’ (86.8%) and ‘there are people in my family that care about me’ (86.8%) and least in agreement with ‘my parents listen to me and take what I say into account’ (69.6%). In addition, the highest percentage of children did not agree with the statement ‘my parents and I make joint decisions’ (10.4%). The differences between males and females were minimal. Similar to satisfaction, younger children report better perceptions regarding family life than older children.

Despite the high levels of positive perceptions about family life, children report concerning levels of violence from caregivers in the home. This includes at least one incident of verbal (39.3%) and physical (37.9%) abuse from a caregiver in the month preceding the survey, with 8.6% of children reporting physical violence more than three times in the same time period. Finally, 13.6% of children report punishment in the form of refusing food or locking them up at least once in the last month. Regarding age and sex differences, Grade 4 children report more physical violence and more punishment than Grade 6 children, and boys report more physical violence than girls. It would be interesting for a future study to also explore violence from other family members, such as siblings.

6 LOCAL AREA

Children were asked to indicate their satisfaction with the area they live in and their agreement with statements describing their neighborhood, including the frequency of fights. These questions are shown in Box 3.

Box 3: Questions on children's local area

How much do you agree with each of these sentences about your local area? (I do not agree, I agree a little, I agree somewhat, I agree a lot, I totally agree, Don't know)

- I feel safe when I walk around in the area I live in
- In my area there are enough places to play and have a good time
- In my local area, I have opportunities to participate in decisions about things that are important to children
- Adults in my area listen to children and take them seriously

How often are there fights between people in your local area? (Never, Once, Two or three times, More than three times, Don't know)

How satisfied are you with the area where you live? (Not at all satisfied: 0 – 10: Completely satisfied)

6.1 Overall Findings and Variations by Sex and Age Groups

Children's perceptions of their local areas was assessed with four questions: perceptions of safety, availability of play areas, adult-child relations and participation in decision-making (Figure 6). Although between 51.4% and 63.7% of children either agree totally or a lot with statements about their local area, many children raise concerns, most notably about a lack of safety they feel when walking around their neighborhood. In two of these categories (safety, places to play), fewer female children express high agreement and in three of the categories (places to play, local decisions, adults listen), children in Grade 6 express less total agreement (Table 13 and Table 14).

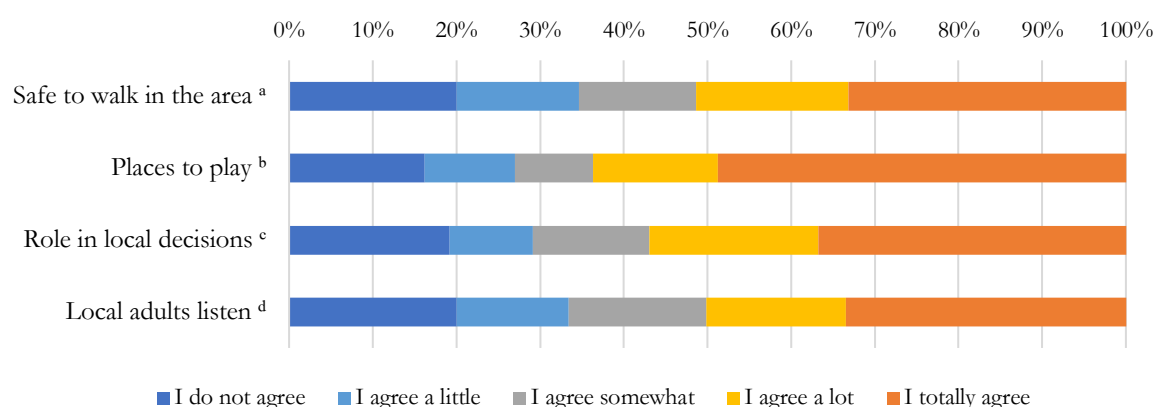


Figure 6 Percentage of children by level of agreement with statements about local area

Notes: Don't know: ^a 1.3%; ^b 1.1%; ^c 3.8%; ^d 5.5%.

Table 13 Local Area Characteristics by sex

Percentage of children by level of agreement with statements about their local area according to the child's sex, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Safe to walk in the area	Female	21.7	16.4	13.3	19.8	28.8
	Male	18.2	12.8	14.7	16.6	37.7
Places to play	Female	19.8	12.4	8.8	15.9	43.1
	Male	12.5	9.1	9.8	14.0	54.6
Partake in local decisions	Female	20.8	10.0	12.9	18.6	37.8
	Male	17.4	9.9	14.9	21.9	35.9
Local adults listen	Female	20.1	14.9	16.5	17.5	31.0
	Male	19.8	12.0	16.3	15.9	36.0

Table 14 Local Area Characteristics by grade/age group

Percentage of children by level of agreement with statements about their local area according to their grade/age group, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Safe to walk in the area	Four	21.7	11.6	12.7	18.6	35.4
	Six	18.3	17.5	15.3	17.8	31.1
Places to play	Four	14.6	6.2	8.5	14.5	56.1
	Six	17.8	15.2	10.1	15.4	41.6
Partake in local decisions	Four	14.8	7.7	12.5	20.4	44.5
	Six	23.4	12.2	15.1	20.0	29.2
Local adults listen	Four	15.0	10.8	15.1	17.8	41.2
	Six	24.9	16.0	17.7	15.7	25.6

According to children, fights in the local area mainly occur never or once a week (50.2%) (Table 15). Nonetheless, 38.1% of children report fights as occurring often, either most days or every day. No significant differences exist between the reports of male and female, Grade 4 and 6 learners.

Table 15 Fights in local area

Percentage of children who report fights in their local area according to their grade/age group and sex, Khomas, 2018

	Never (%)	Less than once a week (%)	At least once a week (%)	Most days (%)	Every day (%)
Total (%)^a	32.2	18.0	11.8	24.3	13.8
Sex [of child]					
Female	34.3	17.7	11.7	22.3	14.0
Male	30.0	18.3	11.9	26.3	13.5
Grade					
Four	33.7	16.8	11.8	23.0	14.6
Six	30.7	19.1	11.8	25.6	12.8

Notes: ^a Don't know 4.1%.

The majority of children are satisfied with their local area and report values between 8-10 (65.0%) (Table 16). Notably, there was a spike of children reporting a neutral satisfaction of 5 (10.7%) and no satisfaction (7.2%). In addition, fewer Grade 6 children (34.9%) have total satisfaction compared to grade 4 children (50.8%).

Table 16 Satisfaction with local area

Percentage of children by level of satisfaction with their local area according to their grade/age group and sex, Khomas, 2018

	Not at all satisfied									Completely satisfied	
	0	1	2	3	4	5	6	7	8	9	10
Total (%)	7.2	1.2	1.1	2.0	2.0	10.7	4.6	6.1	8.4	13.8	42.8
Sex [of child]											
Female	7.5	1.4	1.3	2.5	1.6	10.4	4.0	5.4	8.5	16.7	40.7
Male	7.0	0.9	0.9	1.5	2.4	11.1	5.3	6.9	8.4	10.8	44.9
Grade											
Four	7.4	0.7	0.7	1.4	1.2	9.4	4.0	4.8	8.4	11.2	50.8
Six	7.2	1.6	1.4	2.6	2.8	12.0	5.2	7.4	8.5	16.4	34.9

6.2 Summary and Discussion

While most children indicate satisfaction with the area they live in, 7.2% are not at all satisfied with the area they live in. Younger children report significantly more satisfaction with their local areas and also have a more positive perception of the different aspects of their local areas. Not surprising, more females (38.1%) than males (31.1%) disagree or agree only a little that they feel safe walking around in their local areas. Comparing with the previous section on children's perceptions on their home and family life, it is interesting to note that children had better views on their home and family life than with their local areas. For example, 51.5% showed complete satisfaction (score of 10) with home and family life compared to 42.8% who had complete satisfaction with their local area.

7 FRIENDS

Children were asked to rate their satisfaction with their friends and how much they agreed with several statements describing their relationships with friends. These questions are shown in Box 4.

Box 4: Questions on children's relationships to friends

How much do you agree with each of these sentences? (I do not agree, I agree a little, I agree somewhat, I agree a lot, I totally agree, Don't know)

- I have enough friends
- My friends are usually nice to me
- Me and my friends get along well together
- If I have a problem, I have a friend who will support me

How satisfied are you with your friends? (Not at all satisfied: 0 – 10: Completely satisfied)

7.1 Overall Findings and Variations by Sex and Age Groups

Most children feel they have enough friends, that their friends were usually nice to them, and that they receive support from their friends (63.2-75.1% agree a lot or totally) (Figure 7). Nonetheless, around 1 in 5 children report not agreeing or agreeing a little with each of the statements. On average, differences by sex group were small and more children in Grade 6 report disagreement or little agreement than children in Grade 4 (Table 17 and Table 18).

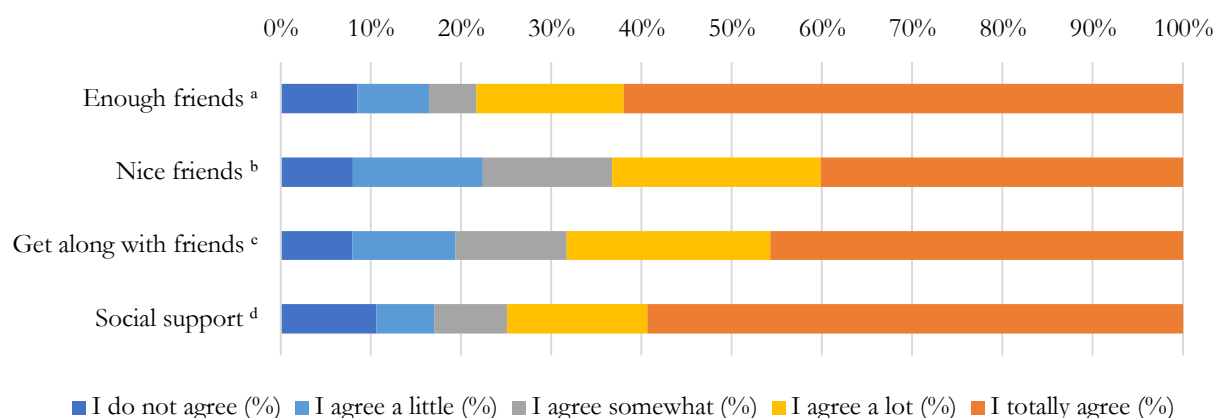


Figure 7 Percentage of children by level of satisfaction with their friends

Notes: Don't know: ^a 0.9%; ^b 0.8%; ^c 0.3%; ^d 0.8%.

Table 17 Relations to friends by sex

Percentage of children by level of agreement with statements about relations with their friends according to the child's sex, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Enough friends	Female	8.5	9.1	5.5	15.2	61.7
	Male	8.4	6.7	5.1	17.4	62.3
Friends nice to me	Female	8.7	15.1	14.0	22.3	39.9
	Male	7.4	13.6	14.5	24.0	40.5
Get along with friends	Female	8.6	13.2	13.1	21.9	43.2
	Male	7.1	9.5	11.8	23.2	48.4
One friend to support	Female	11.9	6.1	6.5	15.3	60.3
	Male	9.4	6.7	9.7	15.7	58.4

Table 18 Relations to friends by grade/age group

Percentage of children by level of agreement with statements about relations with their friends according to their grade/age group, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Enough friends	Four	7.4	7.7	5.2	16.0	63.7
	Six	9.5	8.0	5.4	16.6	60.4
Friends nice to me	Four	7.6	10.1	12.0	22.8	47.6
	Six	8.5	18.7	16.5	23.4	32.9
Get along with friends	Four	7.8	7.8	10.7	23.2	50.6
	Six	8.0	15.0	14.2	21.9	41.0
One friend to support	Four	9.3	4.8	7.4	14.9	63.6
	Six	11.9	7.9	8.8	16.2	55.2

Two-thirds of children indicate being very satisfied with their friends (68.0% selected points 8-10) (Table 19). Males have a significantly higher level of satisfaction with their friends than females. Children in Grade 4 have significantly higher levels of satisfaction (72.7% vs 63.0% selected the highest three points in the scale) than children in Grade 6.

Table 19 Satisfaction with friends

Percentage of children by level of satisfaction with their friends according to their grade/age group and sex, Khomas, 2018

	Not at all satisfied										Completely satisfied	
	0	1	2	3	4	5	6	7	8	9	10	
Total (%)	3.1	1.0	0.9	1.8	1.8	13.0	4.3	6.1	7.9	12.8	47.3	
Sex of child												
Female	3.4	1.1	0.9	2.8	1.8	13.0	4.8	5.2	8.3	13.3	45.3	
Male	2.8	0.9	0.9	0.8	1.7	13.0	3.9	7.1	7.4	12.3	49.3	
Grade												
Four	2.5	0.8	0.7	1.2	1.1	12.0	3.1	5.8	5.1	11.8	55.8	
Six	3.7	1.2	1.2	2.3	2.4	14.0	5.6	6.5	10.5	13.8	38.7	

7.2 Summary and Discussion

Overall, children have positive perceptions regarding their friendships, although complete satisfaction with friends (score of 10) was slightly lower when compared with children's complete satisfaction with their home and family (47.3% vs 51.5%, see Section 5). However, despite these positive responses, there are still children who do not agree or only agree a little with the statements that their friends are usually nice to them (22.4%), that they get along well with their friends (19.3%) and that they have enough friends (16.4%). The tendency for older children to feel less positive with their friendships is consistent with findings from other countries¹⁴.

8 SCHOOL

School attendance represents a large portion of children's lives. As a result, the school environment plays an important role in the social development of children and allows them to build relationships outside of their household. How they perceive school and the satisfaction they have when learning is integral to developing a strong foundation in academics. In order for children to best excel and express themselves in this environment, they must feel safe and supported.

Children were asked about duration and safety in their transit to school and how satisfied they are with their life as a learner, the things they learned in school, and other children in their class. They were able to express how much they agree with statements about the school climate and their relationship to their teachers and other children in school. To assess peer violence at school, the children were asked how often they were hit, called unkind names, and excluded by other children. These questions are shown in Box 5.

Box 5: Questions on children's school

How long did you spend travelling to school today? (Less than 30 minutes, Up to an hour, 1 to 2 hours, More than 2 hours, Don't know)

How safe do you feel on your way to and from school? (Not at all safe, Not very safe, Quite safe, Very safe, Don't know)

How much do you agree with each of these sentences? (I do not agree, I agree a little, I agree somewhat, I agree a lot, I totally agree, Don't know)

- My teachers care about me
- If I have a problem at school my teachers will help me
- My teachers listen to me and take what I say into account
- If I have a problem at school other children will help me
- There are a lot of arguments between children in my class
- At school I have opportunities to make decisions about things that are important to me
- I feel safe at school

How often are there fights between children in your school? (Never, Once, Two or three times, More than three times, Don't know)

How often in the last month have you been? (Never, Once, Two or three times, More than three times, Don't know)

- Hit by other children in your school (not including fighting or play fighting)
- Called unkind names by other children in your school
- Left out by other children in your class

How satisfied are you with each of the following things in your life? (Not at all satisfied: 0 – 10: Completely satisfied)

- Your life as a learner
- Things you have learned in school
- Other children in your class

8.1 Overall Findings and Variations by Sex and Age Groups

Most children have a commute of less than one hour to and from school (80.0%) (Table 20). Nonetheless, 7.9% of children report taking more than two hours to get to school. Children in Grade 6 are more likely to be within 30 minutes of school (60.8%) than those in Grade 4 (49.5%). Children in Grade 4 report the highest percentage of a commute longer than two hours (10.9%), more than double that of children in Grade 6. Female children more commonly have a longer commute than male children.

Table 20 Time to school

Percentage of children by time to travel to school according to their grade/age group and sex, Khomas, 2018

	More than 2 hours (%)	1 to 2 hours (%)	Up to an hour (%)	Less than 30 minutes (%)
Total (%) ^a	7.9	12.0	24.8	55.2
Sex [of child]				
Female	8.3	13.2	26.6	51.9
Male	7.7	10.9	23.1	58.4
Grade				
Four	10.9	14.6	25.0	49.5
Six	5.0	9.5	24.6	60.8

Notes: ^a Don't know 9.1%.

On their way to school, most children feel quite safe or very safe (81.9%) (Table 21). Male and female children show fairly similar results. In contrast, there are significant differences across grade groups with a higher percentage of children feeling very safe in Grade 4 (61.7%) than in Grade 6 (47.4%).

Table 21 Safety during school transit

Percentage of children by level of perceived safety on their way to school according to their grade/age group and sex, Khomas, 2018

	Not at all safe (%)	Not very safe (%)	Quite safe (%)	Very safe (%)
Total (%) ^a	6.9	11.3	27.4	54.5
Sex [of child]				
Female	6.5	12.9	28.2	52.4
Male	7.3	9.7	26.5	56.6
Grade				
Four	6.9	8.4	23.0	61.7
Six	6.8	14.2	31.7	47.4

Notes: ^a Don't Know 1.5%.

To explore children's experiences at school, they were asked about aspects of their relationships with teachers (Figure 8, Appendix: Table 32 and Table 33). Overall, 72.2% of learners agree a lot or totally that their teachers will help them if they have a problem. Although 63.9% of learners agree a lot or totally that their teachers care for them, 29.4% express reservations about teachers listening to them and taking what they say into account (not agreeing to agreeing a little). Fewer Grade 6 learners agree a lot or totally that teachers care for, help, and listen to them than learners in Grade 4.

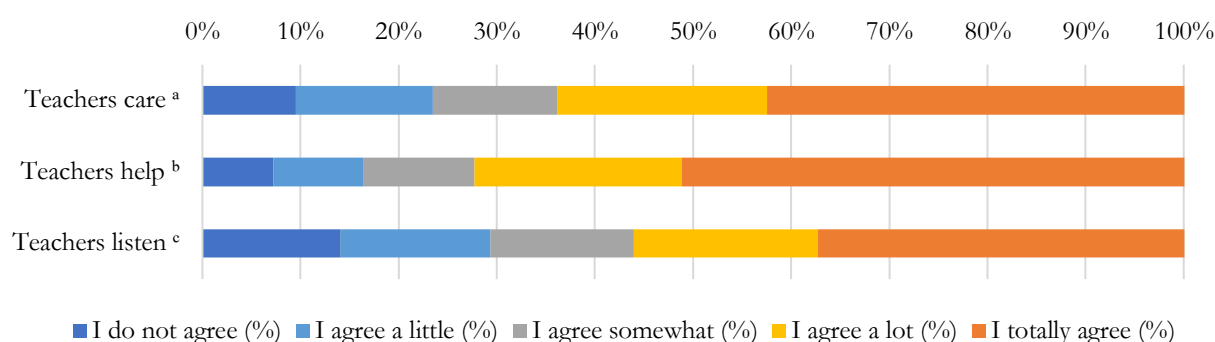


Figure 8 Percentage of children by agreement with statements about teachers

Notes: Don't know: ^a 3.0%; ^b 2.0%; ^c 3.0%.

Children also rated their relationship with their peers, their perceptions of school safety, their ability to participate in decision-making in school (Figure 9, Appendix: Table 32 and Table 33) and the frequency of physical fights in school (Figure 10). About a third of the children (30.1%), mostly Grade 6 learners, express reservations about counting on their peers to offer support (not agreeing to agreeing a little). Also contributing to the school climate, 61.9% learners agree a lot or totally that there are many arguments among classmates. Whereas 68.2% of learners agree a lot or totally that they feel safe at school, 20.8% of children have concerns about school safety. More Grade 6 learners (23.1%) have reservations about their school's safety than Grade 4 learners (20.0%). Overall, 64.2% of children report that there were physical fights every day or most days, with no differences according to sex or age groups. Over three-in-four learners (77.0%) agree a lot or totally that they have opportunities at school to make decisions about things that are important to them.

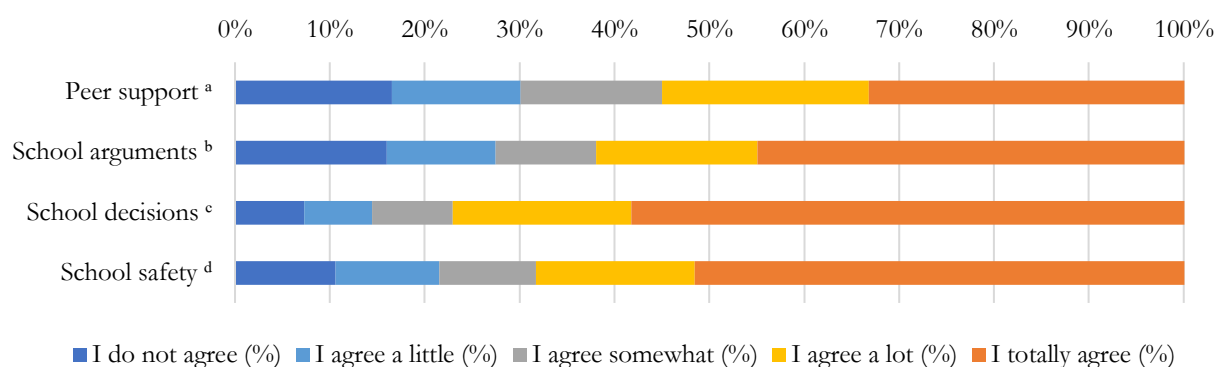


Figure 9 Percentage of children by agreement with statements about school climate

Notes: Don't know: ^a 2.0%; ^b 2.3%; ^c 1.4%; ^d 1.5%.

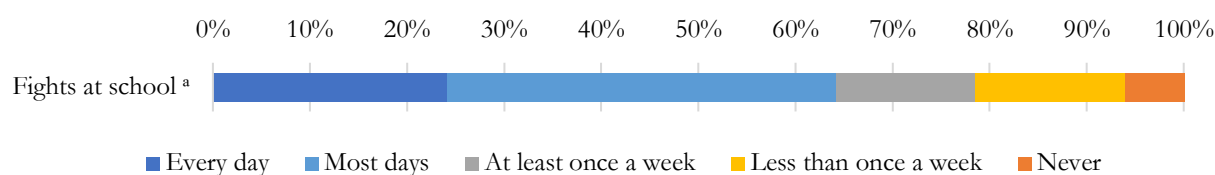


Figure 10 Percentage of children by frequency of fights at school

Notes: Don't know: ^a 3.0%

Peer violence at school was assessed by asking children how often in the last month they were hit, called unkind names or excluded by their peers (Figure 11). Only 14.2% of children report no form of peer violence at school (value not in table). Half of the children report that they never experienced being hit or excluded by other children in their class and a third of the children report that they were never called unkind names. Out of the three types of peer violence, verbal unkindness is the most common type of violence to occur more than three times (28.9%)

On average, male learners report more physical and verbal violence while female learners report more social exclusion by other children in their class (Table 22). Physical violence and social exclusion are more common in Grade 4, whereas verbal violence is more common in Grade 6 (Table 23).

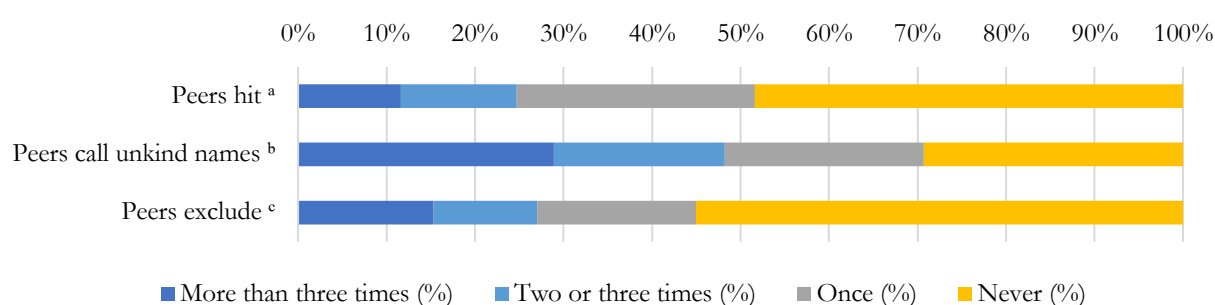


Figure 11 Percentage of children by frequency of peer violence in school

Notes: Don't know: ^a 1.6%; ^b 1.2%; ^c 1.4%.

Table 22 Peer violence and exclusion in school by sex

Frequency of peer violence of children according to the child's sex, Khomas, 2018

		More than three times (%)	Two or three times (%)	Once (%)	Never (%)
Peers hit	Female	10.9	10.7	26.1	52.3
	Male	12.4	15.5	27.8	44.4
Peers call unkind names	Female	25.9	18.7	23.3	32.1
	Male	32.0	19.9	21.6	26.4
Peers exclude	Female	17.2	12.1	20.0	50.7
	Male	13.4	11.3	15.7	59.5

Table 23 Peer violence and exclusion in school by grade/age group

Frequency of peer violence according to the child's grade/age group, Khomas, 2018

		More than three times (%)	Two or three times (%)	Once (%)	Never (%)
Peers hit	Four	13.9	14.4	30.4	41.4
	Six	9.4	11.8	23.5	55.3
Peers call unkind names	Four	25.4	16.7	25.3	32.5
	Six	32.4	21.9	19.6	26.1
Peers exclude	Four	18.8	11.5	18.0	51.7
	Six	11.9	11.8	17.9	58.4

Three types of satisfaction at school were measured including satisfaction as a learner, satisfaction with the things you have learned and satisfaction with your classmates (Table 24). Most children across all age and sex groups, have high levels of satisfaction (points 8-10 in the scale) with their role as a learner and the things they have learned. Children's level of complete satisfaction with their life as a learner (62.0%) and things learned at school (67.1%) are double the complete satisfaction with classmates (33.3%).

Table 24 Total school satisfaction

Percentage of children by level of satisfaction school, Khomas, 2018

	Not at all satisfied									Completely satisfied	
	0	1	2	3	4	5	6	7	8	9	10
Satisfied with life as a learner	1.6	0.7	0.6	0.9	1.5	6.5	2.7	5.3	8.3	10.0	62.0
Satisfied with the things learned	1.2	0.2	0.3	0.5	0.6	4.4	1.5	3.9	7.1	13.2	67.1
Satisfied with classroom peers	5.6	2.3	1.9	2.3	2.9	13.9	5.7	7.2	10.5	14.4	33.3

More female learners report high satisfaction (points 8-10) in their life as a learner and the things they have learned but fewer females have satisfaction with their classmates than males (Appendix: Table 33). On average, slightly more Grade four learners have higher satisfaction levels (points 8-10) with their life as a learner, the things they have learned and with their peers than Grade six learners (Appendix: Table 34).

8.2 Summary and Discussion

This section assessed different aspects of children's lives at school. One point of concern is around children's commute to school: 7.9% of children take more than two hours to get to and from school and 18.2% of children do not feel safe during their commute to and from school. Females and younger children report a significantly longer commute to and from school compared to boys and older children. Regarding children's satisfaction with different aspects of school, children are the least satisfied with their classmates compared to their satisfaction with their life as a learner and their satisfaction with what they learn at school. This corresponds with the low total agreement relative to other items that children indicated for the question: if I have a problem at school, other children will help me.

Overall, the findings suggest children have more positive perceptions regarding relationships with teachers compared to those with their classmates, with 30.1% of children not agreeing or only agreeing a little that other children will help them if they had a problem at school (vs 16.4% for teachers) and 61.9% of children reporting that there are a lot of arguments between children in their class.

This finding is reinforced by the high levels of peer violence that children report. In general, the most common type of violence from peers is verbal (with 70.7% being called unkind names at

least once), followed by physical violence (51.6%) and being excluded by other children in their class (44.9%). It is worrying that only 48.4% of children report never being hit by another child (with 11.6% of children reporting this type of violence more than three times in the last month).

9 SUBJECTIVE WELL-BEING

9.1 Overall and Other Types of Well-being

The *Children's Worlds* survey included several measures of subjective well-being. The goal was to distinguish overall, cognitive, affective, and psychological subjective wellbeing. This section summarizes results for overall and domain-based subjective wellbeing. The specific questions asked to children are included in Box 6.

Box 6: Questions on well-being

How satisfied are you with each of the following things in your life?

Your life as a whole (Not at all satisfied: 0 – 10: Totally satisfied)

Cognitive Subjective Well-Being Scale

Please say how much you agree with each of the following sentences about your life as a whole (Not at all agree: 0 – 10: Totally agree)

- I enjoy my life
- My life is going well
- I have a good life
- The things that happen in my life are excellent
- I like my life
- I am happy with my life

Domain Based Subjective Well-Being Scale

How satisfied are you with each of the following things in your life? (Not at all satisfied: 0 – 10: Totally satisfied)

- How satisfied are you with the people that you live with?
- How satisfied are you with your friends?
- How satisfied are you with each of the following things in your life?
- How satisfied are you with the area where you live?
- How satisfied are you with each of the following things in your life?

Positive and Negative Affect

Below is a list of words that describe different feelings. Please read each word and then tick a box to say how much you have felt this way during the last two weeks. Here 0 means that you have not felt this way at all over the last two weeks. 10 means that you have felt this way 'extremely' over the last two weeks. (Not at all: 0 – 10: Extremely)

- Happy
- Sad
- Calm
- Stressed
- Full of energy
- Bored

Psychological Well-Being Scale

Please say how much you agree with each of the following sentences about your life as a whole. (Not at all agree: 0 – 10: Totally agree)

- I like being the way I am
- I am good at managing my daily responsibilities
- People are generally friendly towards me
- I have enough choice about how I spend my time
- I feel that I am learning a lot at the moment
- I feel positive about my future

To measure **overall wellbeing**, a single-item measure was used for children to rate how satisfied they were with their life as a whole on an 11-point scale ranging from ‘do not agree’ (0) to ‘totally agree’ (10) (Table 25). Overall, 62.3% of children are completely satisfied with their life, and 2.1% scored the minimum (0). One-in-ten children (10.7%) rated their overall subjective wellbeing below a score of 6.

Table 25 Overall subjective wellbeing

Percentage of children by level of satisfaction with life as a whole according to grade/age group and sex of the child, Khomas, 2018

	Not at all satisfied					Completely satisfied					
	0	1	2	3	4	5	6	7	8	9	10
Total (%)	2.1	0.5	0.3	1.0	1.2	5.6	2.6	5.2	5.0	14.4	62.3
Sex [of child]											
Female	2.3	0.3	0.3	1.0	1.0	5.9	3.2	4.8	5.4	16.4	59.2
Male	1.8	0.7	0.3	1.0	1.2	5.3	2.0	5.6	4.5	12.3	65.4
Grade											
Four	2.3	0.3	0.2	0.9	0.6	3.9	1.6	3.6	4.9	12.0	69.8
Six	1.9	0.7	0.4	1.1	1.7	7.3	3.5	6.7	5.1	16.7	54.9

Table 26 shows variations in overall life satisfaction (OLS) and subjective well-being using different *Childrens’ Worlds* scales, namely:

- a. **Cognitive Subjective Well-Being Scale (SWBS).** Based on the Student Life Satisfaction Scale by Huebner (1991)¹⁵, this scale contains six statements about children’s overall cognitive subjective wellbeing (Q 26). Children were asked to indicate how much they agreed with each statement using an 11-point scale (0-10).
- b. **Domain Based Subjective Well-Being Scale (DBSWBS).** Based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois (2003)¹⁶, this scale contains statements in five domains including family, friends, school, living environment and self (Q 7, 16, 18, 27, 41). Children were asked to indicate how much they agreed with each statement using an 11-point scale (0-10).

- c. **Positive and Negative Affects Scale (PNAS).** Based on Barrett and Russel's work (1998)¹⁷, this scale contains six items measuring affective subjective well-being (Q 47). Results from this scale are elaborated in the following sub-section.
- d. **Psychological Subjective Well-Being Scale (PSWBS).** Based on Ryff's work (1989)¹⁸, this scale contains six items measuring psychological subjective well-being (Q 28). Children were asked to indicate how much they agreed with each statement using an 11-point scale (0-10).

Table 26 presents the mean scores for the subjective well-being scales described above, according to age group and sex. All the mean scores are presented on an 11-point scale (0-10). The findings for age show that, for all six measures there is a decrease in subjective well-being from 10-year-olds to 12-year-olds. This decrease is significant for all the measures, except negative affect. The results are mixed by sex. Most measures have slight differences in mean scores for boys and girls. The only measures that are marginally significant are the SWSB and PAS, with boys reporting higher well-being than girls.

Table 26 Subjective Wellbeing Indicators

Mean scores (0-10) of different measures of subjective well-being, Khomas, 2018

	OLS	SWBS5 ^a	DBSWBS	Positive Affect (PAS)	Negative Affect (NAS)	PSWBS
Total	8.8	8.5	8.3	7.9	4.7	8.5
Sex [of child]						
Female	8.7	8.4	8.3	7.8	4.7	8.4
Male	8.9	8.6	8.3	8.0	4.7	8.5
Grade						
Four	9.1	8.8	8.6	8.1	4.8	8.7
Six	8.5	8.2	8.1	7.7	4.6	8.2

Note ^a Item 'I like my life' not included in line with the International ISCWeB report ¹⁴

9.2 Affective Wellbeing

For positive affect, children were asked how often in the last two weeks they had felt: happy, calm and full of energy. For negative affect, children were asked how often in the last week they had felt: sad, stressed, or bored. Children answered on an 11-point scale (0-10). Figure 12 shows that, for positive affect, over half the participants scored the maximum for feeling 'happy' (53.7%) and 'full of energy' (57.6%), whereas 37.3% of children scored the maximum for feeling 'calm'. For negative affect, 25.9% of children scored the maximum for feeling 'bored', 20.9% for feeling 'stressed', and 11.5% for feeling 'sad'.

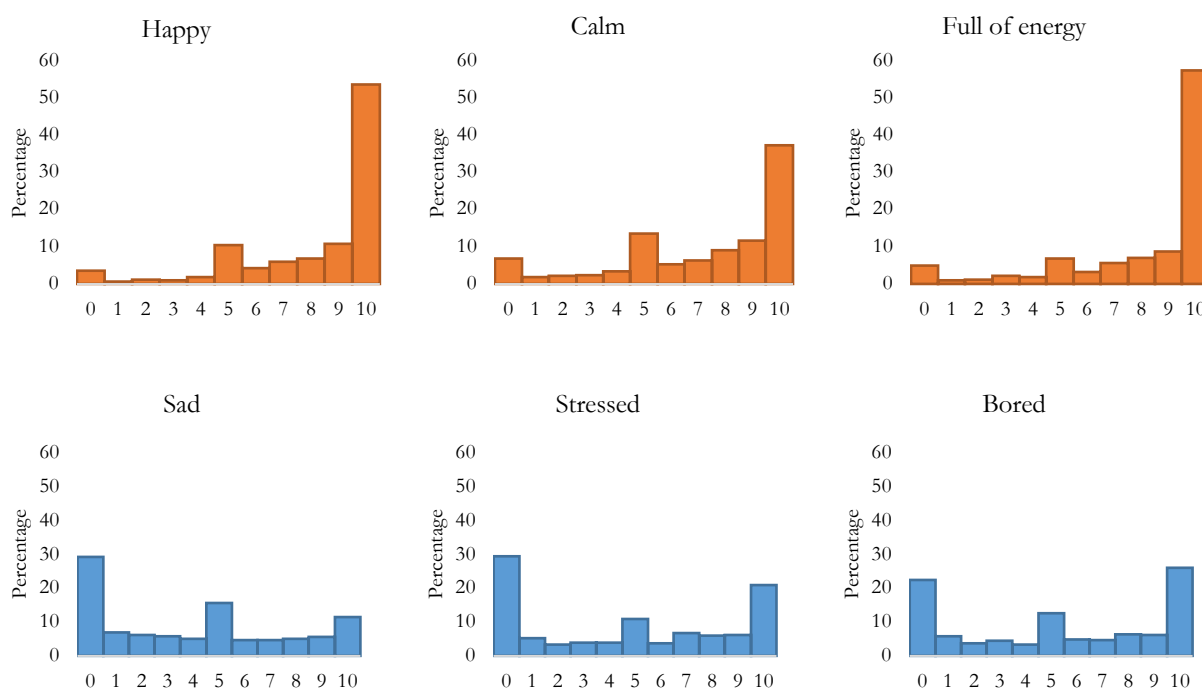


Figure 12 Positive and Negative Affects Scales

9.3 Summary and Discussion

In general, children report high levels of subjective wellbeing, with over 80% of children indicating high overall life satisfaction (scores above 7) and mean scores for all wellbeing scales above 80. The age-related differences observed in subjective wellbeing are consistent with what has been found in other countries; older children generally experience lower subjective wellbeing than younger children¹⁹.

Regarding differences in sex, the findings from other studies have generally been mixed although some studies have found higher levels of subjective wellbeing in boys, compared to girls²⁰. Only the SBWS and PAS were significant for our study.

10 TIME USE

The survey explored children's satisfaction with their time use and the frequency with which they engage in various activities outside of school. These questions are shown in Box 6.

Box 6: Questions on children's time use

How often do you usually spend time doing the following things when you are not at school? (Never, Less than once a week, Once or twice a week, Three or four days a week, Five or six days a week, Every day)

- Helping out around the house (household chores)
- Taking care of brothers or sisters or other family members
- Working with family (e.g. family business, family farm)
- Relaxing, talking or having fun with family
- Doing extra classes / tuition when not at school
- Doing homework and studying
- Watching TV
- Playing sports or doing exercise
- Playing or spending time outside
- Using social media (on a computer, tablet or phone)
- Playing electronic games (on a computer or other device)
- Doing nothing or resting (apart from sleeping at night)
- Doing other work (not with family) for money or food
- Going to religious places or services

How satisfied are you with? (Not at all satisfied: 0 – 10: Completely satisfied)

- How you use your time
- How much free time you have to do what you want

10.1 Overall Findings and Variations by Sex and Age Groups

Children were asked how much time they spend every week on various household, academic, recreational, and other activities (Figure 13, Figure 14 and Figure 15). Overall, the most popular daily activities when children are not in school are doing homework/studying (65.7%) followed by watching TV (57.6%), helping around the house (53.7%), and relaxing, talking, or having fun with the family (53.1%). At least three times a week, most children play outside (70.3%) or practice sports (66.7%). In contrast, other activities are less common. In the home environment, almost half of children never or rarely (i.e., less than once a week) work with their family (44.3%) or take care of family members (30.9%) (Figure 13). Other daily activities that children engage in less frequently include working for money or food (13.9%) and going to religious services or places (18.7%) (Figure 13). Notably, partaking in religious activities is done once/twice a week by over one-third of the children (35.8%), a reflection of standard practice in the region. On the academic

front, 59.9% of children never or rarely take extra classes outside of school; in contrast, two thirds (65.7%) spend time doing homework/studying on a daily basis (Figure 14). For leisure, at least one-fifth of children never or rarely play electronic games (31.8%), practice sports or exercise (21.4%), watch TV (20.9%), or play outside (20.1%). Even less common are social media (40.3%), electronic games (31.8%) or resting and doing nothing (other than sleep at night) (41.8%) (Figure 15). Limited access to computers and other digital technology may contribute to these results.

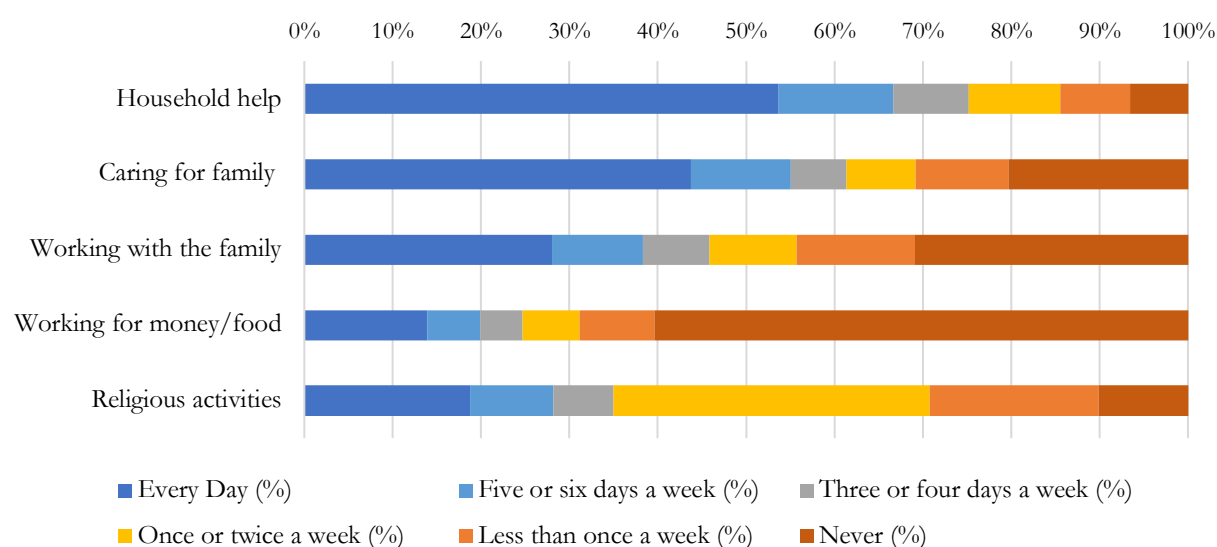


Figure 13 Percentage of children by frequency of engagement in work and home activities

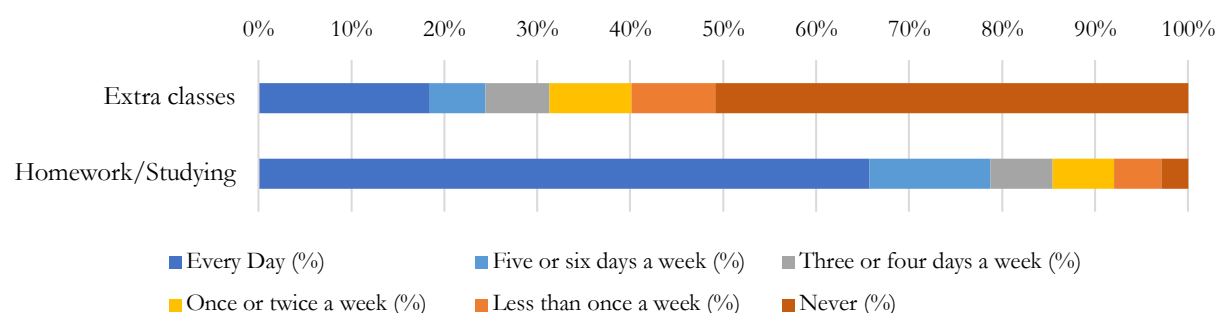


Figure 14 Percentage of children by frequency of engagement in academic activities

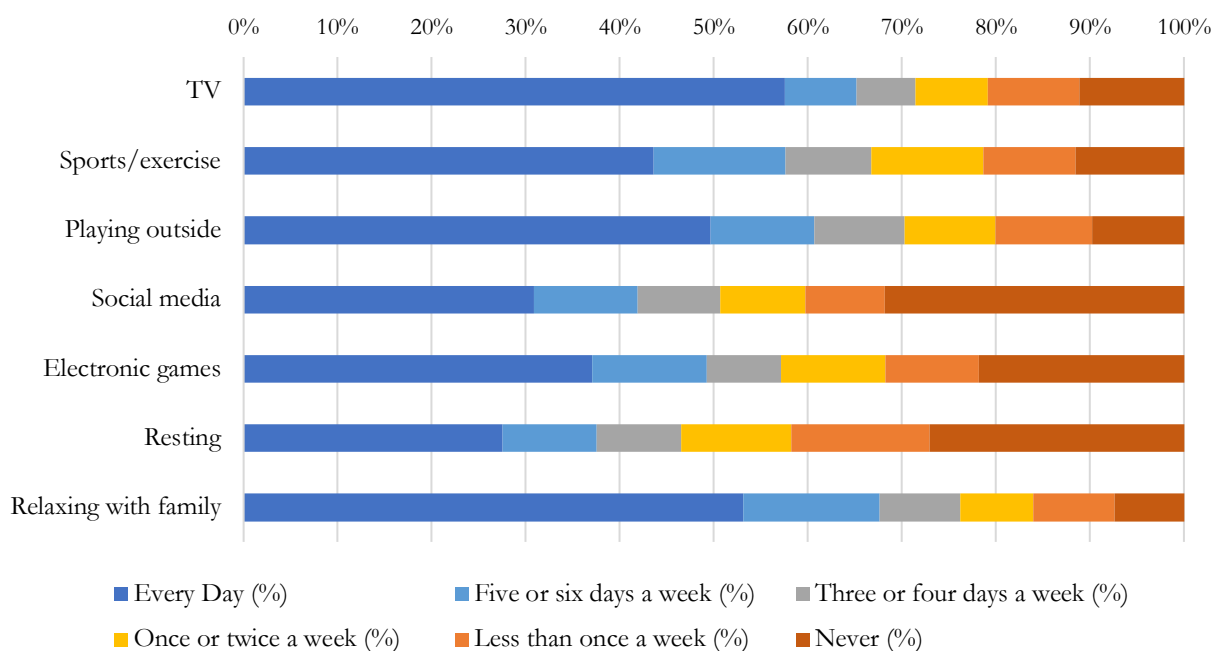


Figure 15 Percentage of children by frequency of engagement in leisure activities

Male children more frequently work with the family, take extra classes, watch TV, play sports, spent time outside, use social media, play electronic games, work for money/food, and participate in religious activities (Appendix: Table 35). In contrast, female children help around the house and do homework/study more commonly every day. Grade differences in time use are also worth noting (Appendix: Table 36). Variations across grades show that Grade 6 learners perform household chores more often whereas Grade 4 learners more frequently care for family members, work and relax/have fun with the family, take extra classes, do homework/study, play sports and electronic games, work for money/food, and participate in religious activities. Male children more frequently work with the family, take extra classes, watch TV, play sports, spent time outside, use social media, play electronic games, work for money/food, and participate in religious activities. In contrast, female children help around the house and do homework/study more commonly every day.

Children reported on how satisfied they were with their amount and use of free time (Table 27 and Table 28). More than half the children show high satisfaction in both of these categories. On average, Grade 6 learners have less complete satisfaction than Grade 4 learners for both questions.

Table 27 Satisfaction with Amount of Free Time

Percentage of children by level of satisfaction with how much free time they have according to their grade/age group and sex, Khomas, 2018

	Not at all satisfied										Completely satisfied
	0	1	2	3	4	5	6	7	8	9	10
Total (%)	4.8	1.6	1.8	2.0	3.0	9.7	4.0	6.2	8.1	13.6	45.4
Sex [of child]											
Female	5.4	1.1	1.6	1.6	3.7	9.9	4.7	5.1	9.2	13.9	43.8
Male	4.1	2.0	1.9	2.3	2.2	9.6	3.1	7.3	6.9	13.4	47.2
Grade											
Four	4.4	0.9	0.7	1.1	2.4	7.7	3.6	5.0	6.9	13.2	54.2
Six	5.1	2.2	2.9	2.9	3.6	11.6	4.4	7.3	9.3	14.0	36.8

Table 28 Time Use Satisfaction

Percentage of children by level of satisfaction with how they use their free time according to their grade/age group and sex, Khomas, 2018

	Not at all satisfied										Completely satisfied
	0	1	2	3	4	5	6	7	8	9	10
Total (%)	3.2	0.9	1.0	1.2	1.8	10.8	4.7	7.6	9.5	13.7	45.6
Sex [of child]											
Female	2.9	0.8	1.1	1.7	2.2	11.6	4.1	7.8	10.4	14.9	42.6
Male	3.5	1.1	0.9	0.7	1.5	10.1	5.2	7.4	8.5	12.4	48.7
Grade											
Four	3.0	1.2	0.5	0.7	0.9	8.8	3.4	5.8	6.4	13.0	56.2
Six	3.4	0.7	1.5	1.7	2.8	12.8	6.0	9.3	12.6	14.3	34.8

10.2 Summary & Discussion

Children spend their time engaging in a variety of activities, some involving responsibilities, either at home or school, and others for fun, either on their own or with family. Regarding the time children spend in family and other work responsibilities ranked from most time children spend on this activity every day was: helping around the house (53.7%), caring for family members (43.8%), working with the family (28.0%) and working for money/food (13.9%). While females report more time on helping around the house, males tend to report more time on working with the family and working outside of the house for money/food. Regarding leisure and play, activities that children engage in every day ranked from the most are: watching television (57.6%), playing outside (49.7%), playing sports/exercise (43.6%) and playing electronic games (37.1%), with males spending more time on these activities than females.

11 CHILDREN'S RIGHTS AND PERCEPTIONS ABOUT NAMIBIA

Children were asked if they knew about the UN Convention on the Rights of the Child (UNCRC, 1989) and the rights that children have, and their views on some local conditions that are crucial to the realization of these right (e.g., safety and participation in matters that affect children). These questions are shown in Box 7.

Box 7: Questions on children's rights and perceptions about their country

I know what rights children have? (No, Not sure, Yes)

I know about the UN Convention on the Rights of the Child? (No, Not sure, Yes)

How much do you agree with each of these sentences? (I do not agree, I agree a little, I agree somewhat, I agree a lot, I totally agree, Don't know)

- Adults in Namibia care about children
- Namibia is a safe place for children to live
- I think in Namibia adults respect children's rights
- In Namibia children are allowed to participate in decisions that are important to them

11.1 Overall Findings and Variations by Sex and Age Groups

Children were asked whether they are aware of the rights children have and the UNCRC (Table 29 and Table 30). Most children indicate that they are aware of their rights (75.9%) with Grade 6 learners reporting a higher awareness (79.5%), compared to Grade 4 children (72.1%). Almost one-in-five learners are unsure if they know what rights children have and 4.9% do not know about children's rights at all. Most children do not know what the UNCRC is (42.4%) or are unsure (31.9%). A quarter of the children (25.7%) know what the UNCRC is, with higher male and Grade 4 learners reporting that they know what the UNCRC is.

Table 29 Knowledge of children's rights

Percentage of children by whether they know what rights children have according to their grade/age group and sex, Khomas, 2018

	No (%)	Not sure (%)	Yes (%)
Total (%)	4.9	19.3	75.9
Sex [of child]			
Female	4.5	18.8	76.8
Male	5.3	19.8	75.0
Grade			
Four	7.5	20.4	72.1
Six	2.3	18.2	79.5

Table 30 Knowledge of the UNCRC

Percentage of children by whether they know about the UN Convention on the Rights of the Child according to their grade/age group and sex, Khomas, 2018

	No (%)	Not sure (%)	Yes (%)
Total (%)	42.4	31.9	25.7
Sex [of child]			
Female	43.1	34.7	22.3
Male	41.7	29.0	29.3
Grade			
Four	43.7	29.3	27.1
Six	41.2	34.5	24.4

Children were asked how they feel about living in Namibia including whether they believe adults care about children and respect their rights, whether Namibia is safe for children, and whether children participate in decisions that affect them (Figure 16). To each of these questions, a larger percentage of children, relative to other questions in the survey, (~4%) selected “don’t know” as their answer. About half of the children agree a lot or totally that adults care about children (54.3%). The other half express some reservations by either not agreeing, agreeing a little or agreeing somewhat.

Almost half of the children believe Namibia is very or completely unsafe for children (42.4%). Overall, 43.5% of children agree a lot or totally that adults respect children’s rights, while 39.1% of children do not agree or agree a little with this statement. More female children thought that adults do not respect children’s rights (Appendix: Table 37). Over two-thirds of children agree totally or a lot that children in Namibia participate in decisions that are important to them (69.5%). Regarding if Namibia is safe for children and if adults care about children and they respect children’s rights, the percentage of Grade 4 learners totally agreeing is about double that of those in Grade 6 (Appendix: Table 38). This shows that, compared to their Grade 4 counterparts, Grade 6 learners perceive Namibia as less safe and that adults do not care about children nor respect children’s rights. On average, Grade 6 learners and females do not agree as much as Grade 4 learners and males.

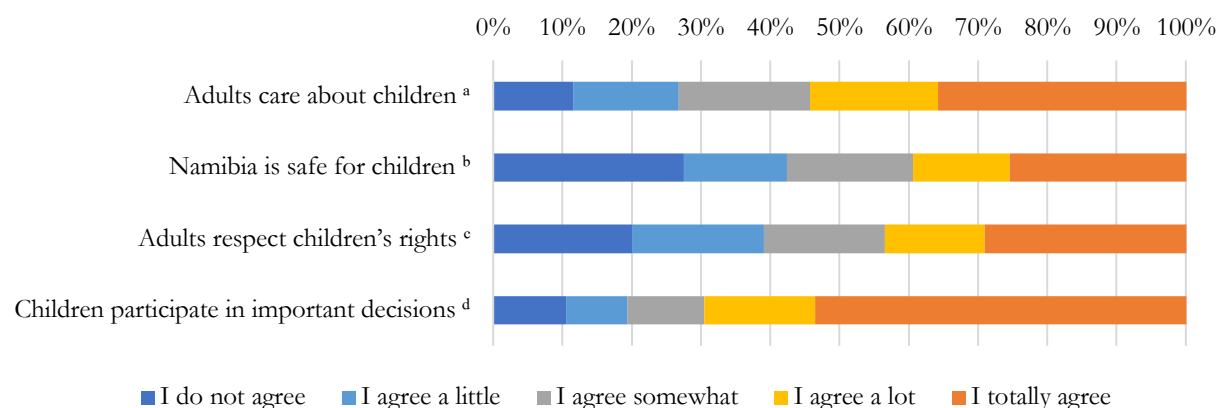


Figure 16 Percentage of children by level of agreement with statements about the status of children in Namibia

Notes: Don't know: ^a 4.4%; ^b 4.2%; ^c 3.5%; ^d 4.2%.

11.2 Summary & Discussion

While over three quarters of children (75.9%) indicate knowledge about children's rights, only a quarter (25.7%) know about the UNCRC. Surprisingly, more Grade 4 children report knowledge about the UNCRC than Grade 6 children. This may be linked to when this topic is covered in the school curriculum, or perhaps younger children have more difficulty understanding this question or admitting to not knowing about it. This should be explored in future studies.

Just over 40% of children do not think Namibia is a safe place (select do not agree/agree a little). When compared to other questions on safety from previous sections, fewer children report not feeling safe at home (8.5%), at school (21.5%) and in their local areas (34.6%). While high numbers of children either agree totally or a lot that children participate in decisions in Namibia (69.5%), fewer feel that adults care about children (54.3%) or respect children's rights (43.5%). Younger children tend to have more positive perceptions about adults' feelings towards children than older children.

12 CONCLUSIONS

The Children's Worlds survey is the first one to provide children's views about their own daily lives and to allow comparisons across many countries. Topics explored include children's daily feelings and satisfaction with their life as a whole and different aspects of it; their perceptions of safety, care, autonomy, and being listened to by adults; and their hopes for the future¹⁴. This report presents a descriptive overview of key results from the 2018/most recent wave of this survey in Khomas.

Overall, Grade 4 and Grade 6 learners in Khomas are satisfied with their life as a whole and different aspects of it. Children seem to be most satisfied with their possessions, their family and home where they live, what they have learned at school and their life as a learner, but less satisfied with their friends and classmates, the area where they live, the amount and use of free time, and violence at school and at home. Variations by age and gender in each one of these areas are presented in this report. In line with the broader distribution of learners in the region and the country, a large proportion of children in the study were not 10 or 12 years old within the selected grades. The impact that this may have in indicators of subjective well-being or in other aspects of survey administration will need to be explored.

Even though overall life satisfaction levels are high, Namibia stands lower in mean satisfaction with their friends and classmates, their local area, and the people they live with than most other countries participating in the Children's Worlds international project¹⁴. Low satisfaction [and agreement with positive statements about] in different areas of their lives thus reveal priority areas for intervention to enhance the wellbeing of all children in Khomas. Most notably, more than one in 10 children do not feel safe at home [or that their family cares about them] and one in four or five do not agree that family, teachers, or friends will help them if they have a problem. Physical and verbal violence from adult caregivers at home is a matter of concern as over one-third of children report experiencing physical or verbal violence and some children experience more severe types of punishment (e.g., 13.6% of children are refused food or locked up at least once).

In schools, where children spend large amounts of time, one in five children do not consistently feel safe and 85.8% of Grade 4 and Grade 6 learners report experiencing at least one type of violence –social exclusion or verbal or physical violence from peers, in the last month. The impact of not feeling safe at school deserves close attention as it can interfere with school attendance and learning, as well as with child health and wellbeing more broadly²¹. High rates of peer violence have already been reported in Namibia²²⁻²⁴ and the Children's Worlds survey allows us to further explore the relationship between well-being and peer violence.

Safety in the area where they live is also of concern to children. Half of children do not always feel safe when walking in their neighborhood and one in five learners do not feel safe on their way to school. Over one-third of children also report not having enough places to play. More broadly, many children do not consider Namibia as a safe place for children (42.4%) where adults respect children's rights (39.1%) and children have opportunities to participate in local decisions that affect them (19.4%). A third of learners report not being listened to by adults in the community (33.4%) [and teachers (29.4%)]. Lack of familiarity with children's rights and the UN Convention on the Rights of the Child (UNCRC) calls for education in schools and more broadly by means of a range of traditional and new media.

At least one in three children often or always worry about how much money their families have and [more than] one in four have some level of food insecurity. A substantial number of Grade 4 and Grade 6 learners in Khomas live in homes in which they have no place to study (18.9%, plus 11.6% were unsure) or have no access to a computer (30.7%) or the internet (37.3%). Over one in three children do not always have electricity at home either. This makes home schooling difficult, particularly in times of school closures such as during the COVID-19 lockdown, and risks widening the learning gap between children from lower- and higher-income families.

Further analyses will continue to explore the factors that contribute to the well-being of children in Khomas. Continuous monitoring of these indicators in Khomas and scaling up the survey to the rest of the country will provide a valuable tool to inform the development and implementation of child-friendly policies and services. Listening to what children have to say and providing opportunities for children to take an active part in decision-making will be crucial to improving the quality of life and well-being of children in Namibia.

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APPENDIX

Supplementary Tables

CHAPTER 8 SCHOOL

Table 31 School characteristics by sex

Percentage of children by level of agreement with statements about teachers and school climate according to the child's sex, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Teachers care	Female	7.8	13.2	12.5	22.7	43.8
	Male	11.1	14.9	12.6	20.0	41.3
Teachers help	Female	4.6	9.8	10.8	22.8	51.9
	Male	9.9	8.6	11.8	19.4	50.3
Teachers listen	Female	14.3	14.6	14.8	19.9	36.4
	Male	13.9	16.0	14.4	17.3	38.4
Peer support	Female	15.9	15.8	14.7	23.2	30.4
	Male	17.1	11.4	15.0	20.4	36.2
School arguments	Female	16.1	13.0	9.7	16.3	44.9
	Male	15.9	9.9	11.6	17.8	44.8
School decisions	Female	7.0	7.2	8.1	18.9	58.9
	Male	7.5	7.1	9.1	18.8	57.5
School safety	Female	8.8	11.3	10.3	18.6	50.9
	Male	12.5	10.5	10.3	14.6	52.2

Table 32 School characteristics by grade/age group

Percentage of children by level of agreement with statements about teachers and school climate according to their grade/age group, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Teachers care	Four	6.7	10.0	10.6	20.3	52.3
	Six	12.2	18.0	14.5	22.5	32.8
Teachers help	Four	6.0	6.6	10.8	20.7	55.9
	Six	8.5	11.9	12.0	21.5	46.1
Teachers listen	Four	10.9	11.4	14.5	18.2	45.1
	Six	17.4	19.1	14.7	19.1	29.6
Peer support	Four	16.1	10.6	13.4	20.9	39.1
	Six	16.8	16.7	16.5	22.7	27.3

Table 32 School characteristics by grade/age group (cont.)

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
School arguments	Four	18.7	11.4	9.5	14.9	45.5
	Six	13.4	11.4	11.7	19.0	44.4
School decisions	Four	8.5	6.1	8.0	19.7	57.7
	Six	6.1	8.1	9.1	18.0	58.7
School safety	Four	11.9	8.1	8.7	15.4	56.0
	Six	9.3	13.8	11.9	18.0	47.1

Table 33 School satisfaction by sex

Percentage of children by level of satisfaction with school according to their grade/age group, Khomas, 2018

		Not at all satisfied										Completely satisfied	
		0	1	2	3	4	5	6	7	8	9	10	
Satisfied with life as a learner	Female	1.0	0.6	0.3	0.9	0.7	4.9	2.1	5.2	7.8	11.1	65.3	
	Male	2.1	0.8	1.0	0.9	2.3	8.1	3.4	5.5	8.7	8.8	58.5	
Satisfied with the things learned	Female	0.6	0.2	0.3	0.3	0.4	3.5	1.4	3.0	6.5	13.6	70.3	
	Male	1.8	0.2	0.4	0.7	0.8	5.4	1.6	4.9	7.8	12.8	63.7	
Satisfied with classroom peers	Female	5.3	2.2	1.6	2.9	3.0	16.6	6.9	7.8	11.9	12.1	29.6	
	Male	5.8	2.3	2.3	1.6	2.8	11.2	4.4	6.6	9.0	16.7	37.2	

Table 34 School satisfaction by grade/age group

Percentage of children by level of satisfaction with school according to their grade/age group, Khomas, 2018

		Not at all satisfied										Completely satisfied	
		0	1	2	3	4	5	6	7	8	9	10	
Satisfied with life as a learner	Four	2.1	0.8	0.5	0.5	0.8	5.6	1.6	4.3	6.5	9.5	67.8	
	Six	1.0	0.6	0.8	1.3	2.2	7.4	3.9	6.3	10.0	10.4	56.1	
Satisfied with the things learned	Four	1.4	0.3	0.2	0.3	0.5	4.6	1.5	2.8	4.5	11.8	72.3	
	Six	0.9	0.1	0.5	0.7	0.7	4.3	1.4	5.1	9.9	14.7	61.9	
Satisfied with classroom peers	Four	6.1	1.9	1.5	2.2	1.5	14.2	4.3	5.1	9.8	12.4	41.0	
	Six	5.1	2.6	2.3	2.4	4.3	13.6	7.2	9.3	11.2	16.4	25.7	

CHAPTER 10 TIME USE

Table 35 Time use by sex

Percentage of children by frequency of activities according to the child's sex, Khomas, 2018

		Every Day (%)	Five/six days a week (%)	Three/four days a week (%)	Once/twice a week (%)	Less than once a week (%)	Never (%)
Household help	Female	59.7	11.2	7.3	9.2	7.1	5.5
	Male	47.6	14.9	9.7	11.6	8.6	7.7
Caring for family	Female	43.5	11.2	6.3	7.9	10.9	20.2
	Male	44.0	11.4	6.4	7.7	10.0	20.5
Working with the family	Female	26.5	8.9	6.8	8.1	15.3	34.3
	Male	29.6	11.7	8.3	11.7	11.4	27.3
Relaxing with the family	Female	55.5	13.1	7.2	8.3	8.9	7.1
	Male	50.7	15.9	10.1	7.0	8.5	7.7
Extra classes	Female	17.5	4.8	6.9	8.8	9.1	52.9
	Male	19.4	7.3	7.0	8.7	8.8	48.8
Homework/Studying	Female	69.2	12.6	5.7	5.6	3.9	3.0
	Male	62.1	13.4	7.8	7.6	6.3	2.8
TV	Female	55.2	6.8	5.8	9.9	10.5	11.8
	Male	60.0	8.5	6.8	5.4	8.8	10.5
Sports/exercise	Female	33.3	14.0	9.8	15.1	12.4	15.4
	Male	54.2	14.1	8.4	8.7	7.0	7.6
Playing outside	Female	45.9	11.2	8.5	11.5	12.1	10.7
	Male	53.6	10.8	10.7	7.8	8.4	8.8
Social media	Female	27.4	10.2	8.1	9.4	9.8	35.2
	Male	34.5	11.8	9.6	8.7	7.0	28.5
Electronic games	Female	28.5	11.2	7.4	12.4	11.7	28.8
	Male	45.9	13.3	8.4	9.8	8.0	14.7
Resting	Female	26.6	9.9	8.1	13.0	16.0	26.3
	Male	28.3	10.1	10.0	10.5	13.3	27.9
Working for money/food	Female	10.5	4.8	4.0	5.4	8.1	67.2
	Male	17.4	7.0	5.7	7.5	8.8	53.6
Religious activities	Female	17.2	7.5	6.7	39.7	19.4	9.4
	Male	20.1	11.4	6.9	31.8	18.8	10.9

Table 36 Time use by grade/age group

Percentage of children by frequency of activities according to their grade/age group, Khomas, 2018

		Every Day (%)	Five/six days a week (%)	Three/four days a week (%)	Once/twi ce a week (%)	Less than once a week (%)	Never (%)
Household help	Four	51.4	13.8	7.0	11.1	8.6	8.1
	Six	55.9	12.2	9.9	9.8	7.2	5.0
Caring for family	Four	46.8	11.8	6.1	7.9	8.9	18.6
	Six	40.7	10.9	6.6	7.6	12.1	22.1
Working with the family	Four	33.2	11.4	8.5	8.5	12.2	26.2
	Six	22.9	9.1	6.5	11.3	14.6	35.5
Relaxing with the family	Four	55.2	14.2	8.5	7.3	8.3	6.6
	Six	51.0	14.8	8.7	8.0	9.2	8.2
Extra classes	Four	21.7	7.1	6.8	9.0	7.9	47.4
	Six	15.1	4.9	7.1	8.5	10.1	54.3
Homework/Studying	Four	69.4	11.6	5.8	5.2	4.4	3.7
	Six	62.0	14.4	7.8	7.9	5.7	2.1
TV	Four	56.2	7.5	6.5	7.4	11.4	11.0
	Six	59.0	7.8	6.0	7.9	8.0	11.3
Sports/exercise	Four	46.1	14.8	8.2	10.9	9.3	10.8
	Six	41.1	13.4	10.0	12.9	10.2	12.4
Playing outside	Four	50.0	10.8	10.0	9.3	9.6	10.3
	Six	49.5	11.2	9.1	10.1	10.8	9.2
Social media	Four	32.0	10.6	7.2	9.6	7.3	33.3
	Six	29.7	11.4	10.3	8.6	9.5	30.5
Electronic games	Four	40.9	12.5	7.5	11.5	9.2	18.5
	Six	33.2	11.9	8.3	10.7	10.6	25.3
Resting	Four	30.1	10.5	7.8	10.5	12.6	28.5
	Six	24.9	9.5	10.3	12.9	16.8	25.7
Working for money/food	Four	15.8	7.1	6.6	7.1	7.8	55.6
	Six	12.1	4.8	2.9	5.7	9.1	65.4
Religious activities	Four	22.6	10.1	6.6	34.0	18.1	8.7
	Six	14.8	8.8	7.1	37.7	20.1	11.5

CHAPTER 11 CHILDREN'S RIGHTS AND PERCEPTIONS ABOUT NAMIBIA

Table 37 Namibia characteristics by sex

Percentage of children by level of agreement with statements about Namibia according to the child's sex, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Adults care about children	Female	11.5	15.6	20.9	18.8	33.2
	Male	11.3	15.0	17.0	18.2	38.6
Namibia is safe for children	Female	28.0	15.5	18.9	13.6	24.0
	Male	27.1	14.1	17.5	14.1	27.1
Adults respect children's rights	Female	22.4	19.8	18.0	14.1	25.7
	Male	17.7	18.2	16.9	14.6	32.5
Children participate in decisions that are important to them	Female	12.1	10.3	11.0	16.8	49.8
	Male	8.8	7.6	11.1	15.1	57.4

Table 38 Namibia characteristics by grade/age group

Percentage of children by level of agreement with statements about Namibia according to their grade/age group, Khomas, 2018

		I do not agree (%)	I agree a little (%)	I agree somewhat (%)	I agree a lot (%)	I totally agree (%)
Adults care about children	Four	8.4	11.2	14.4	19.4	46.6
	Six	14.5	19.5	23.4	17.6	25.1
Namibia is safe for children	Four	21.8	10.1	18.5	15.0	34.6
	Six	33.3	19.7	18.0	12.7	16.3
Adults respect children's rights	Four	12.0	12.8	15.4	17.3	42.5
	Six	28.2	25.2	19.5	11.4	15.7
Children participate in decisions that are important to them	Four	7.0	5.3	8.0	17.0	62.8
	Six	13.9	12.5	14.0	15.1	44.4



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