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INTERNATIONAL SURVEY OF CHILDREN'S WELL-BEING (ISCWeB)



**UNAM**  
UNIVERSITY OF NAMIBIA

## Children's Worlds National Report

# NAMIBIA



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## 1. Introduction

This report provides an overview of results from the survey administered in the Khomas region of Namibia in July 2018.

### 1.1 Context and population

Namibia's population counts a total of 2,324,388 people<sup>1</sup>. The population in Namibia is scattered throughout its 14 regions: Erongo, Hardap, !Karas, Kavango East, Kavango West, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Oshikoto, Otjozondjupa and Zambezi<sup>1</sup>. The present study was conducted in the Khomas region which is home to 18% of the total population of the country and includes the capital city, Windhoek. Thirty-six percent of the population in Namibia are aged 0 to 14 years (14 % of 0 to 4-year-olds and 23% of 5 to 14-year-olds). In the Khomas region specifically, the corresponding percentages are 13% for children aged 0 to 4 years and 16% for children aged 5 to 14 years.

Two-thirds of children in Namibia (65%) live in rural areas, whereas 35% live in urban areas. Khomas region, where this study took place, has the highest percentage of children living in urban areas (94%)<sup>2</sup>. The implications of such urbanisation include easier access to resources, such as healthcare and education. Nonetheless, although regional data on social and economic indicators show that, in comparison to other regions, children in the Khomas region live in better situations<sup>2</sup>; there is a large discrepancy within the region, with the poorest parts of the population living in the rapidly growing north-west area of Windhoek largely due to rural migration. Along with Erongo region, Khomas has the highest rates of lifetime migration in the country<sup>1</sup>. Due to the lack of affordable housing, many people build informal dwellings/shacks in areas which still lack basic facilities, such as adequate water, sanitation, and electricity. Indeed 42% of households in Khomas region live in such dwellings<sup>1</sup>.

Namibia is a culturally diverse country and, while English is the official language, there are over 11 indigenous languages spoken. The main languages spoken in Namibian households are Oshiwambo languages (50%), Nama/Damara languages (11%) and Kavango languages (10%)<sup>1</sup>. Khomas region has a slightly different profile where the top spoken languages are the Oshiwambo languages (41%), Afrikaans (19%), Nama/Damara languages (12%), and Otjiherero (10%). The Namibian population is predominantly Christian, with the most popular religion being Evangelical Lutheran (44% of women, 43% of men), Roman Catholic (20% of women, 26% of men), and Protestant/Anglican (21% of women, 13% of men)<sup>3</sup>.

In 2018, the Gross Domestic Product per capita in Namibia was 79.6 billion Namibian Dollars<sup>4</sup>. While the World Bank classifies Namibia as an upper middle income economy, Namibia has one of the highest income disparities in the world (Gini coefficient of 0.61)<sup>5</sup> and an unemployment rate of 33.4%<sup>6</sup>. In Khomas, the main industries of employment are administrative and support service activities (13%) and construction (11%)<sup>7</sup>. More generally, in Namibia, the main sectors of employment are sales and services (57%) and professional/technical/managerial (19%)<sup>8</sup>.

In the Namibian context, children may be exposed to a multitude of risk factors that affect their well-being. Some of these adversities include poverty, high rates of HIV<sup>9 10</sup>, orphanhood<sup>11</sup> and violence<sup>12</sup>. The country saw an increase in the incidence of severely poor

female-headed households from 11% to 12% between 2009/2010 and 2016 and, for male-headed households, from 8 to 10%<sup>13</sup>. Children are proportionately more affected by poverty than adults, with about 1 in 3 children (34%) growing up in poverty (compared to 28% of the general population<sup>14</sup>). Although the access to safe water increased from 2011 to 2016, it is still not accessible to everyone<sup>15</sup>, particularly in remote rural areas and in informal urban settlements. Road and other infrastructure has been growing throughout the country at a steady pace yet access to health, social, and education services remains limited, particularly in remote rural areas.

Furthermore, Namibia has one of the highest HIV rates in the world. High uptake of Anti-Retroviral drugs has drastically reduced mortality and enhanced quality of life for HIV positive people<sup>16</sup>. Despite this, at 11.8%<sup>17</sup> the prevalence of HIV among adults aged 15-49 years old remains one of the highest in the world<sup>18</sup>. High HIV infection rates has left many children orphaned, a phenomenon observed in other high HIV prevalence countries. Out of all the households in Namibia, 14% had orphans. This phenomenon is worse in rural areas, where 19% households have orphans (vs. 10% of households in urban areas<sup>9</sup>). Child- and youth-headed households face particular vulnerabilities yet also have sources of strength<sup>19</sup>  
20 21.

In addition to this, children in Namibia may also be exposed to stressful environments in the form of violence and abuse. According to the Demographic and Health Survey of 2013<sup>22</sup>, when asked if they had experienced sexual violence since age 15 years, 31% of women aged 15 to 19 years old reported being victims of such incidents. Children and adolescents in Namibia also experience or witness violence in the home<sup>23</sup> or suffer from being bullied at school<sup>24</sup>. Children may not be enrolled in school or may drop out of school as a result of such extreme conditions, and this can make them vulnerable to child labour<sup>25</sup>. In fact, the enrolment rates for primary school in Namibia (ages 7-13) is 95%, which is very similar to the rates found in the Khomas region (97%). More broadly, 34% of the population between 6- and 24-years old attend school. These rates are lower in urban areas (28%) than in rural areas (40%). In the Khomas region the rates of enrolment to school for the same age group is almost 70%<sup>1</sup>.

Namibia has established a robust body of legislation, public policies, and strategic plans for children<sup>26</sup>, including the National Agenda for Children 2012-2016 (NAC)<sup>27</sup> and the Child Care and Protection Act (Act 3 of 2015)<sup>28</sup>. It has also established public agencies for furthering children's rights, needs and interests. However, the country still remains one of the countries not having addressed the mental health needs of children and adolescents<sup>29</sup>.

## 1.2 Sampling: Strategy and outcome

The population for this study consisted of all children in Grade 4 and Grade 6 in Khomas region. The study was designed to achieve representative sample of children in school from Grade 4 (mainly ages 9 to 10) and Grade 6 (mainly ages 11 to 12) with an aim of achieving a final sample of at least 1,000 children in each group. Table 1 shows the distribution of learners in Khomas region, by grade and relevant strata.

**Table 1. Distribution of learners by grade and type of school in Khomas region (%)**

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

The 73 schools in Khomas region which had learners in the grades of interest were stratified by location (Rural/Urban). All rural schools (n=8) were selected to ensure adequate representation of this small sub-group of the population. Urban schools were further stratified by Private/State (P/S). Within each stratum, schools were randomly selected in each P/S 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. Thus, up to two classes per grade were randomly selected within participating schools. We expected that random selection of classes would yield a balanced sample by sex, in line with the distribution of boys and girls in the two target grades according to the most recently published Ministry of Education statistics<sup>30</sup>. Active consent from both parents and learners was required.

Table 2 summarises the achieved and weighted sample. After data cleaning, the survey data set contained questionnaires from a sample of 2124 children. Weights have been applied to the sample used in the analysis so that the proportion of children in the data set in each stratum is equivalent to the proportion of children in that stratum in the population.

**Table 2. Achieved and Weighted sample (Number of participants)**

	10 year-old	12 year-old	Total
Achieved sample	1025	1099	2124
Weighted sample	<b>1062</b>	1062	<b>2124</b>

### 1.3 Note on statistical analysis

Where groups have been subject to statistical testing, they are noted as significant if they relate to a p-value below 0.01. Differences described as marginally significant refer to p-values between 0.01 and 0.049. However at this stage, although 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 will not affect the descriptive statistics but is likely to affect the significance levels for statistical tests. For all frequencies, we report on the valid data. Missing data and, where applicable, children who selected that they “don’t know” the answer 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. Results

### 2.1 The participants

The children's ages ranged from 8 to 14 years old with an average age of 11.1 (SD = 1.3). Table 3 shows the age and gender distribution of the weighted sample. Children in Grade 4 were mainly 10 years old (69.1%) but many were also 9 years old (19.0 %) and 11 years old (13.6%). Children in Grade 6 were mainly 12 years old (56.8%) but several were also 11 years old (16.7%) and 13 years old (19.5%). The sample will be analysed by grade from here on. To maintain consistency across the country reports we will name the Grade 4 group the '10-year-olds' and the Grade 6 group the '12-year-olds'. Overall, 41.8% of the sample were boys and 58.2% were girls.

**Table 3. Age and gender distribution of participants (Numbers, %)**

	10 year-old	12 year-old	Total
<b>Boy</b>	453 (42.7%)	434 (40.9%)	887 (41.8%)
<b>Girl</b>	609 (57.3%)	<b>628 (59.1%)</b>	1237(58.2%)
<b>Total</b>	<b>1062</b>	<b>1062</b>	<b>2124</b>

*Note:* percentages given for columns

### 2.2 The home and the people children live with

Children were asked who they currently lived with. Table 4 shows that nearly all participants indicated that they lived with their family (93.6%), with a small percentage of children living in a foster home (3.4%), and fewer in a children's home, with friends or neighbours, or in another type of home.

**Table 4. Home type (All age group) (%)**

Type of home	
<b>I live with my family</b>	93.6
<b>I live with friends or neighbours</b>	0.5
<b>I live in a foster home</b>	3.4
<b>I live in a children's home</b>	0.5
<b>I live in another type of home</b>	2.1
<b>Total</b>	<b>100.0</b>

*Note:* missing < 1%

Children were asked to rank their satisfaction with their family life on an 11-point scale (0 to 10) with higher scores indicating higher levels of satisfaction. From Table 5 we can see that the children were very satisfied with the people who lived with them, with fewer than 20% of children indicating a score of 5 or lower.



**Table 5. Satisfaction with the people you live with (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
<b>The people you live with</b>	1.1	0.3	1.1	0.8	1.0	14.2	2.8	6.8	7.2	13.1	51.5

Note: missing < 1%

There were six questions about children's views on the home and the people they live with. The questions were scored on a five point scale, from 'I do not agree' to 'I totally agree'. The results are summarised in Table 6 by age group, comparing the mean scores of the two age groups. Higher scores indicate stronger agreement with the statement.

**Table 6. Variations in questions about home and family (means)**

	Family care	Family help problem	Good time together	Feel safe	Parents listen	Make joint decision
<b>10 year-old</b>	3.5	3.3	3.4	3.5	3.1	3.3
<b>12 year-old</b>	3.5	3.1	3.2	3.5	2.8	2.8
<b>Total</b>	<b>3.5</b>	<b>3.2</b>	<b>3.3</b>	<b>3.5</b>	<b>2.9</b>	<b>3.0</b>

Note: missing < 2%

Overall and by age group, children were most in agreement with the statement 'I feel safe at home' and 'There are people in my family who care about me' and least in agreement with 'My parents listen to me and take what I say into account'. The 10 year-old group generally showed higher levels of agreement than the 12 year-old group.

## 2.3 The home where children live

Children were asked whether they were satisfied with their home life. The percentages show that the children were very satisfied with the home where they live with fewer than 20% of children indicating a score of 5 or lower (Table 7).

**Table 7. Satisfaction with the home where you live (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
<b>The house or flat where you live</b>	2.9	1.1	0.4	1.4	2.1	9.1	2.3	3.6	6.6	10.8	59.6

Note: missing < 2%

Children were also asked whether they had their own room and bed, and a place to study. In Table 8, we see that over a third of children had their own room (36.1%) and 59.2% had their own bed. Of those that did not have their own bed, an additional 31.1 % reported to sharing a bed, whereas 9.7% did not have a bed at all. Overall 69.1% of children reported that they had a place to study in their home, with 19.2 % saying they had no place to study and 11.7% of children were unsure.

**Table 8. Things you have (All age group) (%)**

Whether you have ...	
Own room	36.1%
Own bed	59.2%
Place to study	69.1%

Note: missing < 2%

## 2.4 Friends

Children were asked about their friendships. Children's views on their friends were mostly positive with just under half of the children (47%) selecting the highest score and saying they felt completely satisfied with their friends (Table 9).

Over three-in-four children (78.1%) agreed either totally or a lot with the statement that they 'had enough friends' (Table 10). However, there were still children who did not agree or only agree a little with the statements that they had enough friends (16.6%), that their friends were usually nice to them (22.6%), and that they got along well with their friends (19.6 %). About 10% of children felt that if they had a problem they would have no friends to support them.

**Table 9. Satisfaction with your friends (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	3.1	1.0	0.9	1.9	1.8	13.0	4.4	6.0	7.9	12.8	47.0

Note: missing < 2%

**Table 10. Friends (All age group) (%)**

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	8.5	8.1	5.4	16.1	62.0
My friends are usually nice to me	8.1	14.5	14.2	23.0	40.2
Me and my friends get along well together	8.0	11.6	12.6	22.4	45.4
If I have a problem, I have a friend who will support me	10.8	6.3	7.8	15.5	59.6

Note: missing < 2%; don't know ≤ 1%

## 2.5 School

Children were asked questions about various aspects of their school life and their teachers. The majority of children reported satisfaction with their school life (Table 11). The least positive response was children's satisfaction with other children in their class with only 32.5% who reported complete satisfaction (compared to over 60% for both satisfaction with their life as a student and the things that they have learnt).

**Table 11. Satisfaction with school life (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student	1.5	0.7	0.6	0.9	1.4	6.3	2.6	5.3	8.2	10.1	62.5
Things you have learned	1.1	0.2	0.3	0.4	0.5	4.3	1.5	3.8	7.0	13.3	67.6
Other children in your class	5.5	2.3	1.9	2.4	2.9	14.3	5.9	7.3	10.7	14.0	32.7

Note: missing < 1%

The majority of children were positive about their teachers and their school (Table 12). The least positive response was to the statement 'If I have a problem at school, other children will help me' although still 54.8% agreed a lot or totally agreed with this statement and 'My teachers listen to me and take what I say into account', although 55.8% still agreed a lot or totally agreed with the statement. More children 'totally agreed' that if they had a problem at school their teachers would help them compared to 'other children will help them'. Children rated their safety at school as high, yet still one-fifth of children (21.3%) did not agree or only agreed a little bit that they felt safe at school.

**Table 12. Views about school (All age group) (%)**

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	9.2	13.9	12.6	21.6	42.7
If I have a problem at school, my teachers will help me	6.8	9.3	11.3	21.4	51.2
If I have a problem at school, other children will help me	16.4	14.0	14.9	22.0	32.8
There are a lot of arguments between children in my class	16.0	11.7	10.5	16.9	44.9
My teachers listen to me and take what I say into account	14.1	15.1	14.6	18.8	37.2
At school I have opportunities to make decisions about things that are important to me	7.2	7.2	8.5	18.9	58.3
I feel safe at school	10.3	11.0	10.2	17.0	51.4

Note: missing < 2%; "don't know" ≤ 4%

Children were asked different questions about active (e.g. being hit by other children) and passive bullying (e.g. being left out by other children in their class). Half of the children (51%) reported being hit by other children in their school at least once, with 11.5% being hit more than three times in the last month (Table 13). Even higher rates of bullying were

reported for being 'called unkind names by other children in your school' at least once in the last month (70.2%). Slightly over half of the children (54.3%) never felt left out by other children in their class; meanwhile, 15.6% report being left out more than three times in the last month.

**Table 13. Bullying (All age group) (%)**

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	49.0	26.8	12.7	11.5
Called unkind names by other children in your school	29.8	22.6	19.2	28.5
Left out by other children in your class	54.3	18.3	11.8	15.6

Note: missing ≤ 1%; "don't know" < 2%

## 2.6 The area where children live

Children were asked how satisfied they were about the area where they lived as well as their views about their local areas. While most children were satisfied with the area they live in, with 56.6% reporting being completely satisfied or very close to completely satisfied (scores 9-10), 7.3% of children were not at all satisfied with the area they live in (Table 14).

**Table 14. Satisfaction with the area where you live (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	7.3	1.2	1.1	2.1	1.9	10.7	4.5	6.0	8.5	14.2	42.4

Note: missing < 2%

Regarding feelings of safety in their area, 35.2% of children either did not feel safe or agree very little that they felt safe when they walk in the area where they lived (Table 15). The highest agreement, either total agreement or a lot of agreement, was found with children reporting that 'there were enough places to play or to have a good time' (63%). Regarding consideration of children's views, responses were quite spread out with about half of the children agreeing a lot or totally agreeing that adults take children's views seriously (50%) or that children can participate in decisions that matter to them (56.9%).

**Table 15. Views about local area (All age group) (%)**

In my area, I live in...	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk	20.3	14.9	13.9	18.4	32.5
There are enough places to play or to have a good time	16.8	11.0	9.2	15.1	47.9
I have opportunities to participate in decisions about things that are important to me	19.4	10.0	13.7	19.9	37.0
Adults listen to children and take them seriously	20.0	13.7	16.4	16.9	33.1

Note: missing < 1%; 'don't know' < 6%

## 2.7 Money and the things children have

Children were asked a set of questions about their thoughts about money and the things they have. One quarter of children (24.7%) reported that they 'always' worry about how much money their family have with slightly more children in the 10 year-old group than the 12 year-old group reporting that they always worry about how much money their family has (Table 16). Less than a quarter of children (22%) never worried about how much money their family has. Over two-thirds of children (69.6%) reported that they felt completely satisfied or close to completely satisfied (scores 9 -10) with all the things that they had (Table 17).

**Table 16. How often do you worry about how much money your family has? (%)**

	10 year-old	12 year-old	Total
Never	24.3	19.8	22.0
Sometimes	36.6	44.2	40.4
Often	10.8	14.7	12.8
Always	28.2	21.3	24.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Note: missing < 1%: 'don't know' < 5%

**Table 17. Satisfaction with all the things you have (All age group) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	3.1	0.6	0.9	1.2	1.6	7.0	3.5	4.5	8.0	11.4	58.2

Note: missing < 1%

Children were also asked whether they had enough food to eat each day (Table 18) and what items they owned. About 16.2% of children reported that they either 'never' or only 'sometimes' had enough food to eat each day, with slightly more 10 year olds reporting that they never had enough food to eat, compared to 12 year-old children (3.2% vs. 1.8%).

**Table 18. Do you have enough food to eat each day? (%)**

	10 year-old	12 year-old	Total
Never	3.2	1.8	2.5
Sometimes	13.9	14.6	14.3
Often	8.4	10.7	9.6
Always	74.4	72.9	73.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Note: missing < 1%: 'don't know' < 1%

Regarding 'things' that children have (Table 19), most children reported having 'clothes in a good condition' (92.1%) and 'two pairs of shoes' (84.7%), although 15.3% do not own two pairs of shoes. Fewer children had 'a mobile phone' (54.3%) or 'pocket money/money to spend on themselves' (60.9%). Children in the 10 year-old group generally reported having

more 'things', the largest differences being 'enough money for school trips and activities' (72.3% vs. 62.5%) and 'access to internet at home' (66.1% vs 58.6%).

**Table 19. The things children have (%)**

Which of the following do you have	10 year-old		12 year-old		Total	
	No	Yes	No	Yes	No	Yes
Clothes in good condition	7.8	92.2	8.0	92.0	7.9	92.1
Enough money for school trips and activities	27.7	72.3	37.5	62.5	32.6	67.4
Access to the Internet at home	33.9	66.1	41.4	58.6	37.7	62.3
The equipment/things you need for sports and hobbies	29.4	70.6	36.5	63.5	32.9	67.1
Pocket money/ money to spend on yourself	35.5	64.5	42.6	57.4	39.1	60.9
Two pairs of shoes	14.1	85.9	16.4	83.6	15.3	84.7
A mobile phone	43.3	56.7	48.1	51.9	45.7	54.3
The equipment/things you need for school	18.9	81.1	22.8	77.2	20.9	79.1

Note: missing < 2%

**Table 20. Access to basic services at home (All age groups) (%)**

Electricity	
All of the time	65.4
Some of the time	20.5
Not at all	14.1
Running water	
Yes	63.7
No	31.7
Not sure	4.5
A toilet that flushes	
Yes	75.4
No	22.1
Not sure	2.5

Note: missing < 4%

**Table 21. Descriptive statistics on family's material possessions (All age groups) (%)**

	No	Yes
A computer (including laptops and tablets)	31.2	68.8
A television	11.5	88.5
A fridge/freezer	11.7	88.3
A radio	28.5	71.5
A telephone (landline or mobile)	11.4	88.6
A family car / van / motorbike / etc.	25.3	74.7
A washing machine	30.8	69.2

Note: missing < 2%

Regarding access to basic services (Table 20), 14.1% of children reported having no electricity at all, with 20.5% having electricity 'some of the time'. Almost a third of children (31.7%) did not have running water in their home and 22.1 % of children reported that they did not have access to a toilet that flushes. Children were also asked about the material possessions in their family homes (Table 21). The least common possessions were a washing machine (69.2%) and a computer (68.8%).

## 2.8 Time use

Children were also asked how satisfied they were with the way they use their time. Overall, children were satisfied with the way they use their time and also with how much free time they had to do what they want (Table 22).

**Table 22. Satisfaction with time use (All age groups) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	3.2	0.9	1.0	1.3	1.9	10.9	4.6	7.6	9.6	13.9	45.1
How much free time you have to do what you want	4.9	1.5	1.7	1.9	3.1	9.7	4.1	6.0	8.3	13.6	45.2

Note: missing data <2%

## 2.9 Subjective well-being: how children feel about their lives

The *Children's Worlds* survey included a number of different measures of subjective well-being. We will first report the overall results of each scale and then we will consider variations in wellbeing according to age group and gender.

### 1. OLS (Overall Subjective Well-Being)

The first measure is the simplest, a single-item measure where children rank how satisfied they were with their life as a whole on an 11-point scale (0 to 10). Overall 61.8% of children were totally satisfied with their life, with 2.1% scoring the minimum (0). One-in-ten children (10.5%) rated their overall subjective wellbeing below a score of 6.

**Table 23. Satisfaction with life as a whole (All age groups) (%)**

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
<b>Your life as a whole</b>	2.1	0.4	0.3	1.0	1.1	5.6	2.7	5.1	5.1	14.7	61.8

Note: missing <1%

## 2. Children's Worlds Subjective Well-Being Scale (CW-SWBS)

The CW-SWBS contains six items measuring cognitive subjective well-being and is based on the Student Life Satisfaction Scale by Huebner (1991)<sup>31</sup>. This scale is based on five statements about children's overall life satisfaction, and children were asked to indicate how much they agree with each statement. Children aged 10 and 12 were asked to respond using an 11-point scale ranging from 'do not agree' to 'totally agree'.

**Table 24. CW-SWBS items (All age groups) (%)**

	0	1	2	3	4	5	6	7	8	9	10
<b>I enjoy my life</b>	2.6	0.6	0.2	0.9	1.6	6.9	3.4	4.5	5.7	10.6	62.9
<b>My life is going well</b>	3.2	0.9	0.8	1.0	1.5	8.4	3.6	4.7	9.8	16.7	49.3
<b>I have a good life</b>	2.3	0.9	0.8	0.8	2.0	6.2	3.4	4.7	7.2	13.6	58.1
<b>The things that happen in my life are excellent</b>	4.2	1.2	1.1	1.9	2.4	10.8	5.6	6.4	10.3	14.5	41.7
<b>I like my life</b>	1.9	0.8	0.6	0.9	1.3	3.8	2.5	3.4	5.4	9.9	69.6
<b>I am happy with my life</b>	2.0	0.8	0.5	0.8	0.8	3.9	2.6	3.7	4.9	10.2	69.7

Note: missing <1%

At least 50% of children scored the maximum on most questions, with exceptions being scoring the maximum for 'My life is going well' (49.4%) and "The things that happen in my life are excellent' (41.7%) (Table 24).

## 3. Children's Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS, 2003)

The CW-DBSWBS contains five items measuring domain based cognitive subjective well-being and is based on the Brief Multidimensional Student Life Satisfaction Scale by Seligson, Huebner & Valois<sup>32</sup>. The domains include family, friends, school, living environment and self. As we can see in Table 25 all domains scored fairly high with the highest proportion of total satisfaction achieved with the self (68.3%), followed by satisfaction with school life (62.5%), and the lowest with satisfaction with the area they live (42.4%) and friends (47%).



**Table 25. DBSWBS (All age groups) (%)**

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with	1.1	0.3	1.1	0.8	1.0	14.2	2.8	6.8	7.2	13.1	51.5
Your friends	3.1	1.0	0.9	1.9	1.8	13.0	4.4	6.0	7.9	12.8	47.0
Your life as a student	1.5	0.7	0.6	0.9	1.4	6.3	2.6	5.3	8.2	10.1	62.5
The area where you live	7.3	1.2	1.1	2.1	1.9	10.7	4.5	6.0	8.5	14.2	42.4
The way that you look	2.5	0.8	0.8	1.2	0.8	4.5	2.8	3.4	5.0	9.9	68.3

Note: missing <2%

#### 4. Children's Worlds Positive and Negative Affects Scale (CW-PNAS)

The CW-PNAS is based on Barrett and Russel's work<sup>33</sup> and contains six items measuring affective subjective well-being: positive and negative affect. 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 ranging from 'not at all' to 'extremely'.

**Table 26. CW-PNAS items (All age groups) (%)**

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	3.6	0.7	1.1	1.0	1.8	10.6	4.3	5.7	6.9	11.0	53.3
Calm	6.9	1.8	2.2	2.3	3.4	13.5	5.4	6.4	9.0	12.0	36.9
Full of energy	5.1	1.0	1.2	2.1	2.0	6.8	3.4	5.5	7.1	8.7	57.0
Sad	28.8	6.7	6.2	5.8	5.0	16.0	4.6	4.7	5.2	5.5	11.5
Stressed	29.6	5.2	3.5	4.0	4.0	11.0	3.5	6.6	5.8	6.2	20.7
Bored	22.2	5.8	3.6	4.4	3.4	12.5	4.8	4.9	6.3	6.2	25.9

Note: missing <2%

Table 26 shows that, for positive affect, over half the participants scored the maximum for feeling 'happy' (53.3%) and 'full of energy' (53.3%), whereas 36.9% of children scored the maximum for feeling 'calm'. For negative affect, 25.9% of children scored the maximum for feeling 'bored', 20.7% for feeling 'stressed', and 11.5% for feeling 'sad'.

#### 5. Children's Worlds Psychological Subjective Well-Being Scale (CW-PSWBS)

The CW-PSWBS contains six items measuring psychological subjective well-being<sup>34</sup>. Children were asked to rate their well-being on an 11-point scale ranging from 'not at all' to 'totally agree'. This scale was included for the 12 year-old group. It was optionally asked of 10 year-old classes, when time allowed. Time constraints prevented completing it by 10 year-olds in some schools (N=93, 9.4%). The findings for the 12 year-old group are presented in Table 27. The highest frequency of children selecting 'complete agreement' (score of 10) were for 'I like the way I am', 'I feel positive about my future' and 'I feel that I am learning a lot at the moment'. Fewer children selected 'complete agreement' (a score of 10) with 'people are generally pretty friendly towards me' and 'I am good at managing my daily responsibilities'.

A higher percentage of ten year-olds selected complete agreement (score of 10) than 12 year-olds (Table 28).

**Table 27. CW- PSWBS items (%), 12 year-old**

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	1.7	0.7	1.0	0.9	1.2	4.6	3.2	4.8	5.1	8.3	68.3
I am good at managing my daily responsibilities	2.6	1.0	1.0	0.9	1.9	9.8	4.2	9.0	11.4	18.3	39.8
People are generally pretty friendly towards me	4.3	1.9	1.1	3.7	5.6	15.0	6.4	8.9	11.3	15.3	26.5
I have enough choice about how I spend my time	4.4	1.7	1.4	1.5	3.0	7.4	6.0	6.6	13.4	14.0	40.7
I feel that I am learning a lot at the moment	2.0	0.5	0.4	1.0	1.2	4.1	3.4	4.7	9.0	13.4	60.3
I feel positive about my future	2.7	0.8	0.9	1.1	1.0	5.6	2.4	3.1	6.9	12.4	63.2

Note: missing <1%

**Table 28. CW- PSWBS items (%), 10 year-old**

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	2.6	0.1	0.3	0.4	0.7	3.7	2.1	2.2	2.6	6.6	78.7
I am good at managing my daily responsibilities	2.4	0.4	0.7	0.9	0.6	6.9	2.2	4.0	7.4	15.0	59.6
People are generally pretty friendly towards me	4.4	0.6	1.0	1.9	1.5	11.6	2.8	6.0	9.0	12.5	48.6
I have enough choice about how I spend my time	5.8	0.3	0.6	1.0	1.7	7.3	2.4	4.9	7.4	11.8	56.8
I feel that I am learning a lot at the moment	2.1	0.3	0.4	0.1	0.8	3.8	1.7	2.8	6.1	11.3	70.5
I feel positive about my future	2.8	0.4	0.4	0.8	0.6	6.0	1.1	2.7	4.5	11.6	69.2

Note: missing =9.4% (N=93)

### Variations in overall subjective well-being

Table 29 presents variations in overall subjective well-being for children, according to age group and gender. The findings for age show that, for all six measures there was a decrease in subjective well-being between 12 year-old and 10 year-old children. This decrease was significant for all the measures, except negative affect. There was more of a mixed pattern for gender differences. Most measures had only slight differences in mean scores for boys and girls. The only measures that were marginally significant were SWSB and PAS, with girls reporting higher well-being than boys.

**Table 29. Variations in different measures of subjective well-being (means)**

	OLS	SWBS	DBSWBS	Positive Affect	Negative Affect	PSWBS
<b>Age group</b>						
10 year-old	9.05	88.29	85.50	80.71	47.52	87.19
12 year-old	8.54	83.02	80.68	76.51	46.08	82.14
<b>Gender</b>						
Girl	8.87	86.77	83.00	79.88	46.71	84.67
Boy	8.74	84.86	83.16	77.71	46.87	84.38
<b>Total</b>	<b>8.79</b>	<b>85.66</b>	<b>83.10</b>	<b>78.61</b>	<b>46.81</b>	<b>84.50</b>

## 2.10 Children's perceptions about their country

Children were also asked some questions about their understanding of rights in Namibia. More 12 year-olds reported knowing what children's rights were than 10 year-olds (79.9% vs. 72.1%). Overall, about a quarter of children reported that they knew what the UN Convention on the Rights of the Child was.

**Table 30. Children's rights (%)**

		10-year-olds	12-year-olds	Total
<b>I know what rights children have</b>	No	7.6	2.1	4.8
	Not sure	20.3	18.0	19.2
	Yes	72.1	79.9	76.0
	<b>Total</b>	100	100	100
<b>I know about the UN Convention on the Rights of the Child</b>	No	43.6	41.5	42.5
	Not sure	29.8	34.8	32.3
	Yes	26.7	23.7	25.2
	<b>Total</b>	100	100	100

### 3. Conclusions

Our sample had a higher proportion of female participants (58.2%) compared to the school statistics in Khomas region (51.5%)<sup>31</sup>. It may have been that girls were more likely to return parental consent forms. However, this should be taken into account when interpreting study results. Furthermore, a large proportion of children were not 10 or 12 years old within the selected grades, which reflects the broader distribution of learners in the region and the country. The impact that this may have in indicators of subjective well-being or in other aspects of survey administration will need to be explored.

The results showed that a large percentage of 10 and 12-year old children reside with members of their family. Further evidence indicated that most children across all groups were highly satisfied with their home and also with the people they live. There was a tendency for 12 year-olds to report less agreement than 10 year-olds with questions indicating positive interaction with family members.

Although children's views on their friendships were mostly positive, still there were many children who felt they did not have enough friends, that their friends were not usually nice to them or that they did not get along with their friends. Children were also less satisfied with the children in their class compared with other aspects of school, such as their life as a student. A particularly concerning finding was the high percentage of children who indicated being bullied by other children. High rates of bullying have already been reported in Namibia<sup>24</sup> and the *Children's Worlds* data will allow us to further explore the relationship between well-being and bullying. Verbal bullying was the most commonly reported form of bullying, but at least half the children also indicated experiencing physical bullying and being left out by children in their class.

Despite the high number of children admitting to being bullied, many also indicated that they feel safe at school, with only 10% not agreeing with the statement 'I feel safe at school'. Regarding safety, while 51.4% of children totally agreed with feeling safe at school, only 32.5% totally agreed with feeling safe when they walk in their local area. Further exploring children's understandings of the term 'safety' and contextualization of results will be needed to adequately interpret these findings.

Over a third of children (37.5%) 'often' or 'always' worried about how much money their families had and only 73.7% of children 'always' had enough food to eat. While 75.4% of children had a toilet that flushes, only 65.4% of children had access to electricity all of the time and only 63.7% had access to running water. Future analyses will carefully disaggregate results by socio-economic status and contrast those with recent demographic surveys in Khomas region in order to validate the representativity of our sample.

Levels of subjective well-being were generally high in children. Given the challenges that children in Namibia face, this finding is surprising and requires validation in other studies. Differences in age in subjective well-being are consistent with other research, with older children generally experiencing lower subjective well-being than younger children<sup>35</sup>. Our

findings suggest that girls have higher subjective well-being compared to boys on *Children's Worlds* Subjective Well-Being Scale (CW-SWSB) and Positive Affect Scale (PAS). This finding differs from other studies which have found that boys score higher on subjective well-being than girls<sup>36</sup>.

The findings of this report have been intentionally brief and further analysis will continue to explore the facilitators and risk factors that may be involved in the subjective well-being of children in Namibia.

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