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Ministry of Health  
and Social Services

Ministry of Education,  
Arts and Culture

July 2017

# REPORT ON THE NAMIBIA SCHOOL-BASED STUDENT HEALTH SURVEY 2013



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PUBLISHERS' DEVELOPMENT PARTNERS FOR THE  
GLOBAL SCHOOL-BASE STUDENT HEALTH SURVEY (GSHS)



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**Ministry of Health and Social Services and  
Ministry of Education, Arts and Culture**

**July 2017**

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# Abbreviations and initialisms

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|               |  |
|---------------|--|
| <b>BMI</b>    | body mass index  |
| <b>CDC</b>    | Centers for Disease Control and Prevention                                   |
| <b>CI</b>     | confidence interval  |
| <b>CJCP</b>   | Centre for Justice and Crime Prevention                                      |
| <b>DALY</b>   | disability-adjusted life year  |
| <b>GIZ</b>    | German Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit) |
| <b>GSHS</b>   | Global School-based Student Health Survey                                    |
| <b>HIV</b>    | human immunodeficiency virus   |
| <b>HPSI</b>   | Health Promoting Schools Initiative  |
| <b>MEAC</b>   | Ministry of Education, Arts and Culture                                      |
| <b>MHSS</b>   | Ministry of Health and Social Services                                       |
| <b>NCDs</b>   | non-communicable diseases  |
| <b>NDHS</b>   | National Demographic Health Survey   |
| <b>NSA</b>    | Namibia Statistics Agency  |
| <b>SHP</b>    | School Health Programme  |
| <b>STIs</b>   | sexually transmitted infections  |
| <b>UN</b>     | United Nations   |
| <b>UNAIDS</b> | Joint United Nations Programme on HIV and AIDS                               |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organization             |
| <b>UNFPA</b>  | United Nations Population Fund   |
| <b>UNICEF</b> | United Nations Children's Fund   |
| <b>WHO</b>    | World Health Organization  |

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# Preface

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The Ministry of Health and Social Services (MHSS) in partnership with the Ministry of Education, Arts and Culture (MEAC) participated in the Global School-based Student Health Survey (GSHS) during 2013, with the aim of collecting data to understand the health behaviours as well as the protective factors among students<sup>1</sup> in Namibia. This ten-yearly global activity is essential to the understanding of student behaviours and practices on school grounds, and paves the way for proper planning and implementation of the effective interventions required to promote health in schools. Achieving this will require the combined efforts of both ministries to ensure that education services are consistently provided, together with healthy and conducive learning environments in which students can thrive physically, while excelling in education.

This 2013 GSHS report therefore summarizes the Namibian results, highlighting the challenges faced by the students, student behaviours, and their effects on learning and development. As we strive to realize Vision 2030, the two ministries would like to ensure the harmonization of activities with a view to achieving their common goal. The results from the GSHS will therefore assist in identifying the roles of each stakeholder in ensuring the provision of effective education to the students, while maintaining their optimum health status. It is therefore imperative that stakeholders take note of their roles and consistently implement the appropriate programmes.

The MHSS and the MEAC would like to thank the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA), Centers for Disease Control (CDC), and the National School Health Task Force for the technical, material and financial support they provided to make this exercise a success.

Appreciation goes to the National School Health Task Force, and the survey coordinators and administrators. We wish to acknowledge and thank the regional management teams, district coordinators, the primary health care team and regional school counsellors for their invaluable contributions and cooperation. A special thanks goes to the sampled schools and their management teams, personnel and students for their participation and cooperation throughout the execution of the survey.

*Signature*  
**Ms Anne Steenkamp**  
Permanent Secretary  
Ministry of Education, Arts and Culture

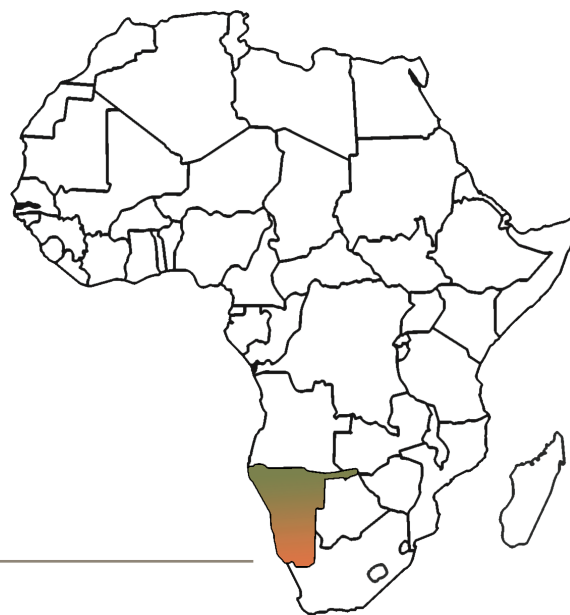
*Signature*  
**Mr Benetus Nangombe**  
Permanent Secretary  
Ministry of Health and Social Services



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1 In line with the title of this document, the term 'students' is used throughout, although 'learners' is more commonly used in Namibia.

# Namibia's administrative regions



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# Executive summary

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The purpose of the Global School-based Student Health Survey (GSHS) is to provide accurate data on health behaviours and protective factors among students to:

- help countries develop priorities, establish programmes, and advocate for resources for school health and youth health programmes and policies;
- establish trends in the prevalence of health behaviours and protective factors for use in the evaluation of school health and youth health promotion; and
- allow countries, international agencies and others to make comparisons across countries and within countries regarding the prevalence of health behaviours and protective factors.

The 2013 Namibia GSHS used a two-stage cluster sample design of students in Grades 7–12. The first-stage sampling frame consisted of all schools containing any of Grades 7–12. Schools were systematically selected with probability proportional to school enrolment size. A sample of 51 schools was selected to participate in the Namibian GSHS.

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## Alcohol use

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Among those who were drinking, more than half (53%) had their first drink of alcohol before the age 14 years. Of those students who had drunk alcohol during the past 30 days, about a third (almost 33%) usually got the alcohol they drank from their friends. Of students who drank so much alcohol that they had been really drunk one or more times during their lives, about 71% had had sexual intercourse. Over 14% of students had got into trouble with their families or friends, missed school, or got into fights one or more times during their lives as a result of drinking alcohol. Among those who were drinking, over a third (36%) had had multiple partners in their lifetimes. Almost 14% of the students who were drinking did not use condoms.

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## Dietary behaviours

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Almost 12% of students were underweight, 7% were overweight, and 2% were obese. Almost 10% of students went hungry most of the time or always because there had not been enough food in their homes during the past 30 days. Almost 22% of students had usually eaten fruits and vegetables five or more times per day during the past 30 days. Slightly more than 40% of students who indicated that they had been hungry sometimes during the past 30 days had also been absent from school.

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## Drug use

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Among students who had ever used drugs, nearly half (48.1%) had used drugs before age 14 years for the first time. Almost half of all males (48.5%) had used drugs before age 14; females were not far behind, with almost 46% reporting similarly. About 9% of males and 5% of females indicated that they had used marijuana in their lifetimes. About 6% of males revealed that they had used marijuana in the last 30 days, and 7% indicated that they had used amphetamines or methamphetamines in their lifetimes. About 37% of students indicated that it would be impossible to get access to drugs and almost 4% reported that it would be very easy. More than half of the respondents (almost 59%) indicated that they had been taught about the risks associated with drug use during the school year.

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## Hygiene and sanitation

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About a tenth of students (10.5%) had usually cleaned or brushed their teeth less than once per day during the past 30 days. Almost one in 20 (4.5%) students had never or rarely washed their hands before eating during the past 30 days, while almost 6% had never or rarely washed their hands after using the toilet or latrine during the past 30 days. Overall, 91% of students indicated that they had access to clean drinking water at school. About six in 10 students (61.1%) reported that ablution facilities were working properly; almost as many (58.1%) indicated that they were clean. Almost a third of students (31.5%) dried their hands in some or other way, closely followed by those who drip- or air-dried their hands (30.8%).

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## Mental health

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Over 15% of students had most of the time or always felt lonely during the past 12 months. More females (17.5%) than males (13.0%) had felt lonely during the past 12 months. Over 15% of students had most of the time or always been so worried about something during the past 12 months that they could not sleep at night. Over a quarter of students (26.0%) reported having attempted suicide one or more times during the past 12 months. More than 60% of respondents had been taught in any class how to handle stress in healthy ways during the school year. The 16 – 17 years age group had the highest proportion of attempted suicides (34.3% of attempts, despite representing only 31.5% of the total number of respondents). The 18 years and above age group had the lowest proportion of attempted suicides (23.3% of attempted suicides, from 27.1% of respondents).

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## Physical activity

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About 22% of students had been physically active for a total of at least 60 minutes per day on five or more days during the past seven days. There was a substantial difference between males and females, with 55.1% of females not walking or riding a bicycle to or

from school, as opposed to only 45.4% of boys. Overall, 31.1% of students had attended a physical education class on three or more days each week during the school year, while 24% of students had gone to a physical education class on five or more days each week during the school year.

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## Parental involvement

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About 26.8% of students had missed classes or school without permission on one or more of the past 30 days. About 40% of students reported that their parents or guardians had checked to see if their homework was done, and that they had understood their problems and worries most of the time or always during the past 30 days. About 79% of students reported that during the past 30 days, their parents or guardians had often spent time with them.

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## Sexual activity

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About 53% of students had ever had sexual intercourse. In this regard, there was a substantial difference between males (65.5%) and females (43.6%). Among students who had ever had sexual intercourse, 42.9% had used any method of birth control the last time they had sexual intercourse. Females were more likely to use other forms of birth control (49.2%). Among students who had ever had sexual intercourse, 6.5% reported that they had had sexual intercourse with both males and females.

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## HIV and AIDS

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About 37% of students had ever been tested for human immunodeficiency virus (HIV) infection. Overall, 72.3% of students had been taught how to avoid HIV infection or AIDS in any of their classes during the school year. There was almost no difference in the level of instruction received on avoiding HIV infection and actual condom use: 79.7% of those who used a condom in their last sexual encounter had been taught about avoiding HIV infection, in comparison to 78.7% of those who had not used a condom.

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## Tobacco use

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Among students who had ever smoked cigarettes, 57.9% had first tried a cigarette before age 14. Overall, 9.6% of students had smoked cigarettes on one or more days during the past 30 days. About 7% of students had used any tobacco products other than cigarettes on one or more days during the past 30 days, while 12.3% of students had used any tobacco on one or more days during the past 30 days. Among students who had smoked cigarettes during the past 12 months, 72.8% had tried to stop smoking cigarettes during the past 12 months.



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## **Bullying and physical fights**

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Almost 40% of students had been physically attacked one or more times during the past 12 months. Overall, 32% of students had been in a physical fight, and 53.8% of students had been seriously injured one or more times during the past 12 months. Overall, 44.6% of students had been bullied on one or more days during the past 30 days.

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## **Eye and ear health**

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About 27% of students had had a hearing test and 26% had had an eye test in the past 12 months. Overall, 19.6% had had an ear infection and 33.9% had had difficulties with eye sight or being able to see. Close to 13% were currently using glasses, lenses or anything else to help them see well.

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## **General recommendations**

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In addition to specific recommendations relating to each of the categories outlined above, the report made the following general recommendations:

- The enforcement of existing policies relating to school health activities should be improved.
- The Health Promoting Schools Initiative should be scaled up in all regions in order to foster a conducive and healthy learning environment.
- The capacity of Life Skills teachers should be strengthened and their roles expanded to enable them to provide psycho-social support to students.
- The availability of specialized services from professionals such as psychologists, social workers, occupational therapists and others should be improved.

Referral systems between schools and health facilities should be strengthened.

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# Chapter 1

## Introduction

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In 2001, the World Health Organization (WHO), in collaboration with UNESCO, UNFPA and UNICEF, and with technical assistance from the US Centers for Disease Control and Prevention (CDC), initiated the Global School-based Student Health Survey (GSHS). Since 2003, the Ministry of Health and Social Services (MHSS) and the Ministry of Education, Arts and Culture (MEAC) have been using the GSHS to periodically monitor the prevalence of important health risk behaviours and protective factors amongst students.



This report presents the results from the 2013 GSHS conducted in Namibia by the MHSS, the MEAC, the WHO and the CDC, from 2 to 27 September 2013.

The purpose of the GSHS is to provide accurate data on health behaviours and protective factors amongst students to:

- help countries develop priorities, establish programmes, and advocate for resources for school health and youth health programmes and policies;
- establish trends in the prevalence of health behaviours and protective factors for use in the evaluation of school health and youth health promotion; and
- allow countries, international agencies, and others to make comparisons across countries and within countries regarding the prevalence of health behaviours and protective factors.

The GSHS is a school-based survey conducted primarily among students aged 13 to 17 years. The Namibian GSHS also includes data of students aged 18 years and above who were in the grades and classrooms that were sampled. It measures behaviours and protective factors related to the leading causes of mortality and morbidity among youths in Namibia, focusing on the following dimensions:

- alcohol use;
- dietary behaviours;
- drug use;
- hygiene;
- mental health;
- physical activity;
- protective factors;
- sexual behaviours that contribute to HIV infection, other sexually transmitted infections (STIs), and unintended pregnancy;
- tobacco use;
- violence and unintentional injury; and
- hearing and vision.

In Namibia, the Namibia Demographic Health Survey (NDHS) is conducted every 10 years, the most recent one (at the time of publication of this report) having been conducted in 2013. The NDHS also provides information relating to sexual behaviours, HIV knowledge, nutrition, hygiene and tobacco use. The GSHS complements the NDHS by providing additional data on risks and protective factors for adolescents.

In 1990, Namibia established a School Health Programme (SHP) in order to promote the health of school-going children and ensure that Namibian students have optimal conditions in which to grow, develop and learn. The SHP then formed a core component of the country's Primary Health Care Strategy. In 1998, Namibia adopted the WHO Health Promoting Schools Initiative (HPSI) to promote and strengthen school health. The goal of this initiative was to provide health services for all school-going children. In 2008, Namibia launched a National School Health policy whose aim is to ensure all school children in Namibia acquire the knowledge and skills they need to make informed decisions about their health and well-being and to improve their quality of life. It is beyond doubt that only healthy students can do well in school. Therefore, ensuring students' well-being is a prerequisite for favourable outcomes in education.<sup>2</sup>

The information obtained in the GSHS will contribute extensively when the National School Health Policy comes under review. The results will also guide the development of training materials for the implementation of the Integrated School Health Programme.

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2 [http://www.moe.gov.na/health\\_portal\\_view.php?id=1](http://www.moe.gov.na/health_portal_view.php?id=1)

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# Chapter 2

## Methodology

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The 2013 Namibia GSHS employed a two-stage cluster sample design to produce a representative sample of students in Grades 7–12.

The first-stage sampling frame consisted of all schools offering any of Grades 7–12. Schools were systematically selected with probability proportional to school enrolment size. A sample of 51 schools was selected to participate in the Namibian GSHS.

The second stage of sampling consisted of randomly selecting intact classrooms (using a random start) from each school to participate. All classrooms in each selected school were included in the sampling frame. All students in the sampled classrooms were eligible to participate in the GSHS.

A weighting factor was applied to each student record to adjust for non-response and for the varying probabilities of selection. The final weight was calculated based on the inverse of the probability of selecting the school multiplied by the inverse probability of selecting classrooms and adjusting for school level and student level non-response, as well as post-stratification adjustment by sex within the grade.

For the 2013 Namibia GSHS, 5 065 questionnaires were completed in 51 schools, but after editing, only 4 531 questionnaires were useable; 59.1% of the respondents were female. The school response rate was 100%, the student response rate was 89%, and the overall response rate was 89%.

The data set was cleaned and edited for inconsistencies. Missing data were not statistically imputed. Software that takes into consideration the complex sample design was used to compute prevalence estimates and 95% confidence intervals. GSHS data are representative of all students attending Grades 7–12 in Namibia.

The survey was conducted during the period 2 September to 27 September 2013.

Survey procedures were designed to protect student privacy by allowing for anonymous and voluntary participation. Students completed the self-administered questionnaire during one classroom period and recorded their responses directly on a computer-scannable answer sheet. Twelve survey administrators were trained to conduct the GSHS as national supervisors monitoring the overall survey process and implementation. The regional data collection was conducted by four teams, with three to four administrators per team.

The Namibian GSHS questionnaire contained 85 questions addressing the following topics:

- alcohol use;
- dietary behaviours;
- drug use;
- hygiene;
- mental health;
- physical activity;
- protective factors;
- sexual behaviours that contribute to HIV infection, other STIs and unintended pregnancy;
- tobacco use;
- violence and unintentional injury; and
- vision and hearing.

The questionnaire was developed by the MHSS and the MEAC, in collaboration with the National School Health Task Force consisting of the WHO, UNESCO, UNICEF, CLASH, the Ministry of Agriculture, Water and Forestry, the University of Namibia, the National Health Training Centre, the Namibia University of Science and Technology (NUST), and the Namibia National Teachers Union. A sub-group from the School Health Task Force was established to draft the questionnaire. The questionnaire was approved by the Policy Planning and Human Resources Development Research Unit in the MoHSS.

# Chapter 3

## Findings

### 3.1 Demographics

The demographic characteristics of the sampled students are described in the Table 1.

**Table 1: Respondents demographics by age, household composition, grade and sex\***

| Demographics          |  | Male (%)*    | Female (%)   | Total (%)    |
|-----------------------|--|--------------|--------------|--------------|
| Age group             | 12 years or younger                                | 1.7          | 2.1          | 1.9          |
|                       | 13-15 years  | 36.3         | 42.3         | 39.5         |
|                       | 16-17 years  | 31.7         | 31.5         | 31.6         |
|                       | 18 years and above                                 | 30.4         | 24.1         | 27.0         |
|                       | <b>Total</b>                                       | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |
| Grade                 | Grade 6  | .3           | .2           | .3           |
|                       | Grade 7  | 22.0         | 21.1         | 21.5         |
|                       | Grade 8  | 26.6         | 25.6         | 26.1         |
|                       | Grade 9  | 18.8         | 19.1         | 19.0         |
|                       | Grade10  | 15.4         | 16.2         | 15.9         |
|                       | Grade 11   | 8.7          | 8.9          | 8.8          |
|                       | Grade 12   | 8.2          | 8.9          | 8.6          |
|                       | <b>Total</b>                                       | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |
| Household composition | Both parents                                       | 38.6         | 33.9         | 36.1         |
|                       | Only your father                                   | 6.3          | 7.0          | 6.7          |
|                       | Only your mother                                   | 24.4         | 24.9         | 24.7         |
|                       | Your grandparents                                  | 17.7         | 18.1         | 17.9         |
|                       | Extended family (not your parents or grandparents) | 6.8          | 6.7          | 6.7          |
|                       | Siblings   | 1.0          | 1.3          | 1.1          |
|                       | Guardians  | 4.3          | 7.4          | 5.9          |
|                       | Someone else                                       | 1.0          | .7           | .8           |
|                       | <b>Total</b>                                       | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

\* Percentages in all tables have been rounded to one decimal place. This may result in some totals being above or below 100.0%; these have been expressed as 100.0%.

Table 1 shows that the age group with the greatest number of respondents was 13–15 years (39.5%), followed by 16–17 years (31.6%). The majority of the respondents (82.4%) were in Grades 7–10. Less than 10% of respondents were in Grades 11 and 12 respectively, and less than 1% in Grade 6.

Overall, 36.1% of respondents indicated that they lived with both parents, followed by 24.7% living with only their mother. About 18% of respondents lived with their grandparents. Just under 7% of respondents indicated that they lived with their father only or their extended family respectively. The same patterns can be observed among males and females, except that there were more females living with guardians (7.4% vs. 4.3%).

## 3.2 Alcohol use

Harmful use of alcohol is one of the leading risk factors for morbidity, disability and mortality. Globally, alcohol consumption results in approximately 3.3 million deaths each year. In Namibia, 9.5% of the burden of disease and injuries is attributable to alcohol as measured in disability-adjusted life years (DALYs).



**Table 2: Behaviour related to alcohol consumption by sex**

| Behaviour  | Total % (CI)* | Sex         |               |
|--|---------------|-------------|---------------|
|  |               | Male % (CI) | Female % (CI) |
| Among students who had ever had a drink of alcohol, those who had their first drink of alcohol before age 14 years                                   | 53            | 53.3        | 52.5          |
| Drank at least one drink containing alcohol on one or more of the past 30 days   | 33.6          | 39          | 28.9          |
| Among students who drank alcohol during the past 30 days, those who usually drank two or more drinks per day on the days they drank alcohol          | 32.7          | 38.5        | 26            |
| Among students who drank alcohol during the past 30 days, the percentage who usually got the alcohol they drank from their friends                   | 32.6          | 31.5        | 34.2          |
| Drank so much alcohol that they were really drunk one or more times during their life  | 30.6          | 39.2        | 23.4          |
| Among students who drank so much alcohol that they were really drunk one or more times during their lives while having sexual intercourse            | 71.3          | 79.7        | 58.9          |
| Got into trouble with their family or friends, missed school, or got into fights one or more times during their life as a result of drinking alcohol | 14.3          | 17.6        | 11.3          |
| Frequently saw alcohol advertisements during the past thirty days  | 66.4          | 65.7        | 66.9          |
| Among students who have ever had a drink of alcohol, those who most commonly consumed beer, lager or stout   | 39.7          | 49.1        | 29.8          |

\* 95% confidence interval (CI)

**Figure 1: Alcohol use among students (%) by sex (Namibia 2013)**

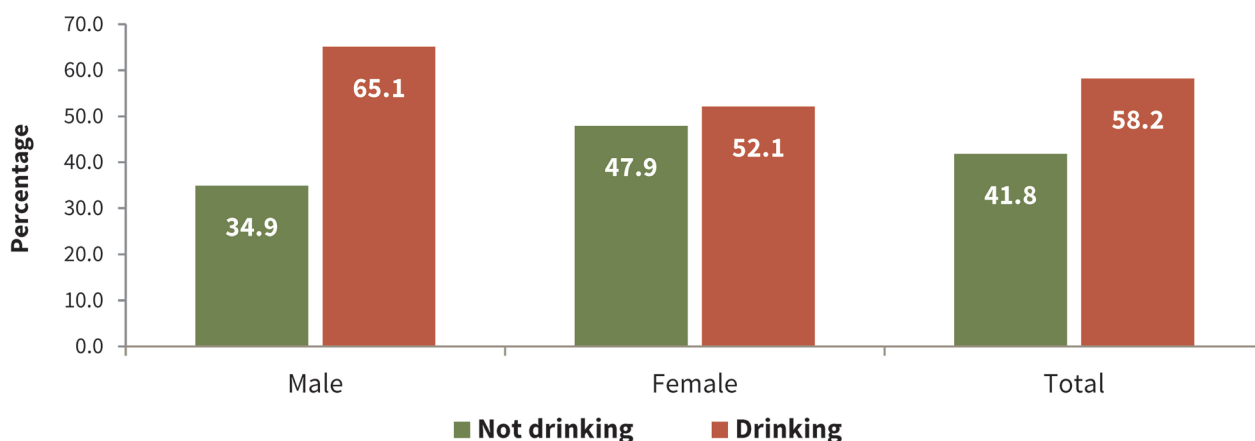


Figure 1 shows that 58.2% of all respondents indicated that they had had a drink of alcohol (more than a few sips); 65.1% of male and 52.1% of female respondents respectively indicated that they had had alcohol.

Among those who were drinking, more than half (53%) had their first drink of alcohol before the age 14 years. There was no substantial difference between males (53.3%) and females (52.5%) in the alcohol use debut.

Among students who had drunk alcohol during the past 30 days, 32.7% of students usually drank two or more drinks per day on the days they drank alcohol. More male respondents (38.5%) than females (26%) drank two or more drinks per day on the days they drank alcohol.

Among students who had drunk alcohol during the past 30 days, 32.6% of students usually got the alcohol they drank from their friends, with no substantial differences between the males and females.

Overall, 30.6% of students had drunk so much alcohol that they had been really drunk one or more times during their lives. More males (39.2%) than females (23.4%) had been really drunk.

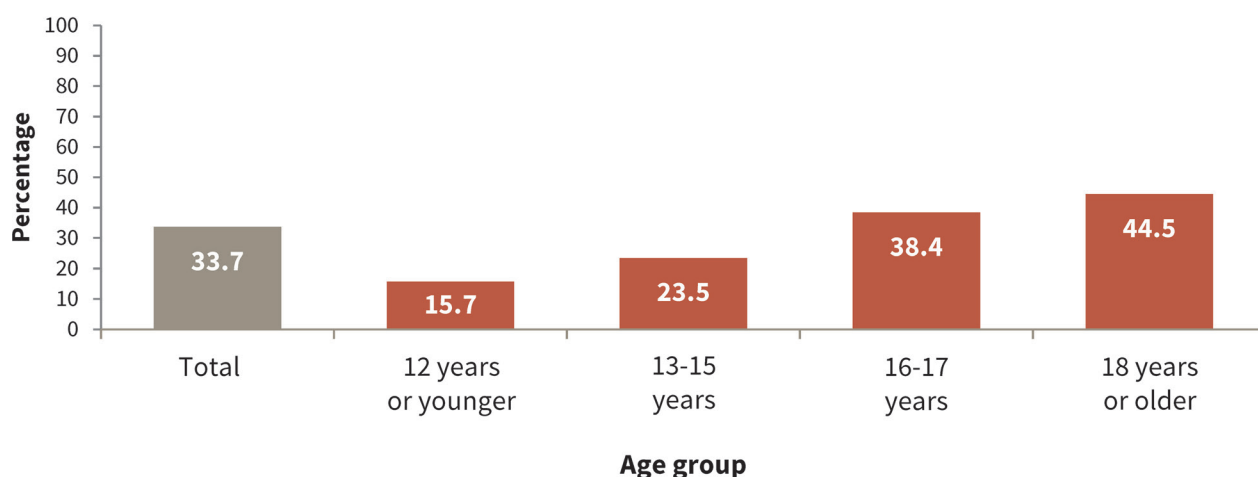
About 71% of students who had drunk so much alcohol that they had been really drunk one or more times during their lives had had sexual intercourse at some time. The proportion was higher for males (79.7%) than females (58.9%).

Overall, 14.3% of students had got into trouble with their family or friends, missed school, or got into fights one or more times during their lives as a result of drinking alcohol.

About 66% of students reported that they had frequently looked at alcohol advertisements during the past thirty days. The same pattern can be observed among both sexes.

Among students who had ever had a drink of alcohol, the most commonly consumed type of alcohol was beer, lager or stout (39.7%). This applied to more males (49.1%) than females (29.8%).

**Figure 2: Percentage distribution of students who drank at least one drink containing alcohol on one or more days over the past 30 days**



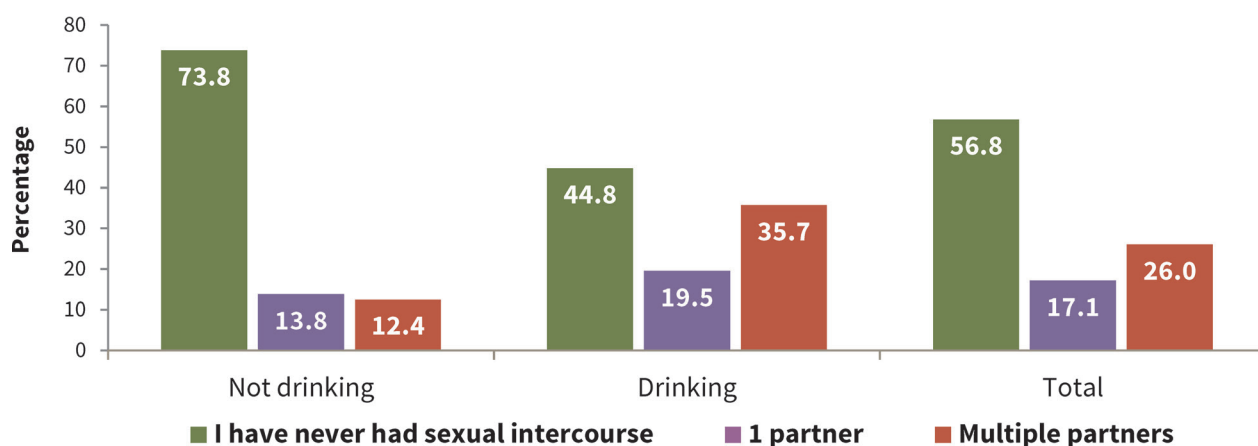
The percentage of students who had drunk at least one drink containing alcohol on one or more days over the past 30 days rises steadily with age, with 44.5% of students who are 18 years or older having done so. High proportions of students aged 16–17 years and 13–15 years, (38.4% and 23.5% respectively) had also had at least one drink containing alcohol on one or more days over the past 30 days.

**Table 3: Alcohol consumption by sexual activity**

| Alcohol use  | Ever had sexual intercourse |              |              |
|--------------|-----------------------------|--------------|--------------|
|              | Yes                         | No           | Total        |
| Not drinking | 30.7                        | 52.4         | 40.8         |
| Drinking     | 69.3                        | 47.6         | 59.2         |
| <b>Total</b> | <b>100.0</b>                | <b>100.0</b> | <b>100.0</b> |

Table 3 shows that drinkers (69.3%) were more likely to have had sexual intercourse than non-drinkers (30.7%). Nevertheless, it is worth noting that almost a third of those who were not drinking had still engaged in sexual intercourse.

**Figure 3: Alcohol use and multiple sexual partners**



Among those who were drinking, 35.7% had had multiple partners in their lifetimes. It is worth noting that this represents almost a threefold increase over those who had never had a drink (12.4%). About 19% had had only one partner in their lifetime.

**Figure 4: Alcohol consumption and condom use**

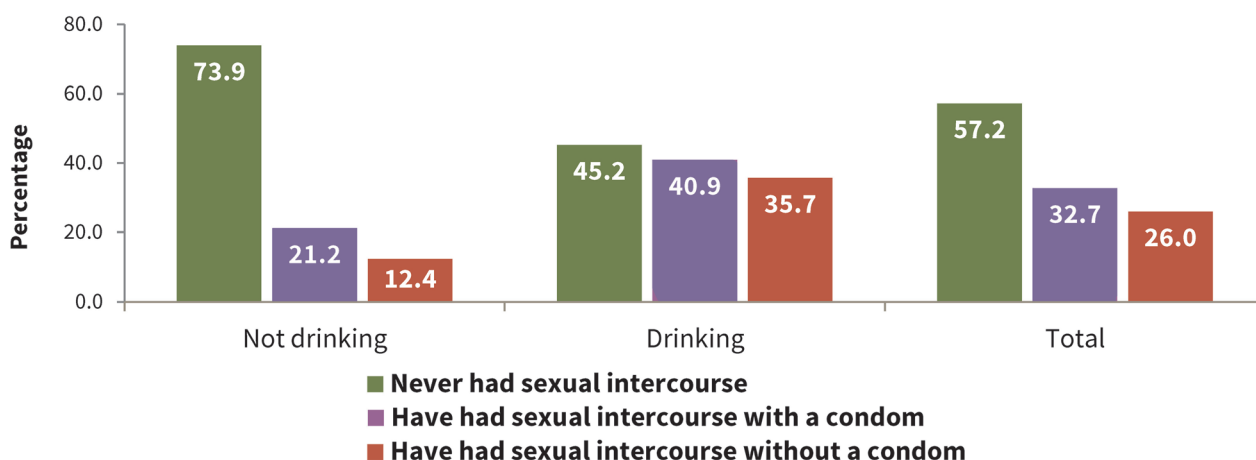


Figure 4 shows the levels of abstinence from sexual intercourse and condom use for drinkers and non-drinkers. It shows that 13.9% of the students that were drinking did not use a condom, which is substantially higher than the 4.9% of non-drinkers who had sexual intercourse without a condom. At 73.9%, abstinence was far higher amongst non-drinkers than drinkers (45.2%).

### 3.3 Dietary behaviours

Nutritional status is a major determinant of children’s susceptibility to disease and malnutrition or undernutrition. Nutritional deficiencies as a result of food insecurity (protein-energy malnutrition, iron, vitamin and iodine deficiencies) affect school participation and learning processes. According to the Multi-Sectoral Nutrition Implementation Plan’s Results Framework and Dashboard of Indicators, hidden hunger (micronutrient deficiency) is a challenge in Namibia, as indicated by the high rates of anaemia surpassing the WHO thresholds of “no public health problem”. The NDHS reported that 19% of infants born in the five years preceding the survey were very small or smaller than average at birth. Among infants with a reported birth weight, 13% weighed less than 2.5 kg.

As Table 4 (next page) shows, underweight students accounted for 11.7% of the total, while 6.6% of students were overweight, and 1.7% were obese. Double the percentage of male respondents (16.0%) were underweight compared to female respondents (8.0%).



Overall, 9.9% of students went hungry most of the time or always because there was not enough food in their homes during the past 30 days.

Close to 30% of students had usually eaten fruit such as marula, *eenyandi* (jackal berry), palm fruits, dates, apples or bananas two or more times per day during the past 30 days. The same pattern can be observed among females and males.

Only 17.3% of students indicated that they had usually eaten vegetables such as spinach, cabbage, pumpkin or carrots three or more times per day during the past 30 days. Marginally more males (18.3%) than females (16.4%) usually ate vegetables.

Overall, 21.8% of students had usually eaten fruits and vegetables five or more times per day during the past 30 days.

About 46% of students had drunk carbonated soft drinks such as Coke, Fanta, Twiza or Vigo one or more times per day during the past 30 days.

Overall, 17.4% of students had eaten food from a fast food restaurant such as Kentucky Fried Chicken, Wimpy or Hungry Lion on three or more days during the past seven days. About 87% of students reported that they had been regularly eating breakfast during the past 30 days. The same pattern can be observed amongst females and males.

About 60% of students reported that they had been taught about the benefits of healthy eating in their classes during the school year.

**Table 4: Body mass index and dietary behaviours by sex**

| Behaviour or health outcome  | Total % (CI)* | Sex         |               |
|--|---------------|-------------|---------------|
|  |               | Male % (CI) | Female % (CI) |
| Underweight <sup>1</sup>   | 11.7          | 16.0        | 8.0           |
| Overweight <sup>2</sup>  | 6.6           | 4.2         | 8.7           |
| Obese <sup>3</sup>   | 1.7           | 1.1         | 2.2           |
| Went hungry most of the time or always because there was not enough food in their home during the past 30 days | 9.9           | 10.1        | 9.6           |
| Usually ate fruit two or more times per day during the past 30 days  | 29.7          | 30.9        | 28.7          |
| Usually ate vegetables three or more times per day during the past 30 days                                     | 17.3          | 18.3        | 16.4          |
| Usually ate fruits and vegetables five or more times per day during the past 30 days                           | 21.8          | 22.5        | 21.1          |
| Usually drank carbonated soft drinks one or more times per day during the past 30 days                         | 46.6          | 46.1        | 46.9          |
| Ate food from a fast food restaurant on three or more days during the past 7 days                              | 17.4          | 19.0        | 15.9          |
| Frequency of eating breakfast during the past 30 days  | 87.3          | 86.1        | 88.4          |
| Were taught in their classes about the benefits of healthy eating during the school year                       | 60.0          | 59.7        | 60.3          |

\* 95% CI

<sup>1</sup> <-2SD from median for body mass index (BMI) by age and sex

<sup>2</sup> >+1SD from median for BMI by age and sex

<sup>3</sup> >+2SD from median for BMI by age and sex

**Table 5: Hunger and absenteeism**

| Hungry in the last 30 days | Absenteeism in the last 30 days |              |              |
|----------------------------|---------------------------------|--------------|--------------|
|                            | Not absent %                    | Absent %     | Total %      |
| Never                      | 50.1                            | 37.1         | 46.7         |
| Hardly ever                | 5.0                             | 7.5          | 5.7          |
| Sometimes                  | 36.6                            | 41.5         | 37.9         |
| Most of the time           | 5.5                             | 10.2         | 6.7          |
| Always                     | 2.8                             | 3.8          | 3.0          |
| <b>Total</b>               | <b>100.0</b>                    | <b>100.0</b> | <b>100.0</b> |

Table 5 shows that 41.5% of students who indicated that they had been hungry sometimes in the last 30 days had also been absent from school. It is also worth noting that fully half of those who had not been absent in the last 30 days, were never hungry, and that only 37% of those who had been absent from school were never hungry.

**Table 6: Hunger and grades**

| Grade        | During the past 30 days, how often did you go hungry because there was not enough food in your home? |                 |               |                      |              | Total (%)    |
|--------------|--|-----------------|---------------|----------------------|--------------|--------------|
|              | Never (%)  | Hardly ever (%) | Sometimes (%) | Most of the time (%) | Always (%)   |              |
| Grade 6      | 0.4  | 1.2             | 0.2           | 0.3                  | 1.3          | 0.4          |
| Grade 7      | 18.2   | 17.8            | 24.0          | 27.9                 | 29.7         | 21.4         |
| Grade 8      | 25.5   | 21.9            | 26.4          | 30.2                 | 30.8         | 26.1         |
| Grade 9      | 20.6   | 17.7            | 17.1          | 17.2                 | 23.6         | 19.0         |
| Grade 10     | 16.7   | 12.5            | 16.3          | 13.3                 | 11.7         | 15.9         |
| Grade 11     | 9.0  | 11.1            | 9.1           | 5.6                  | 2.2          | 8.7          |
| Grade 12     | 9.6  | 17.8            | 6.9           | 5.5                  | 0.7          | 8.5          |
| <b>Total</b> | <b>100.0</b>   | <b>100.0</b>    | <b>100.0</b>  | <b>100.0</b>         | <b>100.0</b> | <b>100.0</b> |

Table 6 shows that the highest proportion of students that were always hungry appear to be in Grade 8 (30.8%, vs, 26.1% of the total sample), Grade 7 (29.7% vs 21.5% of the sample), and Grade 9 (23.6% vs 19% of the sample).

### 3.4 Drug use

The illicit drug trade touches millions of lives in both developed and developing countries. Its most negative impacts are concentrated amongst the vulnerable and marginalized. The UN estimates that some 185 million people worldwide – 3.1% of the global population, or 4.3% of people aged 15 years and above – were consuming drugs in the late 1990s; this figure includes 147 million consuming cannabis, 33 million people consuming amphetamine-type stimulants (notably methamphetamine and amphetamine, with 7 million

people using ecstasy), 13 million people taking cocaine and 13 million people abusing opiates, 9 million of whom are taking heroin.<sup>3</sup>

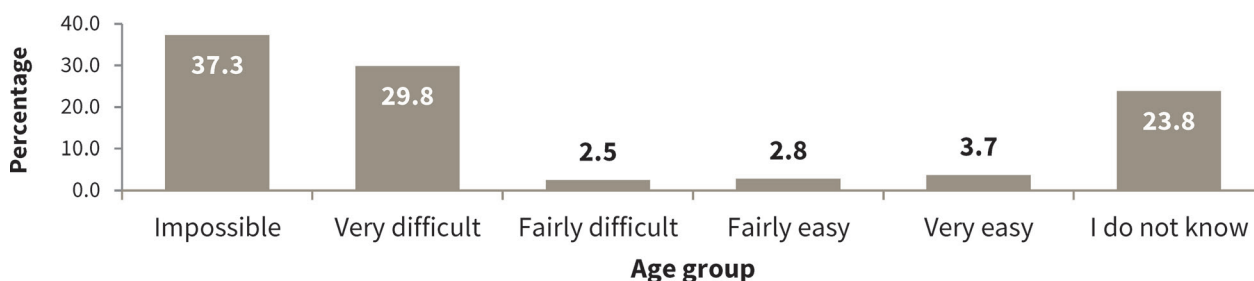
**Table 7: Drug-use behaviours by sex**

| Behaviour  | Total % (CI)* | Sex         |               |
|--|---------------|-------------|---------------|
|  |               | Male % (CI) | Female % (CI) |
| Ever used drugs  | 18.6          | 24.2        | 13.7          |
| Among students who ever used drugs, those who first used drugs before age 14 years | 48.1          | 48.5        | 45.9          |
| Used marijuana one or more times during their life                                 | 7.1           | 9.6         | 4.7           |
| Used marijuana one or more times during the past 30 days                           | 5.3           | 6.6         | 4.0           |
| Used amphetamines or methamphetamines one or more times during their life          | 5.6           | 7.2         | 4.0           |

\* 95% CI

Among students who had ever used drugs, 48.1% first used drugs before age 14 years. The table shows that slightly more males (48.5%) than females (45.9%) had used drugs before age 14 years. About 9% of males indicated that they had used marijuana in their lifetimes, while 4.7% of females had used marijuana in their lifetimes; 6.6% of males revealed that they had used marijuana in the last 30 days and 7.2% indicated that they had used amphetamines or methamphetamines in their lifetimes.

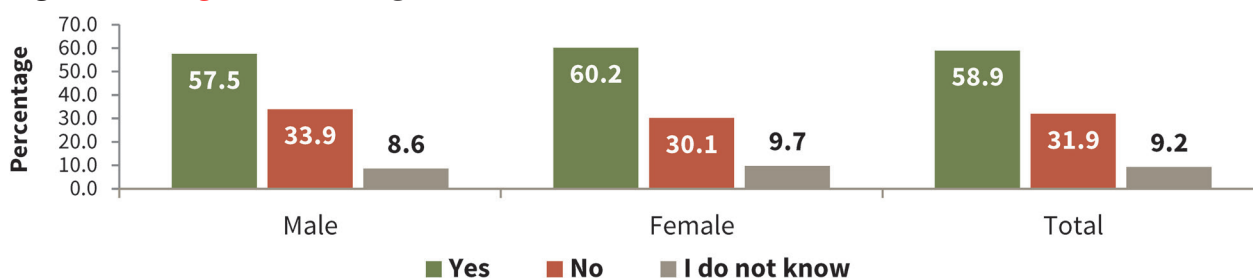
**Figure 5: Students' perceptions on access to drugs**



Ten times as many students indicated that it would be impossible to get access to drugs (37% of all students) as those who indicated that it would be very easy (3.7%).



**Figure 6: Taught about drug use**



3 <http://www.unodc.org/unodc/en/data-and-analysis/WDR-2000.html>

More than half of the respondents (58.9%) indicated that they had been taught about the risks associated with drug use during the school year. More females (60.2%) than males (57.5%) reported that they had been taught about the risks associated with drug use during the school year.

### 3.5 Hygiene

Hygiene refers to the state of general cleanliness and involves personal and environmental considerations such as the availability of safe water and hand washing practices. Dental caries and other oral disease can affect the ability to eat, physical appearance, speech and communication, overall health status and the ability to learn. According to the 2013 NDHS, the majority of Namibian households (87%) have access to improved water sources: 37% from piped water in the dwelling, 14% from water piped to the yard and 26% from a public tap. Households in urban areas (98%) are more likely than in rural areas (76%) to have access to an improved source of water.

**Table 8: Hygiene-related behaviours by sex**

| Question   | Total % (CI)* | Sex          |                |
|--|---------------|--------------|----------------|
|  |               | Male % (CI*) | Female % (CI*) |
| Usually cleaned or brushed their teeth less than one time per day during the past 30 days                                | 10.5          | 11.1         | 9.8            |
| Never or rarely washed their hands before eating during the past 30 days   | 4.5           | 4.7          | 4.4            |
| Never or rarely washed their hands after using the toilet or latrine during the past 30 days                             | 5.9           | 6.8          | 5.0            |
| Never or rarely used soap when washing their hands during the past 30 days   | 10.8          | 11.3         | 10.0           |
| Access to clean drinking water   | 90.9          | 89.5         | 92.4           |
| Of the students who have access to a clean water source, how often students drank from the tap or water source at school | 90.2          | 90.8         | 89.7           |

\* 95% CI

The proportion of students who usually cleaned or brushed their teeth less than once per day during the past 30 days was 10.5%. Overall, 4.5% of students never or rarely washed their hands before eating during the past 30 days, while 5.9% of students never or rarely washed their hands after using the toilet or latrine during the past 30 days. About 10% of students never or rarely used soap when washing their hands during the past 30 days.

It is noteworthy that for all categories relating to personal behaviour (brushing teeth, washing hands (with or without soap before eating and after using the toilet)), girls were (by small margins) more likely than boys to practise hygienic habits.



Overall 91% of students indicated that they had access to clean drinking water at school.

**Table 9: Description of ablution facilities**

| Ablution facilities                              |                                  | Male (%)     | Female (%)   | Total (%)    |
|--|----------------------------------|--------------|--------------|--------------|
| Separate toilets or latrines for boys and girls? | No toilets or latrines at school | 2.2          | 2.2          | 2.2          |
|  | Yes                              | 92.3         | 93.6         | 93.0         |
|  | No                               | 5.5          | 4.3          | 4.9          |
|  | <b>Total</b>                     | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |
| Toilets or latrines at school work properly?     | No toilets or latrines at school | 2.2          | 2.1          | 2.2          |
|  | Yes                              | 61.1         | 61.1         | 61.1         |
|  | No                               | 36.7         | 36.8         | 36.7         |
|  | <b>Total</b>                     | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |
| Clean toilets or latrines at school?             | No toilets or latrines at school | 2.1          | 2.1          | 2.1          |
|  | Yes                              | 59.2         | 57.2         | 58.1         |
|  | No                               | 38.6         | 40.7         | 39.7         |
|  | <b>Total</b>                     | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

Table 9 shows that over 90% of both male and female students indicated that there were separate ablution facilities for boys and girls. However, only 61% of students indicated that these facilities were working properly and only 58.1% indicated that they were clean.

**Table 10: Method of hand-drying in relation to sex**

| Method of drying hands after washing at school | Male (%)     | Female (%)   | Total (%)    |
|--|--------------|--------------|--------------|
| I do not wash my hands at school               | 9.5          | 7.4          | 8.4          |
| I drip- or air-dry my hands                    | 31.9         | 29.8         | 30.8         |
| I use a towel                                  | 14.1         | 15.7         | 14.9         |
| I use paper                                    | 10.1         | 8.2          | 9.1          |
| I use an air dryer                             | 5.8          | 4.9          | 5.3          |
| I dry them some other way                      | 28.6         | 34.1         | 31.5         |
| <b>Total</b>                                   | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

About 31% of students dried their hands in “some other way”, followed by 30.8% who drip- or air-dried their hands. There are no substantial differences between males and females regarding their preferred methods of hand drying.

**Table 11: Knowledge of the importance of hand washing by grade**

| Grade        | Taught in any class about the importance of hand washing, during the current or previous school year? |              |                   | Total (%)    |
|--------------|---|--------------|-------------------|--------------|
|              | Yes (%)   | No (%)       | I do not know (%) |              |
| Grade 6      | 0.2   | 0.7          | 0.4               | 0.4          |
| Grade 7      | 20.1  | 20.2         | 32.2              | 21.5         |
| Grade 8      | 25.5  | 24.6         | 32.9              | 26.1         |
| Grade 9      | 18.9  | 20.1         | 16.4              | 18.9         |
| Grade 10     | 17.7  | 13.7         | 10.3              | 15.9         |
| Grade 11     | 8.7   | 10.9         | 4.0               | 8.7          |
| Grade 12     | 8.8   | 9.8          | 3.8               | 8.5          |
| <b>Total</b> | <b>100.0</b>  | <b>100.0</b> | <b>100.0</b>      | <b>100.0</b> |

Table 11 shows that in most grades, similar proportions of students stated that they had, or had not, been taught about the importance of hand washing during the current or previous school year. Grade 10 showed the greatest disparity in this regard, with 17.7% (of all respondents) claiming to have been taught about the issue, and 13.7% claiming the opposite.

### 3.6 Mental health

Mental health refers to the state of being mentally sound. It also refers to the ability of an individual to cope with and adapt to the changing circumstances of life. In Namibia, 64.1% of the disease burden of all ages, and 13.1% between the ages of 15 and 29 years, are attributable to mental and behavioural disorders, as measured in DALYs.

**Table 12: Mental health issues among students by sex**

| Behaviour   | Total (%) <sup>*</sup> | Sex           |                 |
|---|------------------------|---------------|-----------------|
|   |                        | Male (%) (CI) | Female (%) (CI) |
| Most of the time or always felt lonely during the past 12 months  | 15.4                   | 13.0          | 17.5            |
| Most of the time or always were so worried about something that they could not sleep at night during the past 12 months | 15.4                   | 14.4          | 16.0            |
| Ever seriously considered attempting suicide during the past 12 months  | 19.4                   | 18.7          | 19.9            |
| <b>Planned</b> how they would attempt suicide during the past 12 months   | 25.5                   | 25.4          | 25.3            |
| Actually attempted suicide one or more times during the past 12 months  | 26.0                   | 27.4          | 24.5            |
| Had no close friends  | 12.8                   | 12.2          | 13.3            |
| So worried about something that you wanted to use alcohol or other drugs to feel better                                 | 15.8                   | 19.8          | 12.1            |
| Taught in any classes how to handle stress in healthy ways during the school year                                       | 60.2                   | 59.5          | 60.7            |

\* 95% CI



Table 12 shows that about 15% of students most of the time or always had felt lonely during the past 12 months. Overall, 15.4% of students most of the time or always had been so worried about something that they could not sleep at night during the past 12 months.

Overall, 19.4% of students had seriously considered attempting suicide during the past 12 months (though they did not make an attempt), while 25.5% of students had made a plan about how they would attempt suicide during the past 12 months. Overall, 26% of students reported having actually attempted suicide one or more times during the past 12 months, and 12.8% of students had no close friends.

Almost 16% of students reported that they had been so worried about something that they had wanted to use alcohol or other drugs to feel better.

More than 60% of respondents reported that they had been taught in school classes how to handle stress in healthy ways during that school year.

Most results show no substantial differences between males and females in relation to mental health issues. The exceptions are students who most of the time or always had felt lonely during the past 12 months (males 13% vs. females 17.5%); and students who reported that they had been so worried about something that they had wanted to use alcohol or other drugs to feel better (males 19.8% vs. females 12.1%).

**Table 13: Suicidal ideation and bullying**

| Bullying                            | Ever seriously considered attempting suicide, during the past 12 months? |              |
|-------------------------------------|--|--------------|
|                                     | Yes (%)  | No (%)       |
| Never bullied (55.4%)               | 46.1   | 58.3         |
| Bullied in the last 30 days (44.6%) | 53.9   | 41.7         |
| <b>Total</b>                        | <b>100.0</b>   | <b>100.0</b> |

Table 13 shows that 53.9% of students who reported that they had been bullied during the past 30 days had also seriously considered attempting suicide within the last 12 months.

**Table 14: Suicidal ideation and parental involvement**

| Parental/guardian's involvement | Ever seriously consider attempting suicide, during the past 12 months? |              |
|---------------------------------|--|--------------|
|                                 | Yes (%)  | No (%)       |
| Never (22.5%)                   | 26.6   | 21.5         |
| Hardly ever (6.5%)              | 6.9  | 6.5          |
| Sometimes (30.6%)               | 29.5   | 30.9         |
| Most of the time (17.0%)        | 15.4   | 17.4         |
| Always (23.4%)                  | 21.6   | 23.8         |
| <b>Total (100%)</b>             | <b>100.0</b>   | <b>100.0</b> |

Table 14 shows that the extent of parental or guardian’s involvement with students had very little impact on whether or not the students seriously contemplated suicide.

**Figure 7: Attempted suicide by age**

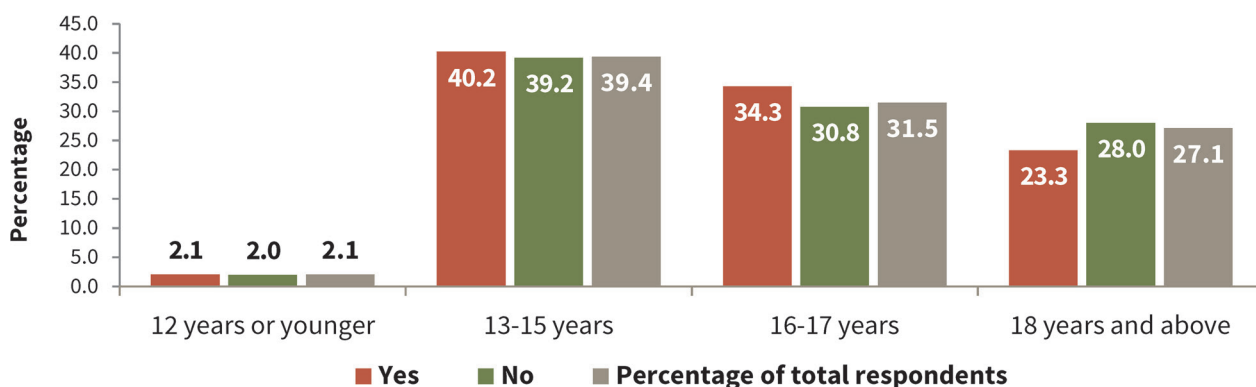


Figure 7 shows that the proportion of students who attempted suicide was highest in the 16–17 year age group, which accounted for 34.3% of attempted suicides despite representing only 31.5% of the total number of respondents. The 18 years and above age group had the lowest proportion of attempted suicides (23.3% of attempted suicides, from 27.1% of respondents).

**Figure 8: Serious consideration of suicide by sex**

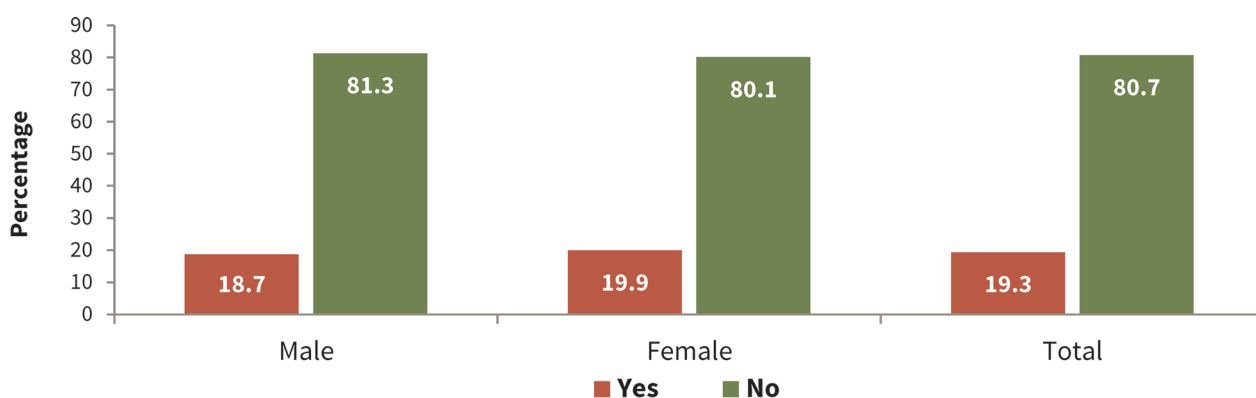


Figure 8 shows that 19.3% of students reported that during the past 12 months, they had seriously considered attempting suicide. About the same proportion of females (19.9%) as males (18.7%) had seriously considered doing so.

### 3.7 Physical activity

Participating in adequate physical activity throughout one’s lifespan and maintaining normal weight are the most effective ways of preventing many chronic diseases, including cardiovascular disease and diabetes. As in many countries throughout the world, non-communicable diseases (NCDs) such as cardiovascular diseases, diabetes, cancer and chronic respiratory diseases are the leading causes of death in Namibia, accounting for 43 percent of all deaths. According to the NDHS (2013), six percent of women and seven

percent of men are diabetic; that is, they have elevated fasting plasma glucose values or report that they are taking diabetes medication. An additional seven percent of women and six percent of men are pre-diabetic.

**Table 15: Physical activity among students by sex**

| Behaviour   | Total % (CI)* | Sex           |                 |
|---|---------------|---------------|-----------------|
|   |               | Male (%) (CI) | Female (%) (CI) |
| Were physically active for a total of at least 60 minutes per day on five or more days during the past seven days | 22.1          | 23.6          | 20.6            |
| Were physically active for a total of at least 60 minutes per day on all seven days during the past seven days    | 14.3          | 15.3          | 13.3            |
| Did not walk or ride a bicycle to or from school during the past seven days                                       | 50.6          | 45.4          | 55.1            |
| ** Went to physical education class on three or more days each week during this school year                       | 31.1          | 32.1          | 30.1            |
| ** Went to physical education class on five or more days each week during this school year                        | 24.0          | 25.0          | 23.1            |
| Spent three or more hours per day during a typical or usual day doing sitting activities                          | 36.0          | 36.2          | 35.8            |

\* 95% CI

\*\* In Namibia all schools offer physical education once a week. The more-than-once-a-week responses may refer to after-school sports activities, which are more frequent.

About 22% of students were physically active for a total of at least 60 minutes per day on five or more days during the past seven days.

Overall, 14.3% of students were physically active for a total of at least 60 minutes on all seven days during the past seven days, and 50.6% of students did not walk or ride a bicycle to or from school during the past seven days. There was a difference between males and females in this regard, with 55.1% of females not walking or riding a bicycle to or from school, as opposed to only 45.4% of boys.

Overall, 31.1% of students went to physical education classes on three or more days each week during the school year, while 24% of students went to physical education classes on five or more days each week during the school year.

Overall, 36% of students spent three or more hours per day during a typical or usual day involved in sedentary activities, such as watching television, playing computer games, talking with friends, or playing cards, dominos, chess or scrabble.

### 3.8 Protective factors

The Strengthening Families Approach lists five protective factors: parental resilience; social connections; concrete support in times of need; knowledge of parenting and child development; and social and emotional competence of children.<sup>4</sup> When these are well established within a family, they reduce the likelihood of the abuse or neglect of children. Furthermore, for adolescents, the school is the most important setting outside the family, and their being well connected with teachers and peers mitigates the chances of the initiation of risky behaviours. It has also been shown that parental regulation and monitoring is associated with lower levels of depression and suicidal ideation, alcohol use, risky sexual behaviours, and violence.

**Table 16: Protective factors among students by sex**

| Protective factor   | Total (%) (CI)* | Sex           |                 |
|---|-----------------|---------------|-----------------|
|   |                 | Male (%) (CI) | Female (%) (CI) |
| Missed classes or school without permission on one or more of the past 30 days  | 26.8            | 28.5          | 24.9            |
| Reported most of the students in their school were kind and helpful most of the time or always during the past 30 days        | 28.5            | 27.6          | 29.3            |
| Parents or guardians checked to see if their homework was done most of the time or always during the past 30 days             | 40.0            | 40.5          | 39.8            |
| Parents or guardians understood their problems and worries most of the time or always during the past 30 days                 | 40.4            | 39.3          | 41.5            |
| Parents or guardians really knew what they were doing with their free time most of the time or always during the past 30 days | 31.9            | 30.2          | 33.0            |
| Parents or guardians went through their things without their approval never or rarely during the past 30 days                 | 57.3            | 57.9          | 56.5            |
| Parents or guardians who spent time with students during the past 30 days.  | 79.1            | 77.4          | 80.6            |
| Who live with both parents  | 36.2            | 38.6          | 33.9            |

\* 95% CI

Table 16 shows that 26.8% of students missed classes or school without permission on one or more of the past 30 days.

Overall, 28.5% of students reported that most of the students in their school were kind and helpful most of the time or always during the past 30 days.

About 40% of students reported that their parents or guardians checked to see if their homework was done and that they understood their problems and worries most of the time or always during the past 30 days.

4 [http://www.ctfalliance.org/images/pdfs/MA\\_SF.PF.ProgramStrategies.pdf](http://www.ctfalliance.org/images/pdfs/MA_SF.PF.ProgramStrategies.pdf)

Close to 32% of students reported that their parents or guardians really knew what they were doing with their free time most of the time or always during the past 30 days.

Overall, 57.3% of students reported that their parents or guardians never or rarely went through their things without their approval during the past 30 days.

Only 36.2% of students indicated that they lived with both their parents.

About 79% of students reported that during the past 30 days, their parents or guardians had often spent time with them.

### 3.9 Sexual behaviours that contribute to HIV infection, other STIs and unintended pregnancy

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Namibia still has one of the highest HIV prevalence rates in the world. According to the Namibian Ministry of Health and Social Services (MHSS 2014) 14% of the population are infected with the virus with around 40% of all new infections in the age group of 15–24 years. (GIZ 2016).

According to the 2013 NDHS, 19% of young women aged 15–19 years had begun child-bearing, an increase of about 5% over 2006–2007. Five percent of women and 10% of men aged 25–49 years reported that they had their first sexual intercourse by age 15. The majority of women and men aged 25–49 (62% and 74%, respectively) reported having had sexual intercourse by age 20. The NDHS further reveals that there is a large disparity in the use of contraceptives between teenagers and the total population. Teenagers have less access to contraception than the population. Additionally, the use of male condoms is especially low for teenagers, with less than 20% using male condoms compared to 40% of the total sampled population.

 **As Table 17 shows**, about 53% of students had ever had sexual intercourse. There was a substantial difference between males (65.5%) and females (43.6%).

Among students who had ever had sexual intercourse, 39.3% had had sexual intercourse for the first time before the age of 14 years. A marked difference between males and females was noted, with 48.8% of males who had had sexual intercourse at some time having had their sexual debut at before 14 years of age, as opposed to only 25.2% of females.

Overall, 25.4% of students had had sexual intercourse with two or more people during their lives. There was also a marked difference between males and females in this regard, with 36.9% of males having had multiple partners, as opposed to 15.3% of females.

Among students who had ever had sexual intercourse, 75.8% used a condom the last time they had sexual intercourse. There was a slight difference between males and females, with 79.2% of females having used a condom the last time they had sexual intercourse, versus 73.9% of males.

Among students who had ever had sexual intercourse, 42.9% used some other method of birth control the last time they had sexual intercourse. Females were more likely to use another form of birth control (i.e. other than a condom) (49.2%, versus 38.8% for males).

Among students who had ever had sexual intercourse, 6.6% reported that they had drunk alcohol or used other drugs before they had sexual intercourse the last time. More males (8.7%) reported this behaviour than females (4.8%).

Among students who had ever had sexual intercourse, 6.5% reported that they had had sexual intercourse with both males and females. There was no significant difference between males and females in this regard.

**Table 17: Sexual behaviours that contribute to HIV infection, other STIs and unintended pregnancy among students by sex**

| Behaviour  | Total % (CI)* | Sex           |                 |
|--|---------------|---------------|-----------------|
|  |               | Male (%) (CI) | Female (%) (CI) |
| Ever had sexual intercourse  | 53.7          | 65.5          | 43.6            |
| Among students who ever had sexual intercourse, those who had sexual intercourse for the first time before age 14 years                      | 39.3          | 48.8          | 25.2            |
| Had sexual intercourse with two or more people during their life   | 25.4          | 36.9          | 15.3            |
| Among students who ever had sexual intercourse, those who used a condom the last time they had sexual intercourse                            | 75.8          | 73.9          | 79.2            |
| Among students who ever had sexual intercourse, those who used any other method of birth control the last time they had sexual intercourse   | 42.9          | 38.8          | 49.2            |
| Among students who ever had sexual intercourse, those who drank alcohol or used other drugs before the last time they had sexual intercourse | 6.6           | 8.7           | 4.8             |
| Among students who ever had sexual intercourse, those who had sexual intercourse with both males and females.                                | 6.5           | 6.7           | 6.3             |

\* 95% CI

### 3.10 HIV-related knowledge

The 2013 NDHS reports that knowledge of HIV prevention is lowest among women and men aged 15–19 years, and among respondents who have ever had sexual intercourse. The proportion of women’s and men’s knowledge about HIV prevention methods increases with increased education. According to the NDHS, HIV prevention knowledge rises from 69% among women with no education to 92% among those with secondary education. This underlines the importance of education in HIV prevention.

**Table 18: HIV-related knowledge by sex**

| HIV-related knowledge   | Total (%) (CI)* | Sex           |                 |
|---|-----------------|---------------|-----------------|
|   |                 | Male (%) (CI) | Female (%) (CI) |
| Ever been tested for HIV  | 37.7            | 37.8          | 37.5            |
| Taught in any of their classes during that school year how to avoid HIV infection or AIDS | 72.3            | 71.4          | 73.4            |

\* 95% CI

Table 18 shows that 37.7% of students had ever been tested for HIV infection. Overall, 72.3% of students had been taught how to avoid HIV infection or AIDS in one or some of their classes during that school year.

There was no marked difference between males and females with regard to knowledge of their HIV status and education received on HIV.

**Figure 9: HIV education and condom use**

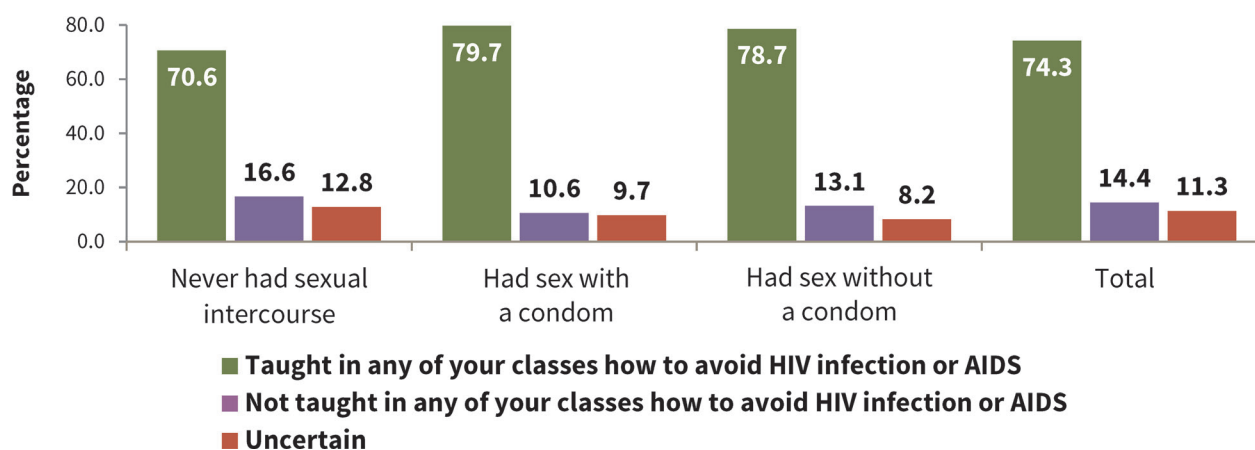


Figure 9 suggests that there is no direct correlation between instruction on avoiding HIV infection and condom use: 79.7% of those who used a condom in their last sexual encounter had been taught about avoiding HIV infection, in comparison to 78.7% of those who did not use a condom, despite having been taught about avoiding HIV infection.

**Table 19: HIV knowledge in relation to multiple partners**

| Taught in any class how to avoid HIV infection or AIDS during the school year? | Multiple partners                       |                 |                       | Total (%)    |
|--|---|-----------------|-----------------------|--------------|
|  | I have never had sexual intercourse (%) | One partner (%) | Multiple partners (%) |              |
| Yes  | 70.3                                    | 79.0            | 80.1                  | 74.3         |
| No   | 16.9                                    | 12.3            | 10.4                  | 14.5         |
| Uncertain  | 12.8                                    | 8.7             | 9.4                   | 11.3         |
| <b>Total</b>   | <b>100.0</b>                            | <b>100.0</b>    | <b>100.0</b>          | <b>100.0</b> |

Table 19 indicates that similar percentages of those who had had only one sexual partner and those who had had multiple partners had received instruction on avoiding HIV infection (79.0% and 80.1% respectively) and had not received such instruction (12.3% and 10.4% respectively).

### 3.11 Tobacco use

Cigarettes and other forms of tobacco contain nicotine, an addictive drug which is readily absorbed into the blood stream. Cigarette smoking accounts for about one-third of all cancers, including 90% of lung cancer cases. According to the 2013 NDHS, 4% of women aged 15–49 smoke cigarettes, less than one percent smoke a pipe, and two percent smoke tobacco in other forms. In addition to cancers, smoking causes lung diseases such as chronic bronchitis and emphysema, and increases the risk of heart diseases, including stroke, heart attack, vascular disease and aneurysm.

**Table 20: Tobacco use among students by sex**

| Behaviour  | Total (%)<br>(CI)* | Sex              |                    |
|--|--------------------|------------------|--------------------|
|  |                    | Male (%)<br>(CI) | Female (%)<br>(CI) |
| Percentage of students who have ever smoked a cigarette  | 23.9               | 31.3             | 17.4               |
| Among students who ever smoked cigarettes, those who first tried a cigarette before age 14 years                                     | 57.9               | 54.1             | 63.2               |
| Smoked cigarettes on one or more days during the past 30 days  | 9.6                | 13.8             | 5.8                |
| Used any tobacco products other than cigarettes on one or more days during the past 30 days  | 7.2                | 8.7              | 5.9                |
| Used any tobacco on one or more days during the past 30 days   | 12.3               | 16.7             | 8.4                |
| Among students who smoked cigarettes during the past 12 months, those who tried to stop smoking cigarettes during the past 12 months | 72.8               | 74.3             | 69.7               |
| Reported people smoked in their presence on one or more days during the past seven days  | 55.5               | 58.0             | 53.2               |
| Have parents or guardians who used any form of tobacco   | 16.6               | 15.9             | 17.0               |

\* 95% CI

Among students who had ever smoked cigarettes, 57.9% first tried a cigarette before the age of 14 years. Overall, 9.6% of students had smoked cigarettes on one or more days during the past 30 days. Of the 12.3% of students who had used any tobacco products on one or more days during the past 30 days, 7.2% had used tobacco products other than cigarettes (either in addition to cigarettes, or excluding cigarettes). Among students who had smoked cigarettes during the past 12 months, 72.8% had tried to stop smoking cigarettes during that period.

Overall, 55.5% of students reported that people had smoked in their presence on one or more days during the past seven days, and 16.6% of students had parents or guardians who used some form of tobacco.

Boys reported significantly higher levels than girls for all categories of their own tobacco use. Almost twice as many boys as girls (31.3% vs. 17.4%) had ever smoked a cigarette, and more than twice as many (13.8% vs. 5.8%) had smoked a cigarette during the past 30 days.

### 3.12 Violence and unintentional injury

The 2013 NDHS indicates that about one in three (32%) of women in the age group 14–49 years has experienced physical violence since the age of 15 years, and that 14% experienced physical violence in the 12 months prior to the survey. Overall, 3% of women reported that they had often experienced physical violence in the past 12 months.

Violence in schools can take many guises, including physical and emotional violence in the form of corporal punishment, abuse of power, sexual violence, and intimidation and bullying. According to the Centre for Justice and Crime Prevention (CJCP), bullying in Namibia takes many forms – including being verbally teased, insulted or intimidated; being physically hit, kicked or punched; being made to feel scared or threatened with harm; or being forced to do something one feels is wrong or being forced to do things with one’s body against one’s will.

Schools are increasingly affected by events in the wider community, and although the community can be a source of protection and solidarity for children, it can also be a place of violence. For some students, the journey to and from school may involve exposure to violence in the community.

**Table 21: Violence and unintentional injury among students by sex**

| Behaviour   | Total %<br>(CI)* | Sex              |                    |
|---|------------------|------------------|--------------------|
|   |                  | Male<br>(%) (CI) | Female<br>(%) (CI) |
| Were physically attacked one or more times during the past 12 months  | 38.4             | 43.4             | 33.8               |
| Were in a physical fight one or more times during the past 12 months  | 32.5             | 38.5             | 27.0               |
| Were seriously injured one or more times during the past 12 months  | 53.8             | 59.3             | 48.7               |
| Among students who were seriously injured during the past 12 months, those whose most serious injury was a broken bone or dislocated joint                                | 17.8             | 20.8             | 14.9               |
| Among students who were seriously injured during the past 12 months, those who most serious injury was caused by a motor vehicle accident or being hit by a motor vehicle | 8.7              | 10.5             | 7.0                |
| Were bullied on one or more days during the past 30 days  | 44.6             | 44.0             | 44.8               |
| Among students who were bullied during the past 30 days, those who were bullied most often by being hit, kicked, pushed, shoved around, or locked indoors                 | 19.6             | 23.9             | 16.1               |

\* 95% CI

Table 21 shows that 38.4% of students were physically attacked one or more times during the past 12 months. Overall, 32% of students were in a physical fight and 53.8% of students were seriously injured one or more times during the past 12 months.

Among students who were seriously injured during the past 12 months, a broken bone or dislocated joint was the most serious injury among 17.8% of students.

The table also indicates that for 8.7% of students who were seriously injured during the past 12 months, a motor vehicle accident or being hit by a motor vehicle had been the cause of the most serious injury.

Overall, 44.6% of students were bullied on one or more days during the past 30 days. The incidence for males and females was almost identical: 44.0% for males, and 44.8% for females. The nature of the bullying differed, however: males were more likely to have been physically bullied by being hit, kicked, pushed, shoved around, or locked indoors, which was reported by almost 24% of boys, but only 16% of girls.

**Table 22: Types of bullying by sex**

| Types of bullying                                       | Male (%)     | Female (%)   | Total (%)    |
|---|--------------|--------------|--------------|
| Not bullied during the past 30 days                     | 62.3         | 61.1         | 61.7         |
| Hit, kicked, pushed, shoved around, or locked indoors   | 9.0          | 6.3          | 7.5          |
| Made fun of because of my race, nationality, or colour  | 5.6          | 4.1          | 4.8          |
| Made fun of because of my religion                      | 2.7          | 2.2          | 2.4          |
| Made fun of with sexual jokes, comments, or gestures    | 3.2          | 3.9          | 3.6          |
| Left out of activities on purpose or completely ignored | 2.0          | 1.9          | 1.9          |
| Made fun of because of how my body or face looks        | 4.9          | 9.0          | 7.0          |
| Bullied in some other way                               | 10.4         | 11.6         | 11.0         |
| <b>Total</b>  | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

Table 22 shows that other than being bullied in some other way, the most common form of bullying for males was being hit, kicked, pushed, shoved around or locked indoors (9%), and for females it was being made fun of because of how their bodies or faces looked (9%). No substantial differences were noted between males and females apart from these two categories.

### 3.13 Ear and eye health

In Namibia, out of the 98 413 people who are estimated to have a disability, 6.4% are categorized as deaf and 9.6% are reported to have hearing difficulties (Namibia Statistics Agency (NSA) 2011). Hearing difficulties have a profound effect on the lives of individuals, since hearing is critical to speech and language development, communication and learning. The absence of this ability affects students by delaying the development of receptive and expressive communication skills (understanding and producing speech and language), and causing learning problems that lead to reduced achievement, social isolation and poor self-esteem.



The term visual impairment describes any kind of visual loss, whether not being able to see at all or only partially. Visual impairment, like hearing impairment, can influence students' cognitive development, social integration, mental health and learning capacity.

**Table 23: Ear and eye health among students**

| Behaviour   | Total % (CI)* | Sex           |                 |
|---|---------------|---------------|-----------------|
|   |               | Male (%) (CI) | Female (%) (CI) |
| Have ever had a hearing test  | 27.1          | 29.7          | 24.8            |
| Had an ear infection that made ears hurt or caused pus to run out of the ears in the past 12 months | 19.6          | 17.8          | 20.9            |
| Have difficulties with eye sight or being able to see   | 33.9          | 29.9          | 37.6            |
| Have ever had their eyes tested   | 26.0          | 25.3          | 26.5            |
| Are currently using glasses, spectacles, lenses or anything else to help them see better            | 12.7          | 12.4          | 13.0            |

\* 95% CI

About 27% of students had had a hearing test and 26% an eye test in the past 12 months. Overall 19.6% had had an ear infection and 33.9% had difficulties with eyesight or being able to see. Close to 13% were currently using glasses, lenses or anything else to help them see better.

**Table 24: Ear infection and absenteeism in the past 12 months**

| Had an ear infection that made ears hurt or caused pus to run out of ears during the past 12 months | Absenteeism    |              |              |
|---|----------------|--------------|--------------|
|   | Not absent (%) | Absent (%)   | Total (%)    |
| Yes   | 18.6           | 22.4         | 19.6         |
| No  | 70.0           | 61.3         | 67.7         |
| Not sure  | 11.4           | 16.3         | 12.7         |
| <b>Total</b>  | <b>100.0</b>   | <b>100.0</b> | <b>100.0</b> |

Table 24 shows that 22.4% of students who had had an ear infection had been absent from school. It is worth noting that amongst students who reported that they had had an ear infection that made their ears hurt or caused pus to run out of their ears during the past 12 months, absentees outnumbered non-absentees by a ratio of 22.4 : 18.6 (1.2 : 1); whereas amongst those who had not had such an ear infection, this pattern is reversed, with absentees being outnumbered by non-absentees by a ratio of 61.3 : 70.0 (0.9 : 1).

**Table 25: Using glasses and having difficulties with eyesight**

| Currently using glasses, spectacles, lenses, or anything else to help with seeing better | Have difficulties with eyesight or being able to see |              |              |
|--|--|--------------|--------------|
|  | Yes (%)  | No (%)       | Total (%)    |
| Yes  | 22.1   | 7.6          | 12.5         |
| No   | 77.9   | 92.4         | 87.5         |
| <b>Total</b>   | <b>100.0</b>   | <b>100.0</b> | <b>100.0</b> |

Table shows that 77.9% of students who reported that they had difficulties with their eyesight or being able to see were not wearing glasses.

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# Chapter 4

## Conclusions

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### Alcohol use

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- More than half of the students (53%) had their first drink of alcohol before **age 14 years**.
- About a third of students who drank alcohol (33%) usually got the alcohol they drank from their friends.
- About 71% of students who drank so much alcohol that they were really drunk one or more times during their lives had had sexual intercourse.
- Over 14% of students got into trouble with their families or friends, missed school, or got into fights one or more times during their lives as a result of drinking alcohol.
- Among those who were drinking, almost 36% had had multiple sexual partners in their lifetimes.
- Almost 14% of the students that were drinking had had sexual intercourse without a condom.



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### Dietary behaviours

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- Almost 12% of students were underweight, 7% of students were overweight, and 2% were obese.
- Almost 10% of students went hungry most of the time or always because there was not enough food in their home during the past 30 days.
- Over a fifth of students (22%) usually ate fruits and vegetables five or more times per day during the past 30 days.
- Slightly more than 40% of students who indicated that they were hungry sometimes in the last 30 days were also absent from school.

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### Drug use

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- Among students who ever used drugs, nearly half (48.1%) first used drugs before age 14 years.
- Almost half of all males (48.5%) had used drugs before age 14 years; females were not far behind, with almost 46% reporting the similarly.

- Almost one-tenth (9%) of males indicated that they had used marijuana in their lifetimes, while 4.7% females had used marijuana in their lifetimes.
- About 6% of males revealed that they had used marijuana in the last 30 days and 7% indicated that they had used amphetamines or methamphetamines in their lifetimes.
- Over a third (37%) of students indicated that it would be impossible to get access to drugs, while almost 4% reported that it would be very easy.
- More than half of the respondents (almost 59%) indicated that they had been taught about the risks associated with drug use during the school year.

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## Hygiene

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- About a tenth of students (10.5%) had usually cleaned or brushed their teeth less than once per day during the past 30 days.
- Almost one in 20 students (4.5%) had never or rarely washed their hands before eating during the past 30 days, while almost 6% had never or rarely washed their hands after using the toilet or latrine during the past 30 days.
- Overall, 91% of students indicated that they had access to clean drinking water at school.
- About six in 10 students (61.1%) reported that the ablution facilities were working properly; almost as many (58.1%) indicated that they were clean.
- Almost a third of students drip- or air-dried their hands (30.8%) or dried their hands in some other way (31.5%).

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## Mental health

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- Over 15% of students had most of the time or always felt lonely during the past 12 months.
- More females (17.5%) than males (13.0%) had felt lonely during the past 12 months.
- Over 15% of students had most of the time or always been so worried about something during the past 12 months that they could not sleep at night.
- Over a quarter of students (26.0%) reported having attempted suicide one or more times during the past 12 months.
- More than 60% of respondents reported that they had been taught in any class how to handle stress in healthy ways during the school year.
- The 16–17 years age group had the highest proportion of attempted suicides (34.3% of attempts, despite representing only 31.5% of the total number of respondents). The 18 years and above age group had the lowest proportion of attempted suicides (23.3% of attempted suicides, from 27.1% of respondents).

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## Physical activity

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- Over a fifth of students (22%) had been physically active for a total of at least 60 minutes per day on five or more days during the past seven days.

- Over half of females (55.1%) did not walk or ride a bicycle to or from school, as opposed to under half of the boys (45.4%).
- Almost a third of students (31.1%) had attended a physical education class on three or more days each week during the school year, while almost a quarter of students (24%) had gone to a physical education class on five or more days each week during the school year.

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## Protective factors

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- Over a quarter of students (26.8%) had missed classes or school without permission on one or more occasions over the past 30 days.
- About 40% of students reported that their parents or guardians checked to see if their homework was done, and that they understood their problems and worries most of the time or always during the past 30 days.
- Almost four-fifths of students (79%) reported that during the past 30 days, their parents or guardians had often spent time with them.
- Sexual behaviours that contribute to HIV infection, other STIs and unintended pregnancy
- Over half of students (53%) had had sexual intercourse; this applied to far more males (65.5%) than females (43.6%).
- Among students who had ever had sexual intercourse, almost 43% used any method of birth control other than a condom the last time they had had sexual intercourse.
- Nearly half of females who had ever had sexual intercourse (49.2%) had used a form of birth control other than a condom the last time they had had sexual intercourse.
- Among students who had ever had sexual intercourse, about one in 15 (6.5%) reported that they had had sexual intercourse with both males and females.

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## HIV-related knowledge

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- Over a third of students (37%) had ever been tested for HIV infection.
- Almost three-quarters of students (72.3%) had been taught how to avoid HIV infection or AIDS in any of their classes during that school year.
- Figure 9 suggests that there is no direct correlation between instruction on avoiding HIV infection and condom use: 79.7% of those who used a condom in their last sexual encounter had been taught about avoiding HIV infection, in comparison to 78.7% of those who did not use a condom.
- About four in five (79.0%) of those who had had only one sexual partner had received instruction on avoiding HIV infection; almost exactly the same ratio (80.1%) applies to those who had had multiple partners.

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## Tobacco use

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- Among students who had ever smoked cigarettes, almost 60% first tried a cigarette before age 14 years.

- Almost a tenth of students (9.6%) had smoked cigarettes on one or more days during the past 30 days.
- About 7% of students had used any tobacco products other than cigarettes on one or more days during the past 30 days, while over 12% of students had used any tobacco products on one or more days during the past 30 days.
- Amongst students who had smoked cigarettes during the past 12 months, almost three quarters (72.8%) had tried to stop smoking cigarettes during the past 12 months.

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## **Violence and unintentional injury**

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- Almost 40% of students were physically attacked one or more times during the past 12 months.
- Almost a third of students (32.5%) had been in a physical fight during the past 12 months, resulting in serious injury to over half of them (53.8%) one or more times.
- Approaching half of students (44.6%) had been bullied on one or more days during the past 30 days.

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## **Ear and eye health**

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- Over a quarter of students had had hearing tests and eye tests (27.1% and 26.0% respectively) in the past 12 months.
- Almost one in five students (19.6%) had had an ear infection and a third (33.9%) had had difficulties with eyesight or being able to see.
- Close to 13% were currently using glasses, lenses or something else to help them see better.

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# Chapter 5

## Interpretation and recommendations

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### Alcohol use

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There is a strong association between alcohol consumption and risky sexual behaviour. Children are exposed to alcohol consumption at an early age, which increases their risk of engaging in early sexual behaviour and contracting STIs and, in the longer term, serious non-communicable diseases. This can be attributed to the fact that alcohol is readily available within communities and among children from their peers. Reported alcohol consumption amongst children under the age of 14 years increased from 16% in 2004 (2004 GSHS) to 53% in 2013.

### Recommendations

A multi-faceted approach is recommended to reduce the availability of alcohol around schools. This should include:

- Legislation in relation to the sale of alcohol to under-age children should be more strictly enforced.
- Awareness and mobilization campaigns targeted at young people and schools should be intensified.
- Health education on the risks associated with the harmful use of alcohol should be incorporated within the Life Skills Curriculum.

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### Dietary behaviours

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According to the 2004 GSHS, 39% of children ate a meal before going to school. In the current survey, **this** percentage rose to 87%. Despite this positive trend, the underweight dietary category continued to be concerning. While fruit and vegetable consumption was satisfactory, there is still space to increase their consumption amongst children. The consumption of carbonated drinks was alarmingly high. There is a strong correlation between absenteeism and hunger, particularly for children in Grades 7–9.



## Recommendations

- Specific dietary guidelines for all age groups and medical conditions should be developed, promoted and implemented in schools.
- Schools should be encouraged to establish and maintain vegetable gardens and orchids to grow their own fruit and vegetables for supplementing the school feeding programme.



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## Drug use

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Of the children who used drugs, almost half (48.1%) had used them before the age of 14 years. In comparison to alcohol, drugs are less easily accessible to children. A high percentage of children had been taught about the risks of drug use. Among the different types of drugs, marijuana seemed to be the most commonly consumed.

## Recommendations

- Programmes addressing the risks of drug consumption should be reinforced in schools.
- Policies and guidelines regarding the continuous care and support of children and staff who are addicted to drugs should be developed.

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## Hygiene

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Ninety percent of children had access to clean drinking water. A similarly high percentage of children who had access to a water source at school made use of it. Hand drying was performed primarily through drip- or air-drying. Almost all students (93%) had access to separate toilets or latrines. About one in 10 students (10.5%) did not brush their teeth at least once a day.

## Recommendations

- Measures that address the maintenance and cleanliness of ablution facilities within schools should be strengthened.
- There should be increased budgetary allocation to construct separate toilet facilities for boys and girls, especially in rural schools.
- The Oral and Dental Health School Initiative should be strengthened.
- The Wash in Schools Initiative should be maintained and expanded in order to sustain the gains made with respect to good hygiene practices in schools.

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## Mental health

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Suicidal ideation and planning, and attempted suicides were alarmingly high. This suggests a lack of understanding of mental health issues. Although a large proportion of

children reported learning about stress management, there was a lack of coping skills amongst students. Students in the 16–17 years age group were most at risk of attempting suicide.

## **Recommendations**

- Psycho-social support in schools should be strengthened through training offered to Life Skills teachers and teacher counsellors.
- Life Skills teachers should be appointed on a full-time basis and should exclusively teach the Life Skills curriculum and provide psycho-social support. Furthermore, the ratio of Life Skills Teachers to students should be reviewed and if necessary, increased.
- Particularly in the Junior Primary phase, the Life Skills curriculum should be adapted with a view to enhancing the capacity of students to apply coping skills in real-life situations.
- Community and parental awareness of mental health and wellbeing should be increased.
- The parenting training programme should be rolled out in order to enhance protective factors, and more specifically, encourage parent – child engagement.

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## **Physical activity**

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Students were generally not sufficiently physically active, with only about one in five being physically active for an hour on five days in the past week. A high proportion of students did not participate in physical education at school or physical activity after school. Together with poor dietary intake, physical inactivity raises the chances of students contracting serious non-communicable diseases later in life.

## **Recommendations**

- The implementation of the Physical Education curriculum in schools should be improved by training Physical Education instructors.
- Pre-service teacher training in Physical Education should be encouraged.
- Various sports codes should be offered at schools in order to improve after-school physical activity.

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## **Protective factors**

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A large proportion of students reported that their parents were not actively involved in their academic or personal lives. A significant proportion of students indicated that their parents spent time with them, however, which raises concerns about the quality of parent/child interactions. Interestingly, a significant percentage of students missed classes. This could be interpreted as indicating poor discipline and a lack of a caring culture at school and at home.

## Recommendations

- A safe school environment should be promoted to mitigate problem behaviour.
- The rolling out of the parent training programme within communities should be promoted.
- The National External School Evaluation Programme should be improved.

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## Sexual behaviours that contribute to HIV infection, other STIs and unintended pregnancy

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More than half of the sampled population had engaged in sexual activities and seemed to be practicing safe sex through the use of condoms. It was alarming, however, that a proportion of students reported that they had not used condoms during their last sexual encounters. This is reflected in the high HIV infection and pregnancy rates recorded among adolescents in Namibia. A high proportion of students had been exposed to HIV education, but only a small proportion of students had been tested for HIV.

## Recommendations

- The implementation of comprehensive sexual education should be scaled up in schools.
- Access to adolescent-friendly health services should be improved.
- Students' access to condoms should be improved in communities and at health facilities.
- The implementation of the Prevention and Management of Student Pregnancy Policy should be improved.

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## Tobacco use

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Students' tobacco use and exposure to second-hand smoke was alarmingly high. Furthermore, a high proportion of students started smoking prior to the age of 14 years old.

## Recommendations

- Tobacco control regulations should be enforced in order to reduce the availability of tobacco products to students.
- Awareness campaigns on the risks of tobacco use should be scaled up.

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## Violence and unintentional injury

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High levels of violence amongst students were reported, with bullying being of particular concern. This could be related to the lack of a caring culture in schools. Males appeared to be more vulnerable to violence than females, although females were also victimized. More than half of the students reported being injured during the past 12 months.

## Recommendations

- A national school safety framework and policy should be developed and implemented.
- In order to promote a culture of care within schools, the law on corporal punishment should be enforced, and teachers should receive training on positive discipline.

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## Ear and eye health

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Only a small proportion of students had been exposed to ear and eye health care. Only a small proportion of those students who reported eye difficulties were using corrective lenses.

## Recommendations

- School health services should be expanded and strengthened to include ear and eye inspections.
- Referral systems between schools and health facilities should be strengthened.

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## General recommendations

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- The enforcement of existing policies relating to school health activities should be improved.
- The Health Promotion School Initiative should be scaled up in all regions in order to foster a conducive and healthy learning environment.
- The capacity of Life Skills teachers should be strengthened and their roles expanded to enable them to provide psycho-social support to students.
- The availability of specialized services from professionals such as psychologists, social workers, occupational therapists and others should be improved.
- Referral systems between schools and health facilities should be strengthened.

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# Appendix

# **Namibian GSHS**

# **questionnaire**

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**Should the questionnaire be included?  
I have inserted it in case.**

# Global School-based Student Health Survey (GSHS)

## 2013 Namibia GSHS Questionnaire

For

[www.cdc.gov/gshs](http://www.cdc.gov/gshs)  
[www.who.int/chp/gshs/en/](http://www.who.int/chp/gshs/en/)

more

inform



## 2013NAMIBIA GLOBAL SCHOOL-BASED STUDENT HEALTH SURVEY

This survey is about your health and the things you do that may affect your health. Students like you all over your country are doing this survey. Students in many other countries around the world also are doing this survey. The information you give will be used to develop better health programs for young people like yourself.

DO NOT write your name on this survey or the answer sheet. The answers you give will be kept private. No one will know how you answer. Answer the questions based on what you really know or do. There are no right or wrong answers.

Completing the survey is voluntary. Your grade or mark in this class will not be affected whether or not you answer the questions. If you do not want to answer a question, just leave it blank.

Make sure to read every question. Fill in the circles on your answer sheet that match your answer. Use only the pencil you are given. When you are done, do what the person who is giving you the survey says to do.

Here is an example of how to fill in the circles:

Fill in the circles like this



Not like this



or



Survey

1. Do fish live in water?
  - A. Yes
  - B. No

Answer sheet

1.   (B)  (C)  (D)  (E)  (F)  (G)  (H)

Thank you very much for your help.

1. How old are you?
  - A. 11 years old or younger
  - B. 12 years old
  - C. 13 years old
  - D. 14 years old
  - E. 15 years old
  - F. 16 years old
  - G. 17 years old
  - H. 18 years old or older

2. What is your sex?
  - A. Male
  - B. Female

3. In what grade are you?
  - A. Grade 6
  - B. Grade 7
  - C. Grade 8
  - D. Grade 9
  - E. Grade 10
  - F. Grade 11
  - G. Grade 12

4. Who do you live with?
  - A. Both parents
  - B. Only your father
  - C. Only your mother
  - D. Your grandparents
  - E. Extended family(not your parents or grandparents)
  - F. Siblings
  - G. Guardians
  - H. Someone else

The next 4 questions ask about your height, weight, and going hungry.

5. How tall are you without your shoes on? ON THE ANSWER SHEET, WRITE YOUR HEIGHT IN THE SHADED BOXES AT THE TOP OF THE GRID. THEN FILL IN THE OVAL BELOW EACH NUMBER.

**Example**

| Height (cm)                      |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| 1                                | 5                                | 3                                |
| <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input checked="" type="radio"/> |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input checked="" type="radio"/> | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
| <input type="radio"/>            | I do not know                    |                                  |

6. How much do you weigh without your shoes on?  
ON THE ANSWER SHEET, WRITE YOUR WEIGHT IN THE SHADED BOXES AT THE TOP OF THE GRID. THEN FILL IN THE OVAL BELOW EACH NUMBER.

**Example**

| Weight (kg)                      |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| 0                                | 5                                | 2                                |
| <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input checked="" type="radio"/> | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
|                                  | <input type="radio"/>            | <input type="radio"/>            |
| <input type="radio"/>            | I do not know                    |                                  |

7. How do you describe your weight?
- A. Very underweight
  - B. Slightly underweight
  - C. About the right weight
  - D. Slightly overweight
  - E. Very overweight
8. During the past 30 days, how often did you go hungry because there was not enough food in your home?
- A. Never
  - B. Hardly ever
  - C. Sometimes
  - D. Most of the time
  - E. Always

**The next 6 questions ask about what you might eat or drink and what you were taught.**

9. During the past 30 days, how many times per day did you **usually** eat fruit, such as marula, eenyandi, palm fruits, dates, apples, or bananas?
- A. I did not eat fruit during the past 30 days
  - B. Less than one time per day
  - C. 1 time per day
  - D. 2 times per day
  - E. 3 times per day
  - F. 4 times per day
  - G. 5 or more times per day
10. During the past 30 days, how many times per day did you **usually** eat vegetables, such as spinach, cabbage, pumpkin, or carrots?
- A. I did not eat vegetables during the past 30 days
  - B. Less than one time per day
  - C. 1 time per day
  - D. 2 times per day
  - E. 3 times per day
  - F. 4 times per day
  - G. 5 or more times per day

11. During the past 30 days, how many times per day did you **usually** drink carbonated soft drinks, such as Coke, Fanta, Twiza, or Vigo? (Do **not** include diet soft drinks, such as Coke Zero or Diet Coke.)

- A. I did not drink carbonated soft drinks during the past 30 days
- B. Less than one time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 times per day
- G. 5 or more times per day

12. During the past 7 days, on how many days did you eat food from a fast food restaurant, such as Kentucky Fried Chicken, Wimpy, and Hungry Lion?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

13. During the past 30 days, how often did you eat breakfast?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

14. During this school year, were you taught in any of your classes the benefits of healthy eating?

- A. Yes
- B. No
- C. I do not know

**The next 11 questions ask about cleaning your teeth, washing your hands, and general hygiene.**

15. During the past 30 days, how often did you wash your hands before eating?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

16. During the past 30 days, how often did you wash your hands after using the toilet or latrine?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

17. During the past 30 days, how often did you use soap when washing your hands?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

18. During the past 30 days, how many times per day did you **usually** clean or brush your teeth?

- A. I did not clean or brush my teeth during the past 30 days
- B. Less than 1 time per day
- C. 1 time per day
- D. 2 times per day
- E. 3 times per day
- F. 4 or more times per day

19. Is there a source of clean water for drinking **at school**?
- A. Yes  
B. No
20. How often do you drink water from the tap or water source **at school**?
- a. There is not a tap or water source at school  
b. Never  
c. Hardly ever  
d. Sometimes  
e. Most of the time  
f. Always
21. Are there separate toilets or latrines for boys and girls **at school**?
- a. There are no toilets or latrines at school  
b. Yes  
c. No
22. Do the toilets or latrines **at school** work properly?
- a. There are no toilets or latrines at school  
b. Yes  
c. No
23. Are the toilets or latrines clean **at school**?
- a. There are no toilets or latrines at school  
b. Yes  
c. No
24. How do you **usually** dry your hands after washing them at school? **SELECT ONLY ONE RESPONSE.**
- A. I do not wash my hands at school  
B. I drip or air dry my hands  
C. I use a towel  
D. I use paper  
E. I use an air dryer  
F. I dry them some other way.

25. During this school year or the last school year, were you taught in any of your classes about the importance of hand washing?
- A. Yes  
B. No  
C. I do not know

**The next question asks about physical attacks. A physical attack occurs when one or more people hit or strike someone, or when one or more people hurt another person with a weapon (such as a stick, knife, or gun). It is not a physical attack when two students of about the same strength or power choose to fight each other.**

26. During the past 12 months, how many times were you physically attacked?
- A. 0 times  
B. 1 time  
C. 2 or 3 times  
D. 4 or 5 times  
E. 6 or 7 times  
F. 8 or 9 times  
G. 10 or 11 times  
H. 12 or more times

**The next question asks about physical fights. A physical fight occurs when two students of about the same strength or power choose to fight each other.**

27. During the past 12 months, how many times were you in a physical fight?
- A. 0 times  
B. 1 time  
C. 2 or 3 times  
D. 4 or 5 times  
E. 6 or 7 times  
F. 8 or 9 times  
G. 10 or 11 times  
H. 12 or more times

The next 3 questions ask about **serious injuries** that happened to you. An injury is serious when it makes you miss at least one full day of usual activities (such as school, sports, or a job) or requires treatment by a doctor or nurse.

28. During the past 12 months, how many times were you seriously injured?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

29. During the past 12 months, what was the most serious injury that happened to you?

- A. I was not seriously injured during the past 12 months
- B. I had a broken bone or a dislocated joint
- C. I had a cut or stab wound
- D. I had a concussion or other head or neck injury, was knocked out, or could not breathe
- E. I had a gunshot wound
- F. I had a bad burn
- G. I was poisoned or took too much of a drug
- H. Something else happened to me

30. During the past 12 months, what was the major cause of the most serious injury that happened to you?

- A. I was not seriously injured during the past 12 months
- B. I was in a motor vehicle accident or hit by a motor vehicle
- C. I fell
- D. Something fell on me or hit me
- E. I was attacked or abused or was fighting with someone
- F. I was in a fire or too near a flame or something hot
- G. I inhaled or swallowed something bad for me
- H. Something else caused my injury

The next 2 questions ask about bullying. Bullying occurs when a student or group of students say or do bad and unpleasant things to another student. It is also bullying when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength or power argue or fight or when teasing is done in a friendly and fun way.

31. During the past 30 days, on how many days were you bullied?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

32. During the past 30 days, how were you bullied **most often**?
- A. I was not bullied during the past 30 days
  - B. I was hit, kicked, pushed, shoved around, or locked indoors
  - C. I was made fun of because of my race, nationality, or color
  - D. I was made fun of because of my religion
  - E. I was made fun of with sexual jokes, comments, or gestures
  - F. I was left out of activities on purpose or completely ignored
  - G. I was made fun of because of how my body or face looks
  - H. I was bullied in some other way

**The next 8 questions ask about your feelings and friendships.**

33. During the past 12 months, how often have you felt lonely?
- A. Never
  - B. Hardly ever
  - C. Sometimes
  - D. Most of the time
  - E. Always
34. During the past 12 months, how often have you been so worried about something that you could not sleep at night?
- A. Never
  - B. Hardly ever
  - C. Sometimes
  - D. Most of the time
  - E. Always
35. During the past 12 months, did you ever **seriously** consider attempting suicide?
- A. Yes
  - B. No

36. During the past 12 months, did you make a plan about how you would attempt suicide?
- A. Yes
  - B. No
37. During the past 12 months, how many times did you actually attempt suicide?
- A. 0 times
  - B. 1 time
  - C. 2 or 3 times
  - D. 4 or 5 times
  - E. 6 or more times
38. How many close friends do you have?
- A. 0
  - B. 1
  - C. 2
  - D. 3 or more
39. During the past 12 months, how often have you been so worried about something that you wanted to use alcohol or other drugs to feel better?
- A. Never
  - B. Hardly ever
  - C. Sometimes
  - D. Most of the time
  - E. Always
40. During this school year, were you taught in any of your classes how to handle stress in healthy ways?
- A. Yes
  - B. No
  - C. I do not know

**The next 6 questions ask about cigarette and other tobacco use.**

41. How old were you when you first tried a cigarette?

- A. I have never smoked cigarettes
- B. 7 years old or younger
- C. 8 or 9 years old
- D. 10 or 11 years old
- E. 12 or 13 years old
- F. 14 or 15 years old
- G. 16 or 17 years old
- H. 18 years old or older

42. During the past 30 days, on how many days did you smoke cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

43. During the past 30 days, on how many days did you use any tobacco products other than cigarettes, such as flavoured tobacco, tobacco leaves or Snuff?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

44. During the past 12 months, have you ever tried to stop smoking cigarettes?

- A. I have never smoked cigarettes
- B. I did not smoke cigarettes during the past 12 months
- C. Yes
- D. No

45. During the past 7 days, on how many days have people smoked when you were there?

- A. 0 days
- B. 1 or 2 days
- C. 3 or 4 days
- D. 5 or 6 days
- E. All 7 days

46. Which of your parents or guardians use any form of tobacco?

- A. Neither
- B. My father or male guardian
- C. My mother or female guardian
- D. Both
- E. I do not know

*Namibia GSHS Questionnaire – 2013*

*For more information: [www.cdc.gov/gshs](http://www.cdc.gov/gshs) or [www.who.int/chp/gshs/en/](http://www.who.int/chp/gshs/en/)*

*Last Updated: August 15, 2013*

7

The next 6 questions ask about drinking alcohol. This includes drinking tombo or home brew, ciders, Obike, Wit Blitz, whisky, brandy and hot stuff. Drinking alcohol does not include drinking a few sips of wine for religious purposes. A “drink” is a glass of wine, a bottle of beer, a small glass of liquor, or a mixed drink.

47. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
  - B. 7 years old or younger
  - C. 8 or 9 years old
  - D. 10 or 11 years old
  - E. 12 or 13 years old
  - F. 14 or 15 years old
  - G. 16 or 17 years old
  - H. 18 years old or older
48. During the past 30 days, on how many days did you have at least one drink containing alcohol?
- A. 0 days
  - B. 1 or 2 days
  - C. 3 to 5 days
  - D. 6 to 9 days
  - E. 10 to 19 days
  - F. 20 to 29 days
  - G. All 30 days
49. During the past 30 days, on the days you drank alcohol, how many drinks did you **usually** drink per day?
- A. I did not drink alcohol during the past 30 days
  - B. Less than one drink
  - C. 1 drink
  - D. 2 drinks
  - E. 3 drinks
  - F. 4 drinks
  - G. 5 or more drinks

50. During the past 30 days, how did you **usually** get the alcohol you drank? **SELECT ONLY ONE RESPONSE.**
- A. I did not drink alcohol during the past 30 days
  - B. I bought it in a store, shop, or from a street vendor
  - C. I gave someone else money to buy it for me
  - D. I got it from my friends
  - E. I got it from my family
  - F. I stole it or got it without permission
  - G. I got it some other way

**Staggering when walking, not being able to speak right, and throwing up are some signs of being really drunk.**

51. During your life, how many times did you drink so much alcohol that you were really drunk?
- A. 0 times
  - B. 1 or 2 times
  - C. 3 to 9 times
  - D. 10 or more times
52. During your life, how many times have you got into trouble with your family or friends, missed school, or got into fights, as a result of drinking alcohol?
- A. 0 times
  - B. 1 or 2 times
  - C. 3 to 9 times
  - D. 10 or more times

**The next question asks about how often you see alcohol advertisements on videos, magazines, or the internet or at movie theaters, sports events, or music concerts.**

53. During the past 30 days, how often did you see any alcohol advertisements?
- A. Never
  - B. Hardly ever
  - C. Sometimes
  - D. Almost daily
  - E. Daily

**The next question asks about the type of alcohol you usually drink.**

54. What type of alcohol do you **usually** drink?  
SELECT ONLY ONE RESPONSE.

- A. I do not drink alcohol
- B. Beer, lager, or stout
- C. Wine
- D. Spirits, such as Obike, WitBlitz, whisky, brandy, and hot stuff
- E. Tombo or home brew
- F. Ciders
- G. Some other type

**The next 6 questions ask about drug use. This includes using marijuana, amphetamines, cocaine, inhalants speed, escstasy, LSD, benzine, glue, and dagga.**

55. How old were you when you first used drugs?

- A. I have never used drugs
- B. 7 years old or younger
- C. 8 or 9 years old
- D. 10 or 11 years old
- E. 12 or 13 years old
- F. 14 or 15 years old
- G. 16 or 17 years old
- H. 18 years old or older

56. During your life, how many times have you used marijuana (also called Dagga, weed, boom, cannibus, stop, grass, pipt, stop, and joint)?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 or more times

57. During the past 30 days, how many times have you used marijuana (also called dagga, weed, boom, cannibus, stop, grass, pipt, stop, and joint)?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 or more times

58. During your life, how many times have you used amphetamines or methamphetamines (also calledtik, speed, bennies, uppers, black beauties, mollies, or splash)?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 or more times

59. How difficult do you think it would be for you to get drugs such as **marijuana, amphetamines, cocaine, inhalants speed, escstasy, LSD, benzine, glue, and dagga?**

- A. Impossible
- B. Very difficult
- C. Fairly difficult
- D. Fairly easy
- E. Very easy
- F. I do not know

60. During this school year, were you taught in any of your classes the problems associated with using drugs, such as dagga, inhalants, or amphetamines?
- A. Yes
  - B. No
  - C. I do not know

**The next 7 questions ask about sexual intercourse.**

61. Have you ever had sexual intercourse?
- A. Yes
  - B. No
62. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
  - B. 11 years old or younger
  - C. 12 years old
  - D. 13 years old
  - E. 14 years old
  - F. 15 years old
  - G. 16 or 17 years old
  - H. 18 year old or older
63. During your life, with how many people have you had sexual intercourse?
- A. I have never had sexual intercourse
  - B. 1 person
  - C. 2 people
  - D. 3 people
  - E. 4 people
  - F. 5 people
  - G. 6 or more people

64. The **last time** you had sexual intercourse, did you or your partner use a condom.
- A. I have never had sexual intercourse
  - B. Yes
  - C. No
65. The **last time** you had sexual intercourse, did you or your partner use any other method of birth control, such as withdrawal, rhythm (safe time), birth control pills, or any other method to prevent pregnancy?
- A. I have never had sexual intercourse
  - B. Yes
  - C. No
  - D. I do not know
66. Did you drink alcohol or use other drugs before you had sexual intercourse the **last time**?
- A. I have never had sexual intercourse
  - B. Yes
  - C. No
67. With whom have you had sexual intercourse?
- A. I have never had sexual intercourse
  - B. Females only
  - C. Males only
  - D. Both females and males

**The next 2 questions ask about HIV infection or AIDS.**

68. Have you ever been tested for HIV infection or AIDS?
- A. Yes
  - B. No

69. During this school year, were you taught in any of your classes how to avoid HIV infection or AIDS?
- A. Yes
  - B. No
  - C. I do not know

**The next 3 questions ask about physical activity. Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, playing with friends, or walking to school. Some examples of physical activity are running, fast walking, biking, dancing, football, swimming, gymming, skiding, and skipping rope.**

70. During the past **7 days**, on how many days were you physically active for a total of at least 60 minutes per day? **ADD UP ALL THE TIME YOU SPENT IN ANY KIND OF PHYSICAL ACTIVITY EACH DAY.**

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

71. During the past 7 days, on how many days did you walk or ride a bicycle to or from school?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

72. During this school year, on how many days did you go to physical education (PE) class each week?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 or more days

**The next question asks about the time you spend mostly sitting when you are not in school or doing homework.**

73. How much time do you spend during a **typical or usual** day sitting and watching television, playing computer games, talking with friends, or doing other sitting activities, such as playing cards, dominos, chess, and scrabble.

- A. Less than 1 hour per day
- B. 1 to 2 hours per day
- C. 3 to 4 hours per day
- D. 5 to 6 hours per day
- E. 7 to 8 hours per day
- F. More than 8 hours per day

**The next 7 questions ask about your experiences at school and at home.**

74. During the past 30 days, on how many days did you miss classes or school without permission?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 or more days

75. During the past 30 days, how often were most of the students in your school kind and helpful?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

76. During the past 30 days, how often did your parents or guardians check to see if your homework was done?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

77. During the past 30 days, how often did your parents or guardians understand your problems and worries?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

78. During the past 30 days, how often did your parents or guardians **really** know what you were doing with your free time?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

79. During the past 30 days, how often did your parents or guardians go through your things without your approval?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

80. During the past 30 days, how often did your parents or guardians spend time with you?

- A. Never
- B. Hardly ever
- C. Sometimes
- D. Most of the time
- E. Always

**The next 4 questions ask about ear and eye health.**

81. Have you ever had a hearing test?

- A. Yes
- B. No
- C. Not sure

82. During the past 12 months, have you had an ear infection that made your ears hurt or caused pus to run out of your ears?

- A. Yes
- B. No
- C. Not sure

83. Do you have difficulties with your eye sight or being able to see?

- A. Yes
- B. No

84. Are you currently using glasses, spectacles,  
lenses, or anything else to help you see better?

A. Yes

B. No

*Namibia GSHS Questionnaire – 2013*

*For more information: [www.cdc.gov/gshs](http://www.cdc.gov/gshs) or [www.who.int/chp/gshs/en/](http://www.who.int/chp/gshs/en/)*

*Last Updated: August 15, 2013*

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REPUBLIC OF NAMIBIA

**Ministry of Health  
and Social Services**

**Ministry of Education,  
Arts and Culture**

**July 2017**

