

Why are our children dropping out or not in school?

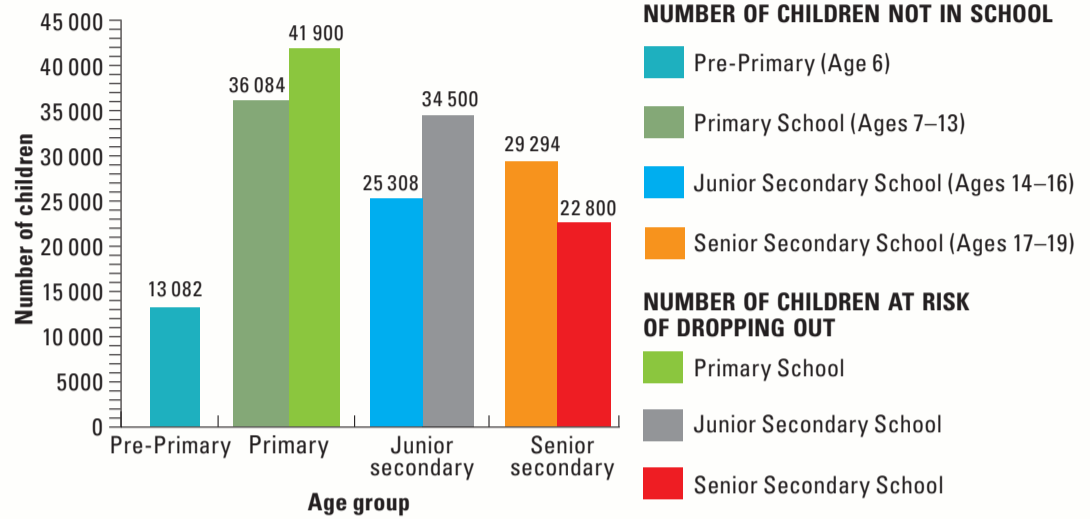
FINDINGS AND RECOMMENDATIONS OF THE DROP-OUT AND OUT-OF-SCHOOL CHILDREN STUDY



BY UNICEF AND THE UNESCO INSTITUTE FOR STATISTICS

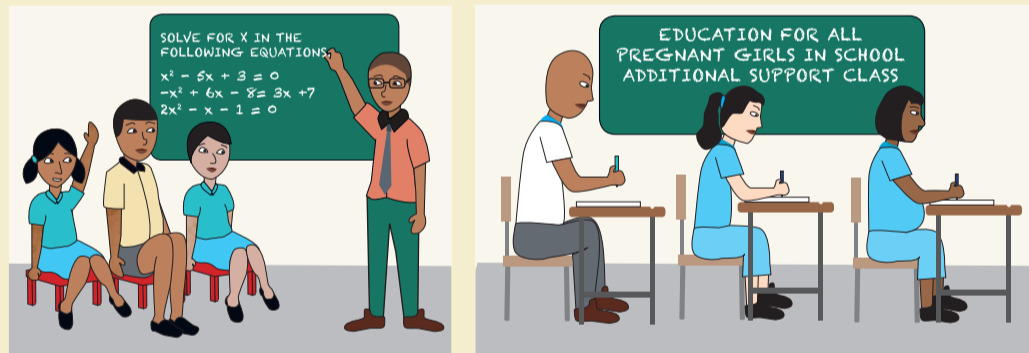
1. How many children are not in school / at risk of dropping out and who are they?

-1- Children of farm workers	-2- Khoisan Children from remote rural areas	-3- Ovahimba Children from remote rural areas	-4- Children living on the street	-5- Working children
-6- Children in informal settlements	-7- Children in resettlement camps	-8- Children in refugee camps	-9- Children with special educational needs	
-10- Overage children	-11- Children in conflict with the law	-12- Orphans	-13- Teenage mothers	



2. Why don't they go to school?

- Lack of parental support, especially if children are needed to help around the home;
- Learner pregnancy and discrimination associated with it;
- The distance children must travel to get to school;
- Poverty and unemployment, which affect nutrition, children's growth and development, and the perceived cost of sending children to school;
- Disabilities, discrimination, and lack of the proper infrastructure for the disabled;
- Grade repetition, especially as it relates to the limit placed on Grade 10 learners;
- Lack of access to water, sanitation and electricity, which creates health risks in schools and hostels.



3. What are we currently doing to keep children from dropping out of school?

- *Education For All*: Making sure education for everyone is free through Universal Primary and Universal Secondary Education;
- A policy that makes sure pregnant girls can stay in school and return after giving birth;
- A policy that limits the number of times that learners can repeat a grade.

4. What can we do to keep children in school?

Provide Universal Primary and Universal Secondary Education.	Implement and support policies to support pregnant girls to complete school.	Improved access to schools, including transportation services.	Improved infrastructure to accommodate children with disabilities.	Provide quality facilities with access to water, hygiene, and school feeding programmes.	Invest in the implementation of sound school governance and accountability systems and in learning facilities to help learners achieve their goals.

5. What is the way forward?

The Ministry of Education, Arts and Culture, with the support of all stakeholders, including parents, teachers and community members will focus on:

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| Supporting marginalized populations, including the children from San and Himba communities, and children with disabilities. | Reforming the current repetition, assessment, and promotion policy to ensure adequate support for learners who repeat grades. | Ensuring that we prevent and manage teenage pregnancies through rights-based approaches and in the best interest of the child. | Improving school infrastructure, including hostels. |
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