



## **NATIONAL COUNCIL**

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**6<sup>th</sup> National Council – 2020-2025**

**REPORT OF THE STANDING COMMITTEE ON EDUCATION,  
SCIENCE, ICT AND YOUTH DEVELOPMENT OVERSIGHT VISITS TO  
SELECTED SCHOOLS IN THE REGIONS ON THE STATUS OF  
COMMUNITY HOSTELS  
FROM  
11 TO 18 MARCH 2022  
AND  
29 AUGUST TO 09 SEPTEMBER 2022**

**February 2023**

## **COMPOSITION OF COMMITTEE**

### **Members**

1. Honourable Olivia Tuyenikelao Hanghuwo – Chairperson
2. Honourable Bethuel Tjaveondja - Vice-Chairperson
3. Honourable Deriou Andred Benson – Member
4. Honourable Jeremias Goeieman – Member
5. Honourable Sakeus Nangula – Member
6. Honourable Kosmas Katura - Member

### **Secretariat**

1. Ms. Moono Matengu - Chief Parliamentary Clerk
2. Mr. Mwala Neo – Chief Parliamentary Clerk
3. Mr. Bonifatius Amadhila – Parliamentary Clerk
4. Ms. Pamela Mate – Senior Information Officer

determine the role of the Ministry of Education, Arts and Culture (MEAC) (herein referred to as the Ministry) in the management of community hostels. Furthermore, the Committee undertook site visits to selected community hostels in order to gather information on the condition and status of these community hostels.

- 1.6 The Committee visited a total number of fifty-two (52) (*Annexure A*) hostels at selected schools in the fourteen (14) regions with an average of not less than three (3) hostels per region.
- 1.7 The oversight visits to community hostels was deemed vital to gather information and assess their conditions and ascertain whether reports raised in the media were a true reflection of the situation on the ground or not. Moreover, it was also an opportunity to establish as to whether the Ministry of Education, Arts and Culture had improved community hostels as opposed to what had been reported in the media for the betterments of the Namibian child or not.
- 1.8 Correspondingly, Article 20(1) of the Namibian Constitution stipulates that “*all persons shall have the right to education*”. Sub-Article (2) further indicates that “*primary education shall be compulsory and the state shall provide facilities to render effective this right for every resident within Namibia by establishing and maintaining state schools at which primary education will be provided for free of charge*”. Thus, to ensure that these provisions of the Constitution were indeed upheld and adhered to, it was imperative for the Committee to examine as to whether indeed the learners live in unconducive environment as reported in the media.

## **2. OBJECTIVE OF THE OVERSIGHT**

- 2.1 The objective of the oversight visits was to ascertain the situation of community hostels at selected schools in all fourteen (14) regions which were believed to be in conditions not conducive for learners and were in dire need of basic food supplies.

- (ii) The role of the Ministry of Education, Arts and Culture in the establishment of community hostels, particularly on the aspect of Monitoring and Evaluation (M&E) tools in place to ensure that government subsidy provided to community hostels were being utilised effectively and efficiently.

## **5.1 Policy on the Management of Community Hostels**

- 5.1.1 In addition to the existing Constitutional and legal framework, the management of community hostels is guided by the Ministerial *Policy on Community Hostels (August 2004)*, (*Annexure B*) and *Guidelines and Procedures in the Administration of Government Subsidised School Hostels in Namibia (July 2011)* (*Annexure C*).
- 5.1.2 The 2004 *Policy on Community Hostels* highlights the crucial role played by hostels, both formal and informal in enhancing access to effective education. In the context of Namibia, hostels are conceptualised as an integral part of any educational institution and serve to provide lodging in a home away-from home environment to children who are not in a position to commute on a daily basis because of distance. However, the Ministry of Education, Arts and Culture has not been in a position to provide this essential and much needed facilities in all parts of the country, essentially due to financial constraints.
- 5.1.3 In responding to this pressing need and the quest for access to education, communities took initiatives to establish alternative accommodation facilities referred to as informal or community hostels with own resources or through donor assistance.
- 5.1.4 According to the policy referred above, the term “community hostel” refers to the initiative by the school communities in rural areas to establish informal accommodation close to schools in order to address the issue of learners having to travel long distances to school where schools may be built far from the community.
- 5.1.5 Community hostels are managed by School Boards on behalf of the communities and may fall into the following three categories:
- (i) established by the community after the need has been identified which may or may not be linked to a school;

learners have opportunities to study and do homework. To this, representatives of regional directorate informed the Committee that some hostels were established without the knowledge of the Directorate, hence, proper guidance could not be provided.

- 5.2.5 The Committee found that the wellbeing of learners in most of the community hostels is compromised as some of these hostels seemed to be neglected and in poor conditions and pose a health hazard to learners.
- 5.2.6 In addition, the Committee found that learners, particularly those from marginalized communities, live in deplorable conditions at community hostels. The Committee further found that these learners mainly survive on maize meal (porridge), and very rarely have any protein (beef/game, chicken or fish). At times, they eat only a single slice of bread for supper. This certainly does not comply with the requirements for a balanced diet.
- 5.2.7 Furthermore, the Committee was informed that some parents and guardians of vulnerable children who receive social grants do not use the money for the wellbeing of the beneficiaries. Many of these learners do not have basic necessities and they seemed neglected, which is a violation of their dignity.
- 5.2.8 As part of its role, the Regional Education Office is further responsible for the collection of hostel statistics which is confirmed by head counts of learners in the hostel. The Committee was provided with a total number of learners (boys and girls) per hostels visited.
- 5.2.9 Likewise, the Ministry is expected to offer training on the proper management of hostels and advise and guide accordingly. However, this has not been done consistently as it was revealed that some schools were not even aware of the policy, some were aware but they claimed that they were not provided with the appropriate training.
- 5.2.10 It was also discovered that some schools collect hostel fees but did not seem to be aware of the procedures on handling public funds. They did not open a bank account to that effect, hence, the hostel fees collected were being kept at schools and not all books were externally audited. It emerged that the Ministry was not aware that certain schools were collecting hostel contributions as some of these hostels were not even registered.

## **6.1 Establishment of Community Hostels**

- 6.1.1 According to the 2004 Ministerial Policy, the aim of establishing community hostels is primarily to ensure that children in rural areas have access to effective education by satisfying their physical, psychological and spiritual needs. The objective is to provide accommodation to mainly children of marginalized communities/families, farm workers and other children who cannot easily access education because of long distances and poor home conditions.
- 6.1.2 The need for hostel is identified by the concerned community, in collaborations with the School Board and the School Principal. This is followed by wide consultations by regional councilor (s), traditional leader (s) and the regional councils to determine the viability of such a project. A request is then channeled to the regional director of education for recommendation.
- 6.1.3 The Committee established that the need for these hostels are largely motivated by the outcry of parents due to the plight of learners who walk long distances to schools. It emerged that learners walk five (5) to 20 kilometers (km) or more daily. The Committee learned that the community hostels are usually established with the assistance of mainly Donors, Volunteers, Community Leaders, Regional Councils, Constituency Councilors and the Regional Education Directorates in the respective regions. It was further revealed that the hostels mostly began with learners having to be accommodated in shacks, tents or even classrooms. King Kauluma CS in Oshikoto and Okaukuejo CS in Oshana regions for instance, are former Military Bases which were donated to the school.
- 6.1.4 Despite some communities establishing community hostels according to the criteria stipulated in the 2004 Policy, it emerged during the Committee's engagement that some were established without the knowledge of the regional directorate. The directorate would often learn about the existence of these hostels through the media or during inspections.
- 6.1.5 The Committee also found that community hostels built on private properties were in limbo regarding ownership. At Groendraai PS and J.W Mouton PS (Hardap region) as well as Aris Grundschule PS (Komas region), it was found that the upgrading of the hostel

meet the requirements for registration, many of the community hostels visited are not registered because they could not obtain a fitness certificate which requires schools to have among others; dining hall, proper kitchen structure with storage facilities and functioning ablution facilities.

6.2.4 Less than half of the 52 hostels visited are registered and receive government subsidy. All community hostels visited in Khomas, Oshana, Omaheke, Hardap and //Kharas regions receive government subsidy. While all the 24 community hostels in Oshikoto region and 36 out of 63 in Kunene region are not registered as they could not meet the requirements for a fitness certificate due to lack of proper kitchen and storage facilities which is one of the key requirement.

6.2.5 In Kavango West region, only Mururani CS is classified as a community hostel and receives government subsidy, the other 9 are regarded as non-classified community hostels which does not receive subsidy. Likewise, in Kavango East region, none of the community hostels receives subsidy. Similarly, other regions, such as Erongo, Ohangwena, Otjozondjupa, Zambezi regions have community hostels which are not subsidized despite the best efforts from the communities, school and hostel management to achieve this. Unfortunately, this situation has created an uneven playing ground.

6.2.6 The Committee took note of the concern regarding the current subsidy of N\$22.00 per hostel learner which is not sufficient due to high cost of living and escalating costs of commodities. It was evident during the visits that community hostels were struggling to keep afloat, with some exception of those in areas where parents make timeous contributions or who receive donor funding. The N\$22.00 in marginalized communities is not supplemented by any other contribution from the parents or guardians and is thus, not sufficient to sustain learners from the marginalized community at all.

6.2.7 It was noted that the last increment that brought the subsidy amount to N\$22.00 was in 2011, and at the time, a loaf of bread was costing between N\$7.00 and N\$8.00. Currently, the same loaf of bread has doubled to between N\$14.00 and N\$16.00, as has most other

- 6.2.12 In addition, the policy permits the School Board to charge a nominal fee to sustain the operation of a community hostel, however, it cautions that the fees are not to be charged in such a way as to prevent those who are unable to pay from being admitted. The policy further outlines that parents who cannot afford the nominal payment should be exempted. Nevertheless, the policy is silent on the range of amount to be charged, as a result, the amount is determined by each school and this ranges from as little as N\$50 to N\$1500 per child per month or per term.
- 6.2.13 The Committee learned that most parents and guardians were struggling to pay the minimum hostel fees. It is common knowledge that there is mass unemployment and poverty amongst rural or semi-urban communities where the majority of community hostels are located. At some schools such as Berg Aukas PS in Otjozondjupa region and Omatjete PS in Erongo region, teachers resorted to spending their own money to have children accepted in the hostel or supplied with basic toiletries.
- 6.2.14 The Committee also learned that there were elements of mismanagement of government subsidy at some schools with very little consequences, and some were in serious debt with suppliers. Likewise, Helena and Morukutu PS (Omaheke region) have had numerous audit queries to the extent that the regional office withdrew the administration of the government subsidy from the school management and is now being administered from the regional office. The Committee also learned that school board members do not understand their powers and functions as outlined in the Education Act 16 of 2001, and as a results, cannot carry out their functions effectively.
- 6.2.15 The Committee also found out that School Principals with community hostels on private land (Aris Grundschule PS and J & W Mouton PS in Hardap region) have little to no say over the government subsidy. The land owners decide how the money will be spent and they spend it outside the pre-determined votes (formula) set out by the Ministry with no involvement of the principal.
- 6.2.16 The Committee discovered that in some schools (i.e. Otjiuaneho PS in Omaheke region), a teacher who also serves as a Superintendent was receiving an allowance of over N\$2,000,



teachers who are part of the hostel workers who receives an allowance. At times, teachers are forced to skip lessons in order to buy hostel supplies with their personal transport. In most cases, the community establishes the hostels and leave them to schools to run, forcing teachers to financially contribute towards the running of the hostels.

- 6.3.3 The committee further observed in some regions that the Ministry does not seem to be actively involved in the affairs of some of these community hostels since they are deemed as ‘community arrangements’. This was evident from the conditions of hostels visited in Kavango West, Kavango East, some hostels like Epembe CS, Oupili CSI, Hainyeko Combined School and Onambutu CS in Ohangwena; Evale CS, Emania Secondary School (SS) and Onyuulaye CS in Oshikoto; Amaupa PS and Ombyarundu PS in Omusati as well as Etanga PS in Kunene regions.
- 6.3.4 Following reports in the local media, the Committee confirmed that indeed learners at Etanga PS in Kunene have been sleeping in classrooms for more than 11 years, yet the Ministry claimed it was not aware despite officials stating that they have been conducting inspections at the school. The Committee was informed that the community initiated the hostel because learners had to walk 30 to 35 km, which would take about two days to get to school.
- 6.3.5 The Etanga PS is visibly neglected, it does not have electricity and there was no water on the day of the visit. There is also no network coverage and the teachers travel to Opuwo town for most of their administrative work. The hostel is solely managed by the Acting Principal and teachers with little to no support and cooperation from the community. Parents are supposed to contribute a hostel fee of N\$150.00, however, only 40% contribute.
- 6.3.6 It was further discovered that teachers make monthly financial contributions towards the up keep of the hostels. In some schools such as Cocoma PS, (Kavango East region) teachers contribute as high as N\$600 per month for hostel supplies, especially to buy food as most learners are from marginalized communities and are thus, unable to contribute financially.

help from donors, they have been able to keep allowances in the 15% range, food within 60% and are managing their funds relatively well. They are however slightly overstaffed for the 37 learners in the hostel. The school also offers no compensation for supervisory teachers. The hostel is also the first that the Committee visited which benefits from the N\$15 per square maintenance allowance.

#### **6.4 General Conditions of Community Hostels Observed**

- 6.4.1 The Committee observed that most of the hostel facilities are in moderate to very poor conditions with some visibly not well maintained. Some facilities are old with ripped ceilings, peeling walls, cracked flooring and broken windows among others. Many of the dormitories do not have doors and windows and are not suitable for habitation (i.e. Berg Aukas PS where learners live in a dilapidated house). The Committee further noted elements of vandalism at some of these community hostels.
- 6.4.2 There are however, hostels that are in good conditions, particularly those which were built under the Covid-19 Fund, the buildings are well maintained (e.g. Chief Samuel Ankama PS in Oshana)
- 6.4.3 The Committee observed that some hostel infrastructure was in deplorable conditions and it took note that maintenance was not prioritised at community hostels while private hostels, particularly those owned by Churches were allegedly provided a percentage (15%) earmarked for maintenance of hostel infrastructure.
- 6.4.4 In addition, the Committee took note of the concern of general lack of parental involvement, particularly among parents from marginalised community. Omuhonga CS and Etanga PS in Kunene; Okaukuejo CS in Oshana and Hainyeko CS in Ohangwena regions had to resort to community awareness campaign to encourage parents to send their learners to school and to get involved in the education of their children.
- 6.4.5 Some schools such as Cocoma PS in Kavango East, Amaupa PS in Omusati region accommodate learners in corrugated iron zinc structures with no flooring. Learners sleep

kitchen facilities were not stocked with kitchen appliances such as stoves and pots as part of the contract.

6.4.10. Though the Committee is not specialised in building inspection works, it observed that the Module 32 buildings at Linyanti CS, Sesheke CS and Lisikili CS in the Zambezi region were poorly constructed and the materials used seemed to be of low quality. There were visible cracks on the walls and the doors to the dormitories at Lisikili CS were not fitted properly and could easily be opened by wind.

6.4.11. Likewise, learners at Sesheke CS camp around the school premises in tents and cook for themselves as they wait for the handing over of the newly constructed dormitories which was completed in 2021 but was not fitted with beds. The situation is similar at Shuckmannsburg CS both in the Zambezi, the traditional dormitories for boys were yet to be constructed since they were demolished, in order to make way for the construction of modern structures meanwhile, learners camp at school, a situation which is believed to contribute to high teenage pregnancy among learners.

6.4.12. A number of community hostels visited benefited from the Covid-19 funds largely through the construction of Module 32 Structures (two blocks accommodating 16 boys and 16 girls) and renovation of hostels however, there are certain hostels that did not benefit from the fund that could have been prioritised given their current conditions. Some of these hostels are not yet handed over to schools and this defeats the purpose of having prioritized them in the first place.

## **6.5 Sanitation at Community Hostels**

6.5.1 Some hostels visited use pit latrines which in most cases are in deplorable conditions, a considerable number of hostels have no or have non-functional ablution facilities, thus, learners and hostel personnel use nearby bushes to relieve themselves. While some hostels have flushing ablution facilities, most of them are not operational due to lack of water either because of low water pressure or no connections.

## **6.6 Need for Hostel Accommodation**

- 6.6.1 The Committee took note with serious concern the lack of adequate hostel facilities in most schools visited to accommodate learners despite the ever increasing demand for hostel accommodation. Learners who are not accommodated in hostels are unable to fully access education as per their constitutional right since they reside far and have to walk long distances to schools, which in most cases, had led to absenteeism and ultimately to dropping out of school.
- 6.6.2 The Committee found that the shortage of hostel accommodation is indeed critical, at Epembe PS in Ohangwena region for instance, the Committee was told that about 80 learners who could not be accommodated in the hostel struggle to get accommodation around nearby villages as many of them are not from the area and they have no relatives to accommodate them. Thus, some rent at places near or surrounded by Cuca shop.
- 6.6.3 Like many other hostels, learners at Omungwelume Senior Secondary School (SSS) in (Ohangwena region) who are not accommodated in the hostel rent in the nearby villages paying anything between N\$200 to N\$500 per month, which is not easily affordable by the parents and guardians of many learners. Consequently, learners renting tend to involve themselves in criminal activities and substance abuse.
- 6.6.4 As part of the admission criteria, the policy directs that community hostels should not restrict learners in respect of admission based on colour, race, and creed or discriminate against orphans and other vulnerable and marginalized children on the basis of the economic situation of their parents.
- 6.6.5 However, due to desperate measures to sustain the hostels, some schools do not take in learners who cannot afford hostel fees and this deny them access to education which is in contravention of Article 20, of the Namibia Constitution that affords them the right to education. Likewise, there are schools who do not turn learners away on the basis of affordability despite the burden of having to provide for these learners, who in most cases are from vulnerable backgrounds.

6.7.5 In addition, the Committee learned of scabies outbreak in several community hostels, including Omatjete PS (Erongo), Otjiuaneho PS (Omaheke), Blouberg (Omeheke) and Morukutu PS (Omeheke). While not all cases may have emanated from within the hostel, the overcrowding has enabled the condition to spread very fast, moreover, there are no isolation facilities to separate affected learners and the hostels are also limited in the management of such cases due to a lack of treatment aids.

## 6.8 Water Supply

6.8.1 The Committee observed with great concern the critical shortage of running water to schools across the regions which seriously impacts learners' performance and attendance rate negatively. **The situation was direr in Oshikoto region.** At the time of the Committee's visit, there was no running water at all the five (5) hostels visited in Oshikoto Region (Evale CS, Emanyas SS, Onkumbula CS, King Kauluma CS, and Onyuulaye CS) leaving schools having to explore alternative ways to get water with the assistance of the community.

6.8.2 The situation was dire at King Kauluma CS which has been operating without water for several months, and this resulted in the closure of the community hostel. Learners now had to walk more than 10 km to school every day. The Committee was informed that learners had to bring water from home to drink while at school. Equally, at Evale CS, teachers fetch water from Onamishu which is a couple of kilometers away since the school does not even have a borehole but a traditional well which sometimes dries.

6.8.3 Furthermore, the Committee learned that the Ministry through Rural Water Supply, ferries water to schools in the region since the underground water is not suitable for human consumption. It was revealed that the Ministry provided funds for the drilling of boreholes but there is however a shortage of water tanks at schools and thus no sufficient storage of water.

6.8.4 Similarly, the Committee learned of some community hostels that are supplied with water by community boreholes, and this arrangement has proven to be challenging. At Kaakuwa

- (iii) Five (5) portions starch (brown bread, un-sifted maize meal, oatmeal, samp mealie, rice, potatoes), and
- (iv) Milk, coffee, tea, cool drink.

- 6.9.4 However, the Committee discovered that the menu for the subsidized community hostel is limited in providing a balanced and nutritious meals for learners. In Omaheke region for instance, the Education Directorate adjusted the subsidy menu by selecting from one of the state hostel menus a menu that was adopted by subsidised community hostels in order to address the issue.
- 6.9.5 There are schools that solely depend on the school feeding programme with learners eating only porridge two (2) to three (3) times a day. The Committee was further informed that at times, learners would go without proper food for several days. Some eat only once a day (mainly dinner) in order to save food which is mainly mahangu pap with no meat or relish. Meaning they attend lessons on an empty stomach, a situation which the Committee deem disheartening and unacceptable.
- 6.9.6 The Committee found that learners from marginalized community live in deplorable conditions at community hostels. The Committee further found these learners mainly survive on maize meal, and very rarely, have minced fish with a single slice of bread for supper.
- 6.9.7 It was noted that parents try their level best to contribute food stuff such as mahangu (millet), traditional spinach and others. Though some do not want their children to share food with other learners, this at times brings conflicts between learners as some do not bring food from home as there is none. Teachers also step in to assist where possible but they are also financially and otherwise struggling.
- 6.9.8 Furthermore, the Committee noted with concern the long periods between meals. Mainly learners have their first meal (breakfast) at 6:00 a.m., second meal between 14:00 to 15:00 p.m. and dinner between 18:00 to 19:00 p.m.

- 7.2 Most schools visited across the regions benefited from the Covid-19 funds through the construction of Module 32 Structures (two blocks accommodating 16 boys and 16 girls), however, there are certain schools that did not receive funding. For example, hostel blocks were built at six (6) schools in Erongo region for boys and girls (Otjerunda CS, Ombombo CS, Kamanjab CS, Elias Amxab CS, Orumana CS and Jakob Basson CS to alleviate the overcrowdings in hostels. The remaining funds were utilized to renovate some Government hostels, ablution facilities at schools, drilling of boreholes and the construction of new ablution blocks at various schools. However, the Committee discovered that none of the community hostels visited in the Kavango West and Kavango East regions benefited from the construction of hostel blocks under the Covid-19 Fund, despite the poor conditions of the community hostels in these two regions.
- 7.3 It was further observed that at Hainyeko CS in Ohangwena Region and Cocoma PS in Kavango East Region, which mainly carters for learners from marginalized communities, the majority of San learners were without national documents, do not have school uniform and they wear the same clothes both at school and after.
- 7.4 The Committee found that there is poor and/or lack of proper road infrastructure to access most of the schools visited. The situation is worse during the rainy season as some of the roads are damaged by the rain.
- 7.5 There are Cuca-Shops (alcohol outlets) around some schools like Epembe PS in Ohangwena region and Charles Lwanga SS in Omusati region which is a threat to a conducive learning environment.

## **8. SUMMARY OF FINDINGS / CONCLUSIONS**

- (i) The Standing Committee on Education, Science, ICT and Youth Development responded to the public outcry pertaining to the conditions of community hostels which have been reportedly not conducive for learners, and that the facilities lacked basic food supplies.

The Committee, therefore, **recommended** that:

- (i) the Ministry of Education, Arts and Culture, should as a matter of urgency, investigate the matter at Etanga PS and ensure that alternative accommodation is provided to learners, while the school and the community is being assisted to set up a formal community hostel in accordance to the Policy on the establishment of community hostels; and
- (ii) the Ministry should further investigate whether there are other schools in similar situation across the regions and devise a lasting solution to that effect.

## **8.2 Policy on Community Hostels and Guidelines and Procedures in the Administration of Government Subsidised School Hostels in Namibia**

- 8.2.1 The Committee noted and concluded that there are inconsistencies in the implementation of both the Ministerial Policy and Guidelines in the Administration of Government Subsidised Hostels where it observed that, many of the community hostels visited are not registered because they could not obtain fitness certificates which requires hostels to have among others; proper kitchen structure with storage facilities, dining hall and functioning ablution facilities. However, there are hostels that do not meet the set out requirements, but, they are registered and receives government subsidy. In addition, some of the hostels receive the government subsidy beyond the capacity of the hostel, which is contrary to the provisions of the Guidelines.
- 8.2.2 Furthermore, the policy is not sufficiently comprehensive as it leaves out important elements such as setting the ideal structure of hostel workers and lacks clear guidance on what the hostel establishments should charge in respect of parents' contributions.
- 8.2.3 It was noted during the consultative meeting, that the Ministry did not seem to be aware of the inconsistencies, however, the Committee was informed that most of the functions of the Ministry have been decentralised, including the management of community hostels. Thus, the Regional Education Directorate is expected to monitor the implementation of the policy, particularly to ensure that community hostels meet all the requirements prior to



- (c) conditions of hostels in terms of infrastructure (dormitories, kitchen, dining hall, ablution facilities), beds and mattresses and safety of learners;
  - (d) overcrowding and general wellbeing of learners; and
  - (e) food and water supply.
- (ii) strengthen monitoring and evaluation to ensure that community hostels operate within the confinement of the policy and guidelines on community hostels;
- (iii) develop a comprehensive plan to address the status of infrastructure that were found to be non-existent at some hostels where learners are accommodated in tents, and in other respect are dilapidated;
- (iv) expedite the review of the MoU and the Contractual Agreements for church and private hostels respectively, and devise a mechanism to ensure public accountability for the funds given to these hostels;
- (v) take punitive measures against culprits who misuse hostel funds and other resources as this erodes public trust in these important institutions; and
- (vi) consider extending the 15% for maintenance to all community hostels in order to assist in the expansion and maintenance of the hostel facilities.

### **8.3 The Plight of learners from the Marginalised Communities in Community Hostels**

- 8.3.1 During the Committee's engagement, the Ministry undertook to look into the matter of learners from vulnerable and marginalized communities, whom the Committee found to live in deplorable conditions in community hostels. These learners lack basic necessities and they mainly survive on maize meal (porridge), while some have guardians who receive social grants on their behalf but do not use the money for their wellbeing.
- 8.3.2 In addition, the Committee found that the majority of San learners in the hostels visited were found to be without national documents, which prevents them to receive social grants to cater for their basic needs.

- 8.4.2 The Committee found that the septic takes at many of the community hostels are small, and thus, not sufficient to cater for the hostel population, in some cases the septic takes were not regularly emptied leading to overflowing, that could potentially contaminate the water aquifer in the areas.
- 8.4.3 The Ministry, during the consultations informed the Committee that it is working on a project on sanitation with other line Ministries such as the Ministry of Urban and Rural Development, Ministry of Health and Social Welfare and the Ministry of Agriculture, Water and Land Reform. The project which is supported by UNICEF and the European Union, is aimed at alleviating open defecation, promote hygiene and close the sanitation gap in the country.

The Committee **recommends** that:

- (i) the Ministry should address the challenges of septic tanks as a matter of urgency, where necessary, review the terms of contracts and ensure that the sewage water from the school septic tanks are collected on time and dumped at recognized oxidation ponds. The specifications should be clearly stipulated in the contracts between the Ministry and contracted service providers; and
- (ii) the Ministry to consider transforming the outdated bucket toilet system at schools into modern (flushing) toilets.

## **8.5 Shortage of Hostel Accommodation Facilities**

- 8.5.1 It was established that there is lack of adequate hostel facilities in most schools visited to accommodate learners despite the ever increasing demand for hostel accommodation. The situation was noted to be a major contributor to high teenage pregnancies among girls and also school dropout and substance abuse, as many of these learners are forced to rent in the nearby villages with no parental supervision.

- 8.6.3 Equally, it was found that, some learners are accommodated in corrugated iron zinc structures with no flooring, they sleep on worn-out mattresses or blankets on the ground.
- 8.6.4 Similarly, some are accommodated in traditional structures made out of local stones with a mixture of mud as well as sleeping in tents. These conditions compromise the safety of learners in most of the community hostels.
- 8.6.5 Correspondingly, the Committee found that there is critical shortage of food with learners in some instances only having to eat once per day, and at times even having to go to bed on an empty stomach. Additionally, the learners are forced to collect firewood and take turns to cook for themselves, losing on learning and resting time which may have lasting negative effects on their educational performance. Moreover, this situation puts their lives at risk of being attacked by wild animals or being bitten by snakes.
- 8.6.6 During the consultations, the Ministry expressed its concern and maintained that communities have no capacity to manage community hostels, and that some communities set up these facilities for business purposes without any considerations of the well-being of learners. The Ministry stressed that, often time, communities establish community hostels only to expect the government to take over the management of these hostels.

The Committee **recommends** that the Ministry:

- (i) revisit as a matter of urgency all community hostels whose dormitories only have one door for entry and exit and re-model such dormitories in order to create additional entry and exit doors;

## **8.7 Overcrowding in the community hostels**

- 8.7.1 It was found that many of these hostels are overcrowded, have shortage of beds and mattresses resulting in learners having to share beds or mattresses, while some community hostels have worn out mattresses that are no longer suitable for use.

Therefore, the **Committee** recommends that Ministry should:

vulnerable and marginalized community who are not in position to financially contribute towards the up-keeping of the hostels.

- 8.11 Although these facilities are seen as the primary responsibility of communities, the Committee acknowledges the work of the government to meet communities halfway by providing assistance to some of the community hostel as much as possible. The assistance through the various Governors' Offices who supply sanitary pads and other essential goods, the Office of the Vice-President who remunerate marginalized hostel workers, the Regional Education Directorates who provide the required technical support and sometimes food, mattresses and more.
- 8.12 The Committee also recognizes the support from individual community members, donors both local and foreign, traditional leaders, corporate entities as well good "Samaritans" who provide the much needed assistance to community hostels such as building dormitories and dining halls, setting up gardens, buying of food and much more. Nonetheless, there is still much to be done, since majority of these facilities operates under difficult circumstances which required urgent concerted efforts form all stakeholders in order to ensure that the Namibian child has access to quality and inclusive education.

## **9. SIGNING OF THE REPORT**

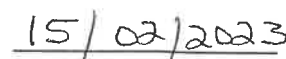
This report has been discussed by the Committee Members and content thereof, has been verified and agreed upon. The Chairperson of the Committee signed this report off on behalf of the Standing Committees.



**Hon. Olivia T. Hanghuwo**

**Chairperson**

**Standing Committee on Education, Science, ICT and Youth Development**



**Date**

**Annexure A**

**Community Hostels Visited in the 14 Regions**

Region	No.	visited community Hostel	No. of Learners		Subsidy		Living condition
					Yes	No	
Ohangwena	1.	Oupili Combined School	64			No	Poor
	2.	Epembe Combined School	74	Overcrowded		No	Very poor
	3.	Onambutu Combined School	74 (54)			No	poor
	4.	Ondobe Junior Secondary School	103	Not overcrowded		No	Good
	5.	Omungwelume Senior School	256	Not overcrowded	Yes		Good
	6.	Hainyeko Combined School	161	Overcrowded		No	Very poor
Oshikoto	7.	King Kauluma Combined School	No learners				
	8.	Onyuulaye Combined School	64				
	9.	Okumbula Combined School	120				
	10.	Evale Combined School	66				
	11.	Emanya					
Otjozondjupa	12.	Ludwing Ndinda Primary School					
	13.	Oruua Primary School					
	14.	Aunus Primary School					
	15.	Berg Aukas Primary School					
Kunene	16.	Omuhonga Combined School	250 (348)	Overcrowded	Yes		Good
	17.	Epupa Primary School	140				
	18.	Kaoko-Otavi Combined School	155 (...)			No	
	19.	Etanga Primary Schools	359	Overcrowded		No	Very poor
Kavango West	20.	Kasivi Combined School	30	Overcrowded		No	Very poor
	21.	Kaakuwa Primary School	65	Overcrowded		No	Very poor
	22.	Mururani Combined School	281	Overcrowded	Yes		Good

Omusati	23.	Amaupa Primary School	80	Overcrowded		No	Very poor
	24.	St. Charles Lwanga Secondary School	7	Not overcrowded		No	Poor
	25.	Ombyarundu Primary School	92	Overcrowded		No	Very poor
Kavango East	26.	Cocoma Primary School		Overcrowded		No	Very poor
	27.	Dosa Primary School				No	Very poor
	28.	Muthinduko Primary School	No learners				
Zambezi	29.	Linyanti Combined School			Yes		Moderate
	30.	Sesheke Combined School				No	Poor
	31.	Lisikili Combined School			Yes		Moderate
//Kharas	32.	Blouwes	96	Not overcrowded	Yes		Good
	33.	Marmer Primary Community Hostel	37	Not overcrowded			
	34.	Ebnar					
	35.	Khulathoas					
Khomas	36.	Kwakwas Primary School	48	Overcrowded		No	
	37.	Aris Grunschule Community Hostel	133		Yes		
Hardap	38.	Aronos Primary School					
	39.	Salomon Boys Community Hostel	116	Overcrowded	Yes		
	40.	Groendraai Community Hostel	238	Overcrowded	Yes		
	41.	J&W Mouton Community Hostel	No Meeting				
Oshana	42.	Chief Samuel Ankama Primary School	64		Yes		Good
	43.	Onamutai Secondary School	104		Yes		Moderate
	44.	Okaukuejo Combined School	205				Moderate

<b>Erongo</b>	45.	Otjohorongo Primary School	36	Not overcrowded		No	
	46.	Omatjete Primary School	130	Overcrowded		No	
	47.	Had-Huigu Community Hostel	20			No	
<b>Omaheke</b>	48.	Blouberg Primary School	80	Overcrowded	Yes		Poor
	49.	Helena Primary School	285	Overcrowded	Yes		
	50.	Morukutu Primary School	155	Overcrowded	Yes		
	51.	Otjiuaneho	208	Overcrowded	Yes		



REPUBLIC OF NAMIBIA

MINISTRY OF BASIC EDUCATION, SPORT AND CULTURE

DIVISION INSPECTORATE AND HOSTELS MANAGEMENT

## POLICY ON COMMUNITY HOSTELS

AUGUST 2004



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## **1. Introduction**

The crucial role played by hostels, both formal and informal, in enhancing access to effective education cannot be underestimated. Hostels in the Namibian context are conceptualised as an integral part of any educational institution and serve to provide lodging in a home-away-from-home environment to children who are not in a position to commute on a daily basis because of distance. However, the Ministry of Basic Education, Sport and Culture has not been in a position to provide this essential and much needed facility in all parts of the country, due to financial constraints.

In response to this pressing need and the quest for access to education, communities have taken the initiative to establish alternative accommodation facilities with own resources or through donor assistance. These facilities are currently referred to as "Informal or Community Hostels".

The Ministry of Basic Education, Sport and Culture's financial constraints have made it impossible to make any commitment in terms of providing funding for the operation and maintenance of these facilities.

Therefore, having realised the mushrooming and the increasing demand for these type of facilities, which is predicted to increase further due to the increased number of orphans without close families, the MBESC felt it appropriate to have a policy in place that would regulate the establishment and management of these facilities. This policy does not replace existing laws and regulations pertaining to hostels, but it should be applied in conjunction with these laws.

## **2. Definition "Community Hostel"**

The term "community hostel" refers to the initiative by the school communities in rural areas to establish informal accommodation close to a school. This eliminates the need for learners to travel long distances to school where schools may be built far from the community.

Community hostels are informal hostels that are run and managed by School Boards on behalf of communities and may fall into three categories:

- Those established by the community themselves after the need has been identified, which may or may not be linked to the school.
- Those established for the community by another organization but not run as private hostels e.g. farm hostels.
- Those established by communities with assistance from donor agencies.

NB. Private hostels for which the MBESC provides subsidy are excluded from this policy as they are regulated by a different policy.

### **3. The aim of establishing a community hostel**

It is a boarding facility established and maintained through community initiative in order to ensure that children in rural areas have access to effective education by satisfying their physical, psychological and spiritual needs.

The main objective of such an initiative is to provide accommodation to mainly children of marginalized communities/families, farm workers and other children who cannot easily access education because of long distances and poor home conditions.

## **4 Conditions for operation**

### **4.1 Identification of need**

The community concerned, in collaboration with the School Board and the school principal, should identify the need for the establishment of such a community hostel. Wide consultation should be conducted with the regional councillor, traditional leader(s) and the regional governor to determine the viability of such a project. A request should be channelled to the regional director of education for recommendation. The Hostel division at Head Office should receive information regarding such a recommendation for record purposes and future follow-ups in terms of training and monitoring. A register for community hostels will be kept at Head Office.

### **4.2 Application procedure**

After consultation with traditional leaders, the School Board concerned should put their application together with a proposal on the establishment, sustenance and management of the community hostel through to the Regional Director for approval by the Executive Management Team (EMT), using the application form attached. The Regional Director will forward such an application with a recommendation to the Hostel Division at Headquarters for submission to the EMT.

### **4.3 Criteria for admission of learners into a community hostel**

The community hostel upon establishment should not restrict learners in respect of admission based on colour, race, and creed or discriminate against orphans and other vulnerable and marginalized children on the basis of the economic situation of their parents. The primary targets for admission in these hostels will be the poor marginalized community, orphans and other vulnerable children. This is in attempt to prevent such hostels from being flooded by children of well to do families. Such a hostel should be able to provide for the need of the catchment areas in which the hostel needs to be established.

#### **4.4 Fees payable**

The School Board may charge a nominal fee to sustain the operation of a community hostel. However, fees should not be charged in such a way that they contribute towards preventing those unable to pay from being admitted. Provision should be made as provided for by the Education Act (Act 16,2001) to exempt those parents who cannot afford the nominal payment from paying. The Ministry of Basic Education, Sport and Culture will pay subsidy to the community hostels to sustain their operations, pending availability of funds.

#### **4.5 Buildings and other infrastructure**

The buildings for a community hostel should be of acceptable standard, and shall be built with appropriate materials of thatched huts and shelter to adequately house learners from cold and wind. It should also have basic facilities in terms of cooking and should be established where there are sufficient water resources.

#### **4.6 Toilet facilities**

In cases where there are no flushing toilets, provision should be made for dugout lavatories for learners to use. Such facilities will be open for inspection by the Ministry of Health and Social Services.

#### **4.7 Food**

The management of a community hostel should ensure that the hostel boarders have adequate supply of food in such a hostel. Where possible learners should be engaged in gardening activities.

#### **4.8 Management of a community hostel**

The existing School Board of the school to which the facility is attached or linked or an advisory committee consisting of community members, local traditional leaders and councillors, shall serve as the management of each community hostel. Therefore the School Board shall have the responsibility to supervise and control the management of these facilities. In addition safety precautions should be in place and will be a prerequisite for the approval of any such hostel. The School Board should therefore accept liability in case of any eventuality.

### **5 The role of the community towards a community hostel**

- The community is considered the genuine owner of such a community hostel.
- The community through the School Board or the advisory committee is responsible for the management, supervision and maintenance of the infrastructure of such a hostel.

- The community through the responsible School Board must mobilise financial and other resources for the construction of the buildings and sustaining the operations of the hostel.
- Parents of such learners should be able to provide for the basic necessities such as blankets, beds, mattresses, food, security and medical services for their children.
- Provide labour, repairs and expertise to the hostel.
- Establish committees to run the affairs of the hostel.
- Take part in the formation of a board to manage the hostel.
- Establish a trust fund that will take care of the day-to-day running of the hostel.
- Initiate and motivate the establishment of such a hostel to the Regional Director of Education for approval.

#### **6. The role of the Ministry of Basic Education, Sport and Culture**

The Ministry of Basic Education, Sport and Culture would be able to provide the following support:

- Set standards for the running of community hostels and ensure that inspectors of hostels/ hostel officers check on the social well being of children accommodated in community hostels.
- Monitor and evaluate to ensure that the set standards are conformed with and correctly implemented.
- Keep a register of all community hostels in operation.
- Train communities in the proper management of such a hostel.
- Provide training in basic cooking skills and handling of foodstuffs.
- If funds permit a subsidy shall be paid to sustain community hostels in terms of food provision and maintenance of infrastructure, provided requirements are conformed with.
- A community hostel remains the property of the School Board which may be held responsible for the care and well-being of children in such a hostel.


#### **7. Closure of a community hostels**

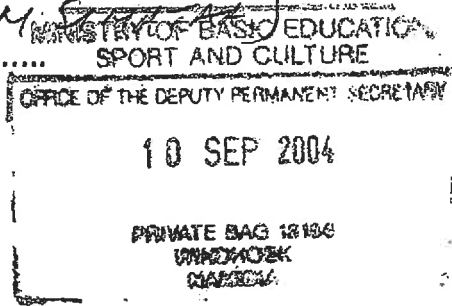
The community through the School Board concerned may request for the closure of such a community hostel if:

- The purpose for which it was established has been fulfilled.  
In these circumstances, the community (applicant) must certify their willingness to the Regional Director to have the hostel closed. The Regional Director shall inform the Permanent Secretary of such a decision.
- The Permanent Secretary may, in consultation with the School Board/community, order the closure of a community hostel if the living conditions in such a hostel are unacceptable.

## 8. Implementation of this policy

The regional directors, the division Inspectorate and Hostels Management, Inspectors of Hostels, Hostels Officers, and Inspectors of Education are responsible for the implementation of this policy. Every education region should ensure that they communicate the policy to all the stakeholders, namely, regional councillors, traditional leaders, church leaders, governors and schools.

  
Ms L-N Katoma  
Permanent Secretary



10/09/04  
Date

16. Which school (s) are these boarders presently attending?			
17. Age of boarders at Admission	Minimum	Maximum	
18. Hostel Personnel: Attach a schedule setting out of the following information:			
Name	Residing in the hostel		
	Sex	Yes	No
(a) Superintendent	M/F		
(b) Supervisors	M/F		
(c) Matrons	M/F		
(d) Institution Workers	M/F		
19. Hostel accommodation	Number of boarder that can be accommodated		Distance of hostel from school (s) the children attends (in kilometers)
	Boys	Girls	
20. Buildings: attach ground and floor plans of hostel buildings already in existence. Describe the type of building.			
21. Describe study facilities that will be available for the learners:			
22. Give particulars of financial provision and level of community involvement:			
23. Fess payable by boarders:			
Registration	Hostel Fees	Other	
N\$ .....	N\$ ..... Per Trimester	N\$ .....	
24. Are boarders required to enter into a agreement with the hostel? If so, attach copy (copies of such contract (s))			

25. Is any group of learners excluded from the hostel? If yes which group?	
26. To the best of my knowledge, the information supplied is true, correct and complete	
Date: .....	Signature of applicant: .....
Place: .....	
Capacity in which applicant is made: .....	

RECOMMENDED:

DIRECTOR OF EDUCATION REGION: .....	SIGNATURE	DATE
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CHIEF INSPECTOR: HOSTELS	: .....	SIGNATURE	DATE
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DIRECTOR: EPI: :	.....	SIGNATURE	DATE
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APPROVED/NOT APPROVED

COMMENTS:

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PERMANENT SECRETARY: : .....	SIGNATURE	DATE
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**REPUBLIC OF NAMIBIA**

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**MINISTRY OF EDUCATION**  
**DIRECTORATE: PROGRAMMES AND QUALITY ASSURANCE**  
**DIVISION: MANAGEMENT, PLANNING, APPRAISAL AND**  
**TRAINING**

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**GUIDELINES AND PROCEDURES IN  
THE ADMINISTRATION OF  
GOVERNMENT SUBSIDISED SCHOOL  
HOSTELS IN NAMIBIA**

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**A FRAMEWORK BASED ON THE PROVISIONS IN THE  
EDUCATION ACT, ACT 16 OF 2001**

**JULY 2011**

**REVISED BY: G.D ENSLE**

## **GUIDELINES FOR GOVERNMENT SUBSIDISED SCHOOL HOSTELS IN NAMIBIA.**

### **1. EXPLANATION OF TERMINOLOGY**

#### **1.1 Private School Hostel**

1.1.1 This is a hostel erected through private initiative and with private money and fully maintained by a private responsible body.

1.1.2 It makes provision for school-going children only.

#### **1.2 Government Subsidised School Hostel**

1.2.1 This is a private school hostel which is registered with the Ministry of Education (MoE) and receives a subsidy from the government.

1.2.2 It is registered in terms of the Education Act, Act no. 16 of 2001.

#### **1.3 Responsible Body**

This is the body responsible for the overall management of the hostel. It consists normally of the donor body and representatives of the parents.

#### **1.4. Government Subsidy**

This is the money paid by the government to a private hostel. The amount will be fixed annually and will be paid trimesterly in advance.

### **2. REGISTRATION OF A PRIVATE SCHOOL HOSTEL AS GRN SUBSIDIZED HOSTEL**

2.1 Every private school hostel in Namibia must be registered in terms of Article 42 and 49 (5) (a) of the Education Act, Act. No. 16 of 2001.

2.2 The Permanent Secretary (MoE) may register a private hostel for the accommodation of primary or secondary school children through the regional office if he/she is satisfied that the hostel will function within the requirements of the Constitution of Namibia.

2.3 When registering a private hostel, the Permanent Secretary (MoE) shall stipulate the conditions under which it is registered, and if applicable, the conditions under which it receives a subsidy to become a GRN Subsidized Hostel.

2.4 The completed application form (Annexure A) must be submitted by the owner of the school/hostel or his/her authorized agent to the Director of Education of the Regional Office within whose area the private school hostel is situated. Addresses of regional offices are as follows:

- 3.4 Subsidy will only be paid to the maximum capacity of a hostel. Overcrowded hostels will not be allowed.
- 3.5 Accommodation and toilet facilities shall comply with the requirements of the Ministry of Health. Hostels shall have sufficient dormitories and a **Fitness Certificate from Ministry of Health** should be submitted with the application.
- 3.6 Furniture and equipment shall be to the satisfaction of the Ministry of Education (MoE).
- 3.7 No subsidy will be paid out to the responsible body, unless a banking/saving account into which the subsidy can be paid into is provided.
- 3.8 All registers, records and documents deemed necessary by the Ministry of Education from time to time, shall be kept up to date, and all information and data from these registers, records and documents shall be furnished to the Ministry at such times as may be determined.
- 3.9 Each claim submitted to the regional office shall be accompanied by a statement of income and expenditure compiled by, for example, the accounting teacher or an accountant.
- 3.10 Officials from the Ministries of Education and Health shall be permitted to enter the hostel from time to time, to conduct inspections, provide guidance, and perform other professional duties and to ensure that the minimum standards are maintained.
- 3.11 The hostel must serve as an extension of the parental home where provision is made for the child's basic needs, e.g. shelter, food and sleeping accommodation. Furthermore, purposeful and planned education is given in the hostel.
- 3.12 For administrative purposes the hostel shall be assigned to an Inspector of Education/Hostels Officer, who shall normally be the Ministry's representative in liaison between the hostel and the Ministry.
- 3.13 The Ministry of Education (MoE) shall be under no obligation to refund the owner of the hostel or any other persons for furniture, equipment or consumable supplied from other sources prior to or subsequent to the granting of a subsidy.
- 3.14 The learners must have opportunities to study and do home work.
- 3.15 Co-operation between the hostel and the school the learner is attending is important.

4.2 The following documents are required:

- 4.2.1 Application for subsidy (Annexure B).
- 4.2.2 Name list of boarders (Annexure C).
- 4.2.3 Summary of boarders residing in the private hostel (Annexure D).
- 4.2.4 Statement of income and expenditure (Annexure E)

4.3 Financial aid will not be granted to private hostels if a government hostel with accommodation is locally available.

4.4 Once a term the Director of Education of the Regional Office will request approval for subsidies to GRN subsidized hostels. This request will be directed to the Central Economizing Committee by Internal Requisition for approval.

4.5 The Regional Office will be responsible for the following:

- 4.5.1 To place the documentation at the disposal of the responsible bodies. (Annexure B-E)
- 4.5.2 To have control of the actual number of learners residing in hostels.
- 4.5.3 To keep record of subsidies paid, in an accountable way.

The following documents are recommended:

- a) Reconciliation statement. (Annexure F)
- b) Recommendation by the Inspector of Education/Hostels Officer. (Annexure G)

## **5. CANCELLATION OF SUBSIDY TO GRN SUBSIDIZED HOSTELS.**

Any violation of the above terms and conditions may lead to the reduction or termination of the aid to a GRN subsidized hostel.

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17. AGES OF BOARDERS AT ADMISSION:		MINIMUM:	MAXIMUM:
18. HOSTEL PERSONNEL: ATTACH A SCHEDULE SETTING OUT THE FOLLOWING INFORMATION:			
NAME	SEX		RESIDING IN THE HOSTEL
	M	F	YES NO
a) Hostel Manager/Superintendent b) Supervisors c) Matrons d) Institution workers			
19. HOSTEL ACCOMODATION			
NUMBER OF BOARDERS THAT CAN BE ACCOMODATED:		DISTANCE OF HOSTEL FROM SCHOOL(S) THE CHILDREN ATTEND (IN KILOMETRES)	
BOYS:	GIRLS:		
20. BUILDINGS: ATTACH GROUND AND FLOOR PLANS OF HOSTEL BUILDINGS ALREADY IN EXISTENCE / DESCRIBE IF STILL TO BE ERECTED:			
21. DESCRIBE STUDY FACILITIES THAT WILL BE AVAILABLE:			
22. GIVE PARTICULARS OF FINANCIAL PROVISION:			
23. FEES PAYABLE BY BOARDERS:			
REGISTRATION	HOSTEL FEES	OTHER	
N\$.....	N\$.....	N\$.....	
24. ARE BOARDERS REQUIRED TO ENTER INTO AGREEMENT WITH THE HOSTEL? (IF SO, ATTACH COPY (IES) OF SUCH CONTRACT(S))			
25. IS ANY GROUP OF LEARNERS EXCLUDED FROM THE HOSTEL?			
26. TO THE BEST OF MY KNOWLEDGE, THE INFORMATION SUPPLIED IS TRUE, CORRECT AND COMPLETE.			
DATE :.....		SIGNATURE OF APPLICANT	
PLACE:.....			
CAPACITY IN WHICH APPLICATION IS MADE:.....			

RECOMMENDED:.....

DIRECTOR OF EDUCATION (REGION) :.....  
SIGNATURE DATE

CHIEF INSPECTOR: MPAT :.....  
SIGNATURE DATE

DIRECTOR: PQA :.....  
SIGNATURE DATE

**APPROVED / NOT APPROVED**

PERMANENT SECRETARY :.....  
SIGNATURE DATE

## Annexure C

[illegible]

Date \_\_\_\_\_

Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022





Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022



Ceiling:



Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022



*Bucket toilet system: Epupa Primary School – Kunene region*

Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022





Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022



*Corrugated Dormitory with no flooring – Amaupa Primary School – Omusati region*

Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022



*Classroom for Grade 3 at Cocoma Primary School – Kavango East*





Pictures on status of Community Hostels – Committee on Education Oversight Visits – 2022



*Girls bathing place:*





# LINK TO PHOTO'S

<https://photos.app.goo.gl/V6wubFvo2u8Dxj4n7>