

ABSTRACT

This study examined the relevance of drama therapy in providing psychosocial support to out-of-school young people from in Katutura, Namibia. An analysis of the Namibian education system and the issue of student dropout, especially at Grade 10 level, provides a backdrop for this qualitative study. The study applies a developmental approach to understand the challenges that a typically-developing adolescent faces, by reviewing psychosocial developmental theorists' work. An overview of drama therapy and how it can be used as a creative intervention with the proposed population group was also explored. A focus group discussion and five consequent drama therapy workshops provided the data for the study which was analyzed through thematic analysis within a phenomenology framework. Findings from study showed that the intervention was a useful tool for building resilience and empowering to the participants. It also provided a space for them to reflect on their lives, choices and opportunities in order to improve their quality of life. This study is a first of its kind in this context, as there is currently no published research on drama therapy or psychosocial intervention strategies for high school dropouts in Namibia.

KEYWORDS: Drama therapy, school dropouts, out-of-school young people, psychosocial support, Namibia.