

Education Statistics

Ministry of Education, Arts and Culture
REPUBLIC OF NAMIBIA



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EDUCATION MANAGEMENT INFORMATION SYSTEM



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FINDING YOUR WAY

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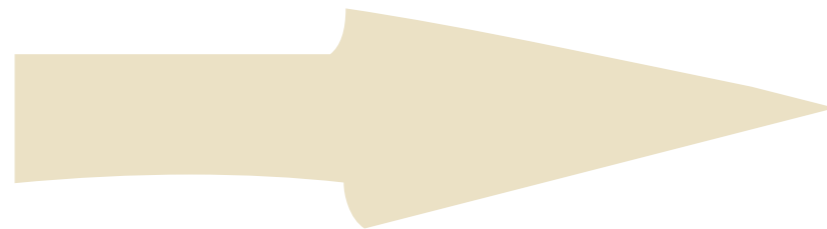
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INTRODUCTION




This publication presents information on education in schools in Namibia for 2020. Two school censuses are conducted each year: the 15th School-Day Census, held on every fifteenth school day after the opening of schools for the beginning of the new school year, and the Annual Education Census (AEC), held on the first Tuesday following the first Monday when the school opens for the third term, usually in September each year. The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year. The great majority of statistics given in this report were collected during the 2020 AEC. Information reported in the AEC questionnaires should thus have been true on the AEC census day. Coverage during the 2020 AEC was considered to be 100%, with all state and government-registered schools submitting census returns. The Directorate of National Examinations and Assessment provides the Grade 10 and Grade 12 examination results, while the Directorate of Adult Basic Education has provided the results for Adult Basic Education learners as tested in 2020.


After publishing education statistics from 1992 to 2008, the EMIS introduced several changes to the reports, which must be taken into consideration when comparing the statistics of different years. The most important difference is the change of regional boundaries, which have reflected in the education statistics since 2003. Statistics reported in this publication for earlier years have therefore been recalculated in terms of the new delimitation of regions. The majority of tables from the earlier reports were retained, and some tables were no longer included, while others were modified. A number of new tables were introduced among others to include most of the Education for All (EFA) indicators.

Only statistics on education provided by the government and private schools registered with the Ministry have been reported. Another change is that in 2014, a decision was taken to do away with the “Pseudo Region” previously reported as Head Office, which contained data for Special Education Schools. These schools are now reported under the Educational Regions in which they reside. There were regional border changes in 2014 and this might have caused few schools to be moved from one region to the other. Also, Kavango Region was divided into two regions, Kavango East and Kavango West.


//Kharas

		Total	State	Private
Number of schools	Total	57	43	14
	Primary School	38	26	12
	Combined School	8	6	2
	Secondary School	11	11	
	Other	0		
Number of learners	Total	23 214	21 112	2 102
	Primary	16 919	14 912	2 007
	Secondary	6 250	6 162	88
	Other	45	38	7
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	993	104	889
	Total	16	11	5
	Without teacher training	181	88	93
	With teacher training	796	5	791
Learners per teacher	Average learner: teacher ratio	23,4		
Number of classrooms	Total Rooms	956		
	Permanent	776		
	Prefabricated	145		
	Traditional	7		
	Hired	28		


Erongo

		Total	State	Private
Number of schools	Total	78	53	25
	Primary School	45	32	13
	Combined School	16	5	11
	Secondary School	16	15	1
	Other	0	1	0
Number of learners	Total	46 938	42 022	4 916
	Primary	32 994	29 574	3 420
	Secondary	13 811	12 329	1 482
	Other	133	119	14
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 859	58	1 801
	Total	22	10	12
	Without teacher training	170	40	130
	With teacher training	1 667	8	1 659
Learners per teacher	Average learner: teacher ratio	25,2		
Number of classrooms	Total Rooms	1 502		
	Permanent	1 365		
	Prefabricated	107		
	Traditional	4		
	Hired	26		

Hardap


		Total	State	Private
Number of schools	Total	60	55	5
	Primary School	42	39	3
	Combined School	6	5	1
	Secondary School	11	10	1
	Other	1	1	
Number of learners	Total	26 124	25 740	384
	Primary	19 054	18 822	232
	Secondary	6 912	6 761	151
	Other	158	157	1
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 024	116	908
	Total	12	8	4
	Without teacher training	204	102	102
	With teacher training	808	6	802
Learners per teacher	Average learner: teacher ratio	25,5		
Number of classrooms	Total Rooms	955		
	Permanent	863		
	Prefabricated	78		
	Traditional	2		
	Hired	12		

Kavango East

		Total	State	Private
Number of schools	Total	175	160	15
	Primary School	127	117	10
	Combined School	36	33	3
	Secondary School	11	9	2
	Other	1	1	0
Number of learners	Total	65 444	63 218	2 226
	Primary	48 055	46 412	1 643
	Secondary	17 227	16 644	583
	Other	162	162	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 214	147	2 067
	Total	26	16	10
	Without teacher training	269	122	147
	With teacher training	1 919	9	1 910
Learners per teacher	Average learner: teacher ratio	29,6		
Number of classrooms	Total Rooms	1 822		
	Permanent	1 520		
	Prefabricated	73		
	Traditional	224		
	Hired	5		

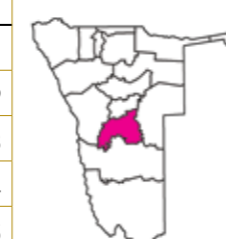
Kavango West

		Total	State	Private
Number of schools	Total	177	174	3
	Primary School	134	132	2
	Combined School	39	39	0
	Secondary School	4	3	1
	Other	0	0	0
Number of learners	Total	43 214	42 689	525
	Primary	33 893	33 710	183
	Secondary	9 216	8 874	342
	Other	105	105	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 660	196	1 464
	Total	23	18	5
	Without teacher training	266	176	90
	With teacher training	1 371	2	1 369
Learners per teacher	Average learner: teacher ratio	26,0		
Number of classrooms	Total Rooms	1 402		
	Permanent	1 049		
	Prefabricated	92		
	Traditional	250		
	Hired	11		




Khomas

		Total	State	Private
Number of schools	Total	133	94	39
	Primary School	80	46	34
	Combined School	13	13	0
	Secondary School	34	29	5
	Other	6	6	0
Number of learners	Total	92 341	76 090	16 251
	Primary	63 572	51 889	11 683
	Secondary	27 712	23 183	4 529
	Other	1 057	1 018	39
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 846	147	3 699
	Total	32	14	18
	Without teacher training	280	106	174
	With teacher training	3 534	27	3 507
Learners per teacher	Average learner: teacher ratio	24,0		
Number of classrooms	Total Rooms	3 311		
	Permanent	2 979		
	Prefabricated	263		
	Traditional	44		
	Hired	25		



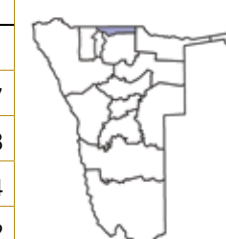
Kunene

		Total	State	Private
Number of schools	Total	69	63	6
	Primary School	43	38	5
	Combined School	19	18	1
	Secondary School	7	7	0
	Other	0		
Number of learners	Total	29 332	28 322	1 010
	Primary	22 779	21 864	915
	Secondary	6 541	6 446	95
	Other	12	12	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 187	74	1 113
	Total	31	6	25
	Without teacher training	262	67	195
	With teacher training	894	1	893
Learners per teacher	Average learner: teacher ratio	24,7		
Number of classrooms	Total Rooms	1 018		
	Permanent	837		
	Prefabricated	43		
	Traditional	108		
	Hired	30		




Ohangwena

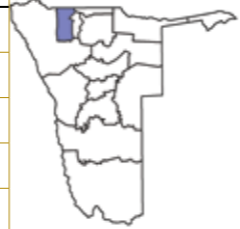
		Total	State	Private
Number of schools	Total	270	253	17
	Primary School	105	91	14
	Combined School	145	143	2
	Secondary School	20	19	1
	Other	0		
Number of learners	Total	110 127	106 377	3 750
	Primary	80 964	77 728	3236
	Secondary	29 125	28 639	486
	Other	38	10	28
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 315	211	4 104
	Total	18	2	16
	Without teacher training	458	192	266
	With teacher training	3 839	17	3 822
Learners per teacher	Average learner: teacher ratio	25,5		
Number of classrooms	Total Rooms	3 811		
	Permanent	2 997		
	Prefabricated	208		
	Traditional	584		
	Hired	22		




Omaheke

		Total	State	Private
Number of schools	Total	47	37	10
	Primary School	35	28	7
	Combined School	3	1	2
	Secondary School	9	8	1
	Other	0		
Number of learners	Total	23 962	21 623	2 339
	Primary	17 831	16 047	1 784
	Secondary	6 116	5 561	555
	Other	15	15	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	934	172	762
	Total	21	13	8
	Without teacher training	222	154	68
	With teacher training	691	5	686
Learners per teacher	Average learner: teacher ratio	25,7		
Number of classrooms	Total Rooms	775		
	Permanent	701		
	Prefabricated	54		
	Traditional	16		
	Hired	4		

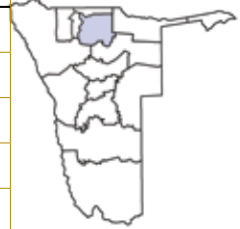
Omusati

		Total	State	Private
Number of schools	Total	289	274	15
	Primary School	133	122	11
	Combined School	124	121	3
	Secondary School	31	30	1
	Other	1	1	0
Number of learners	Total	98 006	95 614	2 392
	Primary	70 522	68 640	1 882
	Secondary	27 312	26 802	510
	Other	172	172	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	4 278	83	4 195
	Total	40	3	37
	Without teacher training	272	77	195
	With teacher training	3 966	3	3 963
Learners per teacher	Average learner: teacher ratio	22,9		
Number of classrooms	Total Rooms	3 804		
	Permanent	3 214		
	Prefabricated	251		
	Traditional	314		
	Hired	25		

Oshana

		Total	State	Private
Number of schools	Total	146	126	20
	Primary School	69	54	15
	Combined School	53	49	4
	Secondary School	23	22	1
	Other	1	1	0
Number of learners	Total	55 724	52 518	3 206
	Primary	38 475	35 676	2 799
	Secondary	17 213	16 806	407
	Other	36	36	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	2 408	71	2 337
	Total	25	7	18
	Without teacher training	165	63	102
	With teacher training	2 218	1	2 217
Learners per teacher	Average learner: teacher ratio	23,1		
Number of classrooms	Total Rooms	2 181		
	Permanent	2 050		
	Prefabricated	64		
	Traditional	61		
	Hired	6		

Oshikoto

		Total	State	Private
Number of schools	Total	221	204	17
	Primary School	109	98	11
	Combined School	94	89	5
	Secondary School	18	17	1
	Other	0		
Number of learners	Total	73 214	68 660	4 554
	Primary	52 338	48 687	3 651
	Secondary	20 849	19 946	903
	Other	27	27	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	3 107	167	2 940
	Total	9	5	4
	Without teacher training	346	153	193
	With teacher training	2 752	9	2 743
Learners per teacher	Average learner: teacher ratio	23,6		
Number of classrooms	Total Rooms	2 787		
	Permanent	2 249		
	Prefabricated	104		
	Traditional	382		
	Hired	52		

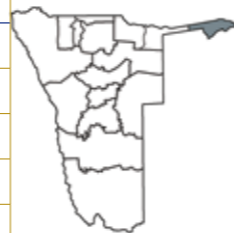
Otjozondjupa

		Total	State	Private
Number of schools	Total	85	69	16
	Primary School	54	42	12
	Combined School	12	9	3
	Secondary School	17	16	1
	Other	2	2	
Number of learners	Total	48 668	47 038	1 630
	Primary	36 825	35 429	1 396
	Secondary	11 683	11 460	223
	Other	160	149	11
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 813	147	1 666
	Total	47	33	14
	Without teacher training	206	108	98
	With teacher training	1 560	6	1 554
Learners per teacher	Average learner: teacher ratio	26,8		
Number of classrooms	Total Rooms	1 545		
	Permanent	1 406		
	Prefabricated	106		
	Traditional	4		
	Hired	29		



Zambezi

		Total	State	Private
Number of schools	Total	115	108	7
	Primary School	46	42	4
	Combined School	58	56	2
	Secondary School	11	10	1
	Other	0		
Number of learners	Total	40 824	39 727	1 097
	Primary	27 710	27 179	531
	Secondary	13 107	12 541	566
	Other	7	7	0
Teachers Qualifications		Total	Without teacher training	With teacher training
	Total	1 824	29	1 795
	Total	9	4	5
	Without teacher training	183	24	159
	With teacher training	1 632	1	1 631
Learners per teacher	Average learner: teacher ratio	22,4		
Number of classrooms	Total Rooms	1 282		
	Permanent	1122		
	Prefabricated	34		
	Traditional	123		
	Hired	3		



Chapter 1: CHARACTERISTICS OF THE SCHOOL SYSTEM

Chapter 1 introduces the basic features and dimensions of the school system in Namibia. The tables list information on the number of schools, learners, teachers, other school staff, types of schools, phases of schooling and Grades offered, governance of schools, afternoon session teaching and changes in the number of schools over the past years.

It must be recognised that many schools in Namibia do not follow the “normal” phases or divisions between primary (Pre-Primary-Grade 7) and secondary (Grades 8-12) schooling. The term “combined” school is used to describe schools that offer both primary and secondary Grades. Extending primary schools to Grade 10, or even Grade 12, makes it possible to provide secondary education in locations where a separate secondary school is not feasible due to the small number of potential learners. Combined schools are an important element of the Government’s strategy to improve access to education, especially in rural areas. In contrast, schools starting with a Grade other than the first Grade of a phase, or going up to a Grade which is not the end of a school phase, may cause problems for learners’ transition to the next Grade after they have completed the highest Grade of the school they are in. This is not always the case, for example in schools annually extending the range of Grades that they offer, but isolated cases do exist.

Several Grades and levels of education provided in schools do not fit into the normal Grade 1-12 curriculum. These are described in the introduction to this report. In some tables these are aggregated as “Other Grades.” In the reports prior to 2010, Pre-Primary was reported under “Other Grades.” Thereafter, up until the 2016 report, Pre-Primary was reported independently and separately. In this report, Pre-Primary has been integrated into Junior Primary in most tables.

The number of schools has increased from 1,745 in 2014 to 1,922 in 2020, which translates to an average annual growth rate of 1.7%. This increase did not occur at exactly the same annual rate, so the figure provided here has been calculated to describe the rate of increase per annum. In 2020 there were 777,132 learners and 31,462 teachers in total. A total of 536 schools offered Pre-Primary to Grades 7 and 126 schools offered Grades 8-12. The reason for this discrepancy could be two-fold: (i) a high number of learners attend primary school in sparsely populated rural areas; and (ii) not all learners transition from Junior Secondary phase to Senior Primary phase.

Expansion of access to secondary education and completion of free, equitable and quality primary and secondary education by 2030 remains one of the strategic priorities of the Ministry of Education, Arts and Culture, in line with the Government’s commitment to achieving Sustainable Development Goal 4 (SDG4).



Table 1: Numbers of schools, circuits, learners, teachers and support staff

Region	Schools	Circuits	Learners		Teachers		Support Staff	
	Total	Circuit	Total	% Female	Total	% Female	Total	% Female
National	1 922	76	777 132	50,1	31 462	66,2	5 588	68,6
!Kharas	57	3	23 214	50,6	993	71,7	247	69,2
Erongo	78	3	46 938	51,3	1 859	78,2	456	65,1
Hardap	60	3	26 124	50,7	1 024	69,7	213	68,5
Kavango East	175	6	65 444	49,6	2 214	53,8	325	75,7
Kavango West	177	7	43 214	48,8	1 660	50,7	193	74,6
Khomas	133	4	92 341	51,7	3 846	76,3	878	63,4
Kunene	69	5	29 332	49,5	1 187	61,3	197	62,9
Ohangwena	270	10	110 127	49,7	4 315	65,7	597	66,2
Omaheke	47	2	23 962	50,0	934	64,6	215	62,8
Omusati	289	12	98 006	49,6	4 278	67,4	676	75,0
Oshana	146	5	55 724	50,8	2 408	71,0	446	66,8
Oshikoto	221	8	73 214	49,3	3 107	66,5	501	60,9
Otjozondjupa	85	3	48 668	50,9	1 813	70,5	320	69,4
Zambezi	115	5	40 824	49,5	1 824	60,0	324	79,6

Table 1 shows the number of schools, circuits, learners, teachers and support staff in Namibia as indicated in Figures 1(a), (b) and (c). The number of support staff includes secretaries, cleaners and other non-teaching staff, but excluding hostel staff. Although the number of circuits are indicated in the table, the number of administrative staff does not include staff members at the circuit offices.

The region with the largest number of schools is Omusati (289) while Omaheke had the least number (47) (Figure 1(a)).

- Figure 1(b) indicates the number of learners per region and shows that Ohangwena had most learners (110,127) and !Kharas had the smallest number of learners (23,214).
- Figure 1(c) presents the numbers of teachers per region. The number of teachers comprises staff in all teaching positions including principals and staff in other promotion posts, as well as volunteers and relief staff. There were a total of 31,462 teachers in Namibia in 2020. Ohangwena had the most teachers (4,315) and Omaheke had the least (934).

Ohangwena had 12,121 more learners than Omusati, but Omusati had 19 more schools than Ohangwena. This could be attributed to the fact that Omusati is by far larger than Ohangwena at 26,551km² compared to Ohangwena, 10,706 km². Ohangwena's population density is (22 persons per km²) compared to that of Omusati (9.1 persons per km²). The distribution of circuits is very much in proportion to number of schools in the region rather than the geographical size of regions.

Figure 1a: Numbers of schools in each region

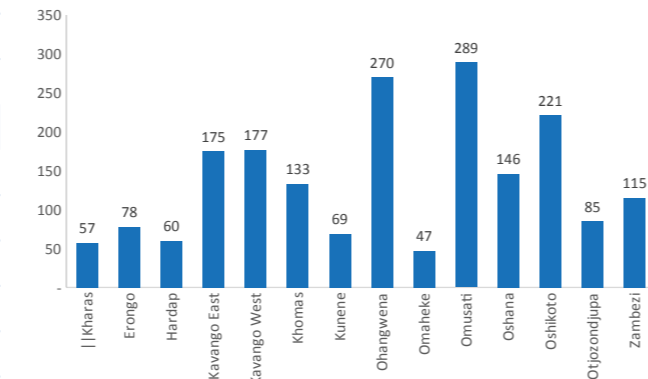


Figure 1b: Number of learners in each region

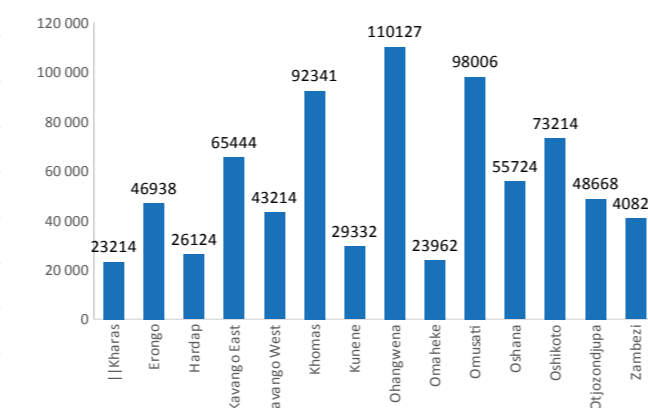


Figure 1c: Number of teachers in each region

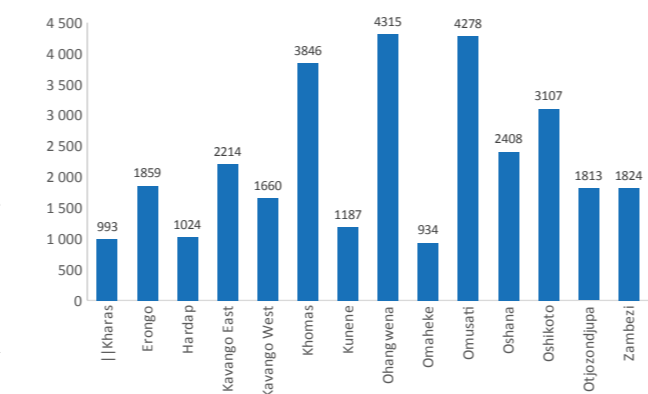


Table 2: Types of schools, and numbers of state and private schools

Region	Total			Primary			Combined			Secondary			Other		
	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private	Total	State	Private
National	1 922	1 697	225	1 060	907	153	626	574	52	223	206	17	13	11	2
!Kharas	57	43	14	38	26	12	8	6	2	11	11	-	-	-	-
Erongo	78	53	25	45	32	13	16	5	11	16	15	1	1	1	-
Hardap	60	55	5	42	39	3	6	5	1	11	10	1	1	1	-
Kavango East	175	160	15	127	117	10	36	33	3	11	9	2	1	1	-
Kavango West	177	174	3	134	132	2	39	39	-	4	3	1	-	-	-
Khomas	133	81	52	80	46	34	13	-	13	34	29	5	6	6	-
Kunene	69	63	6	43	38	5	19	18	1	7	7	-	-	-	-
Ohangwena	270	253	17	105	91	14	145	143	2	20	19	1	-	-	-
Omaheke	47	37	10	35	28	7	3	1	2	9	8	1	-	-	-
Omusati	289	274	15	133	122	11	124	121	3	31	30	1	1	1	-
Oshana	146	126	20	69	54	15	53	49	4	23	22	1	1	1	-
Oshikoto	221	204	17	109	98	11	94	89	5	18	17	1	-	-	-
Otjozondjupa	85	67	18	54	42	12	12	9	3	17	16	1	2	-	2
Zambezi	115	107	8	46	42	4	58	56	2	11	10	1	-	-	-

Table 2 shows the types and ownership of schools in 2020. Namibia's schools are not strictly divided into primary and secondary schools. Several factors, foremost among them the need to provide Pre-Primary and secondary Grades in sparsely populated areas, led to the creation of combined schools, offering primary and secondary Grades. The term "Combined School" thus refers to schools that offer both the Primary and Secondary phases of schooling.

In 2020, most schools offered the 'ordinary' curriculum. Thirteen (13) schools, labelled "Other," provided for children with special educational needs who could not be taken up in the mainstream schooling system or in schools that emphasise pre-vocational subjects as well as Agricultural Schools. Stand alone Pre-Primary schools which were previously counted in the "Other" category, are now counted as part of Primary schools, as they are in practice formally part of the primary phase.

Private schools accounted for a relatively small but rapidly growing percentage (11.7%) of the number of schools. There is a remarkably rapid growth of private schools across all regions, with Khomas region taking the lead with 39.1 % of Khomas schools being privately owned.

Table 3: Types of schools, and numbers of state and private schools

LOWEST Grade OFFERED	HIGHEST Grade OFFERED															
	Junior Primary			Senior Primary			Junior Secondary			Senior Secondary			Other			
TOTAL STARTING WITH LOWEST Grade	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11		Grade 12	Grade 13	
Total	1922	17	10	38	221	52	29	33	616	16	447	40	131	200	3	69
Pre-Primary	1417	17	9	9	114	42	25	20	536	16	418	33	82	35	3	58
Grade 1	257	-	1	29	106	10	4	13	77	-	9	-	-	5	-	3
Grade 2	3	-	-	-	1	-	-	-	1	-	-	1	-	-	-	-
Grade 3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4	11	-	-	-	-	-	-	-	1	-	5	-	4	1	-	-
Grade 5	6	-	-	-	-	-	-	-	1	-	1	-	1	1	-	2
Grade 6	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
Grade 7	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8	192	-	-	-	-	-	-	-	-	-	14	6	42	126	-	4
Grade 9	2	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Grade 10	31	-	-	-	-	-	-	-	-	-	-	-	1	30	-	-
Grade 11	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2

The number of schools that offered specific ranges of Grades in 2020 are tabulated in Table 3 for the 'ordinary' Grades. To ascertain the number of schools offering various Grades, the reader should look for a cell in which the lowest Grades listed in the column crosses the highest Grades listed in the rows. For example, 536 schools offered Pre-Primary to Grade 7, while 126 schools offered Grades 8 to 12. There were two (2) schools that only offered 'Other' Grades. These are schools for children with learning impairments exclusively. Note that due to the policy of inclusive education, there are more schools that offer other Grades to accommodate learners with special needs. There are also cases where these learners are taught together in 'ordinary Grades'.

Even though the number of schools which offered Grades 1 to 7 appear to have declined in comparison to the earlier reports, this is not actually the case, because schools that started offering Pre-Primary Grades are now reported in the range of schools offering Pre-Primary to Grade 7, hence the increase in that range.

The progression of learners who completed the highest Grade of their school to a school offering the next Grade may be hampered if the ranges of Grades schools offer do not coincide with the beginning and end of a school phase. This was the case in 20.7% of schools, shown graphically in Figure 3. Several of these schools would have been in the process of adding Grades annually, progressing towards being 'in phase'. A total of 1, 525 or 79.3% of schools are 'in phase' meaning that they are able to carry learners of a given phase entirely.

Figure 3: Percentage of schools offering complete and incomplete school phases

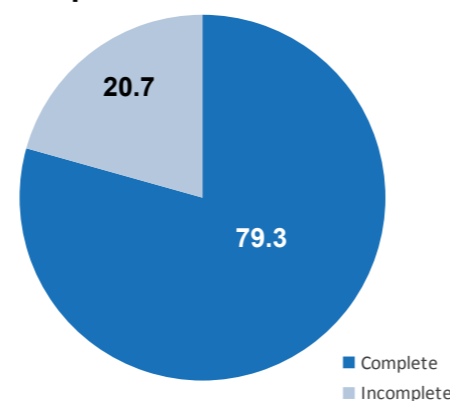


Table 4: Number of schools offering each Grade

Region	Primary Grades							Secondary Grades						
	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
National	1 417	1 654	1 648	1 609	1 398	1 350	1 318	1 286	820	806	378	341	209	3
Kharas	44	45	45	45	43	42	41	42	17	17	17	15	11	-
Erongo	50	60	58	57	49	52	49	48	32	32	28	27	21	1
Hardap	44	47	47	47	46	47	47	45	17	18	13	13	10	-
Kavango East	97	159	158	141	95	88	85	78	45	44	22	21	14	-
Kavango West	104	168	166	157	95	81	77	73	43	38	21	20	6	-
Khomas	79	82	82	81	80	81	78	78	50	49	48	45	39	2
Kunene	59	62	62	61	60	59	58	58	26	23	15	12	6	-
Ohangwena	245	250	250	248	233	231	221	218	156	155	43	22	13	-
Omaheke	34	37	37	37	35	34	34	34	12	12	11	10	10	-
Omusati	197	256	256	256	213	210	209	205	147	147	38	42	16	-
Oshana	112	119	115	114	102	100	97	96	72	72	28	27	16	-
Oshikoto	191	201	201	197	186	179	175	169	111	107	52	47	20	-
Otjozondjupa	57	64	67	64	61	59	60	56	30	30	23	22	17	-
Zambezi	104	104	104	104	100	87	87	86	62	62	19	18	10	-

Region	Other Grades															
	Basic Pre-Voc Yr1	Basic Pre-Voc Yr2	Advance Voc (NTA)	Learning Support 1	Learning Support 2	Learning Support 3	Learning Support 4	Learning Support 5	Learning Support 6	Learning Support 7	Orientation	Beginners Phase	Junior Phase	Senior Phase	Access	Autism
National	12	10	3	30	22	24	18	11	7	7	3	4	3	3	2	3
Kharas	-	-	-	2	3	3	2	1	-	1	-	-	-	-	-	-
Erongo	-	-	-	8	6	7	3	2	1	1	-	-	-	-	-	-
Hardap	-	1	-	7	5	4	-	-	-	-	-	-	-	-	-	-
Kavango East	2	1	-	2	1	2	1	1	1	1	-	1	1	1	-	-
Kavango West	1	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
Khomas	4	4	2	5	3	4	6	4	3	1	3	2	2	2	2	2
Kunene	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Omaheke	-	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-
Omusati	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	1	1	-	4	2	3	5	1	2	1	-	-	-	-	-	1
Zambezi	-	-	-	-	1	-	-	1	-	1	-	-	-	-	-	-

Table 4 shows that there is a big difference (466) between the number of schools offering Grade 7 (the last Grade of the Primary phase) and the number offering Grade 8 (the first Grade of the Secondary phase). This indicates that a number of learners either repeat Grade 7 or drop out of school at the end of Grade 7. This in turn implies that a large number of learners do not progress to the secondary phase of schooling.

Similarly, there is a big difference (597) between the number of schools offering Grade 9 and the number offering Grade 12. This is one of the indications that the number of learners decreases as they progress through the schooling system.

NOTE: With the implementation of the revised curriculum, it would appear that the allocation of Grade 10 schools needs to be attended to urgently. There are currently 806 schools offering Grade 9 as opposed to 378 offering Grade 10, but when viewed from a classgroups perspective, the difference is rather small (1680 classgroups for Grade 9 and 1, 376 for Grade 10). This might suggest that there are a great number of learners who travel longer distances to acquire learning space in Grade 10.

Table 5: Afternoon classes: enrolments and percentages of total enrolment in afternoon classes

Region	Total	PRIMARY GradeS								SECONDARY GradeS						
		Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Other	
National	Enrolment	9 305	103	1 031	2 974	1 968	835	1 466	383	297	124	53	42	29	-	-
	% of total	0,9%	0,2%	1,2%	3,7%	2,6%	1,0%	2,0%	0,6%	0,5%	0,2%	0,1%	0,1%	0,1%	-	-
Kharas	Enrolment	29	-	-	-	-	-	-	-	-	29	-	-	-	-	-
	% of total	0,1%	-	-	-	-	-	-	-	-	1,4%	-	-	-	-	-
Erongo	Enrolment	2 156	-	136	1 378	642	-	-	-	-	-	-	-	-	-	-
	% of total	3,2%	-	2,6%	28,5%	13,9%	-	-	-	-	-	-	-	-	-	-
Hardap	Enrolment	119	17	34	39	-	-	-	-	-	-	29	-	-	-	-
	% of total	0,4%	0,9%	1,2%	1,5%	-	-	-	-	-	-	1,7%	-	-	-	-
Kavango East	Enrolment	2 158	-	-	514	-	575	999	-	70	-	-	-	-	-	-
	% of total	2,3%	-	-	7,0%	-	8,4%	15,5%	-	1,6%	-	-	-	-	-	-
Kavango West	Enrolment	29	29	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	0,1%	1,1%	-	-	-	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	2 242	-	-	422	597	260	430	331	202	-	-	-	-	-	-
	% of total	1,9%	-	-	4,8%	7,0%	3,0%	5,4%	4,3%	2,8%	-	-	-	-	-	-
Kunene	Enrolment	821	40	352	266	163	-	-	-	-	-	-	-	-	-	-
	% of total	1,8%	2,4%	9,5%	8,0%	5,4%	-	-	-	-	-	-	-	-	-	-
Ohangwena	Enrolment	40	-	-	40	-	-	-	-	-	-	-	-	-	-	-
	% of total	0,0%	-	-	0,3%	-	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	513	-	179	144	190	-	-	-	-	-	-	-	-	-	-
	% of total	1,4%	-	6,3%	5,7%	8,2%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	86	-	-	-	-	-	-	-	-	62	24	-	-	-	-
	% of total	0,1%	-	-	-	-	-	-	-	-	0,8%	0,4%	-	-	-	-
Oshana	Enrolment	59	-	-	-	-	-	-	26	-	33	-	-	-	-	-
	% of total	0,1%	-	-	-	-	-	-	0,6%	-	0,7%	-	-	-	-	-
Oshikoto	Enrolment	200	17	25	17	104	-	37	-	-	-	-	-	-	-	-
	% of total	0,2%	0,3%	0,3%	0,2%	1,6%	-	0,5%	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	731	-	305	154	272	-	-	-	-	-	-	-	-	-	-
	% of total	1,0%	-	5,3%	3,0%	5,6%	-	-	-	-	-	-	-	-	-	-
Zambezi	Enrolment	122	-	-	-	-	-	-	26	25	-	-	42	29	-	-
	% of total	0,4%	-	-	-	-	-	-	0,9%	0,9%	-	-	1,1%	2,2%	-	-

Table 5: continued

Afternoon teaching allowed the use of classrooms twice per day, effectively doubling their capacity. Apart from the long-term solution of building an adequate number of classrooms, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting access to education. None of the alternatives is desirable, but they cannot be avoided as long as resources for building classrooms are limited.

In most regions with a substantial percentage of learners in afternoon classes, the highest percentage of learners in these classes was in Grades 1 to 5. Compared to earlier reports where there were no learners in afternoon classes reported beyond Grade 5, there is a considerable growth in Grades beyond Grade 5, with an exception of other Grades.

A total of 9, 305 learners attended afternoon classes in 2020. The overall percentage of learners in afternoon classes increased in numbers in 2020, although it is still now at 0.9% of all learners. This might indicate a success in the government's bid to provide classrooms, combined with the community effort to assist in building traditional/ temporary classrooms to accommodate learners. While allowing maximum utilisation of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distances to school, and time spent on teaching and learning might be compromised.

The majority of learners attending the afternoon session are in the primary phase as indicated in [Figure 5](#), pointing to a shortage of classrooms in that phase.

It is highly possible that some of the afternoon classes were as a result of the COVID-19 response.

Figure 5: Percentage of learners in afternoon classes (nationally)

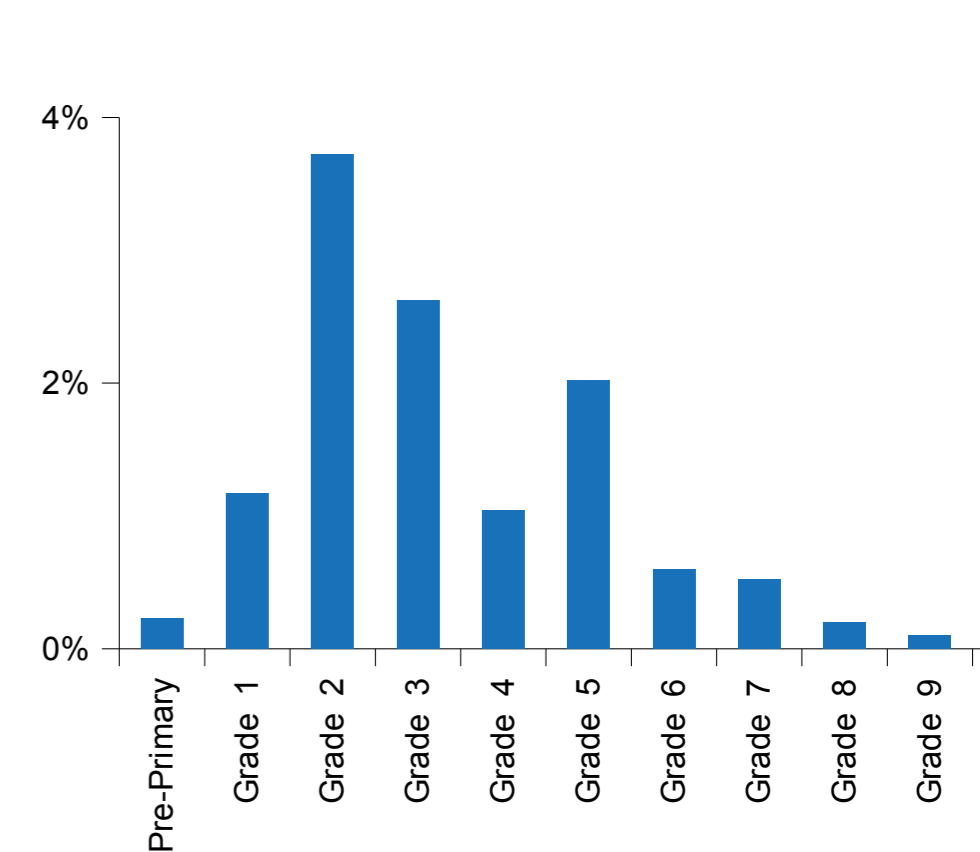


Table 6: Changes in the number of schools between 2014 and 2020

Region	YEAR							Growth rate between 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
National	1 745	1 782	1 826	1 848	1 885	1 894	1 922	1,6%	1,5%
Kharas	49	50	52	55	57	55	57	2,6%	3,6%
Erongo	61	63	65	71	75	75	78	4,2%	4,0%
Hardap	56	57	58	59	59	60	60	1,2%	0,0%
Kavango East	153	158	163	164	171	170	175	2,3%	2,9%
Kavango West	172	176	176	176	176	176	177	0,5%	0,6%
Khomas	106	107	117	121	128	133	133	3,9%	0,0%
Kunene	63	68	73	67	67	68	69	1,5%	1,5%
Ohangwena	249	251	257	262	265	266	270	1,4%	1,5%
Omaheke	43	43	44	44	44	46	47	1,5%	2,2%
Omusati	274	276	280	282	286	286	289	0,9%	1,0%
Oshana	137	138	135	137	139	141	146	1,1%	3,5%
Oshikoto	203	212	219	219	220	221	221	1,4%	0,0%
Otjozondjupa	73	76	78	79	83	82	85	2,6%	3,7%
Zambezi	106	107	109	112	115	115	115	1,4%	0,0%

Table 6 shows that the total number of schools in Namibia increased from 1, 745 in 2014 to 1, 922 in 2020, representing a growth rate of 1.6% between 2014 and 2020 as indicated in Figure 6a. Figure 6b indicates the growth per region between 2014 and 2020. Erongo, Khomas, //Kharas and Otjozondjupa have a relatively high percentage increase in the number of schools between 2014 and 2020.

Erongo, Ohangwena, Khomas, Kavango East, Omusati and Oshikoto saw 15 or more schools being established in each of those regions during the same period.

Figure 6a: Numbers of schools, 2014 - 2020

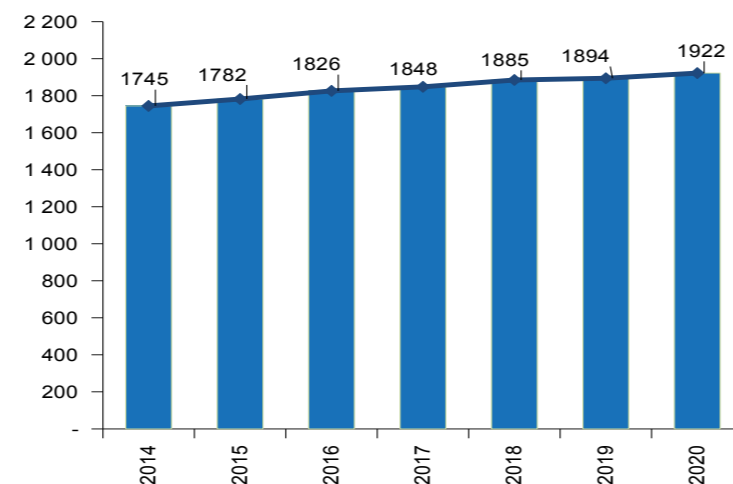
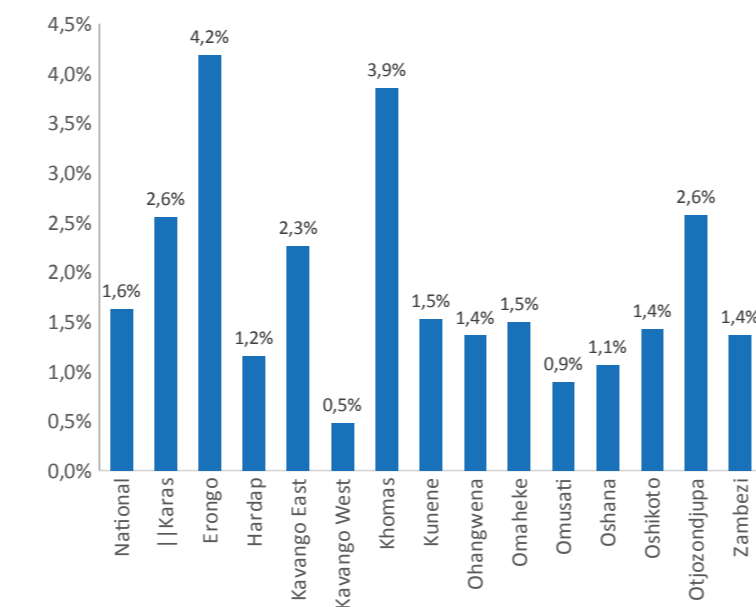


Figure 6b: Percentage increase (growth) of schools from 2014 to 2020 for each region



Chapter 2: ENROLMENTS



Chapter 2 focuses on the learner. The chapter begins with a summary of the numbers of learners in each phase in each region. The average sizes of class groups, the numbers of classes and the percentages of female learners are provided. Enrolments of female and male learners are reported for each Grade. The numbers of learners enrolled in private and government schools in different phases are also provided for each region.

Two tables provide information on the numbers of learners enrolled for different subjects. Although curricula prescribe that a number of core subjects be taught in each phase, a great variety of other subjects are also taught. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census (AEC) forms. In addition there is some uncertainty about the correct and appropriate naming of various subjects as new subjects are introduced and others are phased out. These methodological limitations notwithstanding, the tables provide useful information on the numbers of learners taught different subjects in 2020.

The Annual Education Census questionnaire lists a number of languages that teachers can select in reporting the medium of instruction and the home languages of learners. The responses to these questions provide information on the numbers of learners with different home languages in different Grades, the numbers of learners and class groups being taught in different mother tongues in Grades 1-3, and the degree of match between home language and medium of instruction.

Finally, comparative information is provided for the last seven years (2014 - 2020) to examine how enrolments have changed in each Grade and phase, and in the different regions. Rates of growth over the same period are also compared for males and females in each region.

Class groups can be counted in two ways in multi-grade groups, i.e. groups comprising learners from two or more Grades: (1) each Grade group in the multi-grade group can be counted as one; or (2) the whole multi-grade group can be seen as a single group. Both methods have their justification: the first method gives the correct number of groups in each Grade, and the second gives the correct number of groups of learners being taught together. The method employed in each of the tables reflecting class groups has been elaborated in the text adjacent to the tables.

Finally, an important reminder: In 2017 the implementation of the new Curriculum was completed for the Primary phase, and for Secondary school the same was commenced in 2018, therefore the range of Grades is now subdivided into four phases as indicated below:

1. Junior Primary (Pre-Primary - Grades 3);
2. Senior Primary (Grades 4-7);
3. Junior Secondary (Grades 8-9); and
4. Senior Secondary (Grades 10-12).

In this report the data for the Primary phases is recorded in accordance with the new Curriculum. The data for the Secondary phases is also recorded as per the new Curriculum for Junior Secondary (Grades 8 and 9) while Senior Secondary is also reported, with Grade 10 moving into that particular phase, but Grade 12 is still reported in the said phase.

Note also that Grade 13 learners are also reported under Senior Secondary, as they are indeed in that phase.

“Other” includes all other Grades that do not fit in the ordinary Grades reported above, which included mostly Grade for learners with special needs.

Table 7: Enrolment by school phase in each region

Region	TOTAL	PRIMARY			SECONDARY			OTHER
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	777 132	561 931	288 352	273 579	213 074	114 355	98 719	2 127
Kharas	23 214	16 919	8 811	8 108	6 250	3 400	2 850	45
Erongo	46 938	32 994	16 588	16 406	13 811	7 343	6 468	133
Hardap	26 124	19 054	9 829	9 225	6 912	3 959	2 953	158
Kavango East	65 444	48 055	24 961	23 094	17 227	9 383	7 844	162
Kavango West	43 214	33 893	18 679	15 214	9 216	5 458	3 758	105
Khomas	92 341	63 572	32 033	31 539	27 712	14 159	13 553	1 057
Kunene	29 332	22 779	11 743	11 036	6 541	4 220	2 321	12
Ohangwena	110 127	80 964	40 992	39 972	29 125	15 721	13 404	38
Omaheke	23 962	17 831	9 159	8 672	6 116	3 694	2 422	15
Omusati	98 006	70 522	36 034	34 488	27 312	14 586	12 726	172
Oshana	55 724	38 475	19 876	18 599	17 213	8 259	8 954	36
Oshikoto	73 214	52 338	26 387	25 951	20 849	10 719	10 130	27
Otjozondjupa	48 668	36 825	18 506	18 319	11 683	7 439	4 244	160
Zambezi	40 824	27 710	14 754	12 956	13 107	6 015	7 092	7

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2020. Figure 7a shows the total numbers enrolled per school phase in each region, and Figure 7b shows the percentage of enrolment per phase per region.

Figure 7a indicates that primary enrolment was by far the highest in all regions, and enrolment in 'other' Grades was the lowest in all regions.

Nationally the picture is similar, with over two-thirds (72.3%) of all learners in the country enrolled in the primary phase; just under one third (27.4%) enrolled in the secondary phase; and only 0.3% of the total enrolment was in Other Grades.

The lower number of learners reported in Other Grades should not be interpreted as the only number of learners that are differently-abled in schools. With the introduction of the Inclusive Education Policy, more differently-abled learners are accommodated in formal Grades. For a better picture, please see Tables 61 and 62 in Chapter 8 of this report.

Figure 7a: Total enrolment by school phase in each region

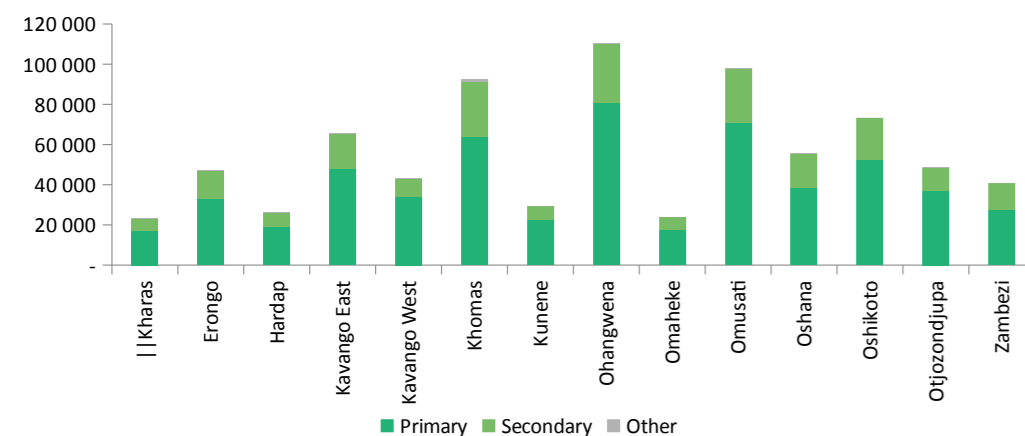


Figure 7b: Percentage of enrolment by school phase in each region

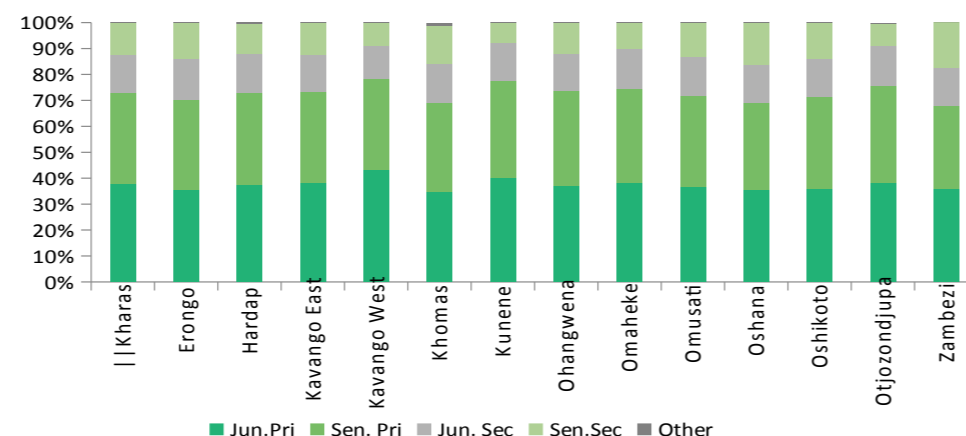


Table 8: Percentage of female learners by school phases in each region

Region	TOTAL	Primary	Junior Primary	Senior Primary	Secondary	Junior Secondary	Senior Secondary	Other
National	50,1%	49,4%	49,1%	49,8%	52,1%	51,7%	52,6%	35,0%
Kharas	50,6%	49,6%	48,2%	51,0%	53,4%	52,3%	54,8%	42,2%
Erongo	51,3%	50,4%	49,5%	51,3%	53,7%	52,3%	55,2%	24,8%
Hardap	50,7%	49,6%	49,3%	49,9%	54,3%	54,2%	54,3%	29,7%
Kavango East	49,6%	49,3%	48,2%	50,5%	50,4%	51,0%	49,7%	48,8%
Kavango West	48,8%	48,7%	47,7%	49,9%	49,6%	50,8%	47,8%	28,6%
Khomas	51,7%	50,6%	50,4%	50,8%	54,7%	53,8%	55,7%	42,4%
Kunene	49,5%	49,7%	50,6%	48,7%	49,1%	50,0%	47,5%	-
Ohangwena	49,7%	48,9%	48,7%	49,1%	51,8%	50,9%	53,0%	60,5%
Omaheke	50,0%	49,3%	49,3%	49,4%	51,9%	51,9%	51,9%	13,3%
Omusati	49,6%	48,8%	48,5%	49,1%	51,7%	50,8%	52,8%	43,0%
Oshana	50,8%	49,9%	49,7%	50,2%	52,8%	50,6%	54,8%	52,8%
Oshikoto	49,3%	48,3%	48,6%	48,0%	51,7%	49,9%	53,7%	59,3%
Otjozondjupa	50,9%	50,1%	50,0%	50,3%	53,6%	52,8%	54,9%	30,0%
Zambezi	49,5%	48,7%	48,6%	48,9%	51,2%	52,4%	50,1%	14,3%

Table 8 shows the percentage of female learners by school phase per region. Overall, there was a good balance between female and male enrolments in 2020, despite some regional variation, especially if one compares the different phases.

Nationally, the Junior Primary phase had the lowest percentage of female learners, at 49.1%, which gradually grew to 49.8% in Senior Primary. This gradual growth trend continued as females learners progressed through the schooling system, to reach 51.7% in the Junior Secondary phase and a peak of 52.6% in Senior Secondary. There were more female learners in the Senior Secondary phase in all regions except Kavango East (49.7%), Kavango West (47.8%) and Kunene (47.5%).

Figure 8: Percentage of female learners by school phases in each region

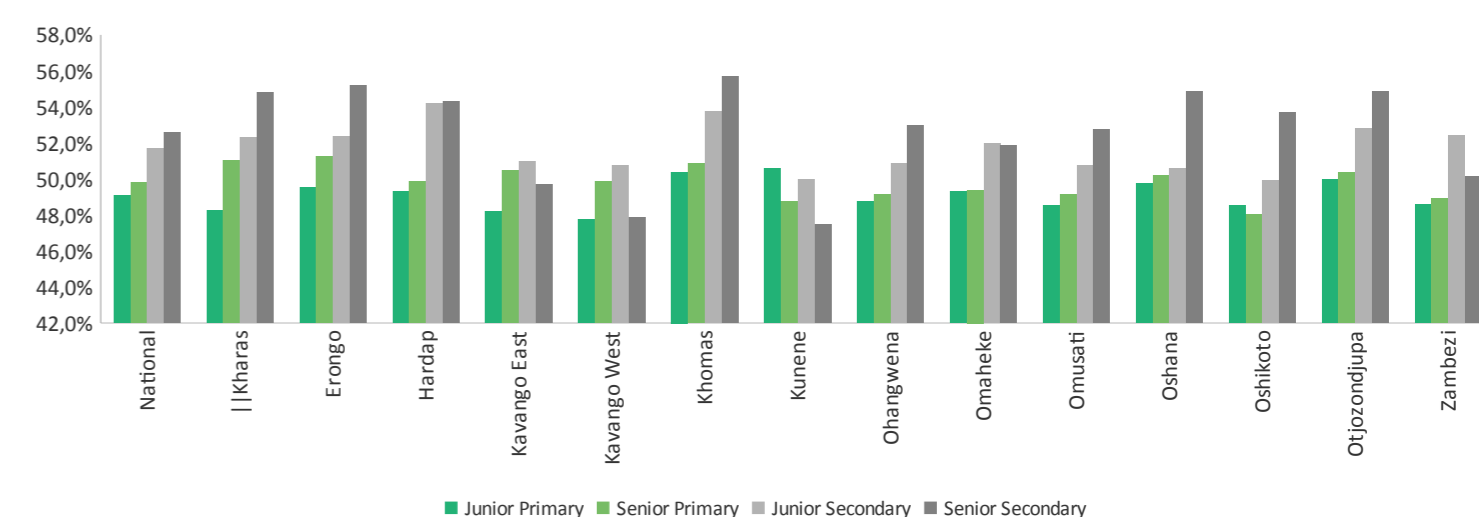


Table 9: Number of class groups by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	25 144	18 483	9 936	8 548	6 452	3 568	2 884	209
Kharas	864	622	336	286	230	120	110	12
Erongo	1479	1045	552,5	492,5	406	210	196	28
Hardap	923	675	359	316	231	126	105	17
Kavango East	1849,5	1388,5	804,5	584	446	234	212	15
Kavango West	1339,5	1097	694	403	239	138,5	100,5	3,5
Khomas	2945	1973	1011	962	879	437	442	93
Kunene	1046	857	489	368	188	118	70	1
Ohangwena	3370	2521	1302	1219	847	508,5	338,5	2
Omaheke	743	565,5	302	263,5	173,5	96,5	77	4
Omusati	3372	2513	1326	1187	852	513	339	7
Oshana	1851	1285,5	680,5	605	561,5	300,5	261	4
Oshikoto	2575	1887	973	914	687	370	317	1
Otjozondjupa	1467,5	1096,5	580	516,5	353	217	136	18
Zambezi	1319	957	526	431	359	179	180	3

Table 9 shows the number of class groups per school phase for each region. The total number of class groups reported for 2020 were 25, 144 with 18, 483 in the Primary phase and 6, 452 in the Secondary phase.

Figure 9 shows the percentage of class groups in the different school phases in each region. Kavango West had a high percentage (51.8%) of class groups in the Junior Primary phase and low percentages for all other phases.

Particular attention must be paid to the higher number of classgroups in Senior Primary compared to Junior Secondary as well as Junior Secondary and Senior Secondary. This situation may create a future crisis, where learners might not have spaces in either Junior Secondary or Senior Secondary phases if remedial planning is not done.

Figure 9: Number of class groups by school phases in each region

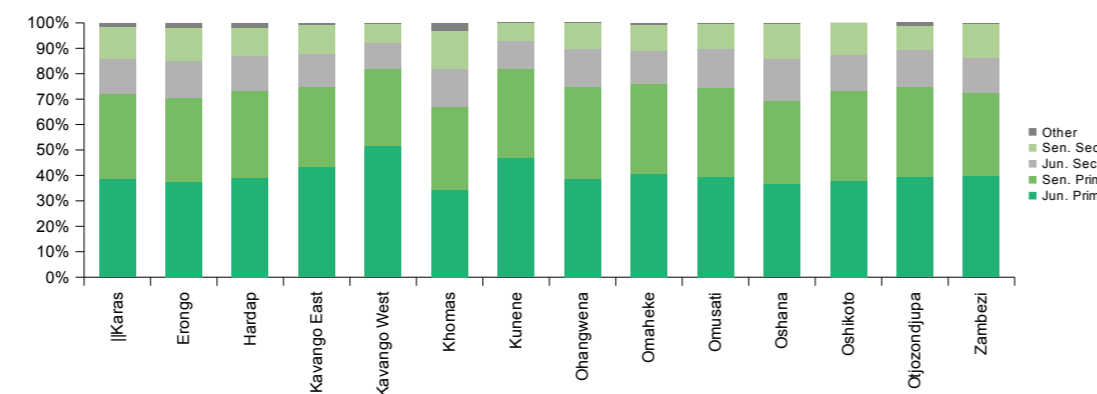


Table 10: Average class size by school phases in each region

Region	TOTAL	PRIMARY			SECONDARY			
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	30,8	30,4	29,0	32,0	33,0	32,1	34,2	10,2
Kharas	26,9	27,2	26,2	28,3	27,2	28,3	25,9	3,8
Erongo	31,7	31,6	30,0	33,3	34,0	35,0	33,0	4,8
Hardap	28,3	28,2	27,4	29,2	29,9	31,4	28,1	9,3
Kavango East	35,4	34,6	31,0	39,5	38,6	40,1	37,0	10,8
Kavango West	32,3	30,9	26,9	37,8	38,6	39,4	37,4	30,0
Khomas	31,4	32,2	31,7	32,8	31,5	32,4	30,7	11,4
Kunene	28,0	26,6	24,0	30,0	34,8	35,8	33,2	12,0
Ohangwena	32,7	32,1	31,5	32,8	34,4	30,9	39,6	19,0
Omaheke	32,3	31,5	30,3	32,9	35,3	38,3	31,5	3,8
Omusati	29,1	28,1	27,2	29,1	32,1	28,4	37,5	24,6
Oshana	30,1	29,9	29,2	30,7	30,7	27,5	34,3	9,0
Oshikoto	28,4	27,7	27,1	28,4	30,3	29,0	32,0	27,0
Otjozondjupa	33,2	33,6	31,9	35,5	33,1	34,3	31,2	8,9
Zambezi	31,0	29,0	28,0	30,1	36,5	33,6	39,4	2,3

Table 10 shows the average class size by school phase in each region. The average class size for each phase was calculated by dividing the number of learners in the particular school phase by the number of classes in that phase. The average class size for the region was calculated by dividing the total number of learners by the total number of class groups in the region, as illustrated by Figure 10.

It can be observed that class sizes tend to be smaller in the Junior Primary phase, with a national average size of 29.0, which then gradually increased to 32.0 in Senior Primary and 34.2 in Senior Secondary. Kavango East had the largest average class size (35.4) while Kunene had the smallest (28.0).

Figure 10: Number of class groups by school phases in each region

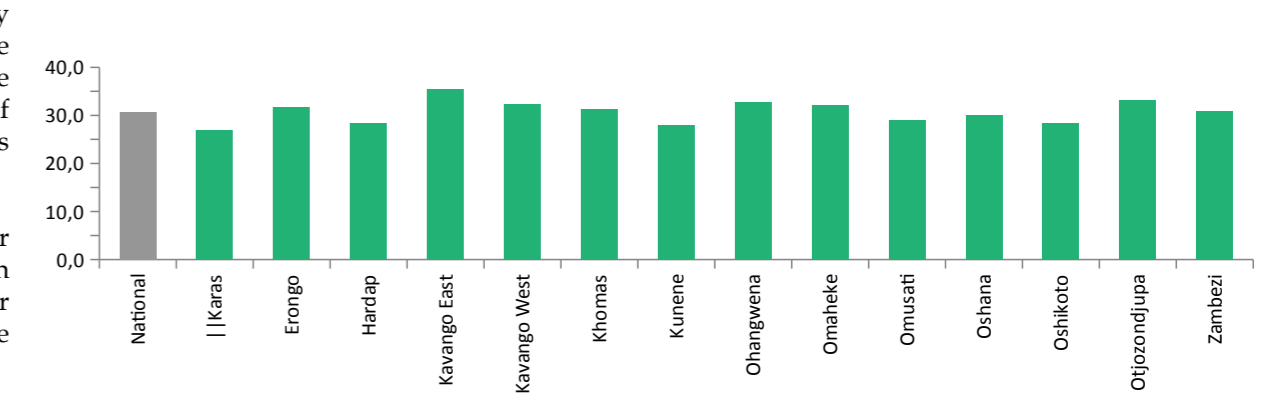


Table 11: Male and female enrolments in Pre-Primary through Grade 12

Region	Gender	Total	JUNIOR PRIMARY				SENIOR PRIMARY				JUNIOR SECONDARY			SENIOR SECONDARY	
			Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	Total	774987	45412	88072	79915	74953	80102	72503	64337	56637	63290	51065	49794	21779	27128
	Female	388775	22856	42658	39165	36750	38213	36022	32724	29048	32096	26871	26335	11405	14632
	Male	386212	22556	45414	40750	38203	41889	36481	31613	27589	31194	24194	23459	10374	12496
Kharas	Total	23169	1769	2480	2350	2212	2308	2124	1907	1769	2006	1394	1486	708	656
	Female	11726	863	1158	1132	1097	1140	1084	981	931	1043	736	815	383	363
	Male	11443	906	1322	1218	1115	1168	1040	926	838	963	658	671	325	293
Erongo	Total	46802	2007	5139	4828	4614	4529	4154	4107	3616	4025	3318	3476	1388	1601
	Female	24036	1000	2458	2380	2375	2224	2152	2136	1897	2073	1771	1866	788	916
	Male	22766	1007	2681	2448	2239	2305	2002	1971	1719	1952	1547	1610	600	685
Hardap	Total	25966	1881	2918	2542	2488	2574	2376	2281	1994	2231	1728	1569	894	490
	Female	13198	964	1432	1227	1225	1222	1203	1184	991	1212	934	873	470	261
	Male	12768	917	1486	1315	1263	1352	1173	1097	1003	1019	794	696	424	229
Kavango East	Total	65282	2808	8117	7307	6729	6879	6438	5294	4483	5060	4323	3948	1779	2117
	Female	32368	1435	3772	3526	3298	3381	3186	2760	2330	2619	2164	1989	862	1046
	Male	32914	1373	4345	3781	3431	3498	3252	2534	2153	2441	2159	1959	917	1071
Kavango West	Total	43109	2755	5966	5295	4663	4845	4242	3428	2699	2953	2505	1952	832	974
	Female	21073	1413	2784	2498	2222	2352	2093	1765	1378	1506	1264	970	353	475
	Male	22036	1342	3182	2797	2441	2493	2149	1663	1321	1447	1241	982	479	499
Khomas	Total	91269	5503	9144	8863	8523	8529	8031	7769	7210	7580	6579	6666	3137	3735
	Female	47319	2715	4619	4483	4322	4272	4064	3970	3725	3997	3614	3715	1760	2063
	Male	43950	2788	4525	4380	4201	4257	3967	3799	3485	3583	2965	2951	1377	1672
Kunene	Total	29320	1685	3712	3338	3008	3477	2927	2481	2151	2502	1718	1309	455	557
	Female	14531	859	1894	1704	1484	1631	1486	1253	1009	1263	846	617	204	281
	Male	14789	826	1818	1634	1524	1846	1441	1228	1142	1239	872	692	251	276
Ohangwena	Total	110089	6043	12715	11454	10780	11872	10828	9274	7998	8656	7065	6673	3057	3674
	Female	54706	3041	6128	5563	5246	5504	5353	4658	4117	4273	3722	3495	1618	1988
	Male	55383	3002	6587	5891	5534	6368	5475	4616	3881	4383	3343	3178	1439	1686
Omaheke	Total	23947	1487	2833	2517	2322	2568	2297	2064	1743	2263	1431	1498	411	513
	Female	11972	741	1384	1243	1146	1187	1120	1066	910	1148	771	794	203	259
	Male	11975	746	1449	1274	1176	1381	1177	998	833	1115	660	704	208	254

Table 11: continued

Omusati	Total	97834	5374	11132	9951	9577	10593	9191	7689	7015	8185	6401	6202	2723	3801
	Female	48550	2755	5313	4825	4598	4954	4501	3904	3582	4091	3314	3270	1377	2066
	Male	49284	2619	5819	5126	4979	5639	4690	3785	3433	4094	3087	2932	1346	1735
Oshana	Total	55688	3444	5996	5316	5120	5186	4884	4473	4056	4581	3678	4044	2022	2888
	Female	28305	1725	2975	2637	2547	2537	2376	2330	2090	2240	1939	2160	1143	1606
	Male	27383	1719	3021	2679	2573	2649	2508	2143	1966	2341	1739	1884	879	1282
Oshikoto	Total	73187	4963	7945	6998	6481	7654	6825	6112	5360	5984	4735	4934	2140	3056
	Female	36058	2473	3861	3411	3066	3522	3328	2948	2661	2942	2406	2611	1174	1655
	Male	37129	2490	4084	3587	3415	4132	3497	3164	2699	3042	2329	2323	966	1401
Otjozondjupa	Total	48508	2728	5767	5149	4862	5374	4748	4433	3764	4350	3089	2365	900	979
	Female	24724	1384	2847	2597	2417	2535	2428	2250	2009	2242	1686	1313	483	533
	Male	23784	1344	2920	2552	2445	2839	2320	2183	1755	2108	1403	1052	417	446
Zambezi	Total	40817	2965	4208	4007	3574	3714	3438	3025	2779	2914	3101	3672	1333	2087
	Female	20209	1488	2033	1939	1707	1752	1648	1519	1418	1447	1704	1847	587	1120
	Male	20608	1477	2175	2068	1867	1962	1790	1506	1361	1467	1397	1825	746	967

The enrolments of female and male learners in Pre-Primary through Grade 12 are recorded in **Table 11** for the benefit of readers requiring the actual numbers. **Figure 11** is a graphical representation of the information presented in **Table 11**. As indicated in previous tables, the enrolment peaks in Junior Primary and falls with increasing phase levels.

Related indicators, the percentage of female learners and average class size, are reported for the school phases in **Tables 8 and 10** respectively. Total enrolments per phase are tabulated in **Table 7**.

Note that this table differs from others as it excludes Grade 13, which was recorded with other Senior Secondary Grades.

Note also the huge difference between Grade 10 and Grade 11 enrolment (28,015) which was due to the change in the school curriculum.

The enrolment gap between Grade 7 and 8 may have been caused by high repetition rates in Grade 8, while the sharp decrease in enrolment between Grade 4 and 7 as well as between Grades 8 and 10 may point to high drop-out rates in those Grades.

Figure 11: Enrolment by Grade and gender: Pre-Primary to Grade 12

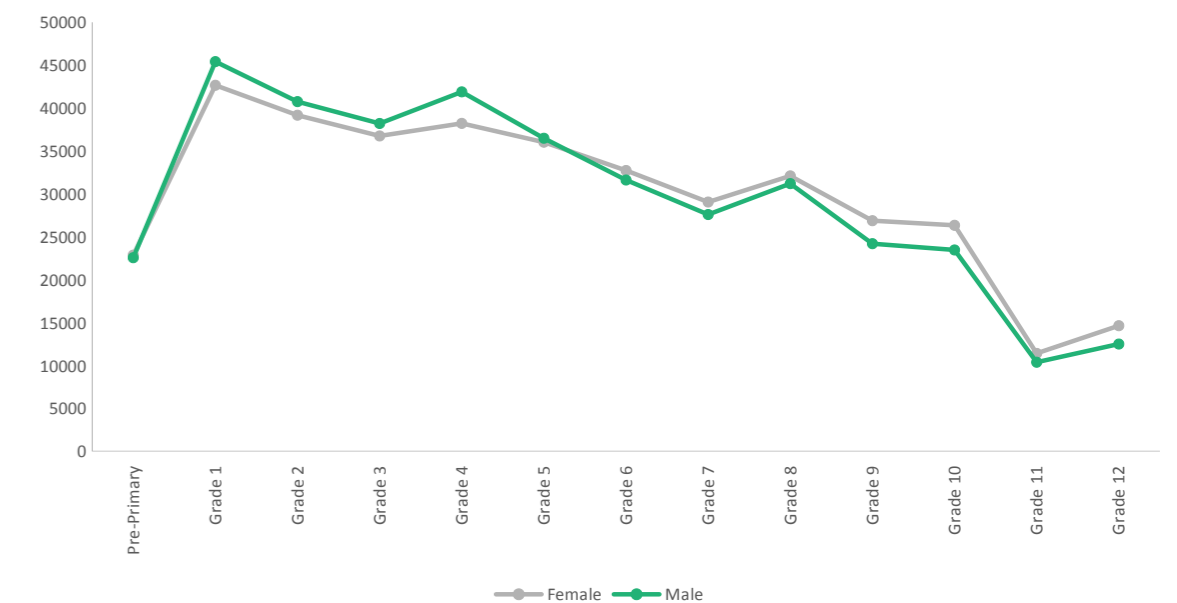


Table 12: Enrolments and class groups in 'other' Grades

Region	Enrolment	Other	Grade 13	Basic Pre-Voc. Skill Yr.1	Basic Pre-Voc. Skill Yr.2	Advanced Vocational (NTA Level)	Learning Support Gr.1	Learning Support Gr. 2	Learning Support Gr.3	Learning Support Gr.4	Learning Support Gr.5	Learning Support Gr.6	Learning Support Gr.7	Orientation	Beginners	Junior Phase	Senior Phase	Basic Skills Phase	Autism
National	Enrolment	2 145	18	384	247	119	259	137	170	188	110	76	92	32	75	66	98	48	26
	Female enrolment	850	11	156	101	61	72	37	57	42	54	49	74	12	28	33	39	16	8
	Male enrolment	1 295	7	228	146	58	187	100	113	146	56	27	18	20	47	33	59	32	18
	% female	40%	61%	41%	41%	51%	28%	27%	34%	22%	49%	64%	-	-	37%	50%	40%	33%	31%
	Class groups	125	2	16	12	7	11	11	10	10	8	7	9	2	5	4	5	3	3
	Average class size	17	9	24	21	17	24	12	17	19	14	11	24	-	15	17	20	16	9
Kharas	Enrolment	45	-	-	-	-	8	10	21	3	1	-	2	-	-	-	-	-	-
	Female enrolment	19	-	-	-	-	2	3	10	2	-	-	2	-	-	-	-	-	-
	Male enrolment	26	-	-	-	-	6	7	11	1	1	-	-	-	-	-	-	-	-
	% female	42%	-	-	-	-	25%	30%	48%	67%	0%	-	-	-	-	-	-	-	-
	Class groups	10	-	-	-	-	1	3	2	2	1	-	1	-	-	-	-	-	-
	Average class size	5	-	-	-	-	8	3	11	2	1	-	-	-	-	-	-	-	-
Erongo	Enrolment	136	3	-	-	-	44	19	32	17	11	7	3	-	-	-	-	-	-
	Female enrolment	34	1	-	-	-	14	4	8	1	2	4	-	-	-	-	-	-	-
	Male enrolment	102	2	-	-	-	30	15	24	16	9	3	3	-	-	-	-	-	-
	% female	25%	33%	-	-	-	32%	21%	25%	6%	18%	57%	0%	-	-	-	-	-	-
	Classgroups	10	1	-	-	-	2	2	1	1	1	1	1	-	-	-	-	-	-
	Average class size	14	3	-	-	-	22	10	32	17	11	7	3	-	-	-	-	-	-
Hardap	Enrolment	158	-	-	1	-	61	58	38	-	-	-	-	-	-	-	-	-	-
	Female enrolment	47	-	-	-	-	18	15	14	-	-	-	-	-	-	-	-	-	-
	Male enrolment	111	-	-	1	-	43	43	24	-	-	-	-	-	-	-	-	-	-
	% female	30%	-	-	0%	-	30%	26%	37%	-	-	-	-	-	-	-	-	-	-
	Classgroups	4	-	-	1	-	1	1	1	-	-	-	-	-	-	-	-	-	-
	Average class size	40	-	-	1	-	61	58	38	-	-	-	-	-	-	-	-	-	-
Kavango East	Enrolment	162	-	23	10	-	23	5	18	6	9	8	10	-	18	12	20	-	-
	Female enrolment	79	-	11	3	-	11	2	10	5	5	3	8	-	10	6	5	-	-
	Male enrolment	83	-	12	7	-	12	3	8	1	4	5	2	-	8	6	15	-	-
	% female	49%	-	48%	30%	-	48%	40%	56%	83%	56%	38%	80%	-	56%	50%	25%	-	-
	Classgroups	12	-	1	1	-	1	1	1	1	1	1	1	-	1	1	1	-	-
	Average class size	14	-	23	10	-	23	5	18	6	9	8	10	-	18	12	20	-	-
Kavango West	Enrolment	105	-	56	21	-	-	-	-	-	19	-	-	-	9	-	-	-	-
	Female enrolment	30	-	22	2	-	-	-	-	-	5	-	-	-	1	-	-	-	-
	Male enrolment	75	-	34	19	-	-	-	-	-	14	-	-	-	8	-	-	-	-
	% female	29%	-	39%	10%	-	-	-	-	-	26%	-	-	-	11%	-	-	-	-
	Classgroups	4	-	1	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-
	Average class size	26	-	56	21	-	-	-	-	-	19	-	-	-	9	-	-	-	-
Khomas	Enrolment	1 072	15	158	131	69	76	16	45	126	59	52	44	32	48	54	78	48	21
	Female enrolment	376	10	56	62	35	21	6	10	27	37	39	44	12	17	27	34	16	5
	Male enrolment	495	5	102	69	34	55	10	35	99	22	13	-	20	31	27	44	32	16
	% female	35%	67%	35%	47%	51%	28%	38%	22%	21%	63%	75%	100%	38%	35%	50%	44%	33%	24%
	Classgroups	49	1	6	5	4	2	1	2	3	2	3	3	2	3	3	4	3	2
	Average class size	22	15	26	26	17	38	16	23	42	30	17	15	16	16	18	20	16	11

Table 12 shows the data aggregated under the heading "Other." Unlike in Table 7 where Grade 13 was included in the Senior Secondary Phase, in this table, Grade 13 is reported under others, hence the difference in the total for others in the two tables. It has to be noted that enrolment in pre-vocational subjects at school level is still extremely poor. If the vision of creating a knowledge-based society through diversified vocational training is to be realised, then considerable attention and action must be accorded to increasing learner enrolment in those subjects. Furthermore, special classes are re-classified into phases, thus this table has parts that cannot be compared to earlier reports.

Table 12: continued

Kunene	Enrolment	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ohangwena	Enrolment	38	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	
	Female enrolment	23	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	
	Male enrolment	15	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	
	% female	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
	Classgroups	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
	Average class size	19	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	
Omaheke	Enrolment	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female enrolment	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male enrolment	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Omusati	Enrolment	172	-	66	56	50	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female enrolment	74	-	27	21	26	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male enrolment	98	-	39	35	24	-	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	43%	-	41%	38%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	7	-	2	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	25	-	33	28	17	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oshana	Enrolment	36	-	17	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female enrolment	19	-	10	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male enrolment	17	-	7	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	53%	-	59%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	4	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	9	-	6	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Oshikoto	Enrolment	27	-	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female enrolment	16	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male enrolment	11	-	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	% female	59%	-	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Classgroups	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Average class size	27	-	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Otjozondjupa	Enrolment	160	-	27	9	-	32	24	15	28	9	9	2	-	-	-	-	-	5	
	Female enrolment	45	-	9	4	-	6	6	5	6	5	3	1	-	-	-	-	-	3	
	Male enrolment	110	-	18	5	-	26	18	10	22	4	6	1	-	-	-	-	-	2	
	% female	28%	-	33%	44%	-	19%	25%	33%	21%	56%	33%	50%	-	-	-	-	-	60%	
	Classgroups	14	-	1	1	-	2	1	2	2	1	2	1	-	-	-	-	-	1	

Table 13: Enrolment in state and private schools

Region	Control of school	TOTAL	PRIMARY			SECONDARY			
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	Total	777 132	561 931	288 352	273 579	213 074	114 355	98 719	2 127
	State	730 750	526 569	267 180	258 989	202 154	109 475	92 679	2 027
	Private	46 382	35 362	21 172	14 590	10 920	4 880	6 040	100
//Karas	Total	23 214	16 919	8 811	8 108	6 250	3 400	2 850	45
	State	21 112	14 912	7 753	7 159	6 162	3 365	2 797	38
	Private	2 102	2 007	1 058	949	88	35	53	7
Erongo	Total	46 938	32 994	16 588	16 406	13 811	7 343	6 468	133
	State	42 022	29 574	14 714	14 860	12 329	6 634	5 695	119
	Private	4 916	3 420	1 874	1 546	1 482	709	773	14
Hardap	Total	26 124	19 054	9 829	9 225	6 912	3 959	2 953	158
	State	25 740	18 822	9 691	9 131	6 761	3 910	2 851	157
	Private	384	232	138	94	151	49	102	1
Kavango East	Total	65 444	48 055	24 961	23 094	17 227	9 383	7 844	162
	State	63 218	46 412	23 729	22 683	16 644	9 092	7 552	162
	Private	2 226	1 643	1 232	411	583	291	292	-
Kavango West	Total	43 214	33 893	18 679	15 214	9 216	5 458	3 758	105
	State	42 689	33 710	18 496	15 214	8 874	5 293	3 581	105
	Private	525	183	183	-	342	165	177	-
Khomas	Total	92 341	63 572	32 033	31 539	27 712	14 159	13 553	1 057
	State	76 090	51 889	25 217	26 672	23 183	12 277	10 906	1 018
	Private	16 251	11 683	6 816	4 867	4 529	1 882	2 647	39
Kunene	Total	29 332	22 779	11 743	11 036	6 541	4 220	2 321	12
	State	28 322	21 864	11 210	10 654	6 446	4 186	2 260	12
	Private	1 010	915	533	382	95	34	61	-
Ohangwena	Total	110 127	80 964	40 992	39 972	29 125	15 721	13 404	38
	State	106 377	77 728	38 952	38 776	28 639	15 553	13 086	10
	Private	3 750	3 236	2 040	1 196	486	168	318	28
Omaheke	Total	23 962	17 831	9 159	8 672	6 116	3 694	2 422	15
	State	21 623	16 047	8 186	7 861	5 561	3 383	2 178	15
	Private	2 339	1 784	973	811	555	311	244	-

Table 13: continued

Omusati	Total	98 006	70 522	36 034	34 488	27 312	14 586	12 726	172
	State	95 614	68 640	34 986	33 654	26 802	14 317	12 485	172
	Private	2 392	1 882	1 048	834	510	269	241	-
Oshana	Total	55 724	38 475	19 876	18 599	17 213	8 259	8 954	36
	State	52 518	35 676	18 006	17 670	16 806	7 999	8 807	36
	Private	3 206	2 799	1 870	929	407	260	147	-
Oshikoto	Total	73 214	52 338	26 387	25 951	20 849	10 719	10 130	27
	State	68 660	48 687	24 393	24 294	19 946	10 314	9 632	27
	Private	4 554	3 651	1 994	1 657	903	405	498	-
Otjozondjupa	Total	48 668	36 825	18 506	18 319	11 683	7 439	4 244	160
	State	47 038	35 429	17 652	17 777	11 460	7 339	4 121	149
	Private	1 630	1 396	854	542	223	100	123	11
Zambezi	Total	40 824	27 710	14 754	12 956	13 107	6 015	7 092	7
	State	39 727	27 179	14 195	12 584	12 541	5 813	6 728	7
	Private	1 097	531	559	372	566	202	364	-

Table 13 and Figure 13a show that the vast majority of Namibian learners attend public schools. Nationally, only 6.0% of all learners were enrolled in private schools in the year under review. More than 10% of the learners in //Kharas, Erongo, Khomas and Omaheke attended private schools in 2020. Khomas had the highest percentage of learners enrolled in private schools (17.6%), while Kavango West had the lowest percentage (1.2%).

Figure 13: Percentage of all learners in state and private schools in each region

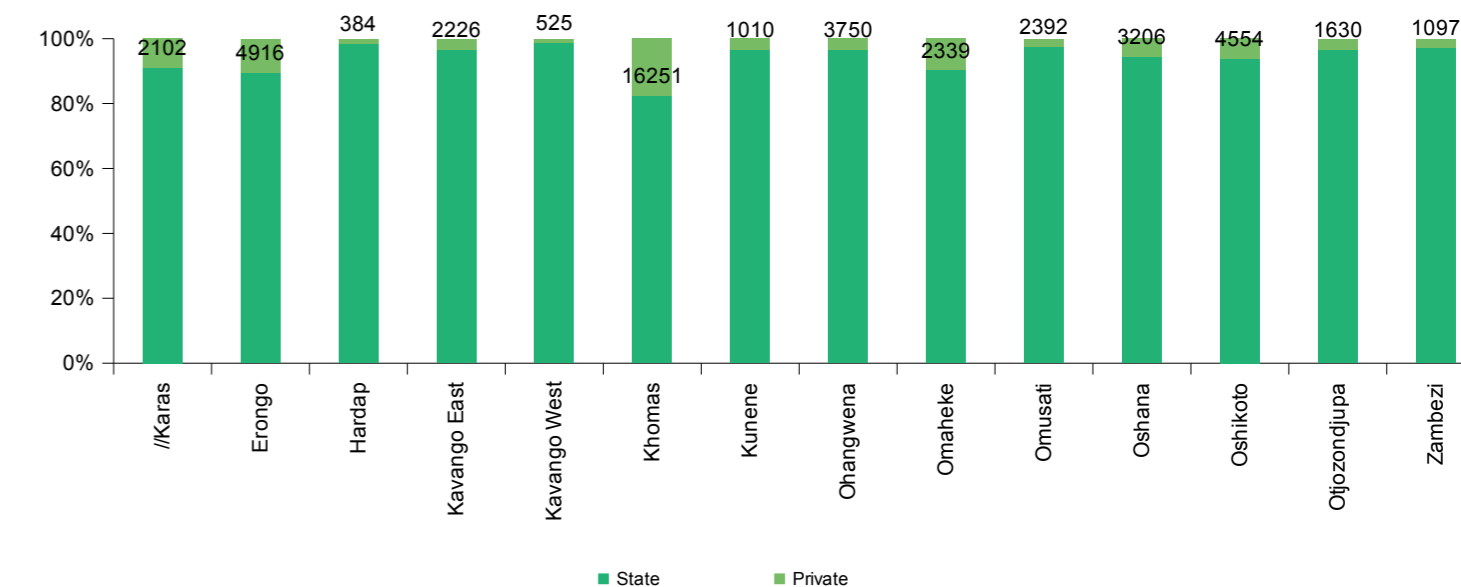


Table 14: Enrolments in Primary and Junior Secondary subjects

SUBJECT	JUNIOR PRIMARY					SENIOR PRIMARY				
	Junior Primary	Pre-Primary	Grade 1	Grade 2	Grade 3	Senior Primary	Grade 4	Grade 5	Grade 6	Grade 7
Afrikaans 1st or Home Language	3603	-	1363	1107	1133	14366	3665	3834	3564	3303
Afrikaans 2nd Language	13950	-	5043	4458	4449	47640	11922	12702	12159	10857
Agriculture	-	-	-	-	-	81	-	-	-	81
Arts (non-pr.)	-	-	15193	13673	13989	54651	19885	12233	12446	10087
Basic Techniques	-	-	-	-	-	97	-	-	-	97
Computer Literacy	674	-	143	256	275	2703	642	887	563	611
Craft & Technology	41	-	-	-	41	366	152	76	72	66
Design and Technology	-	-	-	21	-	21938	-	7726	7699	6513
Elementary Agriculture	-	-	-	25	-	138994	4648	50170	44766	39410
English 1st Language	5935	-	1932	1954	2049	16117	4107	4724	3999	3287
English 2nd Language	57149	-	20604	18251	18294	239513	66939	63897	57592	51085
Environmental Studies	60469	-	22020	19017	19432	2048	2048	-	-	-
Extraordinary subj.	119	-	-	83	-	185	139	17	20	9
General Science	-	-	-	-	-	156	44	50	36	26
German 1st or Home Language	-	-	9	2	2	478	16	108	181	173
German Third or Foreign Language	11	-	-	-	11	957	93	284	311	269
Pre-Primary class teaching	-	-	78	101	41	30	-	30	-	-
Grade 1 class teaching	65673	-	65673	-	-	-	-	-	-	-
Grade 2 class teaching	59319	-	-	59319	-	-	-	-	-	-
Grade 3 class teaching	54963	-	-	-	54963	-	-	-	-	-
Grade 4 class teaching	0	-	-	-	-	-	9300	-	-	-
Grade 5 class teaching	-	-	-	-	-	3776	-	3776	-	-
Grade 6 class teaching	-	-	-	-	-	2518	-	-	2518	-
Grade 7 class teaching	-	-	-	-	-	2102	-	-	-	2102
Handicraft/Art	-	-	-	-	-	224	78	-	35	111
Handwriting	-	-	77	95	88	177	177	-	-	-
Health and Social Care(Hygiene)	-	-	-	-	-	221	81	7	73	60
History	34	-	-	23	11	2211	308	730	638	535
History & Geography	-	-	-	-	-	122	6	34	45	37
Home Ecology	-	-	-	-	-	26486	-	9146	8831	8509
ICT	-	-	50	-	205	45441	14249	10809	10746	9637
Individual Learning	-	-	48	57	-	98	-	26	44	28
Khoekhoegowab	-	-	1590	1415	1576	16563	4926	4319	4031	3287
Languages	0	-	-	-	-	68	-	33	35	-
Life Science	0	-	-	-	-	649	-	-	-	649
Life Skills	-	-	-	46	-	107168	41015	23984	22609	19560
Literacy	228	-	121	107	-	0	-	-	-	-
Junior Primary	-	-	139	167	67	0	-	-	-	-
Mathematics	-	-	21953	19571	19765	253738	70728	67983	61034	53993
Natural Science and Health Ed.	-	-	90	134	106	251086	69224	67849	60580	53433
Oshikwanyama	12984	-	4739	4209	4011	47150	13328	12592	11225	10005

SUBJECT	JUNIOR SECONDARY		
	Junior Secondary	Grade 9	Grade 10
Accounting	27 776	15 294	12 482
Afrikaans 1st or Home Language	4 924	2 747	2 177
Afrikaans 2nd Language	20 389	11 571	8 818
Agriculture	76 069	41 832	34 237
Art of Entertainment	34	-	34
Arts appreciation	1 032	701	331
Arts in Culture	2 541	1 353	1 188
Biblical studies	1	1	-
Bricklaying and Plastering	9	-	9
Business Accounting	220	82	138
Business Methods	74	51	23
Catering	30	30	-
Chem. Technology	74	24	50
Commercial Maths	45	27	18
Computer Literacy	504	282	222
Computer Practice	244	91	153
Computer Studies	5 121	2 846	2 275
Design and Technology	3 095	1 706	1 389
Development Studies	536	349	187
Electricity	37	-	37
Electronics	82	82	-
Engineering Maths	180	180	-
English 1st Language	3 896	2 195	1 701
English 2nd Language	108 901	60 224	48 677
Enterpreneurship	103 930	57 507	46 423
Ethics	39	-	39
Extraordinary subj.	28	28	-
Fashion and Fabrics	741	410	331
French Foreign Language	1 174	683	491
Functional Maths	23	11	12
General Science	230	98	132
Geography	110 767	61 432	49 335
German 1st or Home Language	326	162	164
German Third or Foreign Language	2 501	1 298	1 203
Hairdressing	45	7	38
Health and Social Care(Hygiene)	113	28	85
History	110 216	61 125	49 091
Home Economics	4 085	2 286	1 799
Hospitality	792	443	349
ICT	7 640	4 115	3 525
Individual Learning	222	130	92

Table 14: continued

Oshindonga	19725	-	7058	6299	6368	65639	18979	17409	15277	13974
Otjiherero	4046	-	1314	1262	1470	17470	5214	4845	4000	3411
Phys Ed & Health Aw	821	-	377	254	190	918	369	223	86	240
Physical Education	42405	-	15205	13258	13942	57451	22111	12995	12096	10249
Physics	49	-	38	-	11	96	-	-	70	26
Portuguese	0	-	-	-	-	82	26	4	29	23
Religious and Moral Education	-	-	14292	13303	13674	72772	27728	17492	15185	12367
Remedial Teaching	1175	-	400	335	440	942	382	255	242	63
Rukwangali	2645	-	993	983	669	19860	5761	5665	4679	3755
Rumanyo	562	-	279	196	87	9089	3074	2530	1945	1540
School Music	69	-	28	-	41	347	48	54	163	82
Setswana	155	-	29	64	62	438	139	112	100	87
Sign Language	-	-	-	37	-	272	107	31	32	102
Silozi	860	-	311	283	266	11830	2850	3245	3024	2711
Social Sciences	0	-	-	-	-	4925	1535	1313	1029	1048
Social Studies	46	-	-	46	-	246143	67984	66234	59736	52189
Thimbukushu	-	-	89	84	72	4421	1326	1215	967	913

Integrated Performing Art	276	123	153
Keyboard and Word Processing	635	399	236
Khoekhoegowab	5 885	3 531	2 354
Languages	48	44	4
Latin	126	110	16
Life Science	110157	61035	49122
Life Skills	28628	16145	12483
Mathematics	111491	61851	49640
Metalwork& Welding	6	-	6
Motor Mechanics	4	4	-
Music	24	12	12
Natural Science and Health Ed.	381	178	203
Needlework and Clothing	4	4	-
Office Adm. & Keyboard	238	172	66
Office Practice	2878	1540	1338
Oshikwanyama	20550	11272	9278
Oshindonga	28693	15900	12793
Otjiherero	8548	4926	3622
Performing Art	86	-	86
Phys Ed & Health Aw	185	88	97
Physical Education	8864	5311	3553
Physical Science	109069	60344	48725
Physics	215	123	92
Physiology	17	-	17
Portuguese	712	358	354
Religious and Moral Education	8665	5054	3611
Rukwangali	9429	5111	4318
Rumanyo (Rugcirku)	3007	1689	1318
Salon Science	83	83	-
School Art	4341	2356	1985
School Music	35	35	-
Sciences	23	-	23
Setswana	179	118	61
Sign Language	95	42	53
Silozi	5959	2859	3100
Snelskrif	38	-	38
Social Studies	393	215	178
Technical Drawing	1219	673	546
Technical studies	885	505	380
Thimbukushu	1747	932	815
Tourism	43	20	23
Typing or Typing and Office Admin	20	12	8
Visual Arts	365	176	189
Woodwork	22	10	12

Enrolment in different subjects is tabulated for the Primary and Junior Secondary Grades in **Table 14**, and for the Senior Secondary Grades in **Table 15**.

It is important to note that a number of private schools offered subjects which were not offered in state schools, or which were offered in different Grades in state schools. Deviations from the Ministry's curriculum thus do not indicate an error.

Class teaching was used in Pre-Primary to Grade 3, although some exceptions could be observed up to Grade 7, probably due to multi-Grade teaching. In general, subject teaching was practised predominantly in higher Grades.

There are a few other subjects that are not reported in this table, for the mere reason that there are only very few learners taking such subjects. Readers interested in getting data for those subjects can request the information directly from EMIS.

Table 15: Enrolments in Senior Secondary subjects

SUBJECT	LEVEL	Grade 10	Grade 11	Grade 12	Grade 13
Accounting	H	-	9	228	-
	O	7952	3155	3156	-
Afrikaans 1st or Home Language	H	-	19	89	-
	O	924	610	612	1
Afrikaans 2nd Language	H	-	-	230	-
	O	9291	4023	3196	12
Agriculture	H	-	3	-	-
	O	19443	7104	10567	0
Art and Design	H	-	-	30	-
	O	1008	577	320	1
Art of Entertainment	H	-	-	-	-
	O	431	170	6	-
Arts appreciation	H	-	-	-	-
	O	1390	-	-	-
Arts in Culture	H	-	-	-	-
	O	6801	-	-	-
Biblical studies	H	-	-	-	-
	O	-	144	265	-
Biology	H	-	6	1382	-
	O	30821	13679	17252	15
Bricklaying and Plastering	H	-	-	-	-
	O	27	46	11	-
Building Studies	H	-	-	-	-
	O	515	79	133	-
Business Accounting	H	-	-	-	-
	O	68	30	-	-
Business Economics	H	-	4	-	-
	O	244	4	11	-
Business Studies	H	-	-	326	-
	O	5391	2652	2951	-
Catering	H	-	-	-	-
	O	-	12	-	-
Chem. Technology	H	-	-	-	-
	O	20	-	-	-
Chemistry	H	-	-	-	-
	O	14568	6664	521	-
Combined Science or Co-ordinated Science	H	-	-	-	-
	O	12	-	53	-
Computer Literacy	H	-	-	2	-
	O	424	166	233	-
Computer Studies	H	-	-	82	-
	O	1587	661	752	12
Design & Communicat.	H	70	29	23	-
	O	70	29	23	-
Design and Technology	H	-	-	79	-
	O	693	366	361	-
Development Studies	H	-	-	2	-
	O	15934	5778	10690	-
Economics	H	-	-	252	-
	O	5876	2435	2556	-
Electronics	H	-	-	-	-
	O	-	38	39	-
Engineering Science	H	-	-	-	-
	O	13	7	3	-
English 1st Language	H	-	-	165	-
	O	1432	863	591	15
English 2nd Language	H	-	19	1979	-
	O	47903	20457	23838	-
Enterpreneurship	H	-	-	42	-
	O	8490	2264	1499	-
Fashion and Fabrics	H	204	115	96	-
	O	204	115	96	-
French Foreign Language	H	-	-	3	-
	O	412	194	160	1
General Science	H	-	-	-	-
	O	50	-	-	-
Geography	H	-	26	765	-
	O	23833	8026	11009	12
German 1st or Home Language	H	-	-	13	-
	O	176	83	136	-
German Third or Foreign Language	H	-	-	42	-
	O	943	589	436	13
History	H	-	20	623	-
	O	16597	4331	5668	12
Home Economics	H	-	-	3	-
	O	808	341	181	-
ICT	H	-	-	-	-
	O	18009	2300	1790	-
Individual Learning	H	-	-	-	-
	O	125	4	42	-
Keyboard and Word Processing	H	-	-	-	-
	O	56	-	-	-

Table 15: continued

Khoekhoegowab	H	-	-	-	-
	O	1897	587	367	-
Life Science	H	-	-	-	-
	O	3133	-	-	-
Life Skills	H	-	-	-	-
	O	28359	5537	6161	0
Mathematics	H	-	54	768	-
	O	48621	20918	25221	17
Metal Work	H	-	-	-	-
	O	146	79	-	-
Metalwork& Welding	H	-	-	-	-
	O	98	29	-	-
Motor Mechanics	H	-	-	-	-
	O	106	128	-	-
Natural Science & Health Education	H	-	-	-	-
	O	193	-	96	3
Needlework and Clothing	H	-	-	-	-
	O	19	-	-	-
Office Adm. & Keyboard	H	-	-	-	-
	O	67	90	187	-
Office Practice	H	-	-	-	-
	O	698	304	56	-
Oshikwanyama	H	-	105	1315	-
	O	9211	4094	4294	-
Oshindonga	H	-	9	1990	-
	O	13564	5615	6006	-
Otjiherero	H	-	-	12	-
	O	3108	953	1144	-
Physical Education	H	-	-	-	-
	O	14832	1940	2185	3
Physical Science	H	-	15	863	-
	O	13051	5107	15010	12
Physics	H	-	9	164	-
	O	12272	5807	898	5
Portuguese	H	-	-	-	-
	O	272	176	173	-
Religious and Moral Education	H	-	-	-	-
	O	14057	130	0	0
Rukwangali	H	-	54	1015	-
	O	3506	1634	855	-
Rumanyo (Rugcirku)	H	-	-	-	-
	O	1339	484	626	-
School Art	H	-	-	-	-
	O	1762	-	-	-
School Music	H	-	-	-	-
	O	20	70	29	-
Setswana	H	-	-	-	-
	O	74	32	15	-
Sign Language	H	-	-	-	-
	O	16	5	-	-
Silozi	H	-	-	164	-
	O	3617	1304	1951	-
Technical studies	H	-	-	-	-
	O	9	3	-	-
Thimbukushu	H	-	-	-	-
	O	800	235	408	-
Tourism	H	-	-	-	-
	O	25	20	21	-
Visual Arts	H	-	-	-	-
	O	94	-	-	-
Woodwork	H	-	-	-	-
	O	99	73	-	-

Enrolment in different subjects taught in the Senior Secondary phase is tabulated in **Table 15**. A distinction is made between the levels at which the subjects are taken – Namibia Senior Secondary Certificate Higher Level (NSSC-H) or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O). The ordinary level is further subdivided in Core and Extended levels, hence H/E/C in the table.

A number of private schools offered subjects, which were not offered in state schools, or, which were offered in different Grades in state schools. Deviations from the Ministry's curriculum does, therefore, not necessarily indicate an error.

Some incorrect reporting was expected, for example an incorrect subject code having been used. Minor inconsistencies in the data are, thus, possible.

Table 16: Home languages of learners

Language	TOTAL	PRIMARY			SECONDARY			OTHER
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other
National	777 132	561 931	288 352	273 579	213 074	114 355	98 719	2 127
Afrikaans	41 376	27 581	13 945	13 636	13 552	6 951	6 601	243
English	8 572	5 613	2 769	2 844	2 927	1 490	1 437	32
German	1 235	741	360	381	492	217	275	2
Khoekhoegowab	82 216	61 070	30 253	30 817	20 632	12 837	7 795	514
Oshikwanyama	186 472	135 009	68 120	66 889	51 298	27 009	24 289	165
Oshindonga	96 870	68 581	36 140	32 441	28 193	13 517	14 676	96
Other Caprivi	31 110	20 804	10 705	10 099	10 301	4 843	5 458	5
Other European	993	417	135	282	575	231	344	1
Other Languages	42 249	31 413	15 980	15 433	10 797	6 160	4 637	39
Other Oshiwambo	107 457	76 948	39 308	37 640	30 263	16 056	14 207	246
Otjiherero	65 032	46 143	22 825	23 318	18 455	10 859	7 596	434
Rugciriku	14 622	11 209	5 660	5 549	3 400	1 832	1 568	13
Rukwangali	52 288	40 431	22 338	18 093	11 705	6 843	4 862	152
Rumanyo	3 274	2 750	1 724	1 026	513	298	215	11
Rushambyu	3 342	2 619	1 364	1 255	719	388	331	4
San (Ju/'hoasi)	10 719	9 636	5 418	4 218	1 080	756	324	3
Setswana	1 816	1 191	548	643	612	326	286	13
Sign Language	820	516	238	278	175	138	37	129
Silozi	13 236	9 265	5 366	3 899	3 963	1 741	2 222	8
Thimbukushu	13 433	9 994	5 156	4 838	3 422	1 863	1 559	17

Tables 16 to 18 present statistics on home languages of learners and medium of instruction. Table 16 reports on learner enrolments per home language. Table 17 reports on the enrolments per medium of instruction in Grades 1 to 3, while Table 18 contains the numbers of learners of different home languages taught in various mediums of instruction.

Home language statistics were collected by grouping the languages in a way consistent with the medium of instruction used in Namibian schools.

Oshikwanyama speakers accounted for 24.0% of all learners in Namibia, Other Oshiwambo 13.8%, Oshindonga 12.5% and Khoekhoegowab (10.6%) were other languages that had more than 10% of learners. There were 390,799 Oshiwambo speaking

learners in total (including Oshikwanyama, Oshindonga, and Other Oshiwambo), representing 50.3% of the school population. Other home languages with enrolments exceeding 40,000 were Otjiherero (8.4%), Afrikaans (5.3%) and Rukwangali (6.7%). The remaining home languages together represented 21.4% of the total number of learners. San speaking learners were only 1.4% of the entire learner population. This could be attributed to the fact that their population is relatively small, or that most are not attending school. It should also be noted that many San learners do not speak any San (Ju/'hoasi) languages at all, and thus do not consider a San language to be their home language. Their situation requires specific attention and action by the Ministry not only to ensure that they are not left behind, but that they also take pride in who they are. The lack of teachers in the San (Ju/'hoasi) languages might also be a factor that has affected learners' attendance in earlier Grades.

Figure 16: Enrolment of learners for different home languages

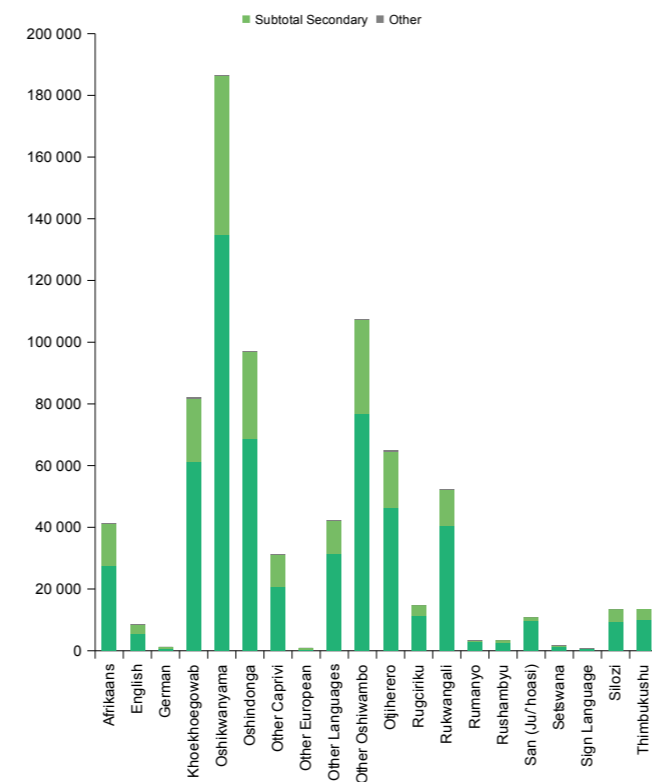


Table 17: Medium of instruction in Grades 1 – 3: Schools, numbers of learners and class groups

Medium of instruction	Schools	ENROLMENT				CLASS GROUPS		
		Total	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Total	1 818	242 940	88 072	79 915	74 953	2 838	2 671	2 547
Afrikaans	91	12 611	4 477	4 181	3 953	151	147	142
English	339	58 607	21 040	18 849	18 718	656	602	599
German	8	329	94	90	145	7	9	10
Khoekhoegowab	96	13 385	4 811	4 537	4 037	149	151	137
Oshikwanyama	282	40 501	14 696	13 357	12 448	444	416	393
Oshindonga	484	53 572	19 091	17 722	16 759	649	619	596
Otjiherero	92	15 352	5 848	5 063	4 441	192	171	160
Rukwangali	174	22 777	8 420	7 564	6 793	264	248	231
Rumanyo	102	9 674	3 581	3 161	2 932	121	118	107
San (Ju/'hoasi)	1	201	87	61	53	6	6	6
Setswana	2	358	155	123	80	5	5	3
Sign Language	3	95	32	31	32	4	4	4
Silozi	98	11 335	4 117	3 847	3 371	132	124	118
Thimbukushu	46	4 143	1 623	1 329	1 191	58	51	41

Table 17 shows the number of schools offering different mediums of instruction in Grades 1-3, and the numbers of learners and class groups. The few schools offering more than one medium of instruction in these Grades were counted under each medium. Multi-grade class groups were counted as one for each Grade group in the class. This method deviates from the one used for Table 9, and generates the number of Grade 1, Grade 2 and Grade 3 groups for each medium of instruction.

The Ministry's language policy encourages mother-tongue education in Grades 1-3. A different medium of instruction – typically English – can be used if the parents recommend it. Increasing numbers of learners from different mother-tongue settlements (especially in urban areas) and the lack of teachers of different languages are two of the major factors contributing to the increasing use of English as the medium of instruction – a deviation from the language policy. An increasing enrolment in private schools which use English as a medium of instruction in Junior Primary seems also to suggest that a considerable number of parents prefer English as the medium of instruction. This might also be an indication that parents do not understand the objectives of mother tongue instruction in those Grades.

English was the medium of instruction used in the greatest number of schools and class groups, and which had the highest enrolment. It was followed by Oshindonga and Oshikwanyama respectively. Differences in the average sizes of schools and class groups resulted in different distributions of the three measures.

Figure 17a: Enrolments in classes with different mediums of instruction in Grades 1 - 3

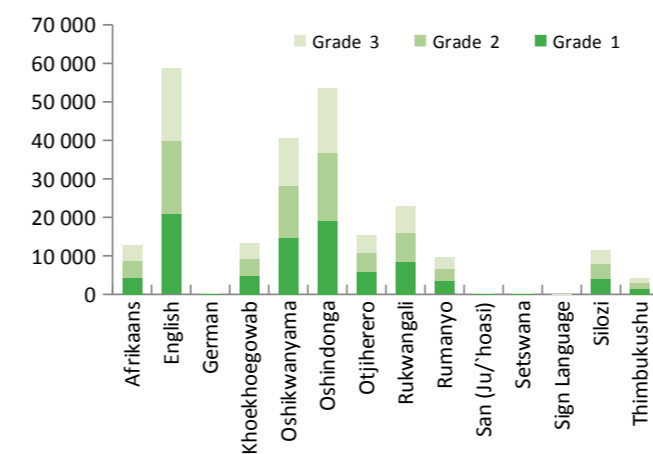


Figure 17b: Numbers of schools with different mediums of instruction in Grades 1 - 3

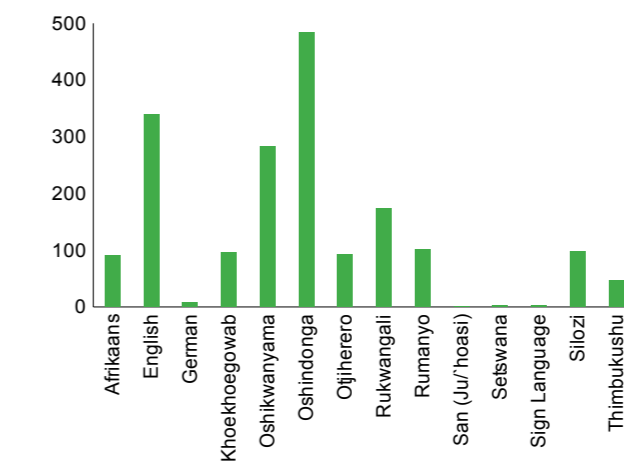


Figure 17c: Numbers of class groups with different mediums of instruction in Grades 1 - 3

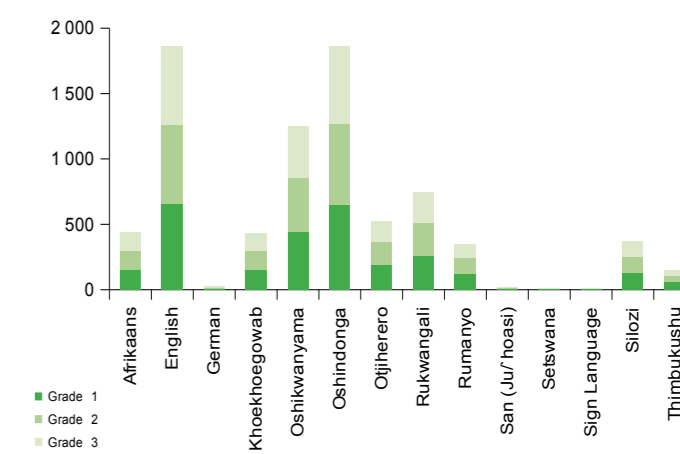


Table 18: Home languages and medium of instruction of learners in Grades 1 - 3

Grade	Medium of instruction	Total	HOME LANGUAGE																	Thimbukushu	
			Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other Caprivi	Other European	Other Languages	Other Oshiwambo	Otjiherero	Rugciriku	Rukwangali	Rushambyu	San (Ju/'hoasi)	Setswana	Sign Language		Silozi
Grade 1	Total	87 479	3 821	909	105	8 949	20 596	11 389	2 990	31	5 029	11 995	6 910	1 686	7 207	458	1 905	151	55	1 594	1 699
	Afrikaans	4 463	2 498	58	4	1 149	73	109	1	-	21	195	155	18	69	-	80	11	-	21	1
	English	21 009	1 265	792	29	3 517	3 646	3 069	161	24	944	3 036	2 012	223	990	29	885	67	1	259	60
	German	94	7	8	72	-	-	-	-	2	2	2	1	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 810	44	42	-	4 186	75	52	1	-	4	58	81	6	26	-	233	2	-	-	-
	Oshikwanyama	14 696	-	-	-	-	13 401	308	37	-	21	884	-	-	2	-	40	-	2	1	-
	Oshindonga	19 091	1	1	-	4	3 293	7 764	5	-	283	7 710	13	1	7	-	2	-	-	6	1
	Otjiherero	5 843	1	1	-	57	68	59	4	5	650	59	4 627	3	33	1	263	9	-	2	1
	Rukwangali	8 396	-	4	-	4	34	19	3	-	2 378	33	5	74	5606	43	120	0	25	24	24
	Rumanyo	3 036	2	-	-	-	2	2	3	-	673	3	1	1337	471	355	75	7	-	-	105
	San (Ju/'hoasi)	87	-	-	-	-	-	-	-	-	-	0	0	0	0	0	87	0	-	-	-
	Setswana	155	1	-	-	32	-	-	-	-	19	5	13	0	0	-	30	55	-	-	-
	Sign Language	32	-	-	-	-	3	-	-	-	-	1	1	0	0	0	0	0	27	-	-
Silozi	4 116	2	3	-	-	-	4	2 774	-	28	5	1	0	1	0	10	0	-	1 274	14	
Thimbukushu	1 651	-	-	-	-	1	3	1	-	6	4	0	24	2	30	80	0	-	7	1 493	
Grade 2	Total	79 625	3 614	622	97	8 472	19 069	9 704	3 084	36	4 780	10 911	6 214	1 759	6 303	531	1 540	166	46	1 240	1 437
	Afrikaans	4 180	2 245	52	2	1 060	166	132	14	-	37	163	153	11	52	2	55	20	-	12	4
	English	18 804	1 326	559	19	3 223	3 346	2 282	211	31	923	2 623	1 914	170	955	37	696	95	12	290	92
	German	90	4	2	76	1	-	-	-	4	-	1	2	-	-	-	-	-	-	-	-
	Khoekhoegowab	4 540	25	-	-	4062	36	46	0	0	5	56	89	3	22	3	186	5	0	2	-
	Oshikwanyama	13 357	2	3	-	3	12488	138	1	0	14	671	1	0	6	0	30	0	0	-	-
	Oshindonga	17 722	5	5	-	24	2947	7027	1	0	378	7262	19	0	28	0	16	1	0	9	-
	Otjiherero	5 063	1	1	-	62	48	54	2	0	509	95	4017	8	44	1	211	4	0	4	2
	Rukwangali	7 601	2	-	-	5	34	21	9	0	2288	36	7	164	4772	110	112	0	3	12	26
	Rumanyo	2 893	-	-	-	2	2	0	2	0	566	1	1	1380	406	374	70	0	0	-	89
	San (Ju/'hoasi)	61	-	-	-	0	0	0	0	0	0	0	0	0	0	0	61	0	0	-	-
	Setswana	123	2	-	-	29	0	0	0	0	16	2	10	0	0	0	23	41	0	-	-
	Sign Language	31	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	31	-	-
Silozi	3 837	2	-	-	1	0	4	2840	1	42	1	0	0	14	1	18	0	0	909	4	
Thimbukushu	1 323	-	-	-	0	2	0	4	0	2	0	1	23	4	3	62	0	0	2	1 220	

Table 18: continued

Grade 3	Total	74 490	3 527	523	105	8 350	18 669	8 513	2 590	47	4 656	10 028	6 071	1 427	5 474	373	1 332	134	59	1 349	1 263
	Afrikaans	3 950	2 294	51	4	984	134	80	11	2	15	142	136	2	43	-	15	15	-	20	2
	English	18 677	1 206	446	18	3 678	3 597	2 249	195	41	921	2 005	2 067	187	844	51	654	86	10	336	86
	German	145	4	14	82	-	38	3	-	1	-	2	-	-	-	-	-	-	1	-	-
	Khoekhoegowab	4 056	14	1	-	3582	40	37	2	0	0	35	137	5	14	20	160	4	3	2	-
	Oshikwanyama	12 449	2	-	1	1	11615	47	0	2	50	677	3	0	6	1	41	0	-	3	-
	Oshindonga	16 759	3	5	-	9	3158	6031	4	0	404	7100	22	0	19	0	4	0	-	-	-
	Otjiherero	4 441	-	1	-	65	41	36	4	0	371	18	3695	4	35	0	164	3	2	1	1
	Rukwangali	6 758	2	5	-	5	44	22	11	1	2255	38	6	104	4117	21	83	2	11	14	17
Rumanyo	2 530	-	-	-	1	1	1	2	0	605	4	0	1108	388	280	72	0	-	-	68	
San (Ju/'hoasi)	53	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	53	0	-	-
Setswana	80	2	-	-	24	0	0	0	0	20	0	5	0	0	0	0	0	5	24	-	-
Sign Language	32	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	-
Silozi	3 371	-	-	-	0	0	5	2361	0	12	6	0	2	3	0	13	0	0	-	967	2
Thimbukushu	1 189	-	-	-	1	1	2	0	0	3	1	0	15	5	0	68	0	-	6	1 087	

Although the Ministry's language policy promotes mother tongue education in the first three Grades, not all learners are being taught in their mother tongue. Two factors may contribute to this: learners residing in areas where their mother tongue is not offered as a medium of instruction due to insufficient numbers of learners; and parents' decision either to collectively introduce a different medium of instruction in a school, or to enrol their child in a school with a different medium of instruction.

The language groups with the highest percentages of learners having been taught in their mother tongue were (English (88%), Thimbukushu (86%), Silozi (75%), Rukwangali (76%), Oshindonga (70%), Oshikwanyama (64%), and Otjiherero (64%). The languages with the lowest percentage of learners having been taught in their mother tongue were San (4%) and Setswana (27%).

The closely related languages Rugciriku and Rushambyu were taught in the common medium of instruction Rumanyo. The term "San languages" was used to indicate 'Bushman languages', in part grouping very different languages together, which all use Ju/'hoasi as a medium of instruction.

For the benefit of the reader desiring to know the extent to which learners with speech and hearing impairments are catered for, "Sign Language" is included as a language on its own. It is important to note that many teachers still do not consider sign language an independent language, hence they reported learners from Oshindonga speaking households as Oshindonga speakers rather than Sign Language speakers, therefore the number of Sign Language speakers should not be interpreted as the number of learners with hearing impairments.

Figure 18: Percentage of learners taught in their mother tongue in Grades 1 - 3

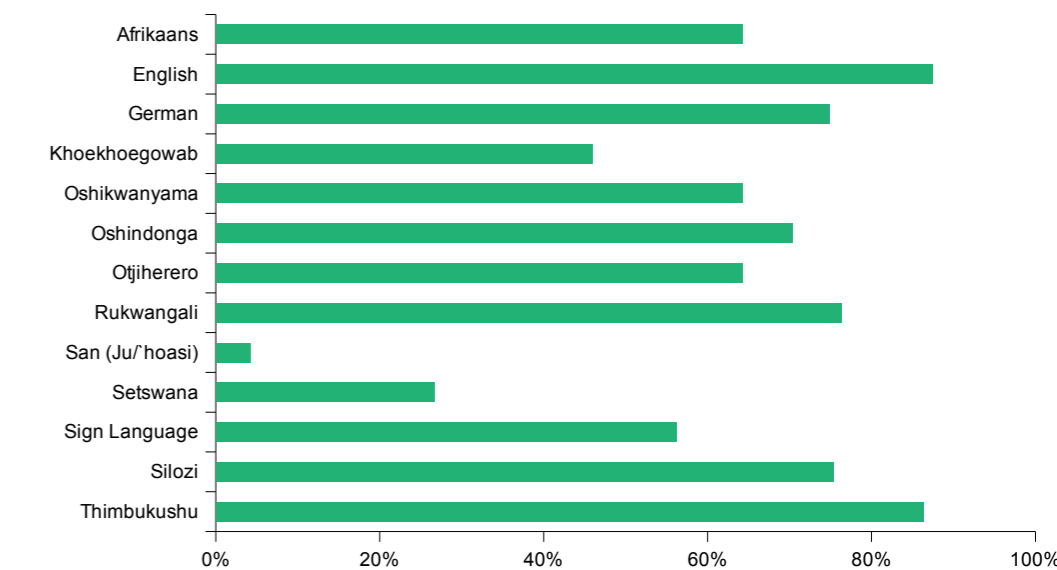
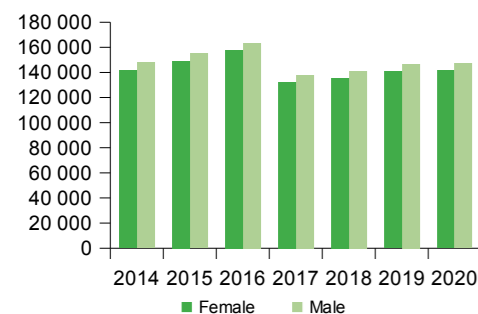


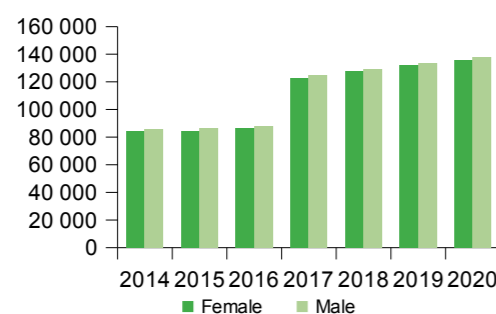
Table 19: Changes in female and male enrolment between 2014 and 2020

School Phase	YEAR	YEAR							Enrolment Growth Rate 2014 to 2020	Percentage change 2019 - 2020
		2014	2015	2016	2017	2018	2019	2020		
Total	Total	650 712	674 577	698 453	722 248	736 836	756 994	777 132	3,0%	2,7%
	Female	326 276	338 285	350 084	361 596	369 086	379 830	389 625	3,0%	2,6%
	Male	324 436	336 292	348 369	360 652	367 750	377 164	387 507	3,0%	2,7%
PRIMARY										
Subtotal Primary (Pre-Primary -Gr7)	Total	459 127	475 461	495 938	518 103	534 167	553 317	561 931	3,4%	1,6%
	Female	225 693	233 748	244 487	255 285	263 622	273 193	277 436	3,5%	1,6%
	Male	233 434	241 713	251 451	262 818	270 545	280 124	284 495	3,4%	1,6%
Junior Primary (Pre-Primary-Gr3)	Total	289 392	304 334	321 407	270 211	277 109	287 471	288 352	-0,1%	0,3%
	Female	141 641	149 140	158 004	132 315	135 780	140 805	141 429	-0,0%	0,4%
	Male	147 751	155 194	163 403	137 896	141 329	146 666	146 923	-0,1%	0,2%
Senior Primary (Gr4-Gr7)	Total	169 735	171 127	174 531	247 892	257 058	265 846	273 579	8,3%	2,9%
	Female	84 052	84 608	86 483	122 970	127 842	132 388	136 007	8,4%	2,7%
	Male	85 683	86 519	88 048	124 922	129 216	133 458	137 572	8,2%	3,1%
SECONDARY										
Subtotal Sec-ondary (Gr8-Gr12)	Total	189 648	195 726	200 695	202 252	200 695	201 197	213 074	2,0%	5,9%
	Female	99 772	103 026	104 920	105 631	104 768	105 742	111 350	1,8%	5,3%
	Male	89 876	92 700	95 775	96 621	95 927	95 455	101 724	2,1%	6,6%
Junior Secondary (Gr8-Gr9)	Total	149 396	153 125	156 576	155 353	105 872	121 272	114 355	-4,4%	-5,7%
	Female	78 255	80 070	81 031	80 240	54 318	62 955	58 967	-4,6%	-6,3%
	Male	71 141	73 055	75 545	75 113	51 554	58 317	55 388	-4,1%	-5,0%
Senior Secondary (Gr10-Gr13)	Total	40 252	42 601	44 119	46 899	94 823	79 925	98 719	16,1%	23,5%
	Female	21 517	22 956	23 889	25 391	50 450	42 787	52 383	16,0%	22,4%
	Male	18 735	19 645	20 230	21 508	44 373	37 138	46 336	16,3%	24,8%
OTHER Grades										
Subtotal Other Grades	Total	1 937	3 390	1 820	1 893	1 974	2 480	2 127	1,6%	-14,2%
	Female	811	1 511	677	680	696	895	839	0,6%	-6,3%
	Male	1 126	1 879	1 143	1 213	1 278	1 585	1 288	2,3%	-18,7%

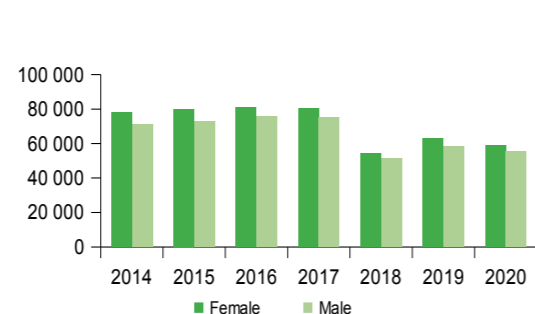
Junior Primary



Senior Primary



Junior Secondary



Senior Secondary

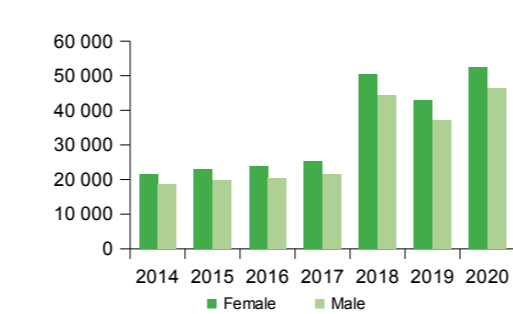


Table 19 shows the enrolment of females and males in the different school phases between 2014 and 2020.

Average annual growth was calculated comparing the 2014 and 2020 figures.

Female and male enrolments in the four school phases are shown in **Figure 19**. It should be noted that the four charts have different scales, that is, the heights of the bars are not comparable from one chart to the next.

A change in the promotion policy resulted in an improved flow of learners, which can be said to have caused the decline of enrolment in the Junior Primary phase and the increasing enrolment in the Senior Primary and Junior Secondary phases.

Lower promotion rates and higher school leaving rates of males in Junior Primary and Junior Secondary Grades resulted in female enrolment having been higher than male enrolment in Senior Primary and Junior Secondary (see **Table 30**).

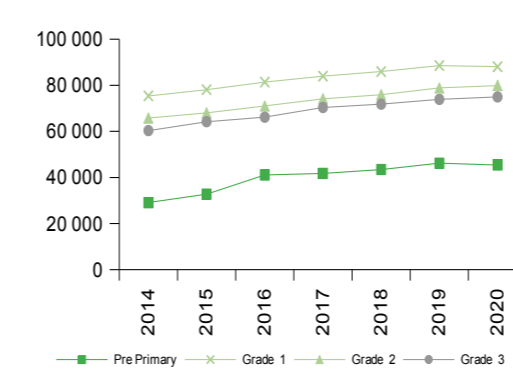
Figure 19: Changes in female and male enrolments

Table 20: Changes in enrolment in different Grades between 2014 and 2020

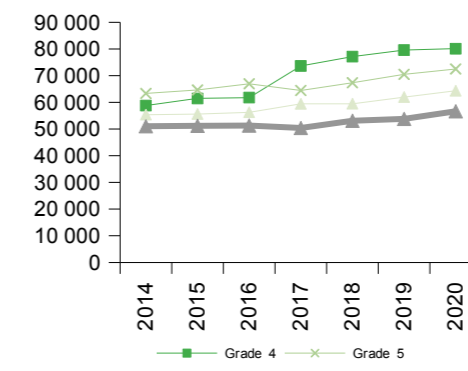
Grade	YEAR							Average annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
Total	650 712	675 405	698 453	722 248	736 836	756 994	777 132	3,0%	2,7%
Pre Primary	29 091	32 753	41 091	41 743	43 448	46 197	45 412	7,7%	-1,7%
Grade 1	75 374	78 107	81 363	83 972	85 937	88 544	88 072	2,6%	-0,5%
Grade 2	65 789	68 023	71 022	74 140	75 887	78 843	79 915	3,3%	1,4%
Grade 3	60 341	64 196	66 164	70 356	71 837	73 887	74 953	3,7%	1,4%
Grade 4	58 797	61 476	61 767	73 626	77 144	79 591	80 102	5,3%	0,6%
Grade 5	63 334	64 632	66 948	64 448	67 337	70 485	72 503	2,3%	2,9%
Grade 6	55 369	55 621	56 276	59 434	59 470	61 963	64 337	2,5%	3,8%
Grade 7	51 032	51 194	51 307	50 384	53 107	53 807	56 637	1,8%	5,3%
Grade 8	63 598	64 660	65 691	60 235	59 946	63 220	63 290	-0,1%	0,1%
Grade 9	49 591	50 461	51 852	53 562	45 926	58 052	51 065	0,5%	-12,0%
Grade 10	36 207	38 257	39 033	41 556	45 369	27 593	49 794	5,5%	80,5%
Grade 11	21 168	22 418	23 059	24 772	25 780	27 274	21 779	0,5%	-20,1%
Grade 12	19 068	20 198	21 060	22 127	23 653	25 045	27 128	6,1%	8,3%
Grade 13	16	19	16	17	21	13	18	2,0%	38,5%
Learning Support	1 012	75	988	1 179	1 010	1 518	1 032	0,3%	-32,0%
Vocational	128	1 181	258	267	356	354	750	34,3%	111,9%
Special Grades	689	1 853	348	184	276	276	319	-12,0%	15,6%
Autism	108	281	210	246	332	332	26	-21,1%	-92,2%

Figure 20: Changes in enrolments in Pre-Primary - Grade 12

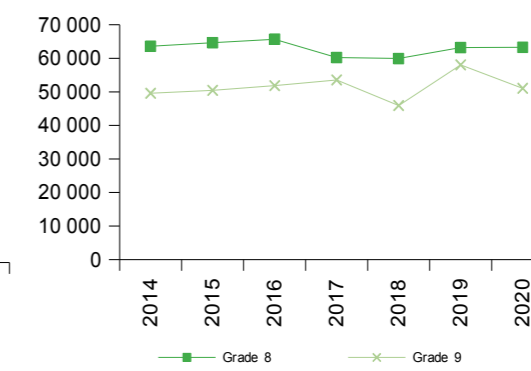
Junior Primary



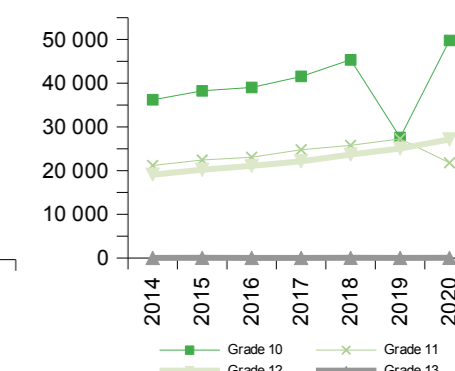
Senior Primary



Junior Secondary



Senior Secondary



Enrolment in the different Grades is tabulated for the years 2014 to 2020 in **Table 20**, together with the average annual growth rate over the whole period and the last two years. The average annual growth is determined by comparing the 2014 and 2020 enrolments. The female and male growth rates are tabulated for each school phase in **Table 19**. We can observe a steady growth in enrolments, both total and per Grades and phases, from 2014 to 2020.

Several Grades have been combined: Pre-Primary and bridging year as “Pre-Primary”; the diverse technical and vocational courses as “Vocational”; and different year levels and special Grades as “Special Grades”.

Enrolment in (Pre-Primary) to Grade 12 is presented in four charts in **Figure 20**. It should be noted that these charts have different scales.

Changes in the promotion and repetition rates are reported in **Table 30**. The ‘wave’ of learners created by the change in promotion policy can be followed from Grade to Grade and year to year. The significantly highest average annual growth rate was in the Pre-Primary Grade which became part of the Primary phase, followed by Vocational Grades and Special Grades for the mentally challenged. For the reader’s benefit, Pre-Primary has been added to the Junior Primary graph.

A drop in enrolment was noticed during the year (when compared to Fifteen School Day Statistics 2020) which could be attributed to the outbreak of the COVID-19 pandemic. The drop in the other Grades are rather misleading because of the reclassification of these Grades.

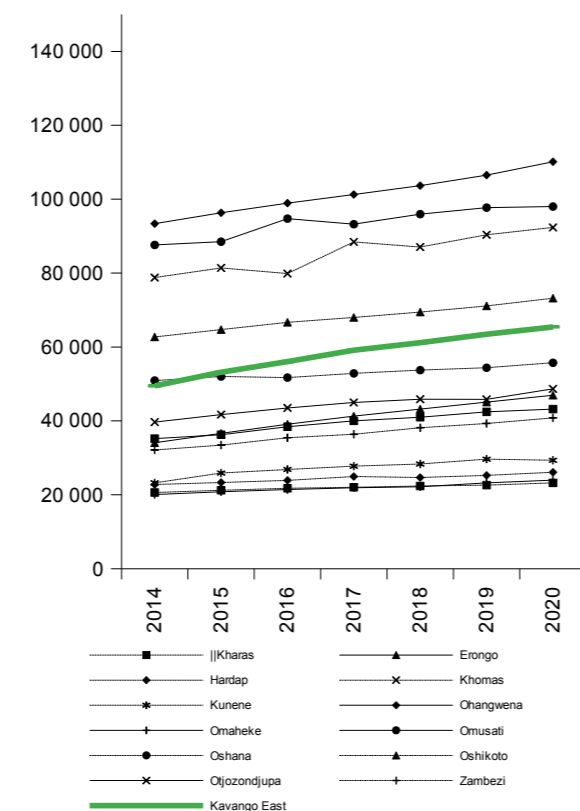
Table 21: Changes in enrolments in the regions from 2014 to 2020

REGION	YEAR							Average annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
National	650 712	675 405	698 453	722 248	736 836	756 994	777 132	3,0%	2,7%
Kharas	20 621	21 216	21 787	22 045	22 388	22 604	23 214	2,0%	2,7%
Erongo	34 090	36 626	39 102	41 287	43 213	45 082	46 938	5,5%	4,1%
Hardap	22 790	23 321	23 918	24 954	24 673	25 278	26 124	2,3%	3,3%
Kavango East	49 474	53 155	56 043	59 129	61 151	63 460	65 444	4,8%	3,1%
Kavango West	35 200	36 250	38 418	40 025	40 973	42 442	43 214	3,5%	1,8%
Khomas	78 787	81 403	79 863	88 429	87 053	90 380	92 341	2,7%	2,2%
Kunene	23 226	25 882	26 856	27 737	28 345	29 654	29 332	4,0%	-1,1%
Ohangwena	93 357	96 346	98 924	101 250	103 669	106 505	110 127	2,8%	3,4%
Omaheke	20 075	20 822	21 431	21 923	22 177	23 216	23 962	3,0%	3,2%
Omusati	87 615	88 498	94 749	93 223	95 948	97 719	98 006	1,9%	0,3%
Oshana	50 927	52 002	51 724	52 860	53 729	54 382	55 724	1,5%	2,5%
Oshikoto	62 738	64 710	66 674	68 008	69 469	71 119	73 214	2,6%	2,9%
Otjozondjupa	39 667	41 705	43 520	44 996	45 878	45 838	48 668	3,5%	6,2%
Zambezi	32 145	33 469	35 444	36 382	38 170	39 315	40 824	4,1%	3,8%

Table 21 shows the total enrolments in the different regions for seven years. Like other tables in this report, **Table 21** was calculated according to the 2013 demarcation of regions. Between 2014 and 2020, the school population grew the most in Erongo (5.5%) and Kavango East (4.8%). Otjozondjupa (6.2%) and Erongo (4.1%) had a higher percentage increase in enrolment between 2019 and 2020. There was a slight decrease in school population in Kunene (-1.1), between 2019 and 2020.

There have been efforts by the Ministry to get learners into and keep them in schools by providing school feeding and other humanitarian assistance, which might have resulted in more learners from marginalised groups accessing education. An increased number of private schools in some of those regions might also have eased the accommodation of learners in schools. “Back to school,” campaigns in the regions as well as the elimination of the School Development Fund and the introduction of Pre-Primary into formal schooling might have positively contributed to the rise in enrolment. There was also a slight increase in enrolment in private schools due to the opening of new private schools at the beginning of 2020.

Figure 21: Changes in enrolments in the different regions



Chapter 3: THE FLOW OF LEARNERS



Under ideal conditions, a learner begins Grade 1 at age six, passes that and subsequent Grades until finally graduating from Grade 12 at the age of 17 or 18. However, this progression can be interrupted or halted by the learner repeating one or more Grades, or leaving school before reaching Grade 12. For a learner leaving school before having acquired basic literacy and numeracy skills, there are two losses: the opportunity of that learner acquiring the skills required for further learning, and the resources allocated to that learner, which could have benefited other learners. Frequent repetition leads to a high proportion of learners in a class being over the associated age. It is for this reason that statistics on the ages of learners have been included in this chapter. Learners may also be over-age because they started school late, or because they left school for one or more years and then returned to school. Repetition and early school-leaving are measurable indications of insufficiencies. Other indicators, such as the goals of the curriculum not being achieved as a result of various deficiencies in the system, are often difficult to quantify.

Measures of the flow of learners are usually described using promotion, repetition and school-leaving rates. Promotion rates are calculated by dividing the numbers of new entrants to a Grade in 2020 by the number of learners enrolled in the previous Grade in 2019. The rates given here are thus for 2019 - being the proportion of learners enrolled in 2020, that were promoted and continued schooling in 2020. Likewise, repetition rates reported here are for 2019 - being the number of learners repeating a Grade in 2020, divided by the total number of learners in the same Grade in 2019.

Both promotion and repetition rates are calculated from the actual numbers of promotees and repeaters reported. School-leaving rates are calculated by assuming that the numbers of learners in a Grade in 2017, which are not accounted for by repeaters in the same Grade or promotees in the next Grade in 2020, represent the numbers of learners who have left school.

The calculation of repetition rates here includes re-entrants as repeaters. Re-entrants are learners who left school some time previously and have started a Grade again in 2020. These learners are thus treated as repeaters and not as permanent school-leavers.

The survival rate shows the cumulative effect of the promotion, repetition and school-leaving rates.

Rates of enrolment are presented for 2020. These are estimates calculated by comparing the actual number of learners in school of each age group with the projected number of people of that age group in Namibia. These projected numbers are based on the UNDP projections and **NOT** 2011 Population and Housing Census data. In terms of Namibia’s Constitution, every child should be at school until they complete Grade 7 or reach the age of 16, whichever comes first. Rates of enrolment provide measures of how well this goal is being met.

Estimates of flow rates are most accurate if migration into or out of the country is minimal. Flow rates for the regions would assume minimal migration between regions. There appears to have been considerable migration of learners between regions, but no migration figures are available at the level of detail required for the calculations and regional flow rates are thus not reported.

Table 22: 2020 Pre-Primary Enrolment by Region, Age and Gender

REGION				AGE							
	Average	TOTAL	5	6	7	8	9	10	11	12	
National	Total	5,9	45 412	4 949	38 991	1 219	162	81	5	2	3
	Female	5,9	22 856	2 530	19 618	576	84	46	-	1	1
	Male	5,9	22 556	2 419	19 373	643	78	35	5	1	2
//Kharas	Total	5,8	1 769	302	1 437	28	1	1	-	-	-
	Female	5,9	863	143	707	12	1	-	-	-	-
	Male	5,8	906	159	730	16	-	1	-	-	-
Erongo	Total	5,9	2 007	251	1 676	78	-	1	-	1	-
	Female	5,9	1 000	136	825	38	-	-	-	1	-
	Male	5,9	1 007	115	851	40	-	1	-	-	-
Hardap	Total	6,0	1 881	187	1 604	86	3	1	-	-	-
	Female	6,0	964	89	829	44	2	-	-	-	-
	Male	5,9	917	98	775	42	1	1	-	-	-
Kavango East	Total	5,9	2 808	425	2 354	27	2	-	-	-	-
	Female	5,9	1 435	219	1 208	7	1	-	-	-	-
	Male	5,9	1 373	206	1 146	20	1	-	-	-	-
Kavango West	Total	5,9	2 755	311	2 299	128	14	2	1	-	-
	Female	5,9	1 413	160	1 178	68	6	1	-	-	-
	Male	5,9	1 342	151	1 121	60	8	1	1	-	-
Khomas	Total	5,8	5 503	1 213	4 034	189	27	40	-	-	-
	Female	5,8	2 715	608	1 997	78	10	22	-	-	-
	Male	5,9	2 788	605	2 037	111	17	18	-	-	-
Kunene	Total	6,0	1 685	85	1 500	59	14	27	-	-	-
	Female	6,1	859	45	753	34	9	18	-	-	-
	Male	6,0	826	40	747	25	5	9	-	-	-
Ohangwena	Total	5,9	6 043	561	5 386	68	23	3	2	-	-
	Female	5,9	3 041	281	2 722	24	12	2	-	-	-
	Male	5,9	3 002	280	2 664	44	11	1	2	-	-

Omaheke	Total	6,0	1 487	110	1 273	89	15	-	-	-	-
	Female	6,0	741	51	645	40	5	-	-	-	-
	Male	6,0	746	59	628	49	10	-	-	-	-
Omusati	Total	6,0	5 374	321	4 918	111	23	-	-	-	1
	Female	6,0	2 755	168	2 517	55	15	-	-	-	-
	Male	6,0	2 619	153	2 401	56	8	-	-	-	1
Oshana	Total	5,9	3 444	279	3 114	30	13	4	1	1	2
	Female	5,9	1 725	155	1 549	9	8	3	-	-	1
	Male	6,0	1 719	124	1 565	21	5	1	1	1	1
Oshikoto	Total	5,9	4 963	369	4 510	77	7	-	-	-	-
	Female	5,9	2 473	200	2 230	40	3	-	-	-	-
	Male	6,0	2 490	169	2 280	37	4	-	-	-	-
Otjozondjupa	Total	6,0	2 728	159	2 455	112	2	-	-	-	-
	Female	6,0	1 384	86	1 240	57	1	-	-	-	-
	Male	6,0	1 344	73	1 215	55	1	-	-	-	-
Zambezi	Total	5,9	2 965	376	2 431	137	18	2	1	-	-
	Female	5,9	1 488	189	1 218	70	11	-	-	-	-
	Male	5,9	1 477	187	1 213	67	7	2	1	-	-

Table 22 gives a brief look at the numbers of Pre-Primary learners by region, age and gender.

The average age of learners was 5.9 nationally. The differences in average ages did not vary significantly across regions, nor between females and males in any of the regions.

The age distribution of female and male pre-school entrants is shown graphically in Figure 22. Most learners entered Pre-Primary school at 6 years of age, but considerable numbers enrolled for the first time at the age of 5 or even 7. Out of all Pre-Primary enrolments, 0.6% were 8 years old or older. The enrolment figures are expected to increase as more Pre-Primary Grades are introduced in public schools. 96.8% of learners in Pre-Primary are between the ages of 5 and 6.

Figure 22: Ages of female and male Pre-Primary learners

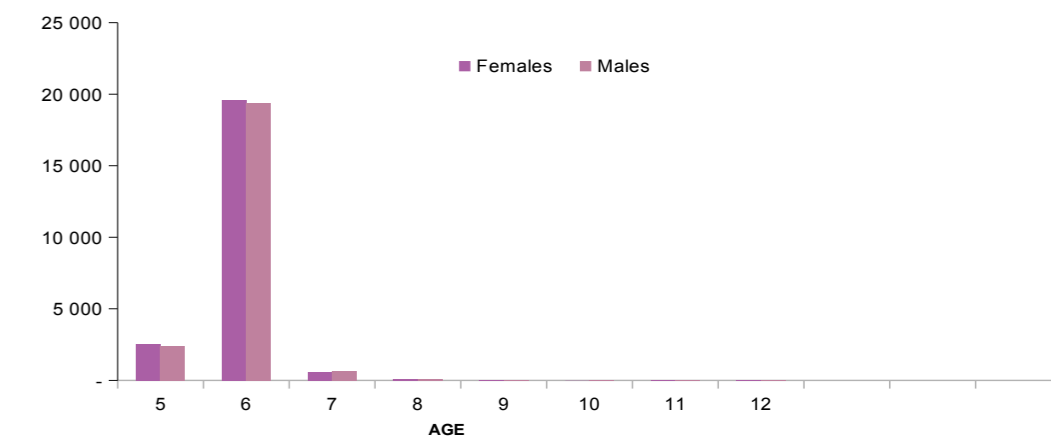


Table 23: Apparent intake rates of Grade 1 learners between 2014 and 2020

GENDER	YEAR						
	2014	2015	2016	2017	2018	2019	2020
National	106,7%	105,8%	109,0%	110,5%	110,3%	109,6%	110,3%
Females	106,9%	106,0%	109,2%	110,9%	110,9%	110,9%	111,3%
Males	106,7%	105,6%	108,9%	110,1%	109,8%	108,4%	109,3%

The apparent intake rate is a measure of the number of new enrolments in Grade 1 in comparison to the appropriately aged (seven-year-old) population. The high rates are either due to the enrolment of under- and overaged learners, misreporting by schools on learners age or underestimation of population numbers.

Table 24: Changes in the numbers of new Grade 1 entrants between 2014 and 2020

Grade	YEAR							Average annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
National	60 172	63 114	65 083	67 104	68 909	67 104	72 229	3,1%	7,6%
//Kharas	1833	1881	1991	2004	2079	2004	2124	2,5%	6,0%
Erongo	3316	2976	3803	4151	4314	4151	4593	5,6%	10,6%
Hardap	2152	2232	2206	2244	2322	2244	2519	2,7%	12,3%
Kavango East	5154	5686	5272	5512	5983	5512	6267	3,3%	13,7%
Kavango West	3961	4093	4206	4278	4554	4278	4146	0,8%	-3,1%
Khomas	7563	7887	7165	8553	8159	8553	8546	2,1%	-0,1%
Kunene	2750	3309	3267	3104	3131	3104	2930	1,1%	-5,6%
Ohangwena	8033	8336	8616	8937	9406	8937	10186	4,0%	14,0%
Omaheke	2074	2173	2143	2113	2120	2113	2311	1,8%	9,4%
Omusati	7185	7415	8906	8401	8517	8401	8742	3,3%	4,1%
Oshana	4068	4230	4280	4370	4747	4370	5213	4,2%	19,3%
Oshikoto	5229	5596	5539	5686	5757	5686	6372	3,3%	12,1%
Otjozondjupa	4079	4357	4574	4470	4411	4470	4717	2,5%	5,5%
Zambezi	2775	2943	3115	3281	3409	3281	3563	4,3%	8,6%

The Apparent Intake Rate over years is presented in **Table 23** while the numbers of new entrants to Grade 1 have been tabulated for 2014 to 2020 in **Table 24**. The average growth rate has been calculated comparing the numbers in the first and last year of the period (2014 - 2020). Oshana recorded the highest percentage intake, at 19.3% between 2019 and 2020.

In reading **Table 23**, the reader is cautioned that the population figures are very unstable, thus the percentage given may not be entirely accurate.

Figure 23: Apparent intake rates

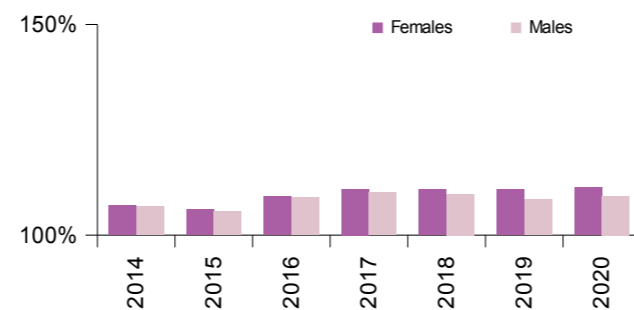


Figure 24: Changes in the numbers of new Grade 1 enrolments

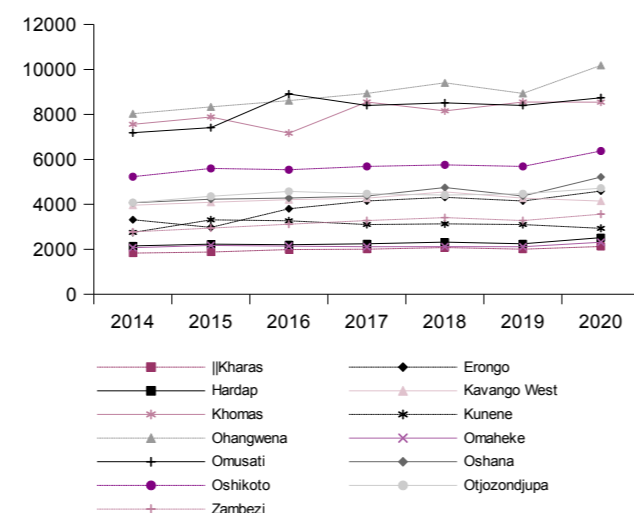


Table 25: Ages of all learners

Grade	TOTAL	AGE																							
		5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more			
TOTAL	777 132	4 988	43 628	64 150	65 307	64 057	63 581	59 954	59 821	57 392	55 359	53 047	47 875	44 665	37 527	23 522	14 940	8 519	4 628	2 153	1 173	846			
Pre- Primary	45 412	4 949	38 991	1 219	162	81	5	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Grade 1	88 072	39	4 510	59 774	17 400	3 939	1 297	512	287	159	51	36	14	4	11	2	37	-	-	-	-	-	-		
Grade 2	79 915	-	121	3 051	44 806	20 474	7 197	2 384	1 056	452	184	87	34	17	48	2	-	2	-	-	-	-	-		
Grade 3	74 953	-	-	80	2 760	36 801	20 079	8 888	3 614	1 513	685	288	127	58	29	18	6	3	1	3	-	-	-		
Grade 4	80 102	-	-	-	74	2 452	32 166	21 053	13 133	6 315	2 776	1 250	490	227	88	43	24	5	2	-	2	2	-		
Grade 5	72 503	-	-	-	2	106	2 499	24 950	18 297	13 204	7 275	3 560	1 459	675	269	117	63	20	5	-	-	2	-		
Grade 6	64 337	-	-	-	8	11	151	1 948	21 453	15 565	11 960	6 963	3 573	1 655	663	216	113	36	14	4	3	1	-		
Grade 7	56 637	-	-	-	1	14	10	69	1 792	18 245	13 679	10 711	6 076	3 340	1 577	631	314	101	37	13	13	14	-		
Grade 8	63 290	-	-	-	-	2	-	-	37	1 755	16 923	15 057	12 172	8 424	4 578	2 333	1 254	475	175	62	21	22	-		
Grade 9	51 065	-	-	-	2	5	-	-	6	57	1 563	13 530	11 138	9 364	6 672	4 061	2 353	1 315	592	226	121	60	-		
Grade 10	49 794	-	-	-	-	-	-	-	2	14	147	1 300	11 094	10 112	9 863	7 296	4 749	2 742	1 360	648	263	204	-		
Grade 11	21 779	-	-	-	-	-	-	-	-	-	9	107	1 343	8 673	4 617	2 860	1 746	1 124	734	308	155	103	-		
Grade 12	27 128	-	-	-	-	-	-	-	-	-	1	6	199	1 930	8 919	5 774	4 169	2 597	1 643	878	590	422	-		
Grade 13	18	-	-	-	-	-	-	-	-	-	-	-	-	2	5	9	2	-	-	-	-	-	-		
Other	2 127	-	6	26	92	172	177	148	141	113	106	152	156	184	188	160	110	99	65	11	5	16	-		

The number of learners in each age group are tabulated in **Table 25**. The learners who entered school at the age of seven, and who never repeated, were considered to be appropriately-aged. The data representing appropriately-aged learners are shaded in the table for all Grades. **Figure 25** shows the age distributions in all Grades.

Two measures for learners, who by far exceed the appropriate age for their Grade, are the number of learners older than 16 in primary Grades, 10, 530 (2.0%) in 2020, and the number of learners 25 years old or older and still at school, 846 (0.1%).

If learners entered school at the age of seven, and did not repeat more than once in the Junior Primary phase, once in Senior Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Junior Primary, two years above the appropriate age in Senior Primary, or three years above the appropriate age in Secondary. There were 131, 247 learners in Pre-Primary to 12, or 18.0% of all learners in these Grades, who were too old for their Grade according to this criterion.

Figure 25: The distribution of learners' ages in Grades 1 - 12

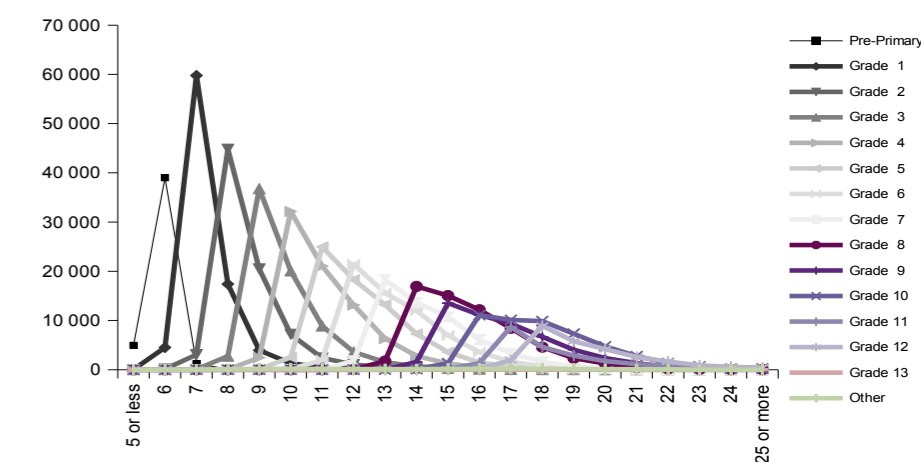


Table 26: Distribution of learners by Age and Gender for each Grade

Grade	SEX	TOTAL	AGE																				
			5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
TOTAL	Female	389 625	2 550	21 994	32 515	33 130	32 516	32 105	30 362	30 589	29 321	28 114	27 051	24 388	22 517	18 761	10 699	6 161	3 391	1 801	794	510	356
	Male	387 507	2 438	21 634	31 635	32 177	31 541	31 476	29 592	29 232	28 071	27 245	25 996	23 487	22 148	18 766	12 823	8 779	5 128	2 827	1 359	663	490
Pre-Primary	Female	22 856	2 530	19 618	576	84	46	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	22 556	2 419	19 373	643	78	35	5	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	42 658	20	2 303	30 247	7 356	1 665	574	224	134	71	22	18	5	2	1	2	14	-	-	-	-	-
	Male	45 414	19	2 207	29 527	10 044	2 274	723	288	153	88	29	18	9	2	10	-	23	-	-	-	-	-
Grade 2	Female	39 165	-	70	1 634	24 099	8 786	2 892	941	413	190	72	32	10	1	24	-	-	1	-	-	-	-
	Male	40 750	-	51	1 417	20 707	11 688	4 305	1 443	643	262	112	55	24	16	24	2	-	1	-	-	-	-
Grade 3	Female	36 750	-	-	49	1 515	20 442	8 891	3 528	1 309	575	260	98	46	20	9	7	-	-	-	1	-	-
	Male	38 203	-	-	31	1 245	16 359	11 188	5 360	2 305	938	425	190	81	38	20	11	6	3	1	2	-	-
Grade 4	Female	38 213	-	-	-	45	1 454	18 108	9 572	5 198	2 173	941	417	176	81	29	10	7	2	-	-	-	-
	Male	41 889	-	-	-	29	998	14 058	11 481	7 935	4 142	1 835	833	314	146	59	33	17	3	2	-	-	2
Grade 5	Female	36 022	-	-	-	1	66	1 513	14 806	9 175	5 617	2 759	1 215	494	234	83	44	12	2	-	-	-	1
	Male	36 481	-	-	-	1	40	986	10 144	9 122	7 587	4 516	2 345	965	441	186	73	51	18	5	-	-	1
Grade 6	Female	32 724	-	-	-	-	5	83	1 204	13 112	8 136	5 231	2 807	1 300	565	203	53	20	4	1	-	-	-
	Male	31 613	-	-	-	8	6	68	744	8 341	7 429	6 729	4 156	2 273	1 090	460	163	93	32	13	4	3	1
Grade 7	Female	29 048	-	-	-	-	5	2	37	1 161	11 333	7 222	4 894	2 391	1 188	505	176	89	26	16	2	1	-
	Male	27 589	-	-	-	1	9	8	32	631	6 912	6 457	5 817	3 685	2 152	1 072	455	225	75	21	11	12	14
Grade 8	Female	32 096	-	-	-	-	-	-	-	18	1 138	10 471	8 094	5 801	3 454	1 725	774	414	128	53	15	3	8
	Male	31 194	-	-	-	-	2	-	-	19	617	6 452	6 963	6 371	4 970	2 853	1 559	840	347	122	47	18	14
Grade 9	Female	26 871	-	-	-	-	2	-	-	3	38	997	8 510	6 148	4 740	3 038	1 737	824	469	218	77	44	26
	Male	24 194	-	-	-	2	3	-	-	3	19	566	5 020	4 990	4 624	3 634	2 324	1 529	846	374	149	77	34
Grade 10	Female	26 335	-	-	-	-	-	-	-	1	5	85	830	6 944	5 615	5 240	3 499	2 057	1 110	533	242	99	75
	Male	23 459	-	-	-	-	-	-	-	1	9	62	470	4 150	4 497	4 623	3 797	2 692	1 632	827	406	164	129
Grade 11	Female	11 405	-	-	-	-	-	-	-	-	-	4	64	870	5 305	2 402	1 252	655	408	253	95	55	42
	Male	10 374	-	-	-	-	-	-	-	-	-	5	43	473	3 368	2 215	1 608	1 091	716	481	213	100	61
Grade 12	Female	14 632	-	-	-	-	-	-	-	-	-	-	3	134	1 235	5 433	3 075	2 005	1 193	697	353	305	199
	Male	12 496	-	-	-	-	-	-	-	-	-	1	3	65	695	3 486	2 699	2 164	1 404	946	525	285	223
Grade 13	Female	11	-	-	-	-	-	-	-	-	-	-	-	-	1	3	6	1	-	-	-	-	-
	Male	7	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3	1	-	-	-	-	-
Other	Female	839	-	3	9	30	45	42	49	64	45	50	69	69	76	66	64	63	48	30	9	3	5
	Male	1 288	-	3	17	62	127	135	99	77	68	56	83	87	108	122	96	47	51	35	2	2	11

Figure 26 shows age distributions by gender in the first Grade of each school phase. Male learners on average repeated more often than females. Males also dropped out and returned, or on average started school a bit older than their female counterparts. These factors resulted in a wider age distributions for males.

Figure 26: Age distribution of learners by age and gender for specific Grades

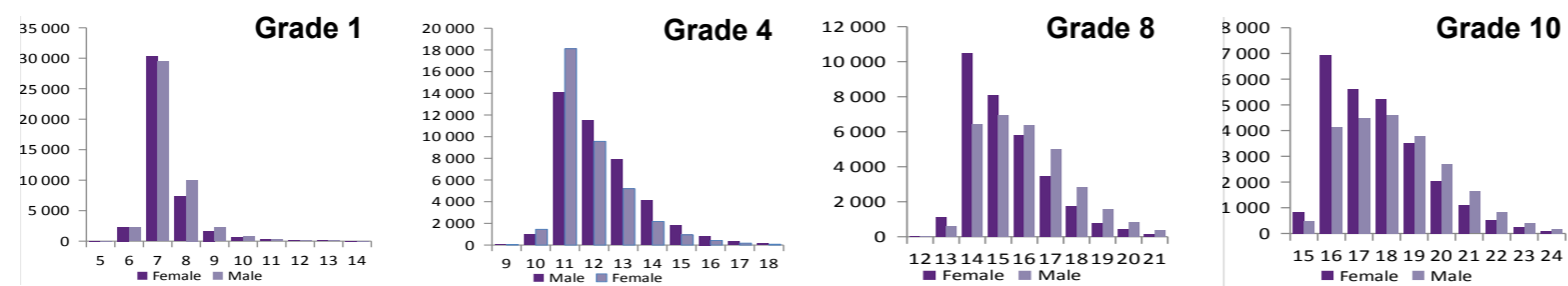


Table 27: Rates of enrolment of 6 to 18-year-olds

Table 28: Rates of enrolment of 6 to 18-year-olds

NB: Tables 27 and 28 are missing due to challenges with the denominators for computing GER and NER. Population estimates lead to the ratios exceeding 100% which is why MoEAC decided to not publish the data.

Table 29: Numbers of new entrants, repeaters and re-entrants in Pre-Primary to Grade 13

School Phase	Grade	Total enrolment		New entrants		Repeaters		Re-entrants	
		Total	% female	Total	% female	Total	% female	Total	% female
Total		775 005	50,2%	681 521	51,2%	92 677	42,4%	807	51,1%
Junior Primary	Pre-Primary	45 412	50,3%	45 120	50,4%	289	44,6%	3	66,7%
	Grade 1	88 072	48,4%	72 229	50,1%	15 739	40,6%	104	51,9%
	Grade 2	79 915	49,0%	70 079	50,4%	9 774	39,3%	62	35,5%
	Grade 3	74 953	49,0%	67 116	50,3%	7 800	37,8%	37	24,3%
Senior Primary	Grade 4	80 102	47,7%	65 724	50,1%	14 325	36,7%	53	41,5%
	Grade 5	72 503	49,7%	62 421	51,0%	10 025	41,7%	57	40,4%
	Grade 6	64 337	50,9%	57 990	51,5%	6 304	44,8%	43	55,8%
	Grade 7	56 637	51,3%	53 375	51,8%	3 194	43,4%	68	27,9%
Junior Secondary	Grade 8	63 290	50,7%	48 882	51,8%	14 309	46,8%	99	65,7%
	Grade 9	51 065	52,6%	43 722	52,7%	7 184	51,9%	159	61,6%
Senior Secondary	Grade 10	49 794	52,9%	46 289	53,0%	3 400	51,8%	105	56,2%
	Grade 11	21 779	52,4%	21 723	52,4%	56	55,4%	-	-
	Grade 12	27 128	53,9%	26 833	53,8%	278	60,4%	17	88,2%
	Grade 13	18	61,1%	18	61,1%	-	-	-	-

Figure 29a: Numbers of new entrants, repeaters and re-entrants in each Grade

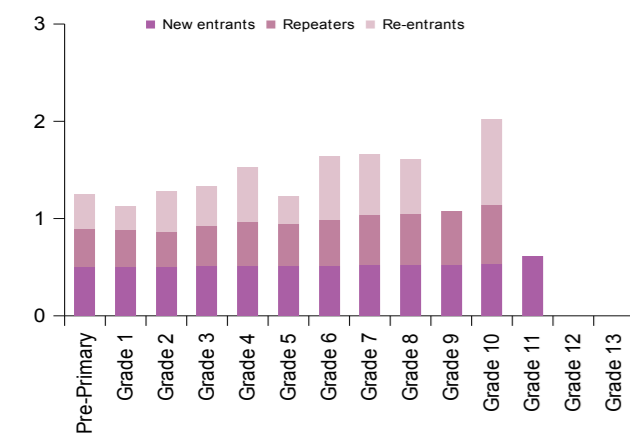
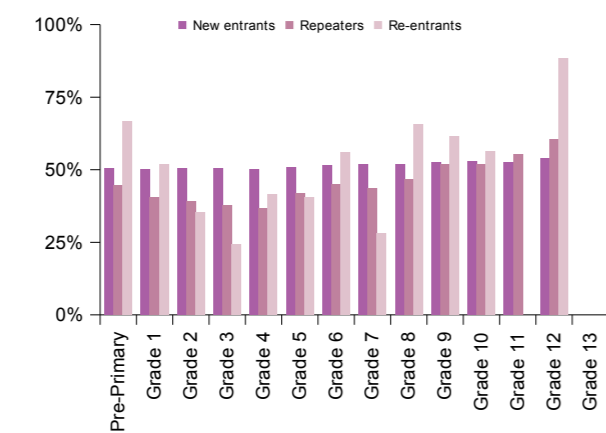


Figure 29b: Percentage females among new entrants, repeaters and re-entrants in each Grade



A distinction is made between new entrants, repeaters and re-entrants in each Grade. New entrants are learners who are in their respective Grades for the first time, i.e. new enrolments in Grade 1, or learners who were promoted at the end of the previous year and continued school in the next Grade. Repeaters are those who repeated a Grade. Re-entrants are learners who had left school at some point previously and returned in the year of the census. In a true sense they are repeaters, but had to be differentiated from those who were in schools the previous year.

The relatively small numbers of re-entrants, at 0.1% of the total enrolment in all Grades, indicates that few of the learners who left school returned at a later stage.

The new entrants, repeaters and re-entrants are charted in **Figure 29a**. Re-entrants are hardly visible because of the low number of learners who are reported to re-enrol. Grades 1, 4 and 9 had relatively high numbers of repeaters, an indication that the beginning of a new phase always poses some challenges to learners, thus more effort is required to make sure that the gap in enrolment is bridged.

Figure 29b shows the percentages of females among the new entrants, repeaters and re-entrants. In Junior Primary the male-to-female ratio is generally one to one.

There is a marked and progressive increase in the percentages of female repeaters and re-entrants after Grade 9, rising to above 50%. The higher repetition rates might indicate a higher commitment among females to completing their education, and the higher number of re-entrants might also include females who returned to school after pregnancy.

Table 30: Promotion, repetition and school-leaving rates in Grades 1 - 11

Grade	Promotion rates			Repetition rates			School-leaving rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Average	83,4%	85,2%	81,6%	12,5%	10,9%	14,2%	4,1%	4,0%	4,2%
Grade 1	79,1%	82,4%	76,1%	17,9%	15,0%	20,6%	3,0%	2,5%	3,4%
Grade 2	85,1%	87,9%	82,5%	12,5%	10,0%	14,8%	2,4%	2,0%	2,8%
Grade 3	89,0%	90,9%	87,1%	10,6%	8,2%	13,0%	0,4%	1,0%	-0,1%
Grade 4	78,4%	83,5%	73,7%	18,1%	13,9%	21,9%	3,5%	2,6%	4,3%
Grade 5	82,3%	85,0%	79,6%	14,3%	12,0%	16,6%	3,4%	3,0%	3,8%
Grade 6	86,1%	87,3%	84,9%	10,2%	9,0%	11,5%	3,6%	3,7%	3,6%
Grade 7	90,8%	92,1%	89,5%	6,1%	5,1%	7,1%	3,1%	2,8%	3,4%
Grade 8	69,2%	71,6%	66,6%	22,8%	21,0%	24,7%	8,1%	7,4%	8,7%
Grade 9	79,7%	79,7%	79,8%	12,6%	12,4%	12,9%	7,6%	7,9%	7,3%
Grade 10	78,7%	78,4%	79,1%	12,7%	12,5%	12,9%	8,6%	9,1%	8,0%
Grade 11	98,4%	98,2%	98,6%	0,2%	0,2%	0,2%	1,4%	1,6%	1,2%

Figure 30a: Promotion rates of female and male learners

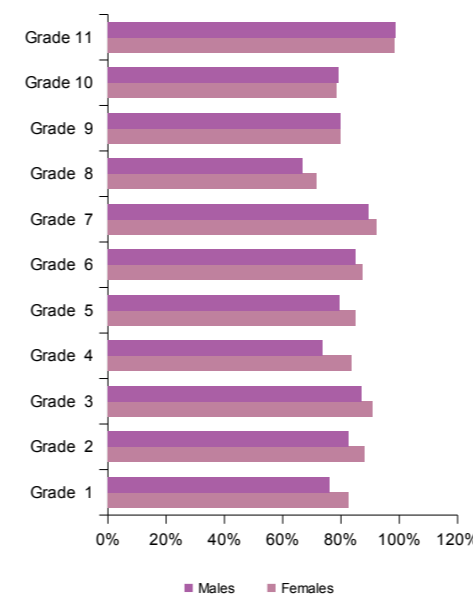


Figure 30b: Repetition rates of female and male learners

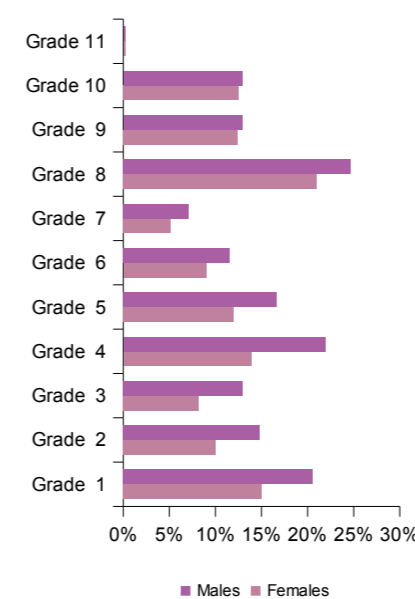
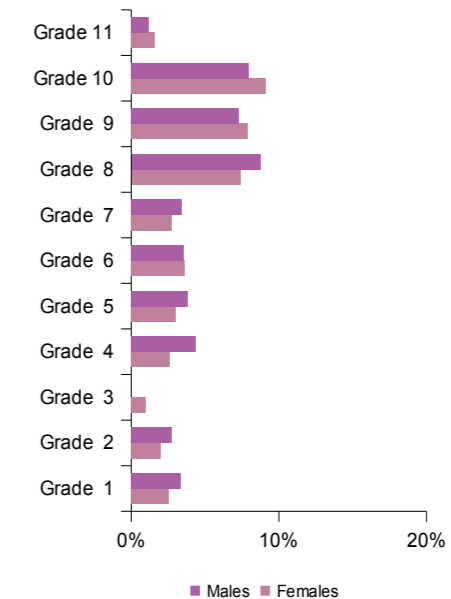


Figure 30c: School-leaving rates of female and male learners



The flow rates of learners are reported in **Table 30**. These are the rates of learner progression from 2019 to 2020. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2019 who were promoted and continued schooling in Grade 2 in 2020. Grade 12 is not included in this table since, for all practical purposes, all Grade 12 learners left school at the end of 2019. Re-entrants were counted as repeaters in the calculation of **Table 30**.

Flow-rate calculations normally assume that negligible numbers of learners enter or leave the system from outside its borders. Calculations per region would be inaccurate, as no numbers on the migration of learners are available. Regions with a high influx of learners would show low or even negative school-leaving rates, since the learners who came into the region would have made up the numbers of actual school leavers. For this reason only national flow rates are reported.

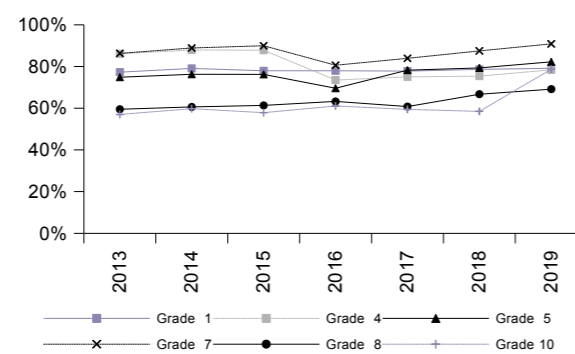
The Grade 7 promotion rate is the transition rate from primary to secondary education, reported as 90.8% in 2019 - 2020. The school-leaving rates in Grades 8 were higher than those in Grade 7, thus a higher percentage of learners transitioned from primary to secondary education than between the same Grades of secondary education. Females had higher promotion rates and lower repetition rates than males up to Grade 7. Up to Grade 8, a higher percentage of males than females left school. An estimate of the cumulative effect of the school-leaving rates, expressed as the percentage of learners reaching different Grades, is provided in **Table 32**.

The 2020 repetition rates and targets were: Grade 1, 17.9% (target 17%); Grade 4, 18.1% (target 10%); and Grade 8, 22.8% (target 27%).

Table 31: Promotion, repetition and school leaving rates from 2013 to 2019

School Phase	Grade	YEAR						
		2013	2014	2015	2016	2017	2018	2019
Promotion rates								
Junior Primary	Grade 1	77,3%	79,1%	78,0%	78,0%	77,8%	78,7%	79,1%
	Grade 2	86,3%	87,5%	84,6%	86,5%	85,1%	84,7%	85,1%
	Grade 3	88,0%	89,6%	85,6%	87,1%	86,3%	86,7%	89,0%
Senior Primary	Grade 4	86,1%	87,9%	87,9%	73,5%	75,0%	75,4%	78,4%
	Grade 5	74,9%	76,3%	76,2%	69,6%	78,3%	79,3%	82,3%
	Grade 6	83,3%	84,5%	84,7%	74,8%	80,8%	82,3%	86,1%
Junior Secondary	Grade 7	86,3%	88,9%	90,0%	80,6%	84,0%	87,5%	90,8%
	Grade 8	59,5%	60,6%	61,3%	63,2%	60,8%	66,7%	69,2%
Senior Secondary	Grade 9	67,4%	69,1%	69,2%	71,8%	76,2%	59,2%	79,7%
	Grade 10	57,0%	59,8%	57,8%	61,1%	59,4%	58,5%	78,7%
Senior Secondary	Grade 11	94,0%	94,6%	93,5%	95,6%	94,7%	96,1%	98,4%
	Grade 12							
Repetition rates								
Junior Primary	Grade 1	21,2%	19,9%	20,8%	20,7%	20,3%	19,7%	17,9%
	Grade 2	14,3%	12,8%	14,9%	14,8%	14,2%	14,8%	12,5%
	Grade 3	11,8%	10,9%	13,6%	13,5%	12,4%	13,4%	10,6%
Senior Primary	Grade 4	13,6%	12,5%	11,2%	25,9%	22,3%	22,4%	18,1%
	Grade 5	22,6%	20,3%	20,2%	28,4%	18,8%	18,3%	14,3%
	Grade 6	14,1%	13,1%	12,8%	22,9%	15,2%	14,4%	10,2%
Junior Secondary	Grade 7	9,8%	8,5%	8,4%	16,1%	10,1%	9,2%	6,1%
	Grade 8	31,6%	30,2%	30,6%	28,7%	29,3%	28,0%	22,8%
Senior Secondary	Grade 9	24,6%	23,7%	24,3%	23,2%	17,4%	39,3%	12,6%
	Grade 10	10,3%	10,8%	11,0%	11,1%	10,9%	0,9%	12,7%
Senior Secondary	Grade 11	4,4%	3,5%	4,3%	4,0%	4,4%	2,8%	0,2%
	Grade 12							
School-leaving rates								
Junior Primary	Grade 1	1,5%	1,0%	1,2%	1,3%	1,9%	1,6%	3,0%
	Grade 2	-0,6%	-0,3%	0,6%	-1,3%	0,7%	0,5%	2,4%
	Grade 3	0,3%	-0,4%	0,9%	-0,6%	1,3%	-0,1%	0,4%
Senior Primary	Grade 4	0,3%	-0,4%	0,9%	0,6%	2,7%	2,2%	3,5%
	Grade 5	2,5%	3,4%	3,6%	2,0%	3,0%	2,4%	3,4%
	Grade 6	2,6%	2,4%	2,4%	2,3%	4,0%	3,3%	3,6%
Junior Secondary	Grade 7	3,8%	2,7%	1,6%	3,3%	6,0%	3,3%	3,1%
	Grade 8	8,9%	9,2%	8,1%	8,0%	9,9%	5,3%	8,1%
Senior Secondary	Grade 9	7,9%	7,2%	6,5%	5,0%	6,4%	1,5%	7,6%
	Grade 10	32,7%	29,4%	31,2%	27,8%	29,7%	40,6%	8,6%
Senior Secondary	Grade 11	1,6%	1,9%	2,2%	0,4%	0,8%	1,1%	1,4%
	Grade 12							

Figure 31a: Changes in promotion rates



The rates in **Table 31** are based on the enrolments in the different Grades (in the left column) in the years appearing as column headings. They indicate the percentages of learners who were promoted at the end of the year, repeated during the next year or left school between the two years.

Figure 31a: Grade 8 promotion rates increased from 59.5% in 2013 to 69.2% in 2019, but there have been some fluctuations in between. General observation indicates high promotion rate in the primary Phases. However, the promotion rate decreases as it progress to Secondary phases.

Figure 31b: Changes in repetition rates

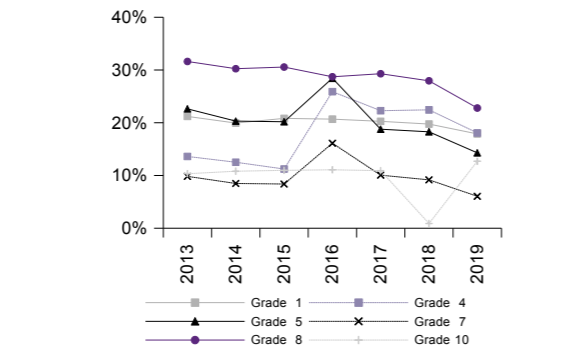


Figure 31b: High repetition rates were recorded for Junior Secondary Grades as well as for the first Grade of each phase, with an exception of Senior Secondary. A gradual implementation of a policy, which only allowed learners not older than 17 to repeat Grade 10, resulted in relatively low repetition in Grade 10.

Figure 31c: Changes in repetition rates

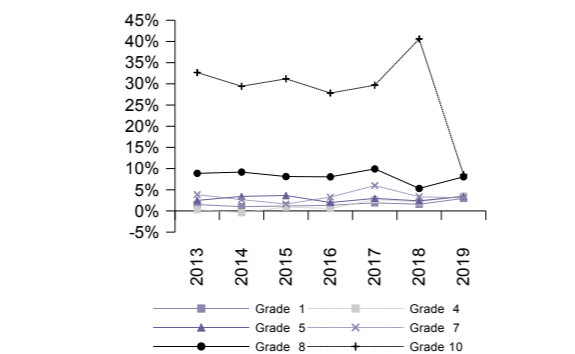


Figure 31c: School-leaving had for many years been high in Grade 10, where many learners left after writing the Junior Secondary Certificate examination. The school-leaving rates in Grade 8 and Grade 9 were higher than in Grade 7, the last year of primary schooling. The fact that learners drop-out after surviving primary education is a matter of concern that requires additional analysis.

Table 32: Survival rates to Grades 2 - 12 between 2014 and 2020

Grade	SEX	YEAR						
		2013	2014	2015	2016	2017	2018	2019
Grade 2	Total	95,6%	98,4%	98,6%	98,8%	97,6%	98,0%	96,4%
	Female	96,4%	99,3%	99,5%	99,3%	98,0%	98,4%	97,0%
	Male	94,7%	97,5%	97,6%	98,2%	97,2%	97,6%	95,8%
Grade 3	Total	93,4%	98,7%	98,8%	98,3%	96,9%	97,5%	96,4%
	Female	94,5%	99,7%	99,8%	98,8%	97,5%	98,2%	97,0%
	Male	92,2%	97,6%	97,7%	97,7%	96,2%	96,7%	95,8%
Grade 4	Total	92,0%	99,1%	99,1%	97,4%	95,4%	97,5%	93,7%
	Female	90,8%	97,8%	97,8%	95,8%	93,8%	95,4%	94,8%
	Male	92,9%	100,1%	100,0%	98,7%	96,7%	99,2%	92,6%
Grade 5	Total	90,7%	99,6%	99,4%	96,5%	92,1%	94,8%	93,3%
	Female	89,5%	98,5%	98,4%	95,1%	91,6%	93,6%	91,6%
	Male	91,6%	100,4%	100,1%	97,6%	92,1%	95,4%	94,7%
Grade 6	Total	86,4%	95,2%	94,9%	92,2%	88,6%	91,9%	89,3%
	Female	86,4%	95,1%	94,7%	92,2%	88,8%	91,4%	88,8%
	Male	86,1%	95,0%	94,7%	91,8%	87,8%	91,7%	89,4%
Grade 7	Total	83,0%	92,6%	92,2%	89,7%	84,4%	91,9%	85,7%
	Female	83,5%	92,9%	92,3%	90,0%	85,0%	91,4%	85,7%
	Male	82,2%	92,0%	91,7%	89,0%	83,2%	91,7%	85,2%
Grade 8	Total	79,2%	90,3%	89,5%	88,2%	78,8%	88,2%	82,2%
	Female	80,2%	91,7%	90,6%	88,5%	80,3%	88,4%	82,3%
	Male	77,8%	88,4%	88,0%	87,4%	76,6%	87,4%	81,7%
Grade 9	Total	67,3%	78,4%	77,4%	77,5%	67,4%	85,0%	79,5%
	Female	69,6%	80,6%	79,2%	78,8%	69,6%	85,7%	79,9%
	Male	64,5%	75,7%	75,2%	75,7%	64,5%	83,5%	78,7%
Grade 10	Total	59,5%	70,2%	69,8%	70,5%	61,9%	78,3%	71,1%
	Female	61,3%	72,4%	71,8%	72,1%	64,2%	80,2%	72,4%
	Male	57,4%	67,5%	67,3%	68,4%	59,1%	75,6%	69,4%
Grade 11	Total	39,0%	47,0%	46,7%	45,7%	41,2%	74,8%	64,8%
	Female	40,6%	49,2%	48,7%	47,5%	43,5%	80,1%	65,8%
	Male	36,2%	43,3%	43,0%	42,2%	37,3%	68,9%	63,5%
Grade 12	Total	36,9%	45,8%	45,7%	44,6%	40,8%	44,2%	58,4%
	Female	38,5%	48,1%	47,9%	46,1%	43,2%	48,5%	58,9%
	Male	35,0%	43,1%	43,1%	42,6%	37,9%	37,7%	56,7%

The survival rate for a specific Grade indicates the percentage of learners expected to stay in school until reaching at least that particular Grade. This indicator is based on the promotion, repetition and school-leaving rates between two consecutive years only. Survival rates should be interpreted as follows: 'If the flow rates remain constant for all Grades, then the said percentage of learners would stay in school until reaching at least the given Grade' in the year under report. It actually shows the percentage of learners who were in the previous year and went on to the next year during the year under report. Flow rates do change annually, thus the survival rate should be interpreted as an indicator applying to the transition of learners between two consecutive years. Flow rates are not projections of the percentage of new enrollees who will actually reach a certain Grade. Interpreted correctly, the survival rate is a sensitive indicator showing the theoretical cumulative effect of the flow rates between several Grades. Its sensitivity causes the indicator to vary rapidly for higher Grades.

As in related tables in this chapter, the years in the column headers indicate the first of the two years between which the rates have been calculated. Grade 1 was excluded from the table, as the Grade 1 rate is 100% by definition. The survival rates were calculated using the artificial cohort method and applying the flow rates in **Table 31** to an imaginary cohort of 1,000 learners who entered Grade 1. Returnees were counted as repeaters in this calculation. The survival rate for Grade 5 is often used as an estimate of the percentage of new Grade 1 entrants who are expected, after leaving school, to retain at least functional literacy for life. **Table 32** shows a consistently higher survival rate for both males and females from Grades 2 to 7. A lower survival rate can be seen from Grades 9 to 12 for the past five years. .

The survival rate indicator is very sensitive to its exact definition, and this must be noted in comparing rates reported elsewhere. An extraordinary feature of Namibia's survival rates was that they were consistently higher for females than for males from Grade 6 up to Grade 12 for the past five years. The lower survival rates of male learners again confirmed that in Namibia, on average, early school-leaving was a greater problem among male learners than among female learners.

The target for survival rate up to Grade 7 for 2019/20 was 92.8% (MoEAC Strategic Plan, 2017/18-2021/22) and the actual survival rate for the same Grade was 85.7%. For Grade 12, the survival rate target was set at 49% while the actual survival rate was 58.4%. Figures suggest that primary survival rates remain a challenge.

Figure 32a: Survival rates to Grade 5

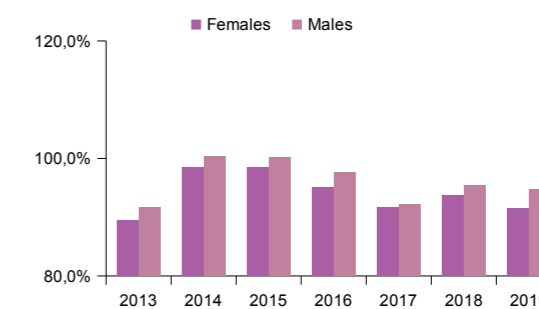


Figure 32b: Survival rates to Grade 8

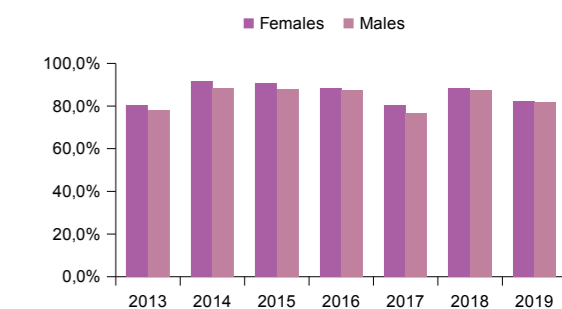


Table 33: Approximate numbers of people in Grades 1 - 12 who had left school between 2013 and 2019

School Phase	Grade	YEAR						
		2013	2014	2015	2016	2017	2018	2019
Total		53 076	44 272	47 908	44 245	56 128	54 664	50 958
Junior Primary	Grade 1	2 318	756	915	1 084	1 604	1 370	2 622
	Grade 2	1 331	-203	379	-902	482	359	1 891
	Grade 3	743	-269	547	-413	899	-46	326
Senior Primary	Grade 4	743	-247	569	360	1 973	1 665	2 792
	Grade 5	2 242	2 174	2 337	1 335	1 918	1 605	2 413
	Grade 6	1 898	1 317	1 356	1 299	2 364	1 984	2 241
	Grade 7	2 338	1 353	838	1 673	3 009	1 776	1 663
Junior Secondary	Grade 8	6 591	5 837	5 233	5 282	5 968	3 181	5 090
	Grade 9	3 821	3 571	3 253	2 601	3 421	690	4 420
Senior Secondary	Grade 10	10 802	10 647	11 914	10 863	12 337	18 424	2 365
	Grade 11	973	405	497	95	208	279	385
	Grade 12	19 276	18 931	20 070	20 968	21 945	23 377	24 750

Figure 33: Percentage of all school-leavers who left school from different school phases

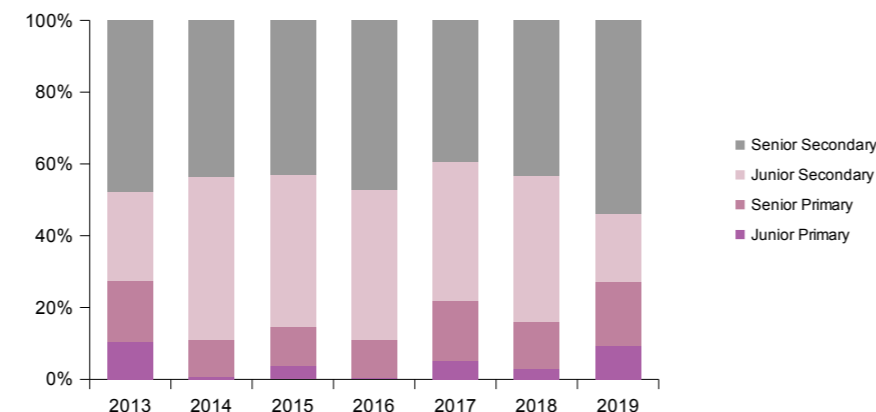


Table 33 shows the approximate number of learners who left school between 2013 and 2019. The number of learners who left school at different Grades can provide an early indication for tertiary training institutions about the demand for different types of training they can provide. The data also provides an educational profile of learners who could be entering the job market.

Table 33 was not corrected for movements of learners over Namibia's borders, as such figures are not available at present. Learners who had left school previously and returned later in the same year were counted as school leavers. For this reason, and also because the system for tracking individual learners and the immigration and emigration figures are not yet available, the numbers in **Table 33** are approximate rather than actual.

The numbers of learners who had left school in each year for the four school phases have been charted in **Figure 33** as a percentage of the total numbers of learners who left school in the particular year. It is evident from the chart that the percentage of learners leaving school from across phases vary from Grade to Grade and has been fluctuating over years.

Chapter 4: NATIONAL EXAMINATIONS



Chapter 4 presents the results of the national examinations written towards the end of 2020, that is, the Namibia Secondary School Certificate Ordinary Level (NSSC-O) and Namibia Secondary School Certificate Higher Level (NSSC-H) examinations.

The results achieved by candidates in the different subjects have been reported for the above-mentioned examinations. A table stating the points achieved by the JSC examination candidates has also been included.

Data for the tables in this chapter were provided by the Directorate of National Examinations and Assessment (DNEA), which was compiled long after the Directorate first published the results, and several questions regarding individual candidates' results were resolved since then. This explains any differences between the reports released by the DNEA immediately following the examinations and the tables in this publication.

National examination results are indicators of educational achievement based on criteria applying to the whole country, and they are important as such.

Table 34: Number of learners who obtained 1 to 4 points in NSSC-H per region

Region	Number of Examination Centres	Number of Candidates	Points Scored					UnGraded	Incomplete
			1	2	3	4			
National	156	32377	1485	5362	13412	8847	2815	456	
//Kharas	7	726	18	121	310	176	84	17	
Erongo	17	1364	115	364	529	251	85	20	
Hardap	6	354	9	73	139	73	48	12	
Kavango E	13	2212	257	512	773	508	133	29	
Kavango W	7	1364	20	291	588	369	81	15	
Khomas	22	5893	575	1286	2179	1201	591	61	
Kunene	5	203	8	37	100	39	12	7	
Ohangwena	11	4119	74	336	1721	1558	365	65	
Omaheke	6	321	21	47	79	85	82	7	
Omusati	17	4825	144	544	2243	1521	320	53	
Oshana	16	3786	70	415	1582	1303	352	64	
Oshikoto	10	3502	79	450	1643	1041	250	39	
Otjzondjupa	10	349	59	120	114	35	10	11	
Zambezi	9	3359	36	766	1412	687	402	56	

Table 35: Percentage of learners who obtained 1- 4 points in NSSC-H

Region	Number of Candidates	Points Scored					UnGraded	Incomplete
		1	2	3	4			
National	32377	2,5%	16,7%	42,7%	24,2%	11,6%	2,3%	
//Kharas	726	2,5%	16,7%	42,7%	24,2%	11,6%	2,3%	
Erongo	1364	8,4%	26,7%	38,8%	18,4%	6,2%	1,5%	
Hardap	354	2,5%	20,6%	39,3%	20,6%	13,6%	3,4%	
Kavango E	2212	11,6%	23,1%	34,9%	23,0%	6,0%	1,3%	
Kavango W	1364	1,5%	21,3%	43,1%	27,1%	5,9%	1,1%	
Khomas	5893	9,8%	21,8%	37,0%	20,4%	10,0%	1,0%	
Kunene	203	3,9%	18,2%	49,3%	19,2%	5,9%	3,4%	
Ohangwena	4119	1,8%	8,2%	41,8%	37,8%	8,9%	1,6%	
Omaheke	321	6,5%	14,6%	24,6%	26,5%	25,5%	2,2%	
Omusati	4825	3,0%	11,3%	46,5%	31,5%	6,6%	1,1%	
Oshana	3786	1,8%	11,0%	41,8%	34,4%	9,3%	1,7%	
Oshikoto	3502	2,3%	12,8%	46,9%	29,7%	7,1%	1,1%	
Otjzondjupa	349	16,9%	34,4%	32,7%	10,0%	2,9%	3,2%	
Zambezi	3359	1,1%	22,8%	42,0%	20,5%	12,0%	1,7%	

Table 34 and 35 tabulate the number and percentages of learners who sat for NSSC-H in 2020 per region and the points they scored respectively. A total of 32,377 learner sat for NSSC-H nationally out which 29,109 were scored 1 to 4 points (89.9%), while 3,271 learners (10.1%) were either unGraded or Graded incomplete.

The number of learners who sat for NSSC-H per region are represented by Figure 34. Khomas had the highest number of NSSC-H learners (5,893), while Kunene had the lowest number (203). On the other hand, the majority of NNC-H learners nationally scored Graded 3, translating into 42.7 % of the national points distribution as indicated in Figure 35.

Figure 34: Number of candidates per region

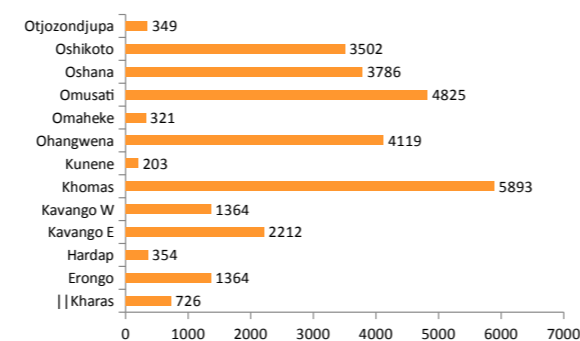


Figure 35: National percentage distribution of 1-4 points in NSSC-H

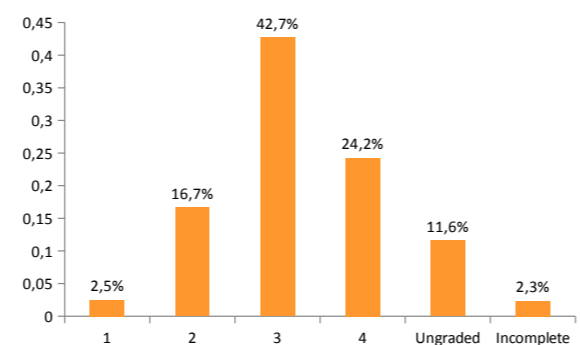


Table 36: Number of schools in the top 20 in Ordinary and Higher Level in 2020

Region	Ordinary Level		Higher Level	
	Number of Centers	Number in top 20	Number of Centers	Number in top 20
//Kharas	7	1	7	2
Erongo	13	1	17	2
Hardap	7	0	6	1
Kavango E	11	3	13	2
Kavango W	6	0	7	0
Khomas	28	2	22	3
Kunene	5	0	5	2
Ohangwena	11	2	11	1
Omaheke	8	1	6	1
Omusati	15	4	17	1
Oshana	14	1	16	0
Oshikoto	15	2	10	1
Otjzondjupa	14	3	10	3
Zambezi	10	0	9	1

Table 36 indicates the top twenty (20) performing schools in both ordinary and higher level in 2020.

Omusati, Kavango East and Otjzondjupa had the most centers in the top twenty on Ordinary Level. Hardap, Kavango West, Kunene and Zambezi did not have any center in the top 20, in 2020.

At the Higher Level, Khomas and Otjzondjupa topped the list with 3 schools each while Kavango West and Oshana did not have any.

Table 37: Namibia Senior Secondary Certificate Ordinary Level (NSSC-O Level) results, full-time

SUBJECT	Learners	Total	SYMBOL									
			A*	A	B	C	D	E	F	G	U	I
Accounting	2153	100,0%	1,2%	3,4%	7,9%	18,4%	17,0%	22,0%	15,3%	10,4%	2,0%	2,5%
Afrikaans as a Second Language	3265	100,0%	0,5%	1,4%	8,8%	18,4%	32,5%	26,6%	5,3%	1,4%	2,4%	2,7%
Agriculture	10160	100,0%	0,7%	1,9%	8,7%	14,4%	28,9%	24,4%	15,9%	2,7%	0,2%	2,1%
Art and Design	83	100,0%	4,8%	12,0%	10,8%	15,7%	9,6%	14,5%	16,9%	6,0%	6,0%	3,6%
Biology	15164	100,0%	0,5%	1,3%	5,5%	12,7%	16,7%	20,5%	23,7%	17,1%	0,6%	1,5%
Business studies	1823	100,0%	0,2%	0,8%	4,7%	17,8%	16,8%	19,7%	18,2%	17,1%	2,2%	2,5%
Computer Studies	332	100,0%	3,0%	8,7%	18,4%	22,9%	15,4%	10,2%	6,6%	4,5%	1,5%	8,7%
Design and Technology	86	100,0%	3,5%	9,3%	11,6%	23,3%	16,3%	10,5%	7,0%	9,3%	2,3%	7,0%
Development Studies	9746	100,0%	0,7%	2,3%	6,6%	11,0%	15,7%	20,2%	26,2%	14,9%	0,4%	1,9%
Economics	1608	100,0%	0,2%	0,4%	3,7%	18,1%	22,4%	27,2%	11,0%	11,5%	3,0%	2,5%
Enterpreneurship	1136	100,0%	1,5%	4,6%	10,5%	22,2%	20,7%	19,5%	11,9%	4,1%	2,8%	2,2%
English as a Second Language	19601	100,0%	0,5%	1,5%	4,7%	10,4%	21,0%	22,7%	25,4%	11,5%	0,2%	1,9%
Fashion and Fabrics	55	100,0%	1,8%	5,5%	41,8%	25,5%	14,5%	1,8%	0,0%	1,8%	0,0%	7,3%
First Language Afrikaans	180	100,0%	0,6%	0,6%	6,1%	29,4%	44,4%	16,1%	1,7%	0,0%	0,0%	1,1%
First Language English	90	100,0%	1,1%	1,1%	28,9%	36,7%	23,3%	3,3%	0,0%	0,0%	0,0%	5,6%
First Language German	10	100,0%	0,0%	0,0%	0,0%	10,0%	40,0%	10,0%	0,0%	0,0%	0,0%	40,0%
First Language Khoekhoegowab	399	100,0%	0,3%	0,8%	8,3%	27,3%	37,1%	16,5%	4,5%	1,5%	1,3%	2,5%
First Language Oshikwanyama	582	100,0%	0,0%	0,3%	8,6%	37,3%	34,5%	13,9%	2,1%	0,3%	0,3%	2,6%
First Language Oshindonga	584	100,0%	0,0%	0,0%	0,7%	12,2%	36,8%	33,2%	9,8%	3,3%	0,2%	3,9%
First Language Otjherero	1154	100,0%	0,5%	0,8%	12,8%	37,2%	33,4%	11,2%	1,2%	0,9%	0,3%	1,7%
First Language Rukwangali	7	100,0%	0,0%	0,0%	14,3%	42,9%	0,0%	0,0%	0,0%	0,0%	0,0%	42,9%
First Language Rumanyo	602	100,0%	0,2%	0,3%	21,4%	45,8%	24,4%	4,0%	0,7%	0,0%	0,3%	2,8%
First Language Setwana	23	100,0%	0,0%	4,3%	17,4%	34,8%	17,4%	4,3%	0,0%	0,0%	0,0%	21,7%
First Language Silozi	2	100,0%	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
First Language Thimbukushu	397	100,0%	1,5%	4,0%	22,9%	35,5%	23,9%	7,3%	2,3%	0,3%	0,0%	2,3%
Foreign Language French	157	100,0%	7,0%	6,4%	8,3%	17,2%	20,4%	23,6%	11,5%	0,6%	0,0%	5,1%
Foreign Language German	499	100,0%	2,4%	5,8%	17,6%	30,7%	24,2%	13,6%	2,8%	1,6%	0,2%	1,0%
Foreign Language Portuguese	185	100,0%	9,7%	28,6%	28,6%	15,1%	5,4%	6,5%	0,5%	0,0%	0,0%	5,4%
Geography	9172	100,0%	0,3%	1,0%	3,0%	7,6%	16,3%	27,4%	25,4%	16,8%	0,3%	1,8%
History	3219	100,0%	0,7%	2,2%	3,8%	5,7%	11,7%	17,9%	37,8%	17,3%	0,1%	2,8%
Home Economics	146	100,0%	1,4%	3,4%	13,0%	45,9%	24,7%	8,9%	2,1%	0,0%	0,0%	0,7%
Mathematics	24759	100,0%	0,4%	1,2%	2,4%	20,2%	19,7%	22,8%	20,5%	11,2%	0,1%	1,5%
Namibian Sign Language	3	100,0%	0,0%	0,0%	0,0%	100,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Office admin. and keyboard application	242	100,0%	0,8%	2,5%	9,1%	21,1%	12,8%	14,5%	19,4%	14,0%	5,0%	0,8%
Physical Science	15030	100,0%	0,9%	2,5%	7,0%	13,0%	16,1%	20,4%	22,2%	15,9%	0,5%	1,6%

The percentages of learners who attained different symbols in the subjects of the full-time NSSC-O examination have been tabulated in Table 37. The total number of learners who enrolled for each subject has been stated in the column 'Learners.' An A* indicates the highest level of achievement, with G being the lowest level still Graded. 'U' indicates an 'unGraded' score. Incomplete results are indicated by 'I'.

Symbol distributions have been shown graphically for the six subjects with the highest enrolments in Figure 37, which has been continued on the next page. The sum up of ETSIP priority subjects scores of A* - D is English Second Language (38.2%), Physical Science (39.5%) and Mathematics (44.0%), Biology, which is a science subject, has 36.7%, which is even less than the other science subjects.

Figure 37: (NSSCO) full-time: Symbol distribution in main subjects

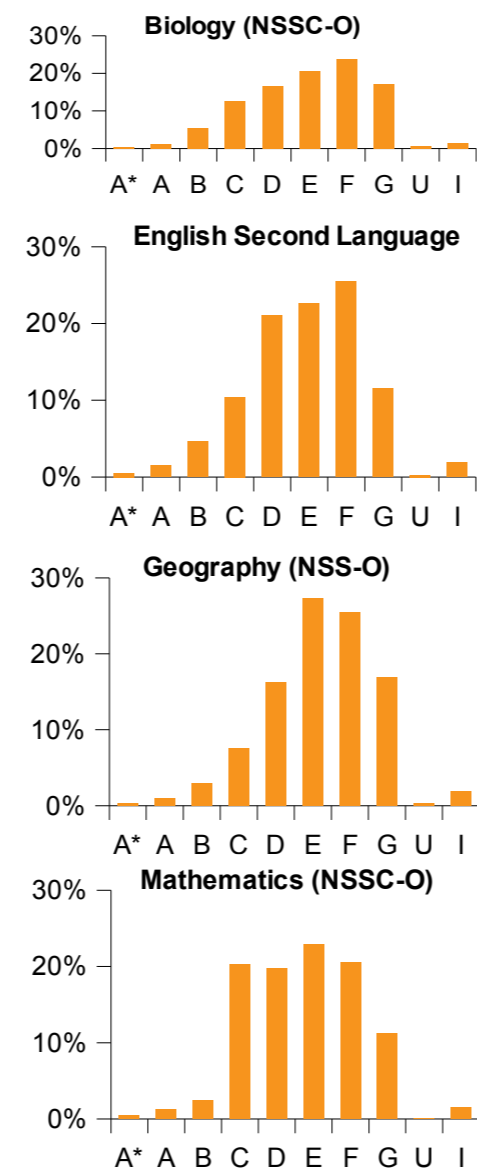
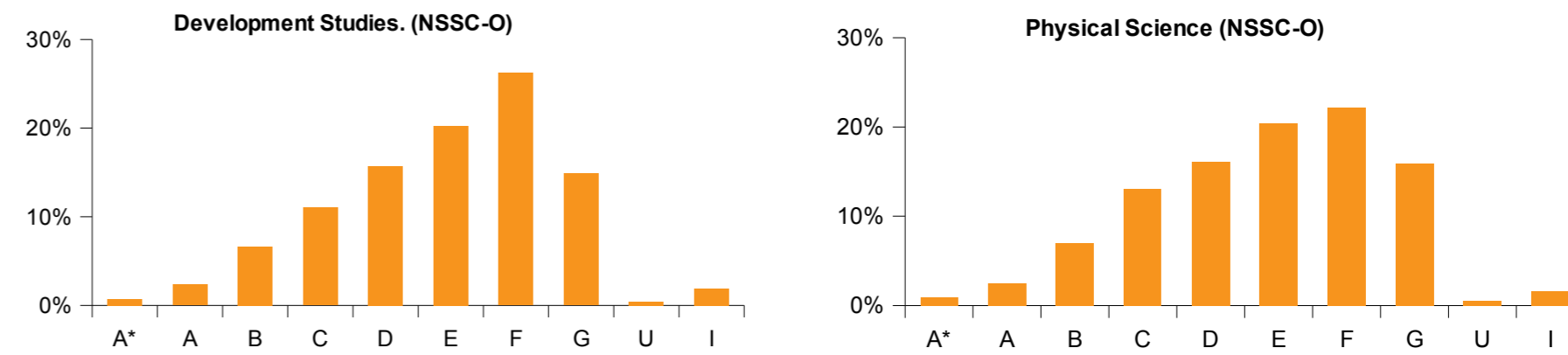


Table 38: Namibia Senior Secondary Certificate (NSSC-H Level) results

SUBJECT	Learners	Total	SYMBOL									
			A*	A	B	C	D	E	F	G	U	I
Accounting	531	100%	17,7%	28,2%	29,8%	14,5%	9,0%	0,8%	15,3%	10,4%	2,0%	2,5%
Afrikaans as a Second Language	521	100%	5,2%	27,3%	44,7%	18,4%	1,0%	3,5%	5,3%	1,4%	2,4%	2,7%
Art and Design	47	100%	68,1%	4,3%	4,3%	0,0%	19,1%	4,3%	15,9%	2,7%	0,2%	2,1%
Biology	2351	100%	12,4%	30,4%	33,1%	16,8%	6,6%	0,8%	16,9%	6,0%	6,0%	3,6%
Business Studies	844	100%	4,4%	18,0%	31,9%	25,8%	19,4%	0,5%	23,7%	17,1%	0,6%	1,5%
Computer Studies	197	100%	11,7%	38,6%	33,0%	12,2%	1,5%	3,0%	18,2%	17,1%	2,2%	2,5%
Design and Technology	203	100%	17,2%	39,4%	33,5%	4,9%	2,5%	2,5%	6,6%	4,5%	1,5%	8,7%
Economics	682	100%	6,5%	17,4%	29,0%	32,8%	12,9%	1,3%	7,0%	9,3%	2,3%	7,0%
English as a Second Language	3742	100%	2,3%	22,3%	46,7%	19,2%	8,0%	1,4%	26,2%	14,9%	0,4%	1,9%
First Language Afrikaans	161	100%	8,1%	30,4%	41,0%	18,6%	1,2%	0,6%	11,0%	11,5%	3,0%	2,5%
First Language English	417	100%	5,0%	26,9%	53,0%	13,9%	0,0%	1,2%	11,9%	4,1%	2,8%	2,2%
First Language German	23	100%	30,4%	52,2%	13,0%	0,0%	0,0%	4,3%	25,4%	11,5%	0,2%	1,9%
First Language Oshikwanyama	4866	100%	0,0%	2,7%	43,5%	42,1%	10,1%	1,5%	0,0%	1,8%	0,0%	7,3%
First Language Oshindonga	7351	100%	0,1%	5,4%	47,9%	37,8%	7,2%	1,6%	1,7%	0,0%	0,0%	1,1%
First Language Rukwangali	1828	100%	0,3%	22,4%	47,1%	28,4%	0,3%	1,4%	0,0%	0,0%	0,0%	5,6%
First Language Silozi	2004	100%	0,7%	30,6%	52,1%	14,9%	0,1%	1,5%	0,0%	0,0%	0,0%	40,0%
Foreign Language German	56	100%	10,7%	39,3%	41,1%	8,9%	0,0%	0,0%	4,5%	1,5%	1,3%	2,5%
Geography	1511	100%	4,7%	14,9%	34,9%	22,5%	21,9%	1,1%	2,1%	0,3%	0,3%	2,6%
History	2070	100%	4,3%	14,7%	30,0%	27,4%	22,4%	1,2%	9,8%	3,3%	0,2%	3,9%
Mathematics	1125	100%	24,9%	28,2%	24,6%	12,4%	7,6%	2,4%	1,2%	0,9%	0,3%	1,7%
Physical Science	1847	100%	16,2%	27,0%	32,8%	16,1%	7,1%	0,9%	0,0%	0,0%	0,0%	42,9%

Figure 37: continued



NSSC-H subjects were Graded from 1 to 4, where a 1 indicated the best achievement. Ungraded candidates have been listed in the column 'U', and those who did not complete all the examination papers are under 'I'. Geography, History, Business Studies, Economics, Arts and Design have relatively high ungraded candidates.

The priority subjects scores of 1- 4 on Higher level add up to: English Second Language (90.6%), Physical Science (92.0%) and Mathematics (90.0%). Biology and Computer Studies which are also science subjects have 92.6% and 95.4% respectively. For the benefit of the reader, Grades in NSSC-H carry the following weights: 1=9 , 2=8 , 3=7 and 4=6.

Chapter 5: TEACHERS

Chapter 5 presents statistics on teachers, with the bulk of the information focused on teacher qualifications. Qualifications are compared across regions, years, phases of schooling, subjects taught and age categories.

Teachers in Namibia obtained their training and qualifications from different education systems. Categorizing teacher qualifications is therefore difficult. For the purposes of this publication, teachers are divided into two broad groups: teachers without professional teaching qualification(s), and teachers with formal and specific teacher-training qualifications.

Another dimension of teacher qualifications concerns the levels of academic training. In this report, three categories are used: teachers who have not completed Grade 12; teachers who have completed Grade 12 or up to an additional two years of academic training or tertiary education; and teachers who have more than two years of tertiary education after Grade 12. Teachers reported two components of their qualifications separately in the Annual Education Census (AEC) questionnaires: their academic qualifications excluding professional training; and their professional education. The years of professional education have been taken into account in the qualifications reported in this chapter. A teacher who completed three years of teacher education after Grade 12, for example, is reported as having a professional qualification

and more than two years' tertiary education. This reporting differs from the reports of up to 1998, where the column headings in the qualification tables only referred to the academic qualifications reported by teachers.

The Annual Education Census questionnaire requires teachers to specify subjects they teach and also specific qualifications they have for the subject.

The ratios of learners to teachers are compared in different regions over previous years. Learner : teacher ratios are calculated simply as the numbers of learners in a region or year divided by the total number of teachers in that region or year.

For several purposes, teachers have to be classified according to the school phase in which they are teaching, i.e. whether they are primary or secondary teachers. Where such a classification is required for the AEC, teachers who were teaching primary and secondary Grades in combined schools are allocated pro rata to both phases according to the range of Grades taught.

A number of teachers permanently leave the education system in a specific year for a variety of reasons, such as retirement, resignation, ill health or death. Transfers are not part of the attrition (teacher turnover) since the teachers remain in the system. The attrition rate among teachers is one focus of this chapter.



Table 39: The provision of teachers: Numbers and learner:teacher ratios

Region	Teachers			Approximate teachers per phase			Teachers w/o lessons	Approximate learner:teacher ratios			
	Total	Females	Males	Primary	Secondary	Other		Total	Primary	Secondary	Other
ǀKharas	993	712	281	587	309	91	6	23,5	25,8	20,2	20,0
Erongo	1 859	1 454	405	1 097	625	114	23	25,6	28,2	22,1	18,8
Hardap	1 024	714	310	630	302	87	6	25,6	27,3	22,9	23,6
Kavango E	2 214	1 191	1 023	1 387	684	132	11	29,7	32,6	25,2	22,5
Kavango W	1 660	840	820	1 086	461	109	4	26,1	28,7	20,0	26,3
Khomas	3 846	2 936	910	2 102	1 296	364	84	24,5	27,6	21,4	18,1
Kunene	1 187	728	459	801	281	103	2	24,8	26,3	23,3	16,5
Ohangwena	4 315	2 834	1 481	2 710	1 322	265	18	25,6	27,6	22,0	23,0
Omaheke	934	603	331	605	250	62	18	26,1	27,0	24,5	24,4
Omusati	4 278	2 883	1 395	2 625	1 394	257	2	22,9	24,8	19,6	21,6
Oshana	2 408	1 709	699	1 378	872	154	4	23,2	25,4	19,7	22,6
Oshikoto	3 107	2 067	1 040	1 840	1 032	225	10	23,6	25,7	20,2	22,1
Otjozondjupa	1 813	1 278	535	1 139	535	132	7	26,9	29,9	21,8	21,9
Zambezi	1 824	1 095	729	1 049	630	140	5	22,4	23,6	20,8	21,3

Table 39 shows the number of teachers and the learner : teacher ratio per region and per school phase. Some teachers in combined schools taught in both primary and secondary Grades. To avoid double-counting, an estimate was made of their relative workloads in each phase, based on the range of Grades that each teacher taught. This method may render errors in rounding the numbers of teachers per phase.

This table includes teachers in private schools and those hired by school boards in state schools, thus the ratios in regions with higher numbers of such teachers may be slightly more favourable than they would be if only teachers appointed by the Public Service were included.

The average learner : teacher ratios for the Primary and Secondary phases are charted for the 14 regions in Figure 39. There were some disparities in the provision of teachers per region and/or phase. The average learner : teacher ratios in the Primary phase differed substantially between regions, ranging from 23.6 in Zambezi to 32.6 in Kavango East. Lesser differences were observed in the Secondary learner : teacher ratios, 19.6 for Omusati to 25.2 for Kavango East.

Learner : teacher ratios are below the national standard of 35 and 30 learners per teacher for the Primary and Secondary phases respectively. This does not necessarily indicate failure to comply with the teacher : learner ratio policy, as several factors can hamper implementation of the policy, such as new schools being opened in remote areas, larger number of combined schools causing teachers to split across phases, lack of specialised teachers, and teacher loads per subject (especially in the Secondary phase). However, known cases of overstaffing across regions have not been fully addressed either.

A total of 200 teachers had no teaching loads. These are mostly school principals, teachers who are either on maternity, study or extended sick leave and teachers who are on the payroll of a particular school, but are posted elsewhere, e.g. advisory services or at inspectorates.

Figure 39: Learner:teacher ratios in the primary and secondary school phases

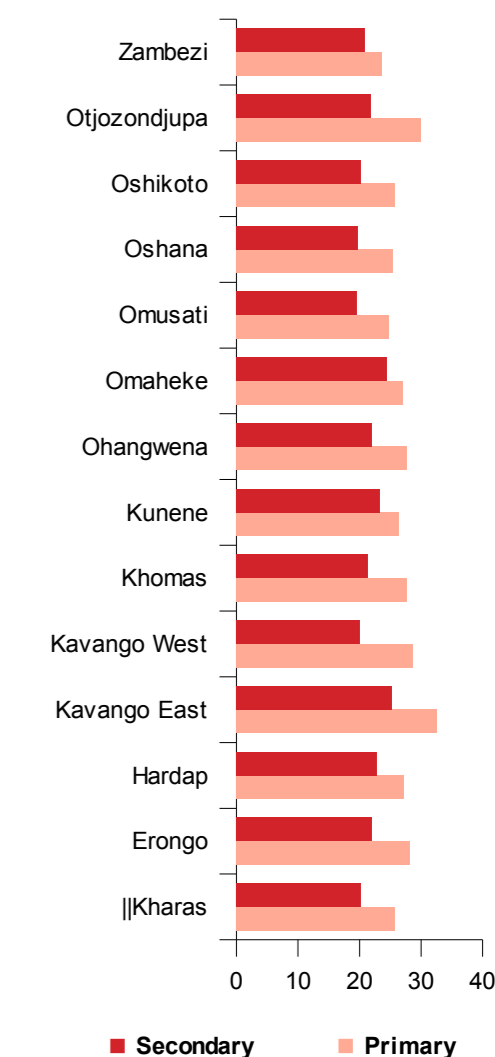


Table 40: Professional and academic qualifications of female and male teachers

REGION	Gender	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	Total	993	16	181	796	104	11	88	5	889	5	93	791
	Female	712	16	136	560	81	11	66	4	631	5	70	556
	Male	281	0	45	236	23	0	22	1	258	0	23	235
//Kharas	Total	1 859	22	170	1 667	58	10	40	8	1 801	12	130	1 659
	Female	1 454	21	144	1 289	46	9	35	2	1 408	12	109	1 287
	Male	405	1	26	378	12	1	5	6	393	0	21	372
Erongo	Total	1 024	12	204	808	116	8	102	6	908	4	102	802
	Female	714	12	163	539	84	8	73	3	630	4	90	536
	Male	310	0	41	269	32	0	29	3	278	0	12	266
Hardap	Total	2 214	26	269	1 919	147	16	122	9	2 067	10	147	1 910
	Female	1 191	14	173	1 004	96	7	85	4	1 095	7	88	1 000
	Male	1 023	12	96	915	51	9	37	5	972	3	59	910
Kavango East	Total	1 660	23	266	1 371	196	18	176	2	1 464	5	90	1 369
	Female	842	7	166	669	129	5	124	0	713	2	42	669
	Male	818	16	100	702	67	13	52	2	751	3	48	700
Kavango West	Total	3 846	32	280	3 534	147	14	106	27	3 699	18	174	3 507
	Female	2 936	28	237	2 671	117	11	86	20	2 819	17	151	2 651
	Male	910	4	43	863	30	3	20	7	880	1	23	856
Khomas	Total	1 187	31	262	894	74	6	67	1	1 113	25	195	893
	Female	728	25	194	509	53	4	48	1	675	21	146	508
	Male	459	6	68	385	21	2	19	0	438	4	49	385
Kunene	Total	1 187	31	262	894	74	6	67	1	1 113	25	195	893
	Female	728	25	194	509	53	4	48	1	675	21	146	508
	Male	459	6	68	385	21	2	19	0	438	4	49	385

Table 40: Continued

Ohangwena	Total	4 315	18	458	3 839	211	2	192	17	4 104	16	266	3 822
	Female	2 834	11	342	2 481	170	1	156	13	2 664	10	186	2 468
	Male	1 481	7	116	1 358	41	1	36	4	1 440	6	80	1 354
Omaheke	Total	934	21	222	691	172	13	154	5	762	8	68	686
	Female	603	15	170	418	132	12	116	4	471	3	54	414
	Male	331	6	52	273	40	1	38	1	291	5	14	272
Omusati	Total	4 278	40	272	3 966	83	3	77	3	4 195	37	195	3 963
	Female	2 883	31	211	2 641	62	2	58	2	2 821	29	153	2 639
	Male	1 395	9	61	1 325	21	1	19	1	1 374	8	42	1 324
Oshana	Total	2 408	25	165	2 218	71	7	63	1	2 337	18	102	2 217
	Female	1 709	22	126	1 561	58	6	51	1	1 651	16	75	1 560
	Male	699	3	39	657	13	1	12	0	686	2	27	657
Oshikoto	Total	3 107	9	346	2 752	167	5	153	9	2 940	4	193	2 743
	Female	2 067	7	246	1 814	121	3	111	7	1 946	4	135	1 807
	Male	1 040	2	100	938	46	2	42	2	994	0	58	936
Otjozondjupa	Total	1 813	47	206	1 560	147	33	108	6	1 666	14	98	1 554
	Female	1 278	36	165	1 077	110	23	84	3	1 168	13	81	1 074
	Male	535	11	41	483	37	10	24	3	498	1	17	480
Zambezi	Total	1 824	9	183	1 632	29	4	24	1	1 795	5	159	1 631
	Female	1 095	6	145	944	24	4	19	1	1 071	2	126	943
	Male	729	3	38	688	5	0	5	0	724	3	33	688

Table 40 is intended to provide the numbers of all teachers according to their qualifications and sex. Qualification profiles of primary and secondary teachers are reported in **Tables 41 and 42** respectively. Teachers' qualifications in the subjects they taught are recorded in **Tables 43 and 44**.

Teachers were requested in the Annual Education Census to state their academic and professional qualifications. So, for example, a teacher with a three-year tertiary teaching diploma would have indicated Grade 12 as her/his academic qualification and three years of tertiary education as her/his professional qualification. The professional education was combined with the academic qualification in **Table 40**.

Out of 31,462 teachers, 1,722 (1, 283 female and 439 male) had no teaching qualification. This translates to 5.5% of all teachers having no teaching qualification. Looking at the gender perspective, 6.1% of all female teachers and 4.2% of all male teachers had no teaching qualification. Of all teachers, 27,547 (87.6%) had a teaching qualification of more than two years' tertiary education, of whom about 65.7% were females.

Table 41: Professional and academic qualifications of primary teachers

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	19 038	229	2 349	16 459	1 179	107	1 025	47	17 859	122	1 324	16 412
//Kharas	587	11	118	458	58	6	49	3	529	5	69	455
Erongo	1097	13	113	971	34	7	26	1	1063	6	86	971
Hardap	630	9	150	471	87	6	78	2	543	3	72	469
Kavango East	1387	16	182	1189	97	8	87	1	1290	8	94	1188
Kavango West	1086	21	180	885	139	17	120	1	947	4	60	884
Khomas	2102	23	161	1918	99	12	75	12	2003	11	86	1906
Kunene	801	17	196	588	53	3	50	0	748	14	146	588
Ohangwena	2710	10	324	2376	154	0	139	15	2556	10	185	2361
Omaheke	605	12	162	431	123	6	116	1	482	6	46	430
Omusati	2625	32	176	2416	55	2	52	1	2570	30	125	2415
Oshana	1378	18	113	1247	51	7	44	0	1328	11	70	1247
Oshikoto	1840	7	231	1602	107	3	102	3	1733	4	130	1599
Otjozondjupa	1139	34	141	965	108	28	75	5	1031	6	66	960
Zambezi	1049	7	102	941	15	3	11	1	1034	4	91	940

The distribution of teachers in the Primary phase is tabulated in **Table 41**. Teachers who taught in Primary and Secondary Grades were allocated to the two phases according to ratios determined by the range of Grades that they taught.

This method may have resulted in minor rounding errors in the table. The percentage distributions of the different qualification categories in each region are shown in **Figure 41**.

There were still great disparities in the qualifications of primary teachers across the regions. The region with the lowest proportion of adequately trained primary teachers was Omaheke with only 79.7% of teachers having formal teacher training and at least three years' tertiary education. The region with the highest proportion of adequately trained primary teachers was Zambezi, where 98.6% had formal teacher training and at least three years' tertiary education.

Figure 41: Qualifications of primary teachers

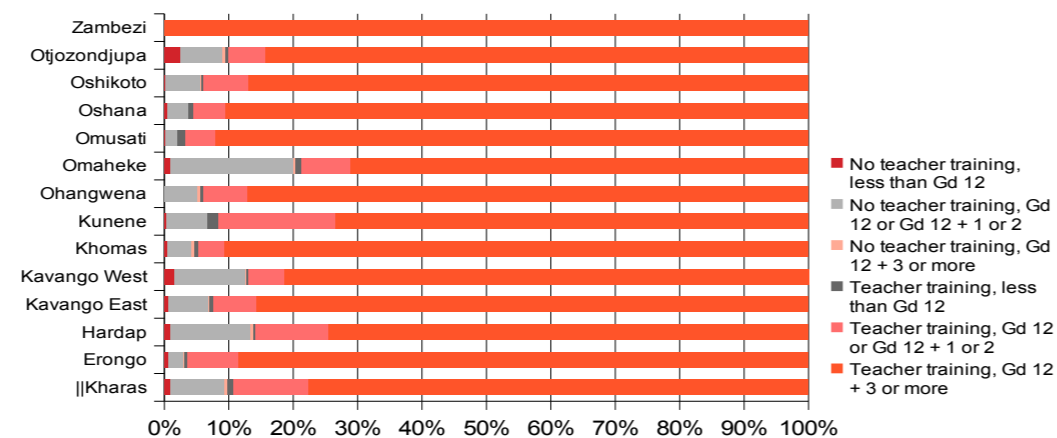


Table 42: Professional and academic qualifications of secondary teachers

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	9 993	11	475	9 507	233	4	185	44	9 760	8	289	9 463
//Kharas	309	0	35	274	24	0	22	2	285	0	13	272
Erongo	625	0	25	600	14	0	6	8	611	0	19	592
Hardap	302	0	24	279	20	0	16	4	282	0	7	275
Kavango East	684	0	38	646	17	0	11	6	668	0	27	641
Kavango West	461	1	27	434	11	1	9	1	450	0	17	433
Khomas	1296	1	49	1246	35	0	22	13	1261	1	27	1233
Kunene	281	1	19	260	7	1	5	1	274	0	14	259
Ohangwena	1322	1	53	1268	16	0	14	2	1306	1	39	1266
Omaheke	250	2	34	214	25	0	22	3	225	2	12	211
Omusati	1394	3	30	1362	10	1	8	1	1384	2	21	1361
Oshana	872	0	29	843	9	0	8	1	863	0	20	842
Oshikoto	1032	0	58	973	31	0	27	3	1001	0	31	970
Otjozondjupa	535	1	26	507	11	0	10	1	524	1	17	506
Zambezi	630	1	28	601	4	0	4	0	626	1	24	601

The distribution of teachers in the Secondary School phase has been tabulated in **Table 42**. Teachers who taught in Primary and Secondary Grades were allocated to the two phases according to ratios determined by the range of Grades they taught. This method may result in rounding errors in the table. The percentage distributions of the different qualification categories in each region are shown in **Figure 42**.

The disparities between regions in the qualifications of Secondary teachers were much smaller than for Primary teachers. Most Secondary teachers had at least three years' tertiary education, which included formal teacher training. Nationally, 97.7% of the teachers in Secondary phase had formal teacher training, of which 94.7% had a qualification of 3 or more years. Omaheke had the lowest percentage 84.4% of qualified teachers in secondary phase, while Omusati was the highest with 97.6%. A total of 2.3% of Secondary teachers had no formal professional qualifications.

Figure 42: Qualifications of secondary teachers

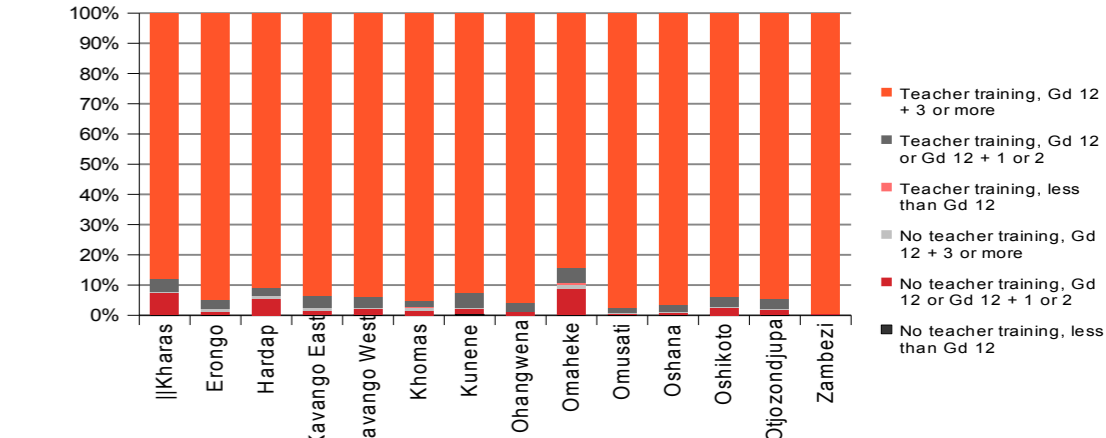


Table 43: Qualifications of teachers in the subjects they taught

SUBJECT	Primary					Primary and Secondary					Secondary				
	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years	Total	Less than Gd 12	Gd 12	Gd 12 + 1 or 2 years	Gd 12+3 or more years
Accounting	-	-	-	-	4	8	-	1	3	4	538	3	12	43	480
Afrikaans 1st or Home Language	196	5	32	23	136	196	5	32	23	136	75	-	6	14	55
Afrikaans 2nd Language	595	13	108	64	410	595	13	108	64	410	299	4	48	49	198
Agriculture	78	1	8	8	61	78	1	8	8	61	1073	27	82	52	912
Art and Design	5	-	1	-	4	5	-	1	-	4	31	1	6	3	21
Art of Entertainment	1	-	-	-	1	1	-	-	-	1	8	2	1	-	5
Arts (non-pr.)	1567	159	239	165	1004	1567	159	239	165	1004	334	45	65	37	187
Biblical studies	4	-	1	-	3	4	-	1	-	3	-	-	-	-	-
Biology	-	-	-	-	-	2	-	-	-	2	691	1	14	20	656
Book Education	9	-	3	3	3	9	-	3	3	3	-	-	-	-	-
Bricklaying and Plastering	-	-	-	-	-	-	-	-	-	5	-	-	1	4	-
Building Studies	-	-	-	-	-	-	-	-	-	21	-	3	1	17	-
Business Accounting	1	-	-	1	-	1	-	-	1	-	-	-	-	-	-
Business Studies	-	-	-	-	-	-	-	-	-	238	-	9	28	201	-
Catering	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Chemistry	-	-	-	-	-	12	2	3	-	7	314	1	15	17	281
Commerce	-	-	-	-	-	1	-	-	-	1	4	-	-	1	3
Computer Literacy	49	1	8	8	32	49	1	8	8	32	14	-	2	5	7
Computer Practice	2	1	1	-	-	2	1	1	-	-	11	1	-	2	8
Computer Studies	4	1	1	-	2	4	1	1	-	2	98	1	3	10	84
Design & Communicat.	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Design and Technology	262	29	39	25	169	262	29	39	25	169	75	3	-	3	69
Development Studies	3	-	-	-	3	3	-	-	-	3	389	3	26	26	334
Drama	1	-	-	-	1	1	-	-	-	1	1	-	-	-	1
Economics	0	-	-	-	-	2	-	-	-	2	211	1	14	12	184
Electronics	0	-	-	-	-	1	-	-	-	1	-	-	-	-	1
Elementary Agriculture	1810	145	212	154	1299	1810	145	212	154	1299	19	-	-	-	-
Engineering Science	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
English 1st Language	253	6	21	20	206	253	6	21	20	206	116	-	4	6	106
English 2nd Language	3641	25	211	226	3179	3641	25	211	226	3179	1938	3	61	97	1777
Entrepreneurship	31	-	3	2	26	31	-	3	2	26	1110	30	65	89	926
Environmental Studies	438	9	26	44	359	438	9	26	44	359	3	-	-	1	2
Fashion and Fabrics	-	-	-	-	-	-	-	-	-	-	23	1	1	1	20
French Foreign Language	12	-	-	-	12	12	-	-	-	12	20	-	1	2	17
General Science	-	-	-	-	-	4	1	3	-	0	5	-	1	1	3
Geography	46	-	3	3	40	46	-	3	3	40	1393	13	57	63	1260
German 1st or Home Language	19	-	-	-	19	19	-	-	-	19	15	-	-	-	15
German Third or Foreign Language	19	-	1	3	15	19	-	1	3	15	56	-	3	3	50
Grade 1 class teaching	2638	59	265	268	2046	2638	59	265	268	2046	-	-	-	-	0
Grade 2 class teaching	2416	54	231	251	1880	2416	54	231	251	1880	1	-	-	-	1
Grade 3 class teaching	2355	38	240	224	1853	2355	38	240	224	1853	-	-	-	-	0
Grade 4 class teaching	144	0	11	6	127	144	0	11	6	127	-	-	-	-	0
Grade 5 class teaching	68	1	1	7	59	68	1	1	7	59	-	-	-	-	0
Grade 6 class teaching	62	1	4	7	50	62	1	4	7	50	1	-	-	-	1
Grade 7 class teaching	59	2	2	9	46	59	2	2	9	46	1	-	-	-	1
Handicraft/Art	21	1	4	1	15	21	1	4	1	15	-	-	-	-	0
Handwriting	6	0	2	-	4	6	-	2	-	4	-	-	-	-	0
History	36	0	3	1	32	36	-	3	1	32	1225	28	64	74	1059
Home Ecology	336	34	38	32	232	336	34	38	32	232	4	-	1	-	3
Home Economics	-	-	-	-	-	2	-	-	-	2	101	3	6	5	87

The number of teachers who taught different subjects in the ordinary Grades (Grades 1 - 12) have been listed in **Table 43**. The table has 98 subjects that are taught in most of the schools.

Teachers reported the subjects they were teaching, and their qualification in the specific subjects, as per the qualification category headings in this table.

Some incorrect reporting and/or capturing of data may have occurred at the very detailed level of this information. Teachers who taught subjects which were not part of the national curriculum in either school phase may have been teaching in private schools or in schools catering for learners with special educational needs.

The data reported in 'Primary and Secondary' are for those teachers who taught across the phases, i.e. primary and secondary.

Table 43: Continued

Hospitality	-	-	-	-	-	-	0	0	0	0	0	28	0	4	4	20
ICT	945	126	185	127	507	945	126	185	127	507	401	46	61	76	218	
Individual Learning	19	-	2	-	17	19	-	2	-	17	1	-	-	-	1	
Integrated Performing Art	-	-	-	-	-	-	-	-	-	-	6	1	-	-	5	
Keyboard and Word Processing	1	-	-	1	-	1	-	-	1	-	1	-	-	-	1	
Khoekhoegowab	203	8	42	25	128	203	8	42	25	128	88	2	15	8	63	
Life Science	-	-	-	-	-	47	2	6	4	35	1181	11	44	64	1062	
Life Skills	1398	140	266	179	813	1398	140	266	179	813	831	53	117	110	551	
Literacy	10	3	3	-	4	10	3	3	-	4	5	-	1	1	3	
Literature (English)	-	-	-	-	-	1	-	-	1	-	8	-	-	4	4	
Mathematics	3608	37	153	237	3181	3608	37	153	237	3181	1930	6	51	102	1771	
Metal Work	-	-	-	-	-	-	-	-	-	-	12	-	-	2	10	
Metalwork& Welding	-	-	-	-	-	-	-	-	-	-	4	-	-	-	4	
Motor Body Repairing	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	
Motor Mechanics	-	-	-	-	-	-	-	-	-	-	8	-	-	1	7	
Motor Trade Theory	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	
Music	2	-	-	-	2	2	-	-	-	2	4	-	-	1	3	
Natural Economy	2	-	-	-	2	2	-	-	-	2	-	-	-	-	-	
Natural Science and Health Education	3218	78	251	229	2660	3218	78	251	229	2660	-	-	-	-	-	
Office Adm. & Keyboard	1	-	-	-	1	1	-	-	-	1	21	1	3	2	15	
Office Practice	-	-	-	-	-	-	-	-	-	-	59	2	14	3	40	
Oshikwanyama	809	19	86	40	664	809	19	86	40	664	419	1	12	21	385	
Oshindonga	1185	21	99	86	979	1185	21	99	86	979	620	2	20	43	555	
Otjiherero	225	6	26	20	173	225	6	26	20	173	114	-	16	7	91	
Performing Art	3	-	-	-	3	3	-	-	-	3	1	-	-	-	1	
Phys Ed & Health Aw	38	7	4	4	23	38	7	4	4	23	7	-	1	2	4	
Physical Education	1401	91	235	136	939	1401	91	235	136	939	434	48	95	48	243	
Physical Science	-	-	-	-	-	32	1	1	3	27	1458	6	70	80	1302	
Physics	-	-	-	-	-	1	-	-	-	1	329	-	6	28	295	
Portuguese	5	-	-	1	4	5	-	-	1	4	18	-	1	4	13	
Pre-Primary class teaching	2029	87	236	276	1430	2029	87	236	276	1430	-	-	-	-	-	
Religious and Moral Education	1425	144	251	159	871	1425	144	251	159	871	335	44	64	34	193	
Religious Studies	20	-	3	3	14	20	-	3	3	14	5	1	2	-	2	
Remedial Teaching	36	1	7	1	27	36	1	7	1	27	5	-	1	1	3	
Rukwangali	223	4	11	11	197	223	4	11	11	197	108	-	2	6	100	
Rumanyo	108	4	7	9	88	108	4	7	9	88	46	1	-	4	41	
School Art	5	2	1	-	2	5	2	1	-	2	41	8	6	8	19	
School Music	18	1	1	3	13	18	1	1	3	13	3	-	-	1	2	
Sciences	1	-	-	-	1	1	-	-	-	1	-	-	-	-	-	
Setswana	9	2	3	-	4	9	2	3	-	4	7	-	3	-	4	
Sign Language	13	3	3	-	7	13	3	3	-	7	12	-	2	2	8	
Silozi	184	2	3	13	166	184	2	3	13	166	103	-	-	8	95	
Social Sciences	81	2	6	6	67	81	2	6	6	67	2	-	-	-	2	
Social Studies	2760	110	224	209	2217	2760	110	224	209	2217	38	1	1	4	32	
Technical Drawing	-	-	-	-	-	-	-	-	-	-	31	-	1	3	27	
Technical studies	-	-	-	-	-	-	-	-	-	-	27	-	2	3	22	
Thimbukushu	54	2	3	12	37	54	2	3	12	37	24	-	-	3	21	
Woodwork	2	-	-	-	2	2	-	-	-	2	8	-	-	-	8	

Although the desired qualification of teachers is three or four-year tertiary education, considerable numbers of teachers in the secondary phase had qualifications lower than Grade 12 in the some of the subjects they teach.

Table 44: Ages and professional and academic qualifications of teachers

AGE GROUP	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
Total	31 462	331	3 484	27 647	1 722	150	1 472	100	29 740	181	2 012	27 547
Less than 20	5	0	4	1	3	0	3	0	2	0	1	1
20 - 24	1 650	10	258	1 382	151	8	132	11	1 499	2	126	1 371
25 - 29	5 703	33	998	4 672	604	21	551	32	5 099	12	447	4 640
30 - 34	5 123	49	801	4 273	447	25	392	30	4 676	24	409	4 243
35 - 39	4 911	36	460	4 415	206	20	173	13	4 705	16	287	4 402
40 - 44	3 990	27	339	3 624	126	17	104	5	3 864	10	235	3 619
45 - 49	3 294	39	232	3 023	89	23	64	2	3 205	16	168	3 021
50 - 54	3 721	68	212	3 441	58	18	35	5	3 663	50	177	3 436
55 - 59	2 784	67	161	2 556	30	17	13	0	2 754	50	148	2 556
60 or older	281	2	19	260	8	1	5	2	273	1	14	258
Average Age	39,6	44,3	35,4	40,0	33,2	40,7	32,4	33,2	39,9	47,3	37,7	40,0

The number of teachers in different age groups has been tabulated according to qualification groups in **Table 44**. Average ages of the teachers in each column have been calculated. The ages of individual teachers were determined for 31 August 2020, and expressed as full completed years. A teacher born on 01 November 1985, for example, who was 34 years and 8 months old on a Census date (01 September 2020), was entered into the calculations as 35 years old.

There were 29,740 teachers with formal training, and 1,722 without. The overall age distribution was, therefore, mainly determined by teachers with teacher training.

Figure 44 shows the age distributions of teachers in different qualification categories. It should be noted that the scales of the two charts differed. The age distributions for teachers without teacher training (top chart) and with teacher training (bottom chart) differed significantly.

Teachers with a three or more years' tertiary qualification made up the largest group among teachers with teacher training. Most of these teachers were between 25 and 59 years old. Teachers with lower qualifications in this group had broad age distributions extending well into the higher age groups.

Figure 44: Ages and qualifications of teachers

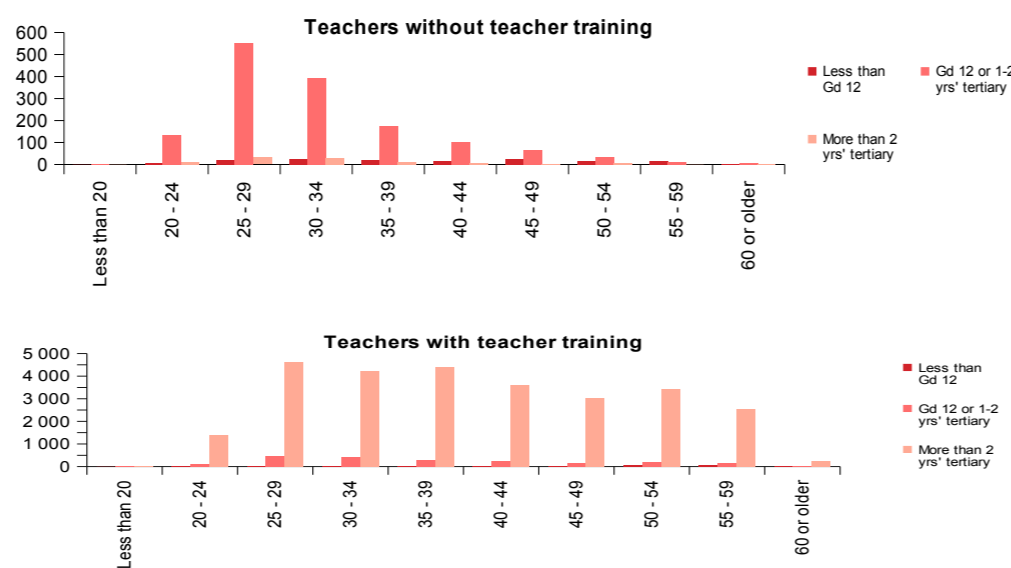


Table 45: Attrition rates of teachers between 2019 and 2020

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	13,1%	0,2%	0,8%	12,1%	39,8%	0,2%	3,0%	36,6%	13,6%	0,2%	1,4%	11,9%
//Kharas	14,6%	0,2%	0,5%	14,0%	69,4%	0,1%	5,6%	63,6%	14,7%	0,3%	1,2%	13,2%
Erongo	15,1%	0,3%	1,0%	13,8%	51,1%	0,2%	9,7%	41,2%	15,3%	0,5%	1,4%	13,5%
Hardap	16,0%	0,3%	0,4%	15,3%	16,0%	0,4%	1,4%	14,3%	16,4%	0,2%	1,0%	15,3%
Kavango East	9,4%	0,3%	0,4%	8,7%	39,0%	0,2%	1,4%	37,5%	10,2%	0,4%	1,2%	8,5%
Kavango West	8,5%	0,2%	0,3%	7,9%	0,2%	0,2%	0,0%	0,0%	9,3%	0,3%	1,0%	8,0%
Khomas	11,3%	0,1%	1,1%	10,1%	28,8%	0,1%	5,4%	23,3%	12,0%	0,1%	1,8%	10,0%
Kunene	14,7%	0,3%	0,5%	14,0%	77,9%	0,3%	2,7%	75,0%	14,8%	0,3%	0,8%	13,7%
Ohangwena	11,9%	0,2%	0,7%	11,0%	21,4%	0,0%	1,4%	20,0%	12,6%	0,2%	1,4%	10,9%
Omaheke	14,5%	0,2%	0,4%	13,9%	39,1%	0,1%	3,3%	35,7%	15,1%	0,3%	1,4%	13,5%
Omusati	12,5%	0,1%	1,3%	11,1%	47,9%	0,0%	3,4%	44,4%	13,1%	0,1%	2,0%	11,0%
Oshana	11,3%	0,2%	1,1%	10,0%	78,8%	0,0%	3,8%	75,0%	11,9%	0,2%	1,9%	9,8%
Oshikoto	12,2%	0,4%	0,7%	11,1%	45,6%	0,3%	2,5%	42,9%	12,9%	0,5%	1,4%	10,9%
Otjozondjupa	14,5%	0,1%	0,9%	13,4%	41,9%	0,0%	1,8%	40,0%	15,4%	0,1%	1,9%	13,4%
Zambezi	16,2%	0,3%	1,1%	14,8%	0,4%	0,4%	0,0%	0,0%	16,3%	0,1%	1,4%	14,8%

Attrition rates of teachers were defined as the percentage of teaching staff in 2019 who had left the teaching profession by 2020. Estimated attrition rates of teachers have been reported in **Table 45**. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching the previous year by looking for the identification or employee codes (salary reference numbers) in all other schools. This implies that their identification is nowhere to be found in the system. This method is the best that can be employed, given that the employee codes do not change.

Figure 45: Total attrition rates of teachers in the regions

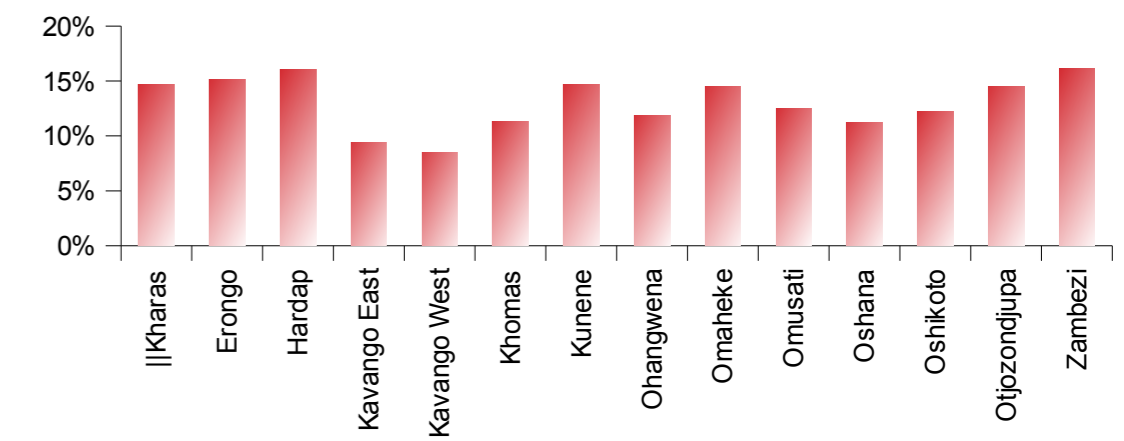


Table 46: Transfer rates of teachers between 2019 and 2020

REGION	Total - all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary	Total	Less than Gd 12	Gd 12 or 1-2 yrs' tertiary	More than 2 yrs' tertiary
National	0,1%	0,0%	0,5%	0,1%	0,2%	0,0%	0,0%	0,6%	0,1%	0,0%	1,0%	0,1%
//Kharas	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Erongo	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Hardap	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Kavango East	0,0%	-	-	-	0,0%	-	-	-	0,1%	-	0,8%	0,1%
Kavango West	0,0%	-	-	-	0,0%	-	-	-	0,1%	-	1,0%	0,1%
Khomas	0,1%	-	0,9%	0,1%	0,6%	-	-	-	0,1%	-	1,6%	0,1%
Kunene	0,1%	-	-	-	0,8%	-	-	-	0,0%	-	-	-
Ohangwena	0,1%	-	0,4%	0,1%	0,0%	-	-	-	0,1%	-	0,7%	0,1%
Omaheke	0,2%	-	0,5%	0,1%	0,6%	-	-	-	0,1%	-	1,6%	0,2%
Omusati	0,2%	-	2,8%	0,2%	0,0%	-	-	-	0,2%	-	4,3%	0,2%
Oshana	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	0,0%	0,0%
Oshikoto	0,1%	-	0,9%	0,2%	0,4%	-	0,4%	7,1%	0,1%	-	1,5%	0,1%
Otjozondjupa	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-
Zambezi	0,0%	-	-	-	0,0%	-	-	-	0,0%	-	-	-

Transfer rates of teachers are defined as the percentage of teaching staff in 2019 who were teaching at a different school in 2020.

Estimated transfer rates of teachers are reported in Table 46. These numbers are calculated by searching for teachers who were no longer at the school where they had been teaching in 2019, by looking for their identification and salary reference numbers in all other schools. The difference in Table 45 is that these teachers are actually still in the teaching ranks elsewhere. This method is likely to render estimates which are more accurate or very close to reality, as with the introduction of the unique salary reference number teachers tracking has improved and the the data for calculating the transfer rates is more comprehensive. The dash or 0.0% does not necessarily indicate data blank, but rather that the figures might be very insignificant.

Figure 46: Total transfer rates of teachers in the regions

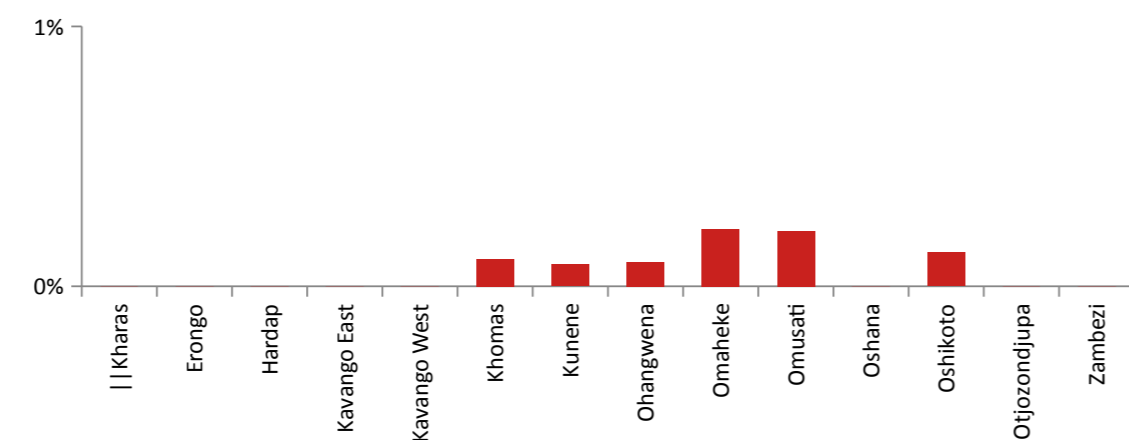


Table 47: Changes in the numbers of teachers and their professional qualifications between 2014 and 2020

Qualification	YEAR							Average annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
Total - all teachers									
Total	26 749	27 990	28 922	30 042	30 261	31 078	31 462	2,7%	1,2%
Less than Gd 12	623	581	498	465	453	385	331	-10,0%	-14,0%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	3 436	3 843	4 585	4 767	4 307	4 074	3 484	0,2%	-14,5%
Gd 12 plus 3 or more years' tertiary	22 690	23 566	23 839	24 810	25 501	26 619	27 647	3,3%	3,9%
Teachers without teacher training									
Total	2 567	3 135	4 063	3 568	2 763	2 324	1 722	-6,4%	-25,9%
Less than Gd 12	276	243	213	212	191	154	150	-9,7%	-2,6%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	2 103	2 569	2 920	3 123	2 379	2 016	1 472	-5,8%	-27,0%
Gd 12 plus 3 or more years' tertiary	188	323	930	233	193	154	100	-10,0%	-35,1%
Teachers with teacher training									
Total	24 182	24 855	24 859	26 474	27 498	28 754	29 740	3,5%	3,4%
Less than Gd 12	347	338	285	253	262	231	181	-10,3%	-21,6%
Gd 12 or Gd 12 plus 1 or 2 years' tertiary	1 333	1 274	1 665	1 644	1 928	2 058	2 012	7,1%	-2,2%
Gd 12 plus 3 or more years' tertiary	22 502	23 243	22 909	24 577	25 308	26 465	27 547	3,4%	4,1%

Figure 47a: Changes in the numbers of teachers without formal teacher training

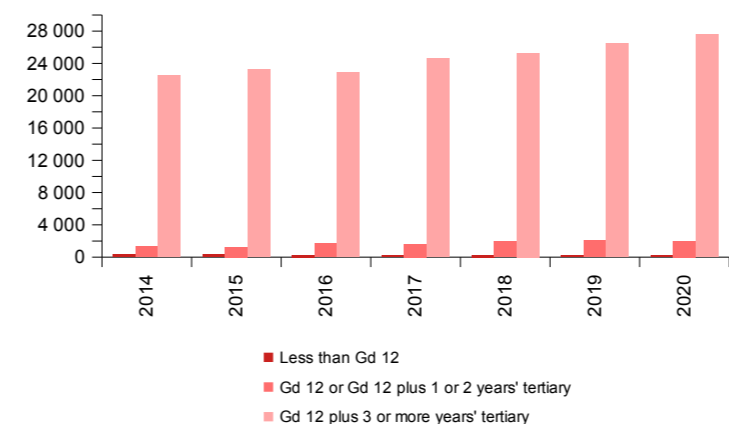


Figure 47b: Changes in the numbers of teachers with formal teacher training



Table 47 shows the changes in the number of teachers according to their qualifications. The first of the three sets of rows includes all teachers irrespective of whether or not they had formal teacher training. The second set of rows shows the numbers of teachers who had no formal teacher training, and the third set shows the numbers with formal teacher training.

The average growth rate over the period has been calculated by comparing the number of teachers in the first and last years in the table.

The total number of teachers increased on average by 2.7% per year. The change towards a better-qualified teaching force is reflected by the growth rates in the levels of qualification: the number of teachers with a lower-than-desired qualification decreased over the years, while the number of teachers with the desired qualification of at least three years' tertiary education increased a growth rate of 3.5%.

Figure 47a shows the consistent decrease in the number of teachers without any teacher training and with qualification lower than Grade 12. Very few teachers had three years' tertiary education but no teacher training.

The growth in the number of teachers with teacher training is shown in Figure 47b. In this category, the number of teachers with a qualification lower than Grade 12 decreased consistently. The number of teachers with Grade 12 or Grade 12 plus one or two years' tertiary decreased slightly. The number of teachers with the desired qualification had the highest growth rate.

The rising numbers of unqualified teachers between 2014 and 2017 were attributed to the large number of unqualified personnel coming in to teach mostly Pre-Primary as there were not many qualified Pre-Primary teachers. The situation is gradually normalising as more Pre-Primary teachers are attaining the desired qualifications and many other teachers who did not have the desired qualifications were given a chance to improve through in-service training.

Table 48: Percentages of primary and secondary teachers qualified to teach between 2014 and 2020

REGION	Gender	Primary							Secondary						
		2014	2015	2016	2017	2018	2019	2020	2014	2015	2016	2017	2018	2019	2020
National	Total	97,2%	81,0%	77,6%	79,7%	81,8%	83,8%	86,2%	98,2%	92,0%	91,0%	91,4%	92,6%	93,2%	94,7%
	Female	96,8%	80,8%	76,4%	79,1%	80,8%	82,8%	85,4%	98,2%	91,6%	90,1%	91,0%	92,5%	93,2%	94,6%
	Male	97,9%	81,2%	80,5%	81,1%	84,0%	86,1%	88,0%	98,2%	92,5%	92,0%	91,9%	92,7%	93,3%	94,8%
//Kharas	Total	96,8%	74,2%	66,7%	68,6%	74,3%	76,5%	77,6%	99,1%	85,2%	87,4%	90,7%	91,9%	85,7%	87,9%
	Female	99%	73,9%	65,0%	67,8%	69,8%	73,7%	76,8%	98,9%	83,1%	84,6%	90,7%	92,4%	86,9%	87,3%
	Male	93%	75,2%	71,8%	71,0%	86,2%	83,8%	79,6%	99,6%	88,3%	91,3%	90,6%	91,1%	83,7%	88,8%
Erongo	Total	94,3%	86,9%	81,9%	80,5%	80,2%	83,8%	88,5%	97,9%	95,3%	93,6%	93,5%	92,1%	93,1%	94,8%
	Female	97,6%	87,1%	81,6%	79,7%	79,6%	82,2%	88,3%	97,6%	96,2%	94,5%	94,5%	92,6%	94,1%	95,1%
	Male	96,1%	85,9%	83,4%	83,9%	82,6%	90,7%	89,5%	98,3%	93,8%	92,0%	91,6%	90,9%	91,2%	94,1%
Hardap	Total	99,1%	76,0%	70,9%	70,1%	69,1%	68,7%	74,4%	99%	91,3%	88,6%	83,9%	87,0%	82,6%	91,0%
	Female	98,6%	72,4%	67,1%	67,5%	66,6%	65,0%	71,1%	99,4%	91,2%	89,4%	85,5%	87,5%	85,7%	92,3%
	Male	99,2%	83,6%	80,7%	76,0%	75,2%	78,1%	83,0%	98,6%	91,4%	87,9%	82,4%	86,4%	78,8%	89,2%
Kavango East	Total	100%	76,2%	72,3%	76,0%	78,8%	80,4%	85,6%	99,3%	89,4%	88,9%	88,2%	89,0%	93,4%	93,6%
	Female	100%	75,9%	69,2%	74,6%	76,7%	79,0%	84,5%	99,7%	86,9%	86,7%	87,2%	87,8%	93,6%	94,6%
	Male	100%	76,5%	76,5%	77,6%	81,4%	82,2%	87,1%	99%	90,7%	90,1%	88,8%	89,8%	93,2%	93,0%
Kavango West	Total	97,5%	69,8%	64,2%	68,9%	74,2%	79,2%	81,4%	99,3%	86,7%	83,6%	86,6%	88,9%	91,3%	93,9%
	Female	98,5%	68,0%	57,7%	65,8%	70,3%	77,8%	81,0%	99,4%	81,7%	78,6%	84,2%	88,5%	90,7%	93,9%
	Male	95,4%	71,4%	70,7%	72,0%	78,2%	80,7%	81,7%	99,1%	89,2%	86,1%	87,6%	89,1%	91,6%	93,9%
Komas	Total	98,8%	89,6%	87,6%	88,0%	88,6%	88,6%	90,7%	99,7%	94,9%	93,4%	94,6%	95,6%	95,2%	95,1%
	Female	96,4%	89,7%	86,8%	87,5%	88,5%	88,0%	89,8%	99,3%	94,9%	93,2%	94,9%	95,6%	95,1%	95,1%
	Male	100%	89,1%	90,9%	89,9%	88,6%	90,9%	93,7%	100%	94,8%	93,6%	93,9%	95,4%	95,4%	95,2%
Kunene	Total	90,9%	68,2%	63,4%	68,4%	67,9%	72,7%	73,4%	84,3%	89,6%	89,3%	90,4%	90,0%	91,1%	92,4%
	Female	89,9%	66,1%	56,1%	65,2%	62,6%	68,8%	69,6%	83,7%	84,6%	85,8%	86,8%	87,5%	90,0%	89,8%
	Male	92%	70,8%	74,1%	72,8%	75,1%	77,9%	79,2%	85,5%	93,2%	91,8%	92,9%	92,0%	92,2%	95,0%
Ohangwena	Total	98,8%	79,9%	77,6%	79,1%	82,7%	84,5%	87,1%	99,2%	89,6%	88,3%	88,4%	91,2%	93,3%	95,8%
	Female	98,4%	78,6%	76,3%	78,0%	81,4%	83,6%	86,1%	99%	88,6%	87,1%	86,7%	90,8%	92,3%	95,8%
	Male	99,2%	82,8%	80,6%	81,6%	85,8%	86,6%	89,3%	99,5%	90,5%	89,5%	90,2%	91,6%	94,3%	95,8%
Omaheke	Total	93,5%	72,9%	70,6%	73,0%	71,6%	69,9%	71,1%	99,5%	86,9%	85,7%	86,9%	87,5%	81,4%	84,4%
	Female	89,8%	71,4%	67,9%	70,5%	68,7%	67,4%	67,7%	99,4%	88,5%	84,3%	82,3%	85,0%	79,0%	79,2%
	Male	100%	76,2%	76,3%	78,2%	77,9%	75,1%	77,6%	99,5%	85,3%	87,0%	91,7%	90,0%	83,8%	90,5%
Omusati	Total	98,9%	85,9%	85,4%	87,5%	89,4%	90,9%	0,92	99,8%	92,2%	92,0%	93,5%	96,2%	96,9%	97,6%
	Female	98,2%	85,2%	85,0%	87,1%	88,8%	89,9%	0,914	99,9%	90,3%	89,7%	92,4%	95,6%	96,1%	97,9%
	Male	99,8%	87,5%	86,5%	88,4%	91,0%	93,4%	0,934	99,7%	94,6%	94,7%	94,8%	96,8%	97,8%	97,3%

Table 48: Continued

Oshana	Total	100%	87,0%	0,9%	88,1%	88,1%	89,1%	0,905	99,9%	97,2%	97,0%	96,2%	96,6%	96,7%	96,6%
	Female	100%	87,4%	0,9%	87,6%	87,5%	88,9%	0,902	100%	97,2%	96,8%	96,5%	96,6%	96,6%	95,9%
	Male	100%	85,9%	0,9%	89,7%	90,0%	89,6%	0,913	99,8%	97,1%	97,4%	95,7%	96,5%	96,9%	97,6%
Oshikoto	Total	97,3%	78,9%	74,4%	77,5%	81,6%	84,1%	0,869	98,5%	90,0%	88,6%	88,8%	90,5%	91,0%	94,0%
	Female	95,9%	77,1%	71,9%	75,6%	80,2%	82,9%	0,862	98,6%	89,4%	85,8%	87,7%	90,1%	90,4%	94,4%
	Male	98,5%	82,7%	80,4%	81,9%	84,9%	86,7%	0,885	98,4%	90,7%	91,7%	90,2%	91,0%	91,9%	93,5%
Otjozondjupa	Total	95,5%	80,2%	76,6%	76,6%	79,7%	82,8%	0,842	99,3%	93,8%	93,1%	93,7%	93,5%	94,7%	94,6%
	Female	94%	80,6%	75,2%	75,6%	78,0%	81,8%	0,831	99,5%	95,7%	93,4%	92,6%	93,3%	95,0%	94,4%
	Male	96,9%	79,0%	80,3%	79,5%	84,2%	85,9%	0,873	98,7%	91,4%	92,7%	95,3%	93,9%	94,1%	94,9%
Zambezi	Total	99,5%	85,9%	78,5%	82,6%	84,3%	88,1%	0,895	99,7%	94,6%	92,3%	92,8%	90,6%	93,8%	95,4%
	Female	98,8%	84,6%	76,5%	81,7%	84,3%	86,2%	0,875	99,8%	94,1%	90,9%	90,7%	88,3%	93,9%	95,1%
	Male	99,9%	88,4%	82,5%	84,1%	84,3%	92,0%	0,934	99,5%	94,9%	93,1%	94,2%	92,1%	93,7%	95,7%

Teachers with teacher training and a qualification equivalent to at least three years' tertiary education are deemed qualified to teach although this definition was changed after 2014 to give more consideration to those with a 4 years' training. The percentage of teachers who met these criteria in the years between 2014 and 2020 are reported in **Table 48**.

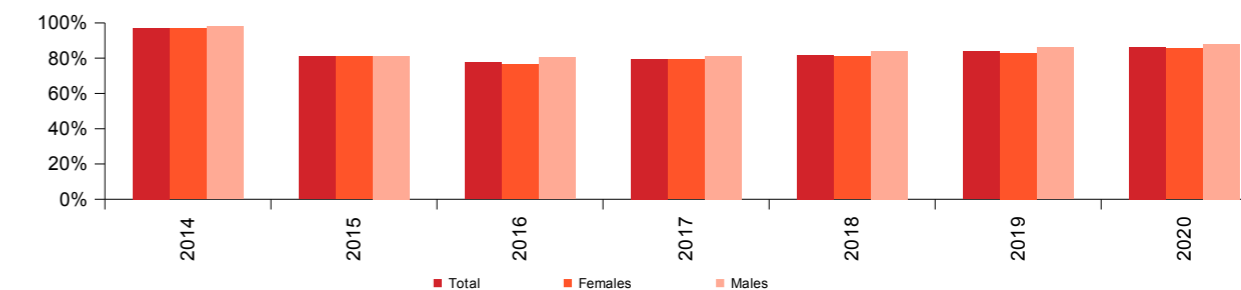
A distinction was made between Primary and Secondary teachers. Teachers who taught Grades in both phases were allocated pro rata to the two phases, based on the range of Grades they taught.

The percentage of Primary teachers qualified to teach grew during the period 2015 to 2020 from 81.0% to 86.2% but was much lower than the equivalent percentage of Secondary teachers. To date, 13.8% of the Primary teachers were still not qualified to teach or are rather underqualified, and 5.3% of the Secondary teachers were unqualified or underqualified to teach.

The percentage of teachers qualified to teach was slightly higher for males than for females in primary. There were, however, exceptions in some regions. The gap between female and male teachers in both phases narrowed in the last few years, although it remains high in some regions. The high number (percentage) of unqualified teachers of female teachers in primary is most probably attributed to a high number of Pre-Primary teachers, (a majority of which are female) who only hold Grade 12 or lower and no professional qualification.

Figure 48: Percentages of primary and secondary teachers qualified to teach

Primary teachers



Secondary teachers

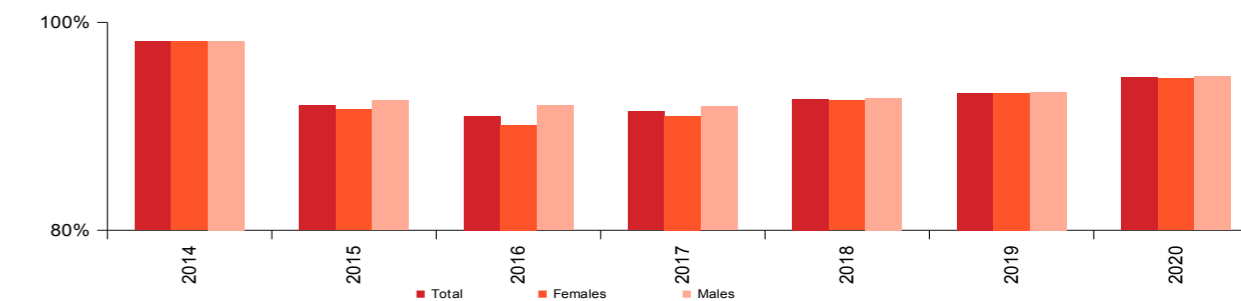


Table 49: Numbers of teachers from 2014 to 2020

REGION	YEAR							Average annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
National	26 749	27 990	28 922	29 947	30 261	31 078	31 462	2,7%	1,2%
//Kharas	887	919	946	963	978	986	993	1,9%	0,7%
Erongo	1 375	1 469	1 558	1 659	1 743	1 811	1 859	5,2%	2,7%
Hardap	938	948	982	1 008	989	1 010	1 024	1,5%	1,4%
Kavango East	1 803	1 930	1 972	2 056	2 095	2 176	2 214	3,5%	1,7%
Kavango West	1 361	1 417	1 452	1 543	1 590	1 642	1 660	3,4%	1,1%
Khomas	3 206	3 326	3 415	3 636	3 736	3 839	3 846	3,1%	0,2%
Kunene	1 001	1 130	1 155	1 180	1 145	1 202	1 187	2,9%	-1,2%
Ohangwena	3 671	3 866	4 013	4 120	4 115	4 240	4 315	2,7%	1,8%
Omaheke	784	819	861	883	867	911	934	3,0%	2,5%
Omusati	3 847	3 962	4 087	4 197	4 191	4 236	4 278	1,8%	1,0%
Oshana	2 250	2 297	2 248	2 282	2 314	2 377	2 408	1,1%	1,3%
Oshikoto	2 602	2 739	2 921	2 989	2 974	3 087	3 107	3,0%	0,6%
Otjozondjupa	1 478	1 565	1 665	1 714	1 718	1 743	1 813	3,5%	4,0%
Zambezi	1 546	1 603	1 647	1 717	1 806	1 818	1 824	2,8%	0,3%

As **Table 49** reflects, the total number of teachers increased annually. Different regions had varying numbers. Otjozondjupa and Erongo have the highest percentage increase in teachers from 2019 to 2020, with 4.0% and 2.7% respectively, reflecting the regions' respective high percentage increase in enrolment as reported in **Table 21**.

The annual growth rate of teachers from 2014-2020 is 2.7% and is shown in **Table 49**.

Figure 49: Numbers of teachers from 2014 to 2020

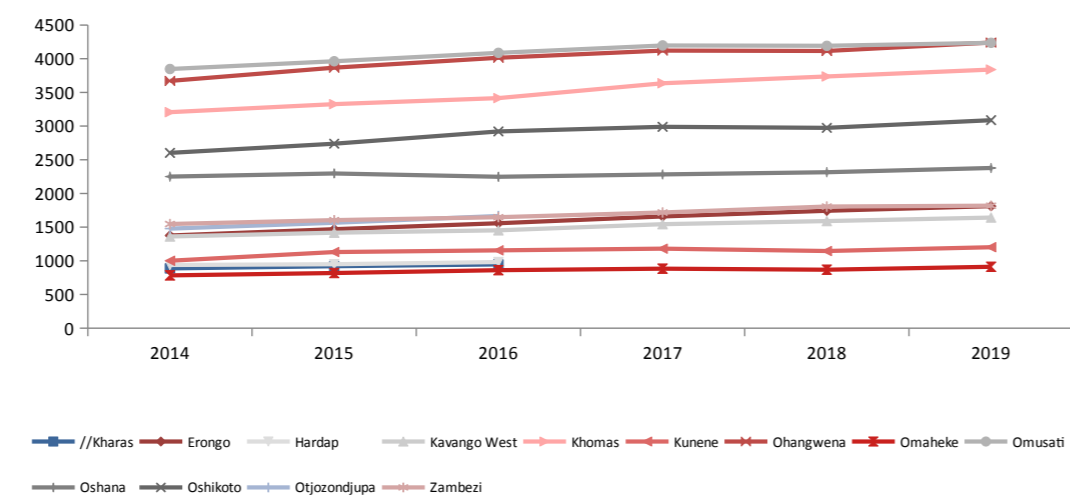


Table 50: Learner:teacher ratios from from 2014 to 2020

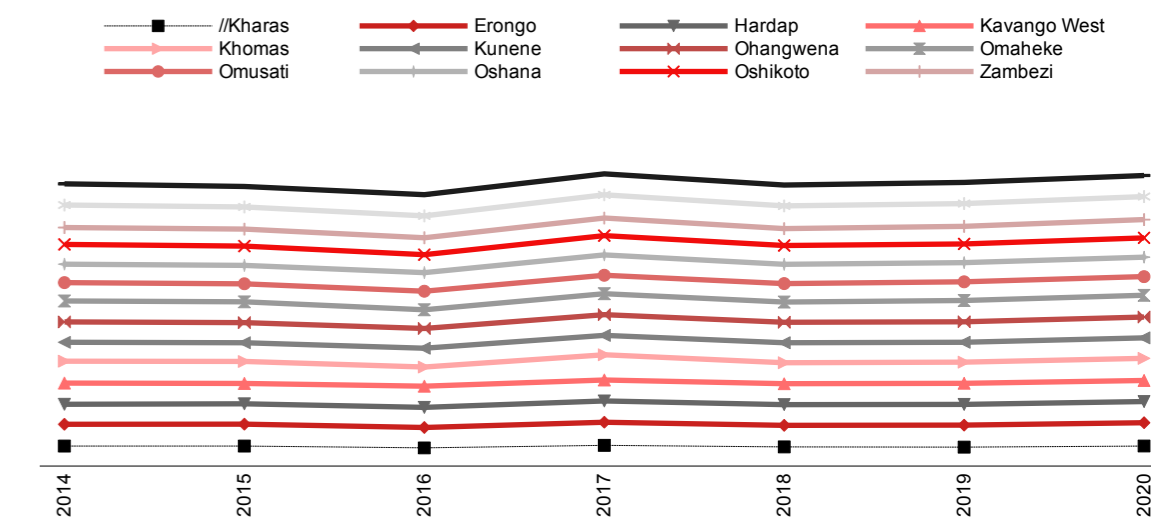
REGION	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2014	2015	2016	2017	2018	2019	2020	2014	2015	2016	2017	2018	2019	2020
National	24,3	24,1	24,1	24,1	24,1	24,5	24,7	24,9	24,7	24,1	26,0	25,2	25,4	26,1
//Kharas	23,2	23,1	23,0	22,9	22,9	22,9	23,4	24,8	24,7	22,5	25,6	23,7	23,4	24,8
Erongo	24,8	24,9	25,1	24,9	24,8	24,9	25,2	27,0	27,2	25,3	28,8	26,7	27,2	28,9
Hardap	24,3	24,6	24,4	24,8	24,9	25,0	25,5	24,7	25,1	24,9	26,3	25,7	25,8	26,2
Kavango East	27,4	27,6	28,4	28,8	29,2	29,2	29,6	28,1	28,2	28,9	30,7	30,0	30,4	30,8
Kavango West	25,8	25,6	26,5	25,9	25,8	25,8	26,0	26,3	25,4	26,3	26,0	25,9	26,2	26,1
Khomas	24,5	24,5	23,4	24,3	23,3	23,5	24,0	27,2	27,2	23,7	31,3	26,0	26,2	27,5
Kunene	23,2	22,9	23,3	23,5	24,8	24,7	24,7	23,4	23,3	23,4	24,1	24,8	24,7	25,4
Ohangwena	25,4	24,9	24,7	24,6	25,2	25,1	25,5	25,3	24,9	24,5	25,6	25,4	25,4	25,9
Omaheke	25,6	25,3	24,9	24,8	25,6	25,5	25,7	25,9	25,7	23,1	26,0	25,1	26,3	26,9
Omusati	22,8	22,4	23,2	22,2	22,9	23,1	22,9	22,8	22,5	23,0	22,9	22,9	23,2	23,1
Oshana	22,7	22,6	23,0	23,2	23,2	22,9	23,1	22,9	22,8	23,0	25,2	23,9	23,8	24,1
Oshikoto	24,1	23,6	22,8	22,8	23,4	23,0	23,6	24,4	23,9	22,3	24,0	23,2	23,1	24,0
Otjozondjupa	26,9	26,6	26,1	26,3	26,7	26,3	26,8	27,8	27,5	27,1	28,8	28,2	28,3	28,6
Zambezi	20,8	20,9	21,5	21,2	21,1	21,6	22,4	21,0	21,0	20,9	21,7	20,9	21,8	22,6

Learner : teacher ratios were calculated in two different ways in **Table 50**. In the left part of the table, the ratios were calculated by dividing the total enrolment in each region by the total number of teachers in the region. On the right, the ratios were calculated to indicate State teaching staff contribution. The total enrolment in schools staffed by the State was divided by the number of teachers appointed by the State in each region. Teachers in a number of private schools, typically church and farm schools, were appointed by the State. Such schools were included in the right part of the table.

Figure 50 shows the learner : teacher ratios in schools staffed by the State, i.e. the ratios in the right part of **Table 50**.

All the regions have recorded a slight decrease in their learner : teacher ratios from 2014 to 2020. In terms of all teachers and learners, Kavango East had the highest ratio while Zambezi had the lowest even in terms of taking the state and state-appointed teachers into consideration. The discrepancy among the regions had narrowed a great deal.

Figure 50: Learner:teacher ratios from from 2014 to 2020



Chapter 6: PHYSICAL FACILITIES



Chapter 6 provides information on school buildings, available facilities and basic services, i.e. water supply, sanitation facilities, electricity and telephones.

The structural types of school buildings are important to consider when using statistics on physical facilities. A large number of schools in Namibia were founded and initially built by parents who constructed “traditional” classrooms using materials which were available to them – normally poles, mud and thatch or corrugated iron. Government at times provided “prefabricated” buildings, often constructed from asbestos sheets, to build as many classrooms as possible within the available budget, or to speed up the building programme. However, most buildings are “permanent” - built predominantly from brick and mortar. In exceptional cases, buildings not belonging to a school are used regularly for teaching, and these are categorised as “hired” structures.

In the Annual Education Census, schools report the number of individual toilet units or spaces, and indicate whether or not they have water supply, electricity and telephone service. Considerable proportions of schools in Namibia do not have one or more of these basic facilities and services.

Availability of housing for teachers has often been cited as a requirement for attracting qualified teachers to rural schools. Some information on teachers’ housing has been included in this chapter. The Ministry has plans to provide more teachers’ housing in the current Medium-Term Expenditure Framework.

The Ministry intends to eliminate the overcrowding of classrooms, replace “traditional” structures and provide sanitary facilities and basic services at all schools. The large shortages in basic facilities seem to have impeded substantial progress in the provision of teachers’ housing.

Table 51: Numbers and structural types of teaching facilities

REGION	Class-room					Laboratory					Computer Room					Specialist room					Workshop				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
National	27 151	23 128	1 622	2 123	278	627	612	14	-	1	531	508	9	6	8	583	357	25	191	10	199	182	3	6	8
//Kharas	956	776	145	7	28	30	29	1	-	-	37	33	4	-	-	39	33	1	4	1	18	17	1	-	-
Erongo	1 502	1 365	107	4	26	41	41	-	-	-	42	42	-	-	-	46	41	2	3	-	17	17	-	-	-
Hardap	955	863	78	2	12	33	31	2	-	-	37	33	3	-	1	30	22	2	5	1	23	23	-	-	-
Kavango East	1 822	1 520	73	224	5	33	33	-	-	-	27	26	-	1	-	30	15	4	10	1	6	6	-	-	-
Kavango West	1 402	1 049	92	250	11	20	19	1	-	-	14	12	1	1	-	46	8	6	31	1	4	4	-	-	-
Khomas	3 311	2 979	263	44	25	122	118	4	-	-	114	113	-	-	1	101	95	3	2	1	52	49	1	-	2
Kunene	1 018	837	43	108	30	19	17	2	-	-	17	17	-	-	-	22	14	1	6	1	5	5	-	-	-
Ohangwena	3 811	2 997	208	584	22	57	56	1	-	-	44	40	1	3	-	61	15	1	45	-	6	4	-	2	-
Omaheke	775	701	54	16	4	20	20	-	-	-	20	20	-	-	-	20	18	-	2	-	6	6	-	-	-
Omusati	3 804	3 214	251	314	25	82	82	-	-	-	50	46	-	-	4	57	24	1	31	1	20	15	1	1	3
Oshana	2 181	2 050	64	61	6	47	47	-	-	-	37	36	-	-	1	37	19	2	14	2	16	13	-	1	2
Oshikoto	2 787	2 249	104	382	52	61	60	-	-	1	36	35	-	-	1	47	23	1	23	-	7	6	-	1	-
Otjozondjupa	1 545	1 406	106	4	29	41	39	2	-	-	41	41	-	-	-	28	22	1	5	-	13	11	-	1	1
Zambezi	1 282	1 122	34	123	3	21	20	1	-	-	15	14	-	1	-	19	8	-	10	1	6	6	-	-	-

The number of teaching rooms in which groups of learners can be accommodated have been reported in **Table 51**. In addition, the number of rooms only suitable for accommodating very small groups, and outdoor areas routinely used for accommodating learners have been stated in **Table 52** on page 66.

The different types of structures have been classified as permanent, prefabricated and traditional. Rooms not belonging to schools, but used on a daily basis, have been grouped under ‘hired’. Permanent structures were normally buildings constructed from bricks. Prefabricated structures were often made out of asbestos sheets.

Structures under the heading ‘traditional are constructed using materials like poles, mud, thatch or corrugated iron and tents.

Table 52: Numbers and structural types of facilities for general use

REGION	Small room					Gymnasiums/School Hall					Resource Room (Library)etc.					Storeroom					Outdoor Teaching Areas
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	
National	394	376	7	8	3	346	330	5	6	5	707	680	15	8	4	6 052	5 682	119	224	27	186
//Kharas	24	23	1	-	-	23	21	2	-	-	37	31	5	1	-	240	214	22	4	-	8
Erongo	43	42	1	-	-	32	32	-	-	-	39	38	1	-	-	351	334	13	4	-	13
Hardap	29	29	-	-	-	27	27	-	-	-	35	33	2	-	-	172	158	11	3	-	3
Kavango East	11	11	-	-	-	18	18	-	-	-	36	35	1	-	-	415	387	3	25	-	4
Kavango West	4	3	-	1	-	5	4	1	-	-	23	21	-	2	-	359	311	9	38	1	28
Khomas	104	103	1	-	-	101	93	2	2	4	107	104	1	-	2	707	683	16	3	5	14
Kunene	11	9	2	-	-	18	17	-	1	-	28	27	1	-	-	186	177	-	4	5	28
Ohangwena	10	6	-	4	-	12	12	-	-	-	62	58	-	4	-	859	786	10	61	2	20
Omaheke	11	11	-	-	-	10	10	-	-	-	36	36	-	-	-	160	159	1	-	-	13
Omusati	36	35	-	1	-	23	23	-	-	-	112	111	1	-	-	748	716	10	19	3	10
Oshana	32	29	1	1	1	19	18	-	1	-	57	56	1	-	-	503	486	1	16	-	-
Oshikoto	31	27	1	1	2	25	23	-	2	-	55	54	-	-	1	642	578	16	38	10	5
Otjozondjupa	39	39	-	-	-	27	26	-	-	1	53	50	2	-	1	365	356	6	2	1	11
Zambezi	9	9	-	-	-	6	6	-	-	-	27	26	-	1	-	345	337	1	7	-	29

Diverse facilities and outdoor teaching areas used daily were included in **Table 52**. ‘Small room’ indicates rooms that were only suitable for accommodating individuals or very small groups of learners.

Outdoor areas used regularly for teaching due to a lack of classrooms were reported as ‘outdoor teaching areas’. The numbers suggest that there was some misreporting, but there were still schools where groups of learners were taught under trees. Kavango West seems to be the worst of all regions. Kavango East and Kunene also reported a high number of outdoor teaching areas in 2020.

Table 53: Numbers and structural types of administrative facilities

REGION	Bookstore					Office					Other Admin					Strongroom					Agriculture				
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired
National	1 147	1 108	13	21	5	2 261	2 180	57	11	13	890	789	50	37	14	711	695	8	7	1	666	551	12	102	1
//Kharas	53	48	5	-	-	144	122	22	-	-	49	39	7	-	3	35	34	1	-	-	24	23	1	-	-
Erongo	79	78	1	-	-	219	217	1	-	1	88	87	1	-	-	55	53	1	1	-	37	30	-	7	-
Hardap	46	45	1	-	-	124	114	9	-	1	41	40	1	-	-	36	35	1	-	-	29	25	-	4	-
Kavango East	73	70	1	2	-	108	106	1	-	1	62	52	-	7	3	34	34	-	-	-	25	23	-	2	-
Kavango West	47	46	-	1	-	63	61	1	1	-	55	37	15	1	2	21	20	-	1	-	28	17	1	10	-
Khomas	181	176	3	-	2	401	391	9	-	1	191	181	6	2	2	98	96	2	-	-	51	45	3	3	-
Kunene	37	35	-	-	2	100	100	-	-	-	19	19	-	-	-	22	22	-	-	-	47	44	-	3	-
Ohangwena	125	119	-	6	-	200	194	-	1	5	59	48	4	7	-	80	78	-	2	-	98	67	1	30	-
Omaheke	35	35	-	-	-	120	119	1	-	-	20	20	-	-	-	28	28	-	-	-	30	28	1	1	-
Omusati	178	171	1	6	-	135	128	1	5	1	74	61	4	6	3	69	67	-	2	-	80	69	-	11	-
Oshana	85	84	-	1	-	159	157	2	-	-	20	18	-	1	1	56	56	-	-	-	54	47	-	6	1
Oshikoto	91	86	-	5	-	182	171	7	3	1	83	68	8	7	-	67	64	2	-	1	70	51	3	16	-
Otjozondjupa	73	71	1	-	1	161	156	3	-	2	96	92	4	-	-	63	62	1	-	-	52	46	2	4	-
Zambezi	44	44	-	-	-	145	144	-	1	-	33	27	-	6	-	47	46	-	1	-	41	36	-	5	-

The administrative facilities reported in **Table 53** included offices, storerooms and any other facilities used for administrative purposes.

Table 54: Changes in the numbers of teaching and administrative facilities from 2016 to 2020

REGION	Classrooms					Laboratories					Special teaching rooms					Workshops				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
National	24 390	25 050	25 533	26 090	27 151	595	620	603	617	627	954	980	1 011	1 018	1 114	167	182	205	194	583
//Kharas	818	842	881	888	956	31	31	32	34	30	77	83	85	83	76	13	14	16	16	39
Erongo	1 260	1 350	1 443	1 480	1 502	50	49	48	53	41	81	85	90	86	88	17	17	26	25	46
Hardap	876	887	891	913	955	33	34	34	34	33	61	59	64	66	67	23	23	23	24	30
Kavango East	1 584	1 642	1 679	1 704	1 822	35	36	38	33	33	54	56	74	72	57	7	10	10	10	30
Kavango West	1 239	1 249	1 272	1 335	1 402	19	17	18	18	20	26	25	25	27	60	1	5	5	5	46
Khomas	2 865	2 970	2 951	2 996	3 311	103	103	103	112	122	220	222	223	226	215	58	54	59	50	101
Kunene	797	824	821	912	1 018	15	15	15	14	19	36	40	38	39	39	5	5	5	5	22
Ohangwena	3 464	3 548	3 634	3 752	3 811	50	53	53	55	57	61	66	70	105	5	4	4	4	4	61
Omaheke	753	757	776	756	775	19	19	19	18	20	40	40	39	38	40	3	7	5	4	20
Omusati	3 505	3 598	3 677	3 782	3 804	78	80	87	82	82	83	94	88	89	107	12	17	21	15	57
Oshana	2 065	2 110	2 123	2 151	2 181	49	47	46	48	47	65	57	58	58	74	7	10	11	16	37
Oshikoto	2 600	2 673	2 704	2 718	2 787	47	47	48	56	61	62	63	71	70	83	6	5	6	6	47
Otjozondjupa	1 385	1 403	1 438	1 443	1 545	45	69	41	41	41	69	73	68	72	69	10	10	12	13	28
Zambezi	1 179	1 197	1 243	1 260	1 282	21	20	21	19	21	19	17	18	23	34	-	1	2	1	19

The total numbers of different facilities have been reported for five years in Table 54. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities have been counted under one heading. Tents used as teaching facilities were counted under traditional facilities and not as outdoor teaching facilities as it was recorded before. This explains the drop in outdoor facilities reported.

Figure 54: Changes in the numbers of facilities

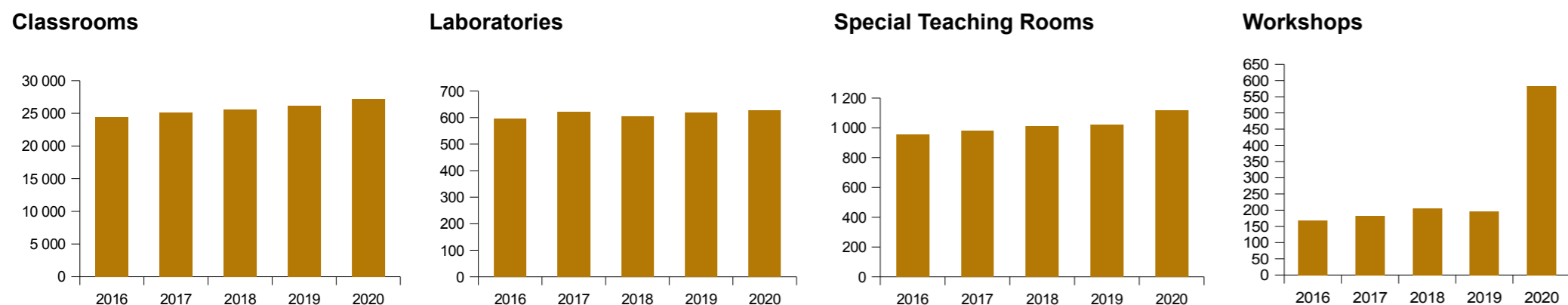


Table 54: Continued

REGION	School or gymnastics halls					Libraries, media or resource centres					Special teaching rooms					Outdoor teaching areas				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
National	545	284	319	334	182	649	734	828	823	707	11 621	11 753	11 563	11 609	12 467	242	290	113	114	186
//Kharas	276	20	23	23	17	32	33	42	45	37	549	539	579	576	592	16	20	10	12	8
Erongo	20	32	35	36	17	46	53	55	59	39	792	817	832	869	904	-	-	-	1	13
Hardap	34	27	28	30	23	40	32	37	30	35	483	505	472	478	504	7	14	1	3	3
Kavango East	25	10	13	14	6	42	32	43	39	36	659	691	682	636	746	35	24	6	12	4
Kavango West	10	3	6	6	4	29	25	25	28	23	520	477	471	515	582	26	50	25	25	28
Khomas	3	79	77	86	49	104	102	108	125	107	1 693	1 733	1 696	1 680	1 834	2	-	-	10	14
Kunene	78	13	18	16	5	24	23	24	24	28	390	390	357	386	440	29	56	17	12	28
Ohangwena	13	9	10	9	4	51	64	66	85	62	1 373	1 358	1 360	1 345	1 443	28	28	9	6	20
Omaheke	8	10	9	11	6	30	35	37	33	36	420	429	396	372	414	27	36	5	10	13
Omusati	9	18	24	25	15	84	145	157	137	112	1 273	1 271	1 254	1 268	1 343	16	12	9	1	10
Oshana	16	13	21	20	13	42	50	80	71	57	872	938	844	898	928	-	-	-	-	-
Oshikoto	15	18	20	22	6	56	59	77	67	55	1 078	1 065	1 079	1 127	1 191	29	22	9	9	5
Otjozondjupa	17	24	27	28	11	51	62	56	55	53	830	834	835	841	876	19	18	8	10	11
Zambezi	21	8	8	8	6	18	19	21	25	27	689	706	706	618	670	8	10	14	3	29

Figure 54: Continued

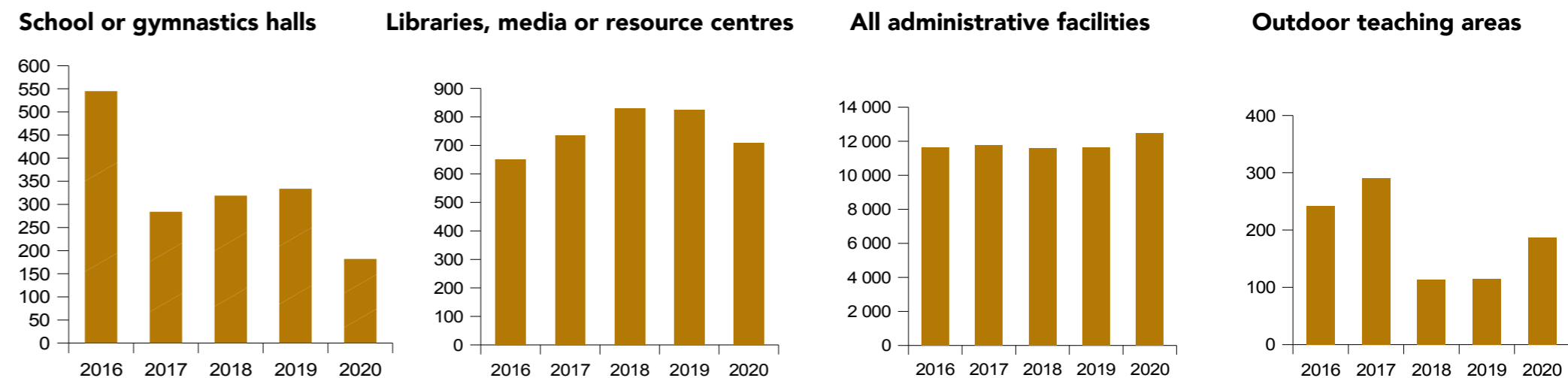


Table 55: Changes in the numbers and structural types of classrooms from 2014 to 2020

REGION	Total				Permanent				Prefabricated				Traditional				Hired			
	2014	2016	2018	2020	2014	2016	2018	2020	2014	2016	2018	2020	2014	2016	2018	2020	2014	2016	2018	2020
National	22 420	24 390	25 533	27 151	19 459	20 986	21 931	23 128	1 304	1 445	1 490	1 622	1 477	1 740	1 903	2 123	180	219	209	278
//Kharas	785	818	881	956	662	678	716	776	111	116	137	145	2	2	2	7	10	22	26	28
Erongo	1 105	1 260	1 443	1 502	1 026	1 167	1 296	1 365	71	76	133	107	3	6	2	4	5	11	12	26
Hardap	835	876	891	955	765	801	818	863	69	73	66	78	-	-	2	2	1	2	5	12
Kavango East	1 396	1 584	1 679	1 822	1 246	1 386	1 451	1 520	37	58	67	73	108	129	151	224	5	11	10	5
Kavango West	1 174	1 239	1 272	1 402	940	957	960	1 049	55	60	62	92	171	210	236	250	8	12	14	11
Khomas	2 601	2 865	2 951	3 311	2 381	2 626	2 749	2 979	216	228	188	263	-	4	5	44	4	7	9	25
Kunene	723	797	821	1 018	660	706	725	837	28	41	39	43	20	32	34	108	15	18	23	30
Ohangwena	3 177	3 464	3 634	3 811	2 522	2 720	2 856	2 997	213	231	219	208	416	484	535	584	26	29	24	22
Omaheke	656	753	776	775	576	654	672	701	45	55	55	54	11	13	19	16	24	31	30	4
Omusati	3 336	3 505	3 677	3 804	2 847	3 000	3 132	3 214	222	238	233	251	248	255	303	314	19	12	9	25
Oshana	2 005	2 065	2 123	2 181	1 843	1 897	1 958	2 050	83	72	76	64	67	65	70	61	12	31	19	6
Oshikoto	2 336	2 600	2 704	2 787	1 891	2 087	2 199	2 249	84	92	95	104	351	416	404	382	10	5	6	52
Otjozondjupa	1 228	1 385	1 438	1 545	1 142	1 271	1 317	1 406	61	82	90	106	5	10	13	4	20	22	18	29
Zambezi	1 063	1 179	1 243	1 282	958	1 036	1 082	1 122	9	23	30	34	75	114	127	123	21	6	4	3

Table 55 shows changes in the numbers and structural types of classrooms from 2014 to 2020. There were 4,731 more classrooms in 2020 than in 2014. Out of 27,151 classrooms, 23,128 or 85.2% of them were permanent.

From the data there is clear indication of gradual success in the Ministry's building program and a determination to provide conducive learning environments, given also that 177 new schools were opened between 2014 and 2020.

Figure 55: Changes in the numbers and structural types of classrooms from 2014 to 2020

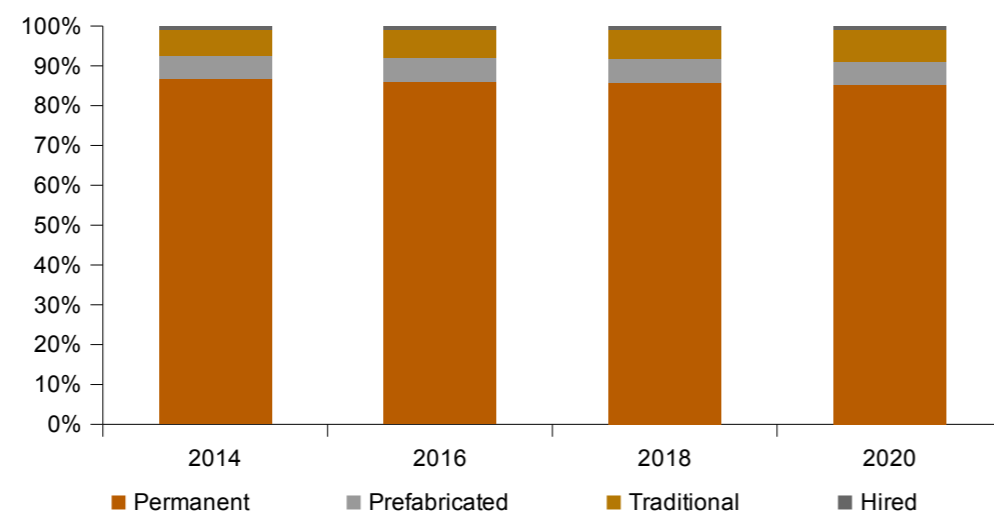


Table 56: Provision of sanitary facilities and water supply at schools

REGION	Numbers of toilet units for learners			Numbers of schools with toilets for learners			Numbers of schools with toilets for teachers			Numbers of schools with a water supply		
	Flush	Pit	% flush	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets	No water	Have water	% with water
National	16 574	7 884	67,8%	225	1 697	88,3%	186	1 736	90,3%	208	1 714	89,2%
//Kharas	1 460	4	99,7%	-	57	100,0%	4	53	93,0%	-	57	100,0%
Erongo	1 832	10	99,5%	5	73	93,6%	2	76	97,4%	1	77	98,7%
Hardap	1 528	11	99,3%	-	60	100,0%	4	56	93,3%	-	60	100,0%
Kavango East	692	645	51,8%	37	138	78,9%	29	146	83,4%	38	137	78,3%
Kavango West	271	788	25,6%	41	136	76,8%	19	158	89,3%	50	127	71,8%
Khomas	3 744	30	99,2%	3	130	97,7%	5	128	96,2%	2	131	98,5%
Kunene	524	163	76,3%	9	60	87,0%	11	58	84,1%	2	67	97,1%
Ohangwena	953	1 907	33,3%	25	245	90,7%	21	249	92,2%	15	255	94,4%
Omaheke	756	6	99,2%	4	43	91,5%	-	47	100,0%	-	47	100,0%
Omusati	810	1 678	32,6%	41	248	85,8%	27	262	90,7%	26	263	91,0%
Oshana	907	1 056	46,2%	4	142	97,3%	8	138	94,5%	-	146	100,0%
Oshikoto	942	1 184	44,3%	34	187	84,6%	30	191	86,4%	43	178	80,5%
Otjozondjupa	1 571	37	97,7%	4	81	95,3%	9	76	89,4%	2	83	97,6%
Zambezi	584	365	61,5%	18	97	84,3%	17	98	85,2%	29	86	74,8%

The provision of sanitary facilities, teacher housing and basic services have been reported in Tables 56 and 58.

There has been a remarkable improvement in the provision of sanitary services to schools countrywide. Kavango East and Kavango West remain the most poorly serviced region with 78.9% and 76.8% respectively of schools having toilets for learners and the only region with below 80% of provision of such service to schools.

There has also been an increase in water supply to the schools in general. Kavango East, Kavango West and Zambezi are the most poorly serviced in water supply with 78.3%, 71.8% and 74.8% respectively.

Table 57: Provision of teachers' housing and electricity and telephone supply at schools

REGION	Numbers of housing units for teachers			Numbers of schools with housing for teachers			Numbers of schools with electricity supply			Numbers of schools with telephones		
	Total	Single quarters	Family quarters	No housing	Have housing	% with housing	No electricity	Have electricity	% with electricity	No telephone	Have telephone	% with telephone
National	3 934	1 694	2 240	1 222	700	36,4%	336	1 586	82,5%	624	1 298	67,5%
//Kharas	209	112	97	24	33	57,9%	2	55	96,5%	-	57	100,0%
Erongo	199	40	159	45	33	42,3%	3	75	96,2%	2	76	97,4%
Hardap	224	87	137	16	44	73,3%	-	60	100,0%	4	56	93,3%
Kavango East	195	95	100	138	37	21,1%	41	134	76,6%	77	98	56,0%
Kavango West	68	18	50	161	16	9,0%	77	100	56,5%	115	62	35,0%
Khomas	338	157	181	92	41	30,8%	4	129	97,0%	7	126	94,7%
Kunene	310	139	171	16	53	76,8%	7	62	89,9%	21	48	69,6%
Ohangwena	352	177	175	160	110	40,7%	40	230	85,2%	90	180	66,7%
Omaheke	320	159	161	11	36	76,6%	2	45	95,7%	3	44	93,6%
Omusati	385	161	224	205	84	29,1%	51	238	82,4%	126	163	56,4%
Oshana	167	97	70	106	40	27,4%	3	143	97,9%	23	123	84,2%
Oshikoto	286	123	163	129	92	41,6%	63	158	71,5%	84	137	62,0%
Otjozondjupa	462	255	207	28	57	67,1%	2	83	97,6%	10	75	88,2%
Zambezi	420	75	345	91	24	20,9%	41	74	64,3%	62	53	46,1%

The disparities in the supply of teacher housing is also evident from the numbers of housing units. The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools in those regions. In spite of the Government Housing Scheme, there are still regions that, due to their size, need more teacher housing units

Although the provision of electricity to schools has somewhat improved, concerted efforts in providing electricity to more schools in some regions is still essential. Kavango West, is the only region below 60%.

Having no electricity places constraints on the equipment schools can use, and it makes it difficult to use school facilities after dark.

The lack of a telephone service severely limits communication with support staff in regional offices, for example with inspectors, advisory teachers, personnel offices and more importantly, with parents and other service providers.

The disparities in the provision of telephone services were most notable in Kavango West, Zambezi, Kavango East, Ohangwena and Oshikoto regions, representing the regions which are still highly under-served.

Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2015 to 2020

REGION	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020
National	82,4%	83,5%	86,7%	87,2%	87,8%	88,3%	78,1%	79,1%	78,9%	77,8%	77,5%	90,3%	86,6%	86,8%	88,6%	89,4%	89,8%	89,2%
//Kharas	98,0%	96,2%	98,2%	98,2%	100,0%	100,0%	94,0%	98,1%	90,9%	93,0%	96,4%	93,0%	94,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Erongo	93,7%	96,9%	98,6%	100,0%	98,7%	93,6%	96,8%	92,3%	95,8%	97,3%	96,0%	97,4%	98,4%	98,5%	100,0%	100,0%	100,0%	98,7%
Hardap	96,5%	98,3%	100,0%	100,0%	100,0%	100,0%	96,5%	100,0%	98,3%	96,6%	91,7%	93,3%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
Kavango East	57,0%	58,3%	61,6%	62,6%	64,7%	78,9%	52,5%	52,8%	53,7%	55,6%	55,3%	83,4%	67,1%	64,4%	67,1%	69,0%	72,4%	78,3%
Kavango West	56,3%	55,7%	60,2%	63,1%	63,1%	76,8%	56,3%	57,4%	58,0%	59,1%	58,0%	89,3%	66,5%	67,6%	73,3%	71,0%	69,3%	71,8%
Khomas	94,4%	95,7%	98,3%	99,2%	99,2%	97,7%	93,5%	94,0%	95,9%	96,1%	95,5%	96,2%	97,2%	99,1%	99,2%	100,0%	100,0%	98,5%
Kunene	91,2%	84,9%	94,0%	88,1%	88,2%	87,0%	77,9%	65,8%	71,6%	64,2%	67,6%	84,1%	86,8%	90,4%	92,5%	94,0%	92,6%	97,1%
Ohangwena	91,7%	93,8%	94,7%	94,7%	95,5%	90,7%	85,3%	86,0%	82,8%	82,3%	81,2%	92,2%	84,9%	85,2%	85,5%	86,8%	86,8%	94,4%
Omaheke	100,0%	95,5%	97,7%	97,7%	97,8%	91,5%	95,3%	93,2%	93,2%	93,2%	91,3%	100,0%	97,7%	95,5%	95,5%	97,7%	97,8%	100,0%
Omusati	88,0%	87,9%	92,6%	93,4%	94,1%	85,8%	80,8%	81,8%	84,0%	82,5%	85,0%	90,7%	94,6%	92,1%	94,3%	96,2%	96,2%	91,0%
Oshana	92,8%	94,1%	96,4%	97,1%	98,6%	97,3%	82,6%	81,5%	85,4%	84,2%	80,1%	94,5%	98,6%	99,3%	99,3%	99,3%	100,0%	100,0%
Oshikoto	76,4%	78,5%	82,2%	82,3%	82,4%	84,6%	75,0%	83,6%	75,3%	72,7%	71,5%	86,4%	88,7%	88,6%	90,4%	90,5%	90,5%	80,5%
Otjozondjupa	97,4%	96,2%	97,5%	98,8%	100,0%	95,3%	92,1%	84,6%	89,9%	85,5%	86,6%	89,4%	96,1%	97,4%	97,5%	97,6%	97,6%	97,6%
Zambezi	68,2%	78,0%	79,5%	78,3%	77,4%	84,3%	67,3%	73,4%	71,4%	66,1%	65,2%	85,2%	72,9%	75,2%	78,6%	81,7%	85,2%	74,8%

Changes in the percentages of schools that had basic facilities and services have been shown in **Table 58**, which continues on page 73. **Figures 58a and 58b** show two examples of the situation in different regions and changes between 2015 and 2020.

It can be seen from **Table 58** that a large number of sanitary facilities are not flush toilets which only constitute 32.2% of all learner toilets. The percentage of schools having water supply rose in all regions. More attention should however be given to Kavango East, Kavango West and Zambezi who are still lagging in the provision of water supply and toilets for learners and teachers compared to other regions. A substantial number of schools only get their water supply from the nearby communities.

Figure 58a: Changes in the percentages of schools with toilets for learners

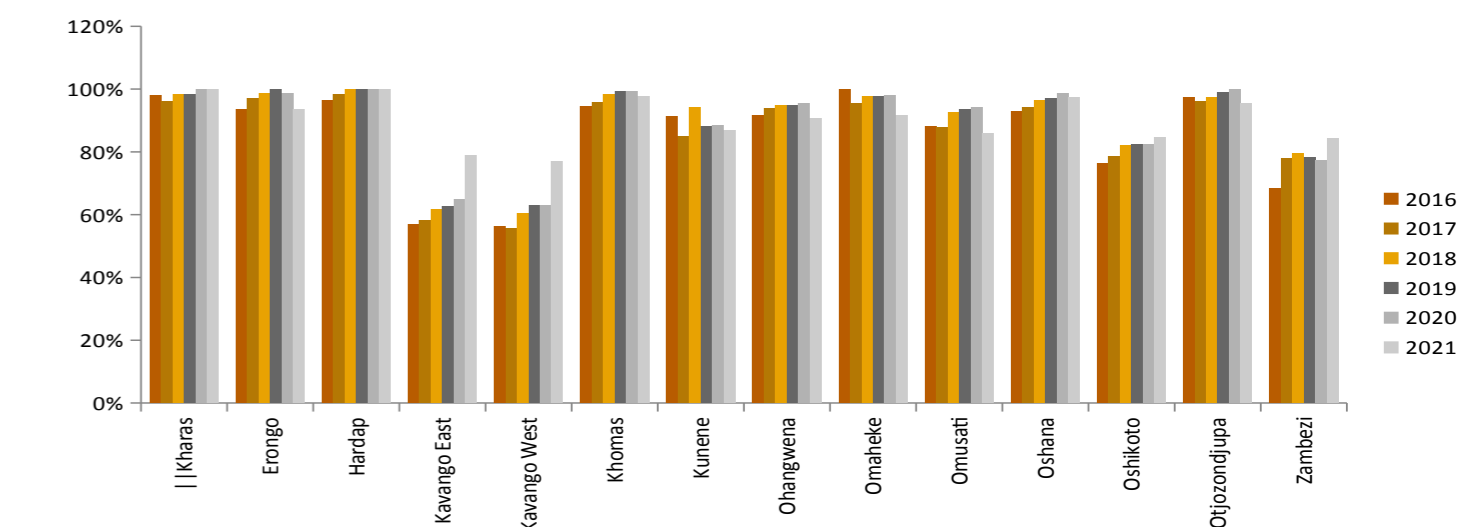


Table 58: Continued

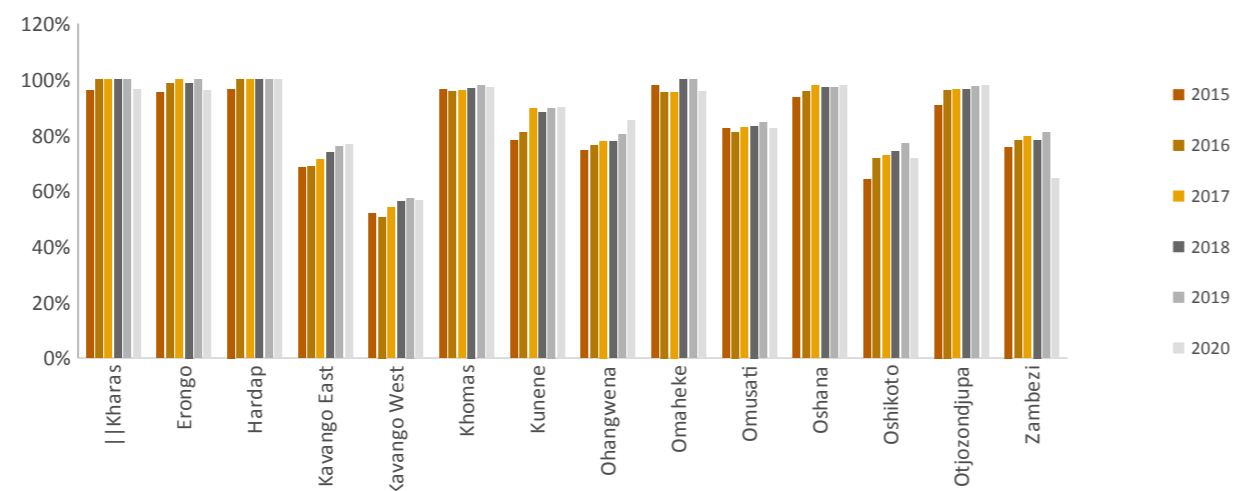
REGION	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020
National	78,0%	79,8%	81,7%	82,4%	84,1%	82,5%	63,9%	66,0%	66,9%	68,4%	68,9%	67,5%	32,0%	34,1%	36,8%	37,2%	38,1%	36,4%
//Kharas	96,0%	100,0%	100,0%	100,0%	100,0%	96,5%	96,0%	100,0%	100,0%	100,0%	100,0%	100,0%	60,0%	59,6%	56,4%	57,9%	60,0%	57,9%
Erongo	95,2%	98,5%	100,0%	98,7%	100,0%	96,2%	96,8%	98,5%	98,6%	98,7%	100,0%	97,4%	44,4%	44,6%	42,3%	42,7%	41,3%	42,3%
Hardap	96,5%	100,0%	100,0%	100,0%	100,0%	100,0%	93,0%	98,3%	96,6%	98,3%	98,3%	93,3%	70,2%	74,1%	74,6%	72,9%	70,0%	73,3%
Kavango East	68,4%	68,7%	71,3%	73,7%	75,9%	76,6%	48,7%	47,9%	48,2%	51,5%	52,9%	56,0%	20,3%	20,2%	23,2%	22,2%	22,4%	21,1%
Kavango West	51,7%	50,6%	54,0%	56,3%	57,4%	56,5%	35,8%	36,4%	37,5%	36,4%	36,4%	35,0%	11,9%	12,5%	13,6%	11,9%	13,1%	9,0%
Khomas	96,3%	95,7%	95,9%	96,9%	97,7%	97,0%	94,4%	94,9%	95,9%	96,1%	97,0%	94,7%	39,3%	31,6%	36,4%	28,9%	28,6%	30,8%
Kunene	77,9%	80,8%	89,6%	88,1%	89,7%	89,9%	80,9%	71,2%	79,1%	80,6%	79,4%	69,6%	67,6%	74,0%	82,1%	79,1%	76,5%	76,8%
Ohangwena	74,6%	76,3%	77,9%	77,7%	80,1%	85,2%	59,1%	61,1%	62,6%	61,5%	60,5%	66,7%	31,3%	40,1%	43,5%	45,3%	44,7%	40,7%
Omaheke	97,7%	95,5%	95,5%	100,0%	100,0%	95,7%	93,0%	90,9%	93,2%	95,5%	93,5%	93,6%	83,7%	86,4%	86,4%	84,1%	76,1%	76,6%
Omusati	82,2%	81,1%	82,6%	83,2%	84,6%	82,4%	54,7%	57,9%	58,5%	60,1%	60,8%	56,4%	21,0%	19,6%	24,5%	27,6%	32,9%	29,1%
Oshana	93,5%	95,6%	97,8%	97,1%	97,2%	97,9%	76,1%	85,2%	82,5%	86,3%	87,2%	84,2%	18,8%	19,3%	24,8%	23,7%	24,1%	27,4%
Oshikoto	64,2%	71,7%	72,6%	74,1%	76,9%	71,5%	59,0%	61,6%	62,6%	65,0%	67,0%	62,0%	27,8%	32,0%	36,5%	40,9%	44,3%	41,6%
Otjozondjupa	90,8%	96,2%	96,2%	96,4%	97,6%	97,6%	85,5%	87,2%	86,1%	90,4%	89,0%	88,2%	60,5%	64,1%	63,3%	65,1%	64,6%	67,1%
Zambezi	75,7%	78,0%	79,5%	78,3%	80,9%	64,3%	43,0%	46,8%	47,3%	48,7%	49,6%	46,1%	25,2%	28,4%	25,9%	27,0%	27,8%	20,9%

Some progress was made with the provision of electricity to schools in the northern regions from 2015 to 2020. The five regions that have the lowest percentages of schools with electricity in 2020, and are serviced below the national average of 82.5% are Kavango West, Kavango East, Oshikoto, Omusati and Zambezi.

The schools in the Kavango East, Kavango West, Omusati, Oshikoto and Zambezi regions were also relatively poorly serviced with telecommunications.

Apart from Hardap, Kunene, Omaheke, Otjozondjupa and //Kharas, all the other regions had low percentages of teacher housing at schools.

Figure 58b: Changes in the percentages of schools with electricity



Chapter 7: ADULT LEARNING

Chapter 7 provides information on Adult Education Enrolments and pass rates in the National Literacy Programme. The programme forms part of the National Policy on Adult education which began in 1992 and contributed to increasing the adult literacy rate to 80% by 2000. This has shown the government's commitment to implementing the United Nations Literacy Decade in meeting the Education for All Goal of achieving a 50% improvement in levels of adult literacy by 2015 especially for women.

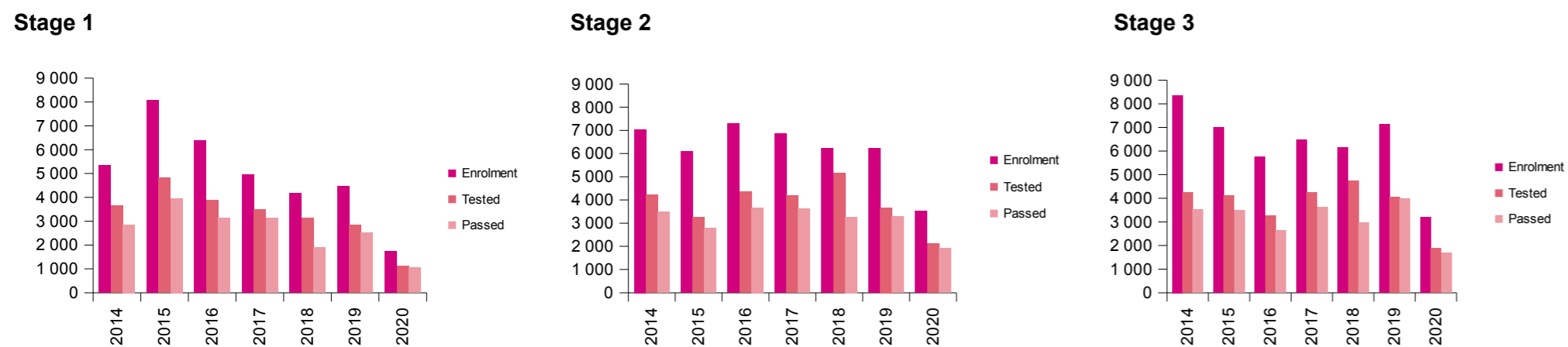
The 2020 literacy results of students in the programme are given per region. The aim of the National Policy on Adult Education is to strengthen and promote the role of adult education in individual, community, regional and national development.



Table 59: National Literacy Programme enrolments and pass rates from 2014 to 2020

Programme Stage	Total	Year of enrolment						
		2014	2015	2016	2017	2018	2019	2020
Stage 1								
Enrolment	33 386	5 342	8 064	6 369	4 948	4 188	4 475	1 729
Tested	21 834	3 659	4 834	3 889	3 478	3 143	2 831	1 110
Passed	17 549	2 859	3 960	3 147	3 147	1 906	2 530	1 045
% passed	80,4%	78,1%	81,9%	80,9%	90,5%	68,2%	84,3%	94,1%
Stage 2								
Enrolment	39 753	7 046	6 078	7 296	6 876	6 222	6 235	3 519
Tested	24 801	4 211	3 252	4 344	4 174	5 148	3 672	2 103
Passed	20 124	3 479	2 793	3 672	3 613	3 270	3 297	1 914
% passed	81,1%	82,6%	85,9%	84,5%	86,6%	69,4%	90,3%	91,0%
Stage 3								
Enrolment	40 912	8 362	7 008	5 760	6 488	6 154	7 140	3 189
Tested	24 624	4 242	4 101	3 267	4 233	4 745	4 036	1 883
Passed	20 253	3 529	3 504	2 634	3 625	2 965	3 996	1 673
% passed	82,2%	83,2%	85,4%	80,6%	85,6%	62,5%	99,0%	88,8%

Figure 59: Numbers of learners enrolled, tested and passed



The number of learners who enrolled for the different stages of the National Literacy Programme, the number of those who were tested, and who passed the examination have been reported in **Table 59**. Pass percentages have been calculated as the percentages of the numbers who were examined. The total column shows the total numbers for the whole period 2014 to 2020. The same individuals may have been counted several times if they enrolled for the same stage in different years.

Over the seven years, 33,386 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), however only 17,549 adults passed the stage.

In comparison to the past few years, the enrolment figures dropped drastically. This could be an indication that more people have achieved basic literacy or more people are not being reached as was the case in the past.

Changes in the numbers have been presented graphically in **Figure 59**, which also provides a picture of the relative numbers enrolled, tested and passed.

Table 60: Test results of the National Literacy Programme in 2020

REGION	Programme Stage								
	Stage 1			Stage 2			Stage 3		
	Number tested	% female	% passed	Number tested	% female	% passed	Number tested	% female	% passed
National	1 110	56,1%	56,2%	2 103	56,1%	55,8%	1 883	56,7%	56,6%
//Kharas	4	50,0%	50,0%	0	0,0%	0,0%	10	50,0%	50,0%
Erongo	16	56,3%	70,0%	18	61,1%	58,8%	71	59,2%	42,4%
Hardap	59	57,6%	57,6%	83	59,0%	58,0%	79	77,2%	75,0%
Kavango East	0	0,0%	0,0%	5	40,0%	40,0%	0	0,0%	0,0%
Kavango West	223	79,4%	78,3%	202	82,2%	82,1%	283	70,0%	71,3%
Khomas	25	92,0%	91,7%	110	41,8%	39,5%	147	42,9%	46,2%
Kunene	75	58,7%	57,8%	285	57,5%	57,9%	102	77,5%	77,2%
Ohangwena	159	59,7%	59,7%	231	67,5%	67,5%	341	72,7%	72,7%
Omaheke	162	52,5%	45,4%	79	50,6%	50,7%	96	26,0%	41,5%
Omusati	119	58,0%	56,9%	259	70,7%	70,6%	143	60,1%	60,2%
Oshana	8	75,0%	75,0%	36	91,7%	91,7%	95	89,5%	89,2%
Oshikoto	45	53,3%	61,1%	171	64,9%	65,6%	88	70,5%	70,6%
Otjozondjupa	105	45,7%	36,8%	330	53,3%	53,7%	217	54,4%	54,0%
Zambezi	110	47,3%	47,1%	294	44,9%	44,8%	211	44,5%	41,8%

Basic literacy comprises of Stages 1, 2 and 3. The total of 8,437 enrolled in the three phases in 2020. The total number of tested learners reported was 5,096.

Figure 60b: Percentage of students tested that passed in each region

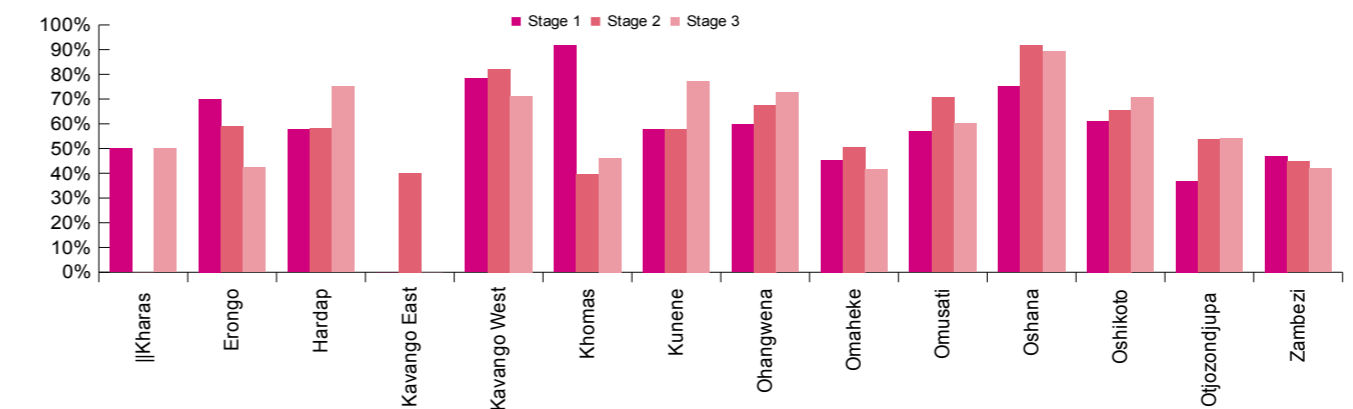
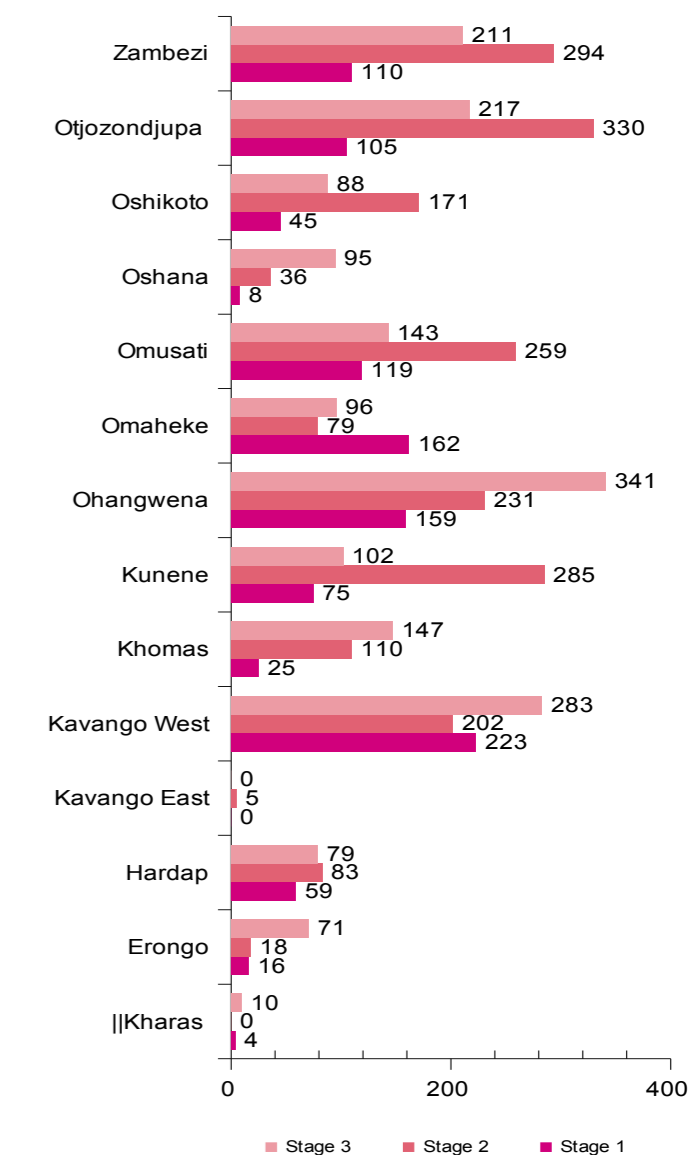


Figure 60a: Numbers of students tested in each region



Chapter 8: LEARNING AND SOCIAL CHALLENGES



Chapter 8 contains information on learning and social challenges including the following: learners with physical and learning challenges by gender, Grade and region (Tables 61 and 62); enrolments of orphans and vulnerable children (OVC) by gender (Tables 63 and 64); learner dropout by region, gender and reason (Table 65); and teacher and learner mortalities (Tables 66-69).



Table 61: Learners with Disabilities by Region and Gender

REGION	Gender	Total	Types of disability												
			Accepting changes to routine	Albinism	Autism Spectrum Disorder (ASD)	Communication	Controlling Behaviors	Down Syndrome	Epilepsy	Hearing	Learning	Physical Disability	Remembering & focus attention	Self-care	Vision
National	Total	57 503	1 586	191	155	4 428	4 175	56	500	3 969	20 343	1 147	10 725	2 285	7 943
	Female	24 869	672	96	59	1 735	1 368	25	294	1 965	8 122	494	4 652	879	4 508
	Male	32 634	914	95	96	2 693	2 807	31	206	2 004	12 221	653	6 073	1 406	3 435
//Kharas	Total	2 604	129	3	1	173	240	-	39	133	804	34	514	91	443
	Female	1 208	65	2	-	76	83	-	22	73	349	13	237	32	256
	Male	1 396	64	1	1	97	157	-	17	60	455	21	277	59	187
Erongo	Total	3 770	108	6	41	260	243	4	22	166	1 224	58	775	117	746
	Female	1 695	38	1	13	97	72	3	14	89	516	27	327	47	451
	Male	2 075	70	5	28	163	171	1	8	77	708	31	448	70	295
Hardap	Total	2 428	62	2	4	233	178	-	11	121	916	26	582	83	210
	Female	1 103	27	1	2	109	62	-	8	66	395	11	273	31	118
	Male	1 325	35	1	2	124	116	-	3	55	521	15	309	52	92
Kavango East	Total	4 841	138	22	6	431	329	-	45	522	1 489	151	945	104	659
	Female	2 107	49	16	1	174	103	-	24	240	659	53	419	32	337
	Male	2 734	89	6	5	257	226	-	21	282	830	98	526	72	322
Kavango West	Total	2 228	40	6	3	192	169	-	18	223	639	69	493	68	308
	Female	989	19	3	1	77	64	-	8	103	279	34	235	26	140
	Male	1 239	21	3	2	115	105	-	10	120	360	35	258	42	168
Khomas	Total	5 976	190	9	27	380	373	23	56	368	1 751	90	1 162	134	1 413
	Female	2 911	103	6	8	145	130	11	32	204	734	46	548	57	887
	Male	3 065	87	3	19	235	243	12	24	164	1 017	44	614	77	526
Kunene	Total	3 033	99	3	3	289	288	-	16	174	1 054	55	621	175	256
	Female	1 358	45	1	2	132	110	-	8	74	460	23	306	72	125
	Male	1 675	54	2	1	157	178	-	8	100	594	32	315	103	131

Table 61: Continued

	Total	7 223	176	42	15	550	444	5	57	548	2 900	201	1 238	311	736
Ohangwena	Female	2 865	56	21	3	212	137	1	30	268	1 075	88	485	116	373
	Male	4 358	120	21	12	338	307	4	27	280	1 825	113	753	195	363
Omaheke	Total	2 855	85	1	7	207	286	-	27	174	924	25	661	68	390
	Female	1 314	43	-	3	84	105	-	18	100	406	9	301	20	225
Omusati	Male	1 541	42	1	4	123	181	-	9	74	518	16	360	48	165
	Total	7 281	126	31	15	481	489	8	80	343	3 497	151	1 101	324	635
Oshana	Female	2 858	52	14	10	165	141	3	46	161	1 295	66	403	129	373
	Male	4 423	74	17	5	316	348	5	34	182	2 202	85	698	195	262
Oshikoto	Total	3 841	75	23	6	328	249	6	31	415	1 321	69	612	138	568
	Female	1 598	32	12	3	130	86	2	14	212	450	31	236	53	337
Otjozondjupa	Male	2 243	43	11	3	198	163	4	17	203	871	38	376	85	231
	Total	5 546	147	25	4	461	432	8	42	355	2 094	120	945	233	680
Zambezi	Female	2 249	69	10	2	151	111	5	29	175	783	53	409	70	382
	Male	3 297	78	15	2	310	321	3	13	180	1 311	67	536	163	298
Zambezi	Total	4 260	191	8	11	294	341	1	30	272	1 304	57	740	362	649
	Female	1 909	66	4	5	115	123	-	21	139	545	20	321	165	385
Zambezi	Male	2 351	125	4	6	179	218	1	9	133	759	37	419	197	264
	Total	1 617	20	10	12	149	114	1	26	155	426	41	336	77	250
Zambezi	Female	705	8	5	6	68	41	-	20	61	176	20	152	29	119
	Male	912	12	5	6	81	73	1	6	94	250	21	184	48	131

The enrolments of female and male learners with disabilities have been recorded in [Table 61](#). It also sheds light on disability by gender and regions with the most cases.

A total of 57,503 cases of disability are reported of which 24,869 or (43.2%) were females and 32,634 (56.8%) males. It is very important to note that a learner could be counted more than once depending on their disabilities, for example a learner with hearing problems could be counted under hearing, and if they have physical disabilities, they will also be counted under that category. Khomas, Omusati, Kavango East, Ohangwena, and Oshikoto had the highest number of disability cases with 53.7% of learners with disabilities recorded from these five regions. This is well in proportion to the size of these regions' enrolment.

Note that this table is not quite comparable to earlier reports, as this one was done in accordance with the Washington Group on Disability Statistics. Note should also be taken that learners were not measured on the degree of their disabilities starting from mild to more severe cases. The figures on disabilities and their degrees will be reported elsewhere in this report.

Table 62a: Learners with disabilities by Grade and Gender

Grade				Accepting changes to routine			Albinism			Autism Spectrum Disorder (ASD)			Communication			Controlling Behaviors			Down's Syndrome		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	57 503	24 869	32 634	1 586	672	914	191	96	95	155	59	96	4 428	1 735	2 693	4 175	1 368	2 807	56	25	31
Pre-Primary	3 067	1 269	1 798	75	35	40	10	3	7	19	4	15	466	180	286	277	108	169	9	4	5
Grade 1	6 697	2 623	4 074	152	56	96	30	15	15	6	1	5	758	286	472	356	99	257	2	-	2
Grade 2	6 053	2 318	3 735	128	47	81	12	5	7	14	8	6	584	220	364	386	113	273	5	3	2
Grade 3	5 500	2 092	3 408	99	42	57	24	17	7	6	3	3	452	174	278	330	104	226	4	2	2
Grade 4	6 205	2 464	3 741	156	68	88	17	7	10	10	4	6	462	179	283	444	119	325	2	1	1
Grade 5	4 710	1 946	2 764	72	25	47	22	8	14	8	3	5	307	128	179	340	89	251	2	2	-
Grade 6	4 377	1 879	2 498	91	33	58	21	13	8	13	4	9	335	133	202	409	132	277	1	-	1
Grade 7	4 112	1 903	2 209	102	43	59	16	8	8	5	1	4	191	69	122	332	119	213	2	1	1
Grade 8	5 354	2 651	2 703	254	119	135	11	5	6	9	4	5	210	81	129	467	189	278	2	-	2
Grade 9	3 950	2 066	1 884	174	74	100	8	6	2	8	3	5	198	84	114	301	105	196	2	2	-
Grade 10	3 547	1 893	1 654	165	79	86	10	5	5	11	6	5	169	93	76	246	93	153	3	-	3
Grade 11	955	501	454	28	13	15	6	1	5	-	-	-	27	12	15	83	29	54	-	-	-
Grade 12	845	460	385	10	4	6	4	3	1	15	8	7	25	10	15	75	20	55	-	-	-
Other Grades	2 131	804	1 327	80	34	46	-	-	-	31	10	21	244	86	158	129	49	80	22	10	12

Table 62a: continued

Grade	Epilepsy			Hearing			Learning			Physical Disability			Remembering & focus attention			Self-care			Vision		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	500	294	206	3 969	1 965	2 004	20 343	8 122	12 221	1 147	494	653	10 725	4 652	6 073	2 285	879	1 406	7 943	4 508	3 435
Pre-Primary	8	3	5	89	36	53	990	417	573	48	19	29	597	254	343	374	159	215	105	47	58
Grade 1	30	15	15	253	102	151	2 984	1 181	1 803	122	57	65	1 325	531	794	368	153	215	311	127	184
Grade 2	35	18	17	257	112	145	2 736	1 043	1 693	122	58	64	1 193	458	735	220	77	143	361	156	205
Grade 3	28	14	14	270	121	149	2 450	885	1 565	94	35	59	1 017	378	639	240	85	155	486	232	254
Grade 4	49	31	18	460	223	237	2 503	946	1 557	111	36	75	1 005	405	600	311	122	189	675	323	352
Grade 5	46	22	24	433	214	219	1 798	728	1 070	112	48	64	793	317	476	142	44	98	635	318	317
Grade 6	47	22	25	315	154	161	1 446	559	887	94	45	49	689	303	386	131	44	87	785	437	348
Grade 7	52	31	21	391	205	186	1 337	546	791	111	48	63	734	362	372	98	39	59	741	431	310
Grade 8	67	47	20	507	275	232	1 314	591	723	88	35	53	1 108	537	571	155	55	100	1 162	713	449
Grade 9	52	39	13	353	187	166	914	442	472	82	38	44	830	444	386	67	28	39	961	614	347
Grade 10	45	31	14	331	172	159	631	293	338	66	32	34	774	392	382	57	23	34	1 039	674	365
Grade 11	8	6	2	100	57	43	216	105	111	20	12	8	171	81	90	16	5	11	280	180	100
Grade 12	12	9	3	86	46	40	89	45	44	29	9	20	146	72	74	26	10	16	328	224	104
Other Grades	21	6	15	124	61	63	935	341	594	48	22	26	343	118	225	80	35	45	74	32	42

[Table 62a](#) shows the numbers of learners with disabilities in each Grade, disaggregated by gender and type of disability. Learning disability was identified as the highest across all Grades, although it seemed more serious in Primary Grades. Overall 40,721 (70.8%) of disabilities were identified in the Primary phase.

Table 62b: Learners with disabilities by Degree of Severity and Gender

Degree of severity	Some difficulty			A lot of difficulty			Cannot do at all			N/A		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Accepting changes to routine	520	680	1200	132	196	328	20	38	58			
Albinism										96	95	191
Autism Spectrum Disorder (ASD)										59	96	155
Communication	1288	1997	3285	342	540	882	105	156	261			
Controlling Behaviors	1041	2127	3168	257	575	832	70	105	175			
Down Syndrome										25	31	56
Epilepsy										294	206	500
Hearing	1672	1692	3364	143	152	295	150	160	310			
Learning	5946	8696	14642	1846	2903	4749	330	622	952			
Physical Disability	418	557	975	69	77	146	7	19	26			
Remembering & focus attention	3723	4651	8374	811	1230	2041	118	192	310			
Self-care	433	732	1165	371	537	908	75	137	212			
Vision	4154	3188	7342	307	190	497	47	57	104			
Grand Total	19195	24320	43515	4278	6400	10678	922	1486	2408	474	428	902

Table 62b tabulates the number of learners according to the degree of severity for the disability categories reported in **Table 62a**. It should be noted that it is not possible to determine the degree of severity for disability categories such as Albinism, Autism Spectrum Disorder (ASD), Down Syndrome and Epilepsy. Therefore the number of learners with such disabilities are indicated under N/A so that the total number of learners living with disability tallies between **Table 62a and 62b**. 'Some difficulty' implies that a learner has some limitations with regard to a specific disability category. In the case of hearing, a learner may need to sit in front of the class in order to hear the teacher well. 'A lot of difficulty' implies that a learner has a lot of limitations and would for example need hearing aids in the case of a hearing impairment. 'Cannot do at all' implies that a learner cannot perform an action at all. In the case of hearing for example, a learner cannot hear at all even with hearing aids.

This way of describing and categorizing disabilities amongst learners conforms with the Washington Group questions on disability, as advocated for by the United Nations, which encourages the use of disability inclusive terminologies as opposed to terminologies such as blind, deaf etc., thereby ensuring that education data is disability-inclusive.

Table 63: Male and female OVC enrolments in regions

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
National	Total	76 321	9,8%		142 586	18,3%	
	Females	37 385	9,6%		68 940	17,7%	
	Males	38 936	10,0%		73 646	19,0%	
//Kharas	Total	2 092	9,0%	1,7%	4 865	21,0%	6,8%
	Females	1 112	9,5%	1,7%	2 412	20,5%	6,8%
	Males	980	8,5%	1,6%	2 453	21,4%	6,8%
Erongo	Total	3 176	6,8%	2,5%	5 509	11,7%	7,7%
	Females	1 611	6,7%	2,5%	2 620	10,9%	7,3%
	Males	1 565	6,8%	2,5%	2 889	12,6%	8,0%
Hardap	Total	1 799	6,9%	1,4%	4 057	15,5%	5,7%
	Females	909	6,9%	1,4%	1 946	14,7%	5,5%
	Males	890	6,9%	1,4%	2 111	16,4%	5,9%
Kavango East	Total	8 489	13,0%	6,7%	17 607	26,9%	24,6%
	Females	3 964	12,2%	6,2%	8 573	26,4%	24,0%
	Males	4 525	13,7%	7,2%	9 034	27,4%	25,1%
Kavango West	Total	3 419	7,9%	2,7%	12 081	28,0%	16,9%
	Females	1 535	7,3%	2,4%	5 950	28,2%	16,7%
	Males	1 884	8,5%	3,0%	6 131	27,7%	17,0%
Komas	Total	4 246	4,6%	3,4%	6 533	7,1%	9,1%
	Females	2 232	4,7%	3,5%	3 027	6,3%	8,5%
	Males	2 014	4,5%	3,2%	3 506	7,9%	9,7%
Kunene	Total	2 303	7,9%	1,8%	9 014	30,7%	12,6%
	Females	1 096	7,5%	1,7%	4 455	30,7%	12,5%
	Males	1 207	8,2%	1,9%	4 559	30,8%	12,7%
Ohangwena	Total	12 898	11,7%	10,2%	19 063	17,3%	26,6%
	Females	6 312	11,5%	9,9%	9 263	16,9%	26,0%
	Males	6 586	11,9%	10,5%	9 800	17,7%	27,2%
Omaheke	Total	1 994	8,3%	1,6%	4 390	18,3%	6,1%
	Females	1 018	8,5%	1,6%	2 157	18,0%	6,0%
	Males	976	8,1%	1,6%	2 233	18,6%	6,2%

Table 63 reports on the number of orphans and vulnerable children in schools.

Percentage of total enrolment of orphans in the regions per gender was obtained by dividing the total number of orphans by the total regional enrolment. The same principle was applied to both female and male.

Further calculation was also done to indicate the regional representation of the total number of orphans in the system. This was obtained by dividing the total number of orphans in the regions, by the number of orphans in all schools. This was also the same in case of vulnerable children.

Region	Gender	Orphans			Vulnerable Children (VCs)		
		Total orphans	As % of total learners	As % of total orphans	Total VCs	As % of total learners	As % of total VCs
Omusati	Total	12 264	12,5%	9,7%	17 079	17,4%	23,8%
	Females	5 873	12,1%	9,2%	8 103	16,7%	22,7%
	Males	6 391	12,9%	10,2%	8 976	18,2%	24,9%
Oshana	Total	6 714	12,0%	5,3%	8 234	14,8%	11,5%
	Females	3 393	12,0%	5,3%	3 980	14,1%	11,2%
	Males	3 321	12,1%	5,3%	4 254	15,5%	11,8%
Oshikoto	Total	8 526	11,6%	6,7%	16 653	22,7%	23,2%
	Females	4 137	11,5%	6,5%	7 927	22,0%	22,2%
	Males	4 389	11,8%	7,0%	8 726	23,5%	24,3%
Otjozondjupa	Total	3 929	8,1%	3,1%	8 892	18,3%	12,4%
	Females	2 031	8,2%	3,2%	4 269	17,2%	12,0%
	Males	1 898	7,9%	3,0%	4 623	19,3%	12,8%
Zambezi	Total	4 472	11,0%	3,5%	8 609	21,1%	12,0%
	Females	2 162	10,7%	3,4%	4 258	21,1%	11,9%
	Males	2 310	11,2%	3,7%	4 351	21,1%	12,1%

Table 64: Male and female OVC enrolments per age group

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
Total	76321	37385	38936	142586	68940	73646
5 or less	108	52	56	913	454	459
6 to 9	10605	5217	5388	54613	26810	27803
10 to 14	28114	14061	14053	56792	27627	29165
15 to 19	31673	15823	15850	27104	12785	14319
20 to 24	5735	2201	3534	3091	1232	1859
25 or older	86	31	55	73	32	41

The number of orphans and vulnerable children in their age groups and gender were reported in Table 64.

A separate count was done for orphans as well as for vulnerable children. It should be noted that “vulnerability” was actually defined in terms of socio-economic needs and does not necessarily include those that are otherwise “physiologically or psychologically” vulnerable.

A number of learners who have lost their parents, for example, were not necessarily regarded as vulnerable, hence a higher number of orphans, than vulnerable children.

Table 65: Male and female dropout from school by Reason, Sex and Region

Region	Gender	Total	Reason for dropping out of school																		
			Discrimination	Distance	Early Marriage	Funds	Hunger	Illness or caring for sick	Infrastructural Accessibility	Language Barriers	Failure	Learners feel old	Discipline	Exams Fees	Learning Material Accessibility	Job	Parents Death	Parents demand	Pregnancy	Teacher Attitude	Unknown
National	Total	24 691	14	1 334	177	335	35	482	19	31	286	521	350	16	4	483	139	4 269	2 348	41	13 807
	Females	12 532	9	624	138	177	15	250	8	12	118	176	98	9	1	122	85	2 028	2 320	22	6 320
	Males	12 159	5	710	39	158	20	232	11	19	168	345	252	7	3	361	54	2 241	28	19	7 487
//Kharas	Total	741	-	79	-	1	-	5	-	-	1	5	12	-	-	14	2	181	5	-	436
	Females	327	-	37	-	-	-	5	-	-	1	2	2	-	-	4	-	78	5	-	193
	Males	414	-	42	-	1	-	-	-	-	-	3	10	-	-	10	2	103	-	-	243
Erongo	Total	931	1	29	-	49	6	19	-	2	21	11	17	-	-	17	6	184	39	1	529
	Females	473	-	14	-	29	2	6	-	1	12	5	7	-	-	4	6	96	39	1	251
	Males	458	1	15	-	20	4	13	-	1	9	6	10	-	-	13	-	88	-	-	278
Hardap	Total	1 101	-	27	-	7	1	11	-	3	6	30	22	-	-	50	2	323	57	1	561
	Females	518	-	16	-	1	-	8	-	-	4	11	7	-	-	16	2	146	56	1	250
	Males	583	-	11	-	6	1	3	-	3	2	19	15	-	-	34	-	177	1	-	311
Kavango East	Total	2 941	2	219	93	19	8	82	2	1	7	104	64	2	2	49	23	356	369	2	1 537
	Females	1 572	1	92	70	12	3	37	-	1	3	37	13	1	-	16	14	164	369	2	737
	Males	1 369	1	127	23	7	5	45	2	-	4	67	51	1	2	33	9	192	-	-	800
Kavango West	Total	2 063	-	214	44	3	2	54	-	-	8	60	20	1	-	31	6	425	241	2	952
	Females	1 044	-	104	37	-	-	28	-	-	2	16	2	1	-	6	2	207	235	1	403
	Males	1 019	-	110	7	3	2	26	-	-	6	44	18	-	-	25	4	218	6	1	549
Komas	Total	1 414	2	110	-	103	-	38	2	2	68	7	16	3	-	28	5	352	84	3	591
	Females	718	1	55	-	52	-	18	-	-	28	3	4	2	-	6	4	175	84	-	286
	Males	696	1	55	-	51	-	20	2	2	40	4	12	1	-	22	1	177	-	3	305
Kunene	Total	2 427	-	165	-	24	1	32	13	3	21	21	16	-	-	1	15	875	94	1	1 145
	Females	1 197	-	89	-	14	-	19	6	2	8	10	7	-	-	1	5	419	93	1	523
	Males	1 230	-	76	-	10	1	13	7	1	13	11	9	-	-	-	10	456	1	-	622
Ohangwena	Total	2 278	5	90	1	50	1	63	-	13	18	64	37	10	-	82	21	212	480	12	1 119
	Females	1 265	4	42	1	24	1	36	-	7	7	21	9	5	-	21	15	106	470	5	491
	Males	1 013	1	48	-	26	-	27	-	6	11	43	28	5	-	61	6	106	10	7	628

Table 65: continued

Region	Gender	Total	Reason for dropping out of school																		
			Discrimination	Distance	Early Marriage	Funds	Hunger	Illness or caring for sick	Infrastructural Accessibility	Language Barriers	Failure	Learners feel old	Discipline	Exams Fees	Learning Material Accessibility	Job	Parents Death	Parents demand	Pregnancy	Teacher Attitude	Unknown
Omaheke	Total	1 148	-	20	-	1	3	8	1	1	24	16	27	-	-	25	3	203	57	-	759
	Females	547	-	9	-	1	2	4	1	-	12	4	9	-	-	6	2	97	57	-	343
	Males	601	-	11	-	-	1	4	-	1	12	12	18	-	-	19	1	106	-	-	416
Omusati	Total	3 704	2	104	13	30	-	52	-	1	33	58	42	-	1	48	15	226	294	7	2 778
	Females	1 814	1	43	7	21	-	29	-	-	8	18	14	-	1	12	11	108	286	4	1 251
	Males	1 890	1	61	6	9	-	23	-	1	25	40	28	-	-	36	4	118	8	3	1 527
Oshana	Total	783	-	33	-	20	1	22	-	1	9	22	16	-	1	21	9	100	111	7	410
	Females	410	-	14	-	12	1	10	-	-	2	7	6	-	-	5	4	40	110	3	196
	Males	373	-	19	-	8	-	12	-	1	7	15	10	-	1	16	5	60	1	4	214
Oshikoto	Total	1 276	1	51	1	18	-	33	1	2	15	63	28	-	-	49	10	64	266	-	674
	Females	666	1	22	1	9	-	19	1	1	7	17	9	-	-	6	5	26	265	-	277
	Males	610	-	29	-	9	-	14	-	1	8	46	19	-	-	43	5	38	1	-	397
Otjozondjupa	Total	3 014	-	112	7	6	-	29	-	2	40	16	20	-	-	40	12	671	127	4	1 928
	Females	1 506	-	49	6	-	-	15	-	-	19	8	3	-	-	7	7	319	127	3	943
	Males	1 508	-	63	1	6	-	14	-	2	21	8	17	-	-	33	5	352	-	1	985
Zambezi	Total	870	1	81	18	4	12	34	-	-	15	44	13	-	-	28	10	97	124	1	388
	Females	475	1	38	16	2	6	16	-	-	5	17	6	-	-	12	8	47	124	1	176
	Males	395	-	43	2	2	6	18	-	-	10	27	7	-	-	16	2	50	-	-	212

A total of 24,691 learners were counted as having dropped out of school in 2020, of whom 12,532 (50.8%) are female and 12,159 or (49.2%) are male. The major reasons for overall were either unknown, Parental Demand and Pregnancy, which together accounted for 82.7% of total dropout. Pregnancy alone accounted for 9.5% of the total dropout. The higher dropout figures, especially for the unknown reason and Parental Demand should be viewed in the light of the COVID-19 outbreak when, because of fear and uncertainty, parents demanded that learners stay home or learners have simply decided not to go back to school. It was therefore difficult for teachers to have accurate figures on dropout hence higher numbers recorded as unknown. A reasonably large number of learners (1,334) dropped out because of the long distance between school and home, especially in Kavango East, Kavango West, Kunene, Omusati, Otjozondjupa and Khomas. Dropout due to parents moving to another region may not actually be dropout because the learners might have resumed their schooling in another region.

Note that the table no longer reports on disability per se, but instead looks into “infrastructural accessibility”, “language barriers” and “learning materials accessibility” as reasons that hamper differently-abled learners from accessing learning and forcing them out of schools.

Table 66: Teacher mortality by Age and Reason

Age group	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	202	152	74	78	32	10	22	18	6	12	0	0	0
20-24	100	60	32	28	30	8	22	10	4	6	0	0	0
25-29	6	2	2	0	2	2	0	2	0	2	0	0	0
30-34	8	6	6	0	0	0	0	2	2	0	0	0	0
35-39	4	4	0	4	0	0	0	0	0	0	0	0	0
40-44	8	6	2	4	0	0	0	2	0	2	0	0	0
45-49	8	8	4	4	0	0	0	0	0	0	0	0	0
50-54	28	28	10	18	0	0	0	0	0	0	0	0	0
55 and older	40	38	18	20	0	0	0	2	0	2	0	0	0

Table 67: Teacher mortality by Region and Reason

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	202	152	74	78	32	10	22	18	6	12	0	0	0
//Kharas	8	4	0	4	4	2	2	0	0	0	0	0	0
Erongo	12	8	2	6	2	0	2	2	2	0	0	0	0
Hardap	8	4	2	2	4	2	2	0	0	0	0	0	0
Kavango East	20	20	10	10	0	0	0	0	0	0	0	0	0
Kavango West	12	10	8	2	0	0	0	2	0	2	0	0	0
Khomas	14	12	10	2	2	0	2	0	0	0	0	0	0
Kunene	8	8	2	6	0	0	0	0	0	0	0	0	0
Ohangwena	36	24	12	12	8	2	6	4	0	4	0	0	0
Omaheke	4	4	4	0	0	0	0	0	0	0	0	0	0
Omusati	12	10	8	2	2	0	2	0	0	0	0	0	0
Oshana	22	10	2	8	6	0	6	6	0	6	0	0	0
Oshikoto	20	16	6	10	2	2	0	2	2	0	0	0	0
Otjozondjupa	6	4	2	2	0	0	0	2	2	0	0	0	0
Zambezi	20	18	6	12	2	2	0	0	0	0	0	0	0

Tables 66 and 67 show the teacher mortality per age group and regions and causes of deaths. Illness was the major cause of death at 75.2%, while accidents (15.8%) and suicide (8.9%) were the other major causes. No teacher lost their life due to violence or homicide. Although the percentage of suicide seems to be small, it is alarming that 18 staff members took their own lives, with Ohangwena and Oshana topping the list of deaths by suicide.

Ohangwena and Oshana also lost more teachers overall, although the number of losses seem to be in the same range in most of the regions are are mostly proportional to the number of teachers in each region.

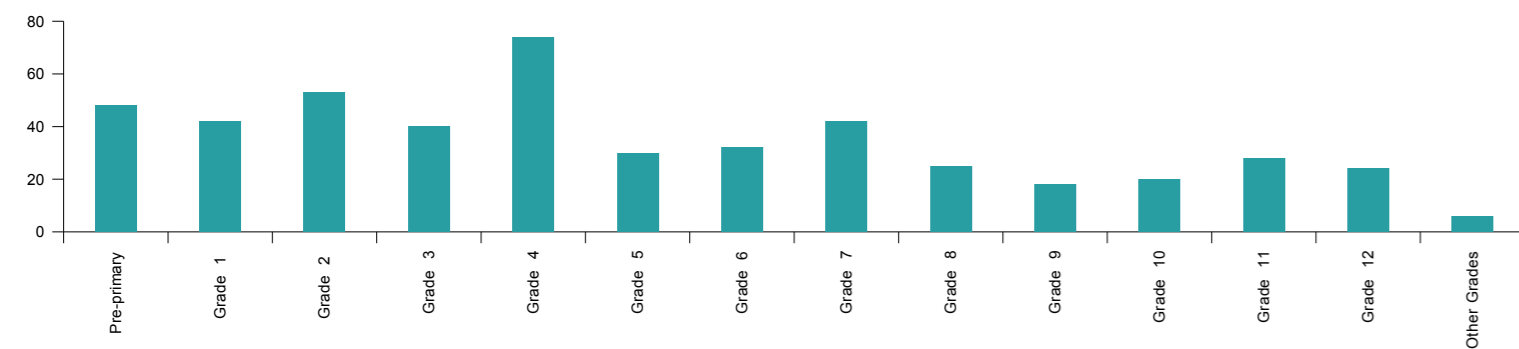
Figure 67: Teacher mortality by region and reason



Table 68: Learner mortality by Grade and Reason

Grade	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
		National	482	299	149	150	139	28	111	32	12	20	12
Pre-Primary	48	38	16	22	10	6	4	0	0	0	0	0	0
Grade 1	42	26	14	12	14	6	8	2	2	0	0	0	0
Grade 2	53	32	12	20	17	4	13	0	0	0	4	2	2
Grade 3	40	12	8	4	26	2	24	0	0	0	2	2	0
Grade 4	74	38	18	20	24	4	20	6	2	4	6	4	2
Grade 5	30	14	10	4	12	0	12	4	0	4	0	0	0
Grade 6	32	26	8	18	6	2	4	0	0	0	0	0	0
Grade 7	42	34	14	20	6	0	6	2	2	0	0	0	0
Grade 8	25	19	13	6	4	0	4	2	2	0	0	0	0
Grade 9	18	10	4	6	4	0	4	4	2	2	0	0	0
Grade 10	20	10	8	2	8	2	6	2	2	0	0	0	0
Grade 11	28	18	12	6	2	0	2	8	0	8	0	0	0
Grade 12	24	20	10	10	2	0	2	2	0	2	0	0	0
Other Grades	6	2	2	0	4	2	2	0	0	0	0	0	0

Figure 68: Learner mortality by Grade



A total of 482 learners died during the year 2020. The majority of them (62.0%), succumbed to illness while 28.8% died due to accidents. Ohangwena, Omusati, Kavango East and Oshikoto had the highest number of learner mortality totalling 52% of all death cases.

77% of of these death cases claimed the lives of Primary phase learners. Grade 4 lost more learners (74) of all the Grades.

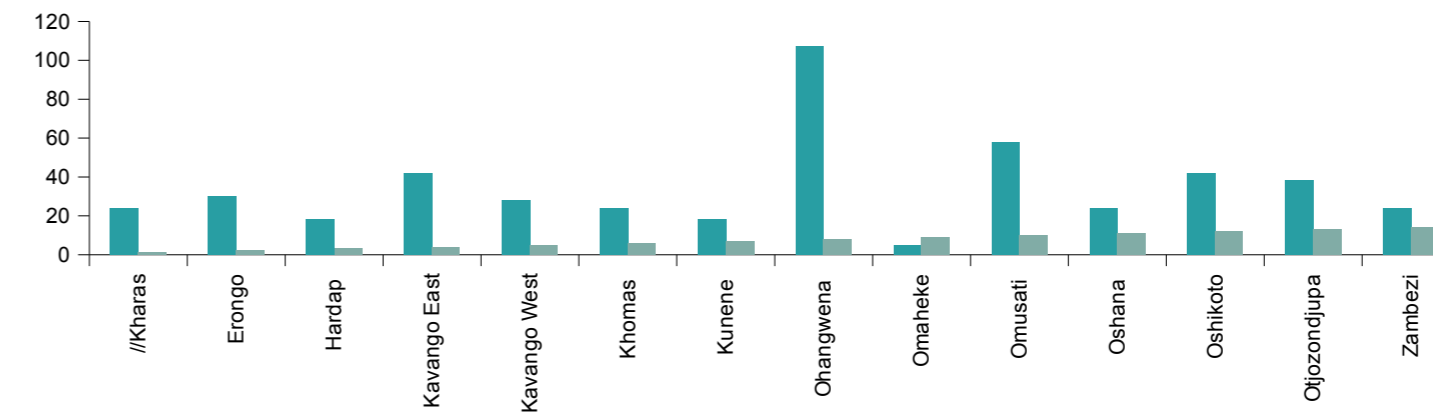
Just as in the case of teachers, Ohangwena had the most cases. It is worth looking into the reasons behind suicide which is high in that region and find possible ways of addressing these root causes. Life skills might need to be strengthened with more emphasis on stress management.

285 (59%) of all deaths are male, 20 of whom died by suicide.

Table 69: Learner mortality by Region and Reason

Regions	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
National	482	299	149	150	139	28	111	32	12	20	12	8	4
//Kharas	24	14	8	6	8	0	8	2	2	0	0	0	0
Erongo	30	28	14	14	2	0	2	0	0	0	0	0	0
Hardap	18	10	4	6	8	4	4	0	0	0	0	0	0
Kavango East	42	36	20	16	4	0	4	2	0	2	0	0	0
Kavango West	28	24	16	8	2	0	2	2	0	2	0	0	0
Khomas	24	10	4	6	12	0	12	2	2	0	0	0	0
Kunene	18	10	4	6	8	0	8	0	0	0	0	0	0
Ohangwena	107	47	17	30	38	8	30	14	4	10	8	6	2
Omaheke	5	4	2	2	1	0	1	0	0	0	0	0	0
Omusati	58	34	16	18	20	6	14	2	0	2	2	2	0
Oshana	24	12	8	4	12	0	12	0	0	0	0	0	0
Oshikoto	42	28	12	16	12	2	10	2	2	0	0	0	0
Otjozondjupa	38	24	18	6	6	4	2	6	2	4	2	0	2
Zambezi	24	18	6	12	6	4	2	0	0	0	0	0	0

Figure 69: Learner mortality by Region



Chapter 9: EDUCATION SECTOR RESPONSE TO HIV AND AIDS



Chapter 9 reports information on measuring the education sector response to HIV and AIDS. These indicators are being reported in the annual EMIS reports for the first time although the data has been collected since 2014.

Tables in this chapter are focused on Comprehensive Life Skills-based HIV and Sexuality Education in schools. The issues of Workplace Program and parental sensitisation are also reported.

Table 70: Teachers trained in Life Skills-Based HIV and Sexuality Education between 2018 - 2020

Year	2018					2019					2020				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
National	10 164	20 097	30 261	12 444	39,8%	20 731	10 347	31 078	15 166	47,9%	21 044	10 418	31 462	15 669	49,4%
//Kharas	276	702	978	340	35%	713	273	986	435	44%	712	281	993	452	46%
Erongo	401	1 342	1 743	480	28%	1 406	405	1 811	686	38%	1 454	405	1 859	760	41%
Hardap	325	664	989	281	28%	699	311	1 010	356	35%	714	310	1 024	392	38%
Kavango East	1 001	1 094	2 095	893	43%	1 156	1 020	2 176	1 153	53%	1 191	1 023	2 214	1 182	53%
Kavango West	799	791	1 590	526	33%	830	812	1 642	623	38%	840	820	1 660	772	47%
Khomas	894	2 842	3 736	1 846	49%	2 901	938	3 839	2 120	55%	2 936	910	3 846	2 111	55%
Kunene	485	660	1 145	508	44%	700	502	1 202	638	53%	728	459	1 187	697	59%
Ohangwena	1 416	2 699	4 115	1 732	42%	2 779	1 461	4 240	2 188	52%	2 834	1 481	4 315	2 215	51%
Omaheke	308	559	867	377	43%	586	325	911	488	54%	603	331	934	519	56%
Omusati	1 347	2 844	4 191	1 721	41%	2 864	1 372	4 236	1 988	47%	2 883	1 395	4 278	2 033	48%
Oshana	662	1 652	2 314	909	39%	1 685	692	2 377	1 145	48%	1 709	699	2 408	1 132	47%
Oshikoto	995	1 979	2 974	1 284	43%	2 067	1 020	3 087	1 427	46%	2 067	1 040	3 107	1 522	49%
Otjozondjupa	521	1 197	1 718	708	41%	1 248	495	1 743	917	53%	1 278	535	1 813	906	50%
Zambezi	734	1 072	1 806	839	46%	1 097	721	1 818	1 002	55%	1 095	729	1 824	976	54%

The number and percentage of teachers who received training in Life Skills-Based HIV and Sexuality Education from 2018 to 2020 are reported in **Table 70**. Khomas, Kunene and Omaheke regions recorded the highest percentage (55% or above) of teachers trained in Life Skills-Based HIV and Sexuality education in 2020.

Erongo, Hardap and //Kharas regions recorded the lowest percentage of teachers who received training in Life Skills-Based HIV and Sexuality Education from 2018 to 2020. Although figures remain relatively low, there is a remarkable improvement in 2020, when compared to earlier years.

Table 71: Teachers trained in Life Skills-Based HIV and Sexuality Education between 2018 to 2020

Year	Generic			Sexual Reproductive Health		Transmission and Prevention	
	Enrolled	Reached	% Reached	Reached	% Reached	Reached	% Reached
National	486 635	486 653	100,0%	428 615	89,0%	481 948	99,1%
//Kharas	14 358	14 358	100,0%	13 607	94,8%	14 307	99,6%
Erongo	30 214	30 217	100,0%	27 353	90,5%	30 024	99,4%
Hardap	16 137	16 137	100,0%	15 276	94,7%	16 073	99,6%
Kavango East	40 321	40 321	100,0%	35 513	88,1%	39 823	98,8%
Kavango West	24 430	24 430	100,0%	19 508	79,9%	24 244	99,2%
Khomas	59 236	59 251	100,0%	47 566	80,3%	58 973	99,6%
Kunene	17 577	17 577	100,0%	15 237	86,7%	17 374	98,8%
Ohangwena	69 097	69 097	100,0%	61 894	89,6%	68 356	98,9%
Omaheke	14 788	14 788	100,0%	13 399	90,6%	14 755	99,8%
Omusati	61 800	61 800	100,0%	52 580	85,1%	61 161	99,0%
Oshana	35 812	35 812	100,0%	32 857	91,7%	35 180	98,2%
Oshikoto	46 800	46 800	100,0%	42 603	91,0%	46 422	99,2%
Otjozondjupa	30 002	30 002	100,0%	27 215	90,7%	29 356	97,8%
Zambezi	26 063	26 063	100,0%	24 007	92,1%	25 900	99,4%

Table 72: Schools that provided Life-Skills-Based HIV and Sexuality Education from 2018 to 2020

Year	2018			2019			2020		
	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided	Total Schools	Schools that Provided LBS	% Provided
National	1 848	1 289	69,8%	1 885	1 436	76,2%	1 922	1 836	95,5%
//Kharas	55	49	89%	57	47	82%	57	53	93%
Erongo	71	55	77%	75	32	43%	78	72	92%
Hardap	59	48	81%	59	54	92%	60	59	98%
Kavango East	164	70	43%	171	87	51%	175	161	92%
Kavango West	176	70	40%	176	79	45%	177	160	90%
Khomas	121	92	76%	128	95	74%	133	133	100%
Kunene	67	51	76%	67	54	81%	69	68	99%
Ohangwena	262	201	77%	265	241	91%	270	262	97%
Omaheke	44	37	84%	44	42	95%	47	46	98%
Omusati	282	198	70%	286	226	79%	289	279	97%
Oshana	137	110	80%	139	118	85%	146	138	95%
Oshikoto	219	164	75%	220	191	87%	221	212	96%
Otjozondjupa	79	55	70%	83	67	81%	85	80	94%
Zambezi	112	89	79%	115	103	90%	115	113	98%

The total number of young people aged 10-24 who were reached with Life Skills-Based HIV and Sexuality Education in schools in 2020 are reported in **Table 71**.

Three categories are reported on, each of these constituting a different part of the syllabus. Different content is taught to each age group. This subject is taught in Grades 4 to 12, thus the enrolment numbers apply only to these Grades.

Generally, the majority of learners are being reached, but effort must be made to ensure that all learners benefit from this subject content.

The number of schools that provided Life Skills-Based HIV and Sexuality Education in 2018-2020 increased steadily since 2018 from 69.8% to 95.5% in 2020.

The whole concept of Life Skills-Based HIV and Sexuality Education was not well understood in the past, as data collectors looked at Life Skills overall as a subject on its own, rather than looking at the content that was spread over other subjects.

This is one explanation for the lower figures in the years prior to 2020.

Table 73: Schools that provided an Orientation for Parents or Guardians on Life Skills-Based HIV and Sexuality Education between 2018 to 2020

Year	2018			2019			2020		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 885	575	30,5%	1 894	603	31,8%	1 922	442	23,0%
//Kharas	57	27	47%	55	34	62%	57	24	42%
Erongo	75	14	19%	75	18	24%	78	14	18%
Hardap	59	19	32%	60	18	30%	60	16	27%
Kavango East	171	35	20%	170	36	21%	175	28	16%
Kavango West	176	30	17%	176	36	20%	177	16	9%
Khomas	128	40	31%	133	41	31%	133	33	25%
Kunene	67	16	24%	68	21	31%	69	19	28%
Ohangwena	265	108	41%	266	101	38%	270	76	28%
Omaheke	44	16	36%	46	16	35%	47	14	30%
Omusati	286	76	27%	286	59	21%	289	42	15%
Oshana	139	45	32%	141	53	38%	146	32	22%
Oshikoto	220	75	34%	221	89	40%	221	72	33%
Otjozondjupa	83	23	28%	82	25	30%	85	17	20%
Zambezi	115	51	44%	115	56	49%	115	39	34%

Table 74: Schools with teachers who received and taught Life Skills-Based HIV and Sexuality Education between 2018 to 2020

Year	20178			2019			2020		
	Total Schools	Schools with teachers who received and taught		Total Schools	Schools with teachers who received and taught		Total Schools	Schools with teachers who received and taught	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 885	1 373	72,8%	1 894	1 322	69,8%	1 922	1 253	65,2%
//Kharas	57	44	77%	55	43	78%	57	49	86%
Erongo	75	54	72%	75	58	77%	78	54	69%
Hardap	59	35	59%	60	38	63%	60	44	73%
Kavango East	171	79	46%	170	89	52%	175	71	41%
Kavango West	176	53	30%	176	49	28%	177	56	32%
Khomas	128	125	98%	133	109	82%	133	92	69%
Kunene	67	50	75%	68	49	72%	69	49	71%
Ohangwena	265	196	74%	266	210	79%	270	214	79%
Omaheke	44	39	89%	46	36	78%	47	42	89%
Omusati	286	271	95%	286	227	79%	289	166	57%
Oshana	139	122	88%	141	132	94%	146	121	83%
Oshikoto	220	158	72%	221	132	60%	221	148	67%
Otjozondjupa	83	57	69%	82	58	71%	85	60	71%
Zambezi	115	90	78%	115	92	80%	115	87	76%

From 2018 to 2020, there was an overall decrease in the percentage of schools that provided orientation for parents or guardians of students, from 30.5% in 2018 to 23.0% in 2020. It is suspected that the COVID-19 outbreak prevented gathering of people and this could be a major cause for this drop. This decline might continue for sometimes until the situation of the pandemic gets under control.

Discussing HIV and AIDS preventative information with parents is very crucial for the combating of the epidemic. It has also been the belief of the Ministry that parents must be aware of what their children are learning on this subject to avoid resistance and misinterpretations. Schools should therefore be encouraged to orientate parents as part of the programme.

Further discussions with school principals suggests that the policy requiring schools to have orientation with parents seem to be not well understood and in some cases parent : teacher meetings are not held. With more awareness campaigns and further guidelines to schools, coupled with arranging parent : teacher meetings on a regular basis could improve the situation.

From 2018 to 2020, there was a steady decrease in the percentage of schools with teachers who received training and taught lessons in Life Skill-Based HIV and Sexuality Education in many regions. The percentage decreased from 72.8% in 2018 to 65.2% in 2020. It is worth noting that there was a rationalization of the curriculum and chances are that Life Skills, being an un-examinable subject was not taught. Teachers might have understood the questionnaire differently and responses were thus circumstance-dependent.

Kavango East and Kavango West have been the bottom two regions for three years running. This is not necessarily an indication of failure, but partly due to the fact that dedicated Life Skills teachers were only placed in schools with 250 learners and above. The two Kavango regions have a relatively large number of smaller schools, who were not allocated dedicated Life Skills teachers. Teaching of Life Skills does however take place in those schools, but it is taught by teachers not trained to teach the subject.

Table 75: Percentages of Educational Institutions (schools) that have implemented an HIV Workplace Program between 2018 - 2020

Year	2018			2019			2020		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
National	1 885	1 012	53,7%	1 894	1 054	55,6%	1 922	1 038	54,0%
//Kharas	57	35	61%	55	36	65%	57	42	74%
Erongo	75	26	35%	75	38	51%	78	36	46%
Hardap	59	36	61%	60	37	62%	60	31	52%
Kavango East	171	69	40%	170	74	44%	175	74	42%
Kavango West	176	63	36%	176	65	37%	177	57	32%
Khomas	128	52	41%	133	58	44%	133	67	50%
Kunene	67	34	51%	68	40	59%	69	39	57%
Ohangwena	265	170	64%	266	174	65%	270	156	58%
Omaheke	44	22	50%	46	27	59%	47	31	66%
Omusati	286	165	58%	286	149	52%	289	155	54%
Oshana	139	97	70%	141	99	70%	146	89	61%
Oshikoto	220	135	61%	221	136	62%	221	138	62%
Otjozondjupa	83	36	43%	82	35	43%	85	41	48%
Zambezi	115	72	63%	115	86	75%	115	82	71%

The percentage of educational institutions that implemented an HIV Workplace Program increased between 2018 and 2019, but decreased in 2020. There are mixed results for various regions, with some regions picking up and others dropping.

Erongo, Kavango East and Kavango West were consistently among the bottom three regions during the reporting period.

With major emphasis on the mitigation of the COVID-19 pandemic, the Ministry needs to review the strategy to ensure that schools implement this policy. Wide distribution of the policy as well as some guidelines might be needed for better results.





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