

NAMIBIA Fifteenth SCHOOL DAY REPORT 2024

The Fifteenth School Day Report for 2024 was produced by the Education Management Information System (EMIS) Division within the Ministry of Education, Arts and Culture. EMIS is the primary national process for timely collection, analysis and reporting of reliable information about schools in Namibia. Education regions collect data twice a year from all state and private schools in Namibia, and publish two reports, namely the 15th School Day Report and the Annual Education Census Report, which together enable education planners to develop plans that are responsive to the context-specific needs of children.

1. The Fifteenth School Day Survey features the most crucial information about the number of schools, learners and teachers in Namibia as recorded on the fifteenth school day at the beginning of every year.
2. The Annual Education Census (AEC) is a comprehensive survey of education data in state and private schools in Namibia. The AEC is usually conducted on the first Tuesday of the last trimester of the school year.

TABLE 1: Number of Learners, Teachers and Schools by Region and Sex in 2024

REGIONS	LEARNERS			TEACHERS			SCHOOLS			Learners as % of National Total	Teachers as % of National Total	Schools as % of National Total	LTR
	Total	Female	Male	Total	Female	Male	Total	State	Private				
Kharas	25,865	13,102	12,763	982	723	259	58	41	17	3%	3%	3%	26.3
Erongo	56,313	29,069	27,244	2,011	1,616	395	87	55	32	6%	6%	4%	28.0
Hardap	29,629	14,884	14,745	1,092	810	282	64	58	6	3%	3%	3%	27.1
Kavango East	79,024	39,824	39,200	2,490	1,412	1,078	190	167	23	9%	7%	9%	31.7
Kavango West	50,048	24,523	25,525	1,735	929	806	180	176	4	6%	5%	9%	28.8
Khomas	106,442	54,817	51,625	4,205	3,247	958	141	84	57	12%	13%	7%	25.3
Kunene	35,102	17,641	17,461	1,174	750	424	80	73	7	4%	4%	4%	29.9
Ohangwena	125,685	62,585	63,100	4,543	3,006	1,537	290	263	27	14%	14%	14%	27.7
Omaheke	28,404	14,126	14,278	982	666	316	52	37	15	3%	3%	3%	28.9
Omusati	112,943	56,465	56,478	4,378	3,013	1,365	300	275	25	13%	13%	15%	25.8
Oshana	63,429	32,197	31,232	2,623	1,877	746	156	129	27	7%	8%	8%	24.2
Oshikoto	81,414	40,365	41,049	3,285	2,243	1,042	229	204	25	9%	10%	11%	24.8
Otjondjupa	57,175	28,996	28,179	1,949	1,408	541	89	69	20	6%	6%	4%	29.3
Zambezi	44,838	22,097	22,741	1,873	1,171	702	120	109	11	5%	6%	6%	23.9
Total	896,311	450,691	445,620	33,322	22,871	10,451	2,036	1,740	296				26.9

Table 1 shows the number of female and male learners and teachers as well as the number of schools by region and ownership in Namibia in 2024. The total number of learners nationally as of February 2024 is 896,311. There are 5,071 more girl-child learners than boy-child learners, bringing the ratio to 50.3 to 49.7, meaning that boys and girls still have similar access to education. Out of 33,322 teachers who were in service during the census, only 10,451 were male (12,420 more females than males), hence 68.6% of teachers were female. Ohangwena Region had the highest number of learners – 12,742 more than in Omusati with the second-highest number. Ohangwena also had the highest number of teachers, whereas Omusati had the highest number of schools – 10 more than in Ohangwena with the second-highest number of schools. Omaheke and ||Kharas remain the regions with the lowest numbers of schools and learner enrolments. At the time of the census, the national Learner-Teacher Ratio (LTR) stood at 26.9, with regional variations ranging from the highest at 31.7 in Kavango East to the lowest at 23.9 in Zambezi.



TABLE 2: Number of Learners by Region, Grade and Sex in 2024

REGION	Sex	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		TOTAL
															Grade 13	Pre-Vocational, Learning Support, Special Grades and Autism	
Kharas	Female	982	1,370	1,224	1,260	1,322	1,182	1,098	953	1,225	862	846	620	142	0	16	13,102
	Male	958	1,407	1,331	1,252	1,450	1,212	1,000	915	1,100	675	711	602	129	0	21	12,763
	Total	1,940	2,777	2,555	2,512	2,772	2,394	2,098	1,868	2,325	1,537	1,557	1,222	271	0	37	25,865
Erongo	Female	1,322	3,082	2,845	2,687	2,658	2,531	2,404	2,266	2,613	2,246	2,245	1,590	468	15	97	29,069
	Male	1,219	3,112	2,742	2,693	2,809	2,628	2,272	2,001	2,333	1,846	1,854	1,223	287	18	207	27,244
	Total	2,541	6,194	5,587	5,380	5,467	5,159	4,676	4,267	4,946	4,092	4,099	2,813	755	33	304	56,313
Hardap	Female	1,059	1,530	1,427	1,458	1,492	1,405	1,212	1,135	1,339	989	919	745	91	0	83	14,884
	Male	1,008	1,629	1,445	1,478	1,566	1,437	1,211	1,148	1,267	957	785	578	80	0	156	14,745
	Total	2,067	3,159	2,872	2,936	3,058	2,842	2,423	2,283	2,606	1,946	1,704	1,323	171	0	239	29,629
Kavango East	Female	1,803	4,541	4,108	3,879	3,935	3,694	3,117	2,893	3,966	2,502	2,916	1,910	517	0	43	39,824
	Male	1,641	4,915	4,299	4,084	4,123	3,753	3,050	2,604	3,703	2,374	2,431	1,639	496	0	88	39,200
	Total	3,444	9,456	8,407	7,963	8,058	7,447	6,167	5,497	7,669	4,876	5,347	3,549	1,013	0	131	79,024
Kavango West	Female	1,698	3,048	2,641	2,525	2,571	2,295	2,012	1,863	1,994	1,327	1,583	784	141	0	41	24,523
	Male	1,575	3,421	2,984	2,775	3,014	2,427	1,983	1,785	1,865	1,284	1,417	663	199	0	133	25,525
	Total	3,273	6,469	5,625	5,300	5,585	4,722	3,995	3,648	3,859	2,611	3,000	1,447	340	0	174	50,048
Khomas	Female	3,391	5,374	4,981	5,003	4,797	4,747	4,510	4,090	5,005	3,903	3,912	3,457	1,067	5	575	54,817
	Male	3,362	5,224	5,119	4,815	4,762	4,478	4,282	3,910	4,644	3,456	3,256	2,875	723	3	716	51,625
	Total	6,753	10,598	10,100	9,818	9,559	9,225	8,792	8,000	9,649	7,359	7,168	6,332	1,790	8	1,291	106,442
Kunene	Female	1,114	2,368	1,914	1,798	1,750	1,572	1,523	1,320	1,445	1,135	966	623	79	0	34	17,641
	Male	1,082	2,462	1,864	1,740	1,850	1,540	1,395	1,345	1,433	1,109	911	600	89	0	41	17,461
	Total	2,196	4,830	3,778	3,538	3,600	3,112	2,918	2,665	2,878	2,244	1,877	1,223	168	0	75	35,102
Ohangwena	Female	3,819	7,128	6,340	6,032	6,289	5,762	5,363	4,839	5,247	4,242	3,900	2,869	737	0	18	62,585
	Male	3,651	8,041	6,679	6,353	7,037	5,856	5,331	4,655	5,169	3,763	3,511	2,444	592	0	18	63,100
	Total	7,470	15,169	13,019	12,385	13,326	11,618	10,694	9,494	10,416	8,005	7,411	5,313	1,329	0	36	125,685
Omaheke	Female	884	1,743	1,470	1,347	1,449	1,232	1,144	991	1,269	944	918	634	100	0	1	14,126
	Male	903	1,859	1,548	1,432	1,579	1,277	1,092	1,025	1,286	952	705	558	57	0	5	14,278
	Total	1,787	3,602	3,018	2,779	3,028	2,509	2,236	2,016	2,555	1,896	1,623	1,192	157	0	6	28,404
Omusati	Female	3,328	6,687	5,658	5,309	5,683	5,050	4,774	4,155	4,880	3,846	3,298	2,934	805	0	58	56,465
	Male	3,265	7,250	5,851	5,575	6,211	5,231	4,803	4,377	4,543	3,506	2,846	2,345	551	0	124	56,478
	Total	6,593	13,937	11,509	10,884	11,894	10,281	9,577	8,532	9,423	7,352	6,144	5,279	1,356	0	182	112,943
Oshana	Female	2,230	3,479	3,169	2,971	3,030	2,906	2,589	2,435	2,689	1,979	2,147	1,858	670	0	45	32,197
	Male	2,167	3,671	3,235	3,072	3,188	2,870	2,496	2,271	2,644	1,916	1,769	1,473	378	0	82	31,232
	Total	4,397	7,150	6,404	6,043	6,218	5,776	5,085	4,706	5,333	3,895	3,916	3,331	1,048	0	127	63,429
Oshikoto	Female	2,906	4,404	3,886	3,701	3,997	3,563	3,279	2,975	3,383	2,702	2,671	2,213	683	0	2	40,365
	Male	2,897	4,841	4,222	3,857	4,483	3,664	3,408	3,056	3,387	2,447	2,445	1,900	441	0	1	41,049
	Total	5,803	9,245	8,108	7,558	8,480	7,227	6,687	6,031	6,770	5,149	5,116	4,113	1,124	0	3	81,414
Otjozondjupa	Female	1,672	3,413	2,975	2,872	2,883	2,718	2,445	2,123	2,737	1,983	1,660	1,245	224	0	46	28,996
	Male	1,682	3,659	3,026	2,871	2,948	2,674	2,312	2,101	2,562	1,709	1,438	976	157	0	64	28,179
	Total	3,354	7,072	6,001	5,743	5,831	5,392	4,757	4,224	5,299	3,692	3,098	2,221	381	0	110	57,175
Zambezi	Female	1,761	2,370	2,077	1,965	2,012	1,856	1,763	1,530	1,845	1,426	1,845	1,366	273	0	8	22,097
	Male	1,779	2,566	2,251	2,052	2,323	1,977	1,754	1,645	1,866	1,431	1,636	1,202	220	0	39	22,741
	Total	3,540	4,936	4,328	4,017	4,335	3,833	3,517	3,175	3,711	2,857	3,481	2,568	493	0	47	44,838
NATIONAL	Female	27,969	50,537	44,715	42,807	43,868	40,513	37,233	33,568	39,637	30,086	29,826	22,848	5,997	20	1,067	450,691
	Male	27,189	54,057	46,596	44,049	47,343	41,024	36,389	32,838	37,802	27,425	25,715	19,078	4,399	21	1,695	445,620
	Total	55,158	104,594	91,311	86,856	91,211	81,537	73,622	66,406	77,439	57,511	55,541	41,926	10,396	41	2,762	896,311

Table 2 presents learners per region, sex and grade. The term "Other" refers to grades that do not fall within the range of ordinary grades (Pre-Primary to Grade 12). There were 2,803 learners in this category at the time of the census, divided as follows: 41 learners in Grade 13; 1,093 in Pre-Vocational Grades; 994 in Learning Support Grades; 599 in Special Grades (meaning grades for children with severe learning difficulties); and 76 with Autism.

TABLE 3: Number of Learners, Teachers and Schools by Region from 2021 to 2024

REGION	LEARNERS				TEACHERS				SCHOOLS			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Kharas	23,951	24,686	25,137	25,865	959	941	947	982	57	57	58	58
Erongo	49,715	51,851	53,577	56,313	1,696	1,887	1,979	2,011	80	80	85	87
Hardap	27,507	28,039	28,530	29,629	972	962	1,004	1,092	61	62	63	64
Kavango East	71,453	73,668	75,774	79,024	2,200	2,344	2,344	2,490	177	179	185	190
Kavango West	47,029	47,783	49,075	50,048	1,603	1,674	1,720	1,735	178	179	179	180
Khomas	96,692	99,297	101,642	106,442	3,682	3,854	3,963	4,205	136	135	139	141
Kunene	32,514	32,965	34,011	35,102	1,071	1,143	1,152	1,174	69	77	77	80
Ohangwena	115,220	117,293	121,119	125,685	4,040	4,311	4,353	4,543	273	276	283	290
Omaheke	28,429	26,080	27,135	28,404	858	946	948	982	47	47	49	52
Omusati	103,281	105,936	109,383	112,943	4,159	4,194	4,220	4,378	293	295	297	300
Oshana	57,213	58,945	60,987	63,429	2,383	2,470	2,545	2,623	148	149	152	156
Oshikoto	75,244	77,134	78,788	81,414	2,952	3,112	3,145	3,285	221	223	226	229
Otjondjupa	52,259	53,960	56,183	57,175	1,770	1,835	1,892	1,949	88	88	90	89
Zambezi	43,103	41,942	43,366	44,838	1,656	1,747	1,762	1,873	115	119	119	120
NATIONAL	823,610	839,579	864,707	896,311	30,001	31,420	31,974	33,322	1,943	1,966	2,002	2,036

Table 3 shows a continued trend of increase in the number of learners (by 3.5%), teachers (by 1.7%) and schools (by 2.0%) from 2023 to 2024. The reader is cautioned that the schools counted for this report are the active ones only, i.e. they were registered, open and operating at the time of the survey.

FIGURE 1: Distribution of learners by grade and sex in 2024

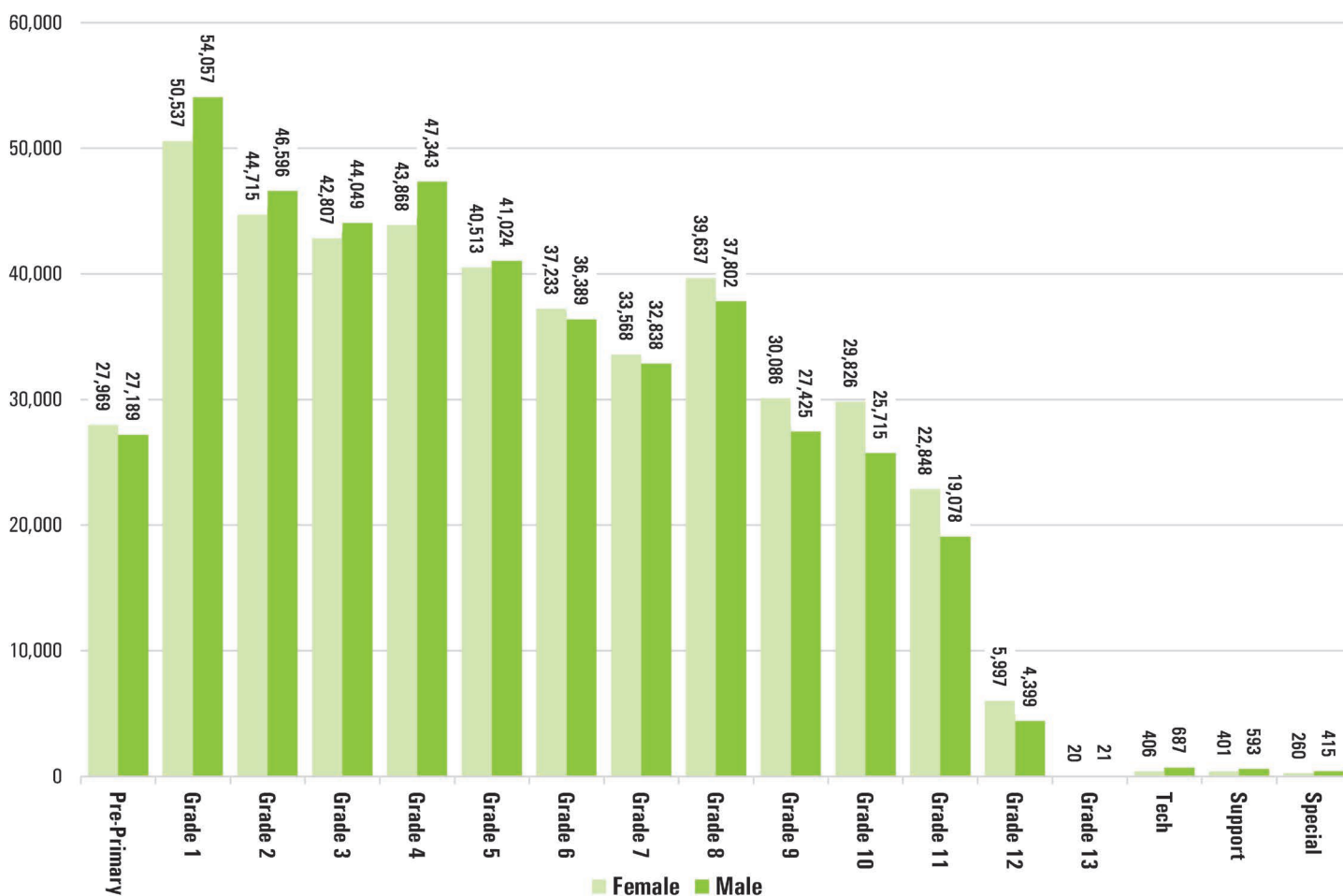


Figure 1 shows a noticeable difference in enrolment between all the grades in 2024. Grade 1 recorded the highest enrolment (104,594), translating into 12% of the national total. There is a continuous decline in enrolment as learners progress to higher grades, although some fluctuations can be seen, with only 6% enrolled in Grades 11 and 12.

The most commendable observation is that of a fair gender parity across almost all grades. In Pre-Primary and the last two grades of the Primary phase (Grades 6 and 7), girls slightly outnumber boys, whereas boys slightly outnumber girls in Grades 1 to 5. In both the Junior and Senior Secondary phases (Grades 8-9 and 10-12), there are slightly more girls than boys. These trends are consistent with those observed in previous years.

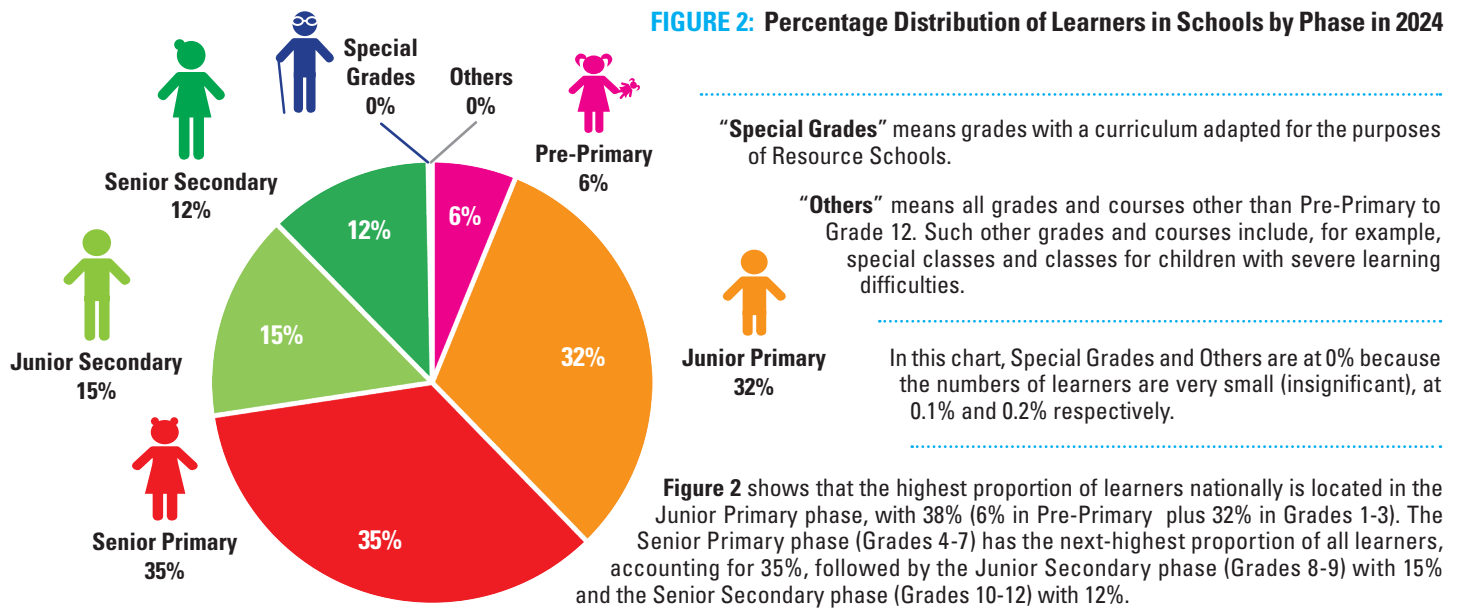


FIGURE 3: Number of Schools by Learner-Teacher Ratio (LTR) in 2024

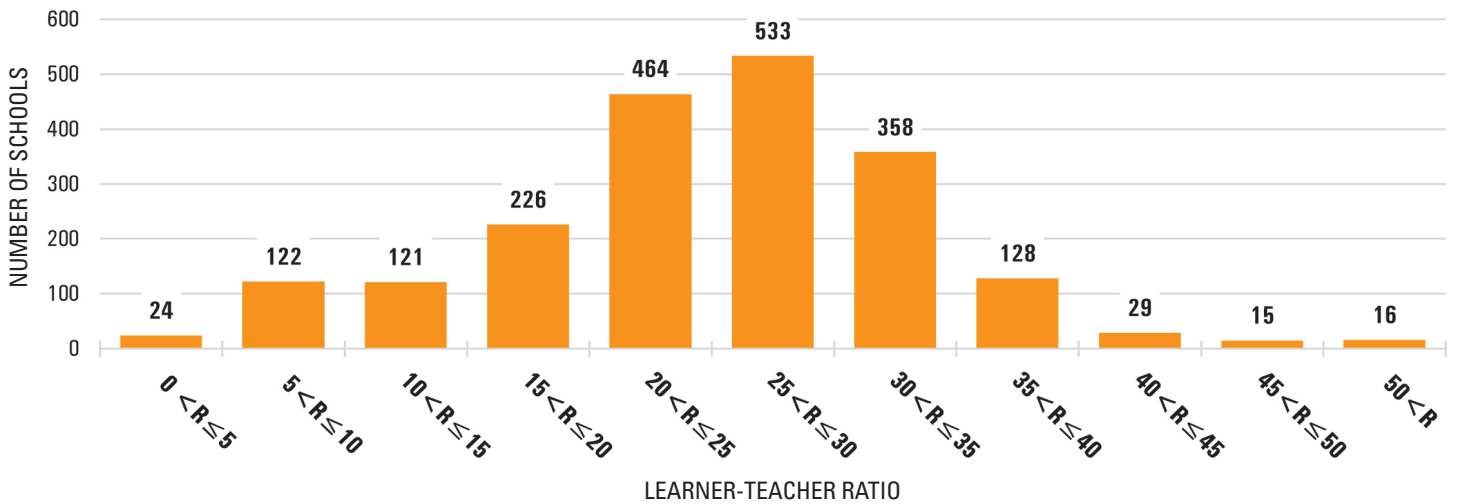


Figure 3 shows that the schools constituting the highest proportion nationally, i.e. 533 or 26%, are in the 25 < R ≤ 30 LTR interval in 2024. Furthermore, 16 or 1% of all schools have more than 50 learners per teacher, while 24 or 1.0% of all schools have only 5 or fewer learners per teacher. A total of 434 schools or 24% have a ratio of 20 or fewer learners per teacher. Many factors contribute to this phenomenon of schools with small LTRs, such as small private schools not attracting more learners, and small schools being established in remote areas to accommodate learners (especially young learners) in a school within a 5km radius at most.

FIGURE 4: School Size by Learner Enrolment in 2024

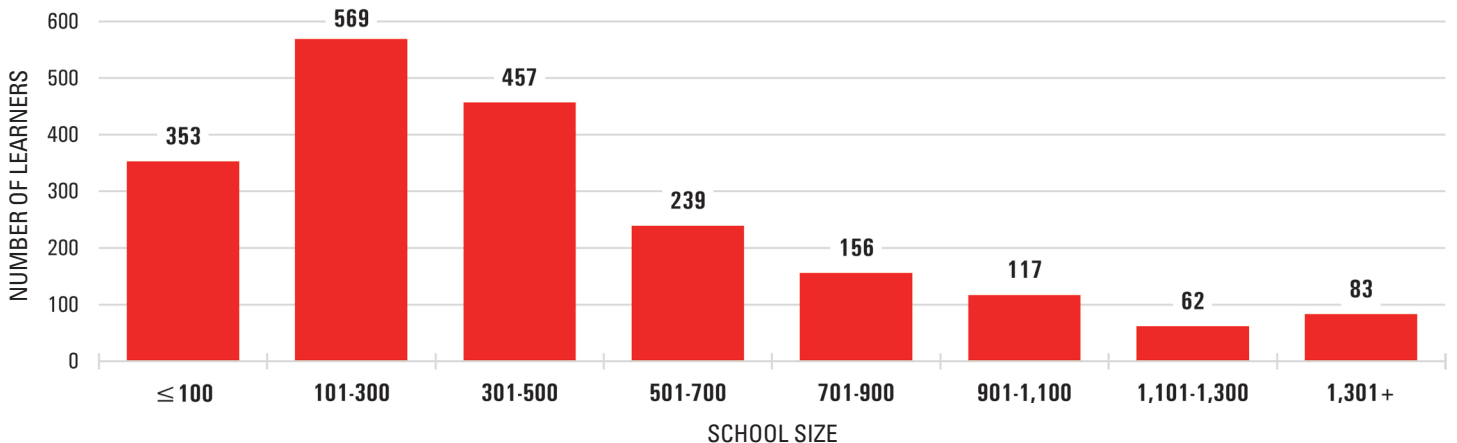


Figure 4 shows that the highest proportion of schools nationally, i.e. 569 or 27.9%, enrolled 101 to 300 learners each in 2024. The third-highest proportion, 353 or 17.3%, have a maximum of 100 learners each, which indicates the existence of many very small schools in the country, and 194 or 10% of these have only 50 or fewer learners each, which could be described as very uneconomical. On the other hand, 145 or 7.1% of schools have at least 1,100 learners each, which might be an indication of overcrowdedness in some schools.