

# Education Statistics

Ministry of Education, Arts and Culture  
REPUBLIC OF NAMIBIA



2023

2023

EDUCATION MANAGEMENT INFORMATION SYSTEM

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# Acknowledgements

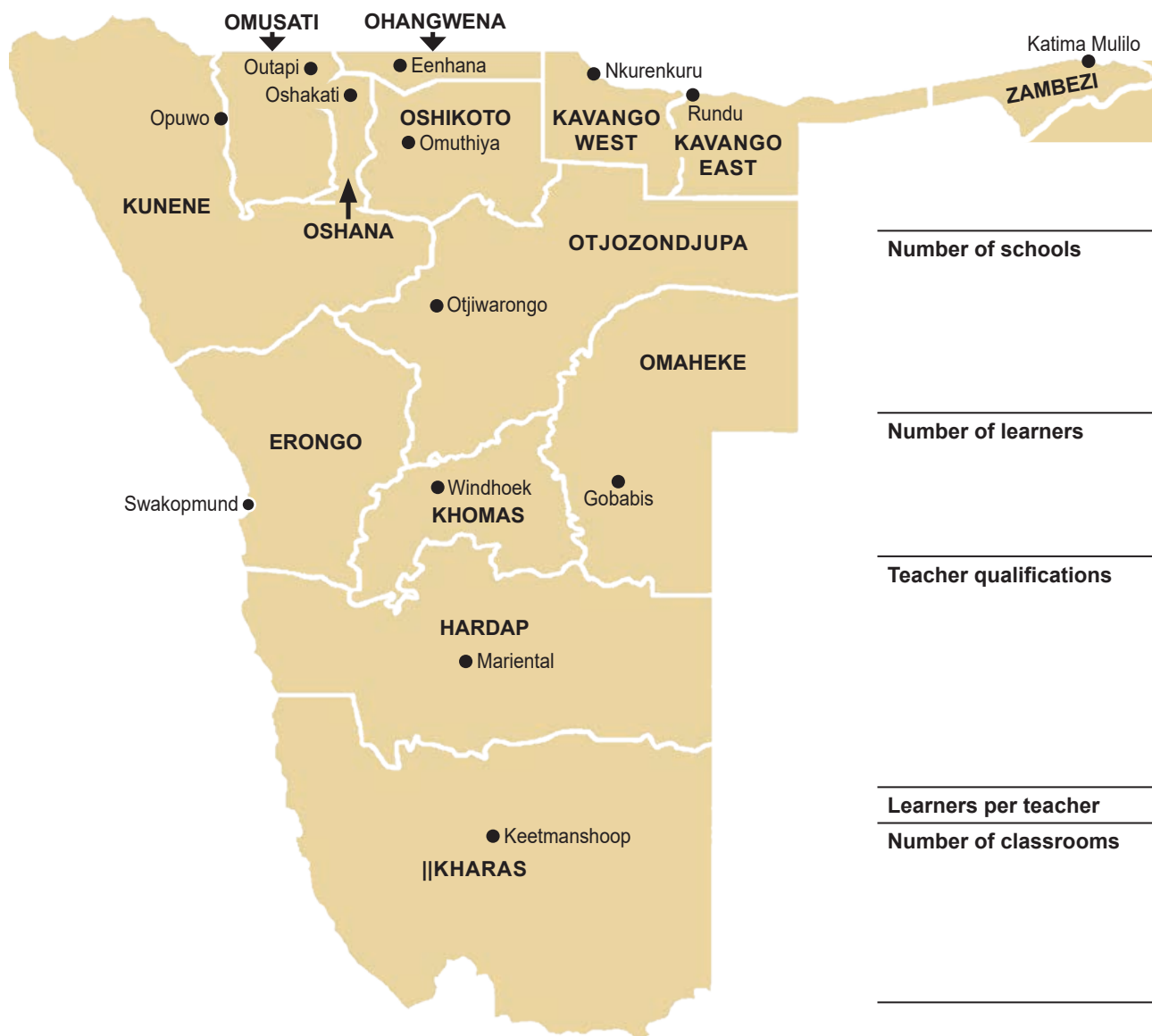
Thousands of teachers in state and private schools, and staff members of the Ministry of Education, Arts and Culture (MoEAC), contributed enormously to the production of this EMIS 2023 report by providing the data requested in the Ministry’s annual 15th School Day Census and Annual Education Census (AEC) questionnaires. School principals, teachers, support staff, education inspectors, education planners and staff in the regional offices, Directorate of Adult Education (DAE) and Directorate of National Examinations and Assessment (DNEA) assisted in collecting and verifying the data.

The Education Management Information System (EMIS) staff members responsible for compiling this report acknowledge these contributions with gratitude.

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Finally, the Ministry acknowledges, highly appreciates and extends sincere thanks for the financial and technical support received from UNICEF, which has always stood with the Ministry and has made the production of the EMIS reports possible over time.

# Education Statistics in Namibia in 2023



## FACTS AND FIGURES

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>2,004</b>	<b>1,724</b>	<b>280</b>
	Primary school	1,111	917	194
	Combined school	653	585	68
	Secondary school	227	212	15
	Other	13	10	3
<b>Number of learners</b>	<b>Total</b>	<b>846,519</b>	<b>791,872</b>	<b>54,647</b>
	Primary	615,364	571,733	43,671
	Secondary	228,512	217,635	10,877
	Other	2,643	2,504	139
<b>Teacher qualifications</b>			Without teacher training	With teacher training
	<b>Total</b>	<b>33,622</b>	<b>1,506</b>	<b>32,116</b>
	Less than Grade 12	198	89	109
	Grade 12 or 1-2 years' tertiary	2,613	1,075	1,538
	More than 2 years' tertiary	30,811	342	32,116
<b>Learners per teacher</b>	Average learner : teacher ratio	25.2		
<b>Number of classrooms</b>	<b>Total</b>	<b>28,777</b>		
	Permanent	24,898		
	Prefabricated	1,602		
	Traditional	2,037		
	Hired	240		

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# FINDING YOUR WAY



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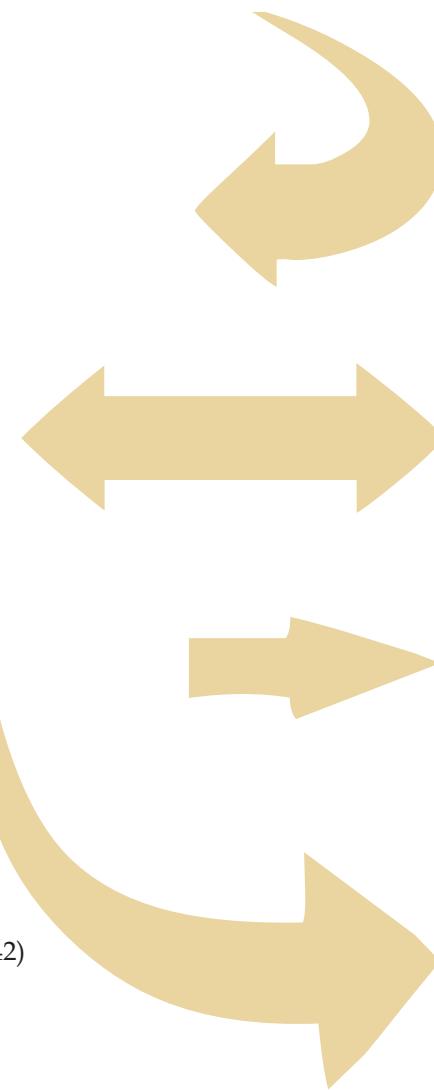
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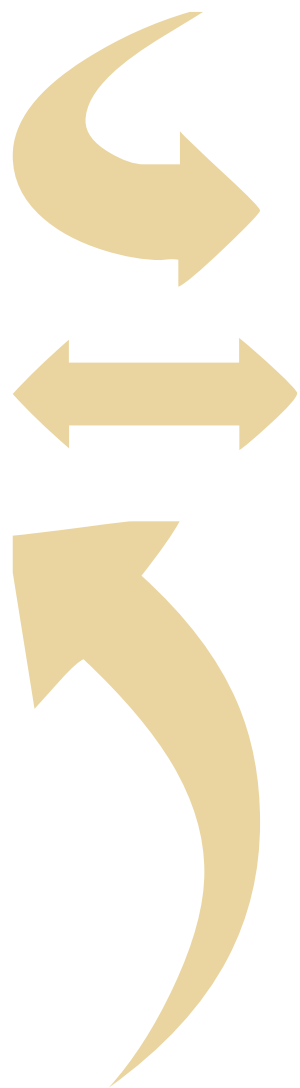
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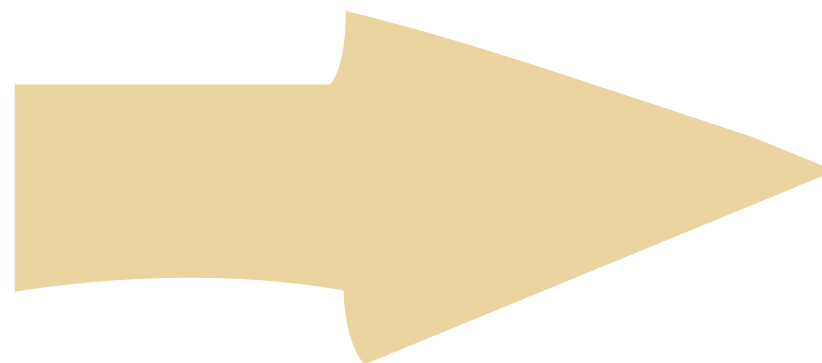
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# INTRODUCTION



This publication presents information on education in schools in Namibia in 2023. Two school censuses are conducted every year, namely the 15<sup>th</sup> School-Day Census, conducted on the fifteenth school day after the schools open at the beginning of the school year, and the Annual Education Census (AEC), usually conducted on the first Tuesday of September each year. The 15<sup>th</sup> School-Day Census provides information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year.

The vast majority of the statistics presented in this report were collected during the AEC of 2023. Information reported in the AEC questionnaires should have been true on the AEC census day. Coverage during the AEC 2023 was considered to be 100%, with all registered schools submitting their completed census questionnaires. The Directorate of National Examinations and Assessment (DNEA) provided the Grade 11 and Grade 12 examination results, and the Directorate of Adult Basic Education provided the Adult Basic Education learners' results as tested in 2023.

After publishing education statistics for 1992 to 2008, the EMIS introduced several changes to the reports, which readers must take into consideration when comparing the statistics of different years. The most important difference is the change of regional boundaries, which was 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, while some were no longer included and others were modified. A number of new tables were introduced to include, among other things, most of the Education for All (EFA) indicators.

Only statistics on education provided by the government and private schools registered with the Ministry of Education, Arts and Culture (MoEAC) have been reported. Another change is that in 2017 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 are located.

There were regional border changes in 2013 which might have caused a few schools to be moved from one region to the other. Also, Kavango Region was divided into two regions, namely Kavango East and Kavango West.

# Introduction continued

The statistics published herein are intended for a wide readership in education and those requiring specific information for reference. Much of the data is also intended to reflect on the performance of Namibia's education system. These measures or indicators broadly relate to the MoEAC's pillars of providing education of a good quality in an equitable, efficient and democratic manner, taking into consideration the inclusivity issues. Statistics presented herein can be compared with indicators from previous years, and comparisons can also be made between different educational/geographical regions. These regions are as follows:

||Kharas  
 Erongo  
 Hardap  
 Kavango East  
 Kavango West  
 Khomas  
 Kunene  
 Ohangwena  
 Omaheke  
 Omusati  
 Oshana  
 Oshikoto  
 Otjondjupa  
 Zambezi



Namibia's schooling system mainly consists of Pre-Primary to Grade 12, and is divided into four phases:

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

The relevant tables herein are divided and subdivided to reflect these phases.

In addition, there are several other grades offered at certain schools:

- **Learning Support Classes/Units** (formally known as **Special Grades**), which are grades with a curriculum adapted for the purposes of Resource Schools that cater for learners with special needs;
- **Classes for children with intellectual impairment** (previously referred to as "handicapped"), reported as Orientation Phases, Beginners, Junior, Senior and Access Phases, as well as Autism classes;
- **Pre-Vocational Grades**, catering for learners in three stages according to their skills and exposure, with three grades offered, ranging from Year 1 to Advanced (NTA) level; and
- **Grade 13**, a level offered after Grade 12 in some private schools. (For all practical purposes, Grade 13 is now calculated with the Senior Secondary grades rather than "Other" grades as in the past years.)

There are many ways to provide education statistics, and the criteria used here are based largely on perceived demands from a variety of users, including demands identified through telephonic, email and walk-in enquiries over the previous years.

The graphs and narrative comments accompanying the tables are intended to provide illustrative information (guidance) on how these statistics can be interpreted. The comments are not definitive, hence the interpretation and use of the data will always be the responsibility of users. Copies of the Annual Education Census and 15<sup>th</sup> School Day questionnaires could be of assistance should the reader need to know the criteria used for collecting the information and the exact phrasing of the questions.

It is important to recognise that the statistics in this report reflect mainly on Namibia's formal school education system, as provided for in both state and private schools.

The following seven pages provide summaries of the key features in education for each of the 14 regions.

# REGIONAL SUMMARIES



Key education statistics in each of the 14 administrative regions have been compiled in this section for quick reference. Other regional statistics and indicators are included in various tables in this report. Statistics pertaining to the Education Regions are also reported in the tables. All statistics in these regional profiles include state and private schools.

The numbers of schools are broken down by primary, combined, secondary and “other” schools.

Under the heading “number of learners”, the category “other” includes all grades and courses other than Pre-Primary to Grade 12. Such other grades and courses include, for example, classes for children with severe learning difficulties and other special classes.

The numbers of teachers were reported in terms of their qualifications. A distinction was also made between teachers who had no teacher training and those who had been trained. The average learner : teacher ratio was calculated for each region. Note that the calculation method used for these “Summary” tables was not the same as the one used for Table 39, so the results are not the same for some regions. Formulae used in these “Summary” tables take all teachers in the region into consideration, while the one used in Table 39 takes various categories of teachers into consideration.

Regarding physical facilities, the numbers of classrooms include specialist rooms, laboratories and workshops as ‘teaching rooms’ – referred to in the regional-summary tables as “class-rooms”. These numbers are reported according to the type of structure, the categories being “permanent”, “prefabricated”, “traditional” and “hired”. The “traditional” category includes a variety of structure types, such as stick-and-mud, metal-sheet and tents. Facilities hired from a church or private organisation, for example, are grouped under “hired”. The term ‘hired’ is used to indicate that the facility does not belong to the government, much as the government is using such facilities. Some compensations are given to owners of such facilities.

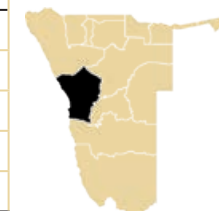
# ||Kharas

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>58</b>	<b>43</b>	<b>15</b>
Type of school	Primary	37	26	11
	Combined	9	6	3
	Secondary	11	11	0
	Other	1	0	1
<b>Number of learners</b>	<b>Total</b>	<b>24,964</b>	<b>22,336</b>	<b>2,628</b>
School Phase	Primary	18,267	15,719	2,548
	Secondary	6,660	6,586	74
	Other	37	31	6
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,015</b>	<b>75</b>	<b>940</b>
Qualification	Less than Grade 12	6	3	3
	Grade 12 or 1-2 years' tertiary	120	54	66
	More than 2 years' tertiary	889	18	871
<b>Learners per teacher</b>	Average learner : teacher ratio	24.6		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>994</b>		
Structure	Permanent	823		
	Prefabricated	157		
	Traditional	8		
	Hired	6		



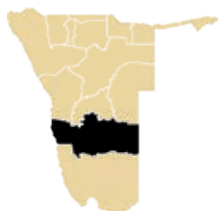
# Erongo

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>86</b>	<b>54</b>	<b>32</b>
Type of school	Primary	49	32	17
	Combined	17	5	12
	Secondary	18	17	1
	Other	2	0	2
<b>Number of learners</b>	<b>Total</b>	<b>53,258</b>	<b>47,292</b>	<b>5,966</b>
School Phase	Primary	36,978	32,678	4,300
	Secondary	15,958	14,361	1,597
	Other	322	253	69
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,990</b>	<b>85</b>	<b>1,905</b>
Qualification	Less than Grade 12	23	10	13
	Grade 12 or 1-2 years' tertiary	156	55	101
	More than 2 years' tertiary	1,811	20	1,791
<b>Learners per teacher</b>	Average learner : teacher ratio	26.8		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,668</b>		
Structure	Permanent	1,535		
	Prefabricated	120		
	Traditional	3		
	Hired	10		



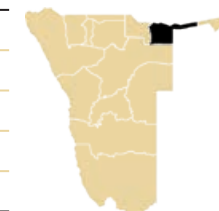
# Hardap

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>63</b>	<b>57</b>	<b>6</b>
Type of school	Primary	44	40	4
	Combined	8	6	2
	Secondary	10	10	0
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>28,383</b>	<b>27,857</b>	<b>526</b>
School Phase	Primary	20,661	20,252	409
	Secondary	7,403	7,286	117
	Other	319	319	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,093</b>	<b>50</b>	<b>1,043</b>
Qualification	Less than Grade 12	7	3	4
	Grade 12 or 1-2 years' tertiary	104	39	65
	More than 2 years' tertiary	982	8	974
<b>Learners per teacher</b>	Average learner : teacher ratio	26.0		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,040</b>		
Structure	Permanent	958		
	Prefabricated	76		
	Traditional	1		
	Hired	5		



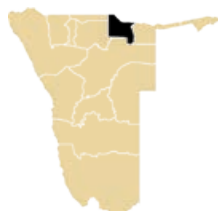
# Kavango East

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>185</b>	<b>167</b>	<b>18</b>
Type of school	Primary	135	123	12
	Combined	37	34	3
	Secondary	12	10	2
	Other	1	0	1
<b>Number of learners</b>	<b>Total</b>	<b>74,488</b>	<b>71,501</b>	<b>2,987</b>
School Phase	Primary	53,891	51,584	2,307
	Secondary	20,427	19,747	680
	Other	170	170	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>2,478</b>	<b>91</b>	<b>2,387</b>
Qualification	Less than Grade 12	17	8	9
	Grade 12 or 1-2 years' tertiary	156	71	85
	More than 2 years' tertiary	2,305	12	2,293
<b>Learners per teacher</b>	Average learner : teacher ratio	30.1		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,993</b>		
Structure	Permanent	1,657		
	Prefabricated	102		
	Traditional	225		
	Hired	9		



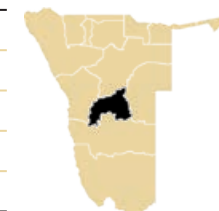
# Kavango West

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>178</b>	<b>174</b>	<b>4</b>
Type of school	Primary	135	132	3
	Combined	39	39	0
	Secondary	4	3	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>46,576</b>	<b>45,482</b>	<b>1,094</b>
School Phase	Primary	36,381	35,625	756
	Secondary	10,078	9,740	338
	Other	117	117	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,790</b>	<b>64</b>	<b>1,726</b>
Qualification	Less than Grade 12	7	5	2
	Grade 12 or 1-2 years' tertiary	125	45	80
	More than 2 years' tertiary	1,658	14	1,644
<b>Learners per teacher</b>	Average learner : teacher ratio	26.0		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,450</b>		
Structure	Permanent	1,110		
	Prefabricated	68		
	Traditional	267		
	Hired	5		



# Khomas

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>139</b>	<b>83</b>	<b>56</b>
Type of school	Primary	69	48	21
	Combined	16	0	16
	Secondary	34	29	5
	Other	20	6	14
<b>Number of learners</b>	<b>Total</b>	<b>100,356</b>	<b>84,973</b>	<b>15,383</b>
School Phase	Primary	69,043	57,655	11,388
	Secondary	30,118	26,145	3,973
	Other	1,195	1,173	22
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>4,136</b>	<b>273</b>	<b>3,863</b>
Qualification	Less than Grade 12	25	11	14
	Grade 12 or 1-2 years' tertiary	331	144	187
	More than 2 years' tertiary	3,780	118	3,662
<b>Learners per teacher</b>	Average learner : teacher ratio	24.3		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>3,416</b>		
Structure	Permanent	3,213		
	Prefabricated	188		
	Traditional	1		
	Hired	14		



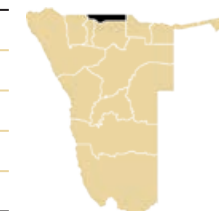
# Kunene

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>77</b>	<b>71</b>	<b>6</b>
Type of school	Primary	48	43	5
	Combined	21	20	1
	Secondary	7	7	0
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>31,207</b>	<b>30,215</b>	<b>992</b>
School Phase	Primary	23,354	22,435	919
	Secondary	7,853	7,780	73
	Other	0	0	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,225</b>	<b>58</b>	<b>1,167</b>
Qualification	Less than Grade 12	13	3	10
	Grade 12 or 1-2 years' tertiary	159	41	118
	More than 2 years' tertiary	1,053	14	1,039
<b>Learners per teacher</b>	Average learner : teacher ratio	25.5		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,081</b>		
Structure	Permanent	961		
	Prefabricated	41		
	Traditional	55		
	Hired	24		



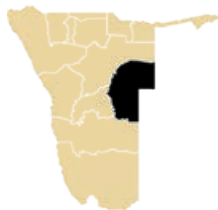
# Ohangwena

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>282</b>	<b>256</b>	<b>26</b>
Type of school	Primary	108	88	20
	Combined	154	149	5
	Secondary	19	18	1
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>119,047</b>	<b>114,009</b>	<b>5,038</b>
School Phase	Primary	88,634	83,982	4,652
	Secondary	30,391	30,011	380
	Other	22	16	6
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>4,504</b>	<b>146</b>	<b>4,358</b>
Qualification	Less than Grade 12	8	3	5
	Grade 12 or 1-2 years' tertiary	270	105	165
	More than 2 years' tertiary	4,226	38	4,188
<b>Learners per teacher</b>	Average learner : teacher ratio	26.4		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>3,976</b>		
Structure	Permanent	3,138		
	Prefabricated	193		
	Traditional	604		
	Hired	41		



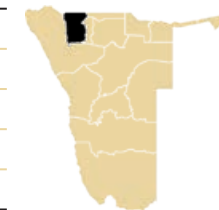
# Omaheke

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>51</b>	<b>37</b>	<b>14</b>
Type of school	Primary	37	27	10
	Combined	4	2	2
	Secondary	9	8	1
	Other	1	0	1
<b>Number of learners</b>	<b>Total</b>	<b>26,208</b>	<b>23,339</b>	<b>2,869</b>
School Phase	Primary	19,381	17,090	2,291
	Secondary	6,827	6,249	578
	Other	0	0	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,035</b>	<b>106</b>	<b>929</b>
Qualification	Less than Grade 12	8	4	4
	Grade 12 or 1-2 years' tertiary	145	82	63
	More than 2 years' tertiary	882	20	862
<b>Learners per teacher</b>	Average learner : teacher ratio	25.3		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>846</b>		
Structure	Permanent	748		
	Prefabricated	65		
	Traditional	23		
	Hired	10		




# Omusati

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>298</b>	<b>275</b>	<b>23</b>
Type of school	Primary	140	124	16
	Combined	125	119	6
	Secondary	32	31	1
	Other	1	1	0
<b>Number of learners</b>	<b>Total</b>	<b>107,706</b>	<b>104,175</b>	<b>3,531</b>
School Phase	Primary	79,350	76,429	2,921
	Secondary	28,158	27,548	610
	Other	198	198	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>4,403</b>	<b>139</b>	<b>4,264</b>
Qualification	Less than Grade 12	19	3	16
	Grade 12 or 1-2 years' tertiary	299	122	177
	More than 2 years' tertiary	4,085	14	4,071
<b>Learners per teacher</b>	Average learner : teacher ratio	24.5		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>3,927</b>		
Structure	Permanent	3,345		
	Prefabricated	255		
	Traditional	285		
	Hired	42		






# Oshana

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>152</b>	<b>127</b>	<b>25</b>
Type of school	Primary	71	54	17
	Combined	55	49	6
	Secondary	23	23	0
	Other	3	1	2
<b>Number of learners</b>	<b>Total</b>	<b>60,557</b>	<b>55,745</b>	<b>4,812</b>
School Phase	Primary	43,293	39,014	4,279
	Secondary	17,151	16,637	514
	Other	113	94	19
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>2,597</b>	<b>130</b>	<b>2,467</b>
Qualification	Less than Grade 12	18	9	9
	Grade 12 or 1-2 years' tertiary	201	108	93
	More than 2 years' tertiary	2,378	13	2,365
<b>Learners per teacher</b>	Average learner : teacher ratio	23.3		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>2,331</b>		
Structure	Permanent	2,190		
	Prefabricated	62		
	Traditional	62		
	Hired	17		

# Oshikoto

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>226</b>	<b>202</b>	<b>24</b>
Type of school	Primary	112	94	18
	Combined	95	91	4
	Secondary	19	17	2
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>77,798</b>	<b>72,648</b>	<b>5,150</b>
School Phase	Primary	56,377	52,241	4,136
	Secondary	21,421	20,407	1,014
	Other	0	0	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>3,291</b>	<b>128</b>	<b>3,163</b>
Qualification	Less than Grade 12	6	4	2
	Grade 12 or 1-2 years' tertiary	225	92	133
	More than 2 years' tertiary	3,060	32	3,028
<b>Learners per teacher</b>	Average learner : teacher ratio	23.6		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>2,951</b>		
Structure	Permanent	2,425		
	Prefabricated	138		
	Traditional	382		
	Hired	6		

# Otjozondjupa

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>89</b>	<b>69</b>	<b>20</b>
Type of school	Primary	55	42	13
	Combined	15	9	6
	Secondary	18	18	0
	Other	1	0	1
<b>Number of learners</b>	<b>Total</b>	<b>54,102</b>	<b>51,859</b>	<b>2,243</b>
School Phase	Primary	40,146	38,210	1,936
	Secondary	13,822	13,532	290
	Other	134	117	17
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,992</b>	<b>87</b>	<b>1,905</b>
Qualification	Less than Grade 12	29	16	13
	Grade 12 or 1-2 years' tertiary	142	58	84
	More than 2 years' tertiary	1,821	13	1,808
<b>Learners per teacher</b>	Average learner : teacher ratio	27.2		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,710</b>		
Structure	Permanent	1,555		
	Prefabricated	102		
	Traditional	10		
	Hired	43		



# Zambezi

		Total	State	Private
<b>Number of schools</b>	<b>Total</b>	<b>120</b>	<b>109</b>	<b>11</b>
Type of school	Primary	51	43	8
	Combined	58	56	2
	Secondary	11	10	1
	Other	0	0	0
<b>Number of learners</b>	<b>Total</b>	<b>41,869</b>	<b>40,441</b>	<b>1,428</b>
School Phase	Primary	29,608	28,819	789
	Secondary	12,245	11,606	639
	Other	16	16	0
<b>Teachers</b>		<b>Total</b>	Without teacher training	With teacher training
	<b>Total</b>	<b>1,966</b>	<b>55</b>	<b>1,911</b>
Qualification	Less than Grade 12	6	2	4
	Grade 12 or 1-2 years' tertiary	161	38	123
	More than 2 years' tertiary	1,799	15	1,784
<b>Learners per teacher</b>	Average learner : teacher ratio	21.3		
<b>Number of class-rooms</b>	<b>Total rooms</b>	<b>1,394</b>		
Structure	Permanent	1,240		
	Prefabricated	35		
	Traditional	111		
	Hired	8		



# Chapter 1: CHARACTERISTICS OF THE SCHOOL SYSTEM

Chapter 1 introduces the basic features and dimensions of the school system in Namibia. The tables provide information on the numbers of schools, learners, teachers and other school staff, and the 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 is that many schools in Namibia do not follow the “normal” phases or divisions between primary (Pre-Primary to Grade 7) and secondary (Grades 8-12) schooling. The term “combined” school is used to describe the schools that offer both primary and secondary grades. Extending primary schools to Grade 9, 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 Pre-Primary to Grade 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 1,848 in 2017 to 2,004 in 2023, which translates to an average annual growth rate of 1.4%. 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 2023 there were 846,519 learners and 33,622 teachers in total. A total of 587 schools offered Pre-Primary to Grade 7, 87 schools offered Grades 8-12 and 94 schools offered Grades 8-11. 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 Senior Primary phase to Junior Secondary 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	Total	Total	% Female	Total	% Female	Total	% Female
<b>National</b>	<b>2,004</b>	<b>74</b>	<b>846,519</b>	<b>50.2</b>	<b>33,622</b>	<b>68.2</b>	<b>5,905</b>	<b>67.3</b>
Kharas	58	3	24,964	50.8	1,015	73.4	239	69.5
Erongo	86	3	53,258	51.6	2,097	80.0	485	64.7
Hardap	63	3	28,383	50.3	1,093	73.7	206	63.6
Kavango East	185	6	74,488	50.1	2,478	56.5	360	73.6
Kavango West	178	7	46,576	48.9	1,790	52.7	208	74.0
Khomas	139	4	100,356	51.5	4,135	77.3	975	62.1
Kunene	77	3	31,207	50.2	1,225	63.4	194	61.9
Ohangwena	282	10	119,047	49.6	4,504	66.4	655	65.6
Omaheke	51	2	26,208	49.9	1,035	67.6	197	65.0
Omusati	298	12	107,706	49.8	4,404	68.9	687	68.9
Oshana	152	5	60,557	50.7	2,597	71.4	499	66.9
Oshikoto	226	8	77,798	49.6	3,291	68.1	536	61.6
Otjozondjupa	89	3	54,102	50.8	1,992	72.2	341	68.3
Zambezi	120	5	41,869	49.1	1,966	62.8	323	76.5

**Table 1** shows the numbers of schools, circuits, learners, teachers and support staff in Namibia in 2023, and **Figures 1(a), (b)** and **(c)** show the same information on schools, learners and teachers graphically.

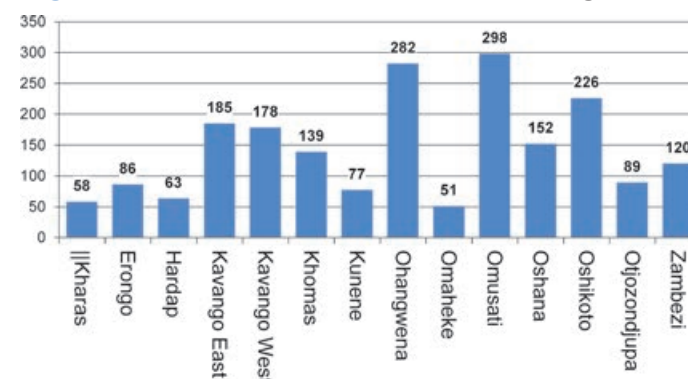
The following should be noted: “**Teachers**” means staff in all teaching positions including principals and staff in other promotional posts, as well as volunteers and relief staff; and “**Support Staff**” includes administrative officers /secretaries, cleaners and other non-teaching staff, but excludes hostel staff and staff at the circuit offices.

Out of all the regions in 2023:

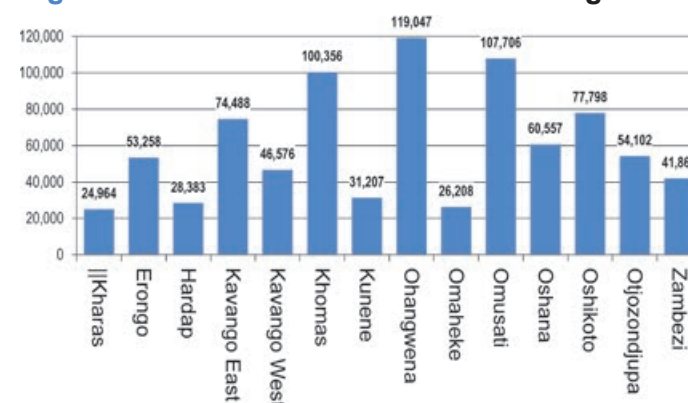
- Omusati had the highest number of **schools** (298) and Omaheke had the fewest (51);
- Ohangwena had the highest numbers of **learners** (119,047) and ||Kharas had the fewest (24,964); and
- Ohangwena had the highest number of **teachers** (4,504) and ||Kharas had the fewest (1,015).

Ohangwena had 11,341 more learners than Omusati, despite Omusati having 16 more schools than Ohangwena. This could be attributed to the fact that Omusati is more than twice the size of Ohangwena geographically, at 26,551km<sup>2</sup> versus 10,706km<sup>2</sup>, but Ohangwena’s population density is more than double that of Omusati’s, at 22 persons per km<sup>2</sup> versus 9.1 persons per km<sup>2</sup>. The distribution of circuits is very much in proportion to the number of schools in the region rather than the geographical size of regions.

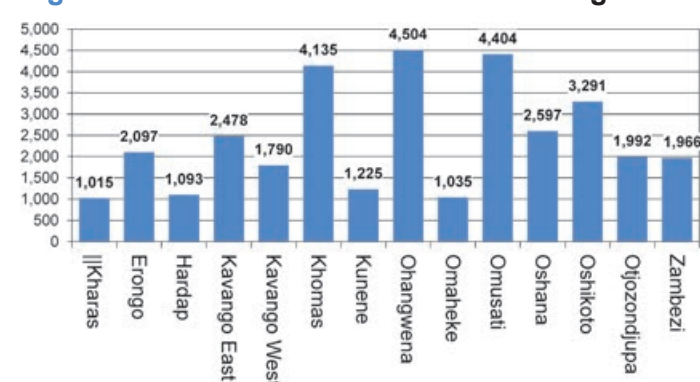
**Figure 1a: Number of schools in each region**



**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
<b>National</b>	<b>2,004</b>	<b>1,724</b>	<b>280</b>	<b>1,111</b>	<b>917</b>	<b>194</b>	<b>653</b>	<b>585</b>	<b>68</b>	<b>227</b>	<b>212</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>3</b>
Kharas	58	43	15	38	26	12	9	6	3	11	11	-	-	-	-
Erongo	86	54	32	50	32	18	17	5	12	18	17	1	1	-	1
Hardap	63	57	6	44	40	4	8	6	2	10	10	-	1	1	-
Kavango East	185	167	18	136	123	13	37	34	3	12	10	2	-	-	-
Kavango West	178	174	4	135	132	3	39	39	-	4	3	1	-	-	-
Khomas	139	83	56	83	48	35	16	-	16	34	29	5	6	6	-
Kunene	77	71	6	49	44	5	21	20	1	7	7	-	-	-	-
Ohangwena	282	256	26	108	88	20	154	149	5	19	18	1	1	1	-
Omaheke	51	37	14	38	27	11	4	2	2	9	8	1	-	-	-
Omusati	298	275	23	140	124	16	125	119	6	32	31	1	1	1	-
Oshana	152	127	25	72	54	18	55	49	6	23	23	-	2	1	1
Oshikoto	226	202	24	112	94	18	95	91	4	19	17	2	-	-	-
Otjozondjupa	89	69	20	55	42	13	15	9	6	18	18	-	1	-	1
Zambezi	120	109	11	51	43	8	58	56	2	11	10	1	-	-	-

Table 2 shows the types and ownership of schools in 2023.

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 2023, most schools offered the 'ordinary' curriculum. Ten state schools and three private 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 predominantly offer pre-vocational subjects, or in Agricultural Schools.

Stand-alone pre-primary schools which were previously counted in the "Other" category are now counted as primary schools, because in practice they are now formally part of the Primary phase.

Private schools accounted for a relatively small but rapidly growing percentage (14.0%) of all schools countrywide. There is a remarkably rapid growth of private schools across all regions, with Khomas (20.0%) and Erongo (11.4%) taking the lead.

**Table 3: Number of schools offering various ranges of grades**

LOWEST GRADE OFFERED	HIGHEST GRADE OFFERED															
	Junior Primary				Senior Primary				Junior Secondary			Senior Secondary		Grade 13	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	Other	
<b>Total</b>	<b>2,004</b>	<b>21</b>	<b>13</b>	<b>30</b>	<b>239</b>	<b>34</b>	<b>35</b>	<b>37</b>	<b>655</b>	<b>19</b>	<b>423</b>	<b>37</b>	<b>245</b>	<b>138</b>	<b>4</b>	<b>74</b>
Pre-Primary	1,538	21	10	7	141	31	30	28	587	18	402	31	133	33	4	62
Grade 1	210	0	3	23	96	3	5	8	64	0	3	1	2	0	0	2
Grade 2	3	0	0	0	2	0	0	0	1	0	-	0	0	0	0	0
Grade 3	0	0	0	0	-	-	-	-	-	0	-	-	-	-	-	-
Grade 4	17	0	0	0	0	0	0	1	2	0	7	0	7	0	0	0
Grade 5	5	0	0	0	0	0	0	0	1	0	0	0	1	0	0	3
Grade 6	1	0	0	0	0	0	0	0	0	0	-	0	1	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
Grade 8	201	0	0	0	0	0	0	0	0	1	10	5	94	87	0	4
Grade 9	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Grade 10	25	0	0	0	0	0	0	0	0	0	0	0	7	18	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
Other	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3

The number of schools that offered specific ranges of grades in 2023 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 grade listed in the column crosses the highest grade listed in the rows. For example, 587 schools offered Pre-Primary to Grade 7, while 87 schools offered Grades 8 to 12.

Three schools offered “Other” grades only. These are schools for children with learning disabilities exclusively. Note that due to, and in line with, Namibia’s Sector Policy on 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.

The implementation of a revised curriculum caused a reduction in the number of schools offering Grade 12, i.e. Advanced Subsidiary (AS).

Although it appears that the number of schools offering Grades 1 to 7 declined in 2023 compared to the numbers reported in previous 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 there has actually been an *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.

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



**Table 4: Number of schools offering each grade**

Region	Primary Grades								Secondary Grades					Grade 13
	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	
<b>National</b>	<b>1,538</b>	<b>1,723</b>	<b>1,710</b>	<b>1,678</b>	<b>1,456</b>	<b>1,427</b>	<b>1,389</b>	<b>1,356</b>	<b>856</b>	<b>833</b>	<b>433</b>	<b>395</b>	<b>146</b>	<b>4</b>
Kharas	45	46	46	45	46	45	43	43	19	17	17	18	7	-
Erongo	62	64	63	62	58	58	56	53	35	32	31	28	20	2
Hardap	48	50	50	50	48	48	48	47	18	18	12	12	8	-
Kavango East	104	163	163	147	102	100	92	84	49	48	30	29	8	-
Kavango West	112	168	168	161	98	93	88	84	43	42	22	21	4	-
Khomas	91	87	85	83	84	83	82	81	50	49	46	45	25	2
Kunene	68	69	69	68	66	66	65	65	28	27	18	17	4	-
Ohangwena	258	263	257	255	238	237	229	226	167	159	60	44	11	-
Omaheke	39	41	39	39	36	36	36	36	13	13	11	11	4	-
Omusati	215	264	263	262	216	213	213	211	151	151	54	41	11	-
Oshana	123	124	123	122	109	106	102	101	74	73	31	31	13	-
Oshikoto	199	206	206	206	189	183	179	173	114	112	54	54	13	-
Otjozondjupa	65	69	69	69	64	67	64	62	32	30	26	24	13	-
Zambezi	109	109	109	109	102	92	92	90	63	62	21	20	5	-

Table 4 shows that there is a big difference (500) 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 (687) between the number of schools offering Grade 9 (last grade of Junior Secondary) and the number offering Grade 12 (last grade of Senior Secondary). This is one of the indications that the number of learners decreases as they progress through the schooling system. This could be attributed to the fact that only a few learners qualify for AS-level or they opt to enrol for Technical and Vocational Education and Training (TVET) and tertiary courses after Grade 11 as per the revised curriculum.

Regions	Other Grades																
	Basic Pre-Vocational		Advance Voc (NTA)	Learning Support 1	Learning Support 2	Learning Support 3	Learning Support 4	Learning Support 5	Learning Support 6	Learning Support 7	Learning Support 8	Orientation	Beginners Phase	Junior Phase	Senior Phase	Access	Autism
	Year 1	Year 2															
<b>National</b>	<b>12</b>	<b>10</b>	<b>2</b>	<b>36</b>	<b>30</b>	<b>29</b>	<b>16</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>8</b>
Kharas	-	-	-	1	1	3	2	1	-	-	-	1	-	-	-	-	-
Erongo	1	1	-	8	8	7	6	3	2	2	-	-	-	-	-	-	2
Hardap	-	1	-	7	8	3	1	-	-	-	-	1	-	-	-	-	-
Kavango East	2	2	-	3	1	1	1	1	1	1	-	-	1	1	1	-	-
Kavango West	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Khomas	4	2	1	10	8	9	5	6	3	3	1	2	2	3	3	2	2
Kunene	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ohangwena	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Omaheke	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omusati	1	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Oshana	1	-	-	2	1	1	-	-	-	-	-	1	1	1	1	1	2
Oshikoto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	1	1	-	4	2	3	1	-	1	-	-	-	-	-	-	-	1
Zambezi	-	-	-	1	1	1	-	1	-	-	-	-	1	-	-	-	-

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

Region		Grades														
		Total	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	12,906	220	2,182	4,297	2,851	895	1,201	645	358	183	-	37	37	-	-
	% of total	1.1%	0.4%	2.3%	4.9%	3.5%	1.1%	1.6%	0.9%	0.6%	0.3%	-	0.1%	0.1%	-	-
Karas	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% of total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erongo	Enrolment	2,804	-	630	1,501	631	-	42	-	-	-	-	-	-	-	-
	% of total	3.8%	-	11.2%	28.5%	12.4%	-	0.9%	-	-	-	-	-	-	-	-
Hardap	Enrolment	45	19	-	6	-	-	-	20	-	-	-	-	-	-	-
	% of total	0.2%	0.9%	-	0.2%	-	-	-	0.8%	-	-	-	-	-	-	-
Kavango East	Enrolment	2,185	-	40	386	113	393	717	272	227	-	-	-	37	-	-
	% of total	2.9%	-	0.4%	4.8%	1.5%	5.2%	10.8%	4.7%	4.1%	-	-	-	1.2%	-	-
Kavango West	Enrolment	30	-	-	-	30	-	-	-	-	-	-	-	-	-	-
	% of total	0.1%	-	-	-	0.6%	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	1,896	65	219	74	473	342	336	296	91	-	-	-	-	-	-
	% of total	1.7%	1.0%	2.2%	0.8%	5.2%	3.8%	3.9%	3.6%	1.1%	-	-	-	-	-	-
Kunene	Enrolment	815	10	230	273	188	53	35	-	26	-	-	-	-	-	-
	% of total	1.9%	0.5%	5.8%	8.2%	6.0%	1.7%	1.2%	-	1.1%	-	-	-	-	-	-
Ohangwena	Enrolment	181	21	-	34	-	-	32	34	14	46	-	-	-	-	-
	% of total	0.2%	0.3%	-	0.3%	-	-	0.3%	0.3%	0.2%	0.5%	-	-	-	-	-
Omaheke	Enrolment	735	-	-	466	269	-	-	-	-	-	-	-	-	-	-
	% of total	2.8%	-	-	16.9%	9.9%	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	173	-	-	-	40	-	-	23	-	110	-	-	-	-	-
	% of total	0.2%	-	-	-	0.4%	-	-	0.2%	-	1.3%	-	-	-	-	-
Oshana	Enrolment	208	-	-	64	-	107	-	-	-	-	-	37	-	-	-
	% of total	0.3%	-	-	1.1%	-	1.8%	-	-	-	-	-	1.0%	-	-	-
Oshikoto	Enrolment	65	38	-	-	-	-	-	-	-	27	-	-	-	-	-
	% of total	0.1%	0.7%	-	-	-	-	-	-	-	0.4%	-	-	-	-	-
Otjozondjupa	Enrolment	978	-	111	596	232	-	39	-	-	-	-	-	-	-	-
	% of total	1.8%	-	1.7%	10.5%	4.3%	-	0.8%	-	-	-	-	-	-	-	-
Zambezi	Enrolment	2,791	67	952	897	875	-	-	-	-	-	-	-	-	-	-
	% of total	6.7%	2.1%	20.9%	22.5%	22.7%	-	-	-	-	-	-	-	-	-	-



### Table 5 continued

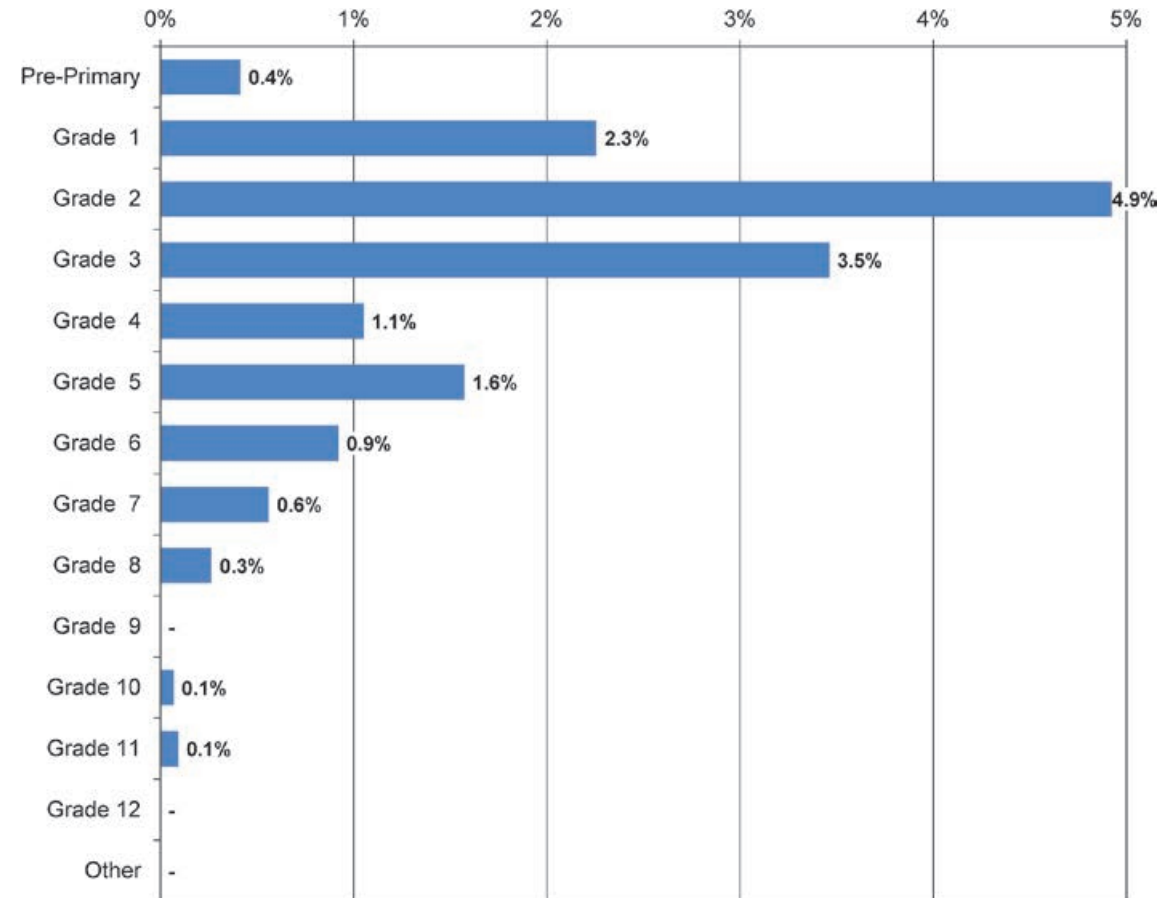
Afternoon teaching means that the classrooms are used twice per day, effectively doubling their capacity. Apart from the long-term solution of building an adequate number of classrooms, alternatives to afternoon classes are community-built classrooms, overcrowding of classrooms and limiting the intake of learners. Although none of these alternatives are desirable, 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 percentage of learners in these classes was the highest in Grades 1 to 6. Compared to earlier years in which there were no learners in afternoon classes reported beyond Grade 5, for the past three years there has been a noticeable growth in the numbers enrolled in afternoon classes beyond Grade 5, with the exception of "Other" grades.

A total of 12,906 or 1.1% of learners attended afternoon classes in 2023. This was an increase by 900 learners, from 12,006, in 2022, pointing to an increasing demand for classroom spaces as demanded by high enrolment countrywide. Although allowing for 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 who attended afternoon sessions in 2023 were in the Primary phase, as indicated in **Figure 5**, pointing to a shortage of classrooms in that phase. This situation may also pose a challenge for learning, caused by young learners' lower ability to concentrate in the afternoon.

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



**Table 6: Changes in the number of schools from 2017 to 2023**

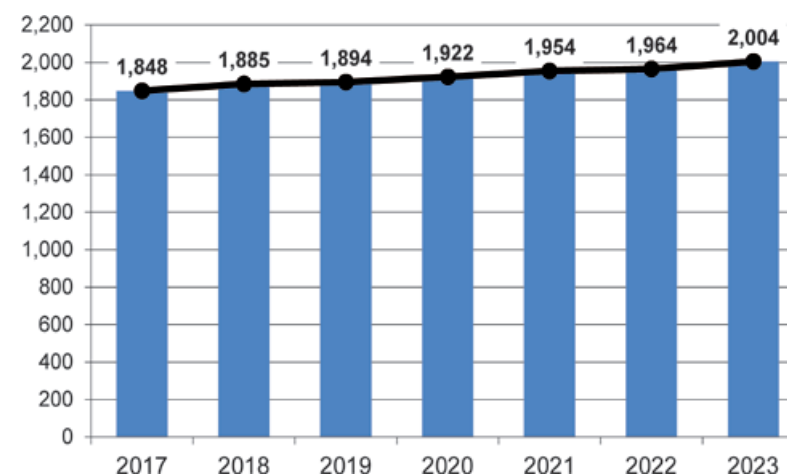
Region	Years							Growth rate from 2017 to 2023	Percentage change from 2022 to 2023
	2017	2018	2019	2020	2021	2022	2023		
<b>National</b>	<b>1,848</b>	<b>1,885</b>	<b>1,894</b>	<b>1,922</b>	<b>1,954</b>	<b>1,964</b>	<b>2,004</b>	<b>1.4%</b>	<b>2.0%</b>
Karas	55	57	55	57	57	57	58	0.9%	1.8%
Erongo	71	75	75	78	80	80	86	3.2%	7.5%
Hardap	59	59	60	60	61	62	63	1.1%	1.6%
Kavango East	164	171	170	175	178	179	185	2.0%	3.4%
Kavango West	176	176	176	177	178	179	178	0.2%	-0.6%
Khomas	121	128	133	133	136	134	139	2.3%	3.7%
Kunene	67	67	68	69	74	77	77	2.3%	0.0%
Ohangwena	262	265	266	270	273	276	282	1.2%	2.2%
Omaheke	44	44	46	47	47	47	51	2.5%	8.5%
Omusati	282	286	286	289	293	295	298	0.9%	1.0%
Oshana	137	139	141	146	149	150	152	1.7%	1.3%
Oshikoto	219	220	221	221	223	223	226	0.5%	1.3%
Otjozondjupa	79	83	82	85	88	86	89	2.0%	3.5%
Zambezi	112	115	115	115	117	119	120	1.2%	0.8%

**Table 6** shows that the total number of schools in Namibia increased from 1,848 in 2017 to 2,004 in 2023, representing a growth rate of 1.4% from 2017 to 2023, as **Figure 6a** indicates.

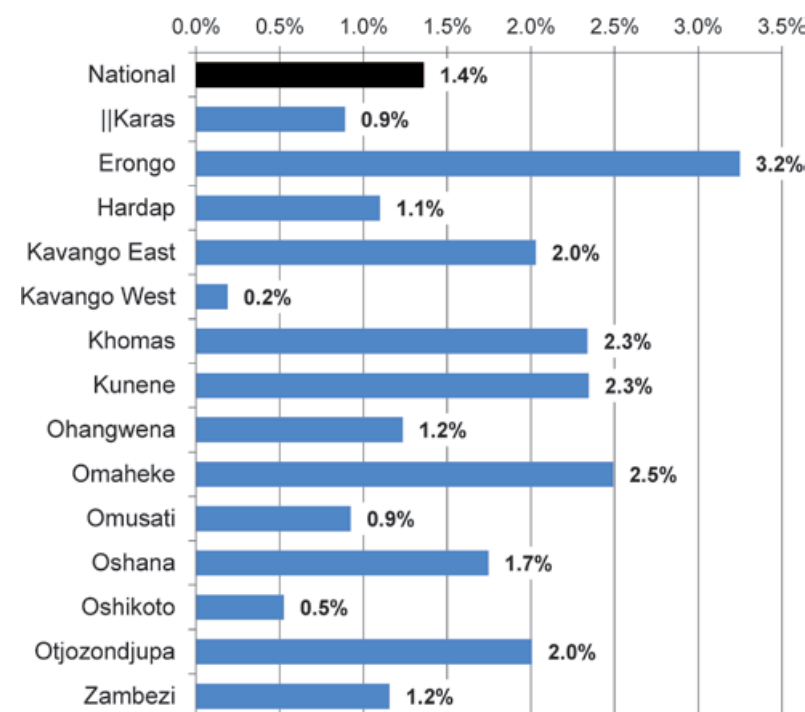
**Figure 6b** indicates the growth per region from 2017 to 2023. Erongo, Omaheke, Khomas and Kunene have a relatively high percentage increase in the number of schools from 2017 to 2023.

During the same 7-year period, 15 or more schools were established in *each* of six regions (i.e. over 90 schools), namely Erongo, Kavango East, Khomas, Ohangwena, Omusati and Oshana.

**Figure 6a: Numbers of schools in 2017-2023**



**Figure 6b: Percentage increase (growth) of schools from 2017 to 2023 for each region**



# Chapter 2: ENROLMENTS



Chapter 2 focuses on the learners. This chapter begins with a summary of the numbers of learners in each phase in each region. The average sizes of classgroups, the numbers of classes and the percentages of female learners are provided. Enrolments of female and male learners are reported for each grade, and the numbers of learners enrolled in private and state schools in different phases are provided for each region.

Two tables provide information on the numbers of learners enrolled for different subjects. Although the curriculum prescribes that a specific number of core subjects be taught in each phase, a wide 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.

The AEC 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 classgroups 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 (2017-2023) 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.

Classgroups can be counted in two ways in multigrade groups, i.e. groups comprising learners from two or more grades: (1) each grade group in the multigrade group can be counted as one; or (2) the whole multigrade 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 classgroups has been elaborated in the text adjacent to the tables.

Finally, an important reminder: In 2017 the implementation of the revised curriculum was completed for the Primary phase, and for Secondary phase the same was completed in 2021, therefore the range of grades is now subdivided into four phases:

1. Junior Primary (Pre-Primary to Grade 3)
2. Senior Primary (Grades 4-7)
3. Junior Secondary (Grades 8-9)
4. Senior Secondary (Grades 10-12 – or Grade 13 in some private schools)

In this report the data for all phases is recorded in accordance with the revised curriculum.

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

The category “Other” includes all other grades that do not fit into the ordinary grades (Pre-Primary to Grade 12 or 13). Most of the “Other” grades are for learners with special educational needs.

**Table 7: Enrolment by school phases in each region**

Region	Total	Primary			Secondary			Other		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Voc.	Special Grades
<b>National</b>	<b>846,519</b>	<b>615,364</b>	<b>319,716</b>	<b>295,648</b>	<b>228,512</b>	<b>123,910</b>	<b>104,602</b>	<b>2,643</b>	<b>945</b>	<b>1,698</b>
Kharas	24,964	18,267	9,549	8,718	6,660	3,687	2,973	37	-	37
Erongo	53,258	36,978	18,511	18,467	15,958	8,358	7,600	322	92	230
Hardap	28,383	20,661	10,680	9,981	7,403	4,183	3,220	319	71	248
Kavango East	74,488	53,891	28,266	25,625	20,427	11,161	9,266	170	50	120
Kavango West	46,576	36,381	19,575	16,806	10,078	5,809	4,269	117	96	21
Khomas	100,356	69,043	35,147	33,896	30,118	15,330	14,788	1,195	366	829
Kunene	31,207	23,354	12,397	10,957	7,853	4,643	3,210	-	-	-
Ohangwena	119,047	88,634	45,585	43,049	30,391	17,072	13,319	22	9	13
Omaheke	26,208	19,381	10,284	9,097	6,827	3,907	2,920	-	-	-
Omusati	107,706	79,350	40,904	38,446	28,158	15,480	12,678	198	183	15
Oshana	60,557	43,293	22,772	20,521	17,151	8,756	8,395	113	30	83
Oshikoto	77,798	56,377	29,602	26,775	21,421	11,517	9,904	-	-	-
Otjozondjupa	54,102	40,146	20,788	19,358	13,822	8,094	5,728	134	48	86
Zambezi	41,869	29,608	15,656	13,952	12,245	5,913	6,332	16	-	16

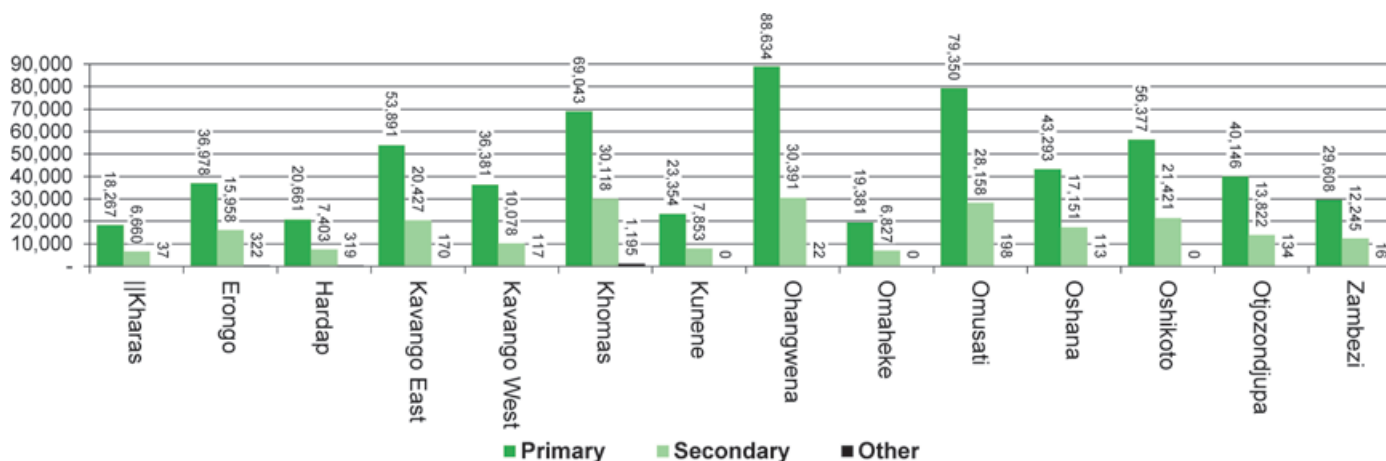
Table 7 shows the numbers of learners enrolled in each school phase in each region in 2023. The total numbers enrolled per phase per region are shown graphically in Figure 7a, while Figure 7b shows the percentage of enrolment per phase per region.

Figure 7a shows that Primary enrolment was by far the highest in all regions, and enrolment in “Other” grades was by far the lowest in all regions.

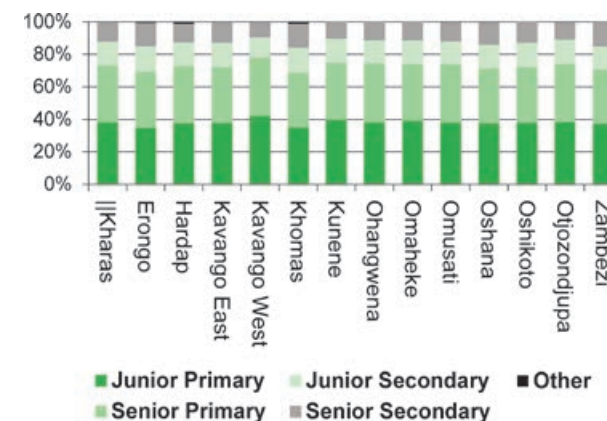
The national picture is similar to the regional: over two-thirds (72.7%) of all learners are enrolled in the Primary phase; just under one-third (27.0%) are in the Secondary phase; and only 0.3% are in “Other” grades. For readers’ benefit, the “Other” category is divided into Pre-Vocational and Special Grades.

The number of learners in “Other” grades should not be interpreted as the *only* number of learners with disabilities or special needs in education: the number is actually higher, because more such learners are accommodated in the ordinary grades by virtue of the Inclusive Education Policy. For a better picture, see Tables 61 and 62 in Chapter 8 of this report.

**Figure 7a: Total enrolment by school phases in each region**



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



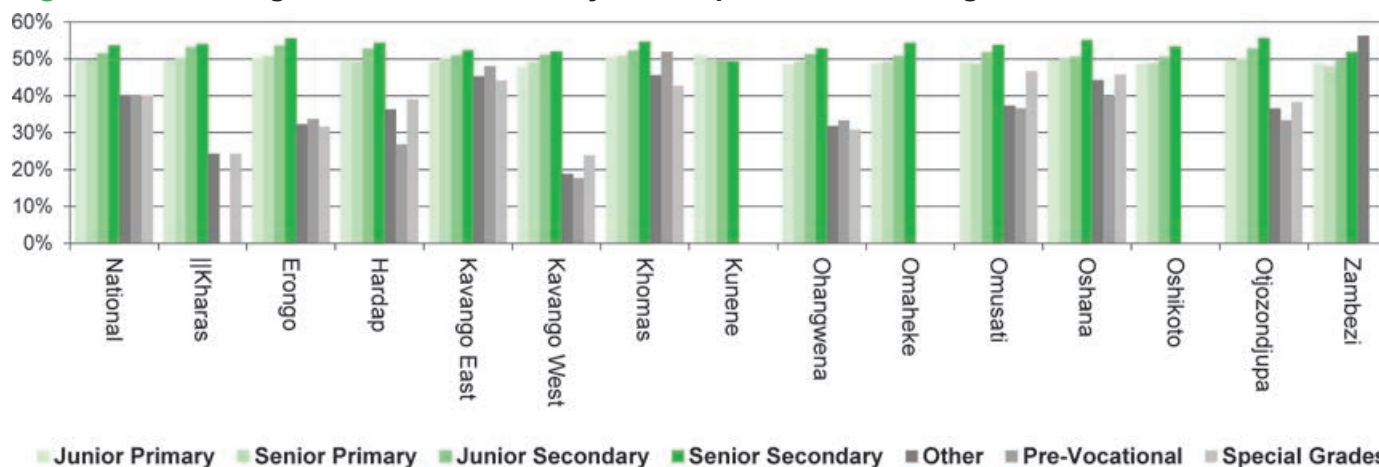
**Table 8: Percentage of female learners by school phases in each region**

Region	Total	Primary			Secondary			Other		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Vocational	Special Grades
<b>National</b>	<b>50.2%</b>	<b>49.4%</b>	<b>49.2%</b>	<b>49.6%</b>	<b>52.5%</b>	<b>51.5%</b>	<b>53.7%</b>	<b>40.1%</b>	<b>40.1%</b>	<b>40.2%</b>
Kharas	50.8%	49.8%	49.4%	50.2%	53.6%	53.2%	54.1%	24.3%	-	24.3%
Erongo	51.6%	50.5%	50.2%	50.8%	54.6%	53.6%	55.6%	32.3%	33.7%	31.7%
Hardap	50.3%	49.4%	49.8%	49.1%	53.5%	52.8%	54.3%	36.4%	26.8%	39.1%
Kavango East	50.1%	49.6%	49.1%	50.1%	51.6%	50.9%	52.4%	45.3%	48.0%	44.2%
Kavango West	48.9%	48.3%	47.7%	48.9%	51.4%	51.0%	52.0%	18.8%	17.7%	23.8%
Khomas	51.5%	50.7%	50.4%	51.0%	53.5%	52.3%	54.7%	45.5%	51.9%	42.7%
Kunene	50.2%	50.5%	51.0%	49.9%	49.4%	49.5%	49.3%	-	-	-
Ohangwena	49.6%	48.8%	48.4%	49.2%	52.0%	51.3%	52.9%	31.8%	33.3%	30.8%
Omaheke	49.9%	49.0%	48.9%	49.1%	52.3%	50.8%	54.3%	-	-	-
Omusati	49.8%	48.8%	49.0%	48.7%	52.7%	51.7%	53.8%	37.4%	36.6%	46.7%
Oshana	50.7%	49.9%	49.6%	50.3%	52.8%	50.6%	55.1%	44.2%	40.0%	45.8%
Oshikoto	49.6%	48.7%	48.5%	48.8%	51.8%	50.5%	53.4%	-	-	-
Otjozondjupa	50.8%	49.8%	49.5%	50.1%	54.0%	52.8%	55.7%	36.6%	33.3%	38.4%
Zambezi	49.1%	48.4%	48.8%	48.0%	50.8%	49.7%	51.9%	56.3%	-	56.3%

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 2023, despite some regional variations, especially if one compares the different phases.

The Junior Primary phase had the lowest percentage of female learners, at 49.2%, which grew slightly to 49.6% in Senior Primary. This gradual growth trend continued as female learners progressed through the schooling system, to reach 51.5% in the Junior Secondary phase and a peak of 53.7% in the Senior Secondary phase. There were more female learners in the Senior Secondary phase in all regions except Kunene (49.4%) and Zambezi (49.7%).

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



**Table 9: Number of classgroups by school phases in each region**

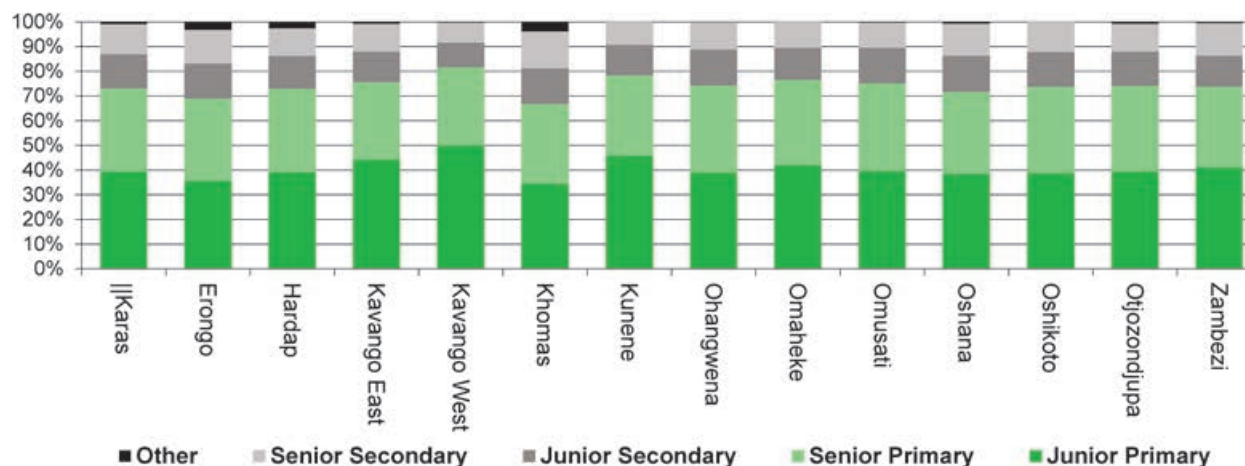
Region	Total	Primary			Secondary			Other		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Vocational	Special Grades
<b>National</b>	<b>27,120</b>	<b>19,972</b>	<b>10,802</b>	<b>9,170</b>	<b>6,870</b>	<b>3,711</b>	<b>3,159</b>	<b>278</b>	<b>60</b>	<b>218</b>
Karas	883	646	348	298	228	123	105	9	0	9
Erongo	1,670	1,153	596	557	463	236	227	54	4	50
Hardap	992	724	388	336	242	132	110	26	5	21
Kavango East	2,032	1,538	899	639	478	252	226	16	4	12
Kavango West	1,502	1,228	753	475	270	148	122	4	3	1
Khomas	3,184	2,129	1,099	1,030	934	457	477	121	28	93
Kunene	1,088	854	498	356	234	135	99	0	0	0
Ohangwena	3,691	2,750	1,441	1,309	937	532	405	4	2	2
Omaheke	823	631	347	284	192	107	85	0	0	0
Omusati	3,489	2,622	1,384	1,238	858	506	352	9	8	1
Oshana	2,012	1,447	774	673	550	293	257	15	4	11
Oshikoto	2,685	1,981	1,040	941	704	381	323	0	0	0
Otjozondjupa	1,634	1,210	645	565	410	228	182	14	2	12
Zambezi	1,435	1,059	590	469	370	181	189	6	0	6

Table 9 shows the number of classgroups per school phase for each region. The total number of classgroups reported for 2023 was 27,120, with 19,972 in the Primary phase and 6,870 in the Secondary phase.

Figure 9 shows the percentages of classgroups in the different school phases in each region. For instance, Kavango West had a high percentage (50.1%) of classgroups in the Junior Primary phase and low percentages in all other phases.

NOTE: Particular attention must be paid to a higher number of classgroups in Senior Primary compared to Junior Secondary, and likewise Junior Secondary compared to Senior Secondary. Without remedial planning, this situation is likely to lead to a crisis of spaces lacking for learners in either Junior Secondary or Senior Secondary.

**Figure 9: Percentage of classgroups by school phases in each region**



**Table 10: Average class sizes by school phases in each region**

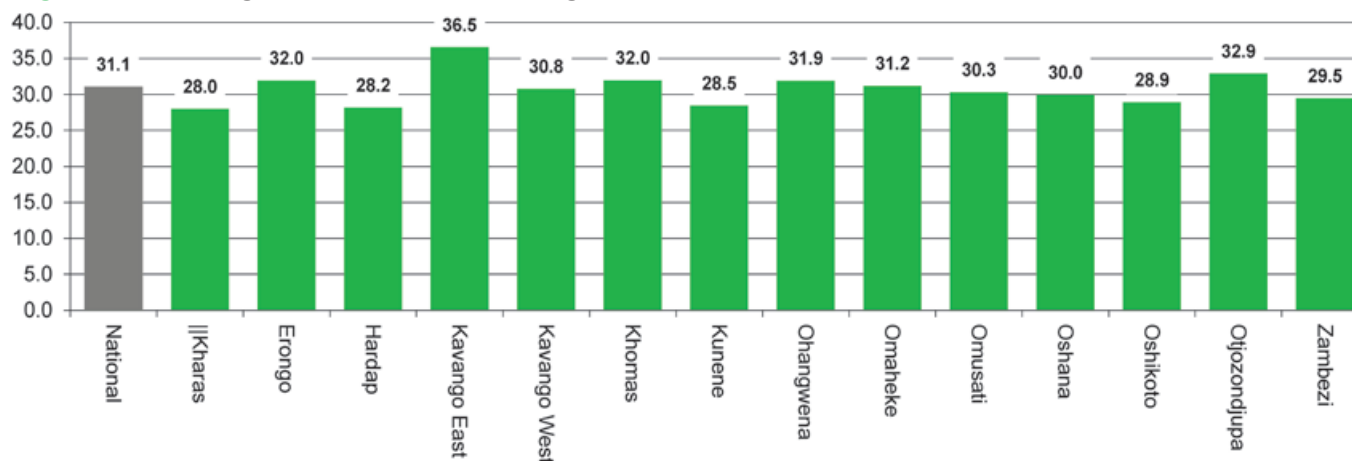
Regions	Total	Primary			Secondary			Other		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Vocational	Special Grades
<b>National</b>	<b>31.1</b>	<b>30.7</b>	<b>29.5</b>	<b>32.1</b>	<b>32.9</b>	<b>32.2</b>	<b>33.7</b>	<b>9.3</b>	<b>15.5</b>	<b>7.7</b>
Kharas	28.0	28.2	27.3	29.2	28.5	29.7	27.3	4.1	-	4.1
Erongo	32.0	32.0	31.2	32.9	34.6	35.5	33.7	5.5	25.5	4.6
Hardap	28.2	28.2	28.0	28.4	29.2	29.8	28.5	12.7	77.0	8.4
Kavango East	36.5	35.2	31.7	40.2	41.8	42.6	40.9	11.1	16.7	9.7
Kavango West	30.8	29.5	25.8	35.6	36.3	37.0	35.5	24.7	28.5	17.0
Khomas	32.0	33.3	32.9	33.7	31.9	32.5	31.4	9.7	11.2	9.2
Kunene	28.5	27.2	24.7	30.7	33.2	34.1	32.0	-	-	-
<b>Ohangwena</b>	<b>31.9</b>	<b>31.8</b>	<b>31.0</b>	<b>32.5</b>	<b>32.4</b>	<b>30.8</b>	<b>34.7</b>	<b>5.3</b>	<b>5.0</b>	<b>6.0</b>
Omaheke	31.2	30.5	29.6	31.6	33.9	35.3	32.1	8.0	-	8.0
Omusati	30.3	29.5	28.8	30.3	32.8	29.2	37.9	25.6	28.5	14.0
Oshana	30.0	29.7	29.0	30.6	30.9	28.2	34.1	7.0	6.8	7.3
Oshikoto	28.9	28.4	28.3	28.6	30.2	29.7	30.9	-	-	-
<b>Otjzondjupa</b>	<b>32.9</b>	<b>33.0</b>	<b>32.2</b>	<b>34.0</b>	<b>33.7</b>	<b>35.2</b>	<b>31.9</b>	<b>8.5</b>	<b>22.5</b>	<b>6.9</b>
Zambezi	29.5	28.4	26.7	30.4	32.6	31.1	34.0	9.0	-	9.0

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 classgroups in the region, as graphically illustrated by Figure 10.

It can be observed that class sizes tend to be lower in the Junior Primary phase, with a national average size of 29.5%, which then gradually increased to 32.1% in Senior Primary and 33.7% in Senior Secondary.

Kavango East had the largest average class size (36.5%) while ||Kharas had the smallest (28.0%).

**Figure 10: Average class size in each region**



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

Region	Sex	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	<b>Total</b>	<b>843,850</b>	<b>53,284</b>	<b>96,784</b>	<b>87,257</b>	<b>82,391</b>	<b>85,226</b>	<b>76,353</b>	<b>70,161</b>	<b>63,908</b>	<b>69,221</b>	<b>54,689</b>	<b>55,372</b>	<b>40,582</b>	<b>8,622</b>
	Female	423,893	26,936	46,833	42,978	40,538	40,949	38,153	35,080	32,452	35,121	28,695	29,718	21,576	4,864
	Male	419,957	26,348	49,951	44,279	41,853	44,277	38,200	35,081	31,456	34,100	25,994	25,654	19,006	3,758
Kharas	<b>Total</b>	<b>24,927</b>	<b>1,947</b>	<b>2,594</b>	<b>2,564</b>	<b>2,444</b>	<b>2,501</b>	<b>2,264</b>	<b>2,051</b>	<b>1,902</b>	<b>2,115</b>	<b>1,572</b>	<b>1,624</b>	<b>1,169</b>	<b>180</b>
	Female	12,663	1,011	1,244	1,268	1,197	1,182	1,129	1,053	1,012	1,115	845	890	617	100
	Male	12,264	936	1,350	1,296	1,247	1,319	1,135	998	890	1,000	727	734	552	80
Erongo	<b>Total</b>	<b>52,922</b>	<b>2,550</b>	<b>5,617</b>	<b>5,262</b>	<b>5,082</b>	<b>5,234</b>	<b>4,807</b>	<b>4,419</b>	<b>4,007</b>	<b>4,455</b>	<b>3,903</b>	<b>3,903</b>	<b>3,014</b>	<b>669</b>
	Female	27,371	1,297	2,823	2,665	2,508	2,512	2,464	2,302	2,099	2,374	2,105	2,180	1,635	407
	Male	25,551	1,253	2,794	2,597	2,574	2,722	2,343	2,117	1,908	2,081	1,798	1,723	1,379	262
Hardap	<b>Total</b>	<b>28,064</b>	<b>2,028</b>	<b>3,006</b>	<b>2,929</b>	<b>2,717</b>	<b>2,807</b>	<b>2,664</b>	<b>2,390</b>	<b>2,120</b>	<b>2,400</b>	<b>1,783</b>	<b>1,699</b>	<b>1,376</b>	<b>145</b>
	Female	14,171	1,016	1,488	1,451	1,361	1,362	1,299	1,198	1,037	1,243	966	945	729	76
	Male	13,893	1,012	1,518	1,478	1,356	1,445	1,365	1,192	1,083	1,157	817	754	647	69
Kavango East	<b>Total</b>	<b>74,318</b>	<b>3,310</b>	<b>9,154</b>	<b>8,097</b>	<b>7,705</b>	<b>7,598</b>	<b>6,646</b>	<b>5,841</b>	<b>5,540</b>	<b>6,520</b>	<b>4,641</b>	<b>5,300</b>	<b>3,205</b>	<b>761</b>
	Female	37,260	1,745	4,408	3,923	3,795	3,673	3,313	3,016	2,847	3,251	2,434	2,860	1,648	347
	Male	37,058	1,565	4,746	4,174	3,910	3,925	3,333	2,825	2,693	3,269	2,207	2,440	1,557	414
Kavango West	<b>Total</b>	<b>46,459</b>	<b>3,098</b>	<b>6,086</b>	<b>5,509</b>	<b>4,882</b>	<b>5,321</b>	<b>4,318</b>	<b>3,821</b>	<b>3,346</b>	<b>3,228</b>	<b>2,581</b>	<b>2,695</b>	<b>1,308</b>	<b>266</b>
	Female	22,749	1,549	2,860	2,619	2,310	2,479	2,142	1,893	1,712	1,646	1,319	1,433	673	114
	Male	23,710	1,549	3,226	2,890	2,572	2,842	2,176	1,928	1,634	1,582	1,262	1,262	635	152
Komas	<b>Total</b>	<b>99,149</b>	<b>6,500</b>	<b>9,939</b>	<b>9,621</b>	<b>9,087</b>	<b>8,981</b>	<b>8,576</b>	<b>8,216</b>	<b>8,123</b>	<b>8,292</b>	<b>7,038</b>	<b>8,259</b>	<b>4,984</b>	<b>1,533</b>
	Female	51,100	3,281	4,916	4,895	4,617	4,581	4,395	4,198	4,111	4,247	3,771	4,399	2,803	886
	Male	48,049	3,219	5,023	4,726	4,470	4,400	4,181	4,018	4,012	4,045	3,267	3,860	2,181	647
Kunene	<b>Total</b>	<b>31,207</b>	<b>2,002</b>	<b>3,935</b>	<b>3,338</b>	<b>3,122</b>	<b>3,193</b>	<b>2,875</b>	<b>2,543</b>	<b>2,346</b>	<b>2,657</b>	<b>1,986</b>	<b>2,038</b>	<b>1,069</b>	<b>103</b>
	Female	15,665	1,022	1,957	1,771	1,567	1,585	1,469	1,255	1,157	1,342	957	1,031	500	52
	Male	15,542	980	1,978	1,567	1,555	1,608	1,406	1,288	1,189	1,315	1,029	1,007	569	51
Ohangwena	<b>Total</b>	<b>119,025</b>	<b>7,173</b>	<b>13,935</b>	<b>12,509</b>	<b>11,968</b>	<b>12,725</b>	<b>11,068</b>	<b>10,087</b>	<b>9,169</b>	<b>9,545</b>	<b>7,527</b>	<b>6,929</b>	<b>5,263</b>	<b>1,127</b>
	Female	59,043	3,563	6,641	6,078	5,785	6,015	5,496	5,063	4,612	4,886	3,864	3,685	2,692	663
	Male	59,982	3,610	7,294	6,431	6,183	6,710	5,572	5,024	4,557	4,659	3,663	3,244	2,571	464



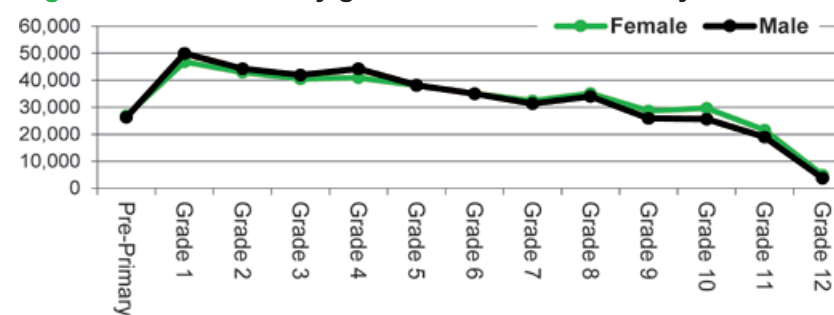
**Table 11** continued

Region	Sex	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
Omaheke	Total	26,208	1,628	3,186	2,763	2,707	2,671	2,348	2,171	1,907	2,336	1,571	1,647	1,127	146
	Female	13,067	820	1,548	1,326	1,334	1,284	1,179	1,059	947	1,126	857	875	640	72
	Male	13,141	808	1,638	1,437	1,373	1,387	1,169	1,112	960	1,210	714	772	487	74
Omusati	Total	107,508	6,595	12,799	11,193	10,317	10,893	10,111	9,223	8,219	8,720	6,760	6,093	5,536	1,049
	Female	53,582	3,345	6,168	5,434	5,080	5,141	4,980	4,448	4,159	4,449	3,559	3,310	2,893	616
	Male	53,926	3,250	6,631	5,759	5,237	5,752	5,131	4,775	4,060	4,271	3,201	2,783	2,643	433
Oshana	Total	60,444	4,225	6,762	6,082	5,703	5,857	5,254	4,917	4,493	4,774	3,982	3,678	3,785	932
	Female	30,661	2,093	3,312	3,004	2,877	2,828	2,644	2,544	2,302	2,285	2,146	2,061	2,000	565
	Male	29,783	2,132	3,450	3,078	2,826	3,029	2,610	2,373	2,191	2,489	1,836	1,617	1,785	367
Oshikoto	Total	77,798	5,766	8,746	7,702	7,388	7,854	6,760	6,655	5,506	6,338	5,179	4,748	4,178	978
	Female	38,551	2,927	4,143	3,743	3,557	3,734	3,291	3,260	2,791	3,131	2,687	2,440	2,247	600
	Male	39,247	2,839	4,603	3,959	3,831	4,120	3,469	3,395	2,715	3,207	2,492	2,308	1,931	378
Otjozondjupa	Total	53,968	3,206	6,465	5,700	5,417	5,576	5,072	4,486	4,224	4,610	3,484	3,228	2,187	313
	Female	27,450	1,616	3,125	2,875	2,681	2,691	2,574	2,240	2,185	2,427	1,848	1,784	1,227	177
	Male	26,518	1,590	3,340	2,825	2,736	2,885	2,498	2,246	2,039	2,183	1,636	1,444	960	136
Zambezi	Total	41,853	3,256	4,560	3,988	3,852	4,015	3,590	3,341	3,006	3,231	2,682	3,531	2,381	420
	Female	20,560	1,651	2,200	1,926	1,869	1,882	1,778	1,551	1,481	1,599	1,337	1,825	1,272	189
	Male	21,293	1,605	2,360	2,062	1,983	2,133	1,812	1,790	1,525	1,632	1,345	1,706	1,109	231

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. Note that this table differs from others in that it excludes Grade 13 and “Other” grades. **Figure 11** is a graphical representation of the information in **Table 11**. As indicated for previous tables, the enrolment peaks in Junior Primary and falls with increasing phase levels. Related indicators, i.e. the percentage of female learners and average class size, are reported for the school phases in **Tables 8** and **10** respectively. The total enrolments per phase are tabulated in **Table 7**.

The sharp decrease in enrolment from Grade 10 to Grade 11 may be pointing to high dropout rates in those grades. In addition, the enrolment gap between Grades 11 and 12 may have been caused by the fact that Grade 11 has become the first exit point as per the revised curriculum. It may also mean that only a few learners met the requirements to progress to Advanced Subsidiary (AS) level, i.e. Grade 12.

**Figure 11: Enrolment by grade and sex: Pre-Primary to Grade 12**



**Table 12: Enrolments and classgroups in “Other” grades**

Region	Indicator	Other	Grade 13	Basic Pre-Voc. Skill Year 1	Basic Pre-Voc. Skill Year 2	Advanced Vocational (NTA Level)	Learning Support Grade 1	Learning Support Grade 2	Learning Support Grade 3	Learning Support Grade 4	Learning Support Grade 5	Learning Support Grade 6	Learning Support Grade 7	Learning Support Grade 8	Orientation	Beginners	Junior Phase	Senior Phase	Basic Skills Phase
National	Enrolment	2,669	26	433	402	110	291	224	235	88	111	64	86	66	97	101	110	97	69
	Female enrolment	1,073	12	143	154	82	127	81	74	22	30	40	61	22	36	39	39	38	14
	Male enrolment	1,596	14	290	248	28	164	143	161	66	81	24	25	44	61	62	71	59	55
	% female	40%	46%	33%	38%	75%	44%	36%	31%	25%	27%	63%	-	-	37%	39%	35%	39%	20%
	Classgroups	282	4	28	23	9	39	31	32	17	15	10	8	6	10	10	10	15	11
	Average class size	9	7	15	17	12	7	7	7	5	7	6	-	-	10	10	11	6	6
Kharas	Enrolment	37	-	-	-	-	2	4	18	6	2	-	-	5	-	-	-	-	-
	Female enrolment	9	-	-	-	-	-	1	2	3	1	-	-	2	-	-	-	-	-
	Male enrolment	28	-	-	-	-	2	3	16	3	1	-	-	3	-	-	-	-	-
	% female	24%	-	-	-	-	0%	25%	11%	50%	0%	-	-	-	-	-	-	-	-
	Classgroups	9	-	-	-	-	1	1	3	2	1	-	-	1	-	-	-	-	-
	Average class size	4	-	-	-	-	2	4	6	-	2	-	-	-	-	-	-	-	-
Erongo	Enrolment	336	14	41	51	-	52	45	42	21	15	23	10	-	-	-	-	-	22
	Female enrolment	111	7	11	20	-	19	12	16	6	3	9	5	-	-	-	-	-	3
	Male enrolment	225	7	30	31	-	33	33	26	15	12	14	5	-	-	-	-	-	19
	% female	33%	50%	-	-	-	37%	27%	38%	29%	20%	39%	50%	-	-	-	-	-	-
	Classgroups	56	2	2	2	-	11	9	9	7	4	4	2	-	-	-	-	-	-
	Average class size	6	7	-	-	-	5	5	5	3	4	6	5	-	-	-	-	-	-
Hardap	Enrolment	319	-	-	71	-	80	98	25	11	-	-	-	34	-	-	-	-	-
	Female enrolment	116	-	-	19	-	35	45	12	1	-	-	-	4	-	-	-	-	-
	Male enrolment	203	-	-	52	-	45	53	13	10	-	-	-	30	-	-	-	-	-
	% female	36%	-	-	27%	-	44%	46%	48%	-	-	-	-	-	-	-	-	-	-
	Classgroups	26	-	-	5	-	7	8	3	1	-	-	-	2	-	-	-	-	-
	Average class size	12	-	-	14	-	11	12	8	-	-	-	-	-	-	-	-	-	-
Kavango East	Enrolment	170	-	17	33	-	35	5	7	6	3	3	10	-	15	12	24	-	-
	Female enrolment	77	-	6	18	-	12	2	4	4	2	2	7	-	6	6	8	-	-
	Male enrolment	93	-	11	15	-	23	3	3	2	1	1	3	-	9	6	16	-	-
	% female	45%	-	35%	55%	-	34%	40%	57%	67%	67%	67%	70%	-	40%	50%	33%	-	-
	Classgroups	16	-	2	2	-	3	1	1	1	1	1	1	-	1	1	1	-	-
	Average class size	11	-	9	17	-	12	5	7	6	3	3	10	-	15	12	24	-	-
Kavango West	Enrolment	117	-	69	27	-	-	-	-	-	-	-	-	-	21	-	-	-	-
	Female enrolment	22	-	11	6	-	-	-	-	-	-	-	-	-	5	-	-	-	-
	Male enrolment	95	-	58	21	-	-	-	-	-	-	-	-	-	16	-	-	-	-
	% female	19%	-	16%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	4	-	2	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-
	Average class size	29	-	35	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Khomas	Enrolment	1,207	12	173	138	55	76	51	87	43	89	36	66	16	43	77	73	95	18
	Female enrolment	549	5	77	58	55	40	13	16	8	23	27	49	8	21	28	22	37	3
	Male enrolment	658	7	96	80	-	36	38	71	35	66	9	17	8	22	49	51	58	15
	% female	45%	42%	45%	42%	100%	53%	25%	18%	19%	26%	75%	74%	50%	49%	36%	30%	39%	17%
	Classgroups	123	2	13	9	6	10	8	9	5	8	4	5	2	5	8	8	14	3
	Average class size	10	6	13	15	9	8	6	10	9	11	9	13	8	9	10	9	7	6
Kunene	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0%	-	-	-	-	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Table 12 continued**

Region	Indicator	Other	Grade 13	Basic Pre-Voc. Skill Year 1	Basic Pre-Voc. Skill Year 2	Advanced Vocational (NTA Level)	Learning Support Grade 1	Learning Support Grade 2	Learning Support Grade 3	Learning Support Grade 4	Learning Support Grade 5	Learning Support Grade 6	Learning Support Grade 7	Learning Support Grade 8	Orientation	Beginners	Junior Phase	Senior Phase	Basic Skills Phase
Ohangwena	Enrolment	22	-	2	7	-	-	-	-	-	-	-	-	-	6	-	-	-	7
	Female enrolment	7	-	1	2	-	-	-	-	-	-	-	-	-	1	-	-	-	3
	Male enrolment	15	-	1	5	-	-	-	-	-	-	-	-	-	5	-	-	-	4
	% female	0	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	4	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	6	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omaheke	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	-	-	-	-	-	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Omusati	Enrolment	198	-	71	57	55	-	-	15	-	-	-	-	-	-	-	-	-	-
	Female enrolment	74	-	17	23	27	-	-	7	-	-	-	-	-	-	-	-	-	-
	Male enrolment	124	-	54	34	28	-	-	8	-	-	-	-	-	-	-	-	-	-
	% female	37%	-	24%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	9	-	3	2	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	22	-	24	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshana	Enrolment	113	-	30	-	-	9	2	9	-	-	-	-	11	10	12	13	2	15
	Female enrolment	50	-	12	-	-	5	1	4	-	-	-	-	8	2	5	9	1	3
	Male enrolment	63	-	18	-	-	4	1	5	-	-	-	-	3	8	7	4	1	12
	% female	44%	-	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	15	-	4	-	-	2	1	1	-	-	-	-	1	1	1	1	1	2
	Average class size	8	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oshikoto	Enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male enrolment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	% female	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Average class size	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Otjozondjupa	Enrolment	134	-	30	18	-	34	16	26	1	-	2	-	-	-	-	-	-	7
	Female enrolment	49	-	8	8	-	14	5	10	-	-	2	-	-	-	-	-	-	2
	Male enrolment	85	-	22	10	-	20	11	16	1	-	-	-	-	-	-	-	-	5
	% female	37%	-	27%	44%	-	41%	31%	38%	0%	-	100%	-	-	-	-	-	-	29%
	Classgroups	14	-	1	1	-	4	2	3	1	-	1	-	-	-	-	-	-	1
	Average class size	10	-	30	18	-	9	8	9	1	-	2	-	-	-	-	-	-	7
Zambezi	Enrolment	16	-	-	-	-	3	3	6	-	2	-	-	-	2	-	-	-	-
	Female enrolment	9	-	-	-	-	2	2	3	-	1	-	-	-	1	-	-	-	-
	Male enrolment	7	-	-	-	-	1	1	3	-	1	-	-	-	1	-	-	-	-
	% female	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Classgroups	6	-	-	-	-	1	1	2	-	1	-	-	-	1	-	-	-	-
	Average class size	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Table 12** shows the data aggregated under the heading “Other”. Unlike in **Table 7** which includes Grade 13 in the Senior Secondary phase, in this table Grade 13 is reported under “Other”, hence the difference in the total for “Other” in the two tables. It is evident that enrolment in Pre-Vocational subjects at school level is still extremely poor and is mostly limited to the “Special Grades”. 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. Further, special classes are reclassified into phases, thus this table has parts that cannot be compared to earlier reports.

**Table 13: Enrolments in state and private schools**

Region	Control of school	Total	Primary			Secondary			Other		
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grades
National	<b>Total</b>	<b>846,519</b>	<b>615,364</b>	<b>319,716</b>	<b>295,648</b>	<b>228,512</b>	<b>123,910</b>	<b>104,602</b>	<b>2,643</b>	<b>945</b>	<b>1,698</b>
	State	791,872	571,733	293,384	278,349	217,635	118,841	98,794	2,504	945	1,559
	Private	54,647	43,631	26,332	17,299	10,877	5,069	5,808	139	-	139
Karas	<b>Total</b>	<b>24,964</b>	<b>18,267</b>	<b>9,549</b>	<b>8,718</b>	<b>6,660</b>	<b>3,687</b>	<b>2,973</b>	<b>37</b>	<b>-</b>	<b>37</b>
	State	22,336	15,719	8,173	7,546	6,586	3,652	2,934	31	-	31
	Private	2,628	2,548	1,376	1,172	74	35	39	6	-	6
Erongo	<b>Total</b>	<b>53,258</b>	<b>36,978</b>	<b>18,511</b>	<b>18,467</b>	<b>15,958</b>	<b>8,358</b>	<b>7,600</b>	<b>322</b>	<b>92</b>	<b>230</b>
	State	47,292	32,678	15,998	16,680	14,361	7,593	6,768	253	92	161
	Private	5,966	4,300	2,513	1,787	1,597	765	832	69	-	69
Hardap	<b>Total</b>	<b>28,383</b>	<b>20,661</b>	<b>10,680</b>	<b>9,981</b>	<b>7,403</b>	<b>4,183</b>	<b>3,220</b>	<b>319</b>	<b>71</b>	<b>248</b>
	State	27,857	20,252	10,418	9,834	7,286	4,113	3,173	319	71	248
	Private	526	409	262	147	117	70	47	-	-	-
Kavango East	<b>Total</b>	<b>74,488</b>	<b>53,891</b>	<b>28,266</b>	<b>25,625</b>	<b>20,427</b>	<b>11,161</b>	<b>9,266</b>	<b>170</b>	<b>50</b>	<b>120</b>
	State	71,501	51,584	26,565	25,019	19,747	10,843	8,904	170	50	120
	Private	2,987	2,307	1,701	606	680	318	362	-	-	-
Kavango West	<b>Total</b>	<b>46,576</b>	<b>36,381</b>	<b>19,575</b>	<b>16,806</b>	<b>10,078</b>	<b>5,809</b>	<b>4,269</b>	<b>117</b>	<b>96</b>	<b>21</b>
	State	45,482	35,625	19,103	16,522	9,740	5,627	4,113	117	96	21
	Private	1,094	756	472	284	338	182	156	-	-	-
Khomas	<b>Total</b>	<b>100,356</b>	<b>69,043</b>	<b>35,147</b>	<b>33,896</b>	<b>30,118</b>	<b>15,330</b>	<b>14,788</b>	<b>1,195</b>	<b>366</b>	<b>829</b>
	State	84,973	57,655	28,506	29,149	26,145	13,557	12,588	1,173	366	807
	Private	15,383	11,388	6,641	4,747	3,973	1,773	2,200	22	-	22
Kunene	<b>Total</b>	<b>31,207</b>	<b>23,354</b>	<b>12,397</b>	<b>10,957</b>	<b>7,853</b>	<b>4,643</b>	<b>3,210</b>	<b>-</b>	<b>-</b>	<b>-</b>
	State	30,215	22,435	11,855	10,580	7,780	4,614	3,166	-	-	-
	Private	992	919	542	377	73	29	44	-	-	-
Ohangwena	<b>Total</b>	<b>119,047</b>	<b>88,634</b>	<b>45,585</b>	<b>43,049</b>	<b>30,391</b>	<b>17,072</b>	<b>13,319</b>	<b>22</b>	<b>9</b>	<b>13</b>
	State	114,009	83,982	42,720	41,262	30,011	16,942	13,069	16	9	7
	Private	5,038	4,652	2,865	1,787	380	130	250	6	-	6
Omaheke	<b>Total</b>	<b>26,208</b>	<b>19,381</b>	<b>10,284</b>	<b>9,097</b>	<b>6,827</b>	<b>3,907</b>	<b>2,920</b>	<b>-</b>	<b>-</b>	<b>-</b>
	State	23,339	17,090	8,966	8,124	6,249	3,605	2,644	-	-	-
	Private	2,869	2,291	1,318	973	578	302	276	-	-	-

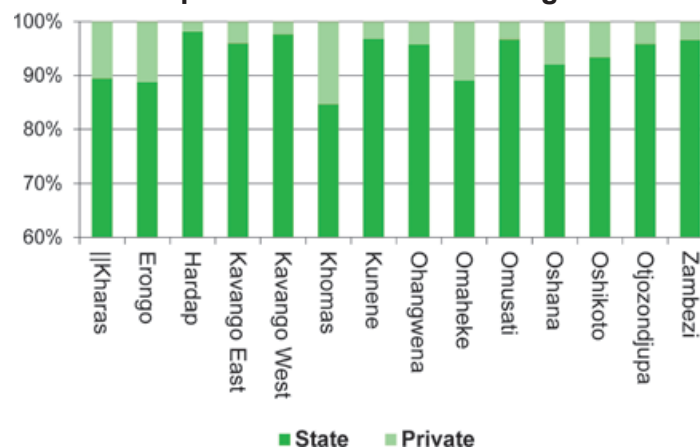
**Table 13** continued

Region	Control of school	Total	Primary			Secondary			Other		
			Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Other	Pre-Vocational	Special Grades
Omusati	Total	107,706	79,350	40,904	38,446	28,158	15,480	12,678	198	183	15
	State	104,175	76,429	39,071	37,358	27,548	15,129	12,419	198	183	15
	Private	3,531	2,921	1,833	1,088	610	351	259	-	-	-
Oshana	Total	60,557	43,293	22,772	20,521	17,151	8,756	8,395	113	30	83
	State	55,745	39,014	19,932	19,082	16,637	8,508	8,129	94	30	64
	Private	4,812	4,279	2,840	1,439	514	248	266	19	-	19
Oshikoto	Total	77,798	56,377	29,602	26,775	21,421	11,517	9,904	-	-	-
	State	72,648	52,241	27,268	24,973	20,407	11,062	9,345	-	-	-
	Private	5,150	4,136	2,334	1,802	1,014	455	559	-	-	-
Otjozondjupa	Total	54,102	40,146	20,788	19,358	13,822	8,094	5,728	134	48	86
	State	51,859	38,210	19,690	18,520	13,532	7,950	5,582	117	48	69
	Private	2,243	1,936	1,098	838	290	144	146	17	-	17
Zambezi	Total	41,869	29,608	15,656	13,952	12,245	5,913	6,332	16	-	16
	State	40,441	28,819	15,119	13,700	11,606	5,646	5,960	16	-	16
	Private	1,428	789	537	252	639	267	372	-	-	-

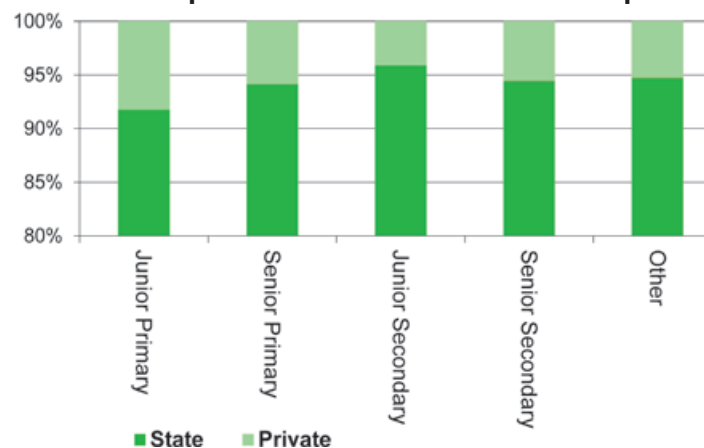
Table 13 and Figure 13a show that the vast majority of Namibian learners attend public schools. Nationally, only 6.5% of all learners were enrolled in private schools in the year under review.

More than 10% of the learners in ||Karas, Erongo, Khomas and Omaheke attended private schools in 2023. Khomas had the highest percentage of learners enrolled in private schools (15.6%), while Hardap had the lowest percentage (1.7%).

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



**Figure 13b: Percentage of all learners in state and private schools in each school phase**



**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
Accounting	0	0	0	0	0	95	0	0	0	95
Afrikaans 1st or Home Language	133	0	41	44	48	14,700	3,990	3,749	3,634	3,327
Afrikaans 2nd Language	85	0	27	29	29	52,788	14,510	13,410	12,718	12,150
Art and Design	0	0	0	0	0	2,788	995	398	654	741
Arts (non-productive)	421	0	32	49	340	130,353	41,133	31,295	30,341	27,584
Biology	0	0	0	0	0	116	0	0	0	116
Computer Literacy	66	0	11	19	36	3,851	1,105	1,024	974	748
Computer Studies	0	0	0	0	0	330	0	0	0	330
Craft and Technology	0	0	0	0	0	1,845	32	653	616	544
Design and Technology	0	0	0	0	0	21,442	53	7,426	7,091	6,872
Elementary Agriculture	0	0	0	0	0	158,623	1,851	57,650	51,905	47,217
English 1st Language	164	0	62	48	54	173,10	4,679	4,471	4,081	4,079
English 2nd Language	407	0	14	64	329	276,607	79,998	71,568	65,593	59,448
Entrepreneurship	0	0	0	0	0	2	0	0	0	2
Environmental Studies	505	0	50	98	357	393	337	51	0	5
Extraordinary Subject	0	0	0	0	0	124	27	26	31	40
French Foreign Language	0	0	0	0	0	1,109	313	184	294	318
General Science	0	0	0	0	0	416	100	120	107	89
Geography	0	0	0	0	0	284	0	0	0	284
German 1st or Home Language	27	0	11	4	12	645	154	172	159	160
German Third or Foreign Language	4	0	0	0	4	1,203	203	359	331	310
Grade 1 class teaching	96,054	0	96,054	0	0	0	0	0	0	0
Grade 2 class teaching	86,539	0	0	86,539	0	0	0	0	0	0
Grade 3 class teaching	81,499	0	0	0	81,499	0	0	0	0	0
Grade 4 class teaching	0	0	0	0	0	390	390	0	0	0
Grade 5 class teaching	0	0	0	0	0	255	0	255	0	0
Grade 6 class teaching	0	0	0	0	0	129	0	0	129	0
Grade 7 class teaching	0	0	0	0	0	152	0	0	0	152
Handicraft/Art	0	0	0	0	0	101	12	89	0	0
Handwriting	19	0	11	4	4	253	253	0	0	0
Health and Social Care (Hygiene)	0	0	0	0	0	40	0	40	0	0
History	0	0	0	0	0	622	90	120	142	270
History & Geography	0	0	0	0	0	89	0	40	34	15
HIV and Aids	0	0	0	0	0	0	0	0	0	0
Home Ecology	0	0	0	0	0	28,028	0	9,845	9,575	8,608
Information and Communication Technology	0	0	0	0	0	122,201	36,900	30,477	28,661	26,163
Individual Learning	36	36	0	0	0	23	15	0	0	8
Khoekhoegowab	222	0	41	44	137	17,812	5,046	4,863	4,097	3,806
Life Science	0	0	0	0	0	258	0	0	0	258
Life Skills	0	0	0	0	0	189,208	66,094	44,229	40,977	37,908
Literature (English)	0	0	0	0	0	116	63	29	9	15
Lower Primary	992	0	400	385	207	0	0	0	0	0

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Accounting	31,610	17,691	13,919
Afrikaans 1st or Home Language	5,684	3,198	2,486
Afrikaans 2nd Language	22,168	12,196	9,972
Agricultural Science	79,298	44,237	35,061
Art and Design	1,255	824	431
Art of Entertainment	623	399	224
Arts (non-productive)	6,119	3,616	2,503
Arts Appreciation	8,020	4,677	3,343
Arts in Culture	8,442	4,404	4,038
Biology	621	260	361
Business Accounting	72	32	40
Chemistry	345	163	182
Computer Literacy	109	41	68
Computer Science	2,282	1,404	878
Computer Studies	4,137	2,234	1,903
Design and Technology	3,116	1,705	1,411
Development Studies	37	-	37
Drama	20	12	8
Economics	173	120	53
English 1st Language	3,446	1,859	1,587
English 2nd Language	119,593	66,837	52,756
Entrepreneurship	111,905	62,072	49,833
Extraordinary Subject	46	25	21
Fashion and Fabrics	873	476	397
French Foreign Language	1,078	550	528
General Science	133	57	76
Geography	121,235	67,708	53,527
German 1st or Home Language	254	147	107
German Third or Foreign Language	3,209	1,746	1,463
Hairdressing	11	6	5
History	120,612	67,571	53,041
Home Economics	4,089	2,232	1,857
Hospitality	1,076	592	484
Information & Communication Technology	25,051	14,222	10,829
Integrated Performing Art	349	169	180
Keyboard and Word Processing	102	60	42
Khoekhoegowab	6,492	3,928	2,564
Life Science	121,171	67,926	53,245
Life Skills	53,832	30,357	23,475
Literature (English)	27	27	-
Mathematics	122,665	68,662	54,003
Music	20	20	-

**Table 14 continued**

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
Mathematics	531	0	59	107	365	293,097	84,525	75,783	69,414	63,375
Natural Science and Health Education	32	30	0	0	2	290,886	83,755	75,213	68,997	62,921
Oshikwanyama	65	0	11	19	35	56,811	16,576	14,738	13,576	11,921
Oshindonga	133	0	0	40	93	75,226	21,475	19,271	18,119	16,361
Otjiherero	0	0	0	0	0	18,720	5,553	4,931	4,308	3,928
Performing Art	0	0	0	0	0	14	0	0	0	14
Physical Education and Health Awareness	69	0	23	19	27	61,422	17,696	15,451	14,396	13,879
Physical Education	329	0	2	24	303	63,234	19,899	15,398	14,902	13,035
Physical Science	0	0	0	0	0	139	0	0	0	139
Physics	0	0	0	0	0	26	0	0	0	26
Portuguese	0	0	0	0	0	53	6	2	27	18
Pre-Primary Class Teaching	53,122	53,122	0	0	0	0	0	0	0	0
Reading	0	0	0	0	0	29,115	9,971	6,703	6,414	6,027
Religious and Moral Education	151	0	2	20	129	47,760	16,261	11,417	9,836	10,246
Religious Education	229	15	23	23	168	85,070	26,214	20,706	20,475	17,675
Remedial Teaching	0	0	0	0	0	77	45	8	12	12
Robotics	0	0	0	0	0	844	234	220	227	163
Rukwangali	0	0	0	0	0	26,676	8,039	6,881	6,186	5,570
Rumanyo (Rugciriku)	0	0	0	0	0	10,607	3,438	2,690	2,259	2,220
School Art	0	0	0	0	0	321	246	19	56	0
School Music	8	0	0	0	8	1,825	572	473	424	356
Setswana	0	0	0	0	0	459	143	90	108	118
Sign Language	7	0	3	0	4	150	37	35	40	38
Silozi	102	0	0	0	102	13,497	3,910	3,470	3,194	2,923
Social Sciences	0	0	0	0	0	1,630	652	415	304	259
Social Studies	0	0	0	0	0	289,640	83,475	74,623	68,882	62,660
Thimbukushu	0	0	0	0	0	4,611	1,368	1,195	1,063	985
Trade Orientation	0	0	0	0	0	89	0	0	0	89

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 that were not offered in state schools, or were offered in different grades in state schools, thus deviations from the Ministry's curriculum do not necessarily indicate errors.

Class teaching was used in Pre-Primary through Grade 3, but could also be observed up to Grade 7. This could be due to multi-grade teaching or where schools do not have enough teachers to rotate. In general, subject teaching was practised predominantly from Senior Primary to higher grades.

A few other subjects are not reported on in this table, for the sole reason that very few learners take these subjects. Readers interested in knowing which subjects these are can request this information directly from the EMIS.

Subject	Junior Secondary		
	Junior Secondary	Grade 8	Grade 9
Natural Science and Health Education	144	120	24
Needlework and Clothing	25	25	-
Office Administration and Keyboard	14	14	-
Office Practice	2,600	1,337	1,263
Oshikwanyama	22,170	12,482	9,688
Oshindonga	31,366	17,225	14,141
Otjiherero	8,578	4,864	3,714
Performing Art	53	25	28
Physical Education & Health Awareness	736	551	185
Physical Education	26,952	15,020	11,932
Physical Science	119,743	66,743	53,000
Physics	540	244	296
Portuguese	536	288	248
Reading	5,129	2,672	2,457
Religious and Moral Education	25,913	14,988	10,925
Remedial Teaching	25	25	-
Rukwangali	10,252	5,765	4,487
Rumanyo (Rugciriku)	4,006	2,440	1,566
School Music	115	74	41
Sciences	26	19	7
Setswana	163	81	82
Sign Language	80	44	36
Silozi	5,719	3,115	2,604
Social Studies	455	279	176
Technical Drawing	1,593	941	652
Technical Studies	125	85	40
Technical Studies A	781	478	303
Technical Studies B	471	214	257
Technical Studies C	153	61	92
Thimbukushu	1,960	1,081	879
Visual Arts	369	185	184
Woodwork	46	25	21

**Table 15: Enrolments in Senior Secondary subjects**

Subject	Total	Grade 10	Grade 11 (NSSC-O)	Grade 12 (NSSC-AS)	Grade 13
Accounting	5,683	4,664	791	-	-
Afrikaans 1st or Home Language	683	493	209	-	-
Afrikaans 2nd Language	12,017	8,064	435	5	-
Agricultural Science	4,467	3,600	561	-	-
Agriculture	13,758	9,693	1,125	-	-
Art and Design	1,845	1,980	49	-	-
Art of Entertainment	404	538	-	-	-
Arts (non-productive)	1,308	1,298	20	7	-
Arts Appreciation	1,972	-	-	-	-
Arts in Culture	2,512	-	-	-	-
Biblical Studies	11	29	-	-	-
Biology	32,604	25,021	4,944	14	-
Building Studies	116	59	-	-	-
Business Economics	39	7	-	-	-
Business Studies	4,897	4,089	714	-	-
Chemistry	19,790	13,902	2,312	18	-
Child Development	-	60	-	-	-
Commercial Maths	9	7	9	-	-
Computer Literacy	13	-	3	-	-
Computer Science	566	381	36	-	-
Computer Studies	713	496	134	1	-
Design and Technology	446	394	87	-	-
Development Studies	12,969	9,942	49	-	-
Economics	6,151	4,455	535	-	-

Subject	Total	Grade 10	Grade 11 (NSSC-O)	Grade 12 (NSSC-AS)	Grade 13
English 1st Language	1,559	1,132	436	4	-
English 2nd Language	53,114	38,957	4,358	5	-
Entrepreneurship	5,221	3,658	497	-	-
Extraordinary Subject	14	18	15	5	-
Fashion and Fabrics	240	207	-	-	-
French Foreign Language	451	356	38	-	-
Functional Maths	13	11	19	-	-
Geography	20,782	14,536	1,367	1	-
German 1st or Home Language	132	106	89	5	-
German Third or Foreign Language	1,194	829	147	5	-
History	13,526	8,377	637	6	-
Home Economics	746	593	4	-	-
Hospitality	367	334	19	-	-
ICT	9,509	6,220	939	7	-
Integrated Performing Art	69	-	-	-	-
Khoekhoegowab	2,536	1,592	74	-	-
Life Science	46	5	-	-	-
Life Skills	18,196	12,795	2,949	-	-
Literature (English)	25	-	8	-	-
Mathematics	54,218	39,681	3,723	22	-
Metal Work	164	79	-	-	-
Metalwork and Welding	38	39	-	-	-
Motor Mechanics	196	132	-	-	-
Office Administration and Keyboard	18	12	-	-	-



**Table 15 continued**

<b>Subject</b>	<b>Total</b>	<b>Grade 10</b>	<b>Grade 11 (NSSC-O)</b>	<b>Grade 12 (NSSC-AS)</b>	<b>Grade 13</b>
Office Practice	<b>515</b>	355	-	-	-
Oshikwanyama	<b>9,298</b>	7,264	763	-	-
Oshindonga	<b>12,765</b>	11,430	1,074	-	-
Otjiherero	<b>3,882</b>	2,268	143	-	-
Performing Art	<b>14</b>	-	-	-	-
Physical Education	<b>9,518</b>	6,529	372	7	-
Physical Science	<b>1,225</b>	712	153	6	-
Physics	<b>23,002</b>	17,850	3,282	8	-
Portuguese	<b>248</b>	180	2	-	-
Reading	<b>1,837</b>	563	-	-	-
Religious and Moral Education	<b>829</b>	617	82	-	-
Rukwangali	<b>4,750</b>	2,653	275	-	-
Rumanyo (Rugciriku)	<b>1,791</b>	925	110	-	-
School Music	<b>31</b>	42	28	-	-
Setswana	<b>76</b>	77	1	-	-
Sign Language	<b>9</b>	15	-	-	-
Silozi	<b>3,401</b>	2,299	269	-	-
Social Studies	<b>26</b>	13	19	-	-
Spanish Foreign Language	<b>-</b>	4	9	-	-
Technical Drawing	<b>28</b>	18	33	-	-
Thimbukushu	<b>1,054</b>	551	49	-	-
Tourism	<b>84</b>	12	29	-	-
Visual Arts	<b>14</b>	-	-	-	-
Woodwork	<b>150</b>	91	-	-	-

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 Advanced Subsidiary (AS) or Namibia Senior Secondary Certificate Ordinary Level (NSSC-O). It is important to note that in Grade 10 and 11, all subjects are taken at NSSC-O level, while in Grade 12 all subjects are taken at NSSC-AS level.

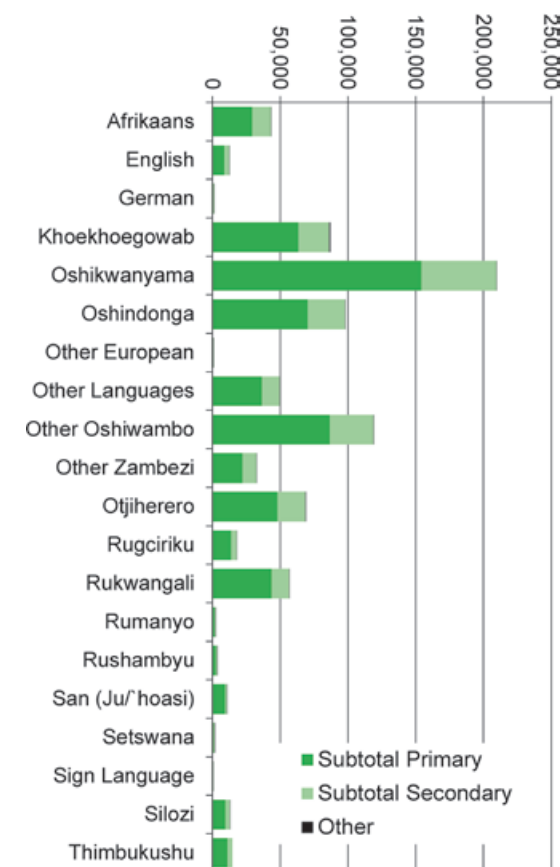
As noted in respect of the Primary and Junior Secondary phases (Table 14), a number of private schools offered Senior Secondary subjects that were not offered in state schools, or were offered in state schools in different Senior Secondary grades, thus deviations from the Ministry's curriculum do not necessarily indicate errors.

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

**Table 16: Home languages of learners**

Region	Total	Primary			Secondary			Other		
		Subtotal Primary	Junior Primary	Senior Primary	Subtotal Secondary	Junior Secondary	Senior Secondary	Subtotal Other	Pre-Voc.	Special Grades
<b>National</b>	<b>846,519</b>	<b>615,364</b>	<b>319,716</b>	<b>295,648</b>	<b>228,512</b>	<b>123,910</b>	<b>104,602</b>	<b>2,643</b>	<b>945</b>	<b>1,698</b>
Afrikaans	43,678	29,461	14,654	14,807	13,929	7,191	6,738	288	59	229
English	12,479	8,806	4,443	4,363	3,583	1,896	1,687	90	10	80
German	1,261	769	385	384	489	192	297	3	-	3
Khoekhoegowab	87,004	63,539	32,266	31,273	22,782	13,040	9,742	683	240	443
Oshikwanyama	209,923	154,405	78,840	75,565	55,329	30,593	24,736	189	42	147
Oshindonga	98,030	70,312	39,289	31,023	27,561	13,615	13,946	157	49	108
Other European	963	442	131	311	518	244	274	3	1	2
Other Languages	50,001	36,584	17,923	18,661	13,340	7,514	5,826	77	32	45
Other Oshiwambo	119,095	86,803	44,440	42,363	32,007	17,588	14,419	285	172	113
Other Zambezi	32,504	22,238	11,269	10,969	10,259	4,985	5,274	7	-	7
Otjiherero	69,180	48,074	24,843	23,231	20,623	11,413	9,210	483	148	335
Rugciriku	18,027	13,798	7,251	6,547	4,205	2,548	1,657	24	13	11
Rukwangali	57,109	43,803	23,834	19,969	13,158	7,440	5,718	148	85	63
Rumanyo	2,484	1,871	1,126	745	608	190	418	5	4	1
Rushambyu	3,575	2,629	1,391	1,238	934	556	378	12	1	11
San (Ju/'hoasi)	10,893	9,585	5,556	4,029	1,289	871	418	19	1	18
Setswana	1,747	1,124	561	563	612	314	298	11	3	8
Sign Language	673	416	254	162	132	87	45	125	65	60
Silozi	13,016	9,689	5,446	4,243	3,314	1,602	1,712	13	1	12
Thimbukushu	14,877	11,016	5,814	5,202	3,840	2,031	1,809	21	19	2

**Figure 16: Home languages of learners**



Tables 16, 17 and 18 present statistics on learners' home languages and the medium of instruction. Table 16 shows the learner enrolments per home language, Table 17 the enrolments per medium of instruction in Grades 1 to 3, and Table 18 the numbers of learners of different home languages taught in various mediums of instruction. The home-language statistics were collected by grouping the languages in a way that is consistent with the medium of instruction used in Namibian schools.

Oshikwanyama speakers accounted for 24.8% of all learners in Namibia. Other languages with percentages of over 10% of all learners were Other Oshiwambo (14.1%), Oshindonga (11.6%) and Khoekhoegowab (10.3%). There were 427,048 Oshiwambo-speaking learners in total (speakers of Oshikwanyama, Oshindonga and Other Oshiwambo), representing 50.4% of the school population. Other home languages with enrolments exceeding 40,000

were Khoekhoegowab (10.3%), Otjiherero (8.2%), Rukwangali (6.7%) and Afrikaans (5.2%). The remaining home languages together represented 24.1% of the total number of learners.

San-speaking learners made up only 1.3% of the entire learner population. This could be attributed to any or all of the following factors: the San population is relatively small; many San children do not attend school; there is a lack of teachers who speak and teach in Ju|'hoansi and other San languages – a factor that might have affected learners' attendance as from the earliest grade; and many San learners do not speak any San language at all, and therefore do not consider a San language to be their home language. The situation of San learners requires specific attention and action by the Ministry, not only to ensure that they are not left behind, but also to promote their pride and cultural identity.

**Table 17: Medium of instruction in Grades 1-3: number of schools, learners and classgroups**

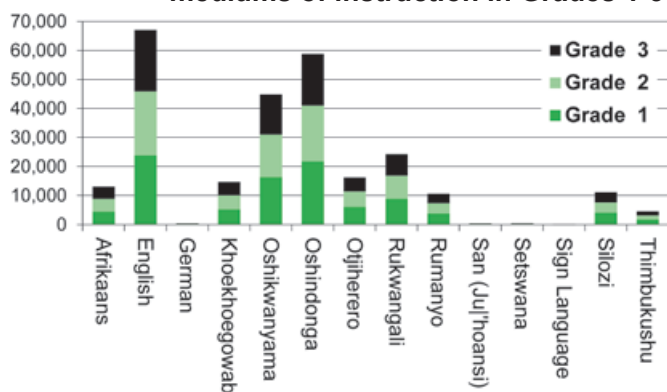
Medium of instruction	Schools	Enrolment				Classgroups		
		Total	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
<b>Total</b>	<b>1,892</b>	<b>266,432</b>	<b>96,784</b>	<b>87,257</b>	<b>82,391</b>	<b>7,916</b>	<b>7,731</b>	<b>7,709</b>
Afrikaans	92	13,045	4,498	4,353	4,194	515	533	547
English	396	67,099	23,803	22,042	21,254	3,514	3,546	3,523
German	7	342	115	117	110	20	19	24
Khoekhoegowab	98	14,670	5,268	4,807	4,595	336	318	362
Oshikwanyama	289	44,844	16,292	14,720	13,832	558	517	502
Oshindonga	478	58,834	21,772	19,179	17,883	1,148	1,062	1,083
Otjherero	100	16,214	6,098	5,313	4,803	451	424	400
Rukwangali	176	24,231	8,814	8,024	7,393	676	647	645
Rumanyo	105	10,566	3,868	3,494	3,204	332	335	283
San (Ju 'hoansi)	1	270	148	70	52	6	6	6
Setswana	4	429	183	96	150	26	20	27
Sign Language	3	109	45	32	32	4	4	4
Silozi	94	11,142	4,118	3,568	3,456	222	208	218
Thimbukushu	49	4,637	1,762	1,442	1,433	108	92	85

Table 17 shows the number of schools offering different mediums of instruction in Grades 1-3, and the number of learners and classgroups. The few schools offering more than one medium of instruction in these grades were counted under each medium. Multigrade classgroups 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.

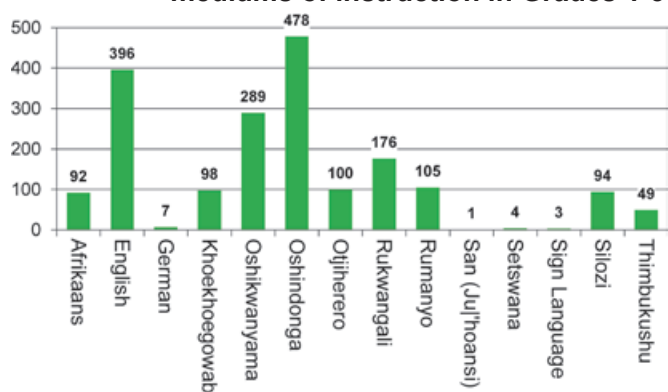
The Ministry's language policy encourages mother-tongue education in Grades 1-3. A different medium of instruction – typically English – can be used if parents of the particular school recommend it. Increasing numbers of learners from different mother-tongue settlements (in urban areas especially) and 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 seem also to suggest that considerable number of parents prefer English as a medium of instruction. This might also be an indication that parents do not understand the objectives of mother tongue instruction in those grades.

Oshindonga was the medium of instruction in the highest number of schools. However, English was the medium used in most of the classgroups, and it had the highest enrolment. Differences in the average sizes of schools and classgroups resulted in different distributions of the three measures (number of schools, learners and classgroups).

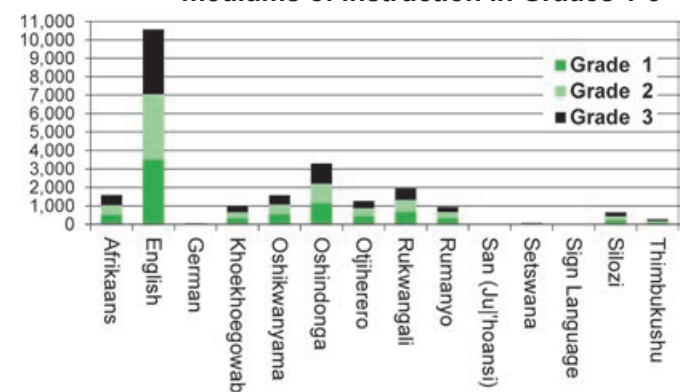
**Figure 17a: Enrolments in classes with different mediums of instruction in Grades 1-3**



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



**Figure 17c: Numbers of classgroups 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	Home language																				
		Total	Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other European	Other Languages	Other Oshiwambo	Other Zambezi	Otjiherero	Rugcricu	Rukwangali	Rumanyo	Rushambyu	San (Jul'hoansi)	Setswana	Sign Language	Silozi	Thimbukushu
Grade 1	<b>Total</b>	<b>96,784</b>	<b>3,885</b>	<b>1,218</b>	<b>99</b>	<b>9,590</b>	<b>23,545</b>	<b>11,977</b>	<b>36</b>	<b>5,750</b>	<b>13,619</b>	<b>3,159</b>	<b>7,463</b>	<b>2,136</b>	<b>7,580</b>	<b>436</b>	<b>453</b>	<b>2,079</b>	<b>154</b>	<b>59</b>	<b>1,645</b>	<b>1,901</b>
	Afrikaans	4,498	2,383	87	3	1,227	130	123	-	17	245	7	143	9	80	-	-	15	16	1	11	1
	English	23,803	1,444	1,073	13	3,652	4,524	3,322	20	904	2,924	362	2,344	180	1,232	98	71	1,097	55	13	348	127
	German	115	19	9	83	-	1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	5,268	26	8	-	4,586	74	65	-	28	37	1	149	17	25	1	-	244	3	-	2	2
	Oshikwanyama	16,292	-	29	-	-	15,035	102	-	54	1,038	-	9	-	2	-	-	23	-	-	-	-
	Oshindonga	21,772	3	3	-	7	3,666	8,266	5	534	9,250	-	15	-	19	-	-	-	-	-	3	1
	Otjiherero	6,098	4	3	-	76	60	53	-	736	77	4	4,774	6	40	0	0	260	1	-	2	2
	Rukwangali	8,814	2	5	-	12	49	37	11	2,599	34	7	7	163	5,660	23	27	126	-	-	16	36
	Rumanyo	3,868	2	-	-	1	1	5	-	815	3	4	3	1,716	510	309	353	44	-	-	-	102
	San (Jul'hoansi)	148	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	148	-	-	-	-
	Setswana	183	2	-	-	28	1	-	-	3	2	0	19	0	0	0	0	49	79	-	-	-
	Sign Language	45	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	-	-	45	-	-
Silozi	4,118	-	1	-	-	1	1	-	49	6	2,763	0	0	0	0	0	6	-	-	1,262	29	
Thimbukushu	1,762	-	-	-	1	3	2	-	9	3	11	-	45	12	5	2	67	-	-	1	1,601	
Grade 2	<b>Total</b>	<b>87,257</b>	<b>3,922</b>	<b>1,155</b>	<b>113</b>	<b>8,893</b>	<b>21,850</b>	<b>10,255</b>	<b>30</b>	<b>5,167</b>	<b>12,066</b>	<b>2,963</b>	<b>6,712</b>	<b>2,144</b>	<b>6,603</b>	<b>304</b>	<b>382</b>	<b>1,520</b>	<b>152</b>	<b>82</b>	<b>1,369</b>	<b>1,575</b>
	Afrikaans	4,353	2,328	99	-	1,163	171	145	-	19	162	7	135	3	75	-	1	2	22	1	16	4
	English	22,042	1,520	1,008	16	3,312	4,522	2,739	26	957	2,682	402	2,151	287	970	35	23	853	89	12	340	98
	German	117	5	12	97	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-
	Khoekhoegowab	4,807	51	2	-	4,288	83	47	-	15	68	-	75	3	20	-	-	150	4	-	1	-
	Oshikwanyama	14,720	-	1	-	39	13,549	114	-	108	872	1	1	-	3	-	-	31	-	-	1	-
	Oshindonga	19,179	6	25	-	6	3,360	7,152	1	337	8,201	1	28	1	14	1	-	22	-	17	6	1
	Otjiherero	5,313	6	4	-	51	87	32	-	558	48	4	4,296	7	22	1	-	167	3	20	3	4
	Rukwangali	8,024	-	2	-	7	61	24	-	2,494	18	9	10	187	5,011	15	22	120	-	-	18	26
	Rumanyo	3,494	-	-	-	4	5	1	-	643	4	4	-	1,617	482	250	336	41	-	-	1	106
	San (Jul'hoansi)	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70	-	-	-	-
	Setswana	96	6	1	-	22	-	1	-	2	4	-	14	-	-	1	-	11	34	-	-	-
	Sign Language	32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32	-	-
Silozi	3,568	-	1	-	-	2	-	2	23	5	2,534	2	-	-	-	0	6	-	-	977	16	
Thimbukushu	1,442	-	-	-	1	10	-	-	9	2	1	-	39	6	1	-	47	-	-	6	1,320	
Grade 3	<b>Total</b>	<b>82,391</b>	<b>3,865</b>	<b>1,082</b>	<b>96</b>	<b>8,489</b>	<b>21,075</b>	<b>9,290</b>	<b>37</b>	<b>4,930</b>	<b>11,193</b>	<b>2,837</b>	<b>6,491</b>	<b>2,064</b>	<b>5,979</b>	<b>233</b>	<b>355</b>	<b>1,333</b>	<b>161</b>	<b>70</b>	<b>1,263</b>	<b>1,548</b>
	Afrikaans	4,194	2,347	73	4	1,043	206	99	1	8	154	8	130	13	68	8	1	3	18	-	9	1
	English	21,254	1,424	962	13	3,258	4,456	2,548	26	857	2,441	371	2,368	213	991	27	46	747	64	16	315	111
German	110	19	7	79	-	1	1	2	-	-	-	1	-	-	-	-	-	-	-	-	-	

**Table 18 continued**

Grade	Medium of instruction	Home language																				
		Total	Afrikaans	English	German	Khoekhoegowab	Oshikwanyama	Oshindonga	Other European	Other Languages	Other Oshiwambo	Other Zambezi	Otjiherero	Rugciriku	Rukwangali	Rumanyo	Rushambyu	San (Ju 'hoansi)	Setswana	Sign Language	Silozi	Thimbukushu
	Khoekhoegowab	4,595	46	10	-	4,049	66	56	-	12	60	2	99	5	39	-	-	138	11	-	2	-
	Oshikwanyama	13,832	2	2	-	-	12,866	59	-	108	753	-	1	1	4	3	-	29	-	-	4	-
	Oshindonga	17,883	5	12	-	45	3,349	6,443	8	306	7,673	1	23	-	13	2	-	1	1	-	1	-
	Otjiherero	4,803	7	-	-	51	69	42	-	540	54	2	3,848	4	24	2	1	155	2	-	1	1
	Rukwangali	7,393	3	8	-	10	54	37	-	2,463	39	9	7	153	4,398	19	43	86	0	22	18	24
	Rumanyo	3,204	1	1	-	3	2	-	-	590	3	1	0	1,638	427	169	264	23	0	-	3	79
	San (Ju 'hoansi)	52	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	52	0	-	-	-
	Setswana	150	7	1	-	27	1	1	-	4	4	0	11	1	0	0	0	31	62	-	-	-
	Sign Language	32	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	32	-	-
	Silozi	3,456	4	6	-	3	1	3	-	35	9	2,440	3	1	2	0	0	8	0	-	906	35
	Thimbukushu	1,433	-	-	-	-	4	1	-	7	3	3	0	35	13	3	0	60	3	-	4	1,297

Table 18 shows the home languages and medium of instruction of learners in Grades 1-3. As alluded to under Table 17, the Ministry’s language policy promotes mother-tongue education in the first three grades, to improve foundational skills, but 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 children in a school with a different medium of instruction.

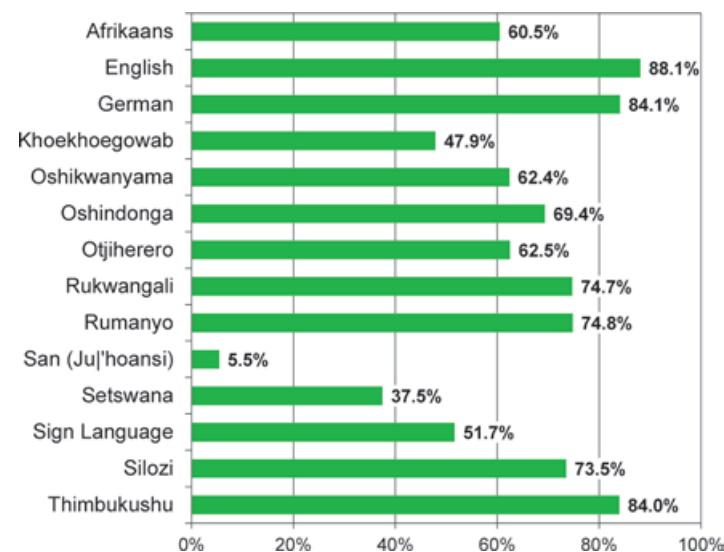
The language groups with the highest percentages of learners having been taught in their mother tongue were English (88.1%), German (84.1%), Thimbukushu (84.0%), Rumanyo (74.8%), Rukwangali (74.7%), Silozi (73.5%) and Oshindonga (69.4%).

The languages with the lowest percentage of learners having been taught in their mother tongue were San (5.5%) and Setswana (37.5%).

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|’hoansi 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.

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



**Table 19: Changes in female and male enrolments from 2017 to 2023**

School phase	Sex	Year							Enrolment Growth Rate 2017-2023	Percentage change 2022-2023
		2017	2018	2019	2020	2021	2022	2023		
Total	Total	722,248	736,836	756,994	777,132	802,655	819,749	846,519	2.7%	3.3%
	Female	361,596	369,086	379,830	389,625	400,718	411,038	424,966	2.7%	3.4%
	Male	360,652	367,750	377,164	387,507	401,937	408,711	421,553	2.6%	3.1%
<b>Primary</b>										
Subtotal Primary (Pre-Primary to Grade 7)	Total	518,103	534,167	553,317	561,931	581,626	595,897	615,364	2.9%	3.3%
	Female	255,285	263,622	273,193	277,436	294,370	294,445	303,919	2.9%	3.2%
	Male	262,818	270,545	280,124	284,495	287,256	301,452	311,445	2.9%	3.3%
Junior Primary (Pre-Primary to Grade 3)	Total	270,211	277,109	287,471	288,352	295,964	307,316	319,716	2.8%	4.0%
	Female	132,315	135,780	140,805	141,429	149,996	151,234	157,285	2.9%	4.0%
	Male	137,896	141,329	146,666	146,923	145,968	156,082	162,431	2.8%	4.1%
Senior Primary (Grades 4-7)	Total	247,892	257,058	265,846	273,579	285,662	288,581	295,648	3.0%	2.4%
	Female	122,970	127,842	132,388	136,007	144,374	143,211	146,634	3.0%	2.4%
	Male	124,922	129,216	133,458	137,572	141,288	145,370	149,014	3.0%	2.5%
<b>Secondary</b>										
Subtotal Secondary (Grades 8-12)	Total	202,252	200,695	201,197	213,074	218,752	221,630	228,512	2.1%	3.1%
	Female	105,631	104,768	105,742	111,350	105,457	115,725	119,986	2.1%	3.7%
	Male	96,621	95,927	95,455	101,724	113,295	105,905	108,526	2.0%	2.5%
Junior Secondary (Grades 8-9)	Total	155,353	105,872	121,272	114,355	115,755	117,184	123,910	-3.7%	5.7%
	Female	80,240	54,318	62,955	58,967	56,638	60,283	63,816	-3.7%	5.9%
	Male	75,113	51,554	58,317	55,388	59,117	56,901	60,094	-3.6%	5.6%
Senior Secondary (Grades 10-13)	Total	46,899	94,823	79,925	98,719	102,997	104,446	104,602	14.3%	0.1%
	Female	25,391	50,450	42,787	52,383	48,819	55,442	56,170	14.1%	1.3%
	Male	21,508	44,373	37,138	46,336	54,178	49,004	48,432	14.5%	-1.2%
<b>Other grades</b>										
Subtotal Other Grades	Total	1,893	1,974	2,480	2,127	2,277	2,222	2,643	5.7%	18.9%
	Female	680	696	895	839	891	868	1,061	7.7%	22.2%
	Male	1,213	1,278	1,585	1,288	1,386	1,354	1,582	4.5%	16.8%

Table 19 shows the enrolment of female and male learners in the four school phases in the period 2017 to 2023. The average annual growth was calculated comparing the 2017 and 2023 figures.

The female and male enrolments in each of the four phases are shown graphically in Figure 19. Note that the four charts have different scales, therefore the heights of the bars are not comparable from one chart to the next.

The implementation of the revised curriculum resulted in an improved flow of learners, which can be said to have caused the decline of enrolment in both the Junior Primary and Junior Secondary phases, and increased enrolment in the Senior Primary and Senior Secondary phases.

For years there were always more male learners in the Primary phases and more female learners in the Secondary phases. A reversed trend in enrolment was observed in 2021, when female enrolment overtook male enrolment in the Primary phases and male enrolment overtook female enrolment in the Secondary phases. In 2022 and 2023 there were again more males than females in the Primary phases and more females than males in the Secondary phases.

**Figure 19: Changes in female and male enrolments**



**Table 20: Changes in enrolments in different grades from 2017 to 2023**

Grade	Year							Average annual growth rate 2017-2023	Percentage change 2022-2023
	2017	2018	2019	2020	2021	2022	2023		
<b>Total</b>	<b>722,248</b>	<b>736,836</b>	<b>756,994</b>	<b>777,132</b>	<b>802,655</b>	<b>819,749</b>	<b>846,519</b>	<b>2.7%</b>	<b>3.3%</b>
Pre-Primary	41,743	43,448	46,197	45,412	48,336	50,408	53,284	4.2%	5.7%
Grade 1	83,972	85,937	88,544	88,072	85,091	93,660	96,784	2.4%	3.3%
Grade 2	74,140	75,887	78,843	79,915	83,424	82,858	87,257	2.8%	5.3%
Grade 3	70,356	71,837	73,887	74,953	79,113	80,390	82,391	2.7%	2.5%
Grade 4	73,626	77,144	79,591	80,102	76,461	81,534	85,226	2.5%	4.5%
Grade 5	64,448	67,337	70,485	72,503	76,902	74,321	76,353	2.9%	2.7%
Grade 6	59,434	59,470	61,963	64,337	69,736	69,446	70,161	2.8%	1.0%
Grade 7	50,384	53,107	53,807	56,637	62,563	63,280	63,908	4.0%	1.0%
Grade 8	60,235	59,946	63,220	63,290	57,131	65,262	69,221	2.3%	6.1%
Grade 9	53,562	45,926	58,052	51,065	58,624	51,922	54,689	0.3%	5.3%
Grade 10	41,556	45,369	27,593	49,794	51,188	57,478	55,372	4.9%	-3.7%
Grade 11	24,772	25,780	27,274	21,779	46,403	37,954	40,582	8.6%	6.9%
Grade 12	22,127	23,653	25,045	27,128	5,388	8,964	8,622	-14.5%	-3.8%
Grade 13	17	21	13	18	18	50	26	7.3%	-48.0%
Learning Support	1,179	1,010	1,518	1,032	1,095	1,030	1,158	-0.3%	12.4%
Vocational	267	356	354	750	824	744	945	23.4%	27.0%
Special Grades	184	276	276	319	311	382	471	17.0%	23.3%
Autism	246	332	332	26	47	66	69	-19.1%	4.5%

Enrolment in the different grades is tabulated for the years 2017 to 2023 in **Table 20**, together with the average annual growth rates over the same period and the last two years. The average annual growth is determined by comparing the 2017 and 2023 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 grade and phase, from 2017 to 2023.

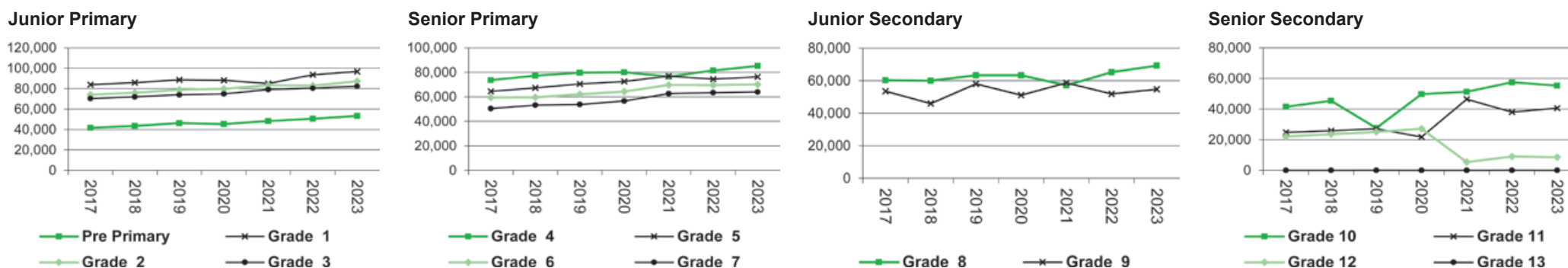
Several grades have been combined: pre-primary and bridging year as “Pre-Primary”; the diverse technical and vocational courses as “Vocational”; and different year levels and special grades as “Special Grades”.

Enrolment in Pre-Primary to Grade 12 is presented in four charts in **Figure 20**. Note 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 Grade 13, followed by Vocational Grades and Grade 11.

For the reader’s benefit, Pre-Primary has been added to the Junior Primary graph.

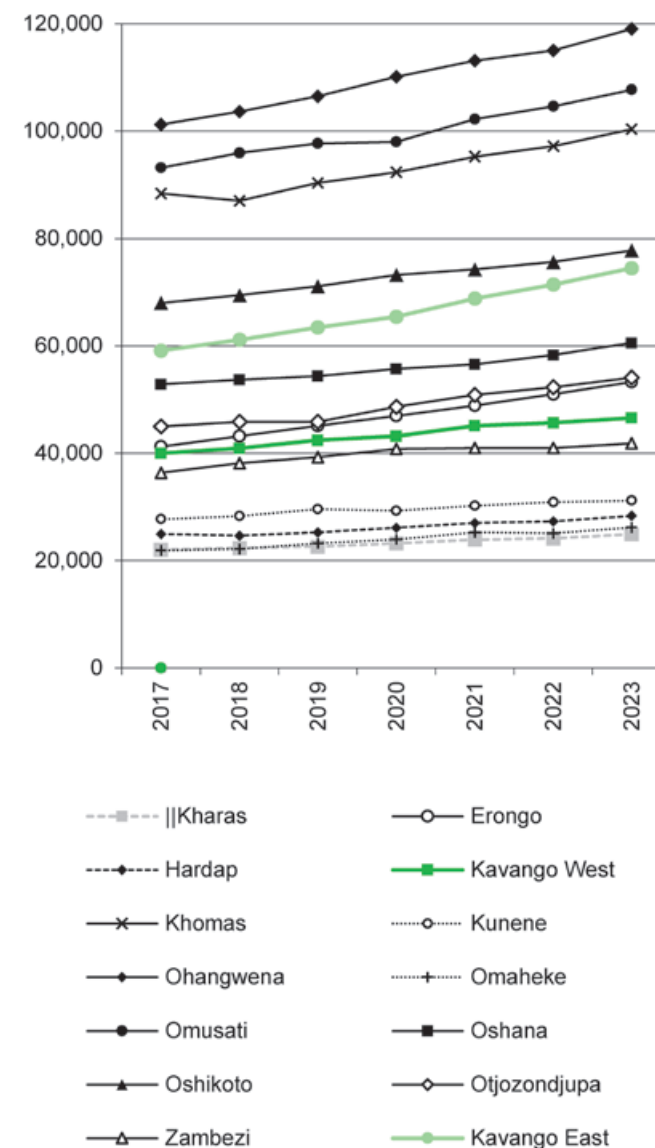
**Figure 20: Changes in enrolments in Grades 1-12**



**Table 21: Changes in enrolments in the regions from 2017 to 2023**

Region	Year							Average annual growth rate 2017-2023	Percentage change 2022-2023
	2017	2018	2019	2020	2021	2022	2023		
<b>National</b>	<b>722,248</b>	<b>736,836</b>	<b>756,994</b>	<b>777,132</b>	<b>802,655</b>	<b>819,749</b>	<b>846,519</b>	<b>2.7%</b>	<b>3.3%</b>
Kharas	22,045	22,388	22,604	23,214	23,943	24,173	24,964	2.1%	3.3%
Erongo	41,287	43,213	45,082	46,938	48,875	50,984	53,258	4.3%	4.5%
Hardap	24,954	24,673	25,278	26,124	26,999	27,316	28,383	2.2%	3.9%
Kavango East	59,129	61,151	63,460	65,444	68,857	71,444	74,488	3.9%	4.3%
Kavango West	40,025	40,973	42,442	43,214	45,091	45,664	46,576	2.6%	2.0%
Khomas	88,429	87,053	90,380	92,341	95,259	97,179	100,356	2.1%	3.3%
Kunene	27,737	28,345	29,654	29,332	30,254	30,896	31,207	2.0%	1.0%
Ohangwena	101,250	103,669	106,505	110,127	113,094	115,058	119,047	2.7%	3.5%
Omaheke	21,923	22,177	23,216	23,962	25,311	25,130	26,208	3.0%	4.3%
Omusati	93,223	95,948	97,719	98,006	102,219	104,654	107,706	2.4%	2.9%
Oshana	52,860	53,729	54,382	55,724	56,584	58,281	60,557	2.3%	3.9%
Oshikoto	68,008	69,469	71,119	73,214	74,289	75,667	77,798	2.3%	2.8%
Otjozondjupa	44,996	45,878	45,838	48,668	50,875	52,293	54,102	3.1%	3.5%
Zambezi	36,382	38,170	39,315	40,824	41,005	41,010	41,869	2.4%	2.1%

**Figure 21: Changes in enrolments in the different regions**



**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 2017 and 2023, the school population grew the most in Erongó (4.3%) and Kavango East (3.9%). Erongó (4.5%), Kavango East (4.3%), Omaheke (4.3%), Hardap (3.9%) and Oshana (3.9%) had a higher percentage increase in enrolment in 2022-2023. The smallest growth in school population was in Kunene (1%) in 2022-2023.

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 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 in formal schooling might have positively contributed to the increase in enrolment. There was also a slight increase in enrolment in private schools due to the opening of more private schools since 2020.



# Chapter 3:

# THE FLOW OF LEARNERS



Under ideal conditions, a learner begins Grade 1 at 6 or 7 years of age – in accordance with the Education Act, 2020 (Act No. 3 of 2020) – and then passes that and subsequent grades to graduate 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 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 a particular year by the number of learners enrolled in the previous grade in the previous year. The rates given here are thus for 2022, being the proportion of learners enrolled in 2022 who were promoted and continued schooling in 2023. Likewise, repetition rates reported here are for 2022, being the number of learners repeating a grade in 2023 divided by the total number of learners in the same grade in 2022.

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 2022, which are not accounted for by repeaters in the same grade or promotees in the next grade in 2023, 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 were readmitted in the same grade again in 2022.

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

Rates of enrolment are presented for 2023. 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. 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 seems to have been considerable migration of learners between regions, but no migration figures are available at the level of detail required for the calculations. Therefore, regional flow rates were not reported.

**Table 22: Pre-Primary enrolment by region, sex and age**

Region	Sex	Average age	Age											
			Total	5	6	7	8	9	10	11	12	13	14	15
National	<b>Total</b>	<b>5.9</b>	<b>53,284</b>	<b>7,544</b>	<b>44,346</b>	<b>1,264</b>	<b>77</b>	<b>28</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>-</b>
	Females	5.9	26,936	3,843	22,458	574	34	14	7	2	4	-	-	-
	Males	5.9	26,348	3,701	21,888	690	43	14	6	2	2	1	1	-
Kharas	<b>Total</b>	<b>5.9</b>	<b>1,947</b>	<b>340</b>	<b>1,543</b>	<b>54</b>	<b>9</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	1,011	170	809	27	5	-	-	-	-	-	-	-
	Males	5.9	936	170	734	27	4	-	1	-	-	-	-	-
Erongo	<b>Total</b>	<b>5.9</b>	<b>2,550</b>	<b>441</b>	<b>1,916</b>	<b>178</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	1,297	231	977	83	4	1	1	-	-	-	-	-
	Males	5.9	1,253	210	939	95	8	1	-	-	-	-	-	-
Hardap	<b>Total</b>	<b>5.9</b>	<b>2,028</b>	<b>313</b>	<b>1,631</b>	<b>77</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	1,016	151	830	34	1	-	-	-	-	-	-	-
	Males	5.9	1,012	162	801	43	2	1	3	-	-	-	-	-
Kavango East	<b>Total</b>	<b>5.9</b>	<b>3,310</b>	<b>412</b>	<b>2,890</b>	<b>6</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	1,745	217	1,523	3	-	2	-	-	-	-	-	-
	Males	5.9	1,565	195	1,367	3	-	-	-	-	-	-	-	-
Kavango West	<b>Total</b>	<b>5.9</b>	<b>3,098</b>	<b>401</b>	<b>2,558</b>	<b>113</b>	<b>16</b>	<b>7</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	1,549	204	1,281	50	7	6	-	-	1	-	-	-
	Males	5.9	1,549	197	1,277	63	9	1	-	-	2	-	-	-
Khomas	<b>Total</b>	<b>5.8</b>	<b>6,500</b>	<b>1,319</b>	<b>4,911</b>	<b>254</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.8	3,281	674	2,502	100	2	1	-	2	-	-	-	-
	Males	5.9	3,219	645	2,409	154	3	5	1	2	-	-	-	-
Kunene	<b>Total</b>	<b>6.0</b>	<b>2,002</b>	<b>176</b>	<b>1,760</b>	<b>55</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>
	Females	6.0	1,022	90	899	28	2	1	1	-	1	-	-	-
	Males	6.0	980	86	861	27	2	3	-	-	-	-	1	-
Ohangwena	<b>Total</b>	<b>5.9</b>	<b>7,173</b>	<b>961</b>	<b>6,132</b>	<b>74</b>	<b>4</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	3,563	490	3,030	39	2	1	-	-	1	-	-	-
	Males	5.9	3,610	471	3,102	35	2	-	-	-	-	-	-	-
Omaheke	<b>Total</b>	<b>5.9</b>	<b>1,628</b>	<b>193</b>	<b>1,385</b>	<b>46</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Females	5.9	820	100	699	17	2	2	-	-	-	-	-	-
	Males	5.9	808	93	686	29	-	-	-	-	-	-	-	-

**Table 22 continued**

Region	Sex	Average age	Age											
			Total	5	6	7	8	9	10	11	12	13	14	15
Omusati	<b>Total</b>	<b>5.9</b>	<b>6,595</b>	<b>829</b>	<b>5,686</b>	<b>77</b>	<b>3</b>	-	-	-	-	-	-	-
	Females	5.9	3,345	417	2,887	39	2	-	-	-	-	-	-	-
	Males	5.9	3,250	412	2,799	38	1	-	-	-	-	-	-	-
Oshana	<b>Total</b>	<b>5.9</b>	<b>4,225</b>	<b>672</b>	<b>3,476</b>	<b>70</b>	<b>5</b>	-	<b>2</b>	-	-	-	-	-
	Females	5.9	2,093	337	1,724	28	2	-	2	-	-	-	-	-
	Males	5.9	2,132	335	1,752	42	3	-	-	-	-	-	-	-
Oshikoto	<b>Total</b>	<b>5.9</b>	<b>5,766</b>	<b>813</b>	<b>4,827</b>	<b>120</b>	<b>3</b>	<b>1</b>	<b>1</b>	-	<b>1</b>	-	-	-
	Females	5.9	2,927	412	2,452	61	-	-	1	-	1	-	-	-
	Males	5.9	2,839	401	2,375	59	3	1	-	-	-	-	-	-
Otjozondjupa	<b>Total</b>	<b>5.9</b>	<b>3,206</b>	<b>299</b>	<b>2,805</b>	<b>93</b>	<b>6</b>	-	<b>3</b>	-	-	-	-	-
	Females	5.9	1,616	160	1,410	42	2	-	2	-	-	-	-	-
	Males	6.0	1,590	139	1,395	51	4	-	1	-	-	-	-	-
Zambezi	<b>Total</b>	<b>5.9</b>	<b>3,256</b>	<b>375</b>	<b>2,826</b>	<b>47</b>	<b>5</b>	<b>2</b>	-	-	-	<b>1</b>	-	-
	Females	5.9	1,651	190	1,435	23	3	-	-	-	-	-	-	-
	Males	5.9	1,605	185	1,391	24	2	2	-	-	-	1	-	-

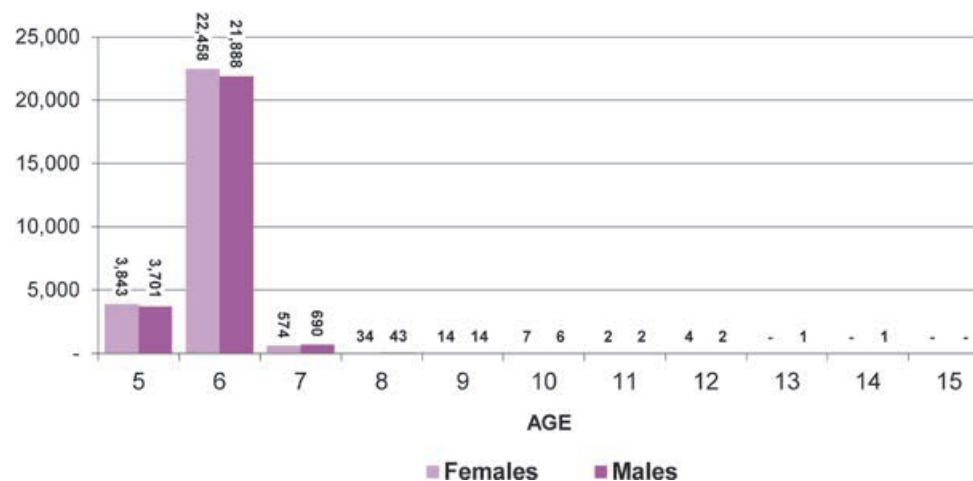
Table 22 presents the numbers of Pre-Primary learners by region, sex and age in 2023.

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

Figure 22 shows the age distribution of females and males in Pre-Primary graphically. Most learners entered Pre-Primary grade at 6 years of age, but a considerable number were enrolled for the first time at age 5 or even 7. Out of all the Pre-Primary enrolments in 2023, 97.4% were 5 or 6 years old, and 0.2% were 8 years old or older.

The enrolment figures are expected to increase as more Pre-Primary grades are being introduced in public schools.

**Figure 22: Ages of female and male pre-school learners**



**Table 23: Apparent intake rates of Grade 1 learners from 2017 to 2023**

Sex	Year						
	2017	2018	2019	2020	2021	2022	2023
Total	110.3%	109.6%	110.3%	108.2%	-	-	105.4%
Females	110.9%	110.9%	111.3%	109.1%	-	-	104.9%
Males	109.8%	108.4%	109.3%	107.4%	-	-	105.9%

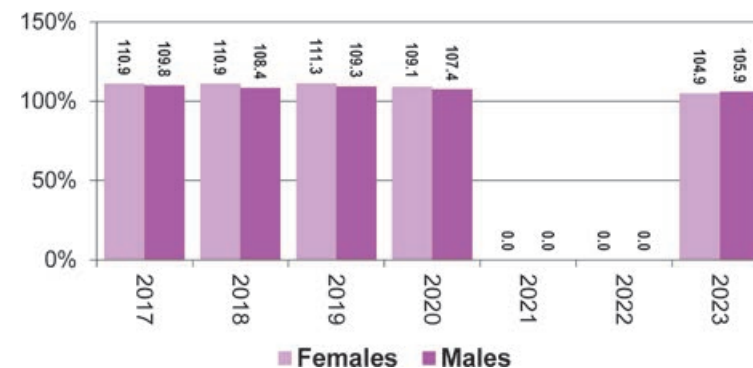
The apparent intake rate is the total number of new entrants in the first grade of primary education (Grade 1), regardless of age, expressed as a percentage of the population at the official primary school entrance age. The purpose of the apparent intake rate is to indicate the general level of access to primary education. The apparent intake rates of Grade 1 learners in the period 2017 to 2023 are shown in Table 23. The rates for 2021 and 2022 could not be calculated because population figures were not available.

**Table 24: Changes in the numbers of new Grade 1 entrants from 2017 to 2023**

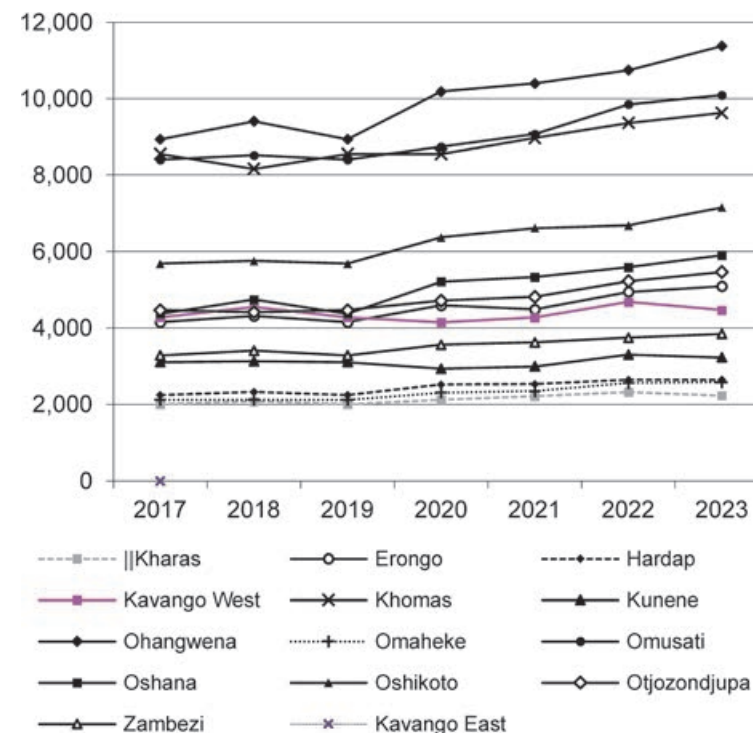
Region	Year							Average Annual Growth Rate 2017-2023	Percentage Change 2022-2023
	2017	2018	2019	2020	2021	2022	2023		
National	67,104	68,909	67,104	72,229	74,097	78,968	80,706	3.1%	2.2%
Kharas	2,004	2,079	2,004	2,124	2,209	2,322	2,228	1.8%	-4.0%
Erongo	4,151	4,314	4,151	4,593	4,491	4,945	5,092	3.5%	3.0%
Hardap	2,244	2,322	2,244	2,519	2,529	2,647	2,646	2.8%	0.0%
Kavango East	5,512	5,983	5,512	6,267	6,436	7,299	6,998	4.1%	-4.1%
Kavango West	4,278	4,554	4,278	4,146	4,270	4,685	4,467	0.7%	-4.7%
Khomas	8,553	8,159	8,553	8,546	8,967	9,364	9,629	2.0%	2.8%
Kunene	3,104	3,131	3,104	2,930	2,989	3,300	3,228	0.7%	-2.2%
Ohangwena	8,937	9,406	8,937	10,186	10,400	10,746	11,374	4.1%	5.8%
Omaheke	2,113	2,120	2,113	2,311	2,344	2,559	2,585	3.4%	1.0%
Omusati	8,401	8,517	8,401	8,742	9,071	9,851	10,092	3.1%	2.4%
Oshana	4,370	4,747	4,370	5,213	5,332	5,593	5,908	5.2%	5.6%
Oshikoto	5,686	5,757	5,686	6,372	6,617	6,685	7,149	3.9%	6.9%
Otjozondjupa	4,470	4,411	4,470	4,717	4,817	5,225	5,466	3.4%	4.6%
Zambezi	3,281	3,409	3,281	3,563	3,625	3,747	3,844	2.7%	2.6%

The number of new entrants to Grade 1 is tabulated for 2017 to 2023 in Table 24. The average growth rate is calculated by comparing the numbers in the first and last year of this period (2017 and 2023). Oshikoto recorded the highest intake percentage, at 6.9% in 2022-2023, while Kavango West's rate decreased the most, but only by 4.7%.

**Figure 23: Apparent intake rates**



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



**Table 25: Ages of learners – all learners**

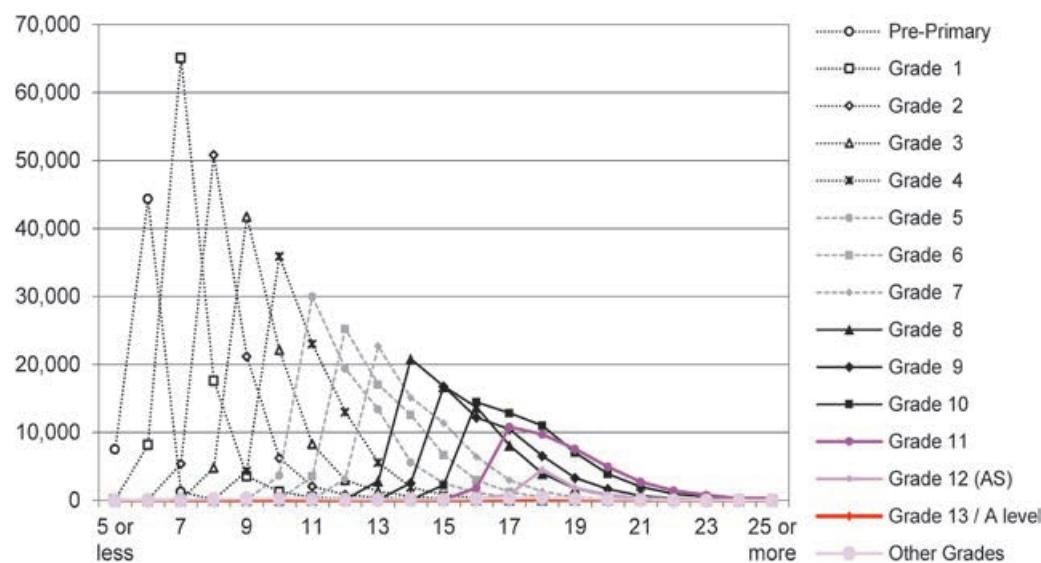
Grade	Age																					
	Total	5 or less	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or more
<b>Total</b>	<b>846,519</b>	<b>7,670</b>	<b>52,685</b>	<b>71,921</b>	<b>73,517</b>	<b>71,093</b>	<b>69,560</b>	<b>67,643</b>	<b>65,130</b>	<b>63,645</b>	<b>59,583</b>	<b>57,744</b>	<b>53,312</b>	<b>48,109</b>	<b>38,045</b>	<b>22,519</b>	<b>12,473</b>	<b>6,024</b>	<b>3,003</b>	<b>1,585</b>	<b>708</b>	<b>550</b>
Pre-Primary	53,284	7,544	44,346	1,264	77	28	13	4	6	1	1	-	-	-	-	-	-	-	-	-	-	-
Grade 1	96,784	121	8,178	65,105	17,602	3,528	1,282	489	234	134	64	22	17	7	-	-	1	-	-	-	-	-
Grade 2	87,257	-	119	5,383	50,800	21,188	6,209	2,047	827	425	145	76	24	8	4	1	-	-	1	-	-	-
Grade 3	82,391	-	1	91	4,802	41,754	22,162	8,331	3,015	1,310	543	196	107	46	15	6	7	2	2	-	-	1
Grade 4	85,226	-	-	19	91	4,333	35,897	23,021	12,970	5,594	1,898	799	343	117	83	34	21	2	3	1	-	-
Grade 5	76,353	-	-	-	3	81	3,670	29,975	19,418	13,376	5,584	2,500	1,094	405	150	52	30	12	2	-	-	1
Grade 6	70,161	-	-	-	-	10	105	3,542	25,241	17,062	12,616	6,684	2,928	1,217	486	163	58	25	9	10	3	2
Grade 7	63,908	-	-	-	-	-	3	54	3,183	22,672	15,138	11,389	6,425	2,944	1,303	475	192	64	27	22	11	6
Grade 8	69,221	-	-	-	-	-	-	9	97	2,859	20,844	16,774	13,686	8,142	3,938	1,767	701	232	87	54	16	15
Grade 9	54,689	-	-	-	-	-	-	-	1	70	2,554	16,781	12,203	10,444	6,523	3,312	1,673	642	275	116	57	38
Grade 10	55,372	-	-	-	-	-	-	-	1	2	70	2,267	14,467	12,846	10,993	7,010	3,891	1,953	973	504	239	156
Grade 11	40,582	-	-	-	-	-	-	-	-	-	10	117	1,797	10,822	9,731	7,589	4,953	2,708	1,434	788	339	294
Grade 12 (AS)	8,622	-	-	-	-	-	-	-	-	-	-	1	45	849	4,495	1,856	820	297	155	65	24	15
Grade 13 / A level	26	-	-	-	-	-	-	-	-	-	-	-	-	-	7	15	4	-	-	-	-	-
Other Grades	2,643	5	41	59	142	171	219	171	137	140	116	138	176	262	317	239	122	87	35	25	19	22

The numbers of learners in each age group are tabulated in **Table 25**. The learners who entered school at 7 years of age, 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.

In **Table 25**, two measures indicate learners who by far exceeded the appropriate age for their grade: (1) the number of learners older than 16 in Primary grades, i.e. 8,031 (1.4%) in 2023; and (2) the number of learners 25 years or older and still in school, i.e. 550 (0.1%).

If learners entered school at the age of 7, 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 Junior Secondary. There were 111,730 learners (14.0% of all learners) in Pre-Primary to Grade 12 who were too old for their grades according to this criterion. There were also 1,253 learners (0.2% of all learners) who were underage in the grades they attended. Although the number is still small, it is an indication that there is still a violation of the law on the age set for starting primary school, which is 7 years of age.

**Figure 25: Distribution of learners' ages in Grades 1-12**

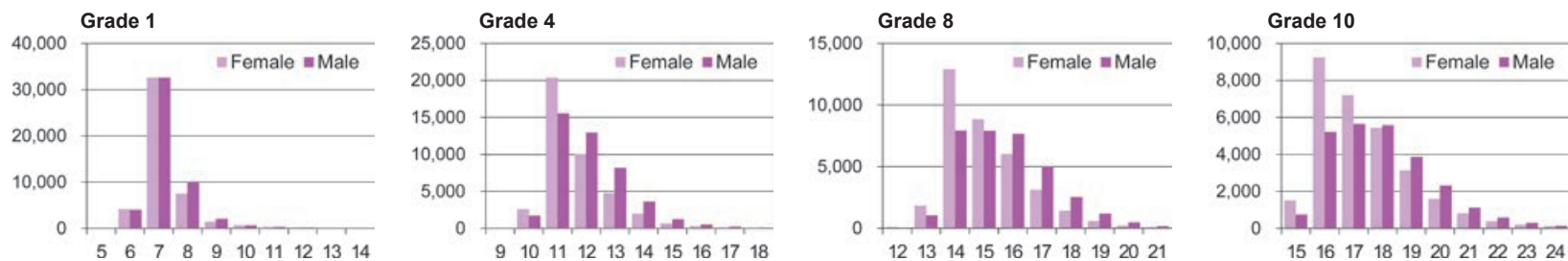


**Table 26: Ages of learners – females and males**

Grade	Sex	Age																					
		Total	5 or younger	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 or older
Total	Female	424,966	3,903	26,707	36,125	37,596	35,931	35,473	34,623	33,246	32,385	30,521	29,459	26,930	24,107	18,520	9,897	4,911	2,410	1,166	586	258	212
	Male	421,553	3,767	25,978	35,796	35,922	35,162	34,087	33,019	31,889	31,260	29,057	28,285	26,382	24,002	19,525	12,622	7,562	3,614	1,837	999	450	338
Pre-Primary	Female	26,936	3,843	22,458	574	34	14	7	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	26,348	3,701	21,888	690	43	14	6	2	2	1	1	-	-	-	-	-	-	-	-	-	-	-
Grade 1	Female	46,833	58	4,166	32,579	7,517	1,450	614	246	105	61	23	8	3	3	-	-	-	-	-	-	-	-
	Male	49,951	63	4,012	32,526	10,085	2,078	668	243	129	73	41	14	14	4	-	-	1	-	-	-	-	-
Grade 2	Female	42,978	-	63	2,888	27,176	8,838	2,478	848	397	187	55	27	16	3	-	1	-	-	1	-	-	-
	Male	44,279	-	56	2,495	23,624	12,350	3,731	1,199	430	238	90	49	8	5	4	-	-	-	-	-	-	-
Grade 3	Female	40,538	-	-	54	2,760	22,902	9,555	3,195	1,132	562	249	84	27	13	3	-	-	1	-	-	-	1
	Male	41,853	-	1	37	2,042	18,852	12,607	5,136	1,883	748	294	112	80	33	12	6	7	1	2	-	-	-
Grade 4	Female	40,949	-	-	11	54	2,601	20,339	10,058	4,794	1,976	650	263	125	34	22	11	8	1	1	1	-	-
	Male	44,277	-	-	8	37	1,732	15,558	12,963	8,176	3,618	1,248	536	218	83	61	23	13	1	2	-	-	-
Grade 5	Female	38,153	-	-	-	2	51	2,327	17,937	9,332	5,282	1,927	776	330	126	40	13	8	2	-	-	-	-
	Male	38,200	-	-	-	1	30	1,343	12,038	10,086	8,094	3,657	1,724	764	279	110	39	22	10	2	-	-	1
Grade 6	Female	35,080	-	-	-	-	7	65	2,242	15,320	8,511	5,143	2,319	906	355	144	51	9	4	2	-	2	-
	Male	35,081	-	-	-	-	3	40	1,300	9,921	8,551	7,473	4,365	2,022	862	342	112	49	21	7	10	1	2
Grade 7	Female	32,452	-	-	-	-	-	1	32	2,049	13,888	7,810	4,829	2,253	967	393	141	60	19	5	2	2	1
	Male	31,456	-	-	-	1	-	2	21	1,134	8,784	7,328	6,560	4,172	1,977	910	334	132	45	22	20	9	5
Grade 8	Female	35,121	-	-	-	-	-	-	8	65	1,825	12,899	8,860	6,012	3,115	1,410	595	210	69	25	21	3	4
	Male	34,100	-	-	-	-	-	-	1	32	1,034	7,945	7,914	7,674	5,027	2,528	1,172	491	163	62	33	13	11
Grade 9	Female	28,695	-	-	-	-	-	-	-	1	43	1,673	10,645	6,735	4,775	2,693	1,187	559	239	89	37	10	9
	Male	25,994	-	-	-	-	-	-	-	-	27	881	6,136	5,468	5,669	3,830	2,125	1,114	403	186	79	47	29
Grade 10	Female	29,718	-	-	-	-	-	-	-	1	1	43	1,509	9,254	7,199	5,423	3,131	1,586	822	388	204	98	59
	Male	25,654	-	-	-	-	-	-	-	-	1	27	758	5,213	5,647	5,570	3,879	2,305	1,131	585	300	141	97
Grade 11	Female	21,576	-	-	-	-	-	-	-	3	-	3	72	1,151	6,864	5,498	3,704	2,052	1,107	583	289	125	125
	Male	19,006	-	-	-	-	-	-	-	2	-	2	45	646	3,958	4,233	3,885	2,901	1,601	851	499	214	169
Grade 12	Female	4,864	-	-	-	-	-	-	-	-	-	-	-	32	538	2,768	955	372	107	57	22	10	3
	Male	3,758	-	-	-	-	-	-	-	-	-	-	1	13	311	1,727	901	448	190	98	43	14	12
Grade 13	Female	12	-	-	-	-	-	-	-	-	-	-	-	-	-	4	7	1	-	-	-	-	-
	Male	14	-	-	-	-	-	-	-	-	-	-	-	-	-	3	8	3	-	-	-	-	-
Other	Female	1,061	2	20	19	53	68	87	55	43	49	46	67	86	115	122	101	46	39	15	10	8	10
	Male	1,582	3	21	40	89	103	132	116	94	91	70	71	90	147	195	138	76	48	20	15	11	12

Figure 26 shows the age distributions by sex in the first grade of each school phase. On average, more males than females repeated a grade or dropped out of school and then returned, and males on average started school at a slightly older age than their female counterparts. These factors have resulted in wider age distributions for males.

**Figure 26: Age distribution of learners by age and sex for specific grades**



**Table 27: Rates of enrolment of 6-year-old to 18-year-old learners**

School Phase	Grade	Age												
		6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Total</b>														
<b>Total</b>		<b>10.8%</b>	<b>92.3%</b>	<b>97.8%</b>	<b>100.1%</b>	<b>100.3%</b>	<b>105.0%</b>	<b>98.8%</b>	<b>97.1%</b>	<b>101.5%</b>	<b>96.9%</b>	<b>94.0%</b>	<b>87.6%</b>	<b>67.4%</b>
Junior Primary	Grade 1	10.5%	85.0%	23.4%	5.0%	1.8%	0.8%	0.4%	0.2%	0.1%	0.0%	0.0%	0.0%	-
	Grade 2	0.2%	7.0%	67.7%	29.9%	9.0%	3.2%	1.3%	0.6%	0.2%	0.1%	0.0%	0.0%	0.0%
	Grade 3	0.0%	0.1%	6.4%	58.8%	32.0%	12.9%	4.6%	2.0%	0.9%	0.3%	0.2%	0.1%	0.0%
	Grade 4	-	0.0%	0.1%	6.1%	51.8%	35.7%	19.7%	8.5%	3.2%	1.3%	0.6%	0.2%	0.1%
Senior Primary	Grade 5	-	-	0.0%	0.1%	5.3%	46.5%	29.4%	20.4%	9.5%	4.2%	1.9%	0.7%	0.3%
	Grade 6	-	-	-	0.0%	0.2%	5.5%	38.3%	26.0%	21.5%	11.2%	5.2%	2.2%	0.9%
	Grade 7	-	-	0.0%	-	0.0%	0.1%	4.8%	34.6%	25.8%	19.1%	11.3%	5.4%	2.3%
Junior Secondary	Grade 8	-	-	-	-	-	0.0%	0.1%	4.4%	35.5%	28.1%	24.1%	14.8%	7.0%
	Grade 9	-	-	-	-	-	-	0.0%	0.1%	4.4%	28.2%	21.5%	19.0%	11.6%
Senior Secondary	Grade 10	-	-	-	-	-	-	0.0%	0.0%	0.1%	3.8%	25.5%	23.4%	19.5%
	Grade 11	-	-	-	-	-	-	0.0%	-	0.0%	0.2%	3.2%	19.7%	17.2%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.1%	1.5%	8.0%
Other grades		0.1%	0.1%	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%	0.5%	0.6%
<b>Females</b>														
<b>Total</b>		<b>10.7%</b>	<b>91.2%</b>	<b>97.7%</b>	<b>94.3%</b>	<b>99.9%</b>	<b>99.2%</b>	<b>101.7%</b>	<b>97.2%</b>	<b>92.3%</b>	<b>99.4%</b>	<b>89.8%</b>	<b>84.7%</b>	<b>68.5%</b>
Junior Primary	Grade 1	10.5%	83.6%	19.6%	3.8%	1.7%	0.7%	0.3%	0.2%	0.1%	0.0%	0.0%	0.0%	-
	Grade 2	0.2%	7.4%	70.7%	23.2%	7.0%	2.4%	1.2%	0.6%	0.2%	0.1%	0.1%	0.0%	-
	Grade 3	-	0.1%	7.2%	60.1%	26.9%	9.2%	3.5%	1.7%	0.8%	0.3%	0.1%	0.0%	0.0%
Senior Primary	Grade 4	-	0.0%	0.1%	6.8%	57.3%	28.8%	14.7%	5.9%	2.0%	0.9%	0.4%	0.1%	0.1%
	Grade 5	-	-	0.0%	0.1%	6.6%	51.4%	28.6%	15.8%	5.8%	2.6%	1.1%	0.4%	0.1%
	Grade 6	-	-	-	0.0%	0.2%	6.4%	46.9%	25.5%	15.6%	7.8%	3.0%	1.2%	0.5%
	Grade 7	-	-	-	-	0.0%	0.1%	6.3%	41.7%	23.6%	16.3%	7.5%	3.4%	1.5%
Junior Secondary	Grade 8	-	-	-	-	-	0.0%	0.2%	5.5%	39.0%	29.9%	20.1%	10.9%	5.2%
	Grade 9	-	-	-	-	-	-	0.0%	0.1%	5.1%	35.9%	22.5%	16.8%	10.0%
Senior Secondary	Grade 10	-	-	-	-	-	-	0.0%	0.0%	0.1%	5.1%	30.9%	25.3%	20.1%
	Grade 11	-	-	-	-	-	-	0.0%	-	0.0%	0.2%	3.8%	24.1%	20.3%
	Grade 12	-	-	-	-	-	-	-	-	-	-	0.1%	1.9%	10.2%
Other grades		0.1%	0.0%	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.2%	0.3%	0.4%	0.5%

Table 27 continues ►

**Table 27 continued**

School Phase	Grade	Age													
		6	7	8	9	10	11	12	13	14	15	16	17	18	
<b>Males</b>															
<b>Total</b>		<b>10.5%</b>	<b>91.3%</b>	<b>94.2%</b>	<b>99.0%</b>	<b>97.6%</b>	<b>101.1%</b>	<b>95.7%</b>	<b>94.6%</b>	<b>98.0%</b>	<b>94.3%</b>	<b>93.3%</b>	<b>86.1%</b>	<b>67.7%</b>	
Junior Primary	Grade 1	10.3%	84.6%	26.5%	5.9%	1.9%	0.7%	0.4%	0.2%	0.1%	0.0%	0.0%	0.0%	-	
	Grade 2	0.1%	6.5%	62.0%	34.8%	10.7%	3.7%	1.3%	0.7%	0.3%	0.2%	0.0%	0.0%	0.0%	
	Grade 3	0.0%	0.1%	5.4%	53.1%	36.1%	15.7%	5.6%	2.3%	1.0%	0.4%	0.3%	0.1%	0.0%	
Senior Primary	Grade 4	-	0.0%	0.1%	4.9%	44.6%	39.7%	24.5%	10.9%	4.2%	1.8%	0.8%	0.3%	0.2%	
	Grade 5	-	-	0.0%	0.1%	3.8%	36.8%	30.3%	24.5%	12.3%	5.8%	2.7%	1.0%	0.4%	
	Grade 6	-	-	-	0.0%	0.1%	4.0%	29.8%	25.9%	25.2%	14.6%	7.2%	3.1%	1.2%	
	Grade 7	-	-	0.0%	-	0.0%	0.1%	3.4%	26.6%	24.7%	21.9%	14.8%	7.1%	3.2%	
Junior Secondary	Grade 8	-	-	-	-	-	0.0%	0.1%	3.1%	26.8%	26.4%	27.1%	18.0%	8.8%	
	Grade 9	-	-	-	-	-	-	-	0.1%	3.0%	20.5%	19.3%	20.3%	13.3%	
Senior Secondary	Grade 10	-	-	-	-	-	-	-	0.0%	0.1%	2.5%	18.4%	20.3%	19.3%	
	Grade 11	-	-	-	-	-	-	-	0.0%	-	0.0%	0.2%	2.3%	14.2%	14.7%
	Grade 12	-	-	-	-	-	-	-	-	-	0.0%	0.0%	1.1%	6.0%	
Other grades		0.1%	0.1%	0.2%	0.3%	0.4%	0.4%	0.3%	0.3%	0.2%	0.2%	0.3%	0.5%	0.7%	

The percentages of each age cohort enrolled in the different grades are reported in **Table 27**. These numbers are based on the 2023 Namibia Population and Housing Census figures provided by the Namibia Statistics Agency (NSA).

For each age group, the number of learners of that age enrolled in a particular grade was divided by the number of people of the same age in the total population.

For example, there were 65,105 7-year-old learners enrolled in Grade 1, and there were 76,577 7-year-olds in the population. Therefore, 65,105 divided by 76,577 or 85.0% of the 7-year-old population were enrolled in Grade 1. By law, children can only enrol in Grade 1 if they are 6 years of age before the 1st of January of the year in which they are enrolling in Grade 1.

Therefore, the majority of learners who turned 6 after 31 December 2022 could not be taken into Grade 1 in the year under review. In Namibia the official age for Grade 1 is 7 years. There is an increase of underaged learners, especially 6-year-olds, being admitted to Grade 1. Although this is mostly evident in private schools, some government schools are also culprits.

The totals of the percentages enrolled in the different grades indicate the percentage of each age group enrolled in school. For some ages these totals exceed 100%, which is most likely due to an under-counting of the population size of the particular age group during the National Census, but it could also be due to a higher number of immigrants in Namibian schools as of recently.



**Table 28: Net and gross enrolment ratios**

	Age group	7-13	7-16	7-18	14-18
	Grades	Grades 1-7	Grades 1-10	Grades 1-12	Grades 8-12
Net Enrolment Ratio	<b>Total</b>	<b>97.8%</b>	<b>97.8%</b>	<b>95.0%</b>	<b>63.0%</b>
	Males	97.0%	96.9%	94.0%	56.5%
	Female	98.5%	98.7%	96.1%	69.5%
Gross Enrolment Ratio	<b>Total</b>	<b>115.2%</b>	<b>111.8%</b>	<b>102.1%</b>	<b>79.8%</b>
	Males	117.9%	112.8%	102.1%	75.5%
	Female	112.6%	110.9%	102.1%	84.0%

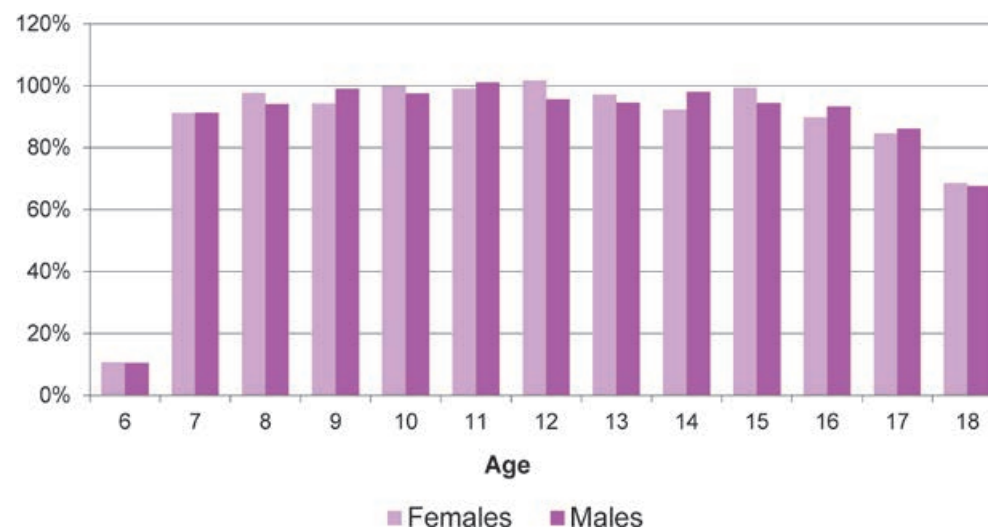
Net and Gross Enrolment Ratios (NER and GER) are the two most widely reported indicators of the proportion of the school-age population enrolled in school.

The GER is the total enrolment in a range of grades, divided by the number of people in the population of the age that should be enrolled in those grades. GER values over 100% are an indication of underage and/or overage learners enrolled in the specific school phase.

The NER, on the other hand, is the number of learners of appropriate age enrolled in a range of grades, divided by the population in the same age group. For example, 477,038 learners aged between 7 and 13 were enrolled in Grades 1-7 out of 487,834 people in the same age range in the projected population, therefore the NER of 97.8% is 477,038 divided by 487,834.

The total enrolment rates for females and males are charted in **Figure 28**. The enrolment rates of males have been lower than those of females in all age groups up to the age of 17. This observation is in agreement with the higher school-leaving rates reported for males in most grades and years up to Grade 9.

**Figure 28: Enrolment rates of female and male learners**



**Table 29: Numbers of new entrants, repeaters and re-entrants in Grades 1-12**

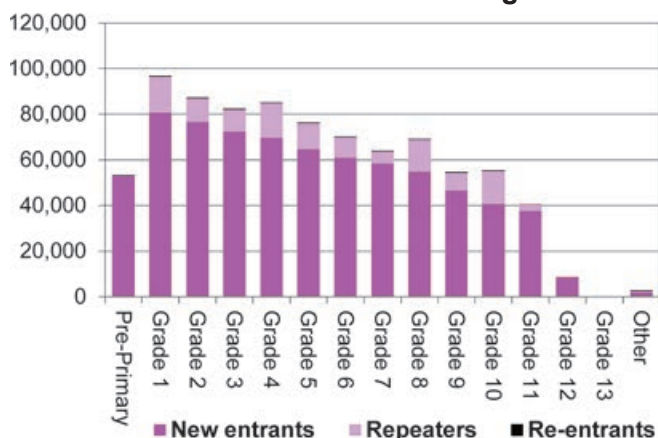
School Phase	Grade	Total Enrolment		New Entrants		Repeaters		Re-entrants	
		Total	% Female	Total	% Female	Total	% Female	Total	% Female
<b>Total</b>		<b>846,519</b>	<b>50.2%</b>	<b>728,125</b>	<b>51.4%</b>	<b>116,291</b>	<b>42.9%</b>	<b>2,103</b>	<b>52.6%</b>
Junior Primary	Pre-Primary	53,284	50.6%	53,065	50.6%	212	40.6%	7	42.9%
	Grade 1	96,784	48.4%	80,706	49.9%	15,755	40.5%	323	43.0%
	Grade 2	87,257	49.3%	76,751	50.8%	10,309	38.0%	197	37.1%
	Grade 3	82,391	49.2%	72,474	50.8%	9,765	37.6%	152	36.2%
Senior Primary	Grade 4	85,226	48.0%	69,715	50.7%	15,340	36.2%	171	32.7%
	Grade 5	76,353	50.0%	64,794	51.5%	11,428	41.1%	131	47.3%
	Grade 6	70,161	50.0%	61,179	51.2%	8,849	41.7%	133	44.4%
	Grade 7	63,908	50.8%	58,595	51.5%	5,190	43.1%	123	52.0%
Junior Secondary	Grade 8	69,221	50.7%	54,945	52.2%	14,020	44.8%	256	64.8%
	Grade 9	54,689	52.5%	46,690	52.6%	7,757	50.7%	242	73.1%
Senior Secondary	Grade 10	55,372	53.7%	40,792	53.8%	14,299	53.1%	281	70.5%
	Grade 11	40,582	53.2%	37,631	52.7%	2,876	58.7%	75	70.7%
	Grade 12	8,622	56.4%	8,601	56.5%	13	53.8%	8	12.5%
	Grade 13	26	46.2%	26	46.2%	-	-	-	-
Other	Other	2,643	40.1%	2,161	41.3%	478	34.9%	4	25.0%

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 the true sense they are repeaters, but they have to be differentiated from those who were in school in the previous year.

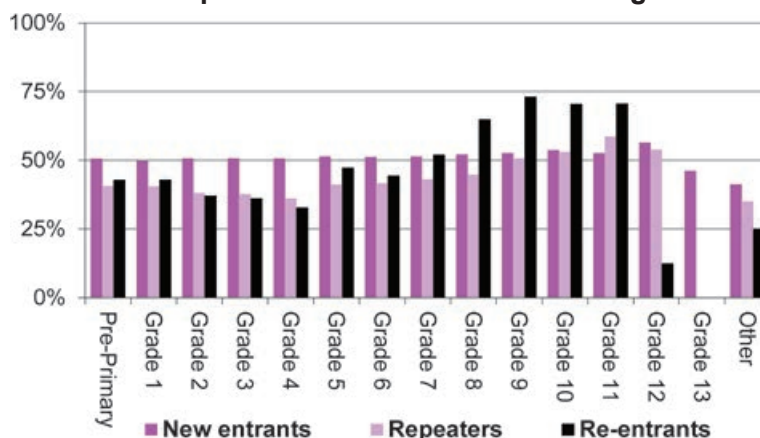
The relatively small number of re-entrants, at 0.2% of the total enrolment in all grades, indicates that few of the learners who left school returned at a later stage.

The new entrants, repeaters and re-entrants in 2023 are charted in **Figure 29a**. Re-entrants are hardly visible because of the low number of learners who are reported to have re-enrolled in 2023. Grades 1, 4, 10 and 8 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 29a: Numbers of new entrants, repeaters and re-entrants in each grade**



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



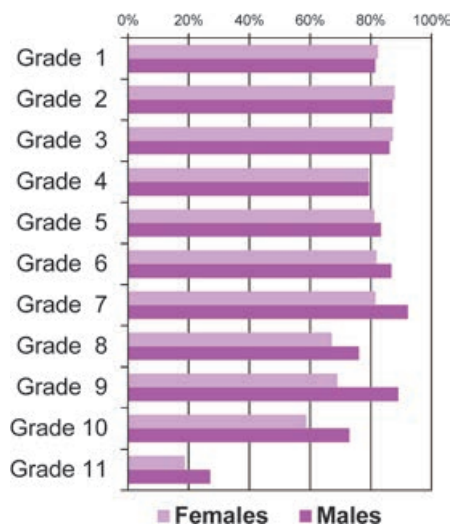
**Figure 29b** shows the percentages of females among the new entrants, repeaters and re-entrants. In Junior Primary, the female-to-male new entrants ratio is generally one to one. There is a marked and progressive increase in the percentages of female repeaters and re-entrants after Grade 7, rising 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 include females who returned to school after pregnancy.

Learners in Pre-Primary are by policy not supposed to fail or repeat. The repeater figures are thus learners who started Pre-Primary too early, such that they could not be allowed to proceed to Grade 1 as they were still below the prescribed age.

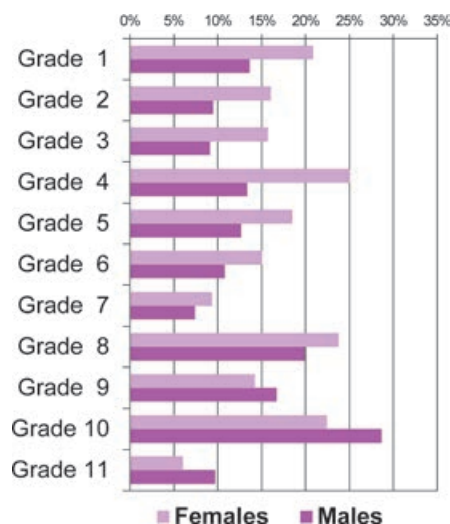
**Table 30: Promotion, repetition and school-leaving rates in Grades 1-11 from 2022 to 2023**

Grade	Promotion Rates			Repetition Rates			School-Leaving Rates		
	Total	Females	Males	Total	Females	Males	Total	Females	Males
Average	<b>75.2%</b>	72.3%	78.4%	<b>15.3%</b>	17.0%	13.8%	<b>9.5%</b>	10.7%	7.8%
Grade 1	<b>81.9%</b>	82.4%	81.5%	<b>17.2%</b>	20.9%	13.6%	<b>0.9%</b>	-3.3%	4.9%
Grade 2	<b>87.5%</b>	87.8%	87.1%	<b>12.7%</b>	16.0%	9.5%	<b>-0.1%</b>	-3.8%	3.4%
Grade 3	<b>86.7%</b>	87.3%	86.2%	<b>12.3%</b>	15.7%	9.1%	<b>0.9%</b>	-3.0%	4.7%
Grade 4	<b>79.5%</b>	79.5%	79.4%	<b>19.0%</b>	25.1%	13.3%	<b>1.5%</b>	-4.6%	7.2%
Grade 5	<b>82.3%</b>	81.2%	83.4%	<b>15.6%</b>	18.5%	12.7%	<b>2.1%</b>	0.3%	3.9%
Grade 6	<b>84.4%</b>	81.9%	86.8%	<b>12.9%</b>	15.1%	10.8%	<b>2.7%</b>	3.0%	2.4%
Grade 7	<b>86.8%</b>	81.5%	92.3%	<b>8.4%</b>	9.3%	7.4%	<b>4.8%</b>	9.1%	0.3%
Grade 8	<b>71.5%</b>	67.1%	76.1%	<b>21.9%</b>	23.8%	20.0%	<b>6.6%</b>	9.2%	3.9%
Grade 9	<b>78.6%</b>	69.0%	89.2%	<b>15.4%</b>	14.2%	16.7%	<b>6.0%</b>	16.8%	-5.9%
Grade 10	<b>65.5%</b>	58.7%	73.0%	<b>25.4%</b>	22.4%	28.7%	<b>9.2%</b>	18.9%	-1.7%
Grade 11	<b>22.7%</b>	18.7%	27.1%	<b>7.8%</b>	6.0%	9.7%	<b>69.6%</b>	75.3%	63.2%

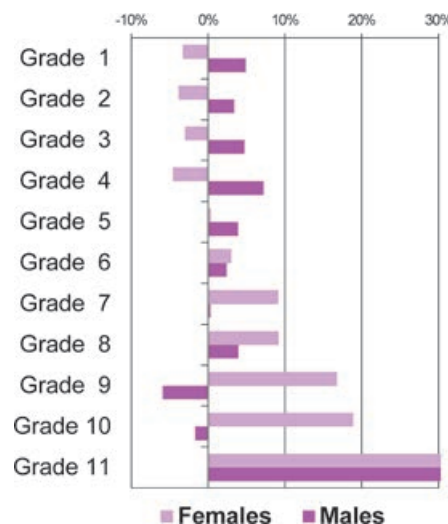
**Figure 30a: Promotion rates of female and male learners**



**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 2022 to 2023. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2022 who were promoted and continued schooling in Grade 2 in 2023. Grade 12 is not included in this table since, for all practical reasons, all Grade 12 learners left school at the end of 2023. For Grade 11 also, the majority of learners exited from schooling. Re-entrants were counted as repeaters in the calculation of this table.

For flow-rate calculations it is normally assumed 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, being 86.8% in 2022-2023. 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 secondary education grades (Grades 8-11).

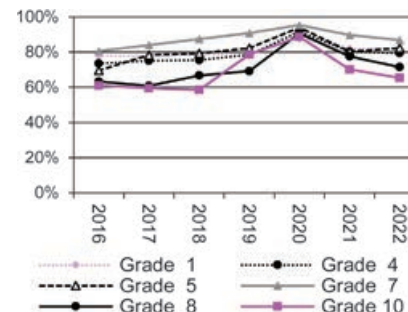
Females had higher promotion rates and lower repetition rates than males up to Grade 9. However, up to Grade 10, a higher percentage of males than females left school.

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.

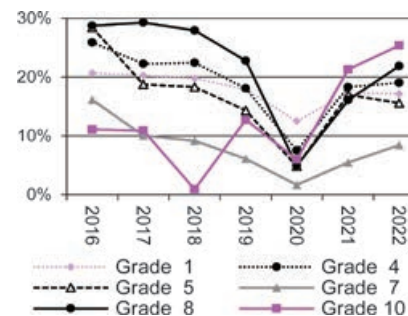
**Table 31: Promotion, repetition and school-leaving rates from 2016 to 2022**

School Phase	Grade	Year						
		2016	2017	2018	2019	2020	2021	2022
<b>Promotion rates</b>								
Junior Primary	Grade 1	78.0%	77.8%	78.7%	79.1%	87.6%	81.8%	81.9%
	Grade 2	86.5%	85.1%	84.7%	85.1%	93.1%	83.7%	87.5%
	Grade 3	87.1%	86.3%	86.7%	89.0%	94.0%	85.4%	86.7%
Senior Primary	Grade 4	73.5%	75.0%	75.4%	78.4%	91.6%	80.1%	79.5%
	Grade 5	69.6%	78.3%	79.3%	82.3%	93.9%	80.3%	82.3%
	Grade 6	74.8%	80.8%	82.3%	86.1%	95.8%	85.9%	84.4%
Junior Secondary	Grade 7	80.6%	84.0%	87.5%	90.8%	95.4%	89.6%	86.8%
	Grade 8	63.2%	60.8%	66.7%	69.2%	90.6%	77.6%	71.5%
	Grade 9	71.8%	76.2%	59.2%	79.7%	94.4%	79.4%	78.6%
Senior Secondary	Grade 10	61.1%	59.4%	58.5%	78.7%	88.8%	70.2%	65.5%
	Grade 11	95.6%	94.7%	96.1%	98.4%	24.7%	19.3%	22.7%
<b>Repetition rates</b>								
Junior Primary	Grade 1	20.7%	20.3%	19.7%	17.9%	12.5%	17.3%	17.2%
	Grade 2	14.8%	14.2%	14.8%	12.5%	7.8%	15.9%	12.7%
	Grade 3	13.5%	12.4%	13.4%	10.6%	6.3%	13.4%	12.3%
Senior Primary	Grade 4	25.9%	22.3%	22.4%	18.1%	7.5%	18.3%	19.0%
	Grade 5	28.4%	18.8%	18.3%	14.3%	4.8%	17.0%	15.6%
	Grade 6	22.9%	15.2%	14.4%	10.2%	2.5%	11.0%	12.9%
Junior Secondary	Grade 7	16.1%	10.1%	9.2%	6.1%	1.7%	5.4%	8.4%
	Grade 8	28.7%	29.3%	28.0%	22.8%	4.9%	16.1%	21.9%
	Grade 9	23.2%	17.4%	39.3%	12.6%	2.5%	13.0%	15.4%
Senior Secondary	Grade 10	11.1%	10.9%	0.9%	12.7%	5.9%	21.3%	25.4%
	Grade 11	4.0%	4.4%	2.8%	0.2%	10.1%	4.4%	7.8%
<b>School-leaving rates</b>								
Junior Primary	Grade 1	1.3%	1.9%	1.6%	3.0%	-0.1%	0.9%	0.9%
	Grade 2	-1.3%	0.7%	0.5%	2.4%	-0.9%	0.4%	-0.1%
	Grade 3	-0.6%	1.3%	-0.1%	0.4%	-0.3%	1.3%	0.9%
Senior Primary	Grade 4	0.6%	2.7%	2.2%	3.5%	0.9%	1.6%	1.5%
	Grade 5	2.0%	3.0%	2.4%	3.4%	1.2%	2.7%	2.1%
	Grade 6	2.3%	4.0%	3.3%	3.6%	1.7%	3.1%	2.7%
Junior Secondary	Grade 7	3.3%	6.0%	3.3%	3.1%	3.0%	4.9%	4.8%
	Grade 8	8.0%	9.9%	5.3%	8.1%	4.4%	6.4%	6.6%
	Grade 9	5.0%	6.4%	1.5%	7.6%	3.1%	7.6%	6.0%
Senior Secondary	Grade 10	27.8%	29.7%	40.6%	8.6%	5.3%	8.5%	9.2%
	Grade 11	0.4%	0.8%	1.1%	1.4%	65.1%	76.3%	69.6%

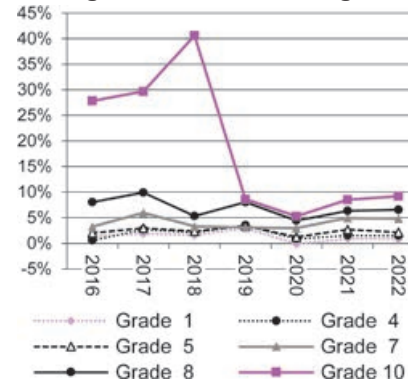
**Figure 31a: Changes in promotion rates**



**Figure 31b: Changes in repetition rates**



**Figure 31c: Changes in school-leaving rates**



The rates in Table 31 are based on the enrolments in the grades in the left column, in the years appearing as column headings. They indicate the percentage 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:** The Grade 1 promotion rates increased from 78.0% in 2016 to 81.9% in 2022, with some fluctuations in between. A general observation is that most promotion rates are high in the Primary phases, but decrease towards the Junior Secondary phase.

**Figure 31b:** The repetition rates gradually decreased across all the grades in 2020. An adjustment made to the promotion requirements as a consequence of the COVID-19 pandemic resulted in relatively low repetition. It can be seen that repetition rates increased again in the years after 2020, i.e. in 2021 and 2022, when normal promotion requirements were applied. There is thus a need to double efforts to reduce the repetition rates across all grades.

**Figure 31c:** For many years, school-leaving was high in Grade 10, with many learners leaving after writing the Junior Secondary Certificate examination. This trend has shifted to Grade 11, which is now the first exit point as per the revised curriculum for Basic Education. Relatively higher school-leaving rates in Grades 8, 9 and 10 than in Grade 7 in 2021 and 2022 may point to the fact that learners drop out after surviving primary education – a matter of concern that requires further scrutiny and remedial action.

**Table 32: Survival rates to Grades 2-12 from 2012 to 2018**

Grade	Sex	Year						
		2016	2017	2018	2019	2020	2021	2022
Grade 2	<b>Total</b>	<b>98.8%</b>	<b>97.6%</b>	<b>98.0%</b>	<b>96.4%</b>	<b>100.1%</b>	<b>98.9%</b>	<b>98.9%</b>
	Females	99.3%	98.0%	98.4%	97.0%	100.4%	99.4%	99.2%
	Males	98.2%	97.2%	97.6%	95.8%	99.8%	98.4%	98.6%
Grade 3	<b>Total</b>	<b>98.3%</b>	<b>96.9%</b>	<b>97.5%</b>	<b>93.7%</b>	<b>101.1%</b>	<b>98.4%</b>	<b>99.1%</b>
	Females	98.8%	97.5%	98.2%	94.8%	101.5%	99.2%	99.7%
	Males	97.7%	96.2%	96.7%	92.6%	100.7%	97.5%	98.5%
Grade 4	<b>Total</b>	<b>97.4%</b>	<b>95.4%</b>	<b>97.5%</b>	<b>93.3%</b>	<b>101.4%</b>	<b>96.9%</b>	<b>98.0%</b>
	Females	95.8%	93.8%	95.4%	91.6%	100.4%	94.7%	96.2%
	Males	98.7%	96.7%	99.2%	94.7%	102.4%	98.7%	99.5%
Grade 5	<b>Total</b>	<b>96.5%</b>	<b>92.1%</b>	<b>94.8%</b>	<b>89.3%</b>	<b>100.5%</b>	<b>95.0%</b>	<b>96.2%</b>
	Females	95.1%	91.6%	93.6%	88.8%	100.0%	93.4%	94.7%
	Males	97.6%	92.1%	95.4%	89.4%	100.9%	96.1%	97.2%
Grade 6	<b>Total</b>	<b>92.2%</b>	<b>88.6%</b>	<b>91.9%</b>	<b>85.7%</b>	<b>99.2%</b>	<b>91.9%</b>	<b>93.7%</b>
	Females	92.2%	88.8%	91.4%	85.7%	98.8%	91.1%	92.7%
	Males	91.8%	87.8%	91.7%	85.2%	99.4%	91.9%	94.2%
Grade 7	<b>Total</b>	<b>89.7%</b>	<b>84.4%</b>	<b>91.9%</b>	<b>82.2%</b>	<b>97.5%</b>	<b>88.6%</b>	<b>90.8%</b>
	Females	90.0%	85.0%	91.4%	82.3%	97.1%	88.3%	90.3%
	Males	89.0%	83.2%	91.7%	81.7%	97.7%	88.1%	90.8%
Grade 8	<b>Total</b>	<b>88.2%</b>	<b>78.8%</b>	<b>88.2%</b>	<b>79.5%</b>	<b>94.5%</b>	<b>84.0%</b>	<b>86.0%</b>
	Females	88.5%	80.3%	88.4%	79.9%	94.5%	84.3%	86.5%
	Males	87.4%	76.6%	87.4%	78.7%	94.4%	82.9%	85.0%
Grade 9	<b>Total</b>	<b>77.5%</b>	<b>67.4%</b>	<b>85.0%</b>	<b>71.1%</b>	<b>90.1%</b>	<b>77.5%</b>	<b>78.7%</b>
	Females	78.8%	69.6%	85.7%	72.4%	89.7%	78.7%	80.2%
	Males	75.7%	64.5%	83.5%	69.4%	90.4%	75.5%	76.5%
Grade 10	<b>Total</b>	<b>70.5%</b>	<b>61.9%</b>	<b>78.3%</b>	<b>64.8%</b>	<b>87.2%</b>	<b>70.7%</b>	<b>72.9%</b>
	Females	72.1%	64.2%	80.2%	65.8%	86.3%	73.3%	75.7%
	Males	68.4%	59.1%	75.6%	63.5%	88.2%	67.2%	69.4%
Grade 11	<b>Total</b>	<b>45.7%</b>	<b>41.2%</b>	<b>74.8%</b>	<b>58.4%</b>	<b>82.3%</b>	<b>62.9%</b>	<b>63.6%</b>
	Females	47.5%	43.5%	80.1%	58.9%	80.6%	65.5%	66.4%
	Males	42.2%	37.3%	68.9%	56.7%	84.1%	58.1%	58.6%
Grade 12	<b>Total</b>	<b>44.6%</b>	<b>40.8%</b>	<b>44.2%</b>	<b>57.6%</b>	<b>22.7%</b>	<b>12.7%</b>	<b>15.6%</b>
	Females	46.1%	43.2%	48.5%	58.0%	23.6%	14.3%	17.6%
	Males	42.6%	37.9%	37.7%	56.9%	21.6%	10.9%	13.5%

The survival rate to 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 review. 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 **Table 32** column headers indicate the first of the two years between which the rates have been calculated. Grade 1 is excluded as this 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.

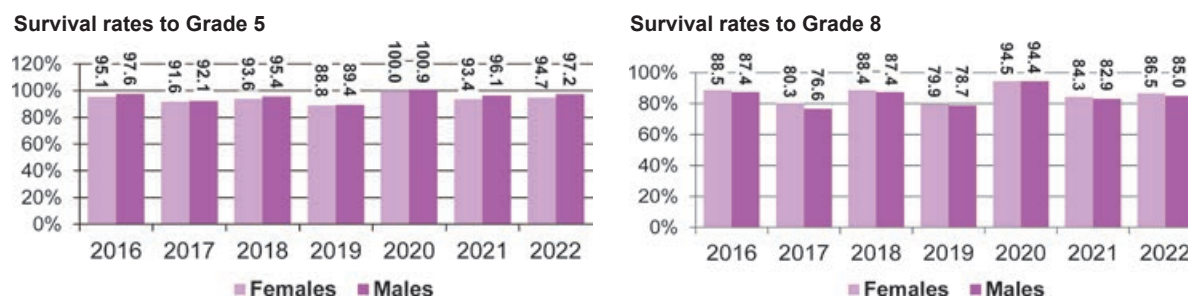
The survival rate to Grade 5 is often used as an estimate of the percentage of new Grade 1 entrants who are expected, after leaving school, to retain at least functional literacy for life.

**Table 32** shows a consistent higher survival rate for both males and females from Grades 2 to 7. A lower survival rate can be seen from Grades 10 to 12 for the past five years.

As stated earlier, 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 Ministry should develop strategies to address the challenge of boys leaving school earlier

The reader's attention is again brought to the fact that there was an adjustment of promotion across all grades. This explains why some survival rates went up above 100 as almost all learners progressed to the next grade, particularly in 2020.

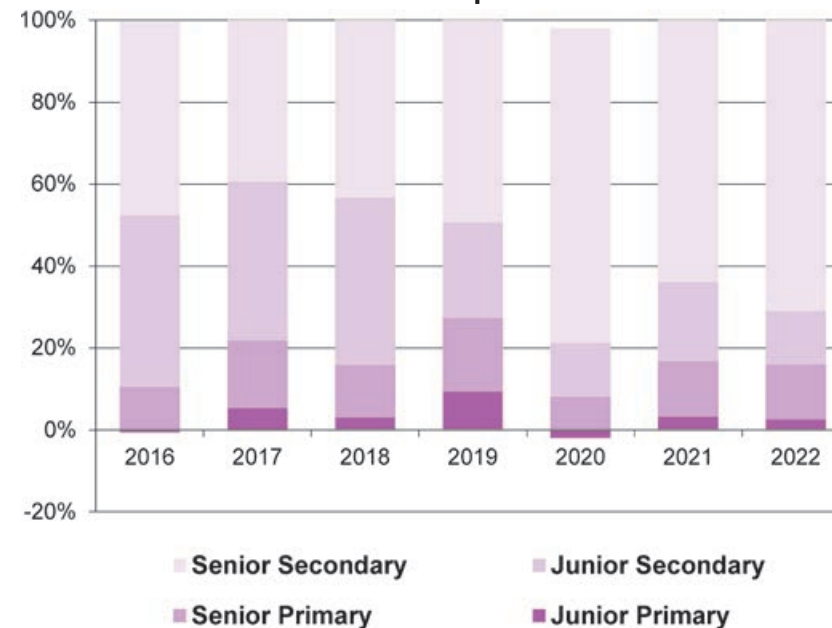
**Figure 32: Changes in the survival rates to Grades 5 and 8**



**Table 33: Approximate numbers of learners in Grades 1-12 who left school between 2016 and 2022**

School Phase	Grade	Year						
		2016	2017	2018	2019	2020	2021	2022
<b>Total</b>		<b>44,245</b>	<b>56,128</b>	<b>54,664</b>	<b>50,958</b>	<b>51,648</b>	<b>63,923</b>	<b>57,209</b>
Junior Primary	Grade 1	1,084	1,604	1,370	2,622	-106	784	831
	Grade 2	-902	482	359	1,891	-715	361	-122
	Grade 3	-413	899	-46	326	-227	997	758
Senior Primary	Grade 4	360	1,973	1,665	2,792	693	1,198	1,229
	Grade 5	1,335	1,918	1,605	2,413	903	2,076	1,583
	Grade 6	1,299	2,364	1,984	2,241	1,081	2,196	1,869
	Grade 7	1,673	3,009	1,776	1,663	1,686	3,083	3,022
Junior Secondary	Grade 8	5,282	5,968	3,181	5,090	2,809	3,637	4,296
	Grade 9	2,601	3,421	690	4,420	1,574	4,435	3,131
Senior Secondary	Grade 10	10,863	12,337	18,424	2,365	2,640	4,355	5,267
	Grade 11	95	208	279	385	14,185	35,421	26,402
	Grade 12	20,968	21,945	23,377	24,750	27,125	5,380	8,943

**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 2016 and 2022. The number of learners who left school at different grades can give tertiary training institutions an early indication about the demand for different types of training that they provide. The data also provides an educational profile of learners who could be entering the job market.

This table does not, however, take into account the movements of learners over Namibia's borders, as such figures are not available. 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 available, the numbers in this table are 'approximates' rather than absolute actuals.

The numbers of learners who left school in each year for the four school phases are charted in **Figure 33** as percentages of the total numbers of learners who left school in the particular year. It is evident from this chart that the percentage of learners leaving school from across phases varies from grade to grade and has been fluctuating over the years.

# Chapter 4:

# NATIONAL EXAMINATIONS

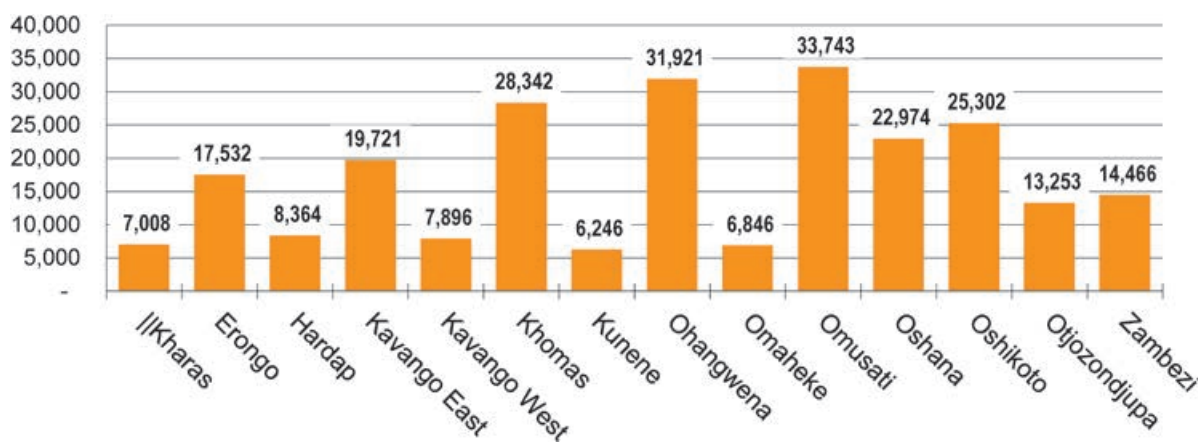
Chapter 4 presents the results of the national examinations written towards the end of 2023, meaning the Namibia Secondary School Certificate Ordinary Level (NSSC-O) and the Namibia Secondary School Certificate Advanced Subsidiary (NSSC-AS) examinations. The results achieved by the candidates in the different subjects are reported for each of the above-mentioned examinations. The data recorded in the tables in this chapter was provided by the Directorate of National Examinations and Assessment (DNEA). National examination results are indicators of educational achievement based on criteria applying to the whole country, and they are important as such.



**Table 34: Numbers of learners who obtained A\* to X points in the NSSC-O examinations per region**

Region	Total	Points Scored										
		A	A*	B	C	D	E	F	G	Q	U	X
National	243,614	9,665	3,412	22,650	36,196	43,624	42,117	27,759	23,389	15	28,576	6,211
Kharas	7,008	362	111	779	1,027	1,303	1,079	823	584	2	831	107
Erongo	17,532	907	256	1,702	2,255	2,947	2,689	1,992	1,833	-	2,442	509
Hardap	8,364	268	76	649	870	1,139	1,155	939	915	6	1,834	513
Kavango East	19,721	883	494	1,929	3,508	4,023	3,347	1,937	1,531	-	1,683	386
Kavango West	7,896	266	73	713	1,357	1,737	1,524	910	653	-	593	70
Khomas	28,342	1,844	587	3,426	4,534	5,058	4,333	2,906	2,191	-	2,825	638
Kunene	6,246	108	29	363	783	1,065	1,187	885	734	-	992	100
Ohangwena	31,921	862	230	2,626	4,707	5,661	5,977	3,719	3,291	2	3,879	967
Omaheke	6,846	125	30	414	867	1,220	1,301	948	799	-	991	151
Omusati	33,743	1,319	542	3,050	4,695	5,407	6,256	4,032	3,566	3	3,919	954
Oshana	22,974	738	259	2,044	3,362	4,210	4,074	2,603	2,312	2	2,782	588
Oshikoto	25,302	1,067	419	2,553	4,028	4,566	4,630	2,771	2,323	-	2,390	555
Otjozondjupa	13,253	624	219	1,241	1,767	2,299	2,081	1,519	1,216	-	1,990	297
Zambezi	14,466	292	87	1,161	2,436	2,989	2,484	1,775	1,441	-	1,425	376

**Figure 34: Number of candidates per region**



Tables 34 and 35 tabulate the numbers and percentages of learners who sat for the NSSC-O examinations in 2023 per region, and the points they scored.

A total of 243,614 learners sat for the NSSC-O exams nationally, of whom 208,812 (86%) scored A\* to G points while 3,271 (14%) were either ungraded or graded incomplete.

The numbers of learners who sat for the NSSC-O exams per region are presented graphically in Figure 34. Omusati recorded the highest number of candidates (33,743) and Omaheke the fewest (6,846).

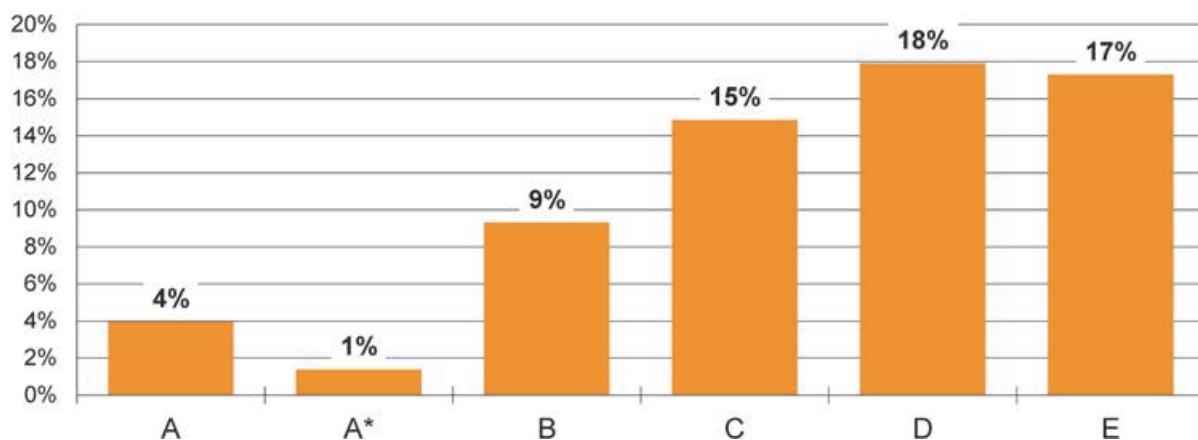
The majority of the NSSC-O exam candidates nationally scored a D symbol, which translates to 18% of the national points distribution, as indicated in Figure 35.



**Table 35: Percentages of learners who obtained A\* to X points in the NSSC-O examinations**

Region	Number of Candidates	Total %	Points Scored										
			A	A*	B	C	D	E	F	G	Q	U	X
<b>National</b>	<b>243,614</b>	<b>100%</b>	<b>4%</b>	<b>1%</b>	<b>9%</b>	<b>15%</b>	<b>18%</b>	<b>17%</b>	<b>11%</b>	<b>10%</b>	<b>0%</b>	<b>12%</b>	<b>3%</b>
Kharas	7,008	100%	5%	2%	11%	15%	19%	15%	12%	8%	0%	12%	2%
Erongo	17,532	100%	5%	1%	10%	13%	17%	15%	11%	10%	0%	14%	3%
Hardap	8,364	100%	3%	1%	8%	10%	14%	14%	11%	11%	0%	22%	6%
Kavango East	19,721	100%	4%	3%	10%	18%	20%	17%	10%	8%	0%	9%	2%
Kavango West	7,896	100%	3%	1%	9%	17%	22%	19%	12%	8%	0%	8%	1%
Khomas	28,342	100%	7%	2%	12%	16%	18%	15%	10%	8%	0%	10%	2%
Kunene	6,246	100%	2%	0%	6%	13%	17%	19%	14%	12%	0%	16%	2%
Ohangwena	31,921	100%	3%	1%	8%	15%	18%	19%	12%	10%	0%	12%	3%
Omaheke	6,846	100%	2%	0%	6%	13%	18%	19%	14%	12%	0%	14%	2%
Omusati	33,743	100%	4%	2%	9%	14%	16%	19%	12%	11%	0%	12%	3%
Oshana	22,974	100%	3%	1%	9%	15%	18%	18%	11%	10%	0%	12%	3%
Oshikoto	25,302	100%	4%	2%	10%	16%	18%	18%	11%	9%	0%	9%	2%
Otjozondjupa	13,253	100%	5%	2%	9%	13%	17%	16%	11%	9%	0%	15%	2%
Zambezi	14,466	100%	2%	1%	8%	17%	21%	17%	12%	10%	0%	10%	3%

**Figure 35: National percentage distribution of A\*-D symbol in NSSC-O**



**Table 36a: Namibia Senior Secondary Certificate Advanced Subsidiary (NSSC-AS) examination results per region**

Regions	Number of Candidates	Points Scored							
		A	B	C	D	E	Q	U	X
<b>National</b>	<b>27,628</b>	<b>1,801</b>	<b>3,782</b>	<b>6,327</b>	<b>6,844</b>	<b>4,921</b>	<b>4</b>	<b>3,757</b>	<b>192</b>
Kharas	1,830	92	216	406	453	330	0	331	2
Erongo	414	14	53	109	103	67	0	62	6
Hardap	2,493	295	423	595	538	380	0	242	20
Kavango East	872	86	203	205	163	127	0	85	3
Kavango West	787	25	95	191	206	130	0	123	17
Khomas	4,467	280	550	974	1,093	802	0	714	54
Kunene	281	4	44	65	81	44	0	38	5
Ohangwena	3,676	204	544	912	865	623	0	506	22
Omaheke	454	14	32	73	116	106	0	112	1
Omusati	3,527	435	572	874	846	515	0	274	11
Oshana	3,179	85	284	616	926	699	0	548	21
Oshikoto	3,160	150	385	775	882	610	0	352	6
Otjozondjupa	1,134	75	163	240	266	237	0	145	8
Zambezi	1,354	42	218	292	306	251	4	225	16

Table 36(a) shows the numbers of learners who registered for the 2023 NSSC-AS examinations per region and the grades they obtained.

A national total of 27,628 learners sat for these exams. Out of this total, 23,675 (86%) scored A-E symbols and 3,761 (20.6%) were either ungraded or graded incomplete.

The X grade represents the number of learners who were registered but did not sit for the exams. There were 192 such learners in total.

**Table 36b: Percentage of candidates who obtained A-X symbols in the NSSC-AS examinations per region**

Regions	Number of Candidates	Points Scored							
		A	B	C	D	E	Q	U	X
<b>National</b>	<b>27,628</b>	<b>6.5%</b>	<b>13.7%</b>	<b>22.9%</b>	<b>24.8%</b>	<b>17.8%</b>	<b>0.0%</b>	<b>13.6%</b>	<b>0.7%</b>
Kharas	1,830	5.0%	11.8%	22.2%	24.8%	18.0%	0.0%	18.1%	0.1%
Erongo	414	3.4%	12.8%	26.3%	24.9%	16.2%	0.0%	15.0%	1.4%
Hardap	2,493	11.8%	17.0%	23.9%	21.6%	15.2%	0.0%	9.7%	0.8%
KavangoEast	872	9.9%	23.3%	23.5%	18.7%	14.6%	0.0%	9.7%	0.3%
KavangoWest	787	3.2%	12.1%	24.3%	26.2%	16.5%	0.0%	15.6%	2.2%
Khomas	4,467	6.3%	12.3%	21.8%	24.5%	18.0%	0.0%	16.0%	1.2%
Kunene	281	1.4%	15.7%	23.1%	28.8%	15.7%	0.0%	13.5%	1.8%
Ohangwena	3,676	5.5%	14.8%	24.8%	23.5%	16.9%	0.0%	13.8%	0.6%
Omaheke	454	3.1%	7.0%	16.1%	25.6%	23.3%	0.0%	24.7%	0.2%
Omusati	3,527	12.3%	16.2%	24.8%	24.0%	14.6%	0.0%	7.8%	0.3%
Oshana	3,179	2.7%	8.9%	19.4%	29.1%	22.0%	0.0%	17.2%	0.7%
Oshikoto	3,160	4.7%	12.2%	24.5%	27.9%	19.3%	0.0%	11.1%	0.2%
Otjozondjupa	1,134	6.6%	14.4%	21.2%	23.5%	20.9%	0.0%	12.8%	0.7%
Zambezi	1,354	3.1%	16.1%	21.6%	22.6%	18.5%	0.3%	16.6%	1.2%

Table 36(b) indicates the number of candidates who were registered for the NSSC-AS exams per region and the percentages scored for each symbol.

Out of the national total of 27,628 learners who sat for the NSSC-AS, Khomas had the highest percentage (16% or 4,467) and Kunene had the lowest (1% or 281).

The majority of candidates obtained C and D symbols in their NSSC-AS subjects, translating into 22.9% and 24.8% respectively as the national averages.

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

Subject	Total Candidates	Total	Symbol								Ungraded U	Incomplete X
			A*	A	B	C	D	E	F	G		
Accounting	4,492	100.0%	4.2%	1.6%	8.6%	14.3%	11.9%	15.6%	8.4%	8.5%	24.8%	2.1%
Afrikaans as a Second Language	8,299	100.0%	5.1%	1.8%	13.4%	17.1%	35.9%	17.7%	3.9%	1.9%	1.0%	2.2%
Agricultural Science	13,395	100.0%	2.4%	0.8%	10.5%	17.7%	24.8%	22.2%	12.5%	4.3%	1.7%	3.1%
Art and Design	71	100.0%	4.2%	2.8%	0.0%	7.0%	4.2%	5.6%	11.3%	26.8%	16.9%	21.1%
Biology	25,263	100.0%	2.9%	1.1%	7.4%	13.4%	13.0%	13.9%	17.1%	15.1%	14.0%	2.0%
Building Studies	57	100.0%	8.8%	3.5%	17.5%	21.1%	7.0%	5.3%	21.1%	10.5%	1.8%	3.5%
Business Studies	4,120	100.0%	1.6%	0.5%	5.2%	12.1%	11.8%	11.7%	13.9%	13.4%	27.3%	2.5%
Chemistry	13,967	100.0%	3.1%	1.0%	7.1%	13.0%	13.0%	16.9%	19.3%	15.8%	9.1%	1.7%
Computer Science	650	100.0%	12.0%	3.7%	16.3%	17.2%	11.8%	13.1%	10.0%	5.2%	5.8%	4.5%
Design and Technology	311	100.0%	12.2%	4.5%	12.2%	18.3%	16.4%	11.6%	8.7%	6.4%	6.4%	3.2%
Development Studies	9,929	100.0%	2.6%	0.8%	5.4%	11.1%	14.2%	17.0%	20.9%	14.8%	10.0%	3.2%
Economics	4,459	100.0%	0.7%	0.3%	3.3%	9.8%	8.3%	9.4%	17.3%	18.8%	29.6%	2.4%
English as a Second Language	40,233	100.0%	7.8%	2.7%	12.6%	14.7%	26.2%	22.9%	5.6%	3.2%	2.1%	2.3%
Entrepreneurship	3,597	100.0%	8.3%	3.4%	19.1%	24.5%	19.7%	10.0%	5.1%	3.4%	3.1%	3.4%
Fashion and Fabrics	221	100.0%	10.4%	4.1%	38.5%	28.5%	5.9%	3.2%	2.3%	1.4%	0.5%	5.4%
First Language Afrikaans	155	100.0%	21.3%	7.1%	16.1%	25.2%	23.9%	5.2%	1.3%	0.0%	0.0%	0.0%
First Language English	434	100.0%	12.4%	4.1%	36.9%	32.9%	9.4%	2.8%	0.2%	0.0%	0.0%	1.2%
First Language German	19	100.0%	15.8%	5.3%	26.3%	31.6%	15.8%	5.3%	0.0%	0.0%	0.0%	0.0%
First Language Khoekhoegowab	1,527	100.0%	2.2%	1.0%	10.8%	18.8%	14.5%	17.6%	16.0%	6.7%	1.2%	11.1%
First Language Oshikwanyama	7,415	100.0%	2.8%	1.1%	18.5%	35.1%	27.2%	9.6%	1.8%	0.2%	0.0%	3.7%
First Language Oshindonga	11,414	100.0%	5.9%	2.3%	23.2%	34.0%	22.4%	7.4%	1.3%	0.1%	0.0%	3.3%
First Language Otjiherero	2,399	100.0%	1.2%	0.4%	11.4%	31.8%	26.7%	16.4%	7.4%	1.0%	0.3%	3.3%
First Language Rukwangali	2,705	100.0%	1.1%	0.3%	15.0%	37.5%	30.2%	11.0%	2.1%	0.6%	0.0%	2.2%
First Language Rumanyo	901	100.0%	3.0%	1.4%	26.9%	43.4%	18.2%	4.0%	0.4%	0.0%	0.1%	2.6%
First Language Setswana	83	100.0%	0.0%	0.0%	3.6%	32.5%	32.5%	22.9%	3.6%	0.0%	0.0%	4.8%
First Language Silozi	2,296	100.0%	1.5%	0.5%	18.5%	42.9%	25.6%	6.5%	1.1%	0.2%	0.0%	3.2%
First Language Thimbukushu	554	100.0%	0.7%	0.2%	14.3%	42.1%	35.0%	6.5%	0.2%	0.0%	0.0%	1.1%
Foreign Language German	735	100.0%	5.7%	1.8%	16.2%	27.2%	15.8%	14.3%	8.0%	4.2%	2.7%	4.1%
Foreign Language Portuguese	240	100.0%	32.5%	11.3%	24.2%	12.1%	6.3%	2.9%	4.2%	1.3%	2.1%	3.3%
Geography	14,572	100.0%	6.8%	2.3%	6.6%	9.2%	15.9%	17.1%	10.5%	9.6%	19.0%	2.9%
History	8,389	100.0%	1.4%	0.5%	1.7%	2.9%	9.0%	12.2%	22.9%	22.7%	23.5%	3.1%
Home Economics	547	100.0%	2.4%	1.1%	20.1%	30.3%	32.0%	8.6%	1.5%	0.9%	0.2%	2.9%
Hospitality	289	100.0%	2.1%	1.0%	5.9%	11.4%	23.5%	24.2%	15.2%	4.5%	8.3%	3.8%
Integrated Performing Arts	23	100.0%	4.3%	4.3%	4.3%	17.4%	13.0%	34.8%	4.3%	13.0%	4.3%	0.0%
Mathematics	40,622	100.0%	2.1%	0.7%	3.5%	6.1%	11.8%	22.4%	11.1%	13.1%	27.0%	2.2%
Metalwork and Welding	135	100.0%	5.9%	3.7%	5.9%	8.9%	16.3%	13.3%	28.9%	10.4%	3.7%	3.0%
Motor Mechanics	120	100.0%	0.0%	0.0%	3.3%	11.7%	17.5%	18.3%	22.5%	11.7%	11.7%	3.3%
Namibia Sign Language	20	100.0%	5.0%	0.0%	10.0%	30.0%	5.0%	5.0%	5.0%	0.0%	30.0%	10.0%
Office Practice	386	100.0%	0.8%	0.3%	4.9%	11.9%	16.6%	13.2%	13.7%	9.3%	24.4%	2.8%
Physics	18,483	100.0%	2.1%	0.7%	7.0%	13.7%	12.8%	16.7%	18.2%	16.1%	10.6%	2.0%
Woodwork	87	100.0%	11.5%	4.6%	10.3%	10.3%	18.4%	13.8%	16.1%	4.6%	4.6%	5.7%

The percentages of candidates who attained different symbols in the full-time NSSC-O exam subjects are tabulated in Table 37. The total number of candidates who enrolled for each subject is stated in the “Total Candidates” column. An A\* indicates the highest level of achievement, G is the lowest level graded, U means an ungraded score, and X means incomplete results.

Figure 37 (which continues on the next page) shows graphically the symbol distribution for the six subjects with the highest enrolments. The cumulative percentages for scores A\* to D in the ETSIP priority subjects are English Second Language (63.9%), Physics (36.4%), Chemistry (37.2%) and Mathematics (24.2%). Biology and Computer Science, which are also science subjects, scored 37.9% and 61.1% respectively.

**Figure 37: Symbol distribution in the six main NSSC-O full-time subjects**

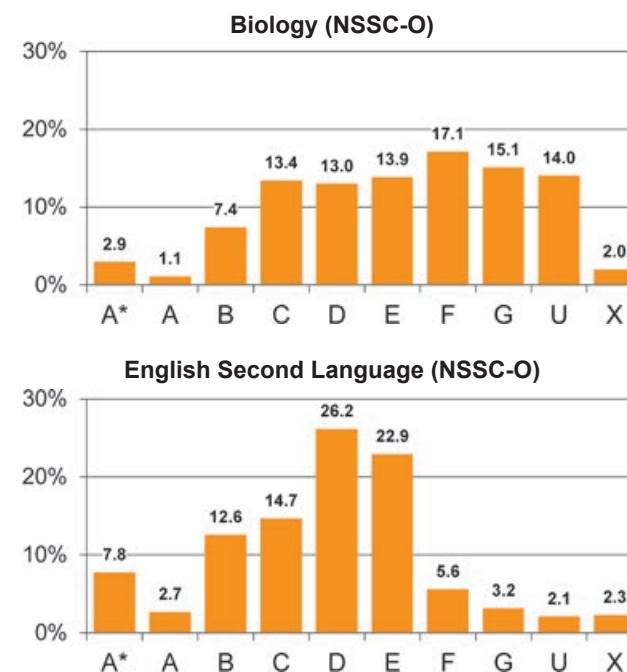


Figure 37 continues ►

Figure 37 continued

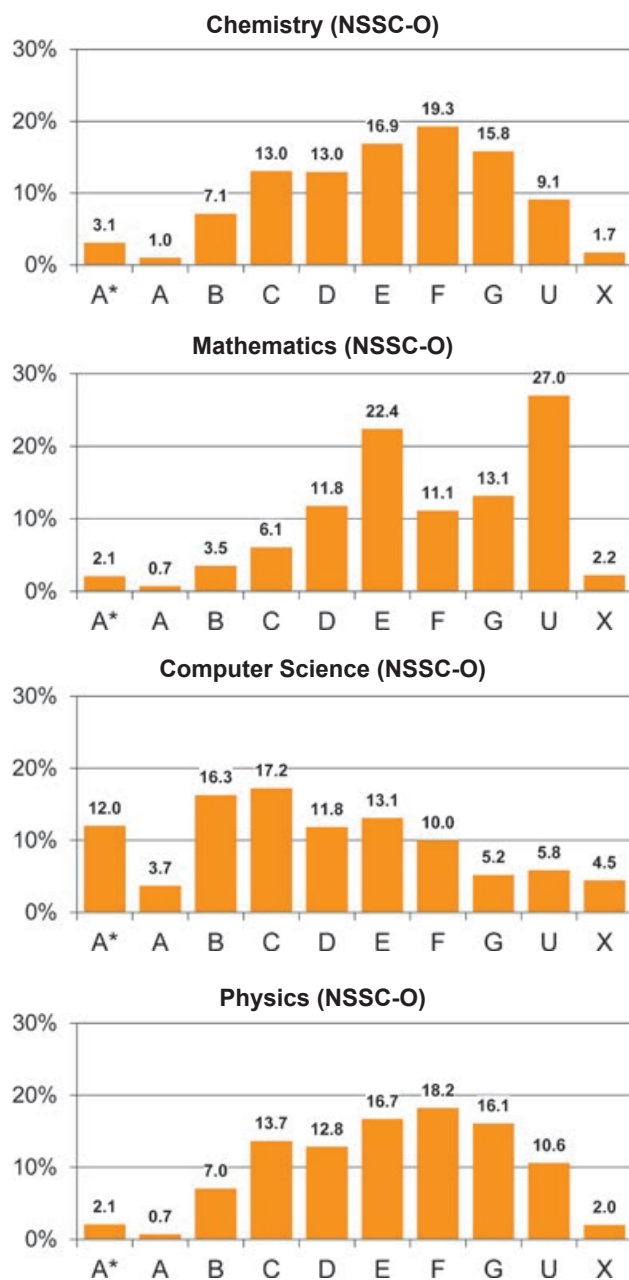


Table 38: Namibia Senior Secondary Certificate Advanced Subsidiary Level (NSSC-AS) results

Subject	Learners	Total	Grade					Ungraded	Incomplete
			a	b	c	d	e	u	x
Accounting	764	100%	6.3%	13.4%	28.8%	20.9%	19.2%	0.0%	10.6%
Afrikaans as a Second Language	342	100%	5.6%	23.4%	35.7%	26.0%	8.2%	0.0%	0.3%
Agricultural Science	1,705	100%	8.2%	23.5%	32.4%	31.7%	3.4%	0.0%	0.2%
Art and Design	7	100%	0.0%	28.6%	14.3%	14.3%	0.0%	0.0%	42.9%
Biology	4,872	100%	4.4%	8.7%	16.3%	24.5%	24.8%	0.0%	20.9%
Business Studies	654	100%	2.0%	11.0%	22.5%	24.5%	19.6%	0.0%	19.9%
Chemistry	2,171	100%	9.5%	12.3%	21.3%	21.8%	18.6%	0.0%	16.0%
Computer Science	109	100%	25.7%	22.9%	22.9%	14.7%	8.3%	0.0%	5.5%
Design and Technology	56	100%	28.6%	28.6%	16.1%	19.6%	5.4%	0.0%	0.0%
Economics	555	100%	1.3%	3.8%	8.3%	31.7%	34.6%	0.0%	19.8%
English as a Second Language	4,087	100%	2.0%	10.5%	27.4%	28.6%	18.9%	0.0%	11.8%
Entrepreneurship	536	100%	14.4%	25.7%	29.5%	17.5%	7.5%	0.0%	4.5%
First Language Afrikaans	20	100%	40.0%	15.0%	20.0%	10.0%	15.0%	0.0%	0.0%
First Language English	180	100%	12.8%	19.4%	23.9%	32.8%	8.3%	0.0%	1.7%
First Language German	5	100%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First Language Khoekhoegowab	73	100%	15.1%	34.2%	19.2%	16.4%	5.5%	0.0%	9.6%
First Language Oshikwanyama	782	100%	4.3%	26.3%	35.9%	26.0%	6.6%	0.0%	0.3%
First Language Oshindonga	1,075	100%	0.3%	7.3%	26.6%	38.2%	19.7%	0.0%	7.2%
First Language Otjiherero	140	100%	7.9%	12.9%	30.7%	35.7%	7.1%	0.0%	5.7%
First Language Rukwangali	277	100%	17.3%	44.8%	23.5%	10.5%	2.9%	0.0%	0.7%
First Language Rumanyo	117	100%	1.7%	17.1%	36.8%	33.3%	8.5%	0.0%	1.7%
First Language Setswana	1	100%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
First Language Silozi	264	100%	8.3%	46.2%	34.5%	8.7%	1.5%	0.0%	0.0%
First Language Thimbukushu	52	100%	11.5%	36.5%	30.8%	13.5%	0.0%	0.0%	0.0%
Foreign Language German	64	100%	18.8%	23.4%	28.1%	14.1%	10.9%	0.0%	4.7%
Geography	1,219	100%	17.1%	20.6%	25.8%	18.0%	10.7%	0.0%	7.1%
History	550	100%	8.4%	17.5%	29.8%	33.1%	9.3%	0.0%	0.9%
Mathematics	3,421	100%	8.1%	10.8%	14.2%	19.4%	20.4%	0.0%	26.0%
Physics	3,304	100%	7.1%	11.8%	22.3%	23.6%	21.3%	0.1%	13.3%

The NSSC-AS subjects were graded from A to X, where A is the highest achievement, U means ungraded candidates, and X means candidates who did not complete all examination papers. Mathematics, Art and Design, Accounting, Economics, Afrikaans as a Second Language and Biology had relatively high numbers of ungraded candidates.

The cumulative percentages for scores A to D in the NSSC-AS priority subjects in 2023 are, from highest to lowest: Computer Science (86.2%), English Second Language (68.5%), Chemistry (64.9%), Physics (64.8%), Biology (53.9%) and Mathematics (52.4%).

The grades at NSSC-AS level carry the following weights: a = 9, b = 8, c = 7 and d = 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 obtain their training and qualifications from different education systems. Categorising teacher qualifications is therefore difficult. For the purposes of this publication, teachers are divided into two broad groups: teachers without any professional teaching qualification, and teachers with formal and specific teacher-training qualifications.

Another dimension of teacher qualifications is the level of academic training. In this report, three categories are used: teachers who have not completed Grade 12; teachers who have completed Grade 12 and up to an additional two years of academic training or tertiary education; and teachers who completed Grade 12 and have more than two years of tertiary education. 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 of more than two years' tertiary education.

The AEC questionnaires require teachers to specify subjects that they teach and also specific qualifications that they have in those subjects.

The ratios of learners to teachers are compared in different regions over previous years. The learner : teacher ratio is calculated simply by dividing the total number of learners in a region by the total number of teachers in that same region in a given year.

For several purposes, teachers have to be classified according to the school phase in which they are teaching, i.e. Primary or Secondary. Where such a classification is required for the AEC, teachers who were teaching both Primary and Secondary grades in combined schools are allocated pro rata to both phases according to the range of grades that they 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 counted as attrition (teacher turnover) since the teachers remain in the system. The attrition rate among teachers is another focus of this chapter.



**Table 39: The provision of teachers: numbers of teachers and learner : teacher ratios**

Region	Private and state	Teachers			Approximate teachers per phase			Teachers without lessons	Approximate teacher : learner ratios			
		Total	Females	Males	Primary	Secondary	Other		Total	Primary	Secondary	Other
National	<b>Total</b>	<b>33,622</b>	<b>23,036</b>	<b>10,586</b>	<b>20,351</b>	<b>10,420</b>	<b>2,511</b>	<b>340</b>	<b>25.2</b>	<b>30.2</b>	<b>21.9</b>	<b>1.1</b>
	Private	3,743	2,839	904	2,236	916	483	108	14.6	19.5	11.9	0.3
	State	29,879	20,197	9,682	18,115	9,504	2,028	232	26.5	31.6	22.9	1.2
Kharas	Private	<b>160</b>	125	35	122	12	25	1	<b>16.4</b>	20.9	6.2	0.2
	State	<b>855</b>	620	235	478	302	71	4	<b>26.1</b>	32.9	21.8	0.4
Erongo	Private	<b>509</b>	416	93	255	159	73	22	<b>11.7</b>	16.9	10.0	0.9
	State	<b>1,588</b>	1,261	327	943	538	82	25	<b>29.8</b>	34.7	26.7	3.1
Hardap	Private	<b>54</b>	45	9	32	14	6	2	<b>9.7</b>	12.8	8.4	0.0
	State	<b>1,039</b>	761	278	641	297	97	4	<b>26.8</b>	31.6	24.5	3.3
Kavango East	Private	<b>196</b>	127	69	108	43	42	3	<b>15.2</b>	21.4	15.8	0.0
	State	<b>2,282</b>	1,272	1,010	1,438	703	121	20	<b>31.3</b>	35.9	28.1	1.4
Kavango West	Private	<b>50</b>	26	24	28	16	5	1	<b>21.9</b>	27.0	21.1	0.0
	State	<b>1,740</b>	918	822	1,153	455	126	6	<b>26.1</b>	30.9	21.4	0.9
Komas	Private	<b>1,145</b>	901	244	612	347	148	38	<b>13.4</b>	18.6	11.4	0.1
	State	<b>2,990</b>	2,296	694	1,642	1,023	272	53	<b>28.4</b>	35.1	25.6	4.3
Kunene	Private	<b>72</b>	59	13	52	11	8	1	<b>13.8</b>	17.7	6.6	0.0
	State	<b>1,153</b>	718	435	743	312	86	12	<b>26.2</b>	30.2	24.9	0.0
Ohangwena	Private	<b>254</b>	185	69	188	29	34	3	<b>19.8</b>	24.7	13.1	0.2
	State	<b>4,250</b>	2,804	1,446	2,641	1,320	262	27	<b>26.8</b>	31.8	22.7	0.1
Omaheke	Private	<b>157</b>	107	50	99	32	15	11	<b>18.3</b>	23.1	18.1	0.0
	State	<b>878</b>	593	285	552	254	54	18	<b>26.6</b>	31.0	24.6	0.0
Omusati	Private	<b>211</b>	162	49	146	44	21	1	<b>16.7</b>	20.0	13.9	0.0
	State	<b>4,193</b>	2,871	1,322	2,598	1,330	258	7	<b>24.8</b>	29.4	20.7	0.8
Oshana	Private	<b>335</b>	257	78	233	54	40	8	<b>14.4</b>	18.4	9.5	0.5
	State	<b>2,262</b>	1,597	665	1,299	815	144	4	<b>24.6</b>	30.0	20.4	0.7
Oshikoto	Private	<b>294</b>	207	87	182	70	33	9	<b>17.5</b>	22.7	14.5	0.0
	State	<b>2,997</b>	2,035	962	1,786	997	202	12	<b>24.2</b>	29.3	20.5	0.0
Otjozondjupa	Private	<b>204</b>	153	51	126	48	24	6	<b>11.0</b>	15.4	6.0	0.7
	State	<b>1,788</b>	1,286	502	1,103	541	114	30	<b>29.0</b>	34.6	25.0	1.0
Zambezi	Private	<b>102</b>	69	33	53	37	9	3	<b>14.0</b>	14.9	17.3	0.0
	State	<b>1,864</b>	1,165	699	1,098	617	137	12	<b>21.7</b>	26.2	18.8	0.1

Table 39 shows the number of teachers and the learner : teacher ratio (LTR) per region and school phase. Some teachers in combined schools taught both Primary and Secondary grades. To avoid double-counting, their relative workloads in each phase was estimated, based on the range of grades that each teacher taught. This method may render tiny 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 considered.

There were some disparities in the provision of teachers per region and/or phase. The average LTRs in the Primary phase differed substantially between private and state schools, with private schools having lower LTRs in all phases compared to state schools.

Generally, it can be observed that LTRs in state schools across all 14 regions are below the national standard norm of 35 and 30 learners per teacher for the Primary and Secondary phases respectively. This does not necessarily indicate failure to comply with the staffing norms, as several factors can hamper implementation, such as: new schools being opened; schools (especially in remote areas) with too few learners; a larger number of combined schools causing teachers to split across phases; a lack of specialised teachers; and teacher loads per subject (especially in the Secondary phase). Also, known cases of overstaffing across regions have not been fully addressed.

A total of 340 teachers (108 private and 232 state) had no teaching loads. These are mostly school principals, teachers who are on maternity, study or extended sick leave, and teachers who are on the payroll of a school, but are posted elsewhere, e.g. advisory services or at inspectorates.

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

Region	Sex	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
National	<b>Total</b>	<b>33,622</b>	<b>198</b>	<b>2,613</b>	<b>30,811</b>	<b>1,506</b>	<b>89</b>	<b>1,075</b>	<b>342</b>	<b>32,116</b>	<b>109</b>	<b>1,538</b>	<b>30,469</b>
	Females	23,036	154	1,939	20,943	1,091	65	787	239	21,945	89	1,152	20,704
	Males	10,586	44	674	9,868	415	24	288	103	10,171	20	386	9,765
Kharas	<b>Total</b>	<b>1,015</b>	<b>6</b>	<b>120</b>	<b>889</b>	<b>75</b>	<b>3</b>	<b>54</b>	<b>18</b>	<b>940</b>	<b>3</b>	<b>66</b>	<b>871</b>
	Females	745	6	84	655	55	3	36	16	690	3	48	639
	Males	270	0	36	234	20	0	18	2	250	0	18	232
Erongo	<b>Total</b>	<b>2,097</b>	<b>29</b>	<b>175</b>	<b>1,893</b>	<b>104</b>	<b>15</b>	<b>76</b>	<b>13</b>	<b>1,993</b>	<b>14</b>	<b>99</b>	<b>1,880</b>
	Females	1,677	26	152	1,499	82	14	64	4	1,595	12	88	1,495
	Males	420	3	23	394	22	1	12	9	398	2	11	385
Hardap	<b>Total</b>	<b>1,093</b>	<b>7</b>	<b>104</b>	<b>982</b>	<b>50</b>	<b>3</b>	<b>39</b>	<b>8</b>	<b>1,043</b>	<b>4</b>	<b>65</b>	<b>974</b>
	Females	806	7	83	716	38	3	29	6	768	4	54	710
	Males	287	0	21	266	12	0	10	2	275	0	11	264
Kavango East	<b>Total</b>	<b>2,478</b>	<b>17</b>	<b>156</b>	<b>2,305</b>	<b>91</b>	<b>8</b>	<b>71</b>	<b>12</b>	<b>2,387</b>	<b>9</b>	<b>85</b>	<b>2,293</b>
	Females	1,399	11	92	1,296	60	6	44	10	1,339	5	48	1,286
	Males	1,079	6	64	1,009	31	2	27	2	1,048	4	37	1,007
Kavango West	<b>Total</b>	<b>1,790</b>	<b>7</b>	<b>125</b>	<b>1,658</b>	<b>64</b>	<b>5</b>	<b>45</b>	<b>14</b>	<b>1,726</b>	<b>2</b>	<b>80</b>	<b>1,644</b>
	Females	944	2	65	877	33	1	24	8	911	1	41	869
	Males	846	5	60	781	31	4	21	6	815	1	39	775
Khomas	<b>Total</b>	<b>4,136</b>	<b>25</b>	<b>331</b>	<b>3,780</b>	<b>273</b>	<b>11</b>	<b>144</b>	<b>118</b>	<b>3,863</b>	<b>14</b>	<b>187</b>	<b>3,662</b>
	Females	3,198	23	267	2,908	213	11	117	85	2,985	12	150	2,823
	Males	938	2	64	872	60	0	27	33	878	2	37	839
Kunene	<b>Total</b>	<b>1,225</b>	<b>13</b>	<b>159</b>	<b>1,053</b>	<b>58</b>	<b>3</b>	<b>41</b>	<b>14</b>	<b>1,167</b>	<b>10</b>	<b>118</b>	<b>1,039</b>
	Females	777	11	127	639	44	1	36	7	733	10	91	632
	Males	448	2	32	414	14	2	5	7	434	0	27	407
Ohangwena	<b>Total</b>	<b>4,504</b>	<b>8</b>	<b>270</b>	<b>4,226</b>	<b>146</b>	<b>3</b>	<b>105</b>	<b>38</b>	<b>4,358</b>	<b>5</b>	<b>165</b>	<b>4,188</b>
	Females	2,989	5	191	2,793	113	2	78	33	2,876	3	113	2,760
	Males	1,515	3	79	1,433	33	1	27	5	1,482	2	52	1,428

**Table 40 continued**

Region	Sex	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
		Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
Omaheke	<b>Total</b>	<b>1,035</b>	<b>8</b>	<b>145</b>	<b>882</b>	<b>106</b>	<b>4</b>	<b>82</b>	<b>20</b>	<b>929</b>	<b>4</b>	<b>63</b>	<b>862</b>
	Females	700	5	106	589	71	2	55	14	629	3	51	575
	Males	335	3	39	293	35	2	27	6	300	1	12	287
Omusati	<b>Total</b>	<b>4,403</b>	<b>19</b>	<b>299</b>	<b>4,085</b>	<b>139</b>	<b>3</b>	<b>122</b>	<b>14</b>	<b>4,264</b>	<b>16</b>	<b>177</b>	<b>4,071</b>
	Females	3,032	14	233	2,785	105	2	93	10	2,927	12	140	2,775
	Males	1,371	5	66	1,300	34	1	29	4	1,337	4	37	1,296
Oshana	<b>Total</b>	<b>2,597</b>	<b>18</b>	<b>201</b>	<b>2,378</b>	<b>130</b>	<b>9</b>	<b>108</b>	<b>13</b>	<b>2,467</b>	<b>9</b>	<b>93</b>	<b>2,365</b>
	Females	1,854	17	149	1,688	97	9	79	9	1,757	8	70	1,679
	Males	743	1	52	690	33	0	29	4	710	1	23	686
Oshikoto	<b>Total</b>	<b>3,291</b>	<b>6</b>	<b>225</b>	<b>3,060</b>	<b>128</b>	<b>4</b>	<b>92</b>	<b>32</b>	<b>3,163</b>	<b>2</b>	<b>133</b>	<b>3,028</b>
	Females	2,242	4	163	2,075	84	3	62	19	2,158	1	101	2,056
	Males	1,049	2	62	985	44	1	30	13	1,005	1	32	972
Otjozondjupa	<b>Total</b>	<b>1,992</b>	<b>29</b>	<b>142</b>	<b>1,821</b>	<b>87</b>	<b>16</b>	<b>58</b>	<b>13</b>	<b>1,905</b>	<b>13</b>	<b>84</b>	<b>1,808</b>
	Females	1,439	18	107	1,314	58	6	44	8	1,381	12	63	1,306
	Males	553	11	35	507	29	10	14	5	524	1	21	502
Zambezi	<b>Total</b>	<b>1,966</b>	<b>6</b>	<b>161</b>	<b>1,799</b>	<b>55</b>	<b>2</b>	<b>38</b>	<b>15</b>	<b>1,911</b>	<b>4</b>	<b>123</b>	<b>1,784</b>
	Females	1,234	5	120	1,109	38	2	26	10	1,196	3	94	1,099
	Males	732	1	41	690	17	0	12	5	715	1	29	685

**Table 40** provides 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. For example, a teacher with a 3-year tertiary teaching diploma would have indicated Grade 12 as his/her academic qualification and the three years of tertiary education as his/her professional qualification. The professional education was combined with the academic qualification in **Table 40**.

Out of 33,622 teachers, 1,506 (1,091 female and 415 male) had no teaching qualification. This translates to 4.5% of all teachers having no teaching qualification. This is an increase by 0.2% when compared to 2022. Looking at the gender perspective, 3.2% of all female teachers and 1.2% of all male teachers had no teaching qualification. Of all teachers, 30,469 (90.6%) had a teaching qualification of more than two years' tertiary education, of whom about 67.9% were females.



**Table 41: Professional and academic qualifications of Primary teachers**

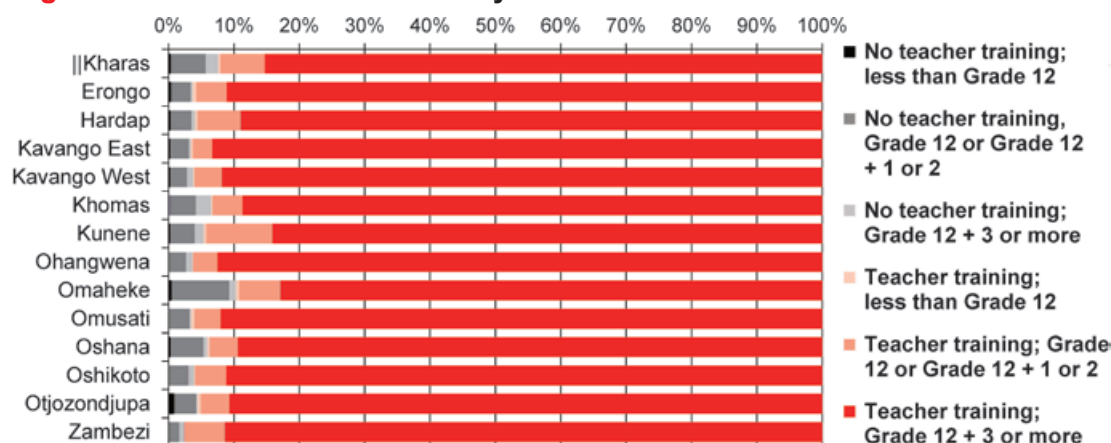
Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
<b>National</b>	<b>20,350</b>	<b>108</b>	<b>1,660</b>	<b>18,583</b>	<b>928</b>	<b>47</b>	<b>702</b>	<b>179</b>	<b>19,423</b>	<b>60</b>	<b>958</b>	<b>18,404</b>
Kharas	599	4	73	522	46	2	32	11	554	2	41	511
Erongo	1,198	11	93	1,094	45	5	36	4	1,153	6	56	1,091
Hardap	673	5	66	602	28	2	22	4	645	3	44	599
Kavango East	1,546	9	89	1,448	53	4	44	5	1,493	5	45	1,443
Kavango West	1,181	5	80	1,096	45	3	31	11	1,136	2	50	1,084
Khomas	2,254	9	193	2,052	148	4	91	53	2,105	5	102	1,998
Kunene	795	5	111	679	43	2	30	11	752	3	80	669
Ohangwena	2,829	4	180	2,645	105	1	75	28	2,724	2	105	2,617
Omaheke	651	6	99	546	67	3	58	7	584	3	41	540
Omusati	2,744	17	195	2,532	96	3	86	7	2,648	14	109	2,526
Oshana	1,532	11	143	1,378	91	5	77	8	1,441	6	65	1,370
Oshikoto	1,968	4	152	1,812	78	2	58	18	1,890	2	94	1,794
Otjozondjupa	1,229	17	95	1,117	55	11	41	3	1,173	6	54	1,114
Zambezi	1,151	2	91	1,058	28	0	19	8	1,124	2	72	1,050

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 from the range/number of grades that they taught in each phase.

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

There were slight disparities in the percentages of Primary teachers with formal teacher training across all 14 regions. This is evident in the fact that the percentage of Primary teachers with teaching qualification in almost all regions was above 90%, with the exception of Omaheke, which had 89.7%. Nationally, 19,423 (95.4%) out of 20,350 Primary teachers recorded in 2023 had formal teacher training, which is indeed a positive sign.

**Figure 41: Qualifications of Primary teachers**



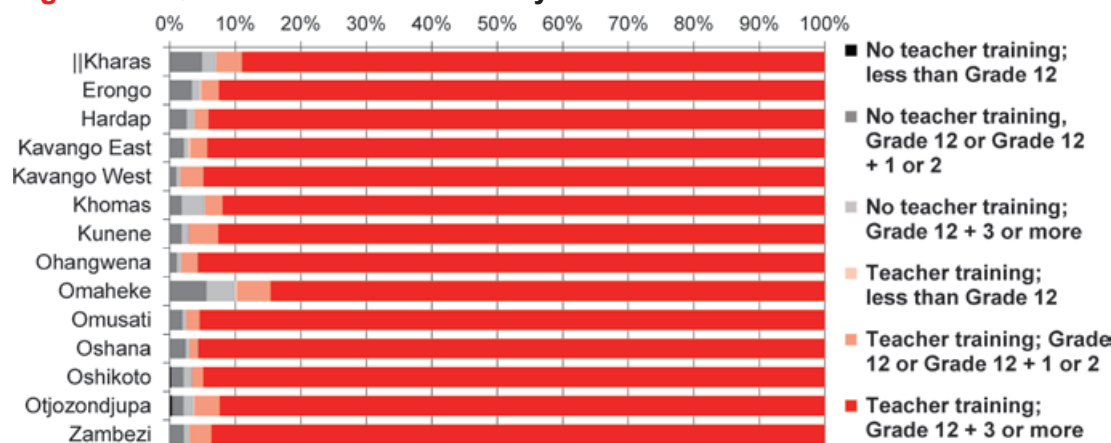
**Table 42: Professional and academic qualifications of Secondary teachers**

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
<b>National</b>	<b>10,420</b>	<b>13</b>	<b>499</b>	<b>9,909</b>	<b>366</b>	<b>5</b>	<b>223</b>	<b>138</b>	<b>10,054</b>	<b>8</b>	<b>275</b>	<b>9,771</b>
Kharas	315	0	28	287	22	0	16	7	292	0	12	280
Erongo	697	2	42	653	32	0	24	8	665	2	18	645
Hardap	311	0	15	296	12	0	8	4	299	0	7	292
Kavango East	746	3	35	708	21	0	16	5	725	3	19	703
Kavango West	471	0	22	449	7	0	5	3	463	0	17	446
Khomas	1,371	0	62	1,308	74	0	26	48	1,297	0	37	1,260
Kunene	323	0	21	302	9	0	6	3	314	0	15	299
Ohangwena	1,350	2	48	1,300	23	1	15	8	1,327	1	33	1,293
Omaheke	286	1	31	255	29	0	16	12	258	1	15	242
Omusati	1,373	0	55	1,318	34	0	27	7	1,339	0	28	1,311
Oshana	869	0	33	836	26	0	21	5	843	0	12	831
Oshikoto	1,067	2	39	1,026	35	2	20	13	1,031	0	19	1,013
Otjozondjupa	589	3	33	553	21	2	10	9	568	1	23	544
Zambezi	654	0	36	618	20	0	14	6	634	0	22	612

The distribution of teachers in the Secondary school phase is tabulated in Table 42. Teachers who taught 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 result in rounding errors in this table. The percentage distributions of the different qualification categories in each region are shown graphically in Figure 42.

Like for the Primary teachers, the disparities between regions in the qualifications of Secondary teachers were much smaller. Most Secondary teachers had at least three years' tertiary education, which included teacher training. Nationally, 96.5% of the teachers in the Secondary phase had formal teacher training, and 97.2% of the teachers with formal qualifications had a qualification of three or more years. ||Kharas had the lowest percentage (92.9%) of qualified teachers in the Secondary phase, while Oshana had the highest (98.4%). Out of all Secondary teachers nationally, 366 (3.5%) 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 Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years
Accounting	4	2	0	0	2	3	0	0	0	3	580	3	11	36	530
Afrikaans 1st or Home Language	187	2	36	19	130	5	0	0	1	4	84	2	9	11	62
Afrikaans 2nd Language	615	14	144	77	380	36	1	6	9	20	319	2	51	48	218
Agricultural Science	4	0	1	0	3	1	0	0	0	1	191	1	7	14	169
Art and Design	113	5	11	17	80	9	0	1	0	8	130	20	37	18	55
Art of Entertainment	5	0	1	2	2	2	0	1	0	1	95	19	25	9	42
Arts (non-productive)	2,953	317	652	312	1,672	138	18	35	11	74	586	65	168	57	296
Arts in Culture	118	13	41	6	58	28	4	4	3	17	415	46	116	27	226
Biology	2	0	0	0	2	8	0	0	1	7	792	4	12	36	740
Bricklaying and Plastering											2	0	0	0	2
Building Studies											15	0	0	3	12
Business Accounting											2	0	0	1	1
Business Economics											4	0	1	2	1
Business Methods											3	1	0	0	2
Business Studies						2	0	0	1	1	265	2	10	16	237
Chemistry	2	0	0	0	2	1	0	0	1	0	608	2	10	35	561
Computer Literacy	93	1	20	16	56	7	0	0	3	4	14	1	4	0	9
Computer Science	1	0	0	0	1						62	7	1	6	48
Computer Studies	11	2	0	3	6	2	0	0	1	1	113	5	4	17	87
Craft and Technology	36	6	3	2	25										
Design and Technology	250	21	30	22	177	17	0	0	2	15	54	1	3	3	47
Development Studies											381	3	34	28	316
Economics						1	0	0	0	1	277	3	7	20	247
Elementary Agriculture	2,209	163	270	198	1,578	5	0	0	0	5	6	0	2	1	3
English 1st Language	350	8	41	45	256	18	2	3	1	12	120	0	3	13	104
English 2nd Language	3,300	5	158	239	2,898	422	0	8	17	397	1,724	3	27	93	1,601
Entrepreneurship	4	0	0	0	4	4	0	2	0	2	1,210	48	60	87	1,015
Environmental Studies	110	5	3	10	92										
Extraordinary Subject	7	0	0	2	5	1	0	0	0	1	2	0	0	0	2
Fashion and Fabrics											27	0	1	2	24
French Foreign Language	17	0	3	1	13	5	0	0	0	5	21	1	1	3	16
General Science	42	9	14	5	14	2	0	1	0	1	3	0	1	1	1
Geography	6	0	1	0	5	8	0	1	0	7	1,536	8	57	82	1,389
German 1st or Home Language	29	0	1	4	24	6	0	0	0	6	16	0	0	0	16
German Third or Foreign Language	26	0	5	4	17	10	0	0	0	10	56	1	1	5	49
Grade 1 class teaching	3,058	27	73	247	2,711										
Grade 2 class teaching	2,856	21	87	218	2,530										
Grade 3 class teaching	2,739	21	72	223	2,423										
Grade 4 class teaching	43	0	4	12	27										
Grade 5 class teaching	40	0	9	7	24										
Grade 6 class teaching	36	1	7	4	24										
Grade 7 class teaching	29	0	6	2	21										
Handicraft/Art	3	0	1	0	2										
Handwriting	15	1	3	3	8										
Health and Social Care (Hygiene)	2	0	0	0	2						2	0	0	1	1
History	16	0	2	5	9	9	0	0	0	9	1,352	17	59	89	1,187
History and Geography	5	0	1	0	4						4	0	0	0	4
Home Ecology	349	34	36	27	252										
Home Economics						1	0	0	0	1	94	2	4	5	83
Hospitality											33	4	1	2	26
Information Communication Technology	2,162	249	471	254	1,188	331	45	70	49	167	958	129	248	95	486

The numbers of teachers who taught different subjects in the ordinary grades (Grades 1-12) are recorded in **Table 43**. This table lists 103 subjects taught in Namibian schools.

Teachers reported the subjects they were teaching, and their qualification in each of these 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 that 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 the Primary and Secondary columns pertains to those teachers who taught across the phases, i.e. Primary and Secondary.

Although the desired qualification for school teaching is three or four years of tertiary education, a considerable number of teachers in the Secondary phase had qualifications lower than Grade 12 in some of the subjects they taught.

**Table 43 continues ►**

**Table 43 continued**

Subject	Primary					Primary and Secondary					Secondary				
	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years	Total	Less than Grade 12	Grade 12	Grade 12 + 1 or 2 years	Grade 12 + 3 or more years
Individual Learning	13	1	1	1	10						3	1	0	0	2
Integrated Performing Art											8	1	0	1	6
Khoekhoegowab	190	6	39	15	130	9	0	5	0	4	92	1	16	8	67
Life Science	9	0	1	1	7	7	0	1	2	4	1,296	14	63	75	1,144
Life Skills	1,404	132	335	179	758	520	40	76	70	334	502	23	79	57	343
Literature (English)	9	1	3	1	4	1	1	0	0	0	6	0	0	1	5
Mathematics	3,377	23	151	227	2,976	388	1	10	11	366	1,755	1	34	102	1,618
Metal Work											13	0	1	1	11
Metalwork and Welding											5	0	0	0	5
Motor Mechanics											8	0	0	0	8
Natural Science and Health Education	3,724	79	264	263	3,118	10	0	1	1	8	6	0	0	1	5
Needlework and Clothing	1	0	0	0	1						3	0	0	1	2
Office Administration and Keyboard											3	0	1	0	2
Office Practice											53	0	8	6	39
Oshikwanyama	696	5	75	29	587	147	1	4	6	136	363	1	3	14	345
Oshindonga	944	11	66	55	812	192	1	2	14	175	512	1	7	25	479
Otjiherero	182	2	22	10	148	13	0	2	2	9	112	1	6	10	95
Physical Education and Health Awareness	1,278	101	308	135	734	23	3	4	1	15	43	5	6	13	19
Physical Education	1,619	86	349	167	1,017	197	8	38	18	133	1,207	123	324	98	662
Physical Science	11	0	2	0	9	7	0	1	1	5	1,362	12	91	69	1,190
Physics	6	0	0	5	1	2	0	1	0	1	694	2	25	42	625
Portuguese	1	0	1	0	0	5	0	0	1	4	17	1	1	3	12
Pre-Primary class teaching	2,262	48	106	259	1,849						1	0	0	0	1
Reading	1,611	148	317	114	1,032	57	6	16	3	32	695	84	192	48	371
Religious Education	1,770	212	396	206	956	40	4	6	4	26	37	2	9	8	18
Religious Studies	2	0	0	0	2	1	1	0	0	0	20	3	2	1	14
Religious and Moral Education	1,141	94	239	141	667	116	13	32	13	58	826	121	222	72	411
Remedial Teaching	29	0	4	4	21	2	0	0	0	2		0	0	0	0
Robotics	11	0	4	3	4										
Rukwangali	231	1	14	12	204	31	0	1	1	29	114	0	1	3	110
Rumanyo (Rugciriku)	96	1	8	7	80	12	1	0	0	11	38	0	0	2	36
School Art	27	3	8	3	13	1	0	0	0	1					
School Music	44	2	13	6	23	4	0	0	0	4	1	0	0	0	1
Sciences	3	0	1	0	2						2	0	0	0	2
Setswana	7	1	3	0	3	1	0	0	0	1	4	0	2	0	2
Sign Language	11	1	1	3	6	2	1	0	0	1	15	0	2	2	11
Silozi	199	0	9	27	163	29	0	0	4	25	95	1	2	13	79
Social Sciences	62	3	8	9	42						1	0	0	1	0
Social Studies	3,235	145	315	239	2,536	22	0	3	2	17	14	0	2	3	9
Spanish Foreign Language	1	0	0	0	1						1	0	0	0	1
Special Education	7	0	0	0	7										
Technical Drawing											45	0	0	7	38
Technical Studies A											23	0	0	4	19
Technical Studies B											12	0	2	0	10
Technical Studies C											5	0	0	1	4
Technical studies											8	0	0	0	8
Thimbukushu	42	1	2	1	38	7	0	0	0	7	19	0	0	1	18
Tourism											7	0	2	0	5
Trade Orientation	2	0	0	0	2						1	0	0	0	1
Visual Arts	1	0	1	0	0	1	0	0	0	1	9	0	0	1	8
Woodwork	1	0	0	0	1						11	0	0	3	8
Work Orientation											3	0	0	0	3

**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 Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
<b>Total</b>	<b>33,622</b>	<b>198</b>	<b>2,613</b>	<b>30,811</b>	<b>1,506</b>	<b>89</b>	<b>1,075</b>	<b>342</b>	<b>32,116</b>	<b>109</b>	<b>1,538</b>	<b>30,469</b>
Less than 20	13	1	10	2	10	1	9	0	3	0	1	2
20 - 24	1,226	14	221	991	156	11	112	33	1,070	3	109	958
25 - 29	6,637	16	607	6,014	415	11	297	107	6,222	5	310	5,907
30 - 34	6,529	34	625	5,870	366	13	283	70	6,163	21	342	5,800
35 - 39	5,064	29	386	4,649	204	14	146	44	4,860	15	240	4,605
40 - 44	4,547	24	275	4,248	150	13	106	31	4,397	11	169	4,217
45 - 49	3,354	12	171	3,171	80	9	51	20	3,274	3	120	3,151
50 - 54	3,201	24	167	3,010	68	8	45	15	3,133	16	122	2,995
55 - 59	2,774	40	134	2,600	42	8	21	13	2,732	32	113	2,587
60 or older	277	4	17	256	15	1	5	9	262	3	12	247
<b>Average Age</b>	<b>38.8</b>	<b>42.4</b>	<b>36.0</b>	<b>39.0</b>	<b>34.4</b>	<b>38.9</b>	<b>33.8</b>	<b>35.1</b>	<b>39.0</b>	<b>45.2</b>	<b>37.6</b>	<b>39.0</b>

The numbers of teachers in different age groups are tabulated in **Table 44** according to qualification groups. The average ages of the teachers in each column have been calculated.

The ages of individual teachers were determined as at the Census date (25 October 2023) and rounded off as full completed years. For instance, a teacher born on 1 December 1986, who was 36 years and 8 months old on a Census date (25 October 2023), was entered into the calculations as 37 years old.

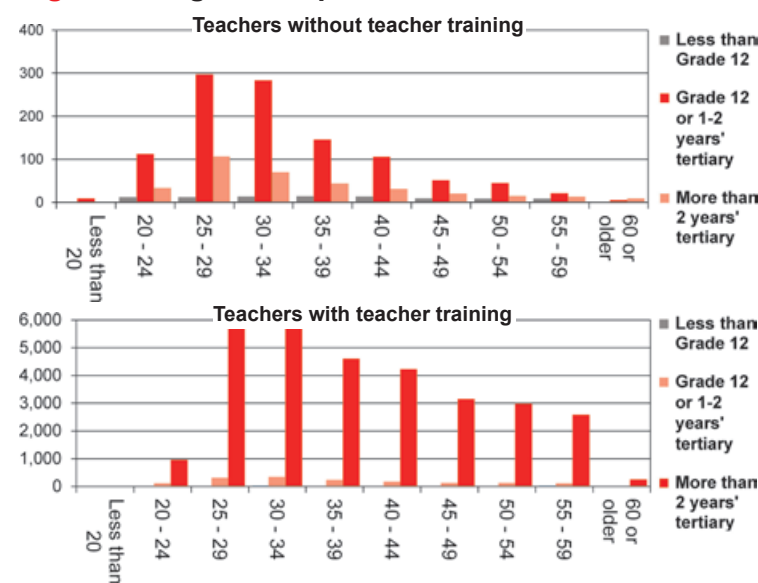
There were 32,116 teachers with formal training, and 1,506 without. The overall age distribution was therefore mainly determined by teachers with teacher training.

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

The average teachers' age was 38.8 nationally, which is virtually the same as the average ages of teachers with formal teacher training (39.0) and more than two years of tertiary education (39.0).

Namibia has a largely youthful teaching staff, with the majority of teachers, i.e. 26,131 out of 33,622 or 77.7%, being between 25 and 49 years of age.

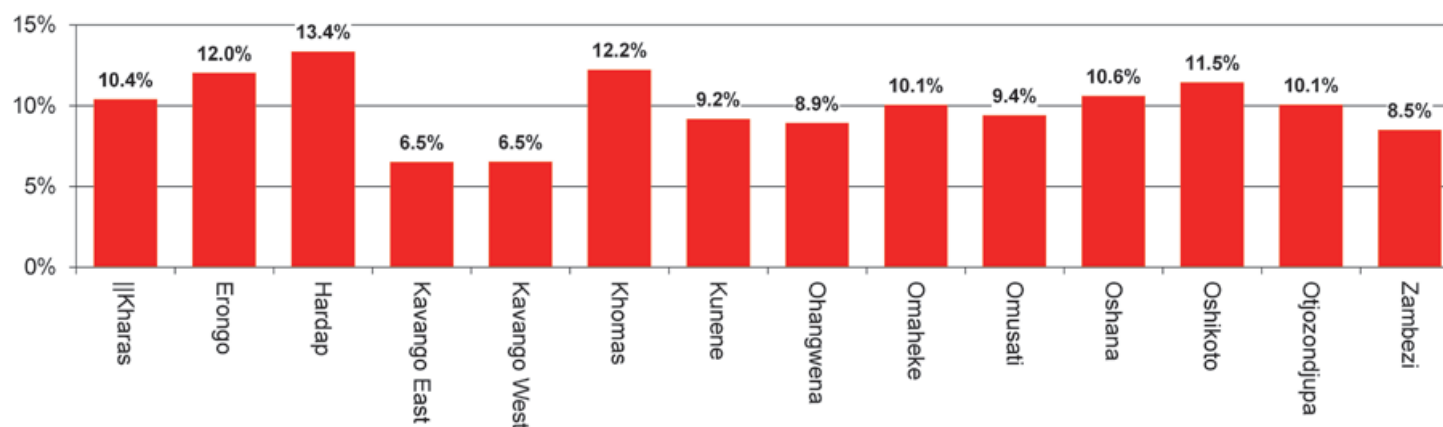
**Figure 44: Ages and qualifications of teachers**



**Table 45: Attrition rates of teachers from 2022 to 2023**

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
<b>National</b>	<b>9.5%</b>	<b>24.0%</b>	<b>90.4%</b>	<b>8.7%</b>	<b>20.2%</b>	<b>28.3%</b>	<b>2.7%</b>	<b>15.4%</b>	<b>9.0%</b>	<b>21.1%</b>	<b>147.1%</b>	<b>8.6%</b>
Kharas	10.4%	11.1%	53.8%	9.3%	12.6%	25.0%	1.4%	7.1%	10.2%	0.0%	102.7%	9.3%
Erongo	12.0%	0.3%	1.2%	10.5%	27.6%	0.3%	7.3%	20.0%	12.5%	0.2%	1.9%	10.4%
Hardap	13.4%	0.4%	0.9%	12.1%	0.3%	0.3%	0.0%	0.0%	14.2%	0.5%	1.5%	12.1%
Kavango East	6.5%	0.3%	0.6%	5.7%	18.1%	0.2%	1.2%	16.7%	6.9%	0.4%	0.9%	5.7%
Kavango West	6.5%	0.1%	0.6%	5.9%	0.2%	0.2%	0.0%	0.0%	7.0%	0.0%	1.1%	5.9%
Khomas	12.2%	0.3%	1.2%	10.7%	27.0%	0.4%	9.7%	16.9%	12.8%	0.2%	2.0%	10.6%
Kunene	9.2%	0.3%	0.4%	8.5%	36.7%	0.3%	3.1%	33.3%	9.2%	0.3%	0.6%	8.3%
Ohangwena	8.9%	0.3%	1.0%	7.7%	6.3%	0.0%	1.0%	5.3%	9.5%	0.4%	1.4%	7.7%
Omaheke	10.1%	0.3%	0.5%	9.3%	7.7%	0.4%	1.0%	6.3%	10.7%	0.0%	1.4%	9.3%
Omusati	9.4%	0.2%	1.1%	8.1%	51.5%	0.5%	1.0%	50.0%	9.9%	0.1%	1.7%	8.1%
Oshana	10.6%	0.1%	1.3%	9.3%	0.3%	0.3%	0.0%	0.0%	11.5%	0.0%	2.2%	9.3%
Oshikoto	11.5%	0.8%	1.3%	9.4%	18.8%	1.0%	2.4%	15.4%	12.0%	0.5%	2.1%	9.4%
Otjozondjupa	10.1%	0.1%	0.9%	9.1%	71.6%	0.1%	4.9%	66.7%	10.6%	0.2%	1.6%	8.9%
Zambezi	8.5%	0.3%	0.7%	7.5%	19.7%	0.3%	2.8%	16.7%	8.7%	0.3%	0.9%	7.5%

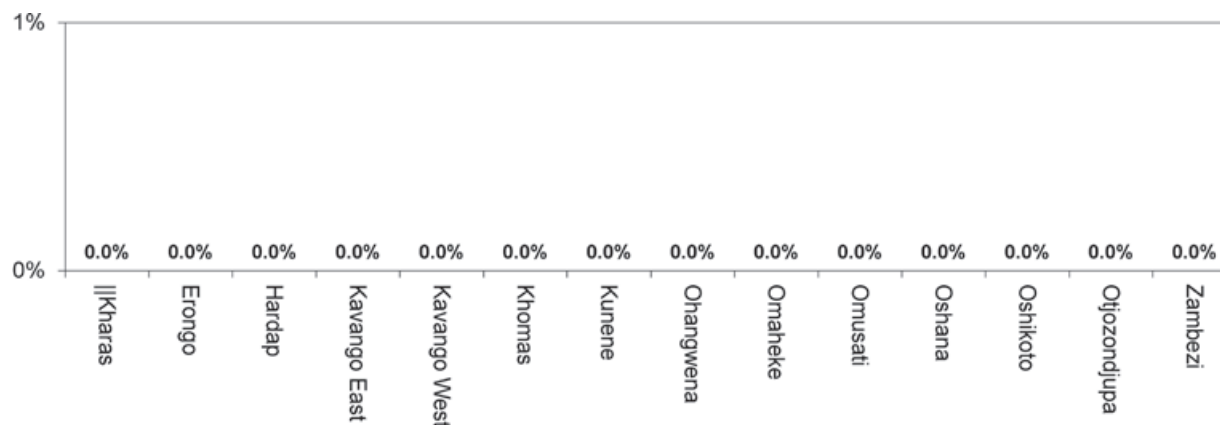
Attrition rates of teachers are defined as the percentage of teaching staff in 2022 who left the teaching profession by the end of 2022 or during 2023 before the census date. Estimated attrition rates in 2023 are recorded in **Table 45**. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching in the previous year, by searching for their identification or employee codes (salary reference numbers) in all other schools in the country. This implies that their identifications are 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 from 2022 to 2023**

Region	Total – all teachers				Teachers without formal teacher training				Teachers with formal teacher training			
	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary	Total	Less than Grade 12	Grade 12 or 1-2 years' tertiary	More than 2 years' tertiary
<b>National</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
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%	-	-	-	0.0%	-	-	-
Kavango West	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Khomas	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Kunene	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Ohangwena	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Omaheke	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Omusati	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Oshana	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
Oshikoto	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-
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 2022 who were teaching at a different school in 2023. 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 2022, by searching for their identification and salary reference numbers in all other schools in the country. The difference between this table and Table 45 on teacher attrition rates 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, because the introduction of the unique salary reference numbers has improved teacher-tracking, and 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**

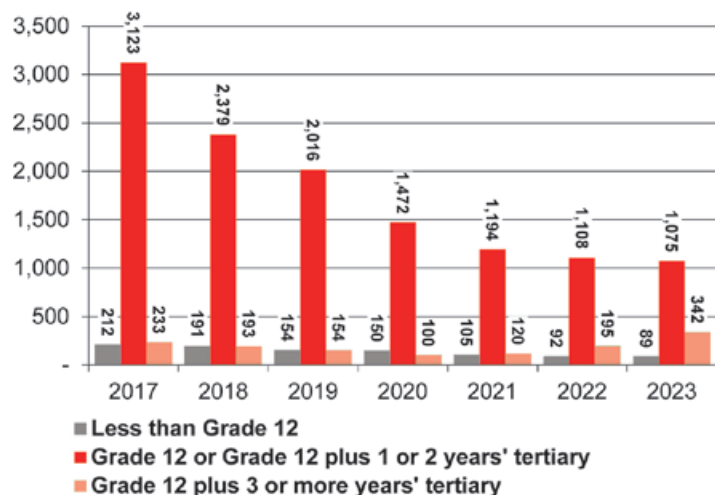
**Table 47: Changes in the numbers of teachers and their professional qualifications from 2017 to 2023**

Qualification	Year							Average Annual Growth Rate 2017-2023	Percentage Change 2022-2023
	2017	2018	2019	2020	2021	2022	2023		
<b>Total – all teachers</b>									
<b>Total</b>	<b>30,042</b>	<b>30,261</b>	<b>31,078</b>	<b>31,462</b>	<b>32,003</b>	<b>32,465</b>	<b>33,622</b>	<b>1.9%</b>	<b>3.6%</b>
Less than Grade 12	465	453	385	331	262	225	198	-13.3%	-12.0%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	4,767	4,307	4,074	3,484	3,142	2,823	2,613	-9.5%	-7.4%
Grade 12 plus 3 or more years' tertiary	24,810	25,501	26,619	27,647	28,599	29,417	30,811	3.7%	4.7%
<b>Teachers without teacher training</b>									
<b>Total</b>	<b>3,568</b>	<b>2,763</b>	<b>2,324</b>	<b>1,722</b>	<b>1,419</b>	<b>1,395</b>	<b>1,506</b>	<b>-13.4%</b>	<b>8.0%</b>
Less than Grade 12	212	191	154	150	105	92	89	-13.5%	-3.3%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	3,123	2,379	2,016	1,472	1,194	1,108	1,075	-16.3%	-3.0%
Grade 12 plus 3 or more years' tertiary	233	193	154	100	120	195	342	6.6%	75.4%
<b>Teachers with teacher training</b>									
<b>Total</b>	<b>26,474</b>	<b>27,498</b>	<b>28,754</b>	<b>29,740</b>	<b>30,584</b>	<b>31,070</b>	<b>32,116</b>	<b>3.3%</b>	<b>3.4%</b>
Less than Grade 12	253	262	231	181	157	133	109	-13.1%	-18.0%
Grade 12 or Grade 12 plus 1 or 2 years' tertiary	1,644	1,928	2,058	2,012	1,948	1,715	1,538	-1.1%	-10.3%
Grade 12 plus 3 or more years' tertiary	24,577	25,308	26,465	27,547	28,479	29,222	30,469	3.6%	4.3%

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 is calculated by comparing the number of teachers in the first and last years.

The total number of teachers increased by an average of 1.9% annually. 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 with the desired qualification of at least three years' tertiary education increased at a growth rate of 3.6%.

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



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

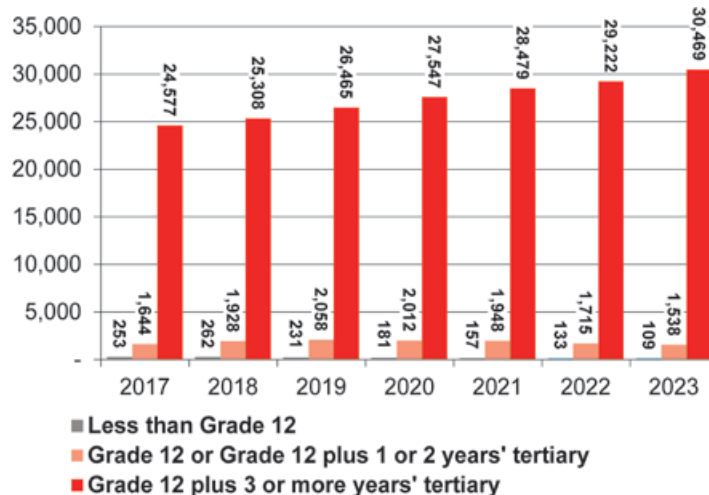


Figure 47a shows the consistent decrease in the number of teachers without any teacher training, particularly those with qualifications lower than Grade 12 and those with Grade 12 or Grade 12 plus one or two years' tertiary education.

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 by -13.1%, and the number with Grade 12 or Grade 12 plus one or two years' tertiary decreased slightly (by 1.1%). The number with the desired qualification had the highest growth rate in 2023 (4.3%).



**Table 48: Percentages of Primary and Secondary teachers qualified to teach from 2017 to 2023**

Region	Sex	Primary							Secondary						
		2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
National	<b>Total</b>	<b>79.7%</b>	<b>81.8%</b>	<b>83.8%</b>	<b>86.2%</b>	<b>87.7%</b>	<b>89.4%</b>	<b>90.4%</b>	<b>91.4%</b>	<b>92.6%</b>	<b>93.2%</b>	<b>94.7%</b>	<b>95.0%</b>	<b>94.2%</b>	<b>93.8%</b>
	Females	79.1%	80.8%	82.8%	85.4%	86.9%	89.0%	90.0%	91.0%	92.5%	93.2%	94.6%	95.1%	94.2%	93.7%
	Males	81.1%	84.0%	86.1%	88.0%	89.6%	90.4%	91.5%	91.9%	92.7%	93.3%	94.8%	94.9%	94.2%	93.8%
Kharas	<b>Total</b>	<b>68.6%</b>	<b>74.3%</b>	<b>76.5%</b>	<b>77.6%</b>	<b>78.2%</b>	<b>82.7%</b>	<b>85.3%</b>	<b>90.7%</b>	<b>91.9%</b>	<b>85.7%</b>	<b>87.9%</b>	<b>90.0%</b>	<b>88.1%</b>	<b>89.0%</b>
	Females	67.8%	69.8%	73.7%	76.8%	76.5%	81.3%	86.1%	90.7%	92.4%	86.9%	87.3%	91.7%	88.6%	88.0%
	Males	71.0%	86.2%	83.8%	79.6%	83.3%	87.1%	82.9%	90.6%	91.1%	83.7%	88.8%	87.2%	87.1%	90.8%
Erongo	<b>Total</b>	<b>80.5%</b>	<b>80.2%</b>	<b>83.8%</b>	<b>88.5%</b>	<b>88.7%</b>	<b>89.3%</b>	<b>91.0%</b>	<b>93.5%</b>	<b>92.1%</b>	<b>93.1%</b>	<b>94.8%</b>	<b>95.8%</b>	<b>94.4%</b>	<b>92.5%</b>
	Females	79.7%	79.6%	82.2%	88.3%	88.2%	88.8%	90.4%	94.5%	92.6%	94.1%	95.1%	97.0%	95.1%	93.4%
	Males	83.9%	82.6%	90.7%	89.5%	91.2%	91.4%	94.3%	91.6%	90.9%	91.2%	94.1%	93.3%	92.9%	90.4%
Hardap	<b>Total</b>	<b>70.1%</b>	<b>69.1%</b>	<b>68.7%</b>	<b>74.4%</b>	<b>81.9%</b>	<b>84.9%</b>	<b>89.0%</b>	<b>83.9%</b>	<b>87.0%</b>	<b>82.6%</b>	<b>91.0%</b>	<b>94.3%</b>	<b>95.9%</b>	<b>94.1%</b>
	Females	67.5%	66.6%	65.0%	71.1%	79.3%	83.7%	87.5%	85.5%	87.5%	85.7%	92.3%	94.2%	94.0%	94.2%
	Males	76.0%	75.2%	78.1%	83.0%	89.3%	88.2%	93.4%	82.4%	86.4%	78.8%	89.2%	94.6%	99.1%	93.8%
Kavango East	<b>Total</b>	<b>76.0%</b>	<b>78.8%</b>	<b>80.4%</b>	<b>85.6%</b>	<b>87.9%</b>	<b>89.8%</b>	<b>93.3%</b>	<b>88.2%</b>	<b>89.0%</b>	<b>93.4%</b>	<b>93.6%</b>	<b>94.3%</b>	<b>93.6%</b>	<b>94.3%</b>
	Females	74.6%	76.7%	79.0%	84.5%	88.3%	91.0%	93.3%	87.2%	87.8%	93.6%	94.6%	95.2%	94.6%	94.8%
	Males	77.6%	81.4%	82.2%	87.1%	87.3%	88.1%	93.3%	88.8%	89.8%	93.2%	93.0%	93.5%	92.9%	93.9%
Kavango West	<b>Total</b>	<b>68.9%</b>	<b>74.2%</b>	<b>79.2%</b>	<b>81.4%</b>	<b>83.3%</b>	<b>88.8%</b>	<b>91.8%</b>	<b>86.6%</b>	<b>88.9%</b>	<b>91.3%</b>	<b>93.9%</b>	<b>95.7%</b>	<b>95.7%</b>	<b>91.9%</b>
	Females	65.8%	70.3%	77.8%	81.0%	84.3%	91.1%	93.3%	84.2%	88.5%	<b>90.7%</b>	93.9%	95.7%	95.7%	92.5%
	Males	72.0%	78.2%	80.7%	81.7%	82.1%	86.2%	90.1%	87.6%	89.1%	91.6%	93.9%	95.8%	95.7%	90.5%
Khomas	<b>Total</b>	<b>88.0%</b>	<b>88.6%</b>	<b>88.6%</b>	<b>90.7%</b>	<b>91.2%</b>	<b>90.1%</b>	<b>88.7%</b>	<b>94.6%</b>	<b>95.6%</b>	<b>95.2%</b>	<b>95.1%</b>	<b>95.0%</b>	<b>92.7%</b>	<b>92.6%</b>
	Females	87.5%	88.5%	88.0%	89.8%	90.4%	89.9%	88.7%	94.9%	95.6%	95.1%	95.1%	95.5%	92.7%	91.2%
	Males	89.9%	88.6%	90.9%	93.7%	94.1%	90.9%	88.5%	93.9%	95.4%	95.4%	95.2%	93.8%	92.8%	94.2%
Kunene	<b>Total</b>	<b>68.4%</b>	<b>67.9%</b>	<b>72.7%</b>	<b>73.4%</b>	<b>77.0%</b>	<b>80.4%</b>	<b>84.1%</b>	<b>90.4%</b>	<b>90.0%</b>	<b>91.1%</b>	<b>92.4%</b>	<b>91.5%</b>	<b>90.9%</b>	<b>95.8%</b>
	Females	65.2%	62.6%	68.8%	69.6%	71.5%	76.9%	81.0%	86.8%	87.5%	90.0%	89.8%	90.4%	89.2%	95.6%
	Males	72.8%	75.1%	77.9%	79.2%	85.2%	86.3%	89.5%	92.9%	92.0%	92.2%	95.0%	92.5%	92.7%	95.9%
Ohangwena	<b>Total</b>	<b>79.1%</b>	<b>82.7%</b>	<b>84.5%</b>	<b>87.1%</b>	<b>88.9%</b>	<b>91.3%</b>	<b>92.5%</b>	<b>88.4%</b>	<b>91.2%</b>	<b>93.3%</b>	<b>95.8%</b>	<b>95.5%</b>	<b>95.4%</b>	<b>84.6%</b>
	Females	78.0%	81.4%	83.6%	86.1%	87.7%	90.2%	91.8%	86.7%	90.8%	92.3%	95.8%	95.3%	95.7%	80.8%
	Males	81.6%	85.8%	86.6%	89.3%	91.3%	93.6%	94.1%	90.2%	91.6%	94.3%	95.8%	95.6%	95.0%	89.2%
Omaheke	<b>Total</b>	<b>73.0%</b>	<b>71.6%</b>	<b>69.9%</b>	<b>71.1%</b>	<b>75.7%</b>	<b>81.1%</b>	<b>82.8%</b>	<b>86.9%</b>	<b>87.5%</b>	<b>81.4%</b>	<b>84.4%</b>	<b>89.0%</b>	<b>86.0%</b>	<b>95.5%</b>
	Females	70.5%	68.7%	67.4%	67.7%	73.3%	80.4%	82.8%	82.3%	85.0%	79.0%	79.2%	85.6%	82.8%	95.1%
	Males	78.2%	77.9%	75.1%	77.6%	80.7%	82.9%	82.8%	91.7%	90.0%	83.8%	90.5%	92.7%	89.7%	96.0%
Omusati	<b>Total</b>	<b>87.5%</b>	<b>89.4%</b>	<b>90.9%</b>	<b>0.92</b>	<b>92.3%</b>	<b>92.3%</b>	<b>92.0%</b>	<b>93.5%</b>	<b>96.2%</b>	<b>96.9%</b>	<b>97.6%</b>	<b>97.5%</b>	<b>96.0%</b>	<b>95.7%</b>
	Females	87.1%	88.8%	89.9%	0.914	91.6%	91.7%	91.5%	92.4%	95.6%	96.1%	97.9%	97.5%	96.0%	96.1%
	Males	88.4%	91.0%	93.4%	0.934	94.1%	93.7%	93.4%	94.8%	96.8%	97.8%	97.3%	97.6%	96.0%	95.0%

**Table 48 continued**

Region	Sex	Primary							Secondary						
		2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Oshana	<b>Total</b>	<b>88.1%</b>	<b>88.1%</b>	<b>89.1%</b>	<b>0.905</b>	<b>91.5%</b>	<b>89.9%</b>	<b>89.4%</b>	<b>96.2%</b>	<b>96.6%</b>	<b>96.7%</b>	<b>96.6%</b>	<b>96.4%</b>	<b>97.5%</b>	<b>94.9%</b>
	Females	87.6%	87.5%	88.9%	0.902	91.3%	90.0%	89.2%	96.5%	96.6%	96.6%	95.9%	96.4%	97.9%	95.3%
	Males	89.7%	90.0%	89.6%	0.913	92.2%	89.6%	89.9%	95.7%	96.5%	96.9%	97.6%	96.3%	96.9%	94.4%
Oshikoto	<b>Total</b>	<b>77.5%</b>	<b>81.6%</b>	<b>84.1%</b>	<b>0.869</b>	<b>88.8%</b>	<b>92.1%</b>	<b>91.1%</b>	<b>88.8%</b>	<b>90.5%</b>	<b>91.0%</b>	<b>94.0%</b>	<b>95.4%</b>	<b>95.3%</b>	<b>92.3%</b>
	Females	75.6%	80.2%	82.9%	0.862	88.3%	91.8%	91.0%	87.7%	90.1%	90.4%	94.4%	95.6%	95.3%	92.7%
	Males	81.9%	84.9%	86.7%	0.885	90.0%	92.8%	91.4%	90.2%	91.0%	91.9%	93.5%	95.0%	95.3%	91.7%
Otjozondjupa	<b>Total</b>	<b>76.6%</b>	<b>79.7%</b>	<b>82.8%</b>	<b>0.842</b>	<b>84.7%</b>	<b>88.7%</b>	<b>90.7%</b>	<b>93.7%</b>	<b>93.5%</b>	<b>94.7%</b>	<b>94.6%</b>	<b>94.0%</b>	<b>91.9%</b>	<b>93.6%</b>
	Females	75.6%	78.0%	81.8%	0.831	83.4%	88.8%	90.8%	92.6%	93.3%	95.0%	94.4%	92.7%	91.8%	94.2%
	Males	79.5%	84.2%	85.9%	0.873	88.2%	88.3%	90.3%	95.3%	93.9%	94.1%	94.9%	96.2%	92.1%	93.1%
Zambezi	<b>Total</b>	<b>82.6%</b>	<b>84.3%</b>	<b>88.1%</b>	<b>0.895</b>	<b>89.7%</b>	<b>90.3%</b>	<b>91.2%</b>	<b>92.8%</b>	<b>90.6%</b>	<b>93.8%</b>	<b>95.4%</b>	<b>94.1%</b>	<b>93.2%</b>	<b>94.8%</b>
	Females	81.7%	84.3%	86.2%	0.875	87.5%	88.4%	89.9%	90.7%	88.3%	93.9%	95.1%	93.6%	93.0%	94.1%
	Males	84.1%	84.3%	92.0%	0.934	94.2%	94.2%	94.0%	94.2%	92.1%	93.7%	95.7%	94.5%	93.3%	95.3%

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 four years of training. The percentage of teachers who met these criteria in the years 2017 to 2023 are reported in Table 48.

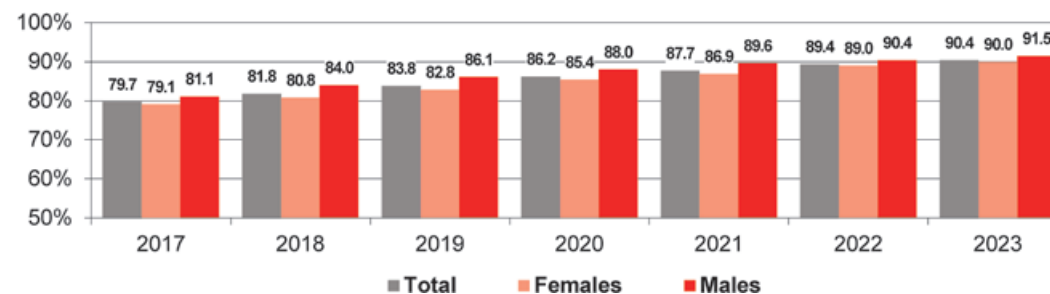
A distinction was made between Primary and Secondary teachers. Teachers who taught grades in both phases were allocated pro rata to the two phases, based on the range of grades that they taught.

The percentage of Primary teachers qualified to teach grew during the period 2017 to 2023 from 79.7% to 90.4%, but was lower than that of Secondary teachers (93.8%). To date, 9.6% of the Primary teachers were still not qualified to teach, or were underqualified, while 6.2% of the Secondary teachers were unqualified or underqualified to teach.

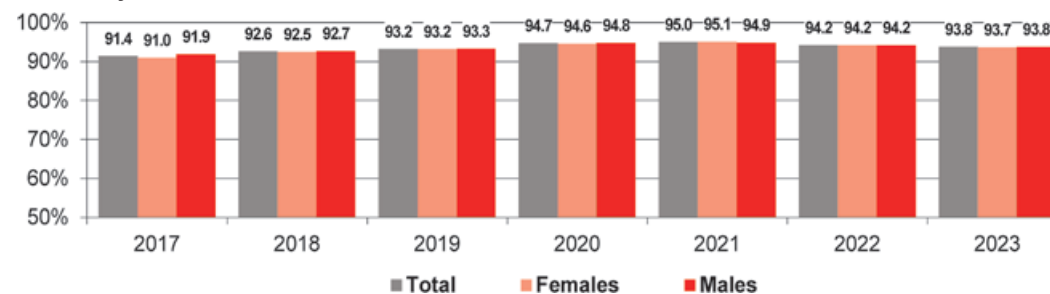
The average percentage of teachers qualified to teach was slightly higher for males than for females in both the Primary and Secondary phases. There were, however, exceptions in some regions. The gap between female and male teachers in both phases has narrowed over the last few years, but remains high in some regions.

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

**Primary teachers**



**Secondary teachers**



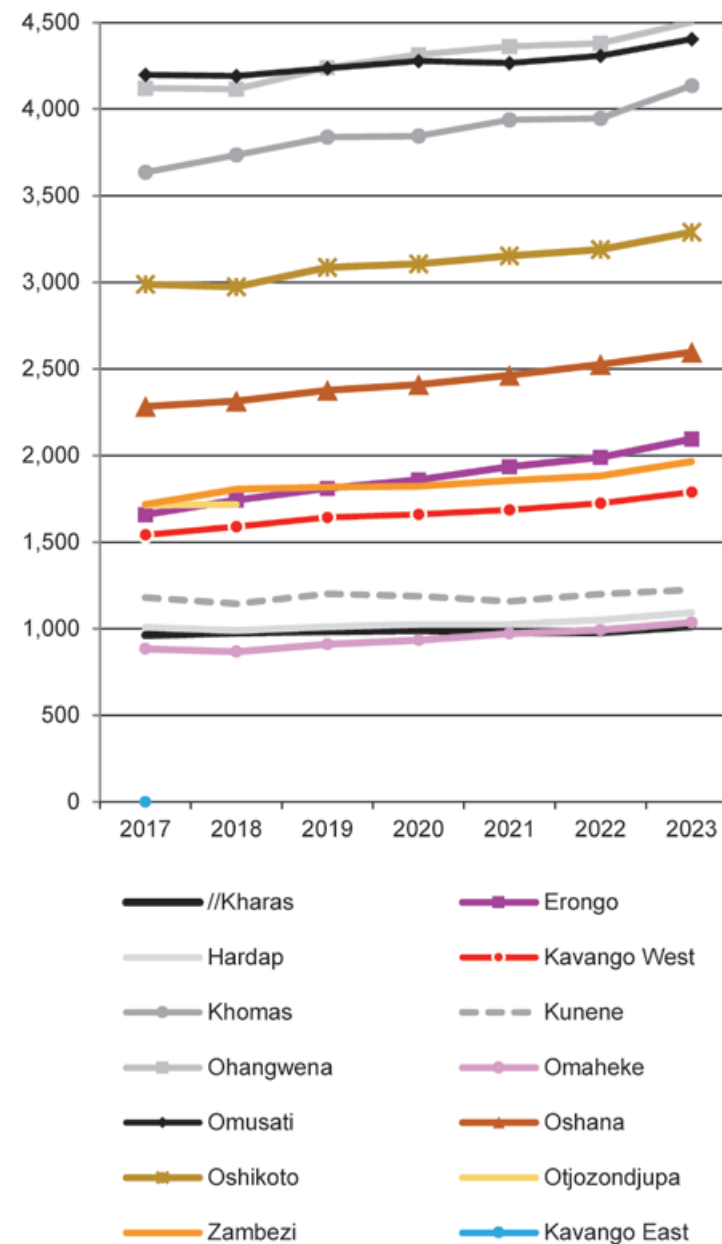
**Table 49: Numbers of teachers from 2017 to 2023**

Region	Year							Average annual growth rate 2017-2023	Percentage change 2022-2023
	2017	2018	2019	2020	2021	2022	2023		
<b>National</b>	<b>29,947</b>	<b>30,261</b>	<b>31,078</b>	<b>31,462</b>	<b>32,003</b>	<b>32,465</b>	<b>33,622</b>	<b>1.9%</b>	<b>3.6%</b>
Kharas	963	978	986	993	981	980	1,015	0.9%	3.6%
Erongo	1,659	1,743	1,811	1,859	1,937	1,990	2,097	4.0%	5.4%
Hardap	1,008	989	1,010	1,024	1,025	1,051	1,093	1.4%	4.0%
Kavango East	2,056	2,095	2,176	2,214	2,341	2,388	2,478	3.2%	3.8%
Kavango West	1,543	1,590	1,642	1,660	1,687	1,725	1,790	2.5%	3.8%
Khomas	3,636	3,736	3,839	3,846	3,938	3,946	4,135	2.2%	4.8%
Kunene	1,180	1,145	1,202	1,187	1,158	1,200	1,225	0.6%	2.1%
Ohangwena	4,120	4,115	4,240	4,315	4,362	4,381	4,504	1.5%	2.8%
Omaheke	883	867	911	934	973	993	1,035	2.7%	4.2%
Omusati	4,197	4,191	4,236	4,278	4,266	4,308	4,404	0.8%	2.2%
Oshana	2,282	2,314	2,377	2,408	2,463	2,525	2,597	2.2%	2.9%
Oshikoto	2,989	2,974	3,087	3,107	3,153	3,190	3,291	1.6%	3.2%
Otjozondjupa	1,714	1,718	1,743	1,813	1,864	1,905	1,992	2.5%	4.6%
Zambezi	1,717	1,806	1,818	1,824	1,855	1,883	1,966	2.3%	4.4%

As **Table 49** reflects, the total number of teachers increased annually. Different regions had varying numbers. Erongo had the highest percentage increase of teachers from 2022 to 2023, with 5.4%, followed by Khomas with 4.8%. As indicated in the table, the average annual growth rate of teachers from 2017-2023 is 1.9%.

**Figure 49:**

**Numbers of teachers from 2013 to 2019**



**Table 50: Learner : teacher ratios from 2017 to 2023**

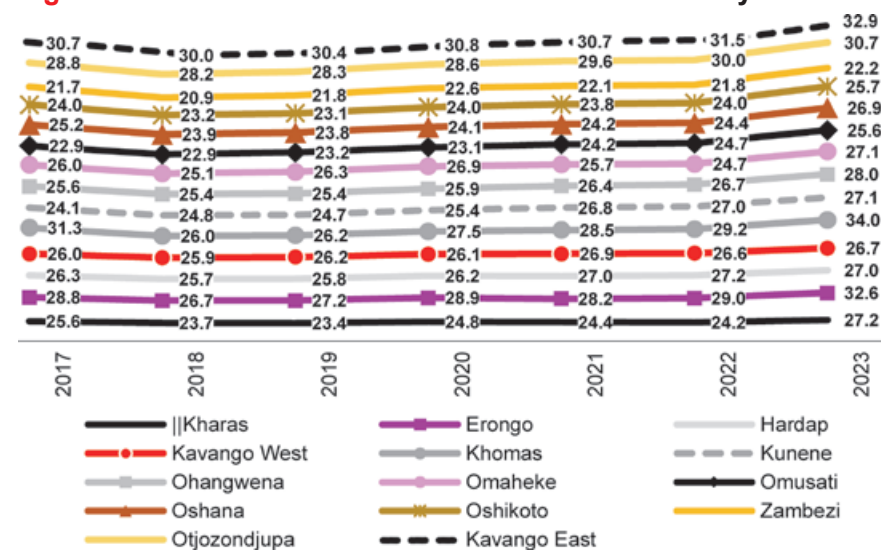
Region	All schools and teachers							Schools staffed by the State and State-appointed teachers						
	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
National	24.3	24.6	24.5	24.9	25.3	25.4	25.2	26.2	25.2	25.4	26.1	26.3	26.5	28.1
Kharas	22.9	22.9	22.9	23.4	24.4	24.7	24.6	25.6	23.7	23.4	24.8	24.4	24.2	27.2
Erongo	24.9	24.8	24.9	25.2	25.2	25.6	25.4	28.8	26.7	27.2	28.9	28.2	29.0	32.6
Hardap	24.8	24.9	25.0	25.5	26.3	26.0	26.0	26.3	25.7	25.8	26.2	27.0	27.2	27.0
Kavango East	28.8	29.2	29.2	29.6	29.4	29.9	30.1	30.7	30.0	30.4	30.8	30.7	31.5	32.9
Kavango West	25.9	25.8	25.8	26.0	26.7	26.5	26.0	26.0	25.9	26.2	26.1	26.9	26.6	26.7
Khomas	24.3	23.3	23.5	24.0	24.2	24.6	24.3	31.3	26.0	26.2	27.5	28.5	29.2	34.0
Kunene	23.5	24.8	24.7	24.7	26.1	25.7	25.5	24.1	24.8	24.7	25.4	26.8	27.0	27.1
Ohangwena	24.6	25.2	25.1	25.5	25.9	26.3	26.4	25.6	25.4	25.4	25.9	26.4	26.7	28.0
Omaheke	24.8	25.6	25.5	25.7	26.0	25.3	25.3	26.0	25.1	26.3	26.9	25.7	24.7	27.1
Omusati	22.2	22.9	23.1	22.9	24.0	24.3	24.5	22.9	22.9	23.2	23.1	24.2	24.7	25.6
Oshana	23.2	23.2	22.9	23.1	23.0	23.1	23.3	25.2	23.9	23.8	24.1	24.2	24.4	26.9
Oshikoto	22.8	23.4	23.0	23.6	23.6	23.7	23.6	24.0	23.2	23.1	24.0	23.8	24.0	25.7
Otjozondjupa	26.3	26.7	26.3	26.8	27.3	27.5	27.2	28.8	28.2	28.3	28.6	29.6	30.0	30.7
Zambezi	21.2	21.1	21.6	22.4	22.1	21.8	21.3	21.7	20.9	21.8	22.6	22.1	21.8	22.2

Learner : Teacher (L:T) ratios were calculated in two different ways for 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 by dividing the total enrolment in schools staffed by the State by the number of teachers appointed by the State in each region. Some 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 L:T ratios in schools staffed by the State, i.e. the ratios in the right part of Table 50.

All 14 regions recorded a slight increase in their L:T ratios from 2017 to 2023, with some fluctuations – a slight decrease or increase from year to year. In respect of all schools and teachers, Kavango East had the highest ratio (30.1) and Zambezi the lowest (21.3), and the same two regions had the highest and lowest ratios in respect of State schools and State-appointed teachers (Kavango East 32.9 and Zambezi 22.2). The discrepancies between the regions have narrowed a great deal over the years.

There is a need for a better way to calculate the ratios in the Senior Primary through to Secondary phases. In Junior Primary, class teaching is practised, which makes it easy to calculate the L:T ratio in the current manner. From the Senior Primary to Secondary phases, however, when teachers switch to subject teaching, the current ratio-calculation method may not be accurate and is more likely to indicate lower ratios when in fact more teachers might be needed and vice versa.

**Figure 50: Learner : teacher ratios in schools staffed by the State**



# Chapter 6: PHYSICAL FACILITIES

Chapter 6 provides information about school buildings, available facilities and basic services, i.e. water supply, sanitation facilities, electricity supply, internet connectivity 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, such as 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 had water supply, electricity, telephone and internet connectivity. 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 is included in this chapter. The Ministry has plans to provide more teachers’ housing in the current Medium-Term Expenditure Framework.

It is a ministerial intention to eliminate the overcrowding of classrooms, replace “traditional” structures and provide sanitary facilities and the 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					Specialised 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
<b>National</b>	<b>28,777</b>	<b>24,898</b>	<b>1,602</b>	<b>2,037</b>	<b>240</b>	<b>630</b>	<b>618</b>	<b>11</b>	<b>1</b>	<b>-</b>	<b>584</b>	<b>554</b>	<b>9</b>	<b>17</b>	<b>4</b>	<b>861</b>	<b>526</b>	<b>18</b>	<b>304</b>	<b>13</b>	<b>195</b>	<b>182</b>	<b>5</b>	<b>8</b>	<b>-</b>
Kharas	994	823	157	8	6	32	30	2	-	-	37	34	2	-	1	42	34	2	5	1	18	17	1	-	-
Erongo	1,668	1,535	120	3	10	47	47	-	-	-	45	44	1	-	-	64	54	4	6	-	16	16	-	-	-
Hardap	1,040	958	76	1	5	33	30	3	-	-	44	41	2	-	1	37	27	2	7	1	18	18	-	-	-
Kavango East	1,993	1,657	102	225	9	36	35	1	-	-	52	50	-	2	-	51	23	-	27	1	8	8	-	-	-
Kavango West	1,450	1,110	68	267	5	17	17	-	-	-	16	14	-	1	1	38	5	3	30	-	6	5	-	1	-
Khomas	3,416	3,213	188	1	14	123	121	2	-	-	115	115	-	-	-	170	167	-	1	2	64	62	2	-	-
Kunene	1,081	961	41	55	24	19	17	2	-	-	16	16	-	-	-	68	48	1	19	-	8	7	1	-	-
Ohangwena	3,976	3,138	193	604	41	56	55	-	1	-	47	42	1	3	1	94	18	3	69	4	5	3	-	2	-
Omaheke	846	748	65	23	10	19	19	-	-	-	22	22	-	-	-	23	22	-	1	-	4	4	-	-	-
Omusati	3,927	3,345	255	285	42	82	82	-	-	-	51	47	1	3	-	75	24	1	49	1	17	15	-	2	-
Oshana	2,331	2,190	62	62	17	49	49	-	-	-	48	42	-	6	-	45	25	-	20	-	13	13	-	-	-
Oshikoto	2,951	2,425	138	382	6	58	58	-	-	-	39	37	-	2	-	74	30	2	40	2	8	5	-	3	-
Otjozondjupa	1,710	1,555	102	10	43	39	38	1	-	-	35	34	1	-	-	42	35	-	6	1	7	7	-	-	-
Zambezi	1,394	1,240	35	111	8	20	20	-	-	-	17	16	1	-	-	38	14	-	24	-	3	2	1	-	-

The numbers of teaching rooms in which groups of learners can be accommodated are reported in **Table 51**.

In addition, as reported in **Table 52** on the next page, there are teaching rooms suitable for accommodating only very small groups, and there are outdoor areas routinely used for accommodating learners.

The different types of structures are classified as permanent, prefabricated and traditional. Rooms not belonging to schools, but used on a daily basis, are grouped under “Hired”.

- Permanent structures are normally buildings constructed from bricks.
- Prefabricated structures are often made of asbestos sheets.
- Traditional structures are constructed with materials such as poles, mud, thatch or corrugated iron, and tents.

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

Region	Small Rooms					School Halls / Gymnasiums					Resource Rooms (libraries etc.)					Storerooms					Outdoor Teaching Areas
	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	Total	Permanent	Prefabricated	Traditional	Hired	
<b>National</b>	<b>464</b>	<b>423</b>	<b>21</b>	<b>14</b>	<b>6</b>	<b>349</b>	<b>336</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>755</b>	<b>728</b>	<b>13</b>	<b>6</b>	<b>8</b>	<b>6,734</b>	<b>6,328</b>	<b>110</b>	<b>272</b>	<b>24</b>	<b>181</b>
Kharas	28	25	1	1	1	22	21	1	-	-	34	30	3	1	-	265	238	20	6	1	15
Erongo	52	45	7	-	-	35	35	-	-	-	46	44	2	-	-	382	369	8	4	1	8
Hardap	26	26	-	-	-	19	19	-	-	-	36	35	1	-	-	172	166	3	2	1	3
Kavango East	19	19	-	-	-	29	29	-	-	-	37	37	-	-	-	492	455	3	33	1	15
Kavango West	10	10	-	-	-	3	3	-	-	-	24	22	-	2	-	348	304	10	34	-	29
Khomas	114	107	6	-	1	89	86	1	-	2	105	104	-	-	1	813	798	14	1	-	11
Kunene	18	14	2	-	2	17	16	-	1	-	24	23	1	-	-	211	202	2	4	3	19
Ohangwena	18	14	-	4	-	16	15	-	1	-	75	73	1	1	-	960	862	14	82	2	26
Omaheke	12	12	-	-	-	10	10	-	-	-	33	33	-	-	-	171	167	3	1	-	13
Omusati	42	39	2	1	-	22	21	-	1	-	115	113	1	-	1	843	800	4	35	4	8
Oshana	49	46	1	2	-	23	22	1	-	-	67	65	1	1	-	579	562	-	16	1	3
Oshikoto	34	28	2	4	-	30	27	-	3	-	53	53	-	-	-	773	702	19	49	3	14
Otjozondjupa	29	28	-	1	-	30	28	1	-	1	75	68	2	-	5	373	364	7	1	1	4
Zambezi	13	10	-	1	2	4	4	-	-	-	31	28	1	1	1	352	339	3	4	6	13

Table 52 presents the numbers of diverse facilities and outdoor teaching areas used daily.

“Small Rooms” are rooms suitable for accommodating only very small groups of learners or individuals.

Outdoor areas used regularly for teaching due to a lack of classrooms are reported as “Outdoor Teaching Areas”. The numbers of outdoor teaching areas suggest that there were still schools where groups of learners were taught under trees or out in the open. However, misreporting by some schools on this aspect cannot be ruled out. Kavango West, with 29, seems to be worse of all regions in 2023. Kavango East and Kunene also reported a high number of outdoor teaching areas in 2023.

It must be noted that the Annual Education Census only considers schools that are in operation during the applicable year, therefore fluctuations in the numbers of facilities might have been caused by infrastructure no longer being counted in schools that were not operational at the time of the census.

**Table 53: Numbers and structural types of administrative facilities**

Region	Bookstores					Offices					Other Admin Structures					Strongrooms					Agricultural Facilities				
	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
<b>National</b>	<b>1,095</b>	<b>1,068</b>	<b>13</b>	<b>10</b>	<b>4</b>	<b>1,862</b>	<b>1,776</b>	<b>50</b>	<b>22</b>	<b>14</b>	<b>857</b>	<b>790</b>	<b>34</b>	<b>28</b>	<b>5</b>	<b>719</b>	<b>713</b>	<b>4</b>	<b>-</b>	<b>2</b>	<b>884</b>	<b>723</b>	<b>14</b>	<b>143</b>	<b>4</b>
Kharas	50	44	5	-	1	125	106	18	1	-	53	44	8	-	1	36	35	1	-	-	23	18	1	4	-
Erongo	70	69	1	-	-	202	202	-	-	-	102	99	3	-	-	54	54	-	-	-	40	33	3	4	-
Hardap	56	55	1	-	-	112	103	7	-	2	61	57	4	-	-	39	39	-	-	-	37	31	-	6	-
Kavango East	60	58	-	2	-	104	99	2	2	1	41	33	-	5	3	36	36	-	-	-	39	38	-	1	-
Kavango West	45	43	-	2	-	44	41	-	3	-	21	19	-	1	1	25	25	-	-	-	40	29	2	9	-
Khomas	193	190	3	-	-	283	281	1	-	1	200	195	5	-	-	110	110	-	-	-	90	84	3	3	-
Kunene	40	38	-	-	2	75	74	-	1	-	22	18	2	2	-	26	26	-	-	-	51	44	-	7	-
Ohangwena	102	100	-	2	-	161	151	5	-	5	59	52	1	6	-	77	77	-	-	-	131	87	-	43	1
Omaheke	33	33	-	-	-	78	77	1	-	-	25	25	-	-	-	27	27	-	-	-	45	43	-	2	-
Omusati	152	151	1	-	-	122	109	3	8	2	61	50	1	10	-	59	59	-	-	-	115	87	-	27	1
Oshana	70	70	-	-	-	150	147	2	1	-	33	31	-	2	-	63	63	-	-	-	75	68	-	7	-
Oshikoto	87	82	1	4	-	150	139	7	4	-	62	53	8	1	-	60	59	1	-	-	92	70	2	19	1
Otjozondjupa	71	70	1	-	-	152	150	2	-	-	87	84	2	1	-	56	55	1	-	-	57	48	1	7	1
Zambezi	66	65	-	-	1	104	97	2	2	3	30	30	-	-	-	51	48	1	-	2	49	43	2	4	-

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 2019 to 2023**

Region	Classrooms					Science Laboratories					Computer Laboratories					Special teaching rooms					Workshops				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>National</b>	<b>26,090</b>	<b>27,151</b>	<b>27,904</b>	<b>28,223</b>	<b>28,777</b>	<b>617</b>	<b>627</b>	<b>620</b>	<b>615</b>	<b>630</b>	<b>601</b>	<b>506</b>	<b>516</b>	<b>519</b>	<b>584</b>	<b>390</b>	<b>578</b>	<b>666</b>	<b>775</b>	<b>861</b>	<b>194</b>	<b>201</b>	<b>204</b>	<b>181</b>	<b>195</b>
Kharas	888	956	964	990	994	34	30	29	24	32	47	33	35	33	37	30	39	39	39	42	16	18	18	19	18
Erongo	1,480	1,502	1,550	1,611	1,668	53	41	42	47	47	42	42	43	40	45	42	46	54	57	64	25	17	16	17	16
Hardap	913	955	968	1,002	1,040	34	33	32	30	33	41	33	34	31	44	21	30	28	32	37	24	23	24	19	18
Kavango East	1,704	1,822	1,886	1,964	1,993	33	33	34	33	36	46	26	25	27	52	24	30	35	45	51	10	6	4	10	8
Kavango West	1,335	1,402	1,441	1,404	1,450	18	20	18	18	17	14	11	12	12	16	12	44	46	48	38	5	4	5	2	6
Khomas	2,996	3,311	3,495	3,298	3,416	112	122	117	117	123	136	112	114	111	115	90	98	148	147	170	50	54	58	56	64
Kunene	912	1,018	1,027	1,060	1,081	14	19	19	19	19	20	17	18	16	16	19	22	26	36	68	5	5	5	6	8
Ohangwena	3,752	3,811	3,878	3,928	3,976	55	57	56	54	56	41	40	39	42	47	25	61	73	86	94	4	6	8	5	5
Omaheke	756	775	780	813	846	18	20	20	17	19	23	20	21	22	22	15	20	20	16	23	4	6	5	4	4
Omusati	3,782	3,804	3,880	3,949	3,927	82	82	83	83	82	48	46	44	47	51	36	57	56	81	75	15	20	18	8	17
Oshana	2,151	2,181	2,253	2,274	2,331	48	47	50	51	49	36	36	40	43	48	22	37	36	46	45	16	16	14	11	13
Oshikoto	2,718	2,787	2,833	2,884	2,951	56	61	60	61	58	48	35	35	37	39	21	47	53	69	74	6	7	12	9	8
Otjozondjupa	1,443	1,545	1,596	1,680	1,710	41	41	40	40	39	47	41	42	42	35	23	28	29	39	42	13	13	13	10	7
Zambezi	1,260	1,282	1,353	1,366	1,394	19	21	20	21	20	12	14	14	16	17	10	19	23	34	38	1	6	4	5	3

Table 54 continues ►

The total numbers of different facilities are reported for five years in **Table 54**. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities were counted under one heading: “All Administrative Facilities” (see next page). Tents used as teaching facilities were counted under traditional facilities rather than outdoor teaching facilities as in previous reports. This explains the drop in the reported number of outdoor facilities.

**Figure 54: Changes in the numbers of facilities**

Figure 54 continues ►

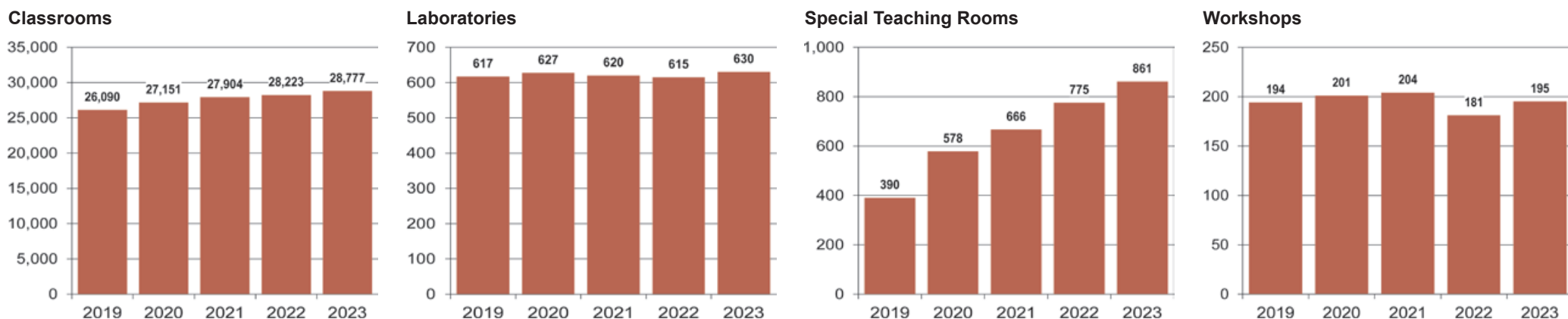
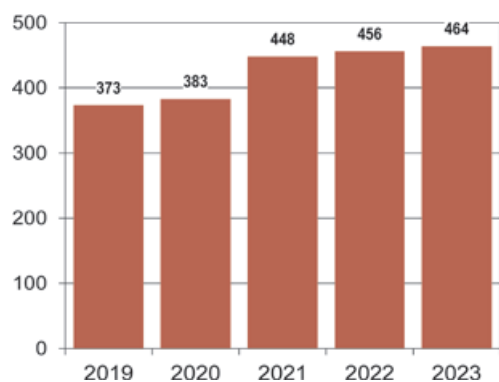


Table 54 continued

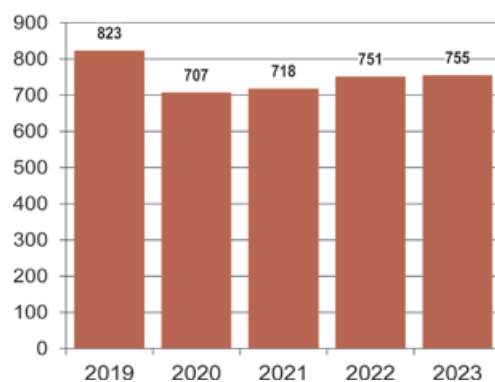
Region	Small Rooms					School or Gymnastics Halls					Libraries and Media or Resource Centres					All Administrative Facilities					Outdoor Teaching Areas				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>National</b>	<b>373</b>	<b>383</b>	<b>448</b>	<b>456</b>	<b>464</b>	<b>334</b>	<b>342</b>	<b>341</b>	<b>346</b>	<b>349</b>	<b>823</b>	<b>707</b>	<b>718</b>	<b>751</b>	<b>755</b>	<b>11,609</b>	<b>12,467</b>	<b>11,972</b>	<b>11,238</b>	<b>11,733</b>	<b>114</b>	<b>186</b>	<b>142</b>	<b>110</b>	<b>181</b>
Kharas	17	24	26	27	28	23	23	23	22	22	45	37	36	34	34	576	592	545	509	557	12	8	5	0	15
Erongo	49	43	47	52	52	36	32	32	31	35	59	39	41	41	46	869	904	851	814	862	1	13	8	4	8
Hardap	28	29	26	24	26	30	27	27	19	19	30	35	35	33	36	478	504	474	410	466	3	3	2	1	3
Kavango East	8	11	17	15	19	14	18	19	21	29	39	36	40	37	37	636	746	725	785	752	12	4	11	10	15
Kavango West	10	4	6	8	10	6	5	4	3	3	28	23	23	23	24	515	582	590	478	494	25	28	25	9	29
Khomas	101	94	115	111	114	86	97	90	95	89	125	107	106	161	105	1,680	1,834	1,714	1,480	1,713	10	14	13	19	11
Kunene	6	10	13	12	18	16	18	19	17	17	24	28	26	20	24	386	440	437	381	392	12	28	25	18	19
Ohangwena	28	10	10	17	18	9	12	15	17	16	85	62	72	60	75	1,345	1,443	1,434	1,320	1,378	6	20	12	10	26
Omaheke	7	11	11	14	12	11	10	10	11	10	33	36	33	34	33	372	414	378	321	346	10	13	6	0	13
Omusati	27	36	36	42	42	25	23	25	21	22	137	112	120	121	115	1,268	1,343	1,284	1,275	1,279	1	10	8	8	8
Oshana	25	32	37	48	49	20	19	20	25	23	71	57	50	55	67	898	928	913	909	944	-	-	1	3	3
Oshikoto	29	31	36	39	34	22	25	27	27	30	67	55	54	54	53	1,127	1,191	1,128	1,113	1,166	9	5	4	6	14
Otjozondjupa	32	39	56	31	29	28	27	25	30	30	55	53	55	53	75	841	876	824	868	768	10	11	6	13	4
Zambezi	6	9	12	16	13	8	6	5	7	4	25	27	27	25	31	618	670	675	575	616	3	29	16	9	13

Figure 54 continued

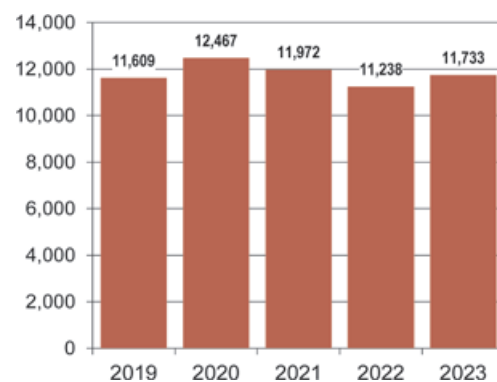
School or Gymnastics Halls



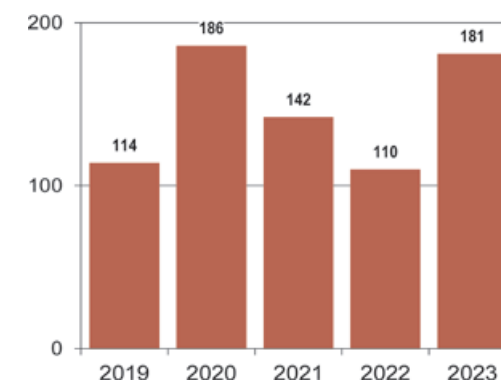
Libraries and Media or Resource Centres



All Administrative Facilities



Outdoor Teaching Areas



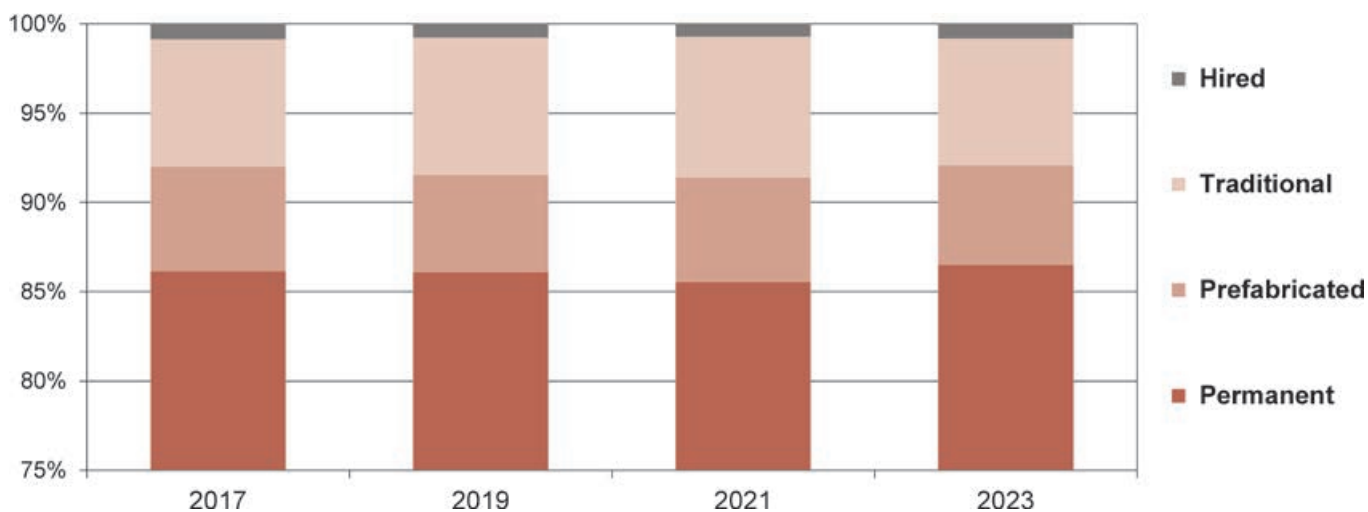
**Table 55: Changes in the numbers and structural types of classrooms from 2017 to 2023**

Region	Total				Permanent				Prefabricated				Traditional				Hired			
	2017	2019	2021	2023	2017	2019	2021	2023	2017	2019	2021	2023	2017	2019	2021	2023	2017	2019	2021	2023
<b>National</b>	<b>25,050</b>	<b>26,090</b>	<b>27,904</b>	<b>28,777</b>	<b>21,580</b>	<b>22,461</b>	<b>23,868</b>	<b>24,898</b>	<b>1,458</b>	<b>1,426</b>	<b>1,636</b>	<b>1,602</b>	<b>1,797</b>	<b>2,003</b>	<b>2,197</b>	<b>2,037</b>	<b>215</b>	<b>200</b>	<b>203</b>	<b>240</b>
Kharas	842	888	964	994	701	723	785	823	117	141	147	157	2	6	7	8	22	18	25	6
Erongo	1,350	1,480	1,550	1,668	1,256	1,326	1,430	1,535	81	110	109	120	3	4	1	3	10	40	10	10
Hardap	887	913	968	1,040	806	842	888	958	77	67	66	76	2	-	12	1	2	4	2	5
Kavango East	1,642	1,704	1,886	1,993	1,434	1,463	1,563	1,657	53	68	70	102	143	165	244	225	12	8	9	9
Kavango West	1,249	1,335	1,441	1,450	947	1,025	1,088	1,110	69	65	73	68	221	233	271	267	12	12	9	5
Khomas	2,970	2,996	3,495	3,416	2,719	2,820	3,135	3,213	234	167	288	188	10	8	54	1	7	1	18	14
Kunene	824	912	1,027	1,081	722	793	870	961	41	39	46	41	36	59	83	55	25	21	28	24
Ohangwena	3,548	3,752	3,878	3,976	2,795	2,921	3,028	3,138	218	204	218	193	498	603	608	604	37	24	24	41
Omaheke	757	756	780	846	660	684	701	748	55	57	54	65	11	10	21	23	31	5	4	10
Omusati	3,598	3,782	3,880	3,927	3,063	3,245	3,309	3,345	249	225	239	255	277	302	314	285	9	10	18	42
Oshana	2,110	2,151	2,253	2,331	1,957	2,016	2,127	2,190	77	54	67	62	66	71	54	62	10	10	5	17
Oshikoto	2,673	2,718	2,833	2,951	2,173	2,199	2,312	2,425	87	106	107	138	402	404	397	382	11	9	17	6
Otjozondjupa	1,403	1,443	1,596	1,710	1,293	1,324	1,477	1,555	80	83	81	102	9	10	11	10	21	26	27	43
Zambezi	1,197	1,260	1,353	1,394	1,054	1,080	1,155	1,240	20	40	71	35	117	128	120	111	6	12	7	8

Table 55 shows changes in the numbers and structural types of classrooms from 2017 to 2023. In 2023 there were 3,727 more classrooms than in 2017. Out of the total of 27,777 classrooms counted in 2023, 24,898 or 86.5% were permanent.

The data clearly indicates both a gradual success of the Ministry’s building programme and its determination to provide a conducive learning environment for the Namibian child.

**Figure 55: Changes in the percentages of classrooms of different structural types**



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

Region	Numbers of toilet units for learners			Numbers of toilet units for teachers			Numbers of schools with toilets for learners			Numbers of schools with toilets for teachers			Numbers of schools with a water supply		
	Flush	Pit	% flush	Flush	Pit	% flush	No toilets	Have toilets	% with toilets	No toilets	Have toilets	% with toilets	No water	Have water	% with water
<b>National</b>	<b>15,492</b>	<b>6,982</b>	<b>68.9%</b>	<b>3,714</b>	<b>1,493</b>	<b>71.3%</b>	<b>205</b>	<b>1,799</b>	<b>89.8%</b>	<b>319</b>	<b>1,685</b>	<b>84.1%</b>	<b>95</b>	<b>1,909</b>	<b>95.3%</b>
Kharas	1,142	-	100.0%	255	0	100.0%	-	58	100.0%	-	58	100.0%	-	58	100.0%
Erongo	1,723	3	99.8%	343	0	100.0%	-	86	100.0%	2	84	97.7%	-	86	100.0%
Hardap	1,087	4	99.6%	203	0	100.0%	-	63	100.0%	6	57	90.5%	-	63	100.0%
Kavango East	860	524	62.1%	218	136	61.6%	53	132	71.4%	60	125	67.6%	14	171	92.4%
Kavango West	300	595	33.5%	125	191	39.6%	60	118	66.3%	66	112	62.9%	18	160	89.9%
Khomas	3,157	13	99.6%	671	7	99.0%	5	134	96.4%	6	133	95.7%	1	138	99.3%
Kunene	574	146	79.7%	126	15	89.4%	9	68	88.3%	20	57	74.0%	4	73	94.8%
Ohangwena	1,030	1,748	37.1%	358	353	50.4%	9	273	96.8%	28	254	90.1%	13	269	95.4%
Omaheke	731	2	99.7%	134	0	100.0%	-	51	100.0%	3	48	94.1%	-	51	100.0%
Omusati	1,109	1,351	45.1%	317	294	51.9%	18	280	94.0%	37	261	87.6%	10	288	96.6%
Oshana	778	889	46.7%	230	137	62.7%	6	146	96.1%	18	134	88.2%	4	148	97.4%
Oshikoto	992	1,255	44.1%	237	223	51.5%	20	206	91.2%	44	182	80.5%	18	208	92.0%
Otjozondjupa	1,432	91	94.0%	300	8	97.4%	5	84	94.4%	7	82	92.1%	1	88	98.9%
Zambezi	577	361	61.5%	197	129	60.4%	20	100	83.3%	22	98	81.7%	12	108	90.0%

The provision of sanitary facilities, teacher housing and basic services is reported in Tables 56, 57 and 58.

There has been a remarkable improvement in the provision of the sanitary services to schools countrywide. The two Kavango regions remain the most poorly serviced regions in this regard, with respectively 71.4% and 66.3% of schools having toilets for learners, and under 70% of schools in both regions having toilet facilities for teachers.

There has also been an increase in water supply to schools in general. Four regions, i.e. ||Kharas, Erongo, Hardap and Omaheke, reported that 100% of their schools have water supply, while the lowest percentages of water supply services were recorded in Kavango West (89.9%) and Zambezi (90.0%). Nationally, the percentage of schools with water supply stood at 95.3% in 2023.

**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			Numbers of schools with internet access	
	Total	Single quarters	Family quarters	No housing	Have housing	% with housing	No electricity	Have electricity	% with electricity	No telephone	Have telephone	% with telephone	Have internet connectivity	% with internet connectivity
<b>National</b>	<b>4,229</b>	<b>2,159</b>	<b>2,070</b>	<b>1,248</b>	<b>756</b>	<b>37.7%</b>	<b>217</b>	<b>1,787</b>	<b>89.2%</b>	<b>666</b>	<b>1,338</b>	<b>66.8%</b>	<b>1,311</b>	<b>65.4%</b>
Kharas	229	118	111	23	35	60.3%	1	57	98.3%	-	58	100.0%	58	100.0%
Erongo	185	44	141	57	29	33.7%	2	84	97.7%	4	82	95.3%	84	97.7%
Hardap	235	104	131	18	45	71.4%	1	62	98.4%	2	61	96.8%	61	96.8%
Kavango East	226	114	112	146	39	21.1%	33	152	82.2%	73	112	60.5%	77	41.6%
Kavango West	97	31	66	157	21	11.8%	53	125	70.2%	110	68	38.2%	37	20.8%
Khomas	293	171	122	95	44	31.7%	7	132	95.0%	12	127	91.4%	131	94.2%
Kunene	443	237	206	23	54	70.1%	15	62	80.5%	24	53	68.8%	52	67.5%
Ohangwena	424	201	223	155	127	45.0%	26	256	90.8%	103	179	63.5%	166	58.9%
Omaheke	342	184	158	16	35	68.6%	3	48	94.1%	8	43	84.3%	43	84.3%
Omusati	577	350	227	202	96	32.2%	26	272	91.3%	145	153	51.3%	191	64.1%
Oshana	195	124	71	110	42	27.6%	9	143	94.1%	20	132	86.8%	130	85.5%
Oshikoto	307	137	170	128	98	43.4%	25	201	88.9%	85	141	62.4%	147	65.0%
Otjozondjupa	439	231	208	36	53	59.6%	6	83	93.3%	11	78	87.6%	76	85.4%
Zambezi	237	113	124	82	38	31.7%	10	110	91.7%	69	51	42.5%	58	48.3%

The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools. Despite the Ministry's effort to build housing for teachers in recent years, there are still regions that need more teacher housing units due to their remoteness.

Although the provision of electricity to the schools has somewhat improved, tireless effort in providing electricity to more schools in some regions is still a need. Kavango West is the only region in which under 80% of all schools have electricity. Having no electricity places constraints on the equipment that schools can use, and makes it difficult to use school facilities after dark.

The lack of a telephone service severely limits communication with support staff in regional offices (e.g. inspectors, advisory teachers and personnel officers), other service providers and parents. There were higher disparities in the provision of telephone services, with Kavango West, Zambezi and Omusati regions still poorly serviced (below 50%). Although there are still a lot of schools without telephone facilities, the introduction of mobile telecommunications might have made the traditional phone lines obsolete as more areas are now connected to mobile technologies.

Internet connectivity and the presence of Information and Communication Technologies (ICT) at schools have become an integral part of education, and have proven to improve learning and administration at schools.

Out of 2,004 schools, 1,311 (65.4%) indicated that they had internet connectivity, whether cable or wireless modes. ||Kharas, Erongo, Hardap and Khomas, where most schools are in urban areas, have more connected schools than Kavango West, Kavango East and Zambezi which are poorly connected. The Ministry may consider partnering with service providers to focus more on the poorly serviced regions to ensure that learners in those regions are not left behind.

**Table 58: Percentages of schools with sanitary facilities, basic services and teachers' housing from 2018 to 2023**

Region	Schools with toilets for learners						Schools with toilets for teachers						Schools with water supply					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
<b>National</b>	<b>87.2%</b>	<b>87.8%</b>	<b>88.3%</b>	<b>89.4%</b>	<b>90.8%</b>	<b>89.8%</b>	<b>77.8%</b>	<b>77.5%</b>	<b>90.3%</b>	<b>82.9%</b>	<b>85.3%</b>	<b>84.1%</b>	<b>89.4%</b>	<b>89.8%</b>	<b>89.2%</b>	<b>93.7%</b>	<b>95.9%</b>	<b>95.3%</b>
Kharas	98.2%	100.0%	100.0%	100.0%	100.0%	100.0%	93.0%	96.4%	93.0%	96.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Erongo	100.0%	98.7%	93.6%	100.0%	100.0%	100.0%	97.3%	96.0%	97.4%	97.5%	98.8%	97.7%	100.0%	100.0%	98.7%	100.0%	100.0%	100.0%
Hardap	100.0%	100.0%	100.0%	100.0%	96.8%	100.0%	96.6%	91.7%	93.3%	93.4%	90.3%	90.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Kavango East	62.6%	64.7%	78.9%	65.7%	73.2%	71.4%	55.6%	55.3%	83.4%	59.6%	69.3%	67.6%	69.0%	72.4%	78.3%	87.1%	91.1%	92.4%
Kavango West	63.1%	63.1%	76.8%	66.3%	67.6%	66.3%	59.1%	58.0%	89.3%	61.8%	64.2%	62.9%	71.0%	69.3%	71.8%	83.1%	89.4%	89.9%
Khomas	99.2%	99.2%	97.7%	100.0%	100.0%	96.4%	96.1%	95.5%	96.2%	97.1%	97.8%	95.7%	100.0%	100.0%	98.5%	99.3%	100.0%	99.3%
Kunene	88.1%	88.2%	87.0%	89.2%	88.3%	88.3%	64.2%	67.6%	84.1%	73.0%	74.0%	74.0%	94.0%	92.6%	97.1%	90.5%	98.7%	94.8%
Ohangwena	94.7%	95.5%	90.7%	95.2%	96.4%	96.8%	82.3%	81.2%	92.2%	87.9%	90.2%	90.1%	86.8%	86.8%	94.4%	94.5%	92.0%	95.4%
Omaheke	97.7%	97.8%	91.5%	100.0%	95.7%	100.0%	93.2%	91.3%	100.0%	93.6%	97.9%	94.1%	97.7%	97.8%	100.0%	97.9%	100.0%	100.0%
Omusati	93.4%	94.1%	85.8%	94.5%	95.6%	94.0%	82.5%	85.0%	90.7%	88.1%	90.8%	87.6%	96.2%	96.2%	91.0%	96.6%	99.7%	96.6%
Oshana	97.1%	98.6%	97.3%	96.6%	99.3%	96.1%	84.2%	80.1%	94.5%	88.6%	90.0%	88.2%	99.3%	100.0%	100.0%	98.0%	100.0%	97.4%
Oshikoto	82.3%	82.4%	84.6%	89.2%	91.5%	91.2%	72.7%	71.5%	86.4%	79.8%	79.4%	80.5%	90.5%	90.5%	80.5%	90.1%	92.4%	92.0%
Otjozondjupa	98.8%	100.0%	95.3%	94.3%	93.0%	94.4%	85.5%	86.6%	89.4%	89.8%	90.7%	92.1%	97.6%	97.6%	97.6%	98.9%	100.0%	98.9%
Zambezi	78.3%	77.4%	84.3%	86.3%	89.1%	83.3%	66.1%	65.2%	85.2%	82.9%	86.6%	81.7%	81.7%	85.2%	74.8%	91.5%	95.8%	90.0%

Changes in the percentages of schools that had basic facilities and services are shown in Table 58. Figures 58(a) and 58(b) show two examples of the situations in different regions and changes between 2018 and 2023.

Generally there has been progress in the provision of sanitary facilities to schools since 2018. However, there was a slight drop in the percentage of schools with toilets for learners, from 90.8% in 2022 to 89.8% in 2023, and likewise for teachers, from 85.3% in 2022 to 84.1% in 2023.

Similarly slight declines in the percentages of schools with water supply occurred in several regions from 2022 to 2023, whereas others, such as Kavango East, Kavango West and Ohangwena, experienced slight increases in that period. These water-supply declines could be attributed to the opening of new schools in rural areas.

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

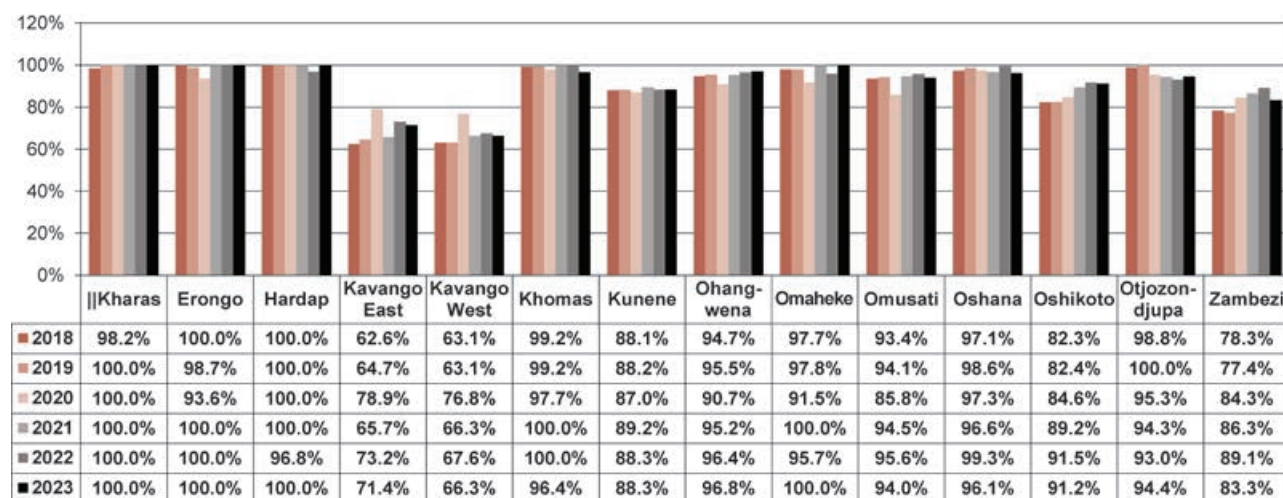


Table 58 continued

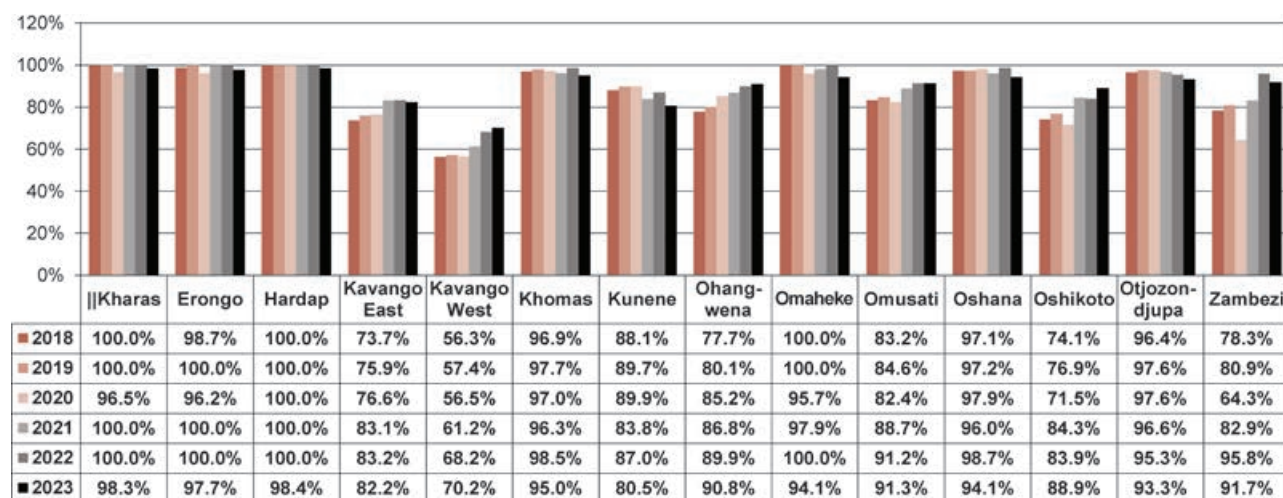
Region	Schools with electricity						Schools with telephone						Schools with teachers' housing					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
<b>National</b>	<b>82.4%</b>	<b>84.1%</b>	<b>82.5%</b>	<b>87.2%</b>	<b>89.8%</b>	<b>89.2%</b>	<b>68.4%</b>	<b>68.9%</b>	<b>67.5%</b>	<b>67.6%</b>	<b>68.1%</b>	<b>66.8%</b>	<b>37.2%</b>	<b>38.1%</b>	<b>36.4%</b>	<b>37.8%</b>	<b>61.2%</b>	<b>37.7%</b>
Kharas	100.0%	100.0%	96.5%	100.0%	100.0%	98.3%	100.0%	100.0%	100.0%	96.5%	100.0%	100.0%	57.9%	60.0%	57.9%	57.9%	42.1%	60.3%
Erongo	98.7%	100.0%	96.2%	100.0%	100.0%	97.7%	98.7%	100.0%	97.4%	96.3%	97.5%	95.3%	42.7%	41.3%	42.3%	38.8%	63.8%	33.7%
Hardap	100.0%	100.0%	100.0%	100.0%	100.0%	98.4%	98.3%	98.3%	93.3%	93.4%	93.5%	96.8%	72.9%	70.0%	73.3%	75.4%	25.8%	71.4%
Kavango East	73.7%	75.9%	76.6%	83.1%	83.2%	82.2%	51.5%	52.9%	56.0%	55.1%	62.0%	60.5%	22.2%	22.4%	21.1%	21.9%	77.7%	21.1%
Kavango West	56.3%	57.4%	56.5%	61.2%	68.2%	70.2%	36.4%	36.4%	35.0%	36.0%	31.8%	38.2%	11.9%	13.1%	9.0%	11.8%	88.3%	11.8%
Khomas	96.9%	97.7%	97.0%	96.3%	98.5%	95.0%	96.1%	97.0%	94.7%	92.6%	96.3%	91.4%	28.9%	28.6%	30.8%	30.9%	67.9%	31.7%
Kunene	88.1%	89.7%	89.9%	83.8%	87.0%	80.5%	80.6%	79.4%	69.6%	64.9%	68.8%	68.8%	79.1%	76.5%	76.8%	73.0%	26.0%	70.1%
Ohangwena	77.7%	80.1%	85.2%	86.8%	89.9%	90.8%	61.5%	60.5%	66.7%	64.5%	63.4%	63.5%	45.3%	44.7%	40.7%	40.7%	56.5%	45.0%
Omaheke	100.0%	100.0%	95.7%	97.9%	100.0%	94.1%	95.5%	93.5%	93.6%	87.2%	85.1%	84.3%	84.1%	76.1%	76.6%	76.6%	21.3%	68.6%
Omusati	83.2%	84.6%	82.4%	88.7%	91.2%	91.3%	60.1%	60.8%	56.4%	56.3%	54.6%	51.3%	27.6%	32.9%	29.1%	33.1%	67.1%	32.2%
Oshana	97.1%	97.2%	97.9%	96.0%	98.7%	94.1%	86.3%	87.2%	84.2%	91.3%	91.3%	86.8%	23.7%	24.1%	27.4%	27.5%	74.0%	27.6%
Oshikoto	74.1%	76.9%	71.5%	84.3%	83.9%	88.9%	65.0%	67.0%	62.0%	64.6%	62.8%	62.4%	40.9%	44.3%	41.6%	44.8%	55.6%	43.4%
Otjondjupa	96.4%	97.6%	97.6%	96.6%	95.3%	93.3%	90.4%	89.0%	88.2%	88.6%	89.5%	87.6%	65.1%	64.6%	67.1%	67.0%	33.7%	59.6%
Zambezi	78.3%	80.9%	64.3%	82.9%	95.8%	91.7%	48.7%	49.6%	46.1%	47.0%	53.8%	42.5%	27.0%	27.8%	20.9%	24.8%	62.2%	31.7%

Some progress was made in the provision of electricity to schools in the northern regions from 2018 to 2023. The four regions with the lowest percentages of schools with electricity in 2023, all of which are serviced below the national average of 89.2%, are Kavango East, Kavango West, Oshikoto and Kunene.

The schools in Zambezi, Kavango East, Kavango West, Omusati, Oshikoto and Ohangwena were also relatively poorly serviced with telecommunications in 2023, with all their figures below the national average of 66.8%. Note that these figures are not inclusive of mobile telecommunications, and could be different if EMIS captured network availability.

Teacher housing provision generally remains poor nationally, at 37% on average. This problem is less pressing in predominantly urban regions, where utilising one's housing subsidy to buy or rent accommodation is far easier than it is in rural areas.

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



# Chapter 7: ADULT LEARNING

Chapter 7 provides information on enrolments and pass rates in the **National Literacy Programme (NLP)** for adults. This programme, which began in 1992, forms part of the **National Policy on Adult Learning** of 2003. The aim of this policy is to strengthen and promote the role of adult education in individual, community, regional and national development, and the NLP contributes to the policy goals by increasing adult literacy rates countrywide. The 2023 results of the NLP students are presented here per region.

The NLP is testimony to the Namibian Government's commitment to achieving Target 4.6 of the United Nations Sustainable Development Goal (SDG) 4, on "Quality Education":

**SDG 4:** "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

**Target 4.6:** "By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy."





**Table 59: National Literacy Programme enrolments and pass rates from 2017 to 2023**

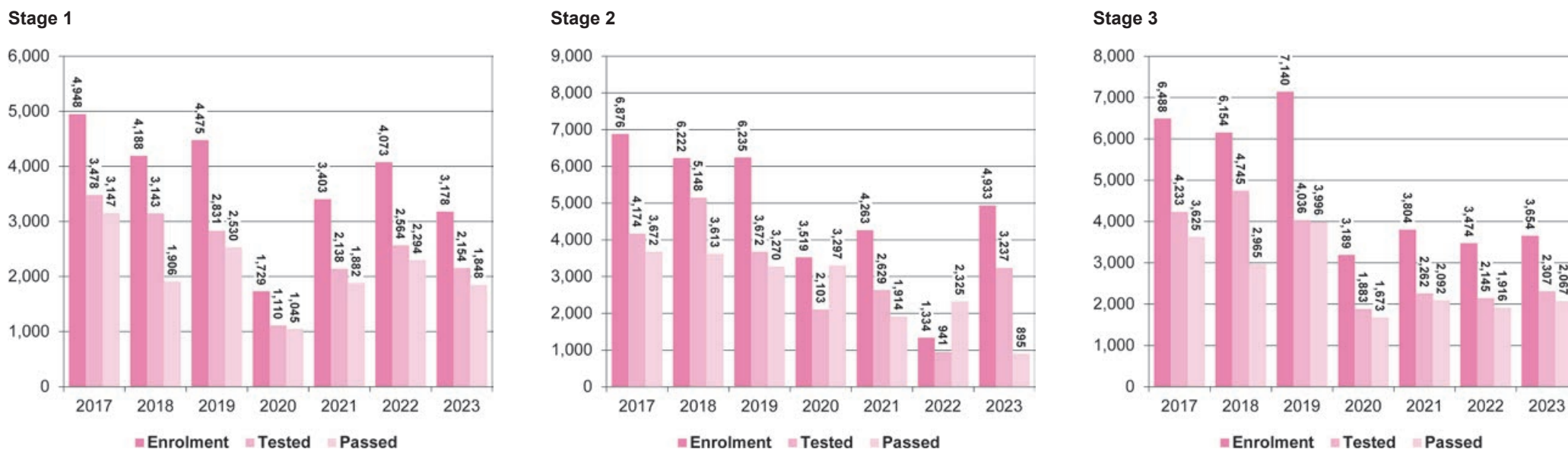
Programme Stage		Total	Year of Enrolment						
			2017	2018	2019	2020	2021	2022	2023
Stage 1	Enrolment	25,994	4,948	4,188	4,475	1,729	3,403	4,073	3,178
	Tested	17,418	3,478	3,143	2,831	1,110	2,138	2,564	2,154
	Passed	14,652	3,147	1,906	2,530	1,045	1,882	2,294	1,848
	% Passed	84.1%	90.5%	60.6%	89.4%	94.1%	88.0%	89.5%	85.8%
Stage 2	Enrolment	33,382	6,876	6,222	6,235	3,519	4,263	1,334	4,933
	Tested	21,904	4,174	5,148	3,672	2,103	2,629	941	3,237
	Passed	18,986	3,672	3,613	3,270	3,297	1,914	2,325	895
	% Passed	86.7%	88.0%	70.2%	89.1%	156.8%	72.8%	247.1%	27.6%
Stage 3	Enrolment	33,903	6,488	6,154	7,140	3,189	3,804	3,474	3,654
	Tested	21,611	4,233	4,745	4,036	1,883	2,262	2,145	2,307
	Passed	18,334	3,625	2,965	3,996	1,673	2,092	1,916	2,067
	% Passed	84.8%	85.6%	62.5%	99.0%	88.8%	92.5%	89.3%	89.6%

The numbers of adult learners who enrolled for the different stages of the National Literacy Programme (NLP) in the years 2017 to 2023, the numbers who were tested and the numbers who passed the examinations, are reported in Table 59. The pass percentages were computed based on the number of learners examined. The total column shows the total number of learners in the 7-year period. Individuals may have been counted more than once if they enrolled for the same stage in different years.

Over the seven years, 25,994 adults enrolled for Stage 1 of the programme (i.e. basic mother-tongue literacy skills), but only 14,652 passed Stage 1 in that period. Nevertheless, the numbers increased in Stages 2 and 3, suggesting that adult learners are indeed continuing their education through to Stage 3.

The numbers of adult learners per NLP stage are presented graphically in Figure 59, which also provides a picture of the relative numbers enrolled, tested and passed.

**Figure 59: Numbers of learners enrolled, tested and passed in each stage of the National Literacy Programme from 2017 to 2023**



**Table 60: Test results of the National Literacy Programme learners in 2023**

Region	Programme Stage								
	STAGE 1			STAGE 2			STAGE 3		
	Number tested	% Female	% Passed	Number tested	% Female	% Passed	Number tested	% Female	% Passed
<b>Total</b>	<b>2,154</b>	<b>59.2%</b>	<b>85.8%</b>	<b>3,237</b>	<b>60.7%</b>	<b>87.2%</b>	<b>2,307</b>	<b>66.0%</b>	<b>89.6%</b>
Kharas	7	42.9%	85.7%	0	0.0%	0.0%	10	30.0%	80.0%
Erongo	93	45.2%	100.0%	94	56.4%	98.9%	171	52.0%	95.9%
Hardap	66	74.2%	100.0%	93	69.9%	100.0%	88	62.5%	100.0%
Khomas	314	74.2%	78.3%	290	73.1%	95.2%	159	74.8%	93.7%
Kunene	221	74.7%	81.4%	283	83.0%	89.8%	279	83.9%	88.9%
Ohangwena	19	73.7%	78.9%	125	56.8%	76.0%	124	61.3%	95.2%
Kavango East	215	55.3%	72.6%	671	51.1%	64.7%	230	46.1%	67.0%
Kavango West	136	66.9%	98.5%	378	69.3%	94.7%	356	72.8%	91.6%
Omaheke	189	40.7%	93.7%	130	40.0%	89.2%	58	65.5%	79.3%
Omusati	390	51.3%	75.4%	367	59.4%	92.9%	223	70.4%	93.7%
Oshana	31	51.6%	71.0%	53	77.4%	90.6%	58	77.6%	100.0%
Oshikoto	162	50.0%	95.1%	367	56.9%	97.8%	253	70.0%	97.6%
Otjozondjupa	135	50.4%	97.8%	283	50.2%	97.5%	176	57.4%	98.3%
Zambezi	176	66.5%	98.3%	103	61.2%	77.7%	122	52.5%	64.8%

**Figure 60b: Percentage of learners tested who passed in each region**

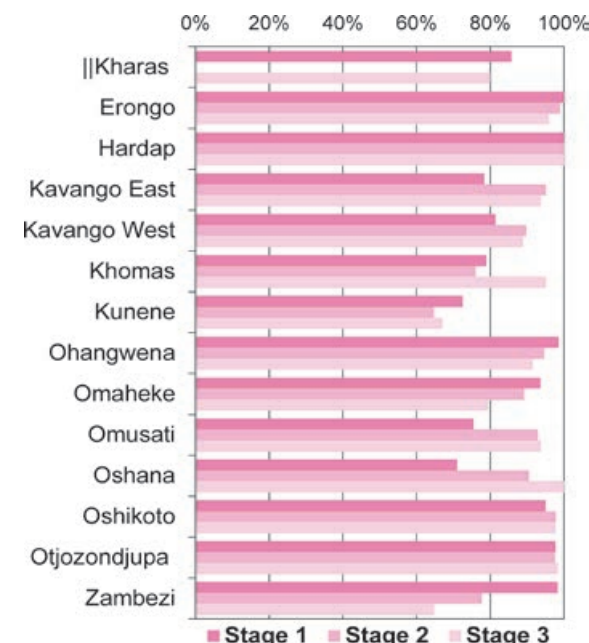
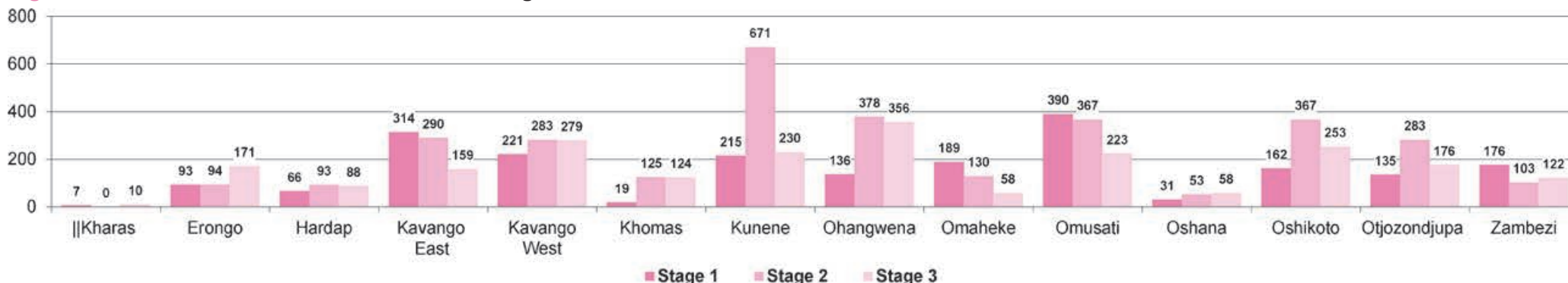


Table 60 presents the test results of the NLP for 2023. Basic literacy comprises Stages 1, 2 and 3. A total of 8,881 enrolled in the three stages in 2023. The total number of tested adult learners reported was 7,698, representing 86.6% of the total adult learners enrolled. In all stages, more than half of the adult learners tested were female, as the table shows. (Source: DAE 2023)

**Figure 60a: Number of learners tested in each region**



# Chapter 8: LEARNING AND SOCIAL CHALLENGES

Chapter 8 contains information on learning and social challenges in Namibia's basic education sector. The following are included:

- learners with physical and learning challenges by sex, grade and region (Tables 61 and 62);
- enrolments of orphans and vulnerable children (OVC) by sex (Tables 63 and 64);
- learner dropout by region, sex and reason (Table 65); and
- teacher and learner mortalities (Tables 66-69).



**Table 61: Learners with disabilities by region, disability type and sex**

Region	Sex	Total	Types of Disability												
			Accepting changes to routine	Albinism	Autism Spectrum Disorder (ASD)	Communication	Controlling Behaviours	Down Syndrome	Epilepsy	Hearing	Learning	Physical Disability	Remembering and focus attention	Self-care	Vision
National	<b>Total</b>	<b>142,936</b>	<b>4,979</b>	<b>285</b>	<b>224</b>	<b>9,142</b>	<b>11,773</b>	<b>120</b>	<b>682</b>	<b>11,273</b>	<b>46,486</b>	<b>1,726</b>	<b>26,907</b>	<b>6,422</b>	<b>22,917</b>
	Females	64,573	2,289	135	65	3,757	3,986	55	396	6,031	19,007	745	12,309	2,496	13,302
	Males	78,363	2,690	150	159	5,385	7,787	65	286	5,242	27,479	981	14,598	3,926	9,615
Kharas	<b>Total</b>	<b>3,940</b>	<b>135</b>	<b>2</b>	<b>3</b>	<b>257</b>	<b>361</b>	<b>1</b>	<b>24</b>	<b>299</b>	<b>1,019</b>	<b>30</b>	<b>823</b>	<b>151</b>	<b>835</b>
	Females	1,854	49	-	1	94	123	1	12	145	437	6	412	68	506
	Males	2,086	86	2	2	163	238	-	12	154	582	24	411	83	329
Erongo	<b>Total</b>	<b>7,735</b>	<b>336</b>	<b>20</b>	<b>33</b>	<b>460</b>	<b>616</b>	<b>1</b>	<b>29</b>	<b>468</b>	<b>1,909</b>	<b>73</b>	<b>1,401</b>	<b>282</b>	<b>2,107</b>
	Females	3,692	188	5	6	198	206	-	22	263	730	39	631	115	1,289
	Males	4,043	148	15	27	262	410	1	7	205	1,179	34	770	167	818
Hardap	<b>Total</b>	<b>6,763</b>	<b>249</b>	<b>1</b>	<b>1</b>	<b>601</b>	<b>746</b>	<b>-</b>	<b>22</b>	<b>391</b>	<b>1,965</b>	<b>55</b>	<b>1,300</b>	<b>396</b>	<b>1,036</b>
	Females	3,016	108	-	-	252	241	-	10	193	870	23	548	178	593
	Males	3,747	141	1	1	349	505	-	12	198	1,095	32	752	218	443
Kavango East	<b>Total</b>	<b>13,758</b>	<b>597</b>	<b>42</b>	<b>16</b>	<b>838</b>	<b>1,152</b>	<b>10</b>	<b>68</b>	<b>1,459</b>	<b>3,740</b>	<b>222</b>	<b>2,749</b>	<b>500</b>	<b>2,365</b>
	Females	6,606	250	25	4	362	408	4	41	785	1,700	89	1,362	186	1,390
	Males	7,152	347	17	12	476	744	6	27	674	2,040	133	1,387	314	975
Kavango West	<b>Total</b>	<b>9,579</b>	<b>268</b>	<b>11</b>	<b>12</b>	<b>600</b>	<b>960</b>	<b>2</b>	<b>25</b>	<b>1,032</b>	<b>3,081</b>	<b>130</b>	<b>2,037</b>	<b>404</b>	<b>1,017</b>
	Females	4,304	122	7	5	252	336	-	15	555	1,375	47	937	144	509
	Males	5,275	146	4	7	348	624	2	10	477	1,706	83	1,100	260	508
Khomas	<b>Total</b>	<b>16,723</b>	<b>807</b>	<b>13</b>	<b>59</b>	<b>912</b>	<b>1,414</b>	<b>24</b>	<b>69</b>	<b>1,212</b>	<b>4,151</b>	<b>121</b>	<b>3,469</b>	<b>430</b>	<b>4,042</b>
	Females	8,103	401	7	12	387	539	10	33	665	1,814	62	1,610	173	2,390
	Males	8,620	406	6	47	525	875	14	36	547	2,337	59	1,859	257	1,652
Kunene	<b>Total</b>	<b>5,944</b>	<b>218</b>	<b>5</b>	<b>6</b>	<b>308</b>	<b>555</b>	<b>8</b>	<b>31</b>	<b>364</b>	<b>1,997</b>	<b>78</b>	<b>1,352</b>	<b>311</b>	<b>711</b>
	Females	2,753	84	3	3	124	190	1	20	192	927	33	668	95	413
	Males	3,191	134	2	3	184	365	7	11	172	1,070	45	684	216	298
Ohangwena	<b>Total</b>	<b>17,396</b>	<b>438</b>	<b>65</b>	<b>18</b>	<b>1,191</b>	<b>1,142</b>	<b>18</b>	<b>76</b>	<b>1,452</b>	<b>7,227</b>	<b>283</b>	<b>2,749</b>	<b>1,044</b>	<b>1,693</b>
	Females	7,159	182	29	9	477	355	9	41	780	2,683	130	1,128	404	932
	Males	10,237	256	36	9	714	787	9	35	672	4,544	153	1,621	640	761

**Table 61** continued

Region	Sex	Total	Types of Disability												
			Accepting changes to routine	Albinism	Autism Spectrum Disorder (ASD)	Communication	Controlling Behaviours	Down Syndrome	Epilepsy	Hearing	Learning	Physical Disability	Remembering and focus attention	Self-care	Vision
Omaheke	<b>Total</b>	<b>7,039</b>	<b>311</b>	<b>2</b>	<b>-</b>	<b>614</b>	<b>683</b>	<b>19</b>	<b>29</b>	<b>516</b>	<b>2,253</b>	<b>55</b>	<b>1,436</b>	<b>316</b>	<b>805</b>
	Females	3,178	140	-	-	257	263	13	17	261	974	24	644	128	457
	Males	3,861	171	2	-	357	420	6	12	255	1,279	31	792	188	348
Omusati	<b>Total</b>	<b>15,558</b>	<b>406</b>	<b>39</b>	<b>12</b>	<b>1,005</b>	<b>1,130</b>	<b>9</b>	<b>82</b>	<b>824</b>	<b>6,785</b>	<b>182</b>	<b>2,686</b>	<b>745</b>	<b>1,653</b>
	Females	6,535	197	20	3	410	374	4	46	463	2,552	84	1,147	278	957
	Males	9,023	209	19	9	595	756	5	36	361	4,233	98	1,539	467	696
Oshana	<b>Total</b>	<b>8,268</b>	<b>205</b>	<b>46</b>	<b>19</b>	<b>493</b>	<b>633</b>	<b>13</b>	<b>49</b>	<b>901</b>	<b>2,597</b>	<b>144</b>	<b>1,053</b>	<b>314</b>	<b>1,801</b>
	Females	3,614	74	21	4	193	170	8	25	487	942	56	457	113	1,064
	Males	4,654	131	25	15	300	463	5	24	414	1,655	88	596	201	737
Oshikoto	<b>Total</b>	<b>12,397</b>	<b>360</b>	<b>27</b>	<b>18</b>	<b>751</b>	<b>893</b>	<b>11</b>	<b>60</b>	<b>786</b>	<b>4,673</b>	<b>161</b>	<b>2,141</b>	<b>689</b>	<b>1,827</b>
	Females	5,351	169	13	9	304	267	4	36	434	1,752	69	951	266	1,077
	Males	7,046	191	14	9	447	626	7	24	352	2,921	92	1,190	423	750
Otjozondjupa	<b>Total</b>	<b>11,814</b>	<b>449</b>	<b>9</b>	<b>22</b>	<b>738</b>	<b>1,014</b>	<b>2</b>	<b>79</b>	<b>857</b>	<b>3,622</b>	<b>97</b>	<b>2,478</b>	<b>512</b>	<b>1,935</b>
	Females	5,695	227	4	7	313	353	-	56	465	1,657	43	1,180	229	1,161
	Males	6,119	222	5	15	425	661	2	23	392	1,965	54	1,298	283	774
Zambezi	<b>Total</b>	<b>6,022</b>	<b>200</b>	<b>3</b>	<b>5</b>	<b>374</b>	<b>474</b>	<b>2</b>	<b>39</b>	<b>712</b>	<b>1,467</b>	<b>95</b>	<b>1,233</b>	<b>328</b>	<b>1,090</b>
	Females	2,713	98	1	2	134	161	1	22	343	594	40	634	119	564
	Males	3,309	102	2	3	240	313	1	17	369	873	55	599	209	526

**Table 61** sheds light on disability cases in schools by presenting the enrolments of learners with disabilities by sex per region. A total of 142,936 disability cases were recorded in 2023. Female learners accounted for 64,573 (45.2%) of all cases and males accounted for 78,363 (54.8%). It is very important to note that individual learners could be double-counted, depending on whether they had more than one disability. For example, a learner with hearing impairments and learning disabilities will be counted in both the “Hearing” and “Learning” categories.

Note further that this table is not exactly comparable to the same table in earlier AEC reports, because this one was compiled in accordance with the Washington Group on Disability Statistics categorisation, which measures learners by the degree of their disability, from mild to more severe. The accordance with the Washington Group on Disability Statistics makes it possible for Namibia’s data to be internationally comparable, but also, it informs the development and evaluation of policies and programmes in support of the objectives of initiatives such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the Sustainable Development Goals (SDGs) and the Charter for Change, which advocates for the localisation of humanitarian aids.

**Table 62a: Learners with disabilities by grade, disability type and sex**

Grade	Total	Female	Male	Accepting changes to routine			Albinism			Autism Spectrum Disorder (ASD)			Communication			Controlling Behaviours			Down Syndrome		
				Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>National</b>	<b>142,936</b>	<b>64,573</b>	<b>78,363</b>	<b>4,979</b>	<b>2,289</b>	<b>2,690</b>	<b>285</b>	<b>135</b>	<b>150</b>	<b>224</b>	<b>65</b>	<b>159</b>	<b>9,142</b>	<b>3,757</b>	<b>5,385</b>	<b>11,773</b>	<b>3,986</b>	<b>7,787</b>	<b>120</b>	<b>55</b>	<b>65</b>
Pre-Primary	5,107	2,105	3,002	228	104	124	21	10	11	28	3	25	696	276	420	642	233	409	6	3	3
Grade 1	13,213	5,290	7,923	382	151	231	29	11	18	24	9	15	1,366	562	804	1,120	347	773	14	3	11
Grade 2	10,459	4,106	6,353	236	96	140	27	12	15	8	3	5	892	358	534	779	236	543	4	1	3
Grade 3	12,110	4,908	7,202	248	94	154	26	14	12	14	5	9	838	335	503	903	266	637	5	4	1
Grade 4	15,315	6,179	9,136	341	133	208	29	16	13	18	7	11	1,070	433	637	1,215	362	853	6	2	4
Grade 5	13,966	6,173	7,793	300	130	170	27	13	14	7	2	5	721	274	447	1,089	341	748	8	4	4
Grade 6	12,017	5,271	6,746	261	106	155	21	15	6	6	-	6	626	252	374	915	280	635	1	-	1
Grade 7	11,373	5,158	6,215	452	224	228	25	12	13	19	10	9	459	173	286	936	318	618	4	2	2
Grade 8	15,833	7,778	8,055	739	379	360	26	9	17	10	4	6	830	366	464	1,340	469	871	24	15	9
Grade 9	11,413	5,980	5,433	570	292	278	12	6	6	14	6	8	537	251	286	1,104	473	631	1	1	-
Grade 10	12,631	7,020	5,611	761	393	368	16	7	9	14	4	10	448	196	252	924	382	542	7	3	4
Grade 11	5,170	2,703	2,467	241	101	140	15	7	8	-	-	-	271	128	143	489	185	304	1	1	-
Grade 12	602	369	233	10	6	4	2	1	1	2	1	1	30	15	15	43	17	26	-	-	-
Other grades	3,727	1,533	2,194	210	80	130	9	2	7	60	11	49	358	138	220	274	77	197	39	16	23

Grade	Epilepsy			Hearing			Learning			Physical Disability			Remembering and 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
<b>National</b>	<b>682</b>	<b>396</b>	<b>286</b>	<b>11,273</b>	<b>6,031</b>	<b>5,242</b>	<b>46,486</b>	<b>19,007</b>	<b>27,479</b>	<b>1,726</b>	<b>745</b>	<b>981</b>	<b>26,907</b>	<b>12,309</b>	<b>14,598</b>	<b>6,422</b>	<b>2,496</b>	<b>3,926</b>	<b>22,917</b>	<b>13,302</b>	<b>9,615</b>
Pre-Primary	22	10	12	160	74	86	1,603	656	947	85	38	47	964	412	552	417	183	234	235	103	132
Grade 1	28	14	14	589	263	326	5,551	2,245	3,306	190	76	114	2,293	916	1,377	959	396	563	668	297	371
Grade 2	38	15	23	602	306	296	4,657	1,737	2,920	138	52	86	1,760	687	1,073	543	213	330	775	390	385
Grade 3	44	17	27	877	427	450	5,148	2,001	3,147	146	68	78	2,013	832	1,181	639	248	391	1,209	597	612
Grade 4	58	33	25	1,246	629	617	5,670	2,083	3,587	168	59	109	2,387	940	1,447	958	362	596	2,149	1,120	1,029
Grade 5	86	54	32	1,419	761	658	4,532	1,765	2,767	180	84	96	2,380	1,067	1,313	655	236	419	2,562	1,442	1,120
Grade 6	71	40	31	1,300	724	576	3,901	1,515	2,386	152	69	83	1,834	759	1,075	523	207	316	2,406	1,304	1,102
Grade 7	75	44	31	1,047	582	465	3,404	1,302	2,102	150	66	84	1,974	864	1,110	447	164	283	2,381	1,397	984
Grade 8	83	56	27	1,315	715	600	4,133	1,864	2,269	148	66	82	3,443	1,723	1,720	495	168	327	3,247	1,944	1,303
Grade 9	72	48	24	979	550	429	2,422	1,135	1,287	121	55	66	2,728	1,434	1,294	324	135	189	2,529	1,594	935
Grade 10	55	36	19	1,064	631	433	2,712	1,406	1,306	109	57	52	3,213	1,782	1,431	184	73	111	3,124	2,050	1,074
Grade 11	24	19	5	422	239	183	1,278	616	662	46	16	30	1,127	578	549	91	44	47	1,165	769	396
Grade 12	1	-	1	33	26	7	83	44	39	10	4	6	99	61	38	7	3	4	282	191	91
Other grades	25	10	15	220	104	116	1,392	638	754	83	35	48	692	254	438	180	64	116	185	104	81

Table 62a shows the numbers of disability cases. Out of the national total of 142,936 cases, 93,560 (65.5%) were identified in the Primary phase (Pre-Primary to Grade 7). These could also be an indication of a lack of a proper foundation in early learning, as opposed to being a disability per se.

Table 62b tabulates the number of learners according to the degree of severity for the disability categories reported in Table 62a. Note that it is not possible to determine the degree of severity for Albinism, Autism Spectrum Disorder (ASD), Down Syndrome and Epilepsy, therefore the numbers of learners with these disabilities are indicated under N/A so that the total number of learners with these disabilities tallies between Table 62a and 62b.



**Table 63: Enrolment of male and female orphans and vulnerable children (OVCs) by region**

Region	Sex	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	<b>Total</b>	<b>80,989</b>	<b>9.6%</b>		<b>190,731</b>	<b>22.5%</b>	
	Females	39,755	9.4%		<b>93,005</b>	21.9%	
	Males	41,234	9.8%		<b>97,726</b>	23.2%	
Kharas	<b>Total</b>	<b>2,466</b>	<b>9.9%</b>	<b>2.0%</b>	<b>6,527</b>	<b>26.1%</b>	<b>9.1%</b>
	Females	1,283	10.1%	2.0%	3,223	25.4%	9.0%
	Males	1,183	9.6%	1.9%	3,304	26.9%	9.2%
Erongo	<b>Total</b>	<b>3,570</b>	<b>6.7%</b>	<b>2.8%</b>	<b>7,201</b>	<b>13.5%</b>	<b>10.1%</b>
	Females	1,804	6.6%	2.8%	3,442	12.5%	9.6%
	Males	1,766	6.9%	2.8%	3,759	14.6%	10.4%
Hardap	<b>Total</b>	<b>2,874</b>	<b>10.1%</b>	<b>2.3%</b>	<b>6,398</b>	<b>22.5%</b>	<b>8.9%</b>
	Females	1,479	10.4%	2.3%	3,232	22.6%	9.1%
	Males	1,395	9.9%	2.2%	3,166	22.5%	8.8%
Kavango East	<b>Total</b>	<b>8,495</b>	<b>11.4%</b>	<b>6.7%</b>	<b>22,379</b>	<b>30.0%</b>	<b>31.2%</b>
	Females	4,151	11.1%	6.5%	11,200	30.0%	31.4%
	Males	4,344	11.7%	6.9%	11,179	30.1%	31.1%
Kavango West	<b>Total</b>	<b>4,737</b>	<b>10.2%</b>	<b>3.7%</b>	<b>17,517</b>	<b>37.6%</b>	<b>24.4%</b>
	Females	2,177	9.6%	3.4%	8,603	37.8%	24.1%
	Males	2,560	10.8%	4.1%	8,914	37.4%	24.8%
Komas	<b>Total</b>	<b>5,568</b>	<b>5.5%</b>	<b>4.4%</b>	<b>9,053</b>	<b>9.0%</b>	<b>12.6%</b>
	Females	2,855	5.5%	4.5%	4,499	8.7%	12.6%
	Males	2,713	5.6%	4.3%	4,554	9.3%	12.7%
Kunene	<b>Total</b>	<b>3,124</b>	<b>10.0%</b>	<b>2.5%</b>	<b>10,284</b>	<b>33.0%</b>	<b>14.4%</b>
	Females	1,422	9.1%	2.2%	5,139	32.8%	14.4%
	Males	1,702	11.0%	2.7%	5,145	33.1%	14.3%
Ohangwena	<b>Total</b>	<b>12,562</b>	<b>10.6%</b>	<b>9.9%</b>	<b>25,114</b>	<b>21.1%</b>	<b>35.1%</b>
	Females	6,080	10.3%	9.5%	12,119	20.5%	34.0%
	Males	6,482	10.8%	10.4%	12,995	21.7%	36.1%
Omaheke	<b>Total</b>	<b>2,696</b>	<b>10.3%</b>	<b>2.1%</b>	<b>6,541</b>	<b>25.0%</b>	<b>9.1%</b>
	Females	1,338	10.2%	2.1%	3,222	24.7%	9.0%
	Males	1,358	10.3%	2.2%	3,319	25.3%	9.2%

Table 63 shows the number of OVCs in schools in all 14 regions. Although these two groups are interrelated and often referred to by the term “OVCs”, implying a single group, orphans are different from vulnerable children. According to the National Policy on Orphans and Vulnerable Children, an orphan is “a child who has lost one or both parents because of death and is under the age of 18 years,” whereas a vulnerable child is “a child who needs care and protection”. This definition is further elaborated in the National Plan of Action for Orphans and Vulnerable Children (Ministry of Gender Equality and Child Welfare, 2007).

Calculations in Table 63 were done to indicate the regional representation of the total number of orphans in the system. This number was obtained by dividing the total number of orphans per region by the total enrolment per region. The same applies for calculating the numbers of vulnerable children.



Table 63 continued

Region	Sex	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	<b>Total</b>	<b>11,418</b>	<b>10.6%</b>	<b>9.0%</b>	<b>24,800</b>	<b>23.0%</b>	<b>34.6%</b>
	Females	5,560	10.4%	8.7%	11,842	22.1%	33.2%
	Males	5,858	10.8%	9.4%	12,958	24.0%	36.0%
Oshana	<b>Total</b>	<b>5,759</b>	<b>9.5%</b>	<b>4.6%</b>	<b>11,193</b>	<b>18.5%</b>	<b>15.6%</b>
	Females	2,914	9.5%	4.6%	5,459	17.8%	15.3%
	Males	2,845	9.5%	4.5%	5,734	19.2%	15.9%
Oshikoto	<b>Total</b>	<b>7,635</b>	<b>9.8%</b>	<b>6.0%</b>	<b>19,401</b>	<b>24.9%</b>	<b>27.1%</b>
	Females	3,696	9.6%	5.8%	9,097	23.6%	25.5%
	Males	3,939	10.0%	6.3%	10,304	26.3%	28.6%
Otjozondjupa	<b>Total</b>	<b>5,061</b>	<b>9.4%</b>	<b>4.0%</b>	<b>11,241</b>	<b>20.8%</b>	<b>15.7%</b>
	Females	2,578	9.4%	4.0%	5,514	20.1%	15.5%
	Males	2,483	9.3%	4.0%	5,727	21.5%	15.9%
Zambezi	<b>Total</b>	<b>5,024</b>	<b>12.0%</b>	<b>4.0%</b>	<b>13,082</b>	<b>31.2%</b>	<b>18.3%</b>
	Females	2,418	11.8%	3.8%	6,414	31.2%	18.0%
	Males	2,606	12.2%	4.2%	6,668	31.3%	18.5%

Table 64: Enrolment of orphans and vulnerable children by age group and sex

Age Group	Orphans			Vulnerable Children		
	Total	Female	Male	Total	Female	Male
<b>Total</b>	<b>80,989</b>	<b>39,755</b>	<b>41,234</b>	<b>19,0731</b>	<b>93,005</b>	<b>97,726</b>
5 or younger	229	108	121	1,681	832	849
6 to 9	12,996	6,362	6,634	69,608	34,107	35,501
10 to 14	31,251	15,723	15,528	77,259	38,042	39,217
15 to 19	31,930	15,756	16,174	38,629	18,568	20,061
20 to 24	4,471	1,760	2,711	3,474	1,426	2,048
25 or older	112	46	66	80	30	50

Table 64 shows the numbers of orphans and vulnerable children per age group and sex. Separate counts were done for orphans and for vulnerable children as two distinct groups. It should be noted that “vulnerability” was defined in terms of socio-economic, psychological and physiological needs of learners.

This report deviated from the definitions of “orphan” and “vulnerable children” quoted on the previous page, in that it captured *all* learners, including those above 18 years of age, because they are all under the care of the Ministry of Education, Arts and Culture.

**Table 65: Dropout from school by region, sex and reason**

Region	Sex	Total	Reason for dropping out of school																		
			Illness or caring for sick family	Distance	Job	Parental demand	School funds	Pregnancy related	Learner feels old	Failure	Exam fees	Discipline	Parental death	Hunger	Discrimination	Infrastructure	Learning materials	Language	Early marriage	Teacher attitude	Unknown / Other
National	<b>Total</b>	<b>17,152</b>	<b>722</b>	<b>1,429</b>	<b>694</b>	<b>1,124</b>	<b>119</b>	<b>2,094</b>	<b>918</b>	<b>210</b>	<b>9</b>	<b>960</b>	<b>137</b>	<b>157</b>	<b>58</b>	<b>7</b>	<b>6</b>	<b>33</b>	<b>84</b>	<b>31</b>	<b>8,360</b>
	Females	8,432	392	645	166	513	54	2,084	325	100	5	240	74	66	24	5	4	16	75	13	3,631
	Males	8,720	330	784	528	611	65	10	593	110	4	720	63	91	34	2	2	17	9	18	4,729
Kharas	<b>Total</b>	<b>435</b>	<b>14</b>	<b>30</b>	<b>15</b>	<b>14</b>	<b>-</b>	<b>25</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>29</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>287</b>
	Females	202	7	13	2	9	-	25	7	-	1	6	-	-	1	1	-	-	-	-	130
	Males	233	7	17	13	5	-	-	3	1	-	23	2	2	2	-	-	-	-	1	157
Erongo	<b>Total</b>	<b>661</b>	<b>17</b>	<b>23</b>	<b>27</b>	<b>33</b>	<b>8</b>	<b>59</b>	<b>16</b>	<b>31</b>	<b>-</b>	<b>50</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>3</b>	<b>381</b>
	Females	283	8	8	9	14	5	59	7	13	-	10	2	1	-	-	-	2	-	2	143
	Males	378	9	15	18	19	3	-	9	18	-	40	3	-	2	-	-	3	-	1	238
Hardap	<b>Total</b>	<b>673</b>	<b>16</b>	<b>34</b>	<b>37</b>	<b>47</b>	<b>2</b>	<b>37</b>	<b>31</b>	<b>14</b>	<b>-</b>	<b>70</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>366</b>
	Females	306	8	19	2	22	2	37	14	7	-	18	3	3	1	-	-	3	-	-	167
	Males	367	8	15	35	25	-	-	17	7	-	52	3	4	2	-	-	-	-	-	199
Kavango East	<b>Total</b>	<b>1,961</b>	<b>99</b>	<b>238</b>	<b>74</b>	<b>176</b>	<b>17</b>	<b>259</b>	<b>187</b>	<b>40</b>	<b>4</b>	<b>97</b>	<b>28</b>	<b>20</b>	<b>5</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>35</b>	<b>5</b>	<b>673</b>
	Females	957	58	99	17	69	8	259	62	20	2	24	18	5	1	-	1	2	31	3	278
	Males	1,004	41	139	57	107	9	-	125	20	2	73	10	15	4	-	-	1	4	2	395
Kavango West	<b>Total</b>	<b>1,804</b>	<b>99</b>	<b>236</b>	<b>73</b>	<b>188</b>	<b>4</b>	<b>206</b>	<b>133</b>	<b>32</b>	<b>-</b>	<b>90</b>	<b>23</b>	<b>26</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>24</b>	<b>4</b>	<b>653</b>
	Females	893	50	105	17	95	1	205	36	20	-	20	11	4	5	1	-	-	19	4	300
	Males	911	49	131	56	93	3	1	97	12	-	70	12	22	5	1	1	-	5	-	353
Khomas	<b>Total</b>	<b>1,027</b>	<b>39</b>	<b>123</b>	<b>53</b>	<b>45</b>	<b>29</b>	<b>78</b>	<b>29</b>	<b>13</b>	<b>2</b>	<b>94</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>3</b>	<b>506</b>
	Females	506	16	71	23	17	11	77	15	5	-	22	2	-	-	-	2	1	-	1	243
	Males	521	23	52	30	28	18	1	14	8	2	72	3	2	2	1	-	-	-	2	263
Kunene	<b>Total</b>	<b>1,583</b>	<b>79</b>	<b>282</b>	<b>21</b>	<b>239</b>	<b>4</b>	<b>150</b>	<b>21</b>	<b>7</b>	<b>1</b>	<b>65</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>698</b>
	Females	770	41	132	4	100	1	150	4	2	1	20	5	2	1	-	-	-	1	-	306
	Males	813	38	150	17	139	3	-	17	5	-	45	-	3	2	-	-	-	-	2	392
Ohangwena	<b>Total</b>	<b>2,069</b>	<b>80</b>	<b>103</b>	<b>109</b>	<b>66</b>	<b>16</b>	<b>401</b>	<b>146</b>	<b>17</b>	<b>-</b>	<b>117</b>	<b>19</b>	<b>1</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>983</b>
	Females	1,061	52	47	26	30	8	399	54	9	-	28	9	1	3	-	-	2	1	-	392
	Males	1,008	28	56	83	36	8	2	92	8	-	89	10	-	1	-	-	3	-	1	591

Table 65 continued

Region	Sex	Total	Reason for dropping out of school																		
			Illness or caring for sick family	Distance	Job	Parental demand	School funds	Pregnancy related	Learner feels old	Failure	Exam fees	Discipline	Parental death	Hunger	Discrimination	Infrastructure	Learning materials	Language	Early marriage	Teacher attitude	Unknown / Other
Omaheke	<b>Total</b>	<b>998</b>	<b>43</b>	<b>68</b>	<b>43</b>	<b>52</b>	<b>11</b>	<b>77</b>	<b>47</b>	<b>3</b>	<b>1</b>	<b>66</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>571</b>
	Females	479	23	32	7	25	5	76	21	2	1	30	1	2	1	2	1	-	-	-	250
	Males	519	20	36	36	27	6	1	26	1	-	36	1	6	1	-	-	-	-	1	321
Omusati	<b>Total</b>	<b>1,557</b>	<b>75</b>	<b>67</b>	<b>63</b>	<b>38</b>	<b>6</b>	<b>270</b>	<b>58</b>	<b>10</b>	<b>-</b>	<b>65</b>	<b>8</b>	<b>68</b>	<b>7</b>	<b>-</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>811</b>
	Females	770	34	27	19	21	3	266	22	3	-	11	4	43	3	-	-	1	1	1	311
	Males	787	41	40	44	17	3	4	36	7	-	54	4	25	4	-	1	6	-	1	500
Oshana	<b>Total</b>	<b>539</b>	<b>20</b>	<b>21</b>	<b>36</b>	<b>18</b>	<b>8</b>	<b>96</b>	<b>33</b>	<b>9</b>	<b>-</b>	<b>21</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>272</b>
	Females	292	13	10	11	8	5	95	9	6	-	5	-	-	1	-	-	1	-	-	128
	Males	247	7	11	25	10	3	1	24	3	-	16	2	1	-	-	-	-	-	-	144
Oshikoto	<b>Total</b>	<b>1,305</b>	<b>43</b>	<b>54</b>	<b>74</b>	<b>42</b>	<b>1</b>	<b>189</b>	<b>105</b>	<b>8</b>	<b>-</b>	<b>86</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>686</b>
	Females	607	24	20	17	25	-	189	36	3	-	18	3	-	-	-	-	1	-	-	271
	Males	698	19	34	57	17	1	-	69	5	-	68	6	2	3	-	-	-	-	2	415
Otjozondjupa	<b>Total</b>	<b>1,656</b>	<b>45</b>	<b>101</b>	<b>47</b>	<b>82</b>	<b>11</b>	<b>131</b>	<b>59</b>	<b>10</b>	<b>-</b>	<b>69</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>1</b>	<b>-</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>1,044</b>
	Females	814	27	46	6	35	5	131	20	3	-	15	7	5	6	1	-	2	10	2	493
	Males	842	18	55	41	47	6	-	39	7	-	54	3	6	6	-	-	4	-	5	551
Zambezi	<b>Total</b>	<b>884</b>	<b>53</b>	<b>49</b>	<b>22</b>	<b>84</b>	<b>2</b>	<b>116</b>	<b>43</b>	<b>15</b>	<b>-</b>	<b>41</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>12</b>	<b>-</b>	<b>429</b>
	Females	492	31	16	6	43	-	116	18	7	-	13	9	-	1	-	-	1	12	-	219
	Males	392	22	33	16	41	2	-	25	8	-	28	4	3	-	-	-	-	-	-	210

A total of 17,152 learners were counted as having dropped out of school in 2023, of whom 8,432 (49.2%) were female and 8,720 (50.8%) were male. Unknown or other reasons accounted for the majority (8,360) of the dropout cases, followed by pregnancy (2,094), distance (1,429) and parental demand (1,124). In 2023, pregnancy-related reasons alone accounted for 12.2% of all dropouts – a drop from 15.2% reported in 2022. However, learner dropout due to parent demand may not actually be dropout, since this could be prompted by the relocation of parents from one region to another. These learners might have resumed their schooling in the destination regions. Disability as a reason for dropout is no longer reported as a standalone reason, but instead is considered in relation to ‘infrastructural accessibility’, ‘language barriers’ and ‘learning materials accessibility’ as reasons for differently abled learners being hampered in accessing learning and being forced out of school.

The larger number of learners reported under “Unknown” suggests that some school authorities do not follow up on learners who ceased going to school to find out the actual reasons. This worrisome large number of learners dropping out for unknown reasons should be investigated. Equally, the issue of learners dropping out due to long distances, particularly in Kunene and the two Kavango regions, requires immediate interventions if we are to ensure equal access to education for all children in Namibia.

**Table 66: Teacher mortality by age, sex and reason**

Age Group	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>National</b>	<b>156</b>	<b>42</b>	<b>10</b>	<b>32</b>	<b>92</b>	<b>44</b>	<b>48</b>	<b>18</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>2</b>
20 - 24	56	18	2	16	30	14	16	8	4	4	0	0	0
25 - 29	6	4	2	2	0	0	0	2	0	2	0	0	0
30 - 34	12	6	2	4	4	2	2	2	0	2	0	0	0
35 - 39	18	4	2	2	10	4	6	2	0	2	2	2	0
40 - 44	18	6	0	6	10	4	6	2	2	0	0	0	0
45 - 49	14	0	0	0	12	6	6	2	0	2	0	0	0
50 - 54	16	0	0	0	14	8	6	0	0	0	2	0	2
55 and Older	16	4	2	2	12	6	6	0	0	0	0	0	0

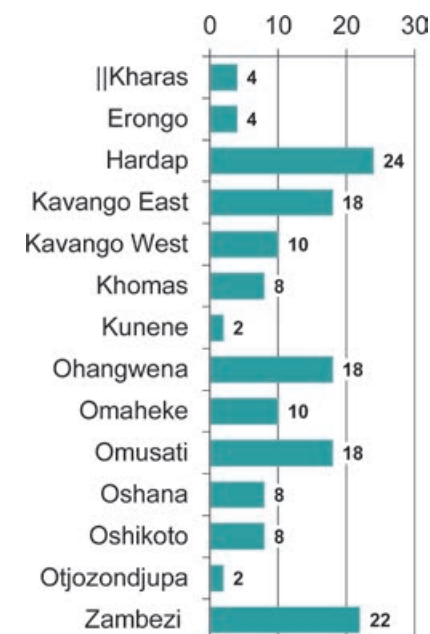
Tables 66 and 67 show the teacher mortality per age group and region and cause of death. A total of 156 teacher mortalities were reported in 2023. Accident was the major cause of death (92 cases or 59.0%), followed by illness (26.9%).

Although the percentage of suicides seems small at 0.1%, it is worrying that 18 staff members took their own lives, with Ohangwena and Erongo recording the highest numbers at 6 and 4 respectively, and Khomas, Omaheke, Omusati and Zambezi recording 2 cases each.

**Table 67: Teacher mortality by region, sex and reason**

Region	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>National</b>	<b>156</b>	<b>42</b>	<b>10</b>	<b>32</b>	<b>92</b>	<b>44</b>	<b>48</b>	<b>18</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>2</b>
Kharas	4	2	-	2	2	-	2	-	-	-	-	-	-
Erongo	4	0	-	-	4	-	4	-	-	-	-	-	-
Hardap	24	2	-	2	14	10	4	4	2	2	4	2	2
Kavango East	18	4	-	4	14	2	12	-	-	-	-	-	-
Kavango West	10	4	-	4	6	2	4	-	-	-	-	-	-
Khomas	8	2	-	2	4	2	2	2	-	2	-	-	-
Kunene	2	2	-	2	-	-	-	-	-	-	-	-	-
Ohangwena	18	2	2	-	10	6	4	6	4	2	-	-	-
Omaheke	10	4	4	-	4	4	-	2	-	2	-	-	-
Omusati	18	8	-	8	8	4	4	2	-	2	-	-	-
Oshana	8	2	2	0	6	6	-	-	-	-	-	-	-
Oshikoto	8	4	-	4	4	-	4	-	-	-	-	-	-
Otjozondjupa	2	-	-	-	2	-	2	-	-	-	-	-	-
Zambezi	22	6	2	4	14	8	6	2	-	2	-	-	-

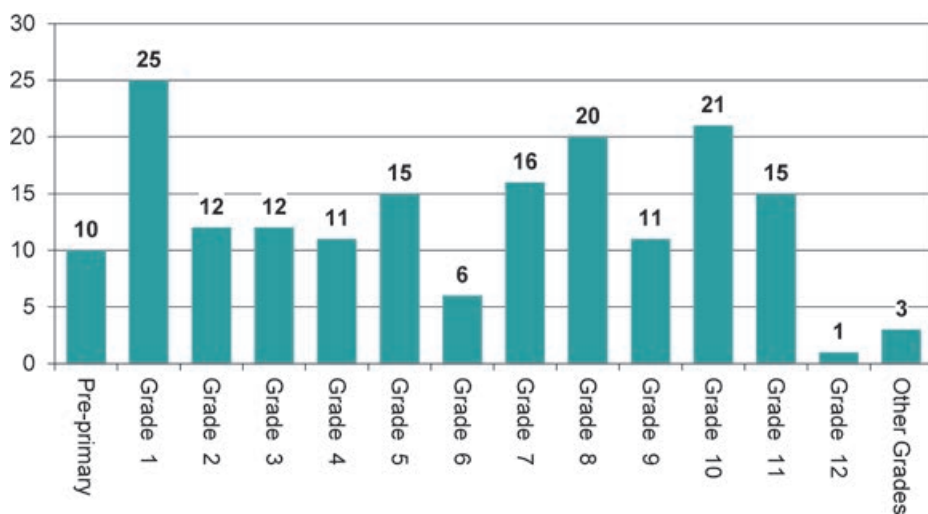
**Figure 67: Teacher mortality by region and reason**



**Table 68: Learner mortality by grade, sex and reason**

Grade	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>National</b>	<b>178</b>	<b>56</b>	<b>19</b>	<b>37</b>	<b>96</b>	<b>45</b>	<b>51</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>3</b>	<b>10</b>
Pre-primary	10	4	1	3	5	3	2	-	-	-	1	-	1
Grade 1	25	11	4	7	13	5	8	1	-	1	-	-	-
Grade 2	12	7	1	6	5	1	4	-	-	-	-	-	-
Grade 3	12	4	1	3	8	5	3	-	-	-	-	-	-
Grade 4	11	7	3	4	4	2	2	-	-	-	-	-	-
Grade 5	15	8	6	2	7	3	4	-	-	-	-	-	-
Grade 6	6	1	1	-	5	3	2	-	-	-	-	-	-
Grade 7	16	7	-	7	6	2	4	3	1	2	-	-	-
Grade 8	20	4	2	2	7	3	4	3	2	1	6	3	3
Grade 9	11	-	-	-	9	6	3	2	1	1	-	-	-
Grade 10	21	1	-	1	14	8	6	3	1	2	3	-	3
Grade 11	15	1	-	1	11	2	9	1	-	1	2	-	2
Grade 12	1	-	-	-	1	1	-	-	-	-	-	-	-
Other Grades	3	1	-	1	1	1	-	-	-	-	1	-	1

**Figure 68: Learner mortality by grade**



**Table 68** shows the learner mortality figures by grade, sex and reason as reported in 2023. The same figures are tabulated by region, sex and reason in **Table 69** on the next page.

A total of 178 learners died during 2023. The major causes were accidents (96 or 53.9%) and illness (56 or 31.5%). Kavango East, Khomas, Omusati, Ohangwena and Oshana recorded the most cases of learner mortality, totalling 67.4% of all cases. Most (107 or 60.1%) of the learners who lost their lives were in the Primary phase – both Junior Primary (Pre-primary to Grade 3) and Senior Primary (Grades 4-7).

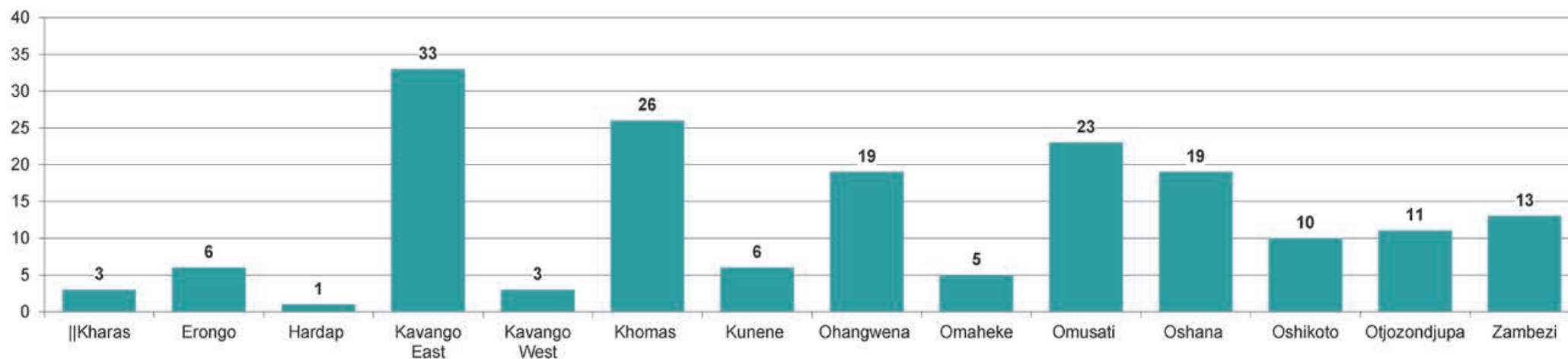
Suicide among learners is on the increase. It is worth looking into the reasons, in order to find all ways possible to address the root causes. Strengthen mental health and psychosocial support.

Learners losing their lives due to violence and homicide remains a worrisome phenomenon, with 13 cases recorded in 2023. Joint efforts by parents, school communities and other relevant stakeholders are required to stop this, and the Ministry needs to strengthen the implementation of the Social Accountability and School Governance and School Health and Safety Programmes to ensure that parents and communities support children to live in safe environments.

**Table 69: Learner mortality by region, sex and reason**

Region	Total Deaths	Illness			Accident			Suicide			Violence and Homicide		
		Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>National</b>	<b>178</b>	<b>56</b>	<b>19</b>	<b>37</b>	<b>96</b>	<b>45</b>	<b>51</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>3</b>	<b>10</b>
Regions													
Kharas	3	2	-	2	1	-	1	-	-	-	-	-	-
Erongo	6	2	-	2	2	2	-	-	-	-	2	-	2
Hardap	1	-	-	-	1	1	-	-	-	-	-	-	-
Kavango East	33	9	4	5	19	7	12	3	1	2	2	-	2
Kavango West	3	2	-	2	-	-	-	1	-	1	-	-	-
Khomas	26	6	3	3	10	6	4	5	3	2	5	3	2
Kunene	6	2	1	1	4	3	1	-	-	-	-	-	-
Ohangwena	19	6	3	3	12	3	9	-	-	-	1	-	1
Omaheke	5	-	-	-	5	3	2	-	-	-	-	-	-
Omusati	23	7	2	5	14	6	8	2	1	1	-	-	-
Oshana	19	7	3	4	11	6	5	1	-	1	-	-	-
Oshikoto	10	3	-	3	5	2	3	-	-	-	2	-	2
Otjozondjupa	11	3	2	1	6	3	3	1	-	1	1	-	1
Zambezi	13	7	1	6	6	3	3	-	-	-	-	-	-

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



**Table 70: Teachers trained in Life Skills-Based HIV and Sexuality Education in 2021-2023**

Year	2021					2022					2023				
	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained	Female	Male	Total	Total Trained	% Trained
<b>National</b>	<b>21,638</b>	<b>10,365</b>	<b>32,003</b>	<b>13,888</b>	<b>44.7%</b>	<b>22,096</b>	<b>10,369</b>	<b>32,465</b>	<b>15,270</b>	<b>46.5%</b>	<b>23,036</b>	<b>10,586</b>	<b>33,622</b>	<b>16,134</b>	<b>47.5%</b>
Kharas	711	270	<b>981</b>	493	50%	721	259	<b>980</b>	451	46%	745	270	1,015	427	42%
Erongo	1,530	407	<b>1,937</b>	565	29%	1,581	409	<b>1,990</b>	723	36%	1,677	420	2,097	743	35%
Hardap	751	274	<b>1,025</b>	415	40%	769	282	<b>1,051</b>	414	39%	806	287	1,093	424	39%
Kavango East	1,291	1,050	<b>2,341</b>	844	36%	1,330	1,058	<b>2,388</b>	1,130	47%	1,399	1,079	2,478	1,302	53%
Kavango West	859	828	<b>1,687</b>	685	41%	891	834	<b>1,725</b>	771	45%	944	846	1,790	793	44%
Khomas	3,026	912	<b>3,938</b>	1,305	33%	3,049	897	<b>3,946</b>	1,813	46%	3,197	938	4,135	2,000	48%
Kunene	703	455	<b>1,158</b>	538	46%	744	456	<b>1,200</b>	594	50%	777	448	1,225	623	51%
Ohangwena	2,863	1,499	<b>4,362</b>	1,851	42%	2,886	1,495	<b>4,381</b>	2,120	48%	2,989	1,515	4,504	2,110	47%
Omaheke	645	328	<b>973</b>	615	63%	669	324	<b>993</b>	401	40%	700	335	1,035	508	49%
Omusati	2,897	1,369	<b>4,266</b>	2,116	50%	2,942	1,366	<b>4,308</b>	1,972	46%	3,033	1,371	4,404	2,108	48%
Oshana	1,775	688	<b>2,463</b>	1,202	49%	1,798	727	<b>2,525</b>	1,156	46%	1,854	743	2,597	1,265	49%
Oshikoto	2,120	1,033	<b>3,153</b>	1,371	43%	2,171	1,019	<b>3,190</b>	1,626	51%	2,242	1,049	3,291	1,647	50%
Otjozondjupa	1,331	533	<b>1,864</b>	861	46%	1,364	541	<b>1,905</b>	1,032	54%	1,439	553	1,992	1,057	53%
Zambezi	1,136	719	<b>1,855</b>	1,027	55%	1,181	702	<b>1,883</b>	1,067	57%	1,234	732	<b>1,966</b>	1,127	57%

**Table 70** reports the numbers and percentages of teachers who received training in Life Skills-Based HIV and Sexuality Education from 2021 to 2023.

In 2023, Zambezi Region recorded the highest percentage of teachers trained in Life Skills-Based HIV and Sexuality Education (57%), followed by Kavango East and Otjozondjupa (53% each), while Erongo and Hardap recorded the lowest percentages (below 40%) in this regard.

The numbers of teachers trained in Life Skills-Based HIV and Sexuality Education remain relatively low. This could jeopardise the Ministry of Education, Arts and Culture's response to combating HIV and AIDS and its efforts to bring about a better understanding among the learners and the community at large.



**Table 71: Young people aged 10-24 reached by Life Skills-Based HIV and Sexuality Education in 2023**

Year	Generic			Sexual Reproductive Health		Transmission and Prevention	
	Enrolled	Reached	% Reached	Reached	% Reached	Reached	% Reached
<b>National</b>	<b>524,160</b>	<b>482,904</b>	<b>92.1%</b>	<b>483,963</b>	<b>92.3%</b>	<b>490,284</b>	<b>93.5%</b>
Kharas	15,378	15,139	98.4%	14,888	96.8%	15,167	98.6%
Erongo	34,425	32,107	93.3%	31,964	92.9%	32,021	93.0%
Hardap	17,384	16,232	93.4%	16,626	95.6%	16,672	95.9%
Kavango East	46,052	40,163	87.2%	41,604	90.3%	41,580	90.3%
Kavango West	26,884	21,306	79.3%	22,598	84.1%	22,409	83.4%
Khomas	64,014	60,334	94.3%	58,994	92.2%	58,953	92.1%
Kunene	18,810	16,407	87.2%	16,598	88.2%	17,023	90.5%
Ohangwena	73,440	69,161	94.2%	69,139	94.1%	70,316	95.7%
Omaheke	15,924	15,698	98.6%	14,800	92.9%	15,536	97.6%
Omusati	66,604	58,365	87.6%	58,689	88.1%	60,683	91.1%
Oshana	37,672	35,497	94.2%	35,498	94.2%	35,963	95.5%
Oshikoto	48,196	47,046	97.6%	46,940	97.4%	47,177	97.9%
Otjozondjupa	33,180	30,775	92.8%	30,650	92.4%	31,568	95.1%
Zambezi	26,197	24,674	94.2%	24,975	95.3%	25,216	96.3%

The numbers of young people aged 10-24 who were reached with Life Skills- Based HIV and Sexuality Education in the schools per region in 2023 are reported in **Table 71**.

Three categories are reported on, each of which constitutes a different part of the syllabus. Different content was taught to each age group. This subject is taught in Grades 4 to 13, thus the enrolment numbers apply only to these grades.

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

**Table 72: Schools that provided Life Skills-Based HIV and Sexuality Education in 2021-2023**

Year	2021			2022			2023		
	Total Schools	Schools that Provided LBS		Total Schools	Schools that Provided LBS		Total Schools	Schools that Provided LBS	
		Number	Percentage		Number	Percentage		Number	Percentage
<b>National</b>	<b>1,954</b>	<b>1,526</b>	<b>78.1%</b>	<b>1,964</b>	<b>1,704</b>	<b>86.8%</b>	<b>2,004</b>	<b>1,693</b>	<b>84.5%</b>
Kharas	57	47	82%	57	53	93%	58	57	98%
Erongo	80	58	73%	80	68	85%	86	76	88%
Hardap	61	50	82%	62	61	98%	63	60	95%
Kavango East	178	114	64%	179	126	70%	185	115	62%
Kavango West	178	114	64%	179	109	61%	178	103	58%
Khomas	136	94	69%	134	111	83%	139	120	86%
Kunene	74	56	76%	77	72	94%	77	73	95%
Ohangwena	273	239	88%	276	262	95%	282	257	91%
Omaheke	47	37	79%	47	45	96%	51	45	88%
Omusati	293	230	78%	295	255	86%	298	249	84%
Oshana	149	122	82%	150	134	89%	152	132	87%
Oshikoto	223	195	87%	223	215	96%	226	208	92%
Otjozondjupa	88	66	75%	86	78	91%	89	85	96%
Zambezi	117	104	89%	119	115	97%	120	113	94%

The number of schools that provided Life Skills-Based HIV and Sexuality Education in 2021-2023 increased from 78.1% in 2021 to 84.5% in 2023, but there were decreases in some regions.

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 as a subject on its own, rather than looking at the content as being spread across other subjects.

**Table 73: Schools that provided orientation for parents/guardians on Life Skills-Based HIV and Sexuality Education in 2021-2023**

Year	2021			2022			2023		
	Total Schools	Provided Orientation		Total Schools	Provided Orientation		Total Schools	Provided Orientation	
		Number	Percentage		Number	Percentage		Number	Percentage
<b>National</b>	<b>1,954</b>	<b>520</b>	<b>26.6%</b>	<b>1,964</b>	<b>560</b>	<b>28.5%</b>	<b>2,004</b>	<b>586</b>	<b>29.2%</b>
Kharas	57	21	37%	57	24	42%	58	21	36%
Erongo	80	18	23%	80	13	16%	86	16	19%
Hardap	61	23	38%	62	16	26%	63	16	25%
Kavango East	178	37	21%	179	38	21%	185	38	21%
Kavango West	178	32	18%	179	24	13%	178	48	27%
Khomas	136	32	24%	134	40	30%	139	40	29%
Kunene	74	18	24%	77	21	27%	77	25	32%
Ohangwena	273	85	31%	276	86	31%	282	79	28%
Omaheke	47	9	19%	47	18	38%	51	22	43%
Omusati	293	60	20%	295	78	26%	298	95	32%
Oshana	149	34	23%	150	40	27%	152	39	26%
Oshikoto	223	80	36%	223	92	41%	226	78	35%
Otjozondjupa	88	19	22%	86	19	22%	89	23	26%
Zambezi	117	52	44%	119	51	43%	120	46	38%

A fluctuation is observed in the percentage of schools that provided orientation to parents in 2021-2023: some regions recorded an increase and others a decrease. Nevertheless, the overall percentage of schools that provided this orientation increased by 2% from 2021 to 2022 and by 1% from 2022 to 2023.

Discussing HIV and AIDS prevention with parents is very crucial for combating the epidemic. It has also been the Ministry's stance that parents must be aware of what information their children are receiving on this topic to prevent resistance and misinterpretations. Schools should thus be encouraged to orientate parents. Further discussions with school principals have suggested that the policy that requires schools to orientate parents is not well understood, and in some schools no parent-teacher meetings are held. More awareness campaigns and further guidelines for schools, coupled with regular parent-teacher meetings, could improve the situation.

**Table 74: Schools with teachers who were trained on and taught Life Skills-Based HIV and Sexuality Education in 2021-2023**

Year	2021			2022			2023		
	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
<b>National</b>	<b>1,954</b>	<b>1,244</b>	<b>63.7%</b>	<b>1,964</b>	<b>1,348</b>	<b>68.6%</b>	<b>2,004</b>	<b>1,379</b>	<b>68.8%</b>
Kharas	57	43	75%	57	47	82%	58	44	76%
Erongo	80	47	59%	80	53	66%	86	53	62%
Hardap	61	39	64%	62	52	84%	63	51	81%
Kavango East	178	79	44%	179	80	45%	185	95	51%
Kavango West	178	75	42%	179	65	36%	178	71	40%
Khomas	136	94	69%	134	96	72%	139	102	73%
Kunene	74	55	74%	77	51	66%	77	53	69%
Ohangwena	273	214	78%	276	207	75%	282	223	79%
Omaheke	47	33	70%	47	33	70%	51	34	67%
Omusati	293	186	63%	295	202	68%	298	210	70%
Oshana	149	103	69%	150	125	83%	152	115	76%
Oshikoto	223	131	59%	223	175	78%	226	162	72%
Otjozondjupa	88	62	70%	86	67	78%	89	67	75%
Zambezi	117	83	71%	119	95	80%	120	99	83%

There was a moderate increase (5%) in the percentage of teachers who received the training in 2021 and 2022 compared to 2022 and 2023 when just a slight increase (0.2%) was recorded, representing a difference of 31 teachers between 2022 and 2023.

There is a clear indication in Table 74 that regions with lower numbers of schools recorded lower numbers of teachers who received this training and also taught Life Skills-Based HIV and Sexuality Education, compared to the regions with higher numbers of schools.

This is not necessarily an indication of failure, but rather is likely to be due to the fact that dedicated Life Skills teachers are allocated only to schools that had at least 250 learners. Some regions have a relatively large number of smaller schools that could not be allocated dedicated Life Skills teachers. Life Skills is still taught in those schools, but those teaching this subject are not trained to teach it.

**Table 75: Percentages of educational institutions (schools) that implemented an HIV/AIDS Workplace Programme in 2020-2022**

Year	2020			2021			2022		
	Total Schools	Schools that implemented		Total Schools	Schools that implemented		Total Schools	Schools that implemented	
		Number	Percentage		Number	Percentage		Number	Percentage
<b>National</b>	<b>1,954</b>	<b>1,081</b>	<b>55.3%</b>	<b>1,964</b>	<b>1,110</b>	<b>56.5%</b>	<b>2,004</b>	<b>1,176</b>	<b>59%</b>
Kharas	57	41	72%	57	39	68%	58	38	66%
Erongo	80	39	49%	80	35	44%	86	37	43%
Hardap	61	33	54%	62	40	65%	63	36	57%
Kavango East	178	79	44%	179	80	45%	185	89	48%
Kavango West	178	71	40%	179	66	37%	178	87	49%
Khomas	136	68	50%	134	71	53%	139	71	51%
Kunene	74	40	54%	77	42	55%	77	49	64%
Ohangwena	273	172	63%	276	163	59%	282	165	59%
Omaheke	47	32	68%	47	30	64%	51	33	65%
Omusati	293	150	51%	295	159	54%	298	183	61%
Oshana	149	90	60%	150	98	65%	152	101	66%
Oshikoto	223	138	62%	223	154	69%	226	158	70%
Otjozondjupa	88	41	47%	86	48	56%	89	43	48%
Zambezi	117	87	74%	119	85	71%	120	86	72%

The percentage of educational institutions (in this case schools) that implemented an HIV/AIDS Workplace Programme increased nationally in 2022 and 2023. However, there is a fluctuating trend in the regions, with some regions recording an increase and others a decrease.

The Ministry needs to ensure that all schools implement the HIV/AIDS Workplace Programme.

Wider distribution of the Public Service Workplace Policy on HIV and AIDS, as well as the Workplace HIV and AIDS Policy for the Education Sector, might be needed for better results.











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