

NAMIBIA Fifteenth SCHOOL DAY REPORT 2025

The Fifteenth School Day Report for 2025 was produced by the Education Management Information System (EMIS) Division within the Ministry of Education, Arts and Culture. EMIS is the primary national process for timely collection, analysis and reporting of reliable information about schools in Namibia. Education regions collect data twice a year from all state and private schools in Namibia, and publish two reports, namely the 15th School Day Report and the Annual Education Census Report, which together enable education planners to develop plans that are responsive to the context-specific needs of children

The Fifteenth School Day Survey features the most crucial information about the number of schools, learners and teachers in Namibia as recorded on the fifteenth school day at the beginning of every year.

The Annual Education Census (AEC) is a comprehensive survey of education data in state and private schools in Namibia. The AEC is usually conducted on the first Tuesday of the last trimester of the school year.

TABLE 1: Number of Learners, Teachers and Schools by Region and Sex in 2025

REGIONS	LEARNERS			TEACHERS			SCHOOLS			Learners as % of National Total	Teachers as % of National Total	Schools as % of National Total	LTR
	Total	Female	Male	Total	Female	Male	Total	State	Private				
KHARAS	26,779	13,644	13,135	992	720	272	57	46	11	3%	3%	3%	27.0
ERONGO	58,407	30,156	28,251	2,137	1,713	424	89	56	33	6%	6%	4%	27.3
HARDAP	30,163	15,276	14,887	1,147	849	298	64	58	6	3%	3%	3%	26.3
KAVANGO EAST	81,559	40,925	40,634	2,587	1,464	1,123	192	169	23	9%	8%	9%	31.5
KAVANGO WEST	52,274	25,547	26,727	1,817	962	855	184	180	4	6%	5%	9%	28.8
KHOMAS	109,929	56,541	53,388	4,220	3,262	958	142	85	57	12%	12%	7%	26.0
KUNENE	35,888	18,040	17,848	1,259	798	461	80	75	5	4%	4%	4%	28.5
OHANGWENA	130,491	64,808	65,683	4,642	3,087	1,555	294	263	31	14%	14%	14%	28.1
OMAHEKE	29,207	14,522	14,685	1,032	711	321	53	44	9	3%	3%	3%	28.3
OMUSATI	116,484	58,149	58,335	4,544	3,159	1,385	302	276	26	13%	13%	15%	25.6
OSHANA	65,880	33,368	32,512	2,670	1,921	749	160	130	30	7%	8%	8%	24.7
OSHIKOTO	84,024	41,462	42,562	3,367	2,318	1,049	231	204	27	9%	10%	11%	25.0
OTJOZONDJUPA	58,972	29,791	29,181	2,009	1,431	578	91	75	16	6%	6%	4%	29.4
ZAMBEZI	47,590	23,546	24,044	1,902	1,198	704	122	112	10	5%	6%	6%	25.0
Total	927,647	465,775	461,872	34,325	23,593	10,732	2,061	1,773	288				27.0

Table 1 shows the number of female and male learners and teachers as well as the number of schools by region and ownership in Namibia in 2025. The total number of learners nationally, as of February 2025 is 927, 647. There are 3, 903 more girl- child learners than boy- child learners, bringing the ratio to 50:50, meaning that boys and girls still have the similar access to education. Out of 34, 325 teachers who were in service during the census time, only 10,732 were male. There were 12, 861 more female teachers than male, indicating that 68. 7 % of teachers were female. Ohangwena region had the highest number of learners (130, 491) and teachers (4,642). Omusati region had the highest number of schools (8 more than the second placed Ohangwena by comparison). || Kharas, Omaheke and Hardap remain the smallest regions in terms of schools and learner enrolments. During the census time, the national Learner- Teacher ratio stood at 27.0. However, regional variations existed with Kavango East having the highest L:T ratio of 31.5 while Oshana and Zambezi had the lowest ratio of 25.0, respectively.



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TABLE 2: Number of Learners by Region, Grade and Sex in 2025

REGION	Sex	Pre-primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Other	Total
																Pre-voc, Learning Support & Special grades	
KHARAS	Female	1,039	1,451	1,380	1,219	1,373	1,272	1,133	1,068	1,202	880	913	576	119		19	13,644
	Male	993	1,494	1,413	1,332	1,469	1,320	1,114	882	1,031	736	734	489	100		28	13,135
	Total	2,032	2,945	2,793	2,551	2,842	2,592	2,247	1,950	2,233	1,616	1,647	1,065	219		47	26,779
ERONGO	Female	1,311	3,088	2,951	2,943	2,839	2,684	2,500	2,360	2,688	2,261	2,295	1,630	473	14	119	30,156
	Male	1,330	3,077	3,016	2,731	2,855	2,703	2,491	2,083	2,272	1,970	1,911	1,299	311	15	187	28,251
	Total	2,641	6,165	5,967	5,674	5,694	5,387	4,991	4,443	4,960	4,231	4,206	2,929	784	29	306	58,407
HARDAP	Female	1,039	1,519	1,454	1,439	1,579	1,429	1,358	1,147	1,392	1,022	1,067	631	107		93	15,276
	Male	933	1,587	1,481	1,385	1,664	1,439	1,327	1,163	1,342	936	891	526	56		157	14,887
	Total	1,972	3,106	2,935	2,824	3,243	2,868	2,685	2,310	2,734	1,958	1,958	1,157	163		250	30,163
KAVANGO EAST	Female	1,882	4,639	4,081	3,950	4,300	3,804	3,422	2,910	3,664	3,217	2,973	1,461	509		113	40,925
	Male	1,816	5,035	4,293	4,151	4,549	3,668	3,301	2,756	3,455	2,940	2,766	1,217	526		161	40,634
	Total	3,698	9,674	8,374	8,101	8,849	7,472	6,723	5,666	7,119	6,157	5,739	2,678	1,035		274	81,559
KAVANGO WEST	Female	1,632	3,264	2,719	2,470	2,706	2,290	2,212	1,759	2,272	1,566	1,565	791	247		54	25,547
	Male	1,657	3,597	3,044	2,794	3,132	2,481	2,218	1,757	2,106	1,395	1,429	775	236		106	26,727
	Total	3,289	6,861	5,763	5,264	5,838	4,771	4,430	3,516	4,378	2,961	2,994	1,566	483		160	52,274
KHOMAS	Female	3,542	5,383	5,387	5,049	5,082	4,830	4,597	4,311	5,098	4,243	4,195	2,845	1,328	21	630	56,541
	Male	3,213	5,454	5,174	5,077	5,010	4,822	4,361	4,072	4,858	3,684	3,592	2,250	947	7	867	53,388
	Total	6,755	10,837	10,561	10,126	10,092	9,652	8,958	8,383	9,956	7,927	7,787	5,095	2,275	28	1,497	109,929
KUNENE	Female	1,066	2,386	2,046	1,793	1,905	1,585	1,550	1,341	1,479	1,198	1,050	551	73		17	18,040
	Male	1,027	2,429	1,989	1,812	1,923	1,560	1,428	1,319	1,465	1,120	1,044	590	89		53	17,848
	Total	2,093	4,815	4,035	3,605	3,828	3,145	2,978	2,660	2,944	2,318	2,094	1,141	162		70	35,888
OHANGWENA	Female	3,809	7,295	6,616	6,307	6,468	5,998	5,716	4,974	5,239	4,457	3,891	3,084	935		19	64,808
	Male	3,816	8,147	7,258	6,530	7,107	6,252	5,568	4,810	5,083	4,114	3,562	2,642	761		33	65,683
	Total	7,625	15,442	13,874	12,837	13,575	12,250	11,284	9,784	10,322	8,571	7,453	5,726	1,696		52	130,491
OMAHEKE	Female	837	1,707	1,571	1,385	1,417	1,390	1,212	1,010	1,301	1,011	948	621	108		4	14,522
	Male	841	1,953	1,617	1,550	1,601	1,414	1,143	925	1,237	998	847	452	95		12	14,685
	Total	1,678	3,660	3,188	2,935	3,018	2,804	2,355	1,935	2,538	2,009	1,795	1,073	203		16	29,207
OMUSATI	Female	3,395	6,544	5,974	5,566	5,706	5,461	4,722	4,420	4,791	4,082	3,745	2,621	1,060		62	58,149
	Male	3,239	7,169	6,263	5,837	6,258	5,466	4,826	4,298	4,909	3,607	3,423	2,228	669		143	58,335
	Total	6,634	13,713	12,237	11,403	11,964	10,927	9,548	8,718	9,700	7,689	7,168	4,849	1,729		205	116,484
OSHANA	Female	2,193	3,553	3,320	3,069	3,133	3,039	2,853	2,445	2,728	2,263	2,042	1,955	724		51	33,368
	Male	2,123	3,834	3,329	3,153	3,350	2,972	2,743	2,285	2,630	2,117	1,905	1,533	459		79	32,512
	Total	4,316	7,387	6,649	6,222	6,483	6,011	5,596	4,730	5,358	4,380	3,947	3,488	1,183		130	65,880
OSHIKOTO	Female	2,844	4,440	4,063	3,685	4,006	3,761	3,482	2,983	3,568	2,811	2,780	2,224	814		1	41,462
	Male	2,891	5,011	4,339	4,014	4,605	3,845	3,473	3,080	3,635	2,610	2,492	1,882	681		4	42,562
	Total	5,735	9,451	8,402	7,699	8,611	7,606	6,955	6,063	7,203	5,421	5,272	4,106	1,495		5	84,024
OTJOZONDJUPA	Female	1,681	3,507	3,133	2,929	2,968	2,725	2,499	2,247	2,516	2,149	1,802	1,344	251		40	29,791
	Male	1,606	3,870	3,128	2,990	3,077	2,683	2,448	2,138	2,472	1,871	1,516	1,121	173		88	29,181
	Total	3,287	7,377	6,261	5,919	6,045	5,408	4,947	4,385	4,988	4,020	3,318	2,465	424		128	58,972
ZAMBEZI	Female	1,810	2,691	2,246	2,027	2,096	1,949	1,819	1,625	1,850	1,667	1,838	1,500	409		19	23,546
	Male	1,794	2,885	2,328	2,161	2,342	2,117	1,870	1,674	1,881	1,604	1,702	1,237	381		68	24,044
	Total	3,604	5,576	4,574	4,188	4,438	4,066	3,689	3,299	3,731	3,271	3,540	2,737	790		87	47,590
NATIONAL	Female	28,080	51,467	46,941	43,831	45,578	42,217	39,075	34,600	39,788	32,827	31,104	21,834	7,157	35	1,241	465,775
	Male	27,279	55,542	48,672	45,517	48,942	42,742	38,311	33,242	38,376	29,702	27,814	18,241	5,484	22	1,986	461,872
	Total	55,359	107,009	95,613	89,348	94,520	84,959	77,386	67,842	78,164	62,529	58,918	40,075	12,641	57	3,227	927,647

Table 2 presents learners per region, sex and grade. For the benefit of the reader, the term 'Other' is used to indicate the grades that are not falling within ordinary grades (Pre-Primary - Grade 13). There were 3,227 learners who fell in this category and is divided into the following grades, Pre-Vocational Grades (1, 227), Learning Support Grades (1, 148), Special Grades (706) and Autism (146). The term 'Special Grades', for a lack of better term, refers to grades for children with severe learning difficulties.

TABLE 3: Number of Learners, Teachers and Schools by Region from 2022 to 2025

REGION	LEARNERS				TEACHERS				SCHOOLS				% Changes between 2024 and 2025		
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	Learners	Teachers	Schools
//Kharas	24,686	25,137	25,865	26,779	941	947	982	992	57	58	58	57	3.4%	1.0%	-1.8%
Erongo	51,851	53,577	56,313	58,407	1,887	1,979	2,011	2,137	80	85	87	89	3.6%	5.9%	2.2%
Hardap	28,039	28,530	29,629	30,163	962	1,004	1,092	1,147	62	63	64	64	1.8%	4.8%	0.0%
Kavango-East	73,668	75,774	79,024	81,559	2,344	2,344	2,490	2,587	179	185	190	192	3.1%	3.7%	1.0%
Kavango-West	47,783	49,075	50,048	52,274	1,674	1,720	1,735	1,817	179	179	180	184	4.3%	4.5%	2.2%
Khomas	99,297	101,642	106,442	109,929	3,854	3,963	4,205	4,220	135	139	141	142	3.2%	0.4%	0.7%
Kunene	32,965	34,011	35,102	35,888	1,143	1,152	1,174	1,259	77	77	80	80	2.2%	6.8%	0.0%
Ohangwena	117,293	121,119	125,685	130,491	4,311	4,353	4,543	4,642	276	283	290	294	3.7%	2.1%	1.4%
Omaheke	26,080	27,135	28,404	29,207	946	948	982	1,032	47	49	52	53	2.7%	4.8%	1.9%
Omusati	105,936	109,383	112,943	116,484	4,194	4,220	4,378	4,544	295	297	300	302	3.0%	3.7%	0.7%
Oshana	58,945	60,987	63,429	65,880	2,470	2,545	2,623	2,670	149	152	156	160	3.7%	1.8%	2.5%
Oshikoto	77,134	78,788	81,414	84,024	3,112	3,145	3,285	3,367	223	226	229	231	3.1%	2.4%	0.9%
Otjozondjupa	53,960	56,183	57,175	58,972	1,835	1,892	1,949	2,009	88	90	89	91	3.0%	3.0%	2.2%
Zambezi	41,942	41,942	41,942	47,590	1,747	1,762	1,873	1,902	119	119	120	122	11.9%	1.5%	1.6%
NATIONAL	839,579	863,283	893,415	927,647	31,420	31,974	33,322	34,325	1,966	2,002	2,036	2,061	3.7%	2.9%	1.2%

The figures presented in Table 3, indicate a continued trend of increase in the number of learners (by 3.5%), teachers (by 1.7%) and schools (by 2.0%) from 2024 to 2025. The reader is cautioned that the schools presented in this report are the active ones only.

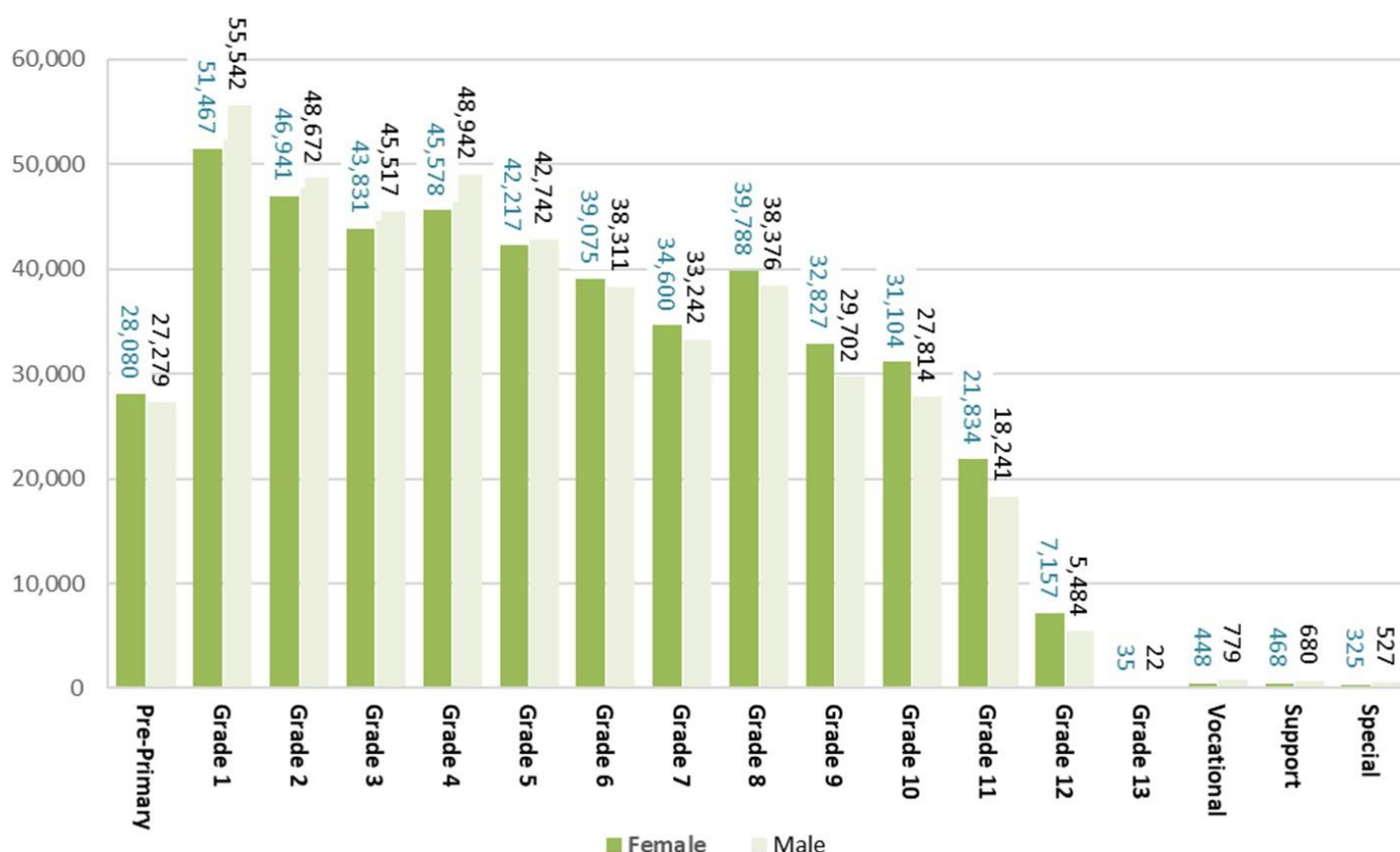
FIGURE 1: Distribution of learners by grade and sex in 2025


Figure 1 shows a noticeable difference in enrolment between all the grades in 2025. Grade 1 recorded the highest enrollment (107,009), translating into 12% of the national total. There is a continuous decline in enrolment as learners progress to higher grades, although some fluctuations can be seen, with only 6% learners enrolled in Grades 11 and 12. Primary enrolment accounted for 72% compared to 27% in Secondary phase. Other grades only accounted for 0.3% of enrolment.

Most commendable observation is that of a fair gender parity almost across all the grades. There are slightly more boys than girls in Primary phase although there are some trade-offs across grades. However, from Grade 7 (last grade in Primary phase), throughout Secondary phase, there are slightly more girls than boys. This is consistent with the trends observed in previous years. Generally, there is a 50:50 ratio between male and female learners.

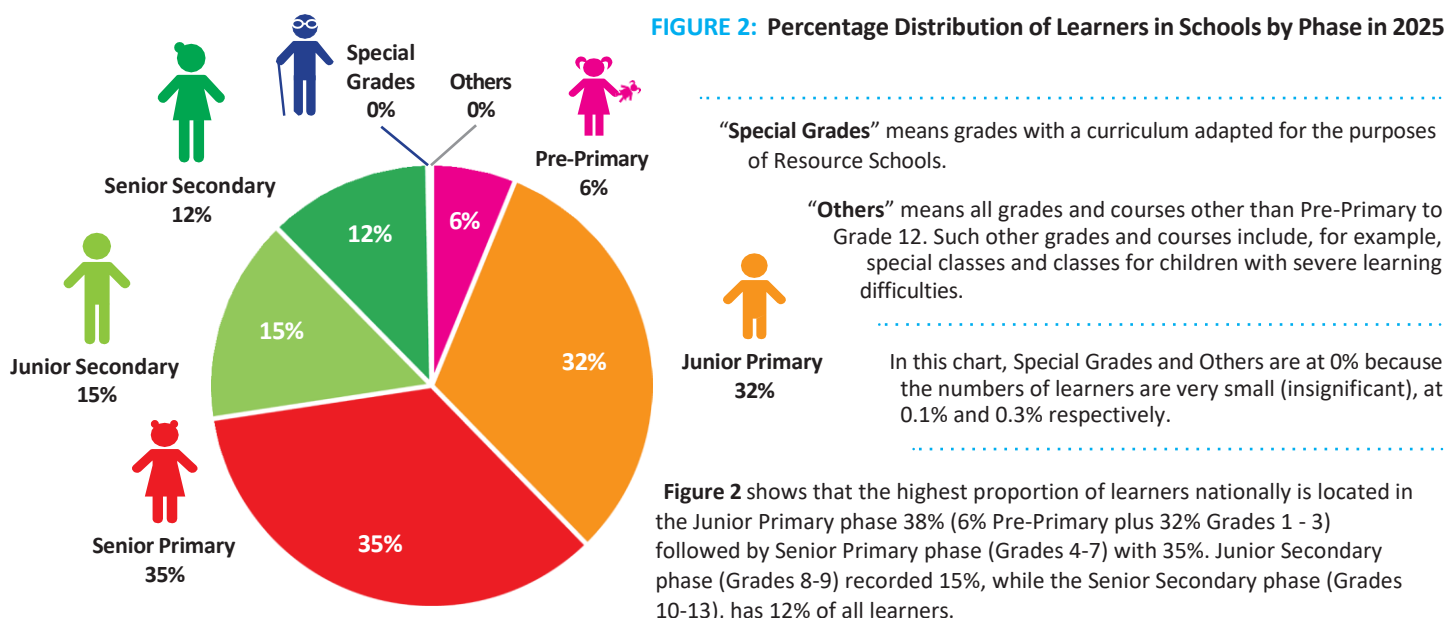


FIGURE 3: Number of Schools by Learner-Teacher Ratio (LTR) in 2025

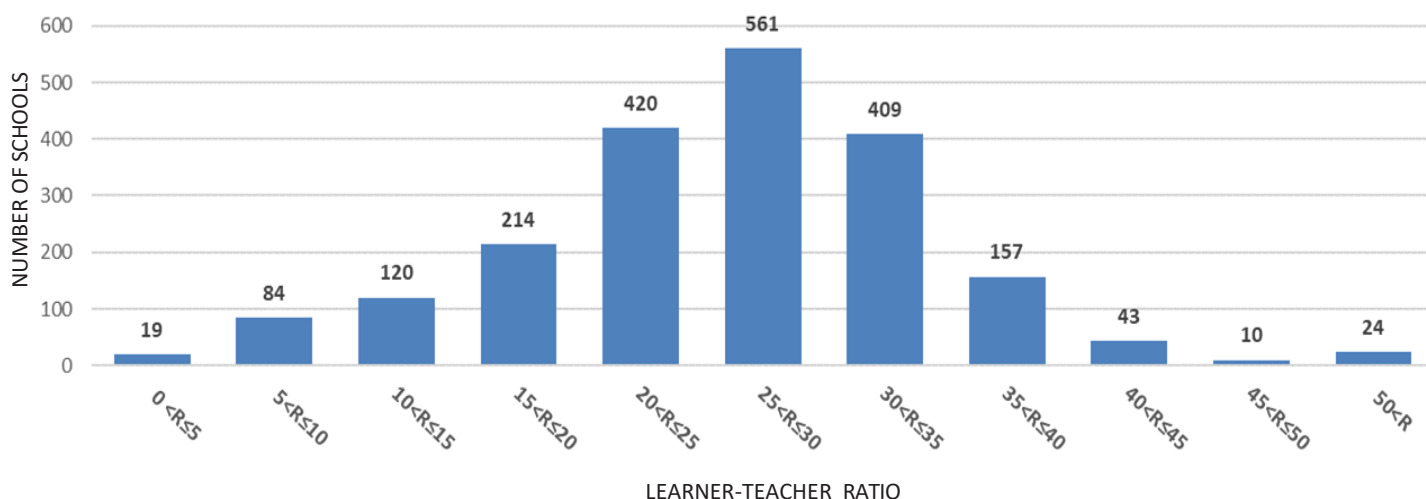


Figure 3 shows that the schools constituting the highest proportion nationally (561 or 27%) are in the 25 < R ≤ 30 LTR interval in 2025. Furthermore, 24 or 1% of all schools have more than 50 learners per teacher, while 19 or 1.0% of schools have only 5 or less learners per teacher. A total of 437 schools or 21%, have a ratio of 20 or fewer learners per teacher. There are a lot of factors that contribute to this phenomenon of schools with small learner-teacher ratios. Amongst others, small private schools that could not attract more learners or small state schools established in remote areas to accommodate, especially young learners, so that they are at least schooling within the 5km radius.

FIGURE 4: School Size by Learner Enrolment in 2025

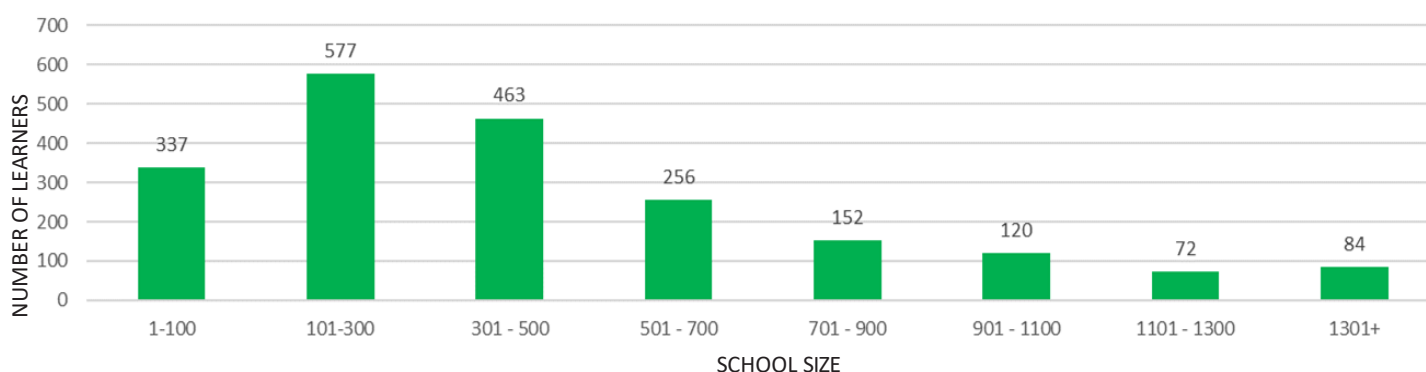


Figure 4 shows that in terms of school size, the highest proportion of schools nationally (577 or 28.0%) have the number of learners ranging between 101 to 300. Furthermore, 337 or 16.4 % schools had learner enrolments ranging between 1 and 100 learners, which indicates the existence of some very small schools in the country. There were 187 or 9.1% of schools with 50 or less learners, which could be described as very uneconomical, while there were 156 or 7.6% of schools with the enrolment of over 1100 learners, which in some schools might be a case of overcrowding. There are 84 schools that have enrolled over 1300 learners, with 42 of these schools enrolling over 1500 learners. These might not only be seen as healthy risks, but teaching and learning might not be conducive as classrooms may be extremely overcrowded.