

Education Statistics

Ministry of Education, Innovation,
Youth, Sports, Arts and Culture



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EDUCATION MANAGEMENT INFORMATION SYSTEM



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EMIS Education Statistics 2024
Ministry of Education, Arts and Culture
Government of the Republic of Namibia

Date of publication: July 2025
ISSN 2026-7533

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Acknowledgements

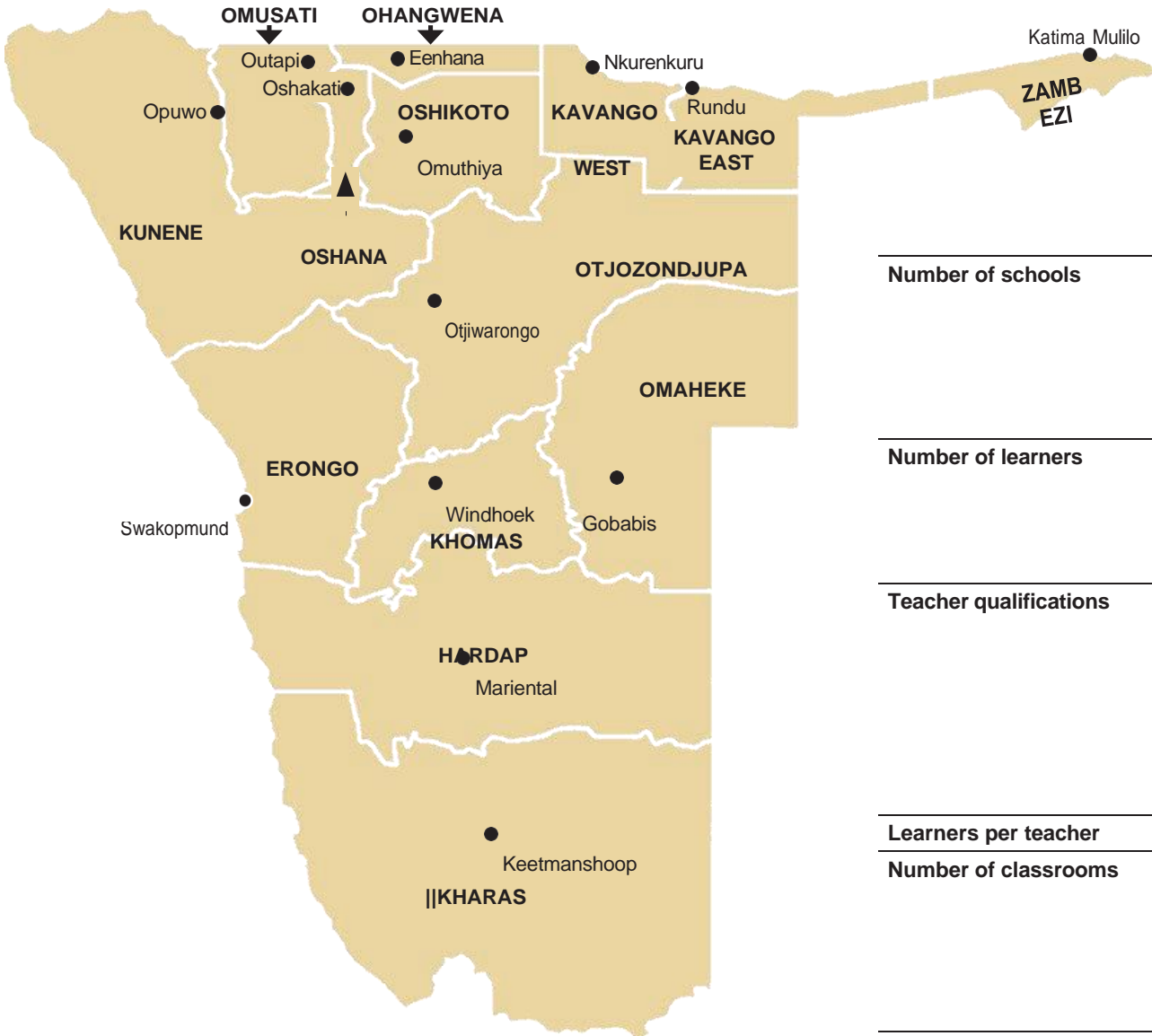
Thousands of teachers in state and private schools, and staff members of the Ministry of Education, Innovation, Youth, Sports, Arts and Culture (MEIYSAC), contributed enormously to the production of this EMIS 2024 report by providing the data requested in the Ministry's annual 15th School Day Census 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.

We extend our sincere gratitude also to the Namibia Statistics Agency (NSA) for providing information on population projections and for always being available for rendering advice.

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 2024



FACTS AND FIGURES

| | | Total | State | Private |
|------------------------|---------------------------------|----------|--------------------------|-----------------------|
| Number of schools | Total | 2036 | 1,742 | 294 |
| | Primary school | 1,131 | 930 | 201 |
| | Combined school | 660 | 587 | 73 |
| | Secondary school | 230 | 213 | 17 |
| | Other | 15 | 12 | 3 |
| Number of learners | Total | 880, 821 | 820, 979 | 59, 842 |
| | Primary | 641, 993 | 594,251 | 47, 742 |
| | Secondary | 236, 082 | 224,144 | 11, 938 |
| | Other | 2, 746 | 2, 584 | 162 |
| Teacher qualifications | | Total | Without teacher training | With teacher training |
| | Total | 34, 870 | 33, 227 | 1,643 |
| | Less than Grade 12 | 177 | 104 | 73 |
| | Grade 12 or 1-2 years' tertiary | 2, 509 | 1, 387 | 1, 122 |
| | More than 2 years' tertiary | 32, 184 | 31, 736 | 448 |
| Learners per teacher | Average learner : teacher ratio | 26.5 | | |
| Number of classrooms | Total | 29,694 | | |
| | Permanent | 25, 740 | | |
| | Prefabricated | 1, 609 | | |
| | Traditional | 2, 056 | | |
| | Hired | 289 | | |

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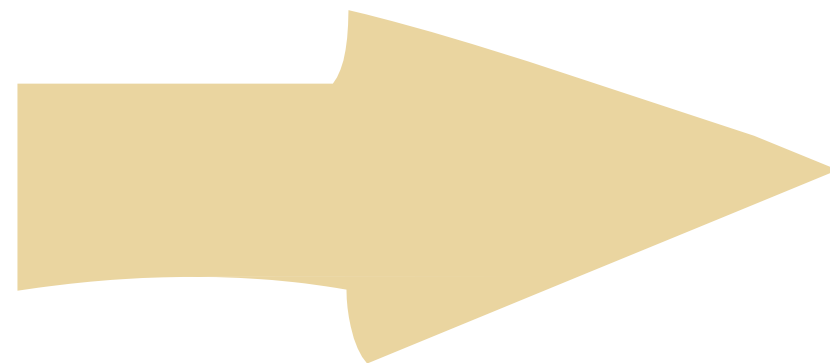
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INTRODUCTION



This publication presents information on education in schools in Namibia for 2024. Two school censuses are conducted and produced each year: the 15th School-Day Census, held on every fifteenth school day after the opening of schools for the beginning of the new school year, and the Annual Education Census (AEC), usually held on the first Tuesday of September each year.

The 15th School-Day Census is intended to provide information for operational and planning purposes, while the AEC provides information for monitoring the state of education from year to year. The great majority of statistics given in this report were collected during the 2024 AEC. Information reported in the AEC questionnaires should thus have been true on the AEC census day. Coverage during the 2024 AEC 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, while the Directorate of Adult Basic Education provided the Adult Basic Education learners' results as tested in 2024.

After publishing education statistics for 1992 to 2008, the EMIS introduced several changes to the reports, which must be taken into consideration when comparing the statistics of different years. The most important difference is the change of regional boundaries, which was reflected in the education statistics since 2003.

The majority of tables from the earlier reports were retained, and some tables were no longer included, while others were modified. A number of new tables were introduced among others to include most of the Education for All (EFA) indicators.

Only statistics on education provided by the government and private schools registered with the Ministry of Education, Arts and Culture have been reported.

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
Otjozondjupa
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 15th 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 |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 58 | 42 | 16 |
| Type of school | Primary | 36 | 25 | 11 |
| | Combined | 11 | 6 | 5 |
| | Secondary | 11 | 11 | 0 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 25,711 | 22,750 | 2,961 |
| School Phase | Primary | 18,901 | 16,074 | 2,827 |
| | Secondary | 6,773 | 6,642 | 131 |
| | Other | 37 | 34 | 3 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 1,032 | 964 | 68 |
| Qualification | Less than Grade 12 | 3 | 2 | 1 |
| | Grade 12 or 1-2 years' tertiary | 87 | 36 | 51 |
| | More than 2 years' tertiary | 942 | 926 | 16 |
| Learners per teacher | Average learner : teacher ratio | 24.9 | | |
| Number of class-rooms | Total rooms | 1,003 | | |
| Structure | Permanent | 840 | | |
| | Prefabricated | 145 | | |
| | Traditional | 8 | | |
| | Hired | 10 | | |



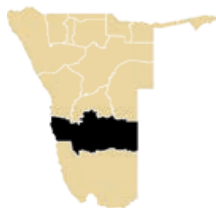
Erongo

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 87 | 55 | 32 |
| Type of school | Primary | 52 | 34 | 18 |
| | Combined | 16 | 4 | 12 |
| | Secondary | 17 | 16 | 1 |
| | Other | 2 | 1 | 1 |
| Number of learners | Total | 55,441 | 49,080 | 6,361 |
| School Phase | Primary | 38,819 | 34,179 | 4,640 |
| | Secondary | 16,314 | 14,674 | 1,640 |
| | Other | 308 | 227 | 81 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 2,180 | 2,061 | 119 |
| Qualification | Less than Grade 12 | 25 | 13 | 12 |
| | Grade 12 or 1-2 years' tertiary | 166 | 88 | 78 |
| | More than 2 years' tertiary | 1,989 | 1,960 | 29 |
| Learners per teacher | Average learner : teacher ratio | 25.4 | | |
| Number of class-rooms | Total rooms | 1,722 | | |
| Structure | Permanent | 1,599 | | |
| | Prefabricated | 113 | | |
| | Traditional | 5 | | |
| | Hired | 5 | | |



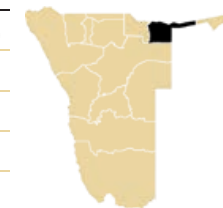
Hardap

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 64 | 58 | 6 |
| Type of school | Primary | 45 | 41 | 4 |
| | Combined | 7 | 5 | 2 |
| | Secondary | 11 | 11 | 0 |
| | Other | 1 | 1 | 0 |
| Number of learners | Total | 29,270 | 28,680 | 590 |
| School Phase | Primary | 21,659 | 21,206 | 453 |
| | Secondary | 7,611 | 7,474 | 137 |
| | Other | 0 | 0 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,140 | 1,077 | 63 |
| Qualification | Less than Grade 12 | 4 | 4 | 0 |
| | Grade 12 or 1-2 years' tertiary | 96 | 55 | 41 |
| | More than 2 years' tertiary | 1,040 | 1,018 | 22 |
| Learners per teacher | Average learner : teacher ratio | 25.7 | | |
| Number of class-rooms | Total rooms | 1,074 | | |
| Structure | Permanent | 993 | | |
| | Prefabricated | 81 | | |
| | Traditional | 0 | | |
| | Hired | 0 | | |



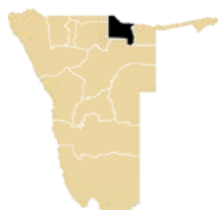
Kavango East

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 189 | 166 | 23 |
| Type of school | Primary | 136 | 119 | 17 |
| | Combined | 38 | 35 | 3 |
| | Secondary | 15 | 12 | 3 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 77,713 | 74,300 | 3,413 |
| School Phase | Primary | 55,750 | 52,984 | 2,766 |
| | Secondary | 21,801 | 21,154 | 647 |
| | Other | 162 | 162 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 2,598 | 2,504 | 94 |
| Qualification | Less than Grade 12 | 16 | 9 | 7 |
| | Grade 12 or 1-2 years' tertiary | 143 | 79 | 64 |
| | More than 2 years' tertiary | 2,439 | 2,416 | 23 |
| Learners per teacher | Average learner : teacher ratio | 29.9 | | |
| Number of class-rooms | Total rooms | 2,120 | | |
| Structure | Permanent | 1,756 | | |
| | Prefabricated | 72 | | |
| | Traditional | 282 | | |
| | Hired | 10 | | |



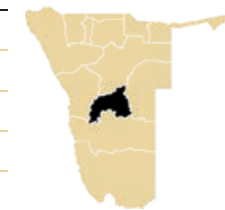
Kavango West

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 180 | 176 | 4 |
| Type of school | Primary | 136 | 133 | 3 |
| | Combined | 40 | 40 | 0 |
| | Secondary | 4 | 3 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 48,362 | 47,012 | 1,350 |
| School Phase | Primary | 37,425 | 36,436 | 989 |
| | Secondary | 10,786 | 10,425 | 361 |
| | Other | 151 | 151 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 1,817 | 1,734 | 83 |
| Qualification | Less than Grade 12 | 6 | 0 | 6 |
| | Grade 12 or 1-2 years' tertiary | 138 | 75 | 63 |
| | More than 2 years' tertiary | 1673 | 1,659 | 14 |
| Learners per teacher | Average learner : teacher ratio | 26.6 | | |
| Number of class-rooms | Total rooms | 1,514 | | |
| Structure | Permanent | 1,172 | | |
| | Prefabricated | 79 | | |
| | Traditional | 238 | | |
| | Hired | 25 | | |



Khomas

| | | Total | State | Private |
|------------------------------|---------------------------------|----------------|--------------------------|-----------------------|
| Number of schools | Total | 141 | 84 | 57 |
| Type of school | Primary | 85 | 49 | 36 |
| | Combined | 15 | 0 | 15 |
| | Secondary | 35 | 29 | 6 |
| | Other | 6 | 6 | 0 |
| Number of learners | Total | 104,823 | 88,601 | 16,222 |
| School Phase | Primary | 71,793 | 59,958 | 11,835 |
| | Secondary | 31,718 | 27,355 | 4,363 |
| | Other | 1,312 | 1,288 | 24 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 4,303 | 4,022 | 281 |
| Qualification | Less than Grade 12 | 27 | 12 | 15 |
| | Grade 12 or 1-2 years' tertiary | 366 | 206 | 160 |
| | More than 2 years' tertiary | 3,910 | 3,804 | 106 |
| Learners per teacher | Average learner : teacher ratio | 24.4 | | |
| Number of class-rooms | Total rooms | 3,500 | | |
| Structure | Permanent | 3,221 | | |
| | Prefabricated | 211 | | |
| | Traditional | 6 | | |
| | Hired | 62 | | |



Kunene

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 80 | 73 | 7 |
| Type of school | Primary | 52 | 46 | 6 |
| | Combined | 21 | 20 | 1 |
| | Secondary | 6 | 6 | 0 |
| | Other | 1 | 1 | 0 |
| Number of learners | Total | 32,988 | 31,961 | 1,027 |
| School Phase | Primary | 24,977 | 24,029 | 948 |
| | Secondary | 7,968 | 7,889 | 79 |
| | Other | 43 | 43 | 0 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 1,279 | 1,214 | 65 |
| Qualification | Less than Grade 12 | 12 | 9 | 3 |
| | Grade 12 or 1-2 years' tertiary | 135 | 98 | 37 |
| | More than 2 years' tertiary | 1,132 | 1,107 | 25 |
| Learners per teacher | Average learner : teacher ratio | 25.8 | | |
| Number of class-rooms | Total rooms | 1,110 | | |
| Structure | Permanent | 1,012 | | |
| | Prefabricated | 37 | | |
| | Traditional | 54 | | |
| | Hired | 7 | | |



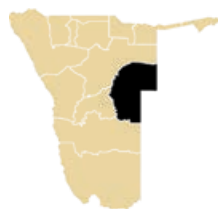
Ohangwena

| | | Total | State | Private |
|------------------------------|---------------------------------|----------------|--------------------------|-----------------------|
| Number of schools | Total | 290 | 263 | 27 |
| Type of school | Primary | 111 | 92 | 19 |
| | Combined | 159 | 152 | 7 |
| | Secondary | 19 | 18 | 1 |
| | Other | 1 | 1 | 0 |
| Number of learners | Total | 124,204 | 118,591 | 5,613 |
| School Phase | Primary | 92,650 | 87,485 | 5165 |
| | Secondary | 31,512 | 31,079 | 433 |
| | Other | 42 | 27 | 15 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 4,679 | 4,509 | 170 |
| Qualification | Less than Grade 12 | 8 | 6 | 2 |
| | Grade 12 or 1-2 years' tertiary | 262 | 150 | 112 |
| | More than 2 years' tertiary | 4,409 | 4,353 | 56 |
| Learners per teacher | Average learner : teacher ratio | 26.5 | | |
| Number of class-rooms | Total rooms | 4,124 | | |
| Structure | Permanent | 3,251 | | |
| | Prefabricated | 207 | | |
| | Traditional | 627 | | |
| | Hired | 39 | | |



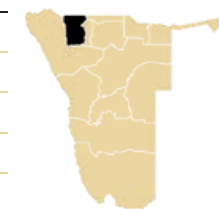
Omaheke

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 52 | 38 | 14 |
| Type of school | Primary | 38 | 28 | 10 |
| | Combined | 5 | 2 | 3 |
| | Secondary | 9 | 8 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 27,584 | 24,956 | 2,628 |
| School Phase | Primary | 20,573 | 18,467 | 2,106 |
| | Secondary | 6,998 | 6,476 | 522 |
| | Other | 13 | 13 | 0 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 1,089 | 1,007 | 82 |
| Qualification | Less than Grade 12 | 8 | 2 | 6 |
| | Grade 12 or 1-2 years' tertiary | 130 | 66 | 64 |
| | More than 2 years' tertiary | 951 | 939 | 12 |
| Learners per teacher | Average learner : teacher ratio | 25.3 | | |
| Number of class-rooms | Total rooms | 860 | | |
| Structure | Permanent | 763 | | |
| | Prefabricated | 70 | | |
| | Traditional | 21 | | |
| | Hired | 6 | | |



Omusati

| | | Total | State | Private |
|------------------------------|---------------------------------|----------------|--------------------------|-----------------------|
| Number of schools | Total | 300 | 275 | 25 |
| Type of school | Primary | 142 | 124 | 18 |
| | Combined | 125 | 119 | 6 |
| | Secondary | 32 | 31 | 1 |
| | Other | 1 | 1 | 0 |
| Number of learners | Total | 111,374 | 106,884 | 4,490 |
| School Phase | Primary | 82,467 | 78,640 | 3,827 |
| | Secondary | 28,736 | 28,073 | 663 |
| | Other | 171 | 171 | 0 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 4,581 | 4,430 | 151 |
| Qualification | Less than Grade 12 | 20 | 17 | 3 |
| | Grade 12 or 1-2 years' tertiary | 250 | 132 | 118 |
| | More than 2 years' tertiary | 4,311 | 4,281 | 30 |
| Learners per teacher | Average learner : teacher ratio | 24.3 | | |
| Number of class-rooms | Total rooms | 4,035 | | |
| Structure | Permanent | 3,448 | | |
| | Prefabricated | 261 | | |
| | Traditional | 286 | | |
| | Hired | 40 | | |



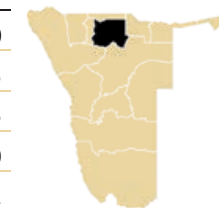
Oshana

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 156 | 129 | 27 |
| Type of school | Primary | 76 | 56 | 20 |
| | Combined | 55 | 49 | 6 |
| | Secondary | 23 | 23 | 0 |
| | Other | 2 | 1 | 1 |
| Number of learners | Total | 62,925 | 57,552 | 5,373 |
| School Phase | Primary | 45,591 | 40,852 | 4,739 |
| | Secondary | 17,217 | 16,600 | 617 |
| | Other | 117 | 100 | 17 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 2,675 | 2,536 | 139 |
| Qualification | Less than Grade 12 | 12 | 7 | 5 |
| | Grade 12 or 1-2 years' tertiary | 204 | 93 | 111 |
| | More than 2 years' tertiary | 2,459 | 2,436 | 23 |
| Learners per teacher | Average learner : teacher ratio | 23.5 | | |
| Number of class-rooms | Total rooms | 2,432 | | |
| Structure | Permanent | 2,264 | | |
| | Prefabricated | 74 | | |
| | Traditional | 51 | | |
| | Hired | 43 | | |



Oshikoto

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 229 | 204 | 25 |
| Type of school | Primary | 115 | 96 | 19 |
| | Combined | 95 | 91 | 4 |
| | Secondary | 19 | 17 | 2 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 80,372 | 74,749 | 5,623 |
| School Phase | Primary | 58,664 | 54,184 | 4,480 |
| | Secondary | 21,704 | 20,561 | 1,143 |
| | Other | 4 | 4 | 0 |
| Teachers | | | Without teacher training | With teacher training |
| | Total | 3,399 | 3,236 | 163 |
| Qualification | Less than Grade 12 | 5 | 3 | 2 |
| | Grade 12 or 1-2 years' tertiary | 237 | 125 | 112 |
| | More than 2 years' tertiary | 3,157 | 3,108 | 49 |
| Learners per teacher | Average learner : teacher ratio | 23.6 | | |
| Number of class-rooms | Total rooms | 3,010 | | |
| Structure | Permanent | 2,503 | | |
| | Prefabricated | 135 | | |
| | Traditional | 360 | | |
| | Hired | 12 | | |



Otjozondjupa

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 90 | 70 | 20 |
| Type of school | Primary | 56 | 43 | 13 |
| | Combined | 15 | 9 | 6 |
| | Secondary | 18 | 18 | 0 |
| | Other | 1 | 0 | 1 |
| Number of learners | Total | 55,965 | 53,645 | 2,320 |
| School Phase | Primary | 41,630 | 39,664 | 1,966 |
| | Secondary | 14,226 | 13,894 | 332 |
| | Other | 109 | 87 | 22 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 2,065 | 1,966 | 99 |
| Qualification | Less than Grade 12 | 22 | 14 | 8 |
| | Grade 12 or 1-2 years' tertiary | 154 | 86 | 68 |
| | More than 2 years' tertiary | 1,889 | 1,866 | 23 |
| Learners per teacher | Average learner : teacher ratio | 27.1 | | |
| Number of class-rooms | Total rooms | 1,761 | | |
| Structure | Permanent | 1,636 | | |
| | Prefabricated | 93 | | |
| | Traditional | 10 | | |
| | Hired | 22 | | |



Zambezi

| | | Total | State | Private |
|------------------------------|---------------------------------|---------------|--------------------------|-----------------------|
| Number of schools | Total | 120 | 109 | 11 |
| Type of school | Primary | 51 | 44 | 7 |
| | Combined | 58 | 55 | 3 |
| | Secondary | 11 | 10 | 1 |
| | Other | 0 | 0 | 0 |
| Number of learners | Total | 43,857 | 41,986 | 1,871 |
| School Phase | Primary | 31,094 | 30,093 | 1,001 |
| | Secondary | 12,718 | 11,848 | 870 |
| | Other | 45 | 45 | 0 |
| Teachers | | Total | Without teacher training | With teacher training |
| | Total | 2,033 | 1,967 | 66 |
| Qualification | Less than Grade 12 | 9 | 6 | 3 |
| | Grade 12 or 1-2 years' tertiary | 141 | 98 | 43 |
| | More than 2 years' tertiary | 1,883 | 1,863 | 20 |
| Learners per teacher | Average learner : teacher ratio | 21.6 | | |
| Number of class-rooms | Total rooms | 1,429 | | |
| Structure | Permanent | 1,282 | | |
| | Prefabricated | 31 | | |
| | Traditional | 108 | | |
| | 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 list information on the numbers of schools, learners, teachers, other school staff, 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.

Many schools in Namibia do not adhere to the traditional division between primary (Pre- Primary to Grade 7) and secondary (Grades 8 to 12) education. The term "combined school" refers to schools that offer both primary and secondary grades. Extending primary schools to Grade 9 or even Grade 12 enables the provision of secondary education in areas where establishing a separate secondary school is not feasible due to a limited number of potential learners. Combined schools play a vital role in the Government's strategy to improve access to education, particularly in rural areas. However, schools that begin at a grade other than the first of a phase or end at a grade that is not the final one of a phase may present challenges for learners transitioning to the next grade. While this is not always the case—especially for schools that annually expand their grade offerings isolated cases do exist where learners face difficulties.

Several grades and levels of education provided in schools do not fit into the normal Pre-Primary to 12 curriculum. These are described in the Introduction to this report. In some tables these are aggregated as "Other Grades".

The number of schools has increased from 1,885 in 2018 to 2036 in 2024, which translates to an average annual growth rate of 1.3%. This increase did not occur at the same annual rate, so the figure provided here has been calculated to describe the rate of increase per annum. Equal of access to education, expansion 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 the aspirations of 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 |
| National | 2,036 | 75 | 880,821 | 50.2 | 34,870 | 68.4 | 6,097 | 67.5 |
| Kharas | 58 | 3 | 25,711 | 50.8 | 1,032 | 72.3 | 243 | 69.1 |
| Erongo | 87 | 3 | 55,441 | 51.7 | 2,180 | 80.4 | 487 | 67.1 |
| Hardap | 64 | 3 | 29,502 | 50.3 | 1,140 | 74.4 | 236 | 65.3 |
| Kavango East | 189 | 6 | 77,713 | 50.3 | 2,598 | 56.6 | 354 | 74.3 |
| Kavango West | 180 | 7 | 48,362 | 48.8 | 1,817 | 52.9 | 212 | 71.2 |
| Khomas | 141 | 4 | 104,823 | 51.6 | 4,303 | 77.3 | 1,027 | 62.9 |
| Kunene | 80 | 4 | 32,988 | 50.2 | 1,279 | 63.8 | 210 | 63.3 |
| Ohangwena | 290 | 10 | 124,204 | 49.7 | 4,679 | 66.6 | 670 | 63.9 |
| Omaheke | 52 | 2 | 27,584 | 49.8 | 1,089 | 69.9 | 224 | 64.7 |
| Omusati | 300 | 12 | 111,374 | 50.0 | 4,581 | 69.1 | 732 | 68.3 |
| Oshana | 156 | 5 | 62,925 | 50.8 | 2,675 | 71.4 | 505 | 66.9 |
| Oshikoto | 229 | 8 | 80,372 | 49.4 | 3,399 | 68.6 | 543 | 61.1 |
| Otjozondjupa | 90 | 3 | 55,965 | 50.8 | 2,065 | 72.0 | 336 | 68.8 |
| Zambezi | 120 | 5 | 43,857 | 48.9 | 2,033 | 62.6 | 318 | 77.7 |

Table 1 shows the number of schools, circuits, learners, teachers and support staff in Namibia as indicated in Figures 1(a), (b) and (c). The number of support staff includes secretaries/ administrative officers, cleaners and other non-teaching staff, but excludes hostel staff.

The region with the largest number of schools is Omusati (300) while Omaheke had the least number (52) as indicated in Figure 1(a). Figure 1(b) indicates the number of learners per region and shows that Ohangwena had most learners (124, 204) and ||Kharas had the smallest number of learners (25, 711). Figure 1(c) presents the numbers of teachers per region. The number of teachers comprises staff in all teaching positions including principals and staff in other promotional posts, as well as volunteers and relief staff. There was a total of 33, 639 teachers in Namibia in 2023. Ohangwena had most teachers (4,504) while ||Kharas had the least (1, 015).

Ohangwena had 12, 830 more learners than Omusati, but Omusati had 10 more schools than Ohangwena. This is because Omusati is by far larger than Ohangwena with 26,551km² compared to Ohangwena, 10, 706 km². Ohangwena's population density is (31.5 persons per km²) compared to that of Omusati (11.9 persons per km²), (NSA, 2023). The distribution of circuits is very much in proportion to number of schools in the region rather than the geographical size of regions. Nationally the average learners per school stands at 433, with regional variations. Khomas (743), Erongo (637) and Otjozondjupa (622) tending to have larger schools while Kavango West (269), Oshikoto (351) and Zambezi (365) having smaller schools.

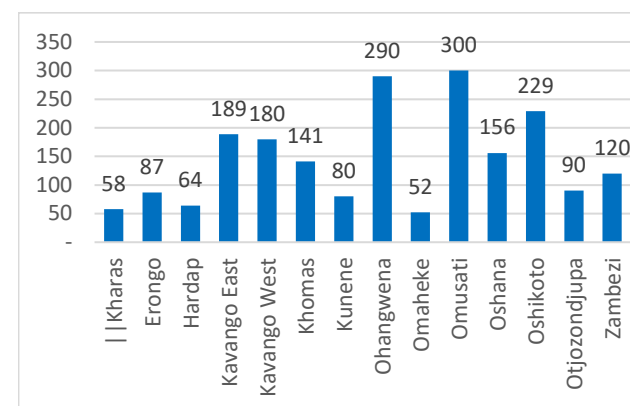
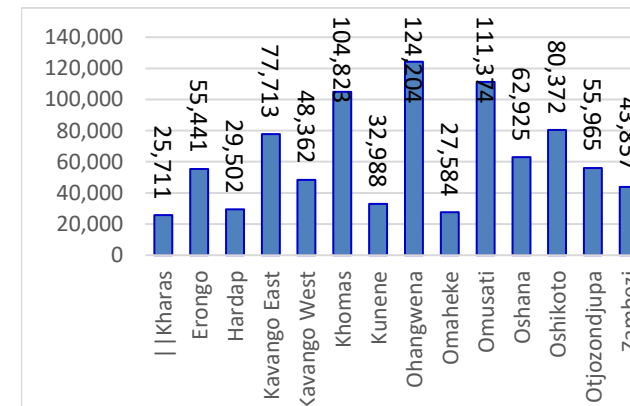
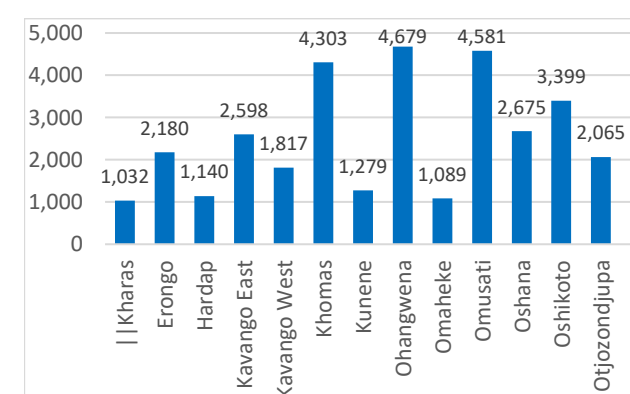
Figure 1a: Number of schools in each region**Figure 1b: Number of learners in each region****Figure 1c: Number of teachers in each region**

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 |
| National | 2,036 | 1,742 | 294 | 1,131 | 930 | 201 | 660 | 587 | 73 | 230 | 213 | 17 | 15 | 12 | 3 |
| Kharas | 58 | 42 | 16 | 36 | 25 | 11 | 11 | 6 | 5 | 11 | 11 | - | - | - | - |
| Erongo | 87 | 55 | 32 | 52 | 34 | 18 | 16 | 4 | 12 | 17 | 16 | 1 | 2 | 1 | 1 |
| Hardap | 64 | 58 | 6 | 45 | 41 | 4 | 7 | 5 | 2 | 11 | 11 | - | 1 | 1 | - |
| Kavango East | 189 | 166 | 23 | 136 | 119 | 17 | 38 | 35 | 3 | 15 | 12 | 3 | - | - | - |
| Kavango West | 180 | 176 | 4 | 136 | 133 | 3 | 40 | 40 | - | 4 | 3 | 1 | - | - | - |
| Khomas | 141 | 84 | 57 | 85 | 49 | 36 | 15 | - | 15 | 35 | 29 | 6 | 6 | 6 | - |
| Kunene | 80 | 73 | 7 | 52 | 46 | 6 | 21 | 20 | 1 | 6 | 6 | - | 1 | 1 | - |
| Ohangwena | 290 | 263 | 27 | 111 | 92 | 19 | 159 | 152 | 7 | 19 | 18 | 1 | 1 | 1 | - |
| Omaheke | 52 | 38 | 14 | 38 | 28 | 10 | 5 | 2 | 3 | 9 | 8 | 1 | - | - | - |
| Omusati | 300 | 275 | 25 | 142 | 124 | 18 | 125 | 119 | 6 | 32 | 31 | 1 | 1 | 1 | - |
| Oshana | 156 | 129 | 27 | 76 | 56 | 20 | 55 | 49 | 6 | 23 | 23 | - | 2 | 1 | 1 |
| Oshikoto | 229 | 204 | 25 | 115 | 96 | 19 | 95 | 91 | 4 | 19 | 17 | 2 | - | - | - |
| Otjozondjupa | 90 | 70 | 20 | 56 | 43 | 13 | 15 | 9 | 6 | 18 | 18 | - | 1 | - | 1 |
| Zambezi | 120 | 109 | 11 | 51 | 44 | 7 | 58 | 55 | 3 | 11 | 10 | 1 | - | - | - |

Table 2 shows the types and ownership of schools in 2024. 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 2024, most schools offered the ‘ordinary’ curriculum (pre-primary to grade 11/12). Twelve (12) state schools and three (3) private schools labelled as "Resource" and “Technical ” 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 as well as Agricultural Schools. Private schools accounted for a relatively small (14%) of the total number of schools, but with a annual growth of 5% between 2023 and 2024, having increase from 280 in 2023 to 294 in 2024.

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 | | |
| Total | 2036 | 18 | 19 | 37 | 239 | 32 | 30 | 35 | 673 | 13 | 429 | 15 | 267 | 148 | 4 | 76 |
| Pre-Primary | 1568 | 18 | 19 | 14 | 137 | 29 | 27 | 27 | 608 | 12 | 410 | 8 | 159 | 36 | 4 | 60 |
| Grade 1 | 205 | 0 | 0 | 22 | 101 | 3 | 3 | 8 | 61 | 0 | 2 | 1 | 1 | 0 | 0 | 3 |
| Grade 2 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 | 0 | - | - | - | - | - | 0 | - | - | - | - | - | - |
| Grade 4 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Grade 8 | 209 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 6 | 92 | 95 | 0 | 6 |
| Grade 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 10 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 17 | 0 | 0 |
| Grade 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Other | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

Table 3 shows the cross tabulation of the number of schools that offered various ranges of grades in 2024. To ascertain the number of schools offering various grades, the reader should look for a cell in which the lowest grades listed in the rows crosses the highest grades listed in the column. For example, 608 schools offered Pre-Primary to 7, while 95 schools offered Grades 8 to 12. There were Four(4) schools that only offered 'other' grades. These are schools for children with learning difficulties exclusively. Note that due to the policy of inclusive education, there are more schools with units that offer other grades to accommodate learners with special needs and in some cases these learners are taught together in 'ordinary grades'.

Even though the number of schools which offered grades 1 to 7 appears to have declined in comparison to the earlier reports, this is not actually the case, because schools that started offering pre-primary grades are now reported in the range of schools offering pre-primary to grade 7, hence the increase in that range.

The progression of learners who completed the highest grade of their school to a school offering the next grade may be hampered if the ranges of grades schools offer do not coincide with the beginning and end of a school phase. This was the case with 14.6% of schools, shown graphically in Figure 3, several of these schools would have been in the process of adding grades annually, progressing towards being 'in phase'. A total of 1,711 (84.0%) of schools are 'in phase' meaning that they are able to carry learners of a given phase entirely.

Figure 3:
Percentage of schools offering complete and incomplete phases

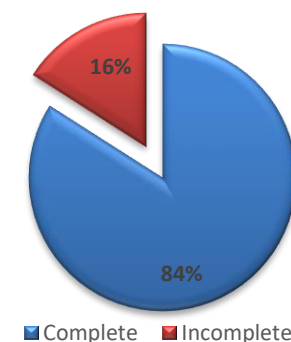


Table 4: Number of schools offering each grade

| 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 | |
| National | 1,568 | 1,753 | 1,735 | 1,696 | 1,474 | 1,445 | 1,416 | 1,382 | 871 | 857 | 446 | 430 | 157 | 4 |
| Kharas | 46 | 46 | 46 | 46 | 46 | 45 | 45 | 43 | 20 | 21 | 19 | 18 | 8 | - |
| Erongo | 61 | 66 | 64 | 62 | 58 | 58 | 58 | 56 | 34 | 34 | 31 | 29 | 20 | 3 |
| Hardap | 48 | 50 | 50 | 50 | 48 | 48 | 47 | 48 | 18 | 18 | 14 | 13 | 8 | - |
| Kavango East | 108 | 164 | 165 | 151 | 103 | 100 | 95 | 88 | 53 | 51 | 31 | 30 | 10 | - |
| Kavango West | 116 | 171 | 170 | 162 | 97 | 93 | 91 | 86 | 44 | 42 | 22 | 22 | 5 | - |
| Khomas | 91 | 89 | 88 | 85 | 84 | 85 | 83 | 82 | 52 | 51 | 47 | 46 | 27 | 1 |
| Kunene | 70 | 72 | 71 | 69 | 66 | 66 | 66 | 66 | 28 | 28 | 19 | 18 | 5 | - |
| Ohangwena | 267 | 271 | 264 | 259 | 242 | 239 | 234 | 232 | 172 | 167 | 60 | 58 | 12 | - |
| Omaheke | 40 | 43 | 41 | 40 | 36 | 36 | 36 | 36 | 14 | 14 | 11 | 11 | 4 | - |
| Omusati | 216 | 265 | 266 | 266 | 220 | 218 | 214 | 212 | 151 | 151 | 56 | 53 | 12 | - |
| Oshana | 127 | 128 | 124 | 123 | 113 | 111 | 106 | 102 | 76 | 74 | 33 | 31 | 12 | - |
| Oshikoto | 204 | 209 | 207 | 206 | 189 | 186 | 180 | 176 | 114 | 112 | 55 | 54 | 16 | - |
| Otjozondjupa | 65 | 70 | 70 | 69 | 68 | 66 | 68 | 62 | 32 | 31 | 25 | 26 | 12 | - |
| Zambezi | 109 | 109 | 109 | 108 | 104 | 94 | 93 | 93 | 63 | 63 | 23 | 21 | 6 | - |

Table 4 shows that there is a big difference (511) 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 implies that the bigger wave of learners that may come from Grade 7 may not be able to be accommodated in Grade 8 and this might result in overcrowding of classes. Similarly, there is a big difference (700) between the number of schools offering Grade 9 (last grade at Junior Secondary) and number of schools offering grade 12 (last grade at Senior Secondary phase). 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 enroll for TVET and/ or 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 | | | | | | | | | | | | | | | |
| National | 13 | 12 | 2 | 34 | 29 | 30 | 21 | 12 | 8 | 8 | 1 | 5 | 8 | 7 | 7 | 2 | 6 |
| Kharas | - | - | - | 3 | 1 | 1 | 2 | 1 | - | - | - | 1 | - | - | - | - | - |
| Erongo | 1 | 1 | - | 8 | 7 | 7 | 5 | 4 | 2 | 2 | - | 1 | 1 | 1 | 1 | - | 1 |
| Hardap | 1 | - | - | 6 | 5 | 3 | - | - | - | - | - | - | 1 | - | 1 | - | 1 |
| Kavango East | 2 | 2 | - | 2 | 1 | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 1 | 1 | - | - |
| Kavango West | 1 | 1 | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| Khomas | 2 | 4 | 1 | 10 | 9 | 10 | 8 | 5 | 4 | 4 | 1 | 2 | 2 | 3 | 3 | 2 | 1 |
| Kunene | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ohangwena | 1 | 1 | - | 1 | 1 | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Omaheke | - | - | - | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - |
| Omusati | 1 | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Oshana | 1 | 1 | - | 2 | 1 | - | 1 | - | - | - | - | 1 | 1 | 1 | 1 | - | 2 |
| Oshikoto | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Otjozondjupa | 1 | 1 | - | 1 | 3 | 4 | 2 | 1 | - | 1 | - | - | - | - | - | - | 1 |
| Zambezi | 1 | - | - | 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 | 18,402 | 359 | 3,023 | 5,210 | 4,478 | 1,434 | 944 | 1,118 | 758 | 453 | 167 | 221 | 82 | 119 | 11 |
| | % of total | 3.9% | 0.7% | 2.9% | 5.8% | 5.2% | 1.6% | 1.2% | 1.5% | 1.2% | 0.6% | 0.3% | 0.4% | 0.2% | 1.2% | 34.4% |
| Karas | Enrolment | 316 | - | - | - | - | 106 | 77 | 70 | 63 | - | - | - | - | - | - |
| | % of total | 0.9% | - | - | - | - | 3.8% | 3.3% | 3.4% | 3.4% | - | - | - | - | - | - |
| Erongo | Enrolment | 4,297 | - | 840 | 1,694 | 1,076 | 379 | 28 | 81 | - | 46 | 28 | 44 | 40 | 30 | 11 |
| | % of total | 8.5% | - | 13.9% | 30.5% | 20.1% | 7.0% | 0.5% | 1.8% | - | 0.9% | 0.7% | 1.1% | 1.4% | 4.4% | 45.8% |
| Hardap | Enrolment | 36 | - | - | - | - | - | - | - | - | - | - | 36 | - | - | - |
| | % of total | 0.1% | - | - | - | - | - | - | - | - | - | - | 2.1% | - | - | - |
| Kavango East | Enrolment | 2,038 | - | - | 278 | 498 | 282 | 248 | 322 | 284 | 38 | 37 | - | - | 44 | - |
| | % of total | 2.5% | - | - | 3.3% | 6.3% | 3.5% | 3.4% | 5.3% | 5.3% | 0.5% | 0.8% | - | - | 4.3% | - |
| Kavango West | Enrolment | 8 | - | - | 8 | - | - | - | - | - | - | - | - | - | - | - |
| | % of total | 0.0% | - | - | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Khomas | Enrolment | 3,561 | 253 | 404 | 439 | 1,107 | 335 | 361 | 405 | 181 | 40 | - | 36 | - | - | - |
| | % of total | 2.6% | 3.9% | 3.8% | 4.4% | 11.3% | 3.5% | 4.0% | 4.7% | 2.3% | 0.4% | - | 0.5% | - | - | - |
| Kunene | Enrolment | 1,387 | 15 | 208 | 270 | 261 | 80 | 112 | 115 | 125 | 158 | 43 | - | - | - | - |
| | % of total | 2.9% | 0.8% | 4.7% | 7.7% | 7.7% | 2.3% | 3.7% | 4.2% | 5.0% | 5.9% | 2.0% | - | - | - | - |
| Ohangwena | Enrolment | 558 | 25 | 109 | 80 | 64 | 70 | 78 | 53 | 48 | 31 | - | - | - | - | - |
| | % of total | 0.3% | 0.3% | 0.7% | 0.6% | 0.5% | 0.5% | 0.7% | 0.5% | 0.5% | 0.3% | - | - | - | - | - |
| Omaheke | Enrolment | 1,063 | - | 42 | 668 | 329 | - | - | - | - | 24 | - | - | - | - | - |
| | % of total | 2.4% | - | 1.2% | 22.2% | 12.0% | - | - | - | - | 1.0% | - | - | - | - | - |
| Omusati | Enrolment | 348 | - | - | 63 | 37 | 89 | - | - | 32 | 68 | 59 | - | - | - | - |
| | % of total | 0.2% | - | - | 0.5% | 0.3% | 0.8% | - | - | 0.4% | 0.7% | 0.8% | - | - | - | - |
| Oshana | Enrolment | 325 | - | 124 | - | 42 | - | 40 | 32 | - | - | - | - | 42 | 45 | - |
| | % of total | 0.6% | - | 1.7% | - | 0.7% | - | 0.7% | 0.6% | - | - | - | - | 1.3% | 4.4% | - |
| Oshikoto | Enrolment | 121 | - | - | - | - | 19 | - | 40 | 25 | - | - | 37 | - | - | - |
| | % of total | 0.1% | - | - | - | - | 0.2% | - | 0.6% | 0.4% | - | - | 0.7% | - | - | - |
| Otjozondjupa | Enrolment | 1,759 | - | 264 | 899 | 452 | 34 | - | - | - | 48 | - | 44 | - | - | - |
| | % of total | 3.1% | - | 3.9% | 15.1% | 7.9% | 0.6% | - | - | - | 1.0% | - | 1.4% | - | - | - |
| Zambezi | Enrolment | 2,585 | 66 | 1,032 | 811 | 612 | 40 | - | - | - | - | - | 24 | - | - | - |
| | % of total | 4.0% | 1.9% | 21.2% | 19.2% | 15.5% | 0.9% | - | - | - | - | - | 0.7% | - | - | - |

Table 5 continued

Afternoon session means 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. None of the alternatives is desirable, but they cannot be avoided as long as resources for building classrooms are limited.

In most regions with a substantial percentage of learners in afternoon classes, the percentage of learners in these classes was the highest in Grades 1 to 7. Compared to earlier reports where there were no learners in afternoon classes reported beyond Grade 5. There has been a noticeable growth in learners enrolled in afternoon classes beyond Grade 5 for the past three years, with an exception of 'Other' grades.

A total of 18 402 or 3.9% of learners attended afternoon classes in 2024. The overall percentage of learners in afternoon classes slightly increased from 1.1% in 2023 to 3.9% in 2024. This may point to an increasing demand for classroom spaces as demanded by high enrolment country wide. Although allowing maximum utilization of classroom spaces, afternoon classes are particularly difficult to implement in areas where children have to walk long distance to school, and time spent on teaching and learning might be compromised.

The majority of learners attending the afternoon session are in the primary phase as indicated in Figure 5, pointing to a shortage of classrooms in that phase. This situation may also pose a challenge to the quality of education caused by lower concentration of young learners coming to school in the afternoon.

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

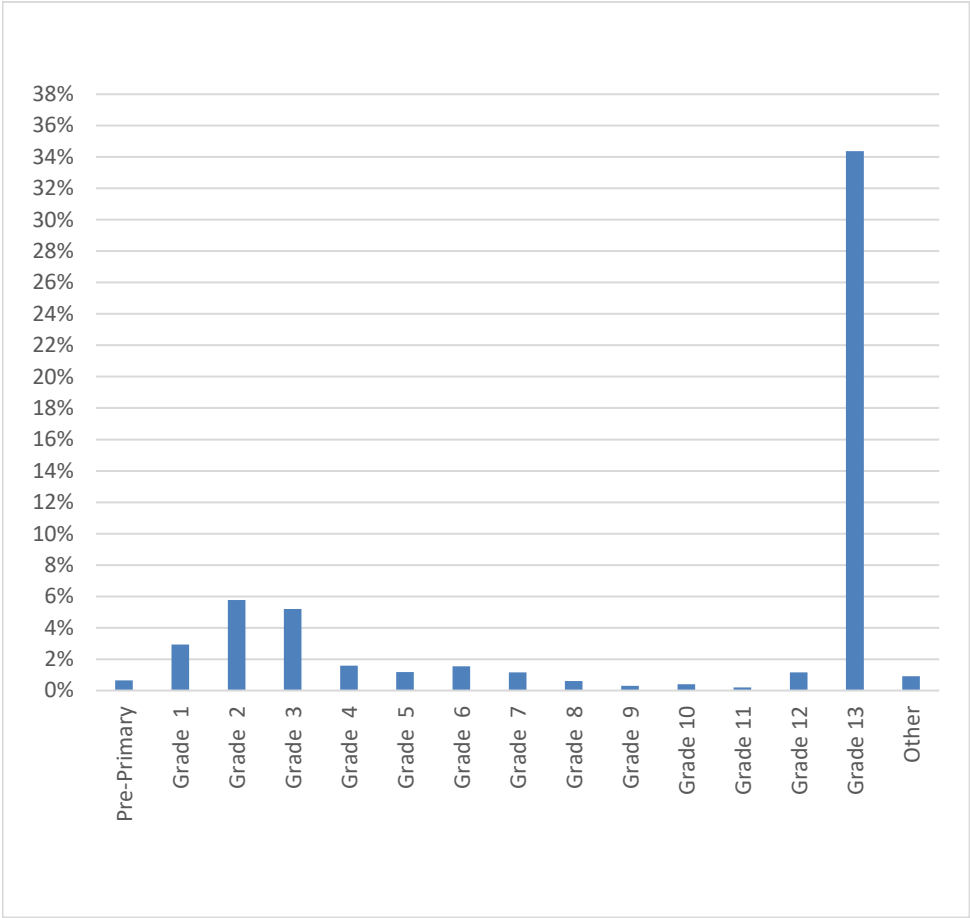
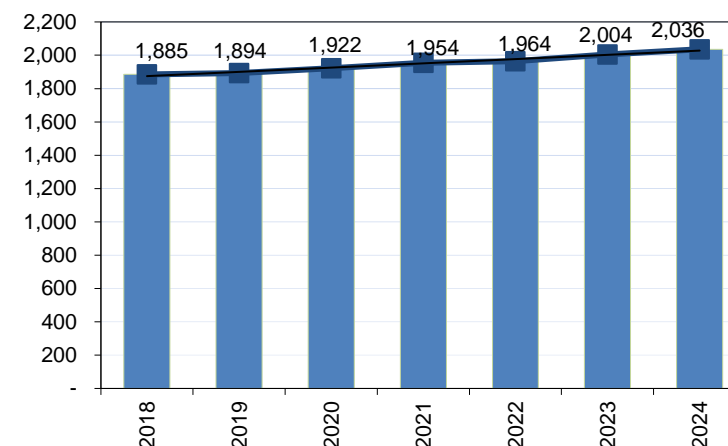
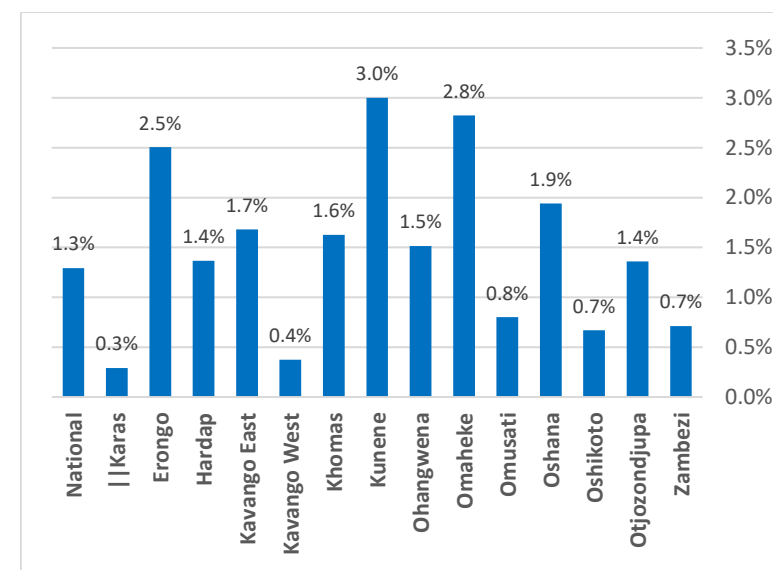


Table 6: Changes in the number of schools from 2018 to 2024

| Region | Years | | | | | | | Growth rate from 2018 to 2024 | Percentage change from 2023 to 2024 |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------------------|-------------------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| National | 1,885 | 1,894 | 1,922 | 1,954 | 1,964 | 2,004 | 2,036 | 1.3% | 1.6% |
| Karas | 57 | 55 | 57 | 57 | 57 | 58 | 58 | 0.3% | 0.0% |
| Erongo | 75 | 75 | 78 | 80 | 80 | 86 | 87 | 2.5% | 1.2% |
| Hardap | 59 | 60 | 60 | 61 | 62 | 63 | 64 | 1.4% | 1.6% |
| Kavango East | 171 | 170 | 175 | 178 | 179 | 185 | 189 | 1.7% | 2.2% |
| Kavango West | 176 | 176 | 177 | 178 | 179 | 178 | 180 | 0.4% | 1.1% |
| Khomas | 128 | 133 | 133 | 136 | 134 | 139 | 141 | 1.6% | 1.4% |
| Kunene | 67 | 68 | 69 | 74 | 77 | 77 | 80 | 3.0% | 3.9% |
| Ohangwena | 265 | 266 | 270 | 273 | 276 | 282 | 290 | 1.5% | 2.8% |
| Omaheke | 44 | 46 | 47 | 47 | 47 | 51 | 52 | 2.8% | 2.0% |
| Omusati | 286 | 286 | 289 | 293 | 295 | 298 | 300 | 0.8% | 0.7% |
| Oshana | 139 | 141 | 146 | 149 | 150 | 152 | 156 | 1.9% | 2.6% |
| Oshikoto | 220 | 221 | 221 | 223 | 223 | 226 | 229 | 0.7% | 1.3% |
| Otjozondjupa | 83 | 82 | 85 | 88 | 86 | 89 | 90 | 1.4% | 1.1% |
| Zambezi | 115 | 115 | 115 | 117 | 119 | 120 | 120 | 0.7% | 0.0% |

According to **Table 6**, the total number of schools in Namibia increased from 1, 885 in 2018 to 2, 036 in 2024, representing a growth rate of 1.3% between 2018 and 2024 as Figure 6a indicates. **Figure 6b** indicates the growth per region between 2017 and 2023. Kunene, Omaheke and Erongo have a relatively high percentage increase in the number of schools between 2018 and 2024.

Ohangwena, Kavango East, and Oshana had 15 or more schools established in each of those regions during the period under review.

Figure 6a: Numbers of schools in 2018-2024**Figure 6b: Percentage increase (growth) of schools from 2018 to 2024 for each region.**

Chapter 2: ENROLMENTS



Chapter 2 focuses on the learners. The chapter begins with a summary of the numbers of learners in each phase in each region. The average sizes of class groups, the numbers of classes and the percentages of female learners are provided. Enrolments of female and male learners are reported for each grade. The numbers of learners enrolled in private and 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 great variety of other subjects are also taught. This means that there is scope for errors being made in coding the subjects listed by teachers on the Annual Education Census 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 Annual Education Census (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 class groups being taught in different mother tongues in Grades 1-3, and the degree of match between home language and medium of instruction. Finally, comparative information is provided for the last seven years (2018-2024) to examine how enrolments have changed in each grade and phase, and in the different regions. Rates of growth over the same period are also compared for males and females in each region.

Class groups can be counted in two ways in 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 class groups 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 as indicated below.:

1. Junior Primary (Pre-Primary - Grades 3);
2. Senior Primary (Grades 4-7);
3. Junior Secondary (Grades 8-9);
4. Senior Secondary (Grades 10-12) - Note 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 "Other" includes all other grades that do not fit in the ordinary grades reported above, which included mostly grades 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 |
| National | 880,821 | 641,993 | 334,209 | 307,784 | 236,082 | 130,649 | 105,433 | 2,746 | 1,018 | 1,728 |
| Kharas | 25,711 | 18,901 | 9,849 | 9,052 | 6,773 | 3,794 | 2,979 | 37 | - | 37 |
| Erongo | 55,441 | 38,819 | 19,510 | 19,309 | 16,314 | 8,882 | 7,432 | 308 | 73 | 235 |
| Hardap | 29,502 | 21,659 | 11,135 | 10,524 | 7,611 | 4,396 | 3,215 | 232 | 85 | 147 |
| Kavango East | 77,713 | 55,750 | 29,005 | 26,745 | 21,801 | 12,089 | 9,712 | 162 | 52 | 110 |
| Kavango West | 48,362 | 37,425 | 20,074 | 17,351 | 10,786 | 6,168 | 4,618 | 151 | 125 | 26 |
| Khomas | 104,823 | 71,793 | 36,900 | 34,893 | 31,718 | 16,634 | 15,084 | 1,312 | 373 | 939 |
| Kunene | 32,988 | 24,977 | 13,316 | 11,661 | 7,968 | 4,823 | 3,145 | 43 | 43 | - |
| Ohangwena | 124,204 | 92,650 | 48,010 | 44,640 | 31,512 | 17,884 | 13,628 | 42 | 14 | 28 |
| Omaheke | 27,584 | 20,573 | 11,032 | 9,541 | 6,998 | 4,128 | 2,870 | 13 | - | 13 |
| Omusati | 111,374 | 82,467 | 42,682 | 39,785 | 28,736 | 16,251 | 12,485 | 171 | 159 | 12 |
| Oshana | 62,925 | 45,591 | 23,929 | 21,662 | 17,217 | 9,056 | 8,161 | 117 | 24 | 93 |
| Oshikoto | 80,372 | 58,664 | 30,481 | 28,183 | 21,704 | 11,563 | 10,141 | 4 | - | 4 |
| Otjozondjupa | 55,965 | 41,630 | 21,777 | 19,853 | 14,226 | 8,628 | 5,598 | 109 | 41 | 68 |
| Zambezi | 43,857 | 31,094 | 16,509 | 14,585 | 12,718 | 6,353 | 6,365 | 45 | 29 | 16 |

Table 7 shows the numbers of learners enrolled in each school phase in each region in 2024. **Figure 7a** shows the total numbers enrolled per school phase in each region, and **Figure 7b** shows the percentage of enrolment per phase per region.

Both **Figure 7a** and **Figure 7b** indicate that primary enrolment was by far the highest in all regions, and enrolment in 'other' grades was the lowest in all regions.

Nationally, the highest enrollment was recorded in the primary phase, with 641,993 students (72.9%). The secondary phase accounted for 236,082 students (26.8%), while only 2,746 students (0.3%) were enrolled in "Other" grades. For the benefit of readers, the 'Other' grades category is divided into Prevocational and Special Grades for one to see the components that make up this category and the number of learners in each.

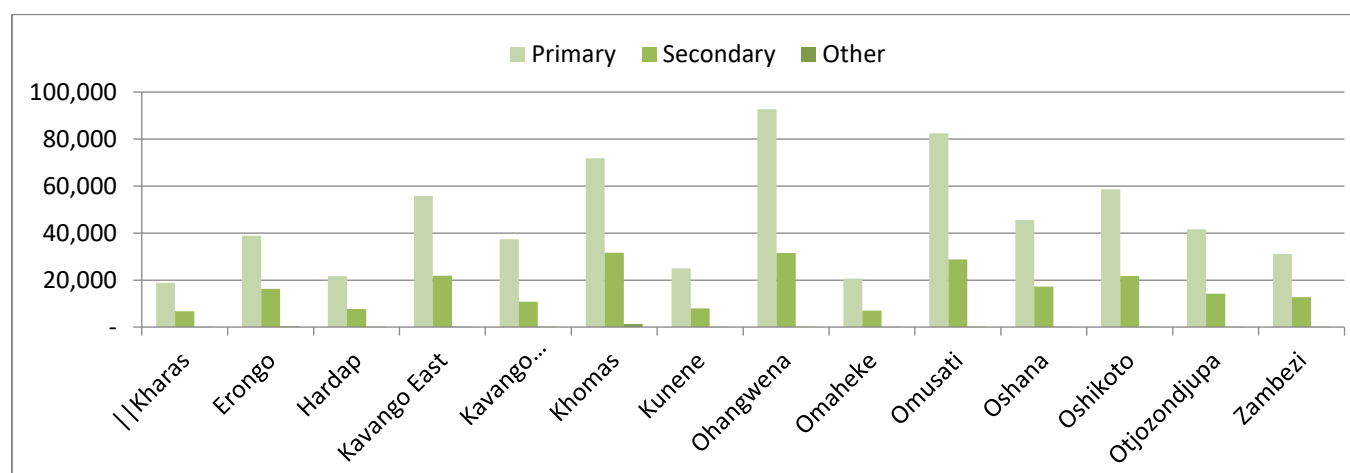
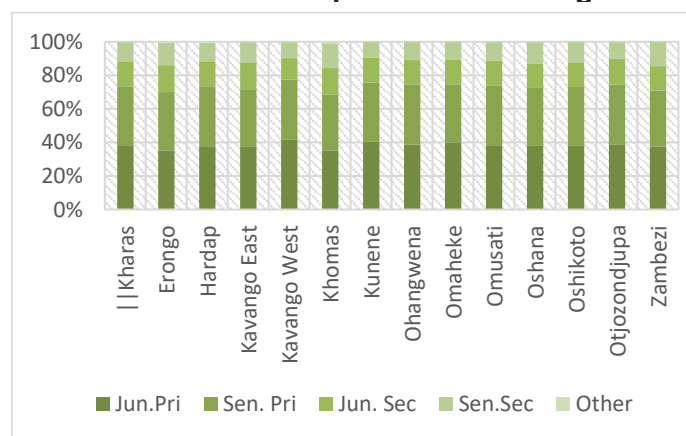
Figure 7a: Total enrolment by school phases in each region**Figure 7b: Percentage of enrolment by school phases in each region**

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 |
| National | 50.2% | 49.4% | 49.1% | 49.7% | 52.7% | 51.4% | 54.2% | 39.7% | 13.8% | 41.4% |
| Kharas | 50.8% | 49.6% | 49.3% | 50.0% | 54.1% | 54.2% | 53.9% | 29.7% | - | 29.7% |
| Erongo | 51.7% | 50.6% | 50.5% | 50.6% | 54.9% | 53.7% | 56.3% | 31.5% | - | 31.9% |
| Hardap | 50.3% | 49.5% | 49.5% | 49.5% | 52.9% | 51.5% | 54.9% | 36.2% | 30.1% | 41.5% |
| Kavango East | 50.3% | 49.6% | 49.0% | 50.2% | 52.1% | 51.0% | 53.6% | 40.1% | 27.1% | 46.4% |
| Kavango West | 48.8% | 48.2% | 47.7% | 48.7% | 51.3% | 51.1% | 51.6% | 21.9% | 26.9% | 38.5% |
| Khomas | 51.6% | 50.8% | 50.5% | 51.2% | 53.6% | 52.1% | 55.3% | 46.9% | 18.4% | 44.5% |
| Kunene | 50.2% | 50.4% | 50.8% | 49.8% | 49.9% | 50.3% | 49.3% | - | - | - |
| Ohangwena | 49.7% | 48.9% | 48.5% | 49.4% | 52.0% | 51.3% | 53.0% | 40.5% | 41.9% | 46.4% |
| Omaheke | 49.8% | 48.9% | 48.6% | 49.3% | 52.4% | 49.9% | 56.0% | - | - | - |
| Omusati | 50.0% | 48.9% | 48.9% | 48.9% | 53.1% | 51.8% | 54.8% | 31.6% | - | 41.7% |
| Oshana | 50.8% | 49.8% | 49.2% | 50.6% | 53.3% | 50.2% | 56.7% | 37.6% | 30.8% | 40.9% |
| Oshikoto | 49.4% | 48.5% | 48.4% | 48.6% | 51.9% | 50.7% | 53.3% | - | - | - |
| Otjozondjupa | 50.8% | 49.8% | 49.4% | 50.2% | 53.9% | 52.7% | 55.6% | 33.0% | - | 32.4% |
| Zambezi | 48.9% | 48.4% | 48.6% | 48.1% | 50.3% | 49.0% | 51.6% | 22.2% | - | 37.5% |

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 2024, despite some regional variations, especially if one compares the different phases.

The Junior Primary phase had the lowest percentage of female learners, at 49.1%, which slightly grew to 49.7% in Senior Primary. This gradual growth trend continued as female learners progressed through the schooling system, to reach 51.4% in the Junior Secondary phase and a peak of 54.2% in Senior Secondary. There were more female learners in the Senior Secondary phase in all regions except Kunene (49.3%).

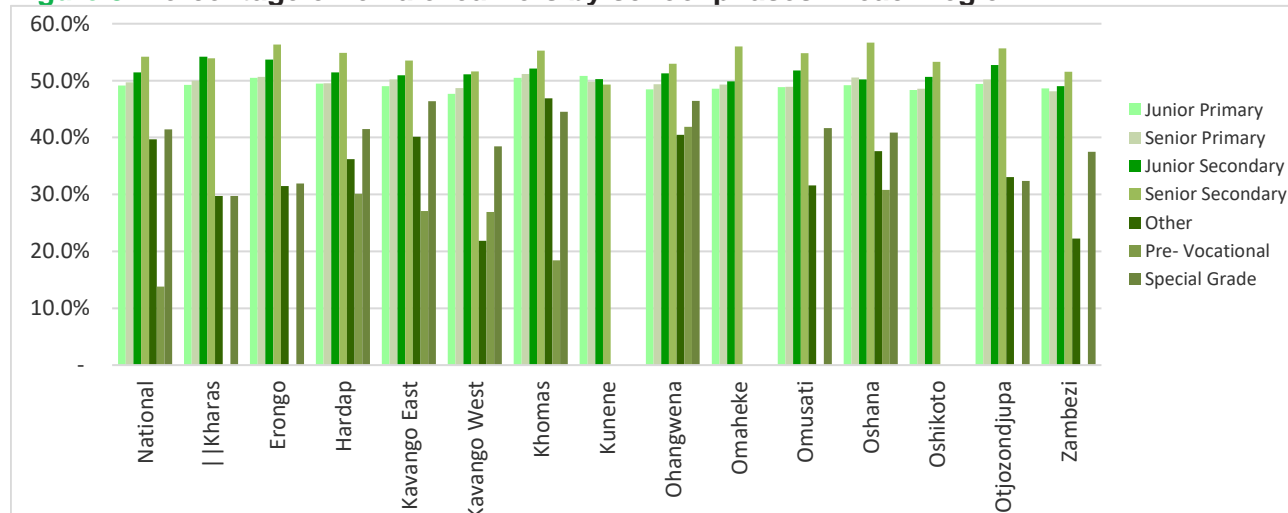
Figure 8: Percentage of female learners by school phases in each region

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 |
| National | 27,955 | 20,574 | 11,191 | 9,383 | 7,085 | 3,866 | 3,219 | 296 | 65 | 231 |
| Karas | 899 | 650 | 346 | 304 | 240 | 131 | 109 | 9 | 0 | 9 |
| Erongo | 1723 | 1193 | 623 | 570 | 477 | 253 | 224 | 53 | 4 | 49 |
| Hardap | 1019 | 744 | 397 | 347 | 253 | 138 | 115 | 22 | 5 | 17 |
| Kavango East | 2100 | 1576 | 926 | 650 | 509 | 277 | 232 | 15 | 4 | 11 |
| Kavango West | 1547 | 1259 | 772 | 487 | 284 | 157 | 127 | 4 | 3 | 1 |
| Khomas | 3301 | 2198 | 1146 | 1052 | 967 | 487 | 480 | 136 | 29 | 107 |
| Kunene | 1132 | 890 | 521 | 369 | 239 | 137 | 102 | 3 | 3 | 0 |
| Ohangwena | 3840 | 2855 | 1520 | 1335 | 979 | 556 | 423 | 6 | 2 | 4 |
| Omaheke | 856 | 657 | 364 | 293 | 197 | 114 | 83 | 2 | 0 | 2 |
| Omusati | 3577 | 2684 | 1427 | 1257 | 884 | 515 | 369 | 9 | 8 | 1 |
| Oshana | 2069 | 1504 | 808 | 696 | 550 | 300 | 250 | 15 | 4 | 11 |
| Oshikoto | 2738 | 2029 | 1067 | 962 | 708 | 374 | 334 | 1 | 0 | 1 |
| Otjozondjupa | 1681 | 1257 | 682 | 575 | 409 | 236 | 173 | 15 | 2 | 13 |
| Zambezi | 1473 | 1078 | 592 | 486 | 389 | 191 | 198 | 6 | 1 | 5 |

Table 9 shows the number of class groups per school phase in each region. The total number of class groups reported in 2024 were 27,955, with 20,574 in the Primary phase and 7,085 in the Secondary phase. There were only 296 classgroups for schools in the category of 'Other'.

Figure 9 shows the percentage of class groups in the different school phases in each region. Kavango West had a high percentage (49.9%) of class groups in the Junior Primary phase and low percentages for all other phases.

Particular attention must be paid to a bigger number of classgroups in Senior Primary compared to Junior Secondary as well as the Junior Secondary and Senior Secondary phases if remedial planning is not done.

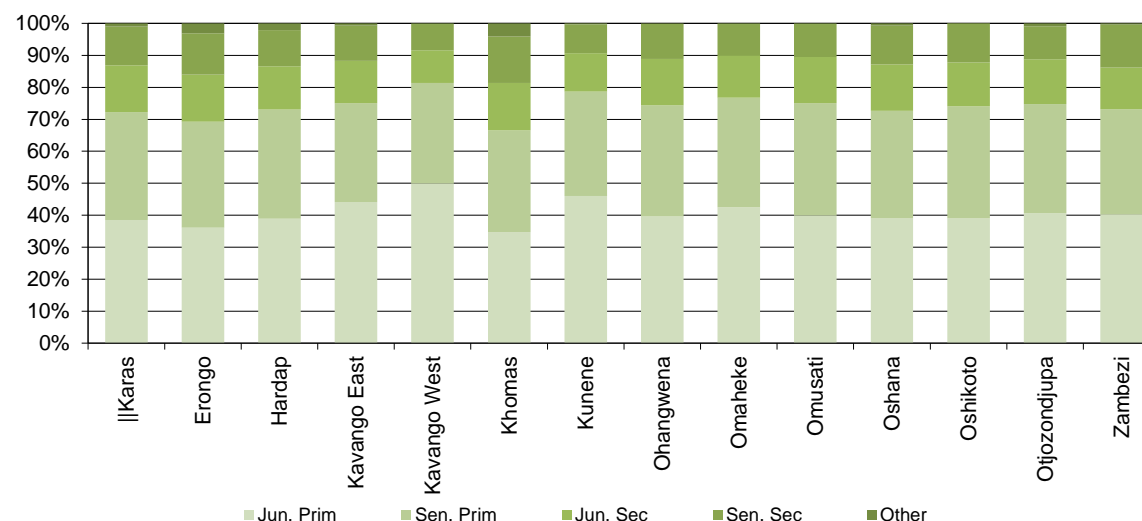
Figure 9: Percentage of classgroups by school phases in each region

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 |
| National | 31.5 | 31.2 | 29.9 | 32.8 | 33.3 | 33.8 | 32.8 | 9.3 | 15.7 | 7.5 |
| Kharas | 28.6 | 29.1 | 28.5 | 29.8 | 28.2 | 29.0 | 27.3 | 4.1 | - | 4.1 |
| Erongo | 32.2 | 32.5 | 31.3 | 33.9 | 34.2 | 35.1 | 33.2 | 5.8 | 18.3 | 4.8 |
| Hardap | 29.0 | 29.1 | 28.0 | 30.3 | 30.1 | 31.9 | 28.0 | 10.5 | 17.0 | 8.6 |
| Kavango East | 37.0 | 35.4 | 31.3 | 41.1 | 42.8 | 43.6 | 41.9 | 10.8 | 13.0 | 10.0 |
| Kavango West | 31.3 | 29.7 | 26.0 | 35.6 | 38.0 | 39.3 | 36.4 | 37.8 | 41.7 | 26.0 |
| Khomas | 31.8 | 32.7 | 32.2 | 33.2 | 32.8 | 34.2 | 31.4 | 9.6 | 12.9 | 8.8 |
| Kunene | 29.1 | 28.1 | 25.6 | 31.6 | 33.3 | 35.2 | 30.8 | - | - | - |
| Ohangwena | 32.3 | 32.5 | 31.6 | 33.4 | 32.2 | 32.2 | 32.2 | 7.0 | 7.0 | 7.0 |
| Omaheke | 32.2 | 31.3 | 30.3 | 32.6 | 35.5 | 36.2 | 34.6 | 6.5 | - | 6.5 |
| Omusati | 31.1 | 30.7 | 29.9 | 31.7 | 32.5 | 31.6 | 33.8 | 19.0 | 19.9 | 12.0 |
| Oshana | 30.4 | 30.3 | 29.6 | 31.1 | 31.3 | 30.2 | 32.6 | 7.8 | 6.0 | 8.5 |
| Oshikoto | 29.4 | 28.9 | 28.6 | 29.3 | 30.7 | 30.9 | 30.4 | - | - | - |
| Otjozondjupa | 33.3 | 33.1 | 31.9 | 34.5 | 34.8 | 36.6 | 32.4 | 7.3 | 20.5 | 5.2 |
| Zambezi | 29.8 | 28.8 | 27.9 | 30.0 | 32.7 | 33.3 | 32.1 | 7.5 | - | 3.2 |

Table 10 shows the average class size by school phase in each region. The average class size for each phase was calculated by dividing the number of learners in the particular school phase by the number of classes in that phase. The average class size for the region was calculated by dividing the total number of learners by the total number of class groups in the region, as 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 29.9%, which then gradually increased to 32.8% in Senior Primary and 32.8% in Senior Secondary phase. Kavango East had the largest average class size (37.0%) while ||Kharas had the smallest (28.6%).

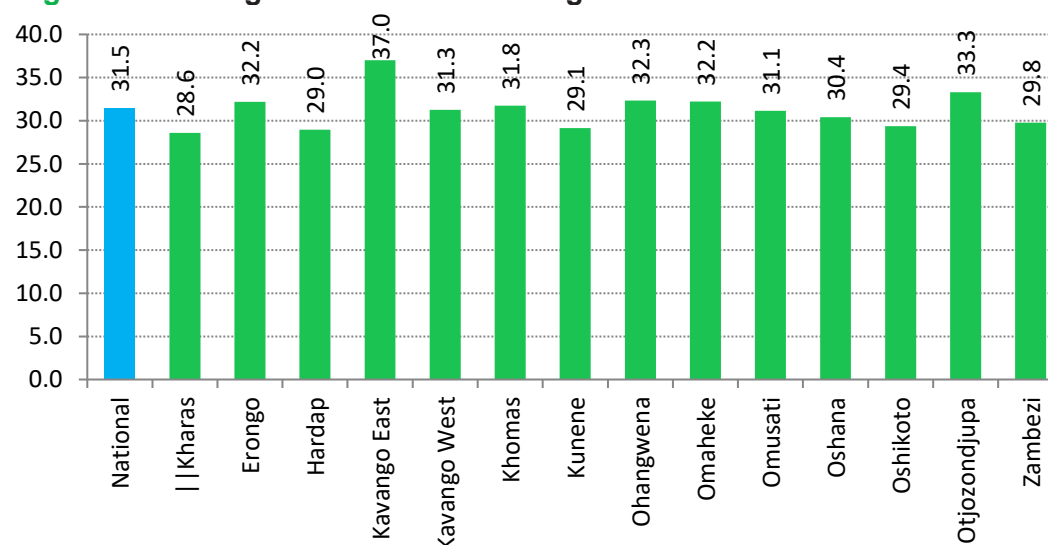
Figure 10: Average class size in each region

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 | Grade 13 |
| National | Total | 878,075 | 54,710 | 102,923 | 90,380 | 86,196 | 90,180 | 80,305 | 72,216 | 65,083 | 75,078 | 55,571 | 54,014 | 41,096 | 10,291 | 32 |
| | Female | 441,443 | 27,746 | 49,755 | 44,187 | 42,515 | 43,429 | 39,940 | 36,573 | 32,954 | 38,144 | 29,064 | 28,868 | 22,338 | 5,912 | 18 |
| | Male | 436,632 | 26,964 | 53,168 | 46,193 | 43,681 | 46,751 | 40,365 | 35,643 | 32,129 | 36,934 | 26,507 | 25,146 | 18,758 | 4,379 | 14 |
| Kharas | Total | 25,674 | 2,021 | 2,789 | 2,550 | 2,489 | 2,767 | 2,357 | 2,079 | 1,849 | 2,268 | 1,526 | 1,529 | 1,184 | 266 | 0 |
| | Female | 13,038 | 1,024 | 1,365 | 1,221 | 1,241 | 1,316 | 1,159 | 1,096 | 952 | 1,201 | 856 | 833 | 636 | 138 | 0 |
| | Male | 12,636 | 997 | 1,424 | 1,329 | 1,248 | 1,451 | 1,198 | 983 | 897 | 1,067 | 670 | 696 | 548 | 128 | 0 |
| Erongo | Total | 55,133 | 2,557 | 6,050 | 5,559 | 5,344 | 5,443 | 5,143 | 4,562 | 4,161 | 4,843 | 4,039 | 3,948 | 2,778 | 682 | 24 |
| | Female | 28,588 | 1,326 | 2,993 | 2,842 | 2,692 | 2,672 | 2,532 | 2,351 | 2,225 | 2,542 | 2,227 | 2,171 | 1,580 | 422 | 13 |
| | Male | 26,545 | 1,231 | 3,057 | 2,717 | 2,652 | 2,771 | 2,611 | 2,211 | 1,936 | 2,301 | 1,812 | 1,777 | 1,198 | 260 | 11 |
| Hardap | Total | 29,270 | 2,147 | 3,172 | 2,889 | 2,927 | 3,050 | 2,807 | 2,424 | 2,243 | 2,549 | 1,847 | 1,696 | 1,335 | 184 | 0 |
| | Female | 14,750 | 1,099 | 1,539 | 1,427 | 1,446 | 1,485 | 1,392 | 1,215 | 1,120 | 1,295 | 967 | 922 | 748 | 95 | 0 |
| | Male | 14,520 | 1,048 | 1,633 | 1,462 | 1,481 | 1,565 | 1,415 | 1,209 | 1,123 | 1,254 | 880 | 774 | 587 | 89 | 0 |
| Kavango East | Total | 77,551 | 3,455 | 9,230 | 8,364 | 7,956 | 7,959 | 7,368 | 6,043 | 5,375 | 7,345 | 4,744 | 5,189 | 3,494 | 1,029 | 0 |
| | Female | 39,003 | 1,814 | 4,446 | 4,077 | 3,879 | 3,875 | 3,684 | 3,050 | 2,816 | 3,746 | 2,415 | 2,797 | 1,886 | 518 | 0 |
| | Male | 38,548 | 1,641 | 4,784 | 4,287 | 4,077 | 4,084 | 3,684 | 2,993 | 2,559 | 3,599 | 2,329 | 2,392 | 1,608 | 511 | 0 |
| Kavango West | Total | 48,211 | 3,167 | 6,185 | 5,489 | 5,233 | 5,430 | 4,517 | 3,886 | 3,518 | 3,667 | 2,501 | 2,885 | 1,404 | 329 | 0 |
| | Female | 23,556 | 1,629 | 2,889 | 2,583 | 2,472 | 2,489 | 2,206 | 1,972 | 1,781 | 1,879 | 1,273 | 1,505 | 739 | 139 | 0 |
| | Male | 24,655 | 1,538 | 3,296 | 2,906 | 2,761 | 2,941 | 2,311 | 1,914 | 1,737 | 1,788 | 1,228 | 1,380 | 665 | 190 | 0 |
| Khomas | Total | 103,511 | 6,457 | 10,685 | 9,998 | 9,760 | 9,451 | 8,987 | 8,574 | 7,881 | 9,550 | 7,084 | 7,075 | 6,232 | 1,769 | 8 |
| | Female | 53,499 | 3,276 | 5,437 | 4,922 | 4,995 | 4,747 | 4,619 | 4,413 | 4,083 | 4,868 | 3,798 | 3,907 | 3,386 | 1,043 | 5 |
| | Male | 50,012 | 3,181 | 5,248 | 5,076 | 4,765 | 4,704 | 4,368 | 4,161 | 3,798 | 4,682 | 3,286 | 3,168 | 2,846 | 726 | 3 |
| Kunene | Total | 32,945 | 1,998 | 4,401 | 3,529 | 3,388 | 3,431 | 2,998 | 2,721 | 2,511 | 2,688 | 2,135 | 1,786 | 1,193 | 166 | 0 |
| | Female | 16,553 | 1,046 | 2,176 | 1,795 | 1,754 | 1,687 | 1,505 | 1,401 | 1,214 | 1,350 | 1,075 | 876 | 596 | 78 | 0 |
| | Male | 16,392 | 952 | 2,225 | 1,734 | 1,634 | 1,744 | 1,493 | 1,320 | 1,297 | 1,338 | 1,060 | 910 | 597 | 88 | 0 |
| Ohangwena | Total | 124,162 | 7,513 | 15,205 | 12,946 | 12,346 | 13,218 | 11,539 | 10,556 | 9,327 | 10,142 | 7,742 | 7,126 | 5,188 | 1,314 | 0 |
| | Female | 61,697 | 3,829 | 7,136 | 6,287 | 6,019 | 6,260 | 5,726 | 5,300 | 4,749 | 5,113 | 4,060 | 3,696 | 2,787 | 735 | 0 |
| | Male | 62,465 | 3,684 | 8,069 | 6,659 | 6,327 | 6,958 | 5,813 | 5,256 | 4,578 | 5,029 | 3,682 | 3,430 | 2,401 | 579 | 0 |

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 | Grade 13 |
| Omaheke | Total | 27,571 | 1,764 | 3,519 | 3,010 | 2,739 | 3,007 | 2,449 | 2,144 | 1,941 | 2,385 | 1,743 | 1,535 | 1,175 | 160 | 0 |
| | Female | 13,725 | 859 | 1,723 | 1,456 | 1,319 | 1,433 | 1,223 | 1,094 | 953 | 1,193 | 865 | 868 | 638 | 101 | 0 |
| | Male | 13,846 | 905 | 1,796 | 1,554 | 1,420 | 1,574 | 1,226 | 1,050 | 988 | 1,192 | 878 | 667 | 537 | 59 | 0 |
| Omusati | Total | 111,203 | 6,564 | 13,813 | 11,465 | 10,840 | 11,812 | 10,109 | 9,443 | 8,421 | 9,168 | 7,083 | 5,981 | 5,148 | 1,356 | 0 |
| | Female | 55,596 | 3,305 | 6,625 | 5,643 | 5,289 | 5,658 | 4,982 | 4,735 | 4,097 | 4,720 | 3,694 | 3,194 | 2,849 | 805 | 0 |
| | Male | 55,607 | 3,259 | 7,188 | 5,822 | 5,551 | 6,154 | 5,127 | 4,708 | 4,324 | 4,448 | 3,389 | 2,787 | 2,299 | 551 | 0 |
| Oshana | Total | 62,808 | 4,402 | 7,127 | 6,368 | 6,032 | 6,192 | 5,760 | 5,060 | 4,650 | 5,239 | 3,817 | 3,861 | 3,277 | 1,023 | 0 |
| | Female | 31,899 | 2,230 | 3,457 | 3,121 | 2,967 | 3,033 | 2,893 | 2,596 | 2,430 | 2,630 | 1,917 | 2,120 | 1,849 | 656 | 0 |
| | Male | 30,909 | 2,172 | 3,670 | 3,247 | 3,065 | 3,159 | 2,867 | 2,464 | 2,220 | 2,609 | 1,900 | 1,741 | 1,428 | 367 | 0 |
| Oshikoto | Total | 80,368 | 5,779 | 9,188 | 8,038 | 7,476 | 8,443 | 7,163 | 6,612 | 5,965 | 6,590 | 4,973 | 4,968 | 4,042 | 1,131 | 0 |
| | Female | 39,694 | 2,877 | 4,367 | 3,846 | 3,650 | 3,967 | 3,526 | 3,243 | 2,951 | 3,270 | 2,590 | 2,583 | 2,128 | 696 | 0 |
| | Male | 40,674 | 2,902 | 4,821 | 4,192 | 3,826 | 4,476 | 3,637 | 3,369 | 3,014 | 3,320 | 2,383 | 2,385 | 1,914 | 435 | 0 |
| Otjozondjupa | Total | 55,856 | 3,426 | 6,697 | 5,942 | 5,712 | 5,731 | 5,315 | 4,664 | 4,143 | 5,045 | 3,583 | 3,054 | 2,156 | 388 | 0 |
| | Female | 28,404 | 1,718 | 3,264 | 2,933 | 2,852 | 2,831 | 2,654 | 2,405 | 2,083 | 2,585 | 1,964 | 1,656 | 1,228 | 231 | 0 |
| | Male | 27,452 | 1,708 | 3,433 | 3,009 | 2,860 | 2,900 | 2,661 | 2,259 | 2,060 | 2,460 | 1,619 | 1,398 | 928 | 157 | 0 |
| Zambezi | Total | 43,812 | 3,460 | 4,862 | 4,233 | 3,954 | 4,246 | 3,793 | 3,448 | 3,098 | 3,599 | 2,754 | 3,381 | 2,490 | 494 | 0 |
| | Female | 21,441 | 1,714 | 2,338 | 2,034 | 1,940 | 1,976 | 1,839 | 1,702 | 1,500 | 1,752 | 1,363 | 1,740 | 1,288 | 255 | 0 |
| | Male | 22,371 | 1,746 | 2,524 | 2,199 | 2,014 | 2,270 | 1,954 | 1,746 | 1,598 | 1,847 | 1,391 | 1,641 | 1,202 | 239 | 0 |

The enrolment figures for female and male learners from Pre-Primary to Grade 13 are presented in **Table 11**.

Figure 11 provides a graphical representation of this data. Consistent with previous tables, enrolment peaks at the Junior Primary level and declines as learners progress through higher phases. Related indicators, the percentage of female learners and average class size, are reported for the school phases in **Tables 8** and **10** respectively. T

otal enrolments per phase are tabulated in **Table 7**. The sharp decrease in enrolment between Grade 10 and 11 may be pointing to high drop-out rates in those grades. In addition, the enrolment gap between Grade 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 few learners met the requirements to progress to Advanced Subsidiary (AS) level (Grade 12).

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

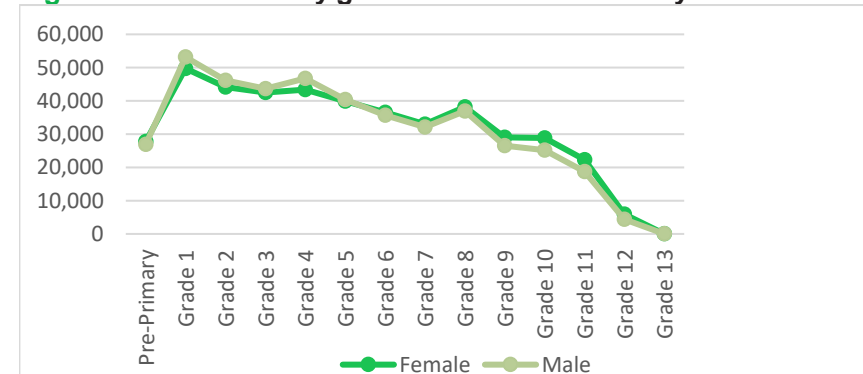


Table 12: Enrolments and classgroups in “Other” grades

| Region | Indicator | Total (Other) | Basic Pre-Voc Skill Yr.1 | Basic Pre-Voc. Skill Yr.2 | Advanced Vocational (NTA Level) | Learning Support Gr.1 | Learning Support Gr. 2 | Learning Support Gr.3 | Learning Support Gr.4 | Learning Support Gr.5 | Learning Support Gr.6 | Learning Support Gr.7 | Learning Support Gr.8 | Orientation | Beginners | Junior Phase | Senior Phase | Basic Skills Phase | Autism |
|--------------|--------------------|---------------|--------------------------|---------------------------|---------------------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|-----------|--------------|--------------|--------------------|--------|
| National | Enrolment | 2,746 | 555 | 357 | 106 | 255 | 194 | 199 | 103 | 105 | 57 | 101 | 59 | 48 | 131 | 124 | 128 | 151 | 73 |
| | Female enrolment | 1,090 | 172 | 114 | 88 | 105 | 72 | 67 | 36 | 25 | 36 | 64 | 59 | 24 | 55 | 48 | 45 | 62 | 18 |
| | Male enrolment | 1,656 | 383 | 243 | 18 | 150 | 122 | 132 | 67 | 80 | 21 | 37 | - | 24 | 76 | 76 | 83 | 89 | 55 |
| | % female | 39.7% | 31% | 31.9% | 83% | 41.2% | 37.1% | 33.7% | 35% | 23.8% | 63.2% | 63.4% | 100% | 50% | 42% | 38.7% | 35.2% | 41.1% | 24.7% |
| | Classgroups | 296 | 30 | 25 | 10 | 35 | 31 | 31 | 22 | 14 | 9 | 10 | 4 | 7 | 12 | 13 | 13 | 19 | 11 |
| | Average class size | 9 | 19 | 14 | 11 | 7 | 6 | 6 | 5 | 8 | 6 | - | - | 27 | 11 | 10 | 10 | 8 | 7 |
| Kharas | Enrolment | 37 | - | - | - | 15 | 4 | 3 | 5 | 1 | - | - | - | 9 | - | - | - | - | - |
| | Female enrolment | 11 | - | - | - | 4 | 3 | 1 | - | - | - | - | - | 3 | - | - | - | - | - |
| | Male enrolment | 26 | - | - | - | 11 | 1 | 2 | 5 | 1 | - | - | - | 6 | - | - | - | - | - |
| | % female | 29.7% | - | - | - | 26.7% | 75.0% | 33.3% | - | - | - | - | - | 33.3% | - | - | - | - | - |
| | Classgroups | 9 | - | - | - | 3 | 1 | 1 | 2 | 1 | - | - | - | 1 | - | - | - | - | - |
| | Average class size | 4 | - | - | - | 5 | 4 | 3 | 3 | 1 | - | - | - | 9 | - | - | - | - | - |
| Erongo | Enrolment | 308 | 37 | 36 | - | 66 | 30 | 21 | 25 | 21 | 13 | 13 | - | 1 | 4 | 2 | 4 | - | 35 |
| | Female enrolment | 97 | 14 | 8 | - | 21 | 11 | 7 | 11 | 4 | 2 | 5 | - | 1 | 2 | 1 | 2 | - | 8 |
| | Male enrolment | 211 | 23 | 28 | - | 45 | 19 | 14 | 14 | 17 | 11 | 8 | - | - | 2 | 1 | 2 | - | 27 |
| | % female | 31.5% | 37.8% | 22.2% | - | 31.8% | 36.7% | 33.3% | 44.0 % | 19.0% | 15.4% | 38.5% | - | 100.0% | 50.0% | 50.0% | 50.0% | - | 22.9% |
| | Classgroups | 53 | 2 | 2 | - | 9 | 9 | 8 | 6 | 4 | 2 | 2 | - | 1 | 1 | 1 | 1 | - | 5 |
| | Average class size | 6 | 19 | 18 | - | 7 | 3 | 3 | 4 | 5 | 7 | 7 | - | 1 | 4 | 2 | 4 | - | 7 |
| Hardap | Enrolment | 232 | 85 | - | - | 41 | 55 | 26 | - | - | - | - | - | - | 14 | - | 10 | - | 1 |
| | Female enrolment | 84 | 23 | - | - | 16 | 25 | 8 | - | - | - | - | - | - | 9 | - | 2 | - | 1 |
| | Male enrolment | 148 | 62 | - | - | 25 | 30 | 18 | - | - | - | - | - | - | 5 | - | 8 | - | - |
| | % female | 36.2% | 27.1% | - | - | 39.0% | 45.5% | 30.8% | - | - | - | - | - | - | 64.3% | - | 20.0% | - | 100.0% |
| | Classgroups | 22 | 5 | - | - | 6 | 5 | 3 | - | - | - | - | - | - | 1 | - | 1 | - | 1 |
| | Average class size | 11 | 17 | - | - | 7 | 11 | 9 | - | - | - | - | - | - | 14 | - | 10 | - | 1 |
| Kavango East | Enrolment | 162 | 38 | 14 | - | 24 | 7 | 8 | 7 | 4 | 3 | 6 | - | - | 12 | 14 | 25 | - | - |
| | Female enrolment | 65 | 8 | 6 | - | 11 | 2 | 4 | 3 | 3 | 2 | 5 | - | - | 6 | 7 | 8 | - | - |
| | Male enrolment | 97 | 30 | 8 | - | 13 | 5 | 4 | 4 | 1 | 1 | 1 | - | - | 6 | 7 | 17 | - | - |
| | % female | 40.1% | 21.1% | 42.9% | - | 45.8% | 28.6% | 50.0% | 42.9 % | 75.0% | 66.7% | 83.3% | - | - | 50.0% | 50.0% | 32.0% | - | - |
| | Classgroups | 15 | 2 | 2 | - | 2 | 1 | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 1 | 1 | - | - |
| | Average class size | 11 | 19 | 7 | - | 12 | 7 | 8 | 7 | 4 | 3 | 6 | - | - | 12 | 14 | 25 | - | - |
| Kavango West | Enrolment | 151 | 56 | 69 | - | - | - | - | - | - | - | - | - | - | 26 | - | - | - | - |
| | Female enrolment | 33 | 12 | 11 | - | - | - | - | - | - | - | - | - | - | 10 | - | - | - | - |
| | Male enrolment | 118 | 44 | 58 | - | - | - | - | - | - | - | - | - | - | 16 | - | - | - | - |
| | % female | 21.9% | 21.4% | 15.9% | - | - | - | - | - | - | - | - | - | - | 38.5% | - | - | - | - |
| | Classgroups | 4 | 1 | 2 | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| | Average class size | 38 | 56 | 35 | - | - | - | - | - | - | - | - | - | - | 26 | - | - | - | - |
| Khomas | Enrolment | 1,312 | 157 | 145 | 71 | 80 | 70 | 82 | 48 | 78 | 37 | 81 | 59 | 28 | 55 | 90 | 68 | 151 | 12 |
| | Female enrolment | 615 | 57 | 69 | 71 | 40 | 22 | 24 | 16 | 18 | 31 | 53 | 59 | 13 | 24 | 29 | 23 | 62 | 4 |
| | Male enrolment | 697 | 100 | 76 | - | 40 | 48 | 58 | 32 | 60 | 6 | 28 | - | 15 | 31 | 61 | 45 | 89 | 8 |
| | % female | 46.9% | 36.3% | 47.6% | 100.0% | 50.0% | 31.4% | 29.3% | 33.3 % | 23.1% | 83.8% | 65.4% | 100.0% | 46.4% | 43.6% | 32.2% | 33.8% | 41.1% | 33.3% |
| | Classgroups | 136 | 9 | 13 | 7 | 10 | 9 | 10 | 8 | 7 | 5 | 6 | 4 | 4 | 6 | 9 | 8 | 19 | 2 |
| | Average class size | 10 | 17 | 11 | 10 | 8 | 8 | 8 | 6 | 11 | 7 | 14 | 15 | 7 | 9 | 10 | 9 | 8 | 6 |
| Kunene | Enrolment | 43 | 43 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 18 | 18 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 25 | 25 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 41.9% | 41.9% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 3 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 14 | 14 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Table 12 continued

| Region | Indicator | Total (Other) | Basic Pre-Voc. Skill Yr.1 | Basic Pre-Voc. Skill Yr.2 | Advanced Vocational (NTA Level) | Learning Support Gr.1 | Learning Support Gr. 2 | Learning Support Gr.3 | Learning Support Gr.4 | Learning Support Gr.5 | Learning Support Gr.6 | Learning Support Gr.7 | Learning Support Gr.8 | Orientation | Beginners | Junior Phase | Senior Phase | Basic Skills Phase | Autism |
|--------------|--------------------|---------------|---------------------------|---------------------------|---------------------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|-----------|--------------|--------------|--------------------|--------|
| Ohangwena | Enrolment | | | | | | | | | | | | | | | | | | |
| | Female enrolment | 42 | 12 | 2 | - | 7 | 6 | - | - | - | - | - | - | - | 8 | 7 | - | - | - |
| | Male enrolment | 17 | 3 | 1 | - | 3 | 4 | - | - | - | - | - | - | - | 2 | 4 | - | - | - |
| | % female | 25 | 9 | 1 | - | 4 | 2 | - | - | - | - | - | - | - | 6 | 3 | - | - | - |
| | Classgroups | 40.5% | 25.0% | 50% | - | 42.9% | 66.7% | - | - | - | - | - | - | - | 25% | 57.1% | - | - | - |
| | Average class size | 6 | 1 | 1 | - | 1 | 1 | - | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Omaheke | Enrolment | 7 | 12 | 2 | - | 7 | 6 | - | - | - | - | - | - | - | 8 | 7 | - | - | - |
| | Female enrolment | 13 | - | - | - | - | - | 7 | 6 | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 4 | - | - | - | - | - | 3 | 1 | - | - | - | - | - | - | - | - | - | - |
| | % female | 9 | - | - | - | - | - | 4 | 5 | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 30.8% | - | - | - | - | - | 42.9% | 16.7% | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 2 | - | - | - | - | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - |
| Omusati | Enrolment | - | - | - | - | - | - | 7 | 6 | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 171 | 58 | 66 | 35 | - | - | 12 | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 54 | 17 | 15 | 17 | - | - | 5 | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 117 | 41 | 51 | 18 | - | - | 7 | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 31.6% | 29.3% | 22.7% | 48.6% | - | - | 41.7% | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 9 | 2 | 3 | 3 | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Oshana | Enrolment | 19 | 29 | 22 | 12 | - | - | 12 | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 117 | 13 | 11 | - | 13 | 3 | - | 6 | - | - | - | - | 10 | 12 | 11 | 21 | - | 17 |
| | Male enrolment | 44 | 5 | 1 | - | 6 | - | - | 3 | - | - | - | - | 7 | 2 | 7 | 10 | - | 3 |
| | % female | 73 | 8 | 10 | - | 7 | 3 | - | 3 | - | - | - | - | 3 | 10 | 4 | 11 | - | 14 |
| | Classgroups | 37.6% | 38.5% | 9.1% | - | 46.2% | - | - | 50% | - | - | - | - | 70% | 16.7% | 63.6% | 47.6% | - | 17.6% |
| | Average class size | 15 | 3 | 1 | - | 2 | 1 | - | 1 | - | - | - | - | 1 | 1 | 1 | 2 | - | 2 |
| Oshikoto | Enrolment | 8 | 4 | 11 | - | 7 | 3 | - | 6 | - | - | - | - | 10 | 12 | 11 | 11 | - | 9 |
| | Female enrolment | 4 | - | - | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - |
| | Male enrolment | 2 | - | - | - | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| | % female | 2 | - | - | - | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - |
| | Classgroups | 50% | - | - | - | - | - | 50% | - | - | - | - | - | - | - | - | - | - | - |
| | Average class size | 1 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Otjozondjupa | Enrolment | - | - | - | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - |
| | Female enrolment | 109 | 27 | 14 | - | 4 | 17 | 35 | 2 | 1 | - | 1 | - | - | - | - | - | - | 8 |
| | Male enrolment | 36 | 11 | 3 | - | 2 | 3 | 13 | 1 | - | - | 1 | - | - | - | - | - | - | 2 |
| | % female | 73 | 16 | 11 | - | 2 | 14 | 22 | 1 | 1 | - | - | - | - | - | - | - | - | 6 |
| | Classgroups | 33% | 40.7% | 21.4% | - | 50% | 17.6% | 37.1% | 50% | - | - | 100% | - | - | - | - | - | - | 25% |
| | Average class size | 15 | 1 | 1 | - | 1 | 3 | 4 | 2 | 1 | - | 1 | - | - | - | - | - | - | 1 |
| Zambezi | Enrolment | 7 | 27 | 14 | - | 4 | 6 | 9 | 1 | 1 | - | 1 | - | - | - | - | - | - | 8 |
| | Female enrolment | 45 | 29 | - | - | 5 | 2 | 1 | 4 | - | 4 | - | - | - | - | - | - | - | - |
| | Male enrolment | 10 | 4 | - | - | 2 | 2 | - | 1 | - | 1 | - | - | - | - | - | - | - | - |
| | % female | 35 | 25 | - | - | 3 | - | 1 | 3 | - | 3 | - | - | - | - | - | - | - | - |
| | Classgroups | 22.2% | 13.8% | - | - | 40% | 100% | - | 25% | - | 25% | - | - | - | - | - | - | - | - |
| | Average class size | 6 | 1 | - | - | 1 | 1 | 1 | 1 | - | 1 | - | - | - | - | - | - | - | - |

Table 12 shows enrolment and class group data for various special grades ("Other"). Enrolment figures are categorized by gender and cover phases such as Basic Pre-Vocational Skills, Learning Support, and Orientation phases. The total enrolment indicates a higher proportion of male learners compared to females across most categories. Certain phases such as Learning Support Grade 8 show balanced enrolment, while others exhibit gender disparities. Enrolment in pre-vocational subjects at school level is still extremely poor. If the vision of creating a knowledge-based society through diversified vocational training is to be realized, then considerable attention and action must be accorded to increasing learner enrolment in those subjects.

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 | Total | 880,821 | 641,993 | 334,209 | 307,784 | 236,082 | 130,649 | 105,433 | 2,746 | 1,018 | 1,728 |
| | State | 820,979 | 594,251 | 305,890 | 288,361 | 224,144 | 124,860 | 99,284 | 2,584 | 1,018 | 1,566 |
| | Private | 59,842 | 47,742 | 28,319 | 19,423 | 11,938 | 5,789 | 6,149 | 162 | - | 162 |
| Karas | Total | 25,711 | 18,901 | 9,849 | 9,052 | 6,773 | 3,794 | 2,979 | 37 | - | 37 |
| | State | 22,750 | 16,074 | 8,369 | 7,705 | 6,642 | 3,726 | 2,916 | 34 | - | 34 |
| | Private | 2,961 | 2,827 | 1,480 | 1,347 | 131 | 68 | 63 | 3 | - | 3 |
| Erongo | Total | 55,441 | 38,819 | 19,510 | 19,309 | 16,314 | 8,882 | 7,432 | 308 | 73 | 235 |
| | State | 49,080 | 34,179 | 16,825 | 17,354 | 14,674 | 8,095 | 6,579 | 227 | 73 | 154 |
| | Private | 6,361 | 4,640 | 2,685 | 1,955 | 1,640 | 787 | 853 | 81 | - | 81 |
| Hardap | Total | 29,502 | 21,659 | 11,135 | 10,524 | 7,611 | 4,396 | 3,215 | 232 | 85 | 147 |
| | State | 28,912 | 21,206 | 10,830 | 10,376 | 7,474 | 4,329 | 3,145 | 232 | 85 | 147 |
| | Private | 590 | 453 | 305 | 148 | 137 | 67 | 70 | - | - | - |
| Kavango East | Total | 77,713 | 55,750 | 29,005 | 26,745 | 21,801 | 12,089 | 9,712 | 162 | 52 | 110 |
| | State | 74,300 | 52,984 | 27,014 | 25,970 | 21,154 | 11,770 | 9,384 | 162 | 52 | 110 |
| | Private | 3,413 | 2,766 | 1,991 | 775 | 647 | 319 | 328 | - | - | - |
| Kavango West | Total | 48,362 | 37,425 | 20,074 | 17,351 | 10,786 | 6,168 | 4,618 | 151 | 125 | 26 |
| | State | 47,012 | 36,436 | 19,464 | 16,972 | 10,425 | 5,995 | 4,430 | 151 | 125 | 26 |
| | Private | 1,350 | 989 | 610 | 379 | 361 | 173 | 188 | - | - | - |
| Khomas | Total | 104,823 | 71,793 | 36,900 | 34,893 | 31,718 | 16,634 | 15,084 | 1,312 | 373 | 939 |
| | State | 88,601 | 59,958 | 30,199 | 29,759 | 27,355 | 14,636 | 12,719 | 1,288 | 373 | 915 |
| | Private | 16,222 | 11,835 | 6,701 | 5,134 | 4,363 | 1,998 | 2,365 | 24 | - | 24 |
| Kunene | Total | 32,988 | 24,977 | 13,316 | 11,661 | 7,968 | 4,823 | 3,145 | 43 | 43 | - |
| | State | 31,961 | 24,029 | 12,750 | 11,279 | 7,889 | 4,789 | 3,100 | 43 | 43 | - |
| | Private | 1,027 | 948 | 566 | 382 | 79 | 34 | 45 | - | - | - |
| Ohangwena | Total | 124,204 | 92,650 | 48,010 | 44,640 | 31,512 | 17,884 | 13,628 | 42 | 14 | 28 |
| | State | 118,591 | 87,485 | 44,911 | 42,574 | 31,079 | 17,668 | 13,411 | 27 | 14 | 13 |
| | Private | 5,613 | 5,165 | 3,099 | 2,066 | 433 | 216 | 217 | 15 | - | 15 |
| Omaheke | Total | 27,584 | 20,573 | 11,032 | 9,541 | 6,998 | 4,128 | 2,870 | 13 | - | 13 |
| | State | 24,956 | 18,467 | 9,775 | 8,692 | 6,476 | 3,780 | 2,696 | 13 | - | 13 |
| | Private | 2,628 | 2,106 | 1,257 | 849 | 522 | 348 | 174 | - | - | - |

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 | 111,374 | 82,467 | 42,682 | 39,785 | 28,736 | 16,251 | 12,485 | 171 | 159 | 12 |
| | State | 106,884 | 78,640 | 40,245 | 38,395 | 28,073 | 15,833 | 12,240 | 171 | 159 | 12 |
| | Private | 4,490 | 3,827 | 2,437 | 1,390 | 663 | 418 | 245 | - | - | - |
| Oshana | Total | 62,925 | 45,591 | 23,929 | 21,662 | 17,217 | 9,056 | 8,161 | 117 | 24 | 93 |
| | State | 57,552 | 40,852 | 21,008 | 19,844 | 16,600 | 8,752 | 7,848 | 100 | 24 | 76 |
| | Private | 5,373 | 4,739 | 2,921 | 1,818 | 617 | 304 | 313 | 17 | - | 17 |
| Oshikoto | Total | 80,372 | 58,664 | 30,481 | 28,183 | 21,704 | 11,563 | 10,141 | 4 | - | 4 |
| | State | 74,749 | 54,184 | 27,957 | 26,227 | 20,561 | 11,045 | 9,516 | 4 | - | 4 |
| | Private | 5,623 | 4,480 | 2,524 | 1,956 | 1,143 | 518 | 625 | - | - | - |
| Otjozondjupa | Total | 55,965 | 41,630 | 21,777 | 19,853 | 14,226 | 8,628 | 5,598 | 109 | 41 | 68 |
| | State | 53,645 | 39,664 | 20,649 | 19,015 | 13,894 | 8,464 | 5,430 | 87 | 41 | 46 |
| | Private | 2,320 | 1,966 | 1,128 | 838 | 332 | 164 | 168 | 22 | - | 22 |
| Zambezi | Total | 43,857 | 31,094 | 16,509 | 14,585 | 12,718 | 6,353 | 6,365 | 45 | 29 | 16 |
| | State | 41,986 | 30,093 | 15,894 | 14,199 | 11,848 | 5,978 | 5,870 | 45 | 29 | 16 |
| | Private | 1,871 | 1,001 | 615 | 386 | 870 | 375 | 495 | - | - | - |

Table 13 and **Figure 13a** show that the vast majority of Namibian learners attend public schools. Nationally, only 6.8% of all learners were enrolled in private schools in the year under review.

More than 10% of the learners in **||Kharas, Erongo and Khomas** attended private schools in 2024. Khomas had the highest percentage of learners enrolled in private schools (15.5%), while Hardap had the lowest percentage (2.0%).

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

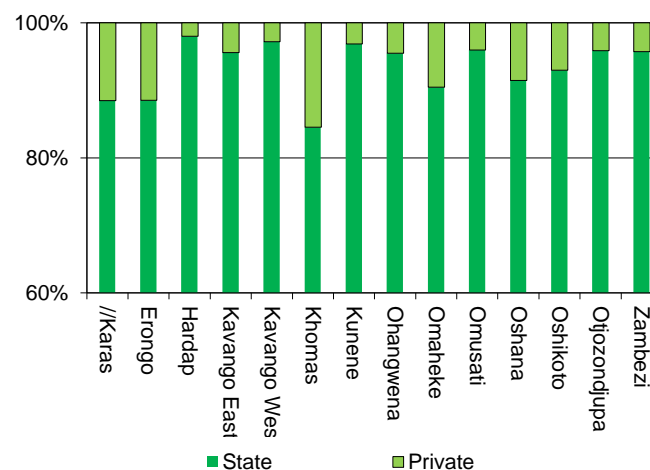


Figure 13b: Percentage of all learners in state and private schools in each school phase

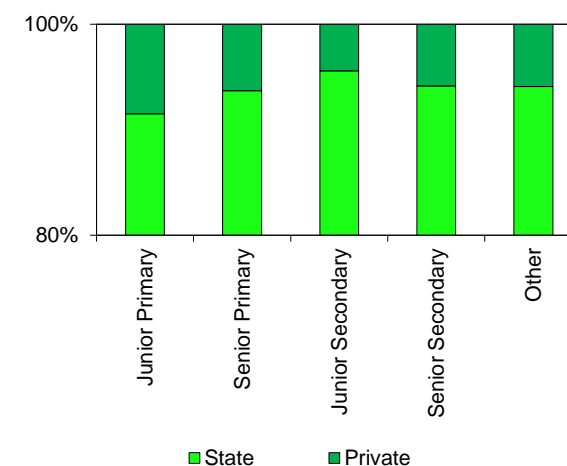


Table 14: Enrolments in Primary and Junior Secondary subjects

| 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 |
| Afrikaans 1st or Home Language | 422 | 15 | 130 | 129 | 148 | 16369 | 4796 | 4113 | 3892 | 3568 |
| Afrikaans 2nd Language | 2461 | 0 | 847 | 706 | 908 | 53082 | 14730 | 13967 | 12769 | 11616 |
| Arts (non-pr.) | 10126 | 169 | 3619 | 2942 | 3396 | 144371 | 47094 | 36308 | 32187 | 28782 |
| Biology | 0 | 0 | 0 | 0 | 0 | 193 | 0 | 0 | 0 | 193 |
| Braille | 0 | 0 | 0 | 0 | 0 | 27 | 14 | 4 | 0 | 9 |
| Chemistry | 0 | 0 | 0 | 0 | 0 | 126 | 0 | 0 | 65 | 61 |
| Computer Literacy | 16 | 0 | 4 | 6 | 6 | 3935 | 995 | 1201 | 874 | 865 |
| Computer Studies | 0 | 0 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 23 |
| Craft & Technology | 0 | 0 | 0 | 0 | 0 | 2719 | 58 | 918 | 987 | 756 |
| Design and Technology | 0 | 0 | 0 | 0 | 0 | 20679 | 0 | 7048 | 6919 | 6712 |
| Elementary Agriculture | 0 | 0 | 0 | 0 | 0 | 161464 | 0 | 60320 | 53784 | 47360 |
| English 1st Language | 2047 | 47 | 649 | 693 | 658 | 19195 | 5152 | 5188 | 4549 | 4306 |
| English 2nd Language | 10815 | 0 | 3873 | 3062 | 3880 | 286478 | 84378 | 74597 | 67056 | 60447 |
| Entrepreneurship | 0 | 0 | 0 | 0 | 0 | 74 | 0 | 0 | 0 | 74 |
| Environmental Studies | 12314 | 0 | 4379 | 3454 | 4481 | 64 | 64 | 0 | 0 | 0 |
| French Foreign Language | 0 | 0 | 0 | 0 | 0 | 955 | 198 | 210 | 268 | 279 |
| General Science | 0 | 0 | 0 | 0 | 0 | 329 | 63 | 63 | 111 | 92 |
| Geography | 0 | 0 | 0 | 0 | 0 | 234 | 0 | 0 | 0 | 234 |
| German 1st or Home Language | 36 | 0 | 11 | 17 | 8 | 486 | 146 | 115 | 122 | 103 |
| German Third or Foreign Language | 17 | 0 | 8 | 4 | 5 | 1536 | 279 | 458 | 409 | 390 |
| Grade 1 class teaching | 98572 | 0 | 98572 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 class teaching | 86952 | 0 | 0 | 86952 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 3 class teaching | 81867 | 0 | 0 | 0 | 81867 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 class teaching | 0 | 0 | 0 | 0 | 0 | 389 | 389 | 0 | 0 | 0 |
| Grade 5 class teaching | 0 | 0 | 0 | 0 | 0 | 188 | 0 | 188 | 0 | 0 |
| Grade 6 class teaching | 0 | 0 | 0 | 0 | 0 | 262 | 0 | 0 | 262 | 0 |
| Grade 7 class teaching | 0 | 0 | 0 | 0 | 0 | 126 | 0 | 0 | 0 | 126 |
| Handicraft/Art | 0 | 0 | 0 | 0 | 0 | 588 | 115 | 182 | 140 | 151 |
| Handwriting | 49 | 0 | 18 | 23 | 8 | 235 | 235 | 0 | 0 | 0 |
| History | 0 | 0 | 0 | 0 | 0 | 185 | 0 | 0 | 0 | 185 |
| History & Geography | 0 | 0 | 0 | 0 | 0 | 270 | 3 | 120 | 127 | 20 |
| Home Ecology | 0 | 0 | 0 | 0 | 0 | 27706 | 0 | 9571 | 9113 | 9022 |
| ICT | 120 | 0 | 12 | 55 | 53 | 136640 | 41567 | 34664 | 31441 | 28968 |
| Individual Learning | 0 | 0 | 0 | 0 | 0 | 19 | 8 | 3 | 4 | 4 |
| Khoekhoegowab | 459 | 0 | 87 | 88 | 284 | 18913 | 5753 | 5065 | 4314 | 3781 |
| Life Skills | 0 | 0 | 0 | 0 | 0 | 201250 | 71836 | 47635 | 43114 | 38665 |
| Literature (English) | 0 | 0 | 0 | 0 | 0 | 108 | 59 | 17 | 20 | 12 |
| Mathematics | 12534 | 0 | 4380 | 3574 | 4580 | 304515 | 89290 | 79272 | 71559 | 64394 |
| Namibian Sign Language | 0 | 0 | 0 | 0 | 0 | 180 | 77 | 36 | 34 | 33 |
| Natural Science and Health Education | 0 | 0 | 0 | 0 | 0 | 302523 | 89367 | 78451 | 70900 | 63805 |
| Oshikwanyama | 3354 | 113 | 1323 | 889 | 1029 | 59227 | 17467 | 15320 | 13976 | 12464 |
| Oshindonga | 4207 | 36 | 1357 | 1277 | 1537 | 78127 | 22903 | 20084 | 18574 | 16566 |
| Otjiherero | 1334 | 51 | 503 | 333 | 447 | 19508 | 5946 | 5055 | 4449 | 4058 |
| Performing Art | 0 | 0 | 0 | 0 | 0 | 98 | 26 | 0 | 21 | 51 |

| Subject | Junior Secondary | | |
|--------------------------------------|------------------|---------|---------|
| | Junior Secondary | Grade 8 | Grade 9 |
| Accounting | 32655 | 18129 | 14526 |
| Afrikaans 1st or Home Language | 5142 | 2985 | 2157 |
| Afrikaans 2nd Language | 24579 | 13736 | 10843 |
| Agricultural Science | 12017 | 7035 | 4982 |
| Agriculture | 72039 | 41784 | 30255 |
| Art of Entertainment | 1269 | 657 | 612 |
| Arts (non-pr.) | 9494 | 5311 | 4183 |
| Arts appreciation | 8889 | 4777 | 4112 |
| Arts in Culture | 9795 | 5819 | 3976 |
| Biblical studies | 7 | 6 | 1 |
| Biology | 610 | 333 | 277 |
| Catering | 26 | 0 | 26 |
| Chemistry | 640 | 264 | 376 |
| Computer Literacy | 292 | 224 | 68 |
| Computer Studies | 6696 | 3617 | 3079 |
| Design and Technology | 3297 | 1936 | 1361 |
| English 1st Language | 3744 | 1950 | 1794 |
| English 2nd Language | 125952 | 72683 | 53269 |
| Entrepreneurship | 118236 | 68387 | 49849 |
| Fashion and Fabrics | 889 | 518 | 371 |
| French Foreign Language | 1002 | 588 | 414 |
| General Science | 138 | 82 | 56 |
| Geography | 128007 | 73847 | 54160 |
| German 1st or Home Language | 212 | 139 | 73 |
| German Third or Foreign Language | 3208 | 1725 | 1483 |
| Hairdressing | 3 | 0 | 3 |
| Health | 7 | 0 | 7 |
| History | 127382 | 73414 | 53968 |
| Home Ecology | 27 | 0 | 27 |
| Home Economics | 4613 | 2717 | 1896 |
| Hospitality | 1137 | 636 | 501 |
| ICT | 31362 | 17990 | 13372 |
| Integrated Performing Art | 233 | 93 | 140 |
| Keyboard and Word Processing | 97 | 51 | 46 |
| Khoekhoegowab | 6980 | 4198 | 2782 |
| Life Science | 126790 | 73110 | 53680 |
| Life Skills | 58112 | 33760 | 24352 |
| Mathematics | 128733 | 73947 | 54786 |
| Music | 130 | 101 | 29 |
| Namibian Sign Language | 77 | 49 | 28 |
| Natural Science and Health Education | 29 | 16 | 13 |
| Office Adm. & Keyboard | 2 | 0 | 2 |
| Office Practice | 2604 | 1469 | 1135 |
| Oshikwanyama | 23044 | 13160 | 9884 |

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 |
| Phys Ed & Health Aw | 4900 | 139 | 1684 | 1455 | 1622 | 73252 | 22895 | 18944 | 16626 | 14787 |
| Physical Education | 5386 | 0 | 1941 | 1460 | 1985 | 69409 | 22615 | 17211 | 15793 | 13790 |
| Physical Science | 0 | 0 | 0 | 0 | 0 | 151 | 0 | 0 | 0 | 151 |
| Pre-Primary class teaching | 54322 | 54322 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reading | 0 | 0 | 0 | 0 | 0 | 41917 | 13206 | 10413 | 9584 | 8714 |
| Religious and Moral Education | 4950 | 165 | 1670 | 1406 | 1709 | 53178 | 18747 | 12829 | 10936 | 10666 |
| Religious Education | 5754 | 45 | 2115 | 1631 | 1963 | 95268 | 29699 | 24014 | 21823 | 19732 |
| Remedial Teaching | 0 | 0 | 0 | 0 | 0 | 122 | 76 | 28 | 10 | 8 |
| Robotics | 0 | 0 | 0 | 0 | 0 | 892 | 280 | 268 | 237 | 107 |
| Rukwangali | 91 | 0 | 0 | 57 | 34 | 27896 | 8367 | 7399 | 6384 | 5746 |
| Rumanyo (Rugcirku) | 0 | 0 | 0 | 0 | 0 | 10886 | 3438 | 3004 | 2376 | 2068 |
| School Art | 69 | 0 | 0 | 47 | 22 | 666 | 179 | 149 | 161 | 177 |
| School Music | 0 | 0 | 0 | 0 | 0 | 1950 | 735 | 488 | 374 | 353 |
| Setswana | 0 | 0 | 0 | 0 | 0 | 342 | 138 | 86 | 62 | 56 |
| Silozi | 329 | 0 | 89 | 128 | 112 | 14128 | 4133 | 3677 | 3334 | 2984 |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | 1840 | 846 | 446 | 200 | 348 |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 299650 | 87982 | 78178 | 70381 | 63109 |
| Thimbukushu | 0 | 0 | 0 | 0 | 0 | 4919 | 1522 | 1278 | 1134 | 985 |
| Trade Orientation | 0 | 0 | 0 | 0 | 0 | 92 | 0 | 0 | 0 | 92 |
| 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 | 13497 | 3910 | 3470 | 3194 | 2923 |
| Social Sciences | 0 | 0 | 0 | 0 | 0 | 1630 | 652 | 415 | 304 | 259 |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 289640 | 83475 | 74623 | 68882 | 62660 |
| Thimbukushu | 0 | 0 | 0 | 0 | 0 | 4611 | 1368 | 1195 | 1063 | 985 |
| Trade Orientation | 0 | 0 | 0 | 0 | 0 | 89 | 0 | 0 | 0 | 89 |

| Subject | Junior Secondary | | |
|-------------------------------|------------------|---------|---------|
| | Junior Secondary | Grade 8 | Grade 9 |
| Oshindonga | 32793 | 18817 | 13976 |
| Otiherero | 9200 | 5163 | 4037 |
| Performing Art | 72 | 68 | 4 |
| Phys Ed & Health Aw | 1835 | 1266 | 569 |
| Physical Education | 30373 | 16958 | 13415 |
| Physical Science | 126075 | 72656 | 53419 |
| Physics | 688 | 294 | 394 |
| Portuguese | 625 | 323 | 302 |
| Reading | 7936 | 4864 | 3072 |
| Religious and Moral Education | 30801 | 17992 | 12809 |
| Robotics | 1 | 0 | 1 |
| Rukwangali | 10980 | 6664 | 4316 |
| Rumanyo (Rugcirku) | 4365 | 2647 | 1718 |
| School Art | 79 | 74 | 5 |
| School Music | 39 | 35 | 4 |
| Setswana | 226 | 122 | 104 |
| Silozi | 6128 | 3474 | 2654 |
| Social Studies | 340 | 193 | 147 |
| Technical Drawing | 1914 | 1089 | 825 |
| Technical studies | 270 | 142 | 128 |
| Technical Studies A | 949 | 545 | 404 |
| Technical Studies B | 362 | 228 | 134 |
| Technical Studies C | 134 | 64 | 70 |
| Thimbukushu | 2174 | 1284 | 890 |
| Visual Arts | 268 | 133 | 135 |
| Woodwork | 38 | 12 | 26 |

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

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

Class teaching was used in Pre-Primary through Grade 3, although it 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.

There are few other subjects that are not reported in this table, for a mere reason that there are only very few learners taking such subjects. Readers interested to get those subjects can inquire directly from EMIS Division for such information.

Table 15: Enrolments in Senior Secondary subjects

| Subject | Total | Grade 10 | Grade 11 (NSSC-O) | Grade 12 (NSSC-AS) | Grade 13 |
|--------------------------------|--------|----------|-------------------|--------------------|----------|
| Accounting | 10,765 | 5,539 | 4,241 | 985 | 0 |
| Afrikaans 1st or Home Language | 775 | 313 | 301 | 161 | 0 |
| Afrikaans 2nd Language | 20,717 | 11,324 | 8,865 | 528 | 0 |
| Agricultural Science | 10,900 | 5,538 | 4,537 | 825 | 0 |
| Agriculture | 22,561 | 12,386 | 8,808 | 1,367 | 0 |
| Art and Design | 5,055 | 2,225 | 2,753 | 77 | 0 |
| Art of Entertainment | 1,664 | 623 | 1,022 | 19 | 0 |
| Arts (non-pr.) | 2,841 | 1,655 | 1,167 | 19 | 0 |
| Arts appreciation | 2,324 | 2,324 | 0 | 0 | 0 |
| Arts in Culture | 2,398 | 2,398 | 0 | 0 | 0 |
| Biology | 63,699 | 33,338 | 24,894 | 5,451 | 16 |
| Building Studies | 155 | 91 | 64 | 0 | 0 |
| Business Economics | 2 | 2 | 0 | 0 | 0 |
| Business Studies | 9,022 | 4,413 | 3,931 | 678 | 0 |
| Catering | 36 | 17 | 0 | 19 | 0 |
| Chemistry | 39,076 | 20,307 | 15,537 | 3,217 | 15 |
| Computer Literacy | 218 | 123 | 95 | 0 | 0 |
| Computer Science | 667 | 296 | 250 | 120 | 1 |
| Computer Studies | 1,122 | 561 | 412 | 149 | 0 |
| Design and Technology | 1,134 | 598 | 377 | 159 | 0 |
| Development Studies | 20,436 | 11,005 | 9,431 | 0 | 0 |
| Economics | 10,412 | 5,453 | 4,415 | 538 | 6 |
| English 1st Language | 2,821 | 1,340 | 996 | 473 | 12 |
| English 2nd Language | 96,814 | 52,268 | 39,734 | 4,812 | 0 |

| Subject | Total | Grade 10 | Grade 11 (NSSC-O) | Grade 12 (NSSC-AS) | Grade 13 |
|----------------------------------|---------|----------|-------------------|--------------------|----------|
| Entrepreneurship | 10,082 | 5,574 | 3,805 | 703 | 0 |
| Fashion and Fabrics | 342 | 180 | 162 | 0 | 0 |
| French Foreign Language | 808 | 420 | 357 | 31 | 0 |
| Functional Maths | 66 | 31 | 19 | 16 | 0 |
| General Science | 43 | 43 | 0 | 0 | 0 |
| Geography | 35,491 | 18,891 | 14,644 | 1,949 | 7 |
| German 1st or Home Language | 250 | 78 | 77 | 95 | 0 |
| German Third or Foreign Language | 2,095 | 1,108 | 878 | 109 | 0 |
| Grand Total | 700,780 | 377,972 | 282,320 | 40,379 | 109 |
| History | 22,303 | 12,381 | 9,326 | 596 | 0 |
| Home Economics | 1,465 | 920 | 537 | 8 | 0 |
| Hospitality | 620 | 343 | 257 | 20 | 0 |
| ICT | 20,728 | 11,195 | 8,144 | 1,389 | 0 |
| Integrated Performing Art | 117 | 57 | 60 | 0 | 0 |
| Khoekhoegowab | 4,057 | 2,315 | 1,655 | 87 | 0 |
| Life Science | 57 | 57 | 0 | 0 | 0 |
| Life Skills | 35,885 | 18,868 | 13,585 | 3,432 | 0 |
| Literature (English) | 45 | 22 | 18 | 5 | 0 |
| Mathematics | 97,695 | 52,861 | 40,245 | 4,563 | 26 |
| Metal Work | 266 | 158 | 108 | 0 | 0 |
| Metalwork& Welding | 94 | 59 | 35 | 0 | 0 |
| Motor Mechanics | 368 | 228 | 140 | 0 | 0 |
| Music | 41 | 19 | 22 | 0 | 0 |
| Namibian Sign Language | 41 | 34 | 7 | 0 | 0 |

Table 15 continued

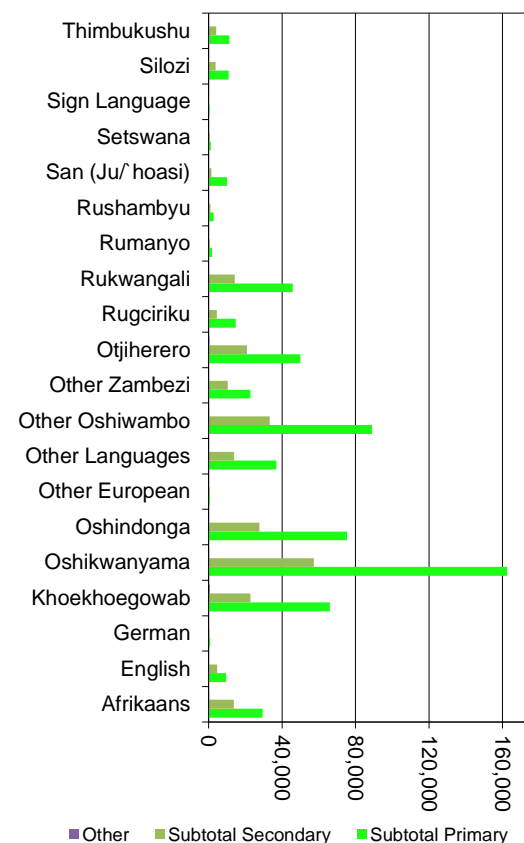
| Subject | Total | Grade 10 | Grade 11 (NSSC-O) | Grade 12 (NSSC-AS) | Grade 13 |
|-------------------------------|---------------|-----------------|--------------------------|---------------------------|-----------------|
| Office Practice | 872 | 520 | 352 | 0 | 0 |
| Oshikwanyama | 17,136 | 9,134 | 7,137 | 865 | 0 |
| Oshindonga | 24,777 | 12,989 | 10,517 | 1,271 | 0 |
| Otjiherero | 6,286 | 3,614 | 2,473 | 199 | 0 |
| Performing Art | 6 | 6 | 0 | 0 | 0 |
| Phys Ed & Health Aw | 576 | 378 | 198 | 0 | 0 |
| Physical Education | 18,412 | 10,629 | 7,443 | 340 | 0 |
| Physical Science | 886 | 528 | 244 | 106 | 8 |
| Physics | 47,455 | 24,969 | 18,618 | 3,854 | 14 |
| Portuguese | 444 | 221 | 221 | 2 | 0 |
| Reading | 3,921 | 2,438 | 1,483 | 0 | 0 |
| Religious and Moral Education | 1,903 | 1,300 | 514 | 89 | 0 |
| Rukwangali | 8,296 | 5,025 | 2,828 | 443 | 0 |
| Rumanyo (Rugciriku) | 2,908 | 1,744 | 1,012 | 152 | 0 |
| Setswana | 127 | 71 | 53 | 3 | 0 |
| Silozi | 5,948 | 3,247 | 2,389 | 312 | 0 |
| Social Studies | 86 | 59 | 12 | 15 | 0 |
| Spanish Foreign Lang | 4 | 0 | 0 | 4 | 0 |
| Technical Drawing | 80 | 39 | 28 | 13 | 0 |
| Thimbukushu | 1,641 | 872 | 707 | 62 | 0 |
| Tourism (Travel and Tourism) | 152 | 77 | 62 | 13 | 0 |
| Woodwork | 222 | 114 | 108 | 0 | 0 |

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 – 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 on NSSC-O level, while in Grade 12 all subjects are taken at NSSC-AS level.

As it is the case with Primary and Junior Secondary phases, a number of private schools offered subjects, which were not offered in state schools, or, which were offered in different grades in state schools in the Senior Secondary phase. Deviations from the Ministry's curriculum does, therefore, not necessarily indicate an error.

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 |
| National | 880,821 | 641,993 | 334,209 | 307,784 | 236,082 | 130,649 | 105,433 | 2,746 | 1,018 | 1,728 |
| Afrikaans | 43,381 | 29,393 | 14,513 | 14,880 | 13,672 | 7,356 | 6,316 | 316 | 79 | 237 |
| English | 14,377 | 9,617 | 4,896 | 4,721 | 4,671 | 2,397 | 2,274 | 89 | 7 | 82 |
| German | 1,249 | 784 | 367 | 417 | 461 | 202 | 259 | 4 | 2 | 2 |
| Khoekhoegowab | 89,494 | 66,078 | 33,812 | 32,266 | 22,796 | 13,574 | 9,222 | 620 | 217 | 403 |
| Oshikwanyama | 220,061 | 162,534 | 83,189 | 79,345 | 57,307 | 32,111 | 25,196 | 220 | 86 | 134 |
| Oshindonga | 103,243 | 75,486 | 41,735 | 33,751 | 27,630 | 14,122 | 13,508 | 127 | 24 | 103 |
| Other European | 1,238 | 581 | 248 | 333 | 657 | 340 | 317 | - | - | - |
| Other Languages | 50,922 | 36,885 | 18,367 | 18,518 | 13,970 | 8,001 | 5,969 | 67 | 23 | 44 |
| Other Oshiwambo | 122,573 | 89,053 | 45,990 | 43,063 | 33,216 | 18,178 | 15,038 | 304 | 141 | 163 |
| Other Zambezi | 33,212 | 22,811 | 11,512 | 11,299 | 10,365 | 5,427 | 4,938 | 36 | 29 | 7 |
| Otjiherero | 71,449 | 49,953 | 25,770 | 24,183 | 20,946 | 11,910 | 9,036 | 550 | 175 | 375 |
| Rugciriku | 19,289 | 14,690 | 7,813 | 6,877 | 4,572 | 2,612 | 1,960 | 27 | 17 | 10 |
| Rukwangali | 60,124 | 45,717 | 24,529 | 21,188 | 14,239 | 8,016 | 6,223 | 168 | 98 | 70 |
| Rumanyo | 2,497 | 1,918 | 1,108 | 810 | 572 | 410 | 162 | 7 | 5 | 2 |
| Rushambyu | 3,683 | 2,734 | 1,504 | 1,230 | 920 | 539 | 381 | 29 | 17 | 12 |
| San (Ju/'hoasi) | 11,484 | 9,978 | 5,874 | 4,104 | 1,482 | 1,082 | 400 | 24 | 16 | 8 |
| Setswana | 1,728 | 1,137 | 553 | 584 | 580 | 330 | 250 | 11 | 2 | 9 |
| Sign Language | 647 | 404 | 221 | 183 | 128 | 85 | 43 | 115 | 56 | 59 |
| Silozi | 14,666 | 10,919 | 6,293 | 4,626 | 3,738 | 1,644 | 2,094 | 9 | 2 | 7 |
| Thimbukushu | 15,504 | 11,321 | 5,915 | 5,406 | 4,160 | 2,313 | 1,847 | 23 | 22 | 1 |

Figure 16: Home languages of learners

Tables 16 -18 present statistics related to languages. **Table 16** reports on the learner enrolments per home language. Home language statistics were collected by grouping them in languages offered in Namibian Schools. Oshikwanyama speakers accounted for 25% as the highest spoken language by most learners in Namibia followed by Other Oshiwambo Languages. There were 445,877 Oshiwambo (which includes Oshikwanyama, Oshindonga, and Other Oshiwambo) speaking learners in total, representing 50.62% of the school population. Other home languages with high enrolment were Khoekhoegowab (10.2%), Otjiherero (8.1%), Rukwangali (6.8%) and Afrikaans (4.9%).

The remaining home languages together represented 19.4% of the total number of learners. The San speaking learners were only 1.3% of the entire learner population. This could be attributed to the fact that their population is relatively small, or most are not attending school. It should also be noted that many San learners do not speak any San (Ju/'hoasi) languages at all, and thus may not consider a San language to be their home language. Their situation requires specific attention and action by the Ministry, not only to ensure that they are not left behind, but that they also take pride of who they are. The lack of teachers in the Ju/'hoasi (San) languages might also be a factor that might have affected the learners' attendance from earlier Grades.

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 |
| Total | 1,947 | 274,867 | 101,189 | 88,800 | 84,878 | 8,291 | 7,867 | 7,973 |
| Afrikaans | 96 | 13,806 | 4,778 | 4,640 | 4,388 | 558 | 583 | 586 |
| English | 453 | 71,333 | 25,414 | 23,602 | 22,317 | 3,748 | 3,709 | 3,704 |
| German | 8 | 348 | 101 | 133 | 114 | 26 | 26 | 22 |
| Khoekhoegowab | 106 | 15,766 | 5,811 | 5,009 | 4,946 | 373 | 325 | 362 |
| Oshikwanyama | 301 | 47,421 | 17,770 | 15,076 | 14,575 | 605 | 509 | 517 |
| Oshindonga | 488 | 60,765 | 23,078 | 19,341 | 18,346 | 1,217 | 1,065 | 1,118 |
| Otjiherero | 1 | 79 | - | 36 | 43 | - | 1 | 1 |
| Rukwangali | 104 | 17,430 | 6,749 | 5,505 | 5,176 | 495 | 458 | 445 |
| Rumanyo | 182 | 24,117 | 8,618 | 7,779 | 7,720 | 657 | 642 | 660 |
| San (Ju/'hoansi) | 104 | 11,021 | 4,068 | 3,569 | 3,384 | 329 | 307 | 296 |
| Setswana | 1 | 264 | 129 | 71 | 64 | 6 | 6 | 6 |
| Sign Language | 4 | 485 | 189 | 152 | 144 | 29 | 26 | 26 |
| Silozi | 3 | 108 | 35 | 44 | 29 | 6 | 5 | 4 |
| Thimbukushu | 96 | 11,924 | 4,449 | 3,843 | 3,632 | 242 | 205 | 226 |

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

The Ministry's language policy encourages mother-tongue education in Grades 1-3 in junior primary phase, however, a different medium of instruction – typically English – can be used if parents of particular school recommend it. Oshindonga was the medium of instruction used in the greatest number of schools. Furthermore, English was the medium of instruction used in most of the classgroups, and which had the highest enrolment.

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

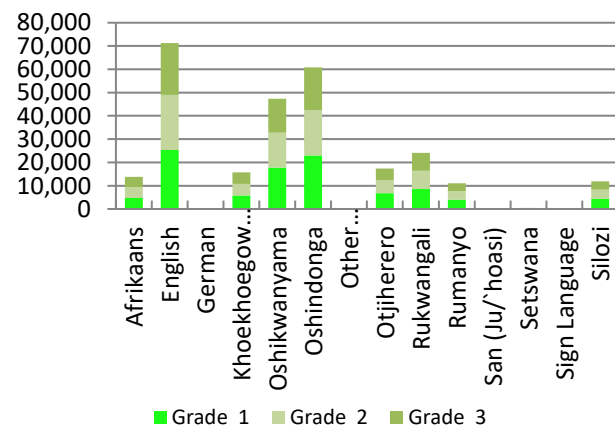


Figure 17b: Numbers of schools with different mediums of instruction in Grades 1-3

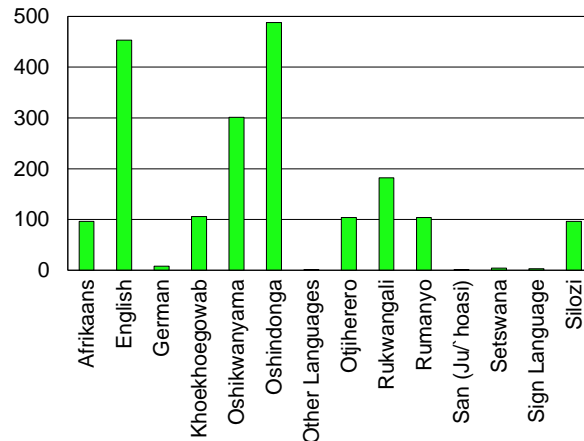


Figure 17c: Numbers of classgroups with different mediums of instruction in Grades 1-3

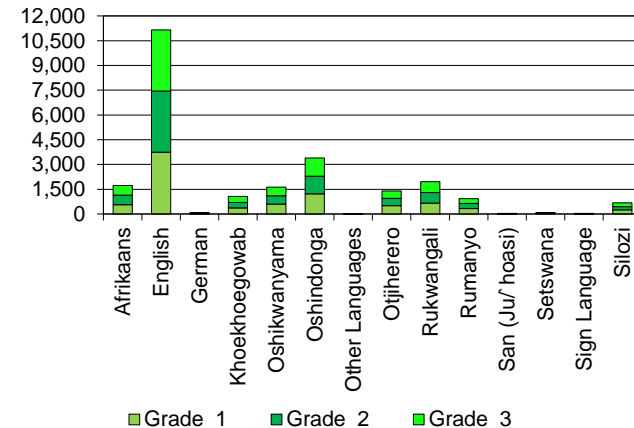


Table 18: Home languages and medium of instruction of learners in Grades 1-3

| Grade | Medium of instruction | Home language | | | | | | | | | | | | | | | | | | | | |
|---------|-----------------------|---------------|-----------|---------|--------|---------------|--------------|------------|----------------|-----------------|-----------------|---------------|------------|-----------|------------|---------|-----------|-------------------|----------|---------------|--------|-------------|
| | | Total | Afrikaans | English | German | Khoekhoegowab | Oshikwanyama | Oshindonga | Other European | Other Languages | Other Oshiwambo | Other Zambezi | Otjiherero | Rugciriku | Rukwangali | Rumanyo | Rushambyu | San (Jul' hoansi) | Setswana | Sign Language | Silozi | Thimbukushu |
| Grade 1 | Total | 102,923 | 3,960 | 1,436 | 80 | 10,355 | 25,517 | 12,842 | 51 | 5,892 | 14,787 | 3,454 | 7,897 | 2,425 | 7,602 | 339 | 497 | 2,064 | 144 | 47 | 1,676 | 1,858 |
| | Afrikaans | 4,778 | 2,315 | 88 | 2 | 1,384 | 131 | 198 | - | 30 | 324 | 19 | 137 | 15 | 95 | 2 | 1 | - | 18 | - | 16 | 3 |
| | English | 25,414 | 1,554 | 1,313 | 11 | 3,704 | 4,640 | 3,984 | 38 | 901 | 2,959 | 358 | 2,403 | 210 | 1,531 | 80 | 54 | 1,186 | 56 | 14 | 313 | 105 |
| | German | 101 | 11 | 10 | 67 | 2 | 5 | - | 2 | 4 | - | - | - | - | - | - | - | - | - | - | - | - |
| | Khoekhoegowab | 5,811 | 75 | 6 | - | 5,105 | 104 | 79 | - | 21 | 68 | 2 | 120 | 13 | 39 | - | - | 172 | 5 | - | 2 | - |
| | Oshikwanyama | 17,770 | 2 | - | - | - | 16,491 | 104 | 5 | 102 | 1,026 | 1 | 1 | - | 14 | 4 | 4 | 16 | - | - | - | - |
| | Oshindonga | 23,078 | 2 | 2 | - | 4 | 4,001 | 8,344 | 2 | 388 | 10,265 | 3 | 14 | 1 | 27 | - | 1 | 19 | - | - | 3 | 2 |
| | Otjiherero | 6,749 | 1 | 1 | - | 74 | 73 | 87 | 4 | 905 | 103 | 2 | 5,192 | 8 | 33 | 0 | 0 | 245 | 15 | - | 3 | 3 |
| | Rukwangali | 8,618 | - | 6 | - | 7 | 62 | 35 | - | 2,658 | 28 | 8 | 5 | 197 | 5,331 | 45 | 86 | 103 | - | - | 14 | 33 |
| | Rumanyo | 4,068 | - | - | - | 42 | 3 | 1 | - | 804 | 1 | 3 | 1 | 1,964 | 520 | 208 | 350 | 60 | - | 2 | 2 | 107 |
| | San (Jul'hoansi) | 129 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 129 | - | - | - | - |
| | Setswana | 189 | - | 8 | - | 31 | 1 | 2 | - | 29 | 2 | 0 | 22 | 0 | 0 | 0 | 0 | 44 | 50 | - | - | - |
| | Sign Language | 35 | - | - | - | - | 3 | 1 | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | - | - | 31 | - | - |
| | Silozi | 4,449 | - | 2 | - | 2 | 3 | 3 | - | 47 | 7 | 3,054 | 2 | 0 | 1 | 0 | 0 | 9 | - | - | 1,319 | - |
| | Thimbukushu | 1,734 | - | - | - | - | - | 4 | - | 3 | 4 | 4 | - | 17 | 11 | - | 1 | 81 | - | - | 4 | 1,605 |
| Grade 2 | Total | 90,380 | 3,854 | 1,269 | 106 | 9,139 | 22,821 | 10,996 | 113 | 5,200 | 11,996 | 2,832 | 6,929 | 2,094 | 6,861 | 325 | 435 | 1,696 | 143 | 64 | 1,783 | 1,724 |
| | Afrikaans | 4,640 | 2,357 | 79 | 3 | 1,210 | 220 | 170 | - | 39 | 263 | 10 | 145 | 12 | 80 | 2 | - | 16 | 14 | - | 11 | 9 |
| | English | 23,602 | 1,438 | 1,097 | 15 | 3,459 | 4,830 | 3,021 | 113 | 990 | 2,787 | 313 | 2,374 | 242 | 1,287 | 56 | 51 | 910 | 72 | 13 | 428 | 106 |
| | German | 133 | 17 | 18 | 88 | - | 2 | 1 | - | 4 | 3 | - | - | - | - | - | - | - | - | - | - | - |
| | Khoekhoegowab | 5,009 | 29 | 5 | - | 4,367 | 91 | 128 | - | 18 | 52 | 1 | 105 | 4 | 26 | 1 | - | 170 | 5 | 4 | 3 | - |
| | Oshikwanyama | 15,076 | - | 28 | - | 1 | 14,148 | 77 | - | 120 | 666 | - | 1 | - | 1 | - | - | 34 | - | - | - | - |
| | Oshindonga | 19,377 | 3 | 30 | - | 7 | 3,367 | 7,518 | - | 344 | 8,062 | 5 | 18 | - | 17 | 1 | - | 4 | - | - | 1 | - |
| | Otjiherero | 5,505 | 3 | 2 | - | 56 | 99 | 52 | - | 632 | 127 | 3 | 4,266 | 9 | 26 | 2 | 1 | 217 | 4 | 1 | 4 | 1 |
| | Rukwangali | 7,779 | 2 | 6 | - | 11 | 51 | 22 | - | 2,393 | 26 | 4 | 4 | 97 | 4,933 | 19 | 27 | 107 | 1 | 1 | 21 | 54 |
| | Rumanyo | 3,569 | 1 | - | - | 3 | 3 | 6 | - | 620 | - | 1 | - | 1,710 | 480 | 241 | 356 | 52 | - | 5 | 2 | 89 |
| | San (Jul'hoansi) | 71 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 71 | - | - | - | - |
| | Setswana | 152 | 3 | 1 | - | 23 | 1 | - | - | 26 | 2 | - | 15 | - | - | - | - | 34 | 47 | - | - | - |
| | Sign Language | 44 | - | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - | - | 40 | - | - |
| | Silozi | 3,843 | 1 | 3 | - | 2 | 3 | 1 | - | 14 | 5 | 2,490 | 1 | - | 1 | - | 0 | 9 | - | - | 1,308 | 5 |
| | Thimbukushu | 1,580 | - | - | - | - | 2 | - | - | - | 3 | 5 | - | 20 | 10 | 3 | - | 72 | - | - | 5 | 1,460 |
| Grade 3 | Total | 86,196 | 3,777 | 1,196 | 99 | 8,903 | 21,998 | 10,158 | 52 | 5,299 | 11,410 | 2,821 | 6,718 | 2,288 | 6,234 | 269 | 385 | 1,347 | 171 | 50 | 1,505 | 1,516 |
| | Afrikaans | 4,388 | 2,234 | 67 | 2 | 1,113 | 292 | 125 | 3 | 28 | 188 | 4 | 177 | 25 | 62 | 1 | 5 | - | 30 | - | 25 | 7 |
| | English | 22,317 | 1,467 | 1,069 | 16 | 3,316 | 4,494 | 2,986 | 32 | 1,003 | 2,455 | 320 | 2,277 | 260 | 1,109 | 42 | 77 | 803 | 79 | 12 | 352 | 148 |
| | German | 114 | 11 | 17 | 81 | - | - | - | 3 | 2 | - | - | - | - | - | - | - | - | - | - | - | - |

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 | 4,946 | 49 | 8 | - | 4,363 | 105 | 68 | - | 12 | 72 | 1 | 98 | 9 | 32 | - | 2 | 114 | 9 | - | 2 | 2 |
| | Oshikwanyama | 14,575 | - | - | - | 2 | 13,352 | 135 | - | 53 | 1,001 | - | 6 | - | 3 | - | - | 20 | - | 2 | 1 | - |
| | Oshindonga | 18,389 | 2 | 8 | - | 7 | 3,575 | 6,762 | 9 | 388 | 7,568 | 7 | 28 | 2 | 15 | - | - | 5 | 1 | 1 | 7 | 4 |
| | Otjiherero | 5,176 | 3 | 3 | - | 60 | 89 | 48 | 4 | 564 | 75 | 5 | 4,101 | 4 | 33 | 3 | 0 | 172 | 6 | - | 4 | 2 |
| | Rukwangali | 7,720 | 3 | 14 | - | 9 | 77 | 32 | 1 | 2,574 | 33 | 12 | 7 | 201 | 4,564 | 26 | 44 | 66 | 1 | 6 | 18 | 32 |
| | Rumanyo | 3,384 | - | 3 | - | 2 | 7 | - | - | 617 | 1 | 9 | 2 | 1,750 | 405 | 197 | 252 | 33 | 0 | - | 4 | 102 |
| | San (Ju 'hoansi) | 64 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 0 | - | - | - |
| | Setswana | 144 | 2 | 2 | - | 27 | - | - | - | 21 | 6 | 0 | 22 | 0 | 1 | 0 | 0 | 18 | 45 | - | - | - |
| | Sign Language | 29 | - | - | - | - | - | - | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | - | - |
| | Silozi | 3,632 | 6 | 4 | - | 4 | - | 1 | - | 36 | 7 | 2,463 | 0 | 1 | 1 | 0 | 5 | 5 | 0 | - | 1,086 | 13 |
| Thimbukushu | 1,318 | - | 1 | - | - | 7 | 1 | - | 1 | 4 | 0 | 0 | 36 | 9 | 0 | 0 | 47 | 0 | - | 6 | 1,206 | |

Table 18 shows the home languages and medium of instruction of learners in grade 1-3. The language groups with the highest percentages of learners having been taught in their mother tongue were (English (89.2%), Thimbukushu (83.8%), German (82.8), Silozi (74.8%) and Rukwangali (71.6%). The languages with the lowest percentage of learners having been taught in their mother tongue were San (5.2%) and Setswana (31.0%).

The closely related languages Rugciricu 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 (dialects) together, which all use Ju/'hoasi as a medium of instruction.

For the benefit of the reader desiring to know the extent to which learners with speech and hearing impairments are catered for, "Sign Language" is included as a language on its own.

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

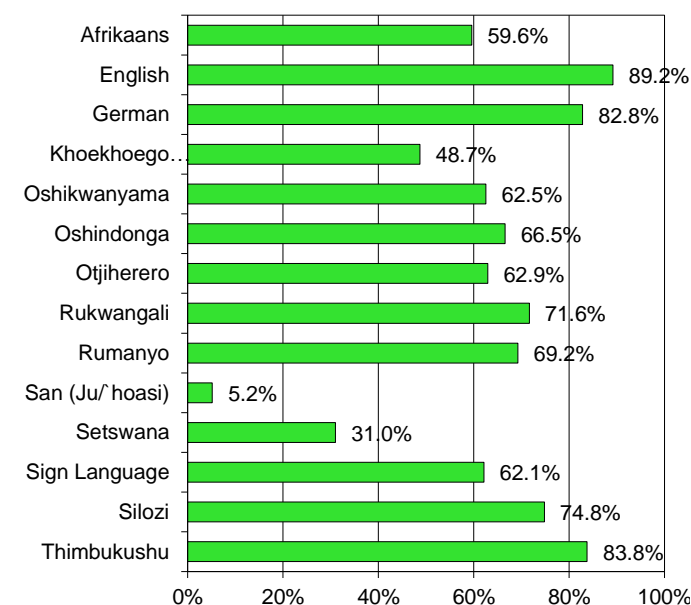


Table 19: Changes in female and male enrolments from 2018 to 2024

| School phase | Sex | Year | | | | | | | Enrolment Growth Rate 2018-2024 | Percentage change 2023-2024 |
|---|--------|---------|---------|---------|---------|---------|---------|---------|---------------------------------|-----------------------------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| Total | Total | 736,836 | 756,994 | 777,132 | 802,655 | 819,749 | 846,519 | 880,821 | 3.0% | 4.1% |
| | Female | 369,086 | 379,830 | 389,625 | 400,718 | 411,038 | 424,966 | 442,533 | 3.1% | 4.1% |
| | Male | 367,750 | 377,164 | 387,507 | 401,937 | 408,711 | 421,553 | 438,288 | 3.0% | 4.0% |
| Primary | | | | | | | | | | |
| Subtotal Primary (Pre-Primary to Grade 7) | Total | 534,167 | 553,317 | 561,931 | 581,626 | 595,897 | 615,364 | 641,993 | 3.1% | 4.3% |
| | Female | 263,622 | 273,193 | 277,436 | 294,370 | 294,445 | 303,919 | 317,099 | 3.1% | 4.3% |
| | Male | 270,545 | 280,124 | 284,495 | 287,256 | 301,452 | 311,445 | 324,894 | 3.1% | 4.3% |
| Junior Primary (Pre-Primary to Grade 3) | Total | 277,109 | 287,471 | 288,352 | 295,964 | 307,316 | 319,716 | 334,209 | 3.2% | 4.5% |
| | Female | 135,780 | 140,805 | 141,429 | 149,996 | 151,234 | 157,285 | 164,203 | 3.2% | 4.4% |
| | Male | 141,329 | 146,666 | 146,923 | 145,968 | 156,082 | 162,431 | 170,006 | 3.1% | 4.7% |
| Senior Primary (Grades 4-7) | Total | 257,058 | 265,846 | 273,579 | 285,662 | 288,581 | 295,648 | 307,784 | 3.0% | 4.1% |
| | Female | 127,842 | 132,388 | 136,007 | 144,374 | 143,211 | 146,634 | 152,896 | 3.0% | 4.3% |
| | Male | 129,216 | 133,458 | 137,572 | 141,288 | 145,370 | 149,014 | 154,888 | 3.1% | 3.9% |
| Secondary | | | | | | | | | | |
| Subtotal Secondary (Grades 8-12) | Total | 200,695 | 201,197 | 213,074 | 218,752 | 221,630 | 228,512 | 236,082 | 2.7% | 3.3% |
| | Female | 104,768 | 105,742 | 111,350 | 105,457 | 115,725 | 119,986 | 124,344 | 2.9% | 3.6% |
| | Male | 95,927 | 95,455 | 101,724 | 113,295 | 105,905 | 108,526 | 111,738 | 2.6% | 3.0% |
| Junior Secondary (Grades 8-9) | Total | 105,872 | 121,272 | 114,355 | 115,755 | 117,184 | 123,910 | 130,649 | 3.6% | 5.4% |
| | Female | 54,318 | 62,955 | 58,967 | 56,638 | 60,283 | 63,816 | 67,208 | 3.6% | 5.3% |
| | Male | 51,554 | 58,317 | 55,388 | 59,117 | 56,901 | 60,094 | 63,441 | 3.5% | 5.6% |
| Senior Secondary (Grades 10-13) | Total | 94,823 | 79,925 | 98,719 | 102,997 | 104,446 | 104,602 | 105,433 | 1.8% | 0.8% |
| | Female | 50,450 | 42,787 | 52,383 | 48,819 | 55,442 | 56,170 | 57,136 | 2.1% | 1.7% |
| | Male | 44,373 | 37,138 | 46,336 | 54,178 | 49,004 | 48,432 | 48,297 | 1.4% | -0.3% |
| Other grades | | | | | | | | | | |
| Subtotal Other Grades | Total | 1,974 | 2,480 | 2,127 | 2,277 | 2,222 | 2,643 | 2,746 | 5.7% | 3.9% |
| | Female | 696 | 895 | 839 | 891 | 868 | 1,061 | 1,090 | 7.8% | 2.7% |
| | Male | 1,278 | 1,585 | 1,288 | 1,386 | 1,354 | 1,582 | 1,656 | 4.4% | 4.7% |

Figure 19: Changes in female and male enrolments

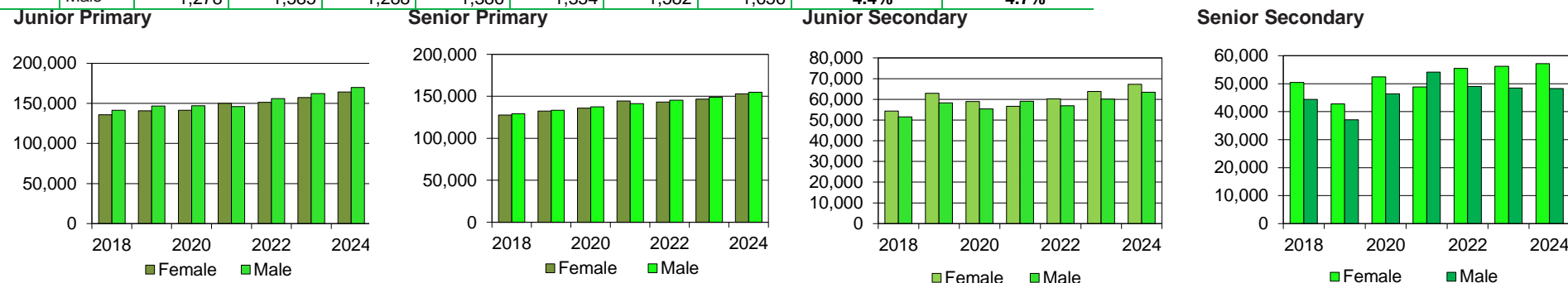


Table 19 shows the enrolment of female and male learners in the different school phases between 2018 and 2024.

The average annual growth was calculated comparing the 2018 and 2024 figures.

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

For years, there were always more male learners in Primary Grades and more female learners in Secondary Grades. A reversed trend in enrolment was observed in 2021 from Primary Phases where female learners overtook male learners, while male learners' enrolment overtook that of Female learners in Secondary Phases. From 2022 to 2024, the primary phase consistently had more male than female learners, while the secondary phase had more female than male learners.

Table 20: Changes in enrolments in different grades from 2018 to 2024

| Grade | Year | | | | | | | Average annual growth rate 2018-2024 | Percentage change 2023-2024 |
|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| Total | 736,836 | 756,994 | 777,132 | 802,655 | 819,749 | 846,519 | 880,821 | 3.0% | 4.1% |
| Pre-Primary | 43,448 | 46,197 | 45,412 | 48,336 | 50,408 | 53,284 | 54,710 | 3.9% | 2.7% |
| Grade 1 | 85,937 | 88,544 | 88,072 | 85,091 | 93,660 | 96,784 | 102,923 | 3.1% | 6.3% |
| Grade 2 | 75,887 | 78,843 | 79,915 | 83,424 | 82,858 | 87,257 | 90,380 | 3.0% | 3.6% |
| Grade 3 | 71,837 | 73,887 | 74,953 | 79,113 | 80,390 | 82,391 | 86,196 | 3.1% | 4.6% |
| Grade 4 | 77,144 | 79,591 | 80,102 | 76,461 | 81,534 | 85,226 | 90,180 | 2.6% | 5.8% |
| Grade 5 | 67,337 | 70,485 | 72,503 | 76,902 | 74,321 | 76,353 | 80,305 | 3.0% | 5.2% |
| Grade 6 | 59,470 | 61,963 | 64,337 | 69,736 | 69,446 | 70,161 | 72,216 | 3.3% | 2.9% |
| Grade 7 | 53,107 | 53,807 | 56,637 | 62,563 | 63,280 | 63,908 | 65,083 | 3.4% | 1.8% |
| Grade 8 | 59,946 | 63,220 | 63,290 | 57,131 | 65,262 | 69,221 | 75,078 | 3.8% | 8.5% |
| Grade 9 | 45,926 | 58,052 | 51,065 | 58,624 | 51,922 | 54,689 | 55,571 | 3.2% | 1.6% |
| Grade 10 | 45,369 | 27,593 | 49,794 | 51,188 | 57,478 | 55,372 | 54,014 | 2.9% | -2.5% |
| Grade 11 | 25,780 | 27,274 | 21,779 | 46,403 | 37,954 | 40,582 | 41,096 | 8.1% | 1.3% |
| Grade 12 | 23,653 | 25,045 | 27,128 | 5,388 | 8,964 | 8,622 | 10,291 | -13.0% | 19.4% |
| Grade 13 | 21 | 13 | 18 | 18 | 50 | 26 | 32 | 7.3% | 23.1% |
| Learning Support | 1,010 | 1,518 | 1,032 | 1,095 | 1,030 | 1,158 | 1,073 | 1.0% | -7.3% |
| Vocational | 356 | 354 | 750 | 824 | 744 | 945 | 1,018 | 19.1% | 7.7% |
| Special Grades | 276 | 276 | 319 | 311 | 382 | 471 | 582 | 13.2% | 23.6% |
| Autism | 332 | 332 | 26 | 47 | 66 | 69 | 73 | -22.3% | 5.8% |

Change of enrolment in the different Grades is tabulated in Table 20 for the years 2018 to 2024, 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 2018 and 2024 enrolments. The female and male growth rates are tabulated for each school phase in Table 19. We can observe a steady growth in enrolments, both total and per Grades and phases, from 2018 to 2024.

Several Grades have been combined: the diverse technical and vocational courses as "Vocational"; and different year levels and special Grades as "Special Grades".

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

The significantly highest average annual growth rate was in Grade 11, followed by Pre-Primary and Grade 8. As of the "Other" grades, Vocational Grades and Special Grades has recorded the highest Annual growth rate during the period under review.

Figure 20: Changes in enrolments in Grades 1-12

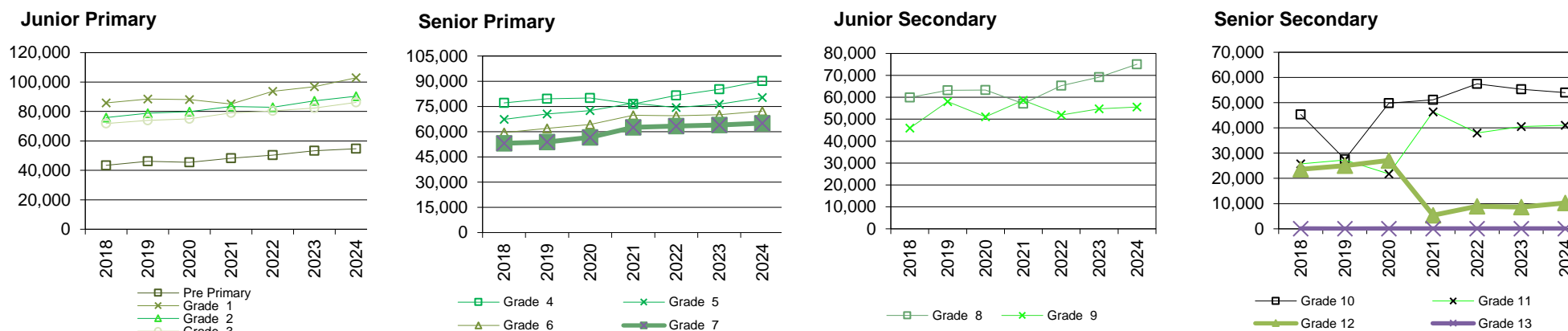
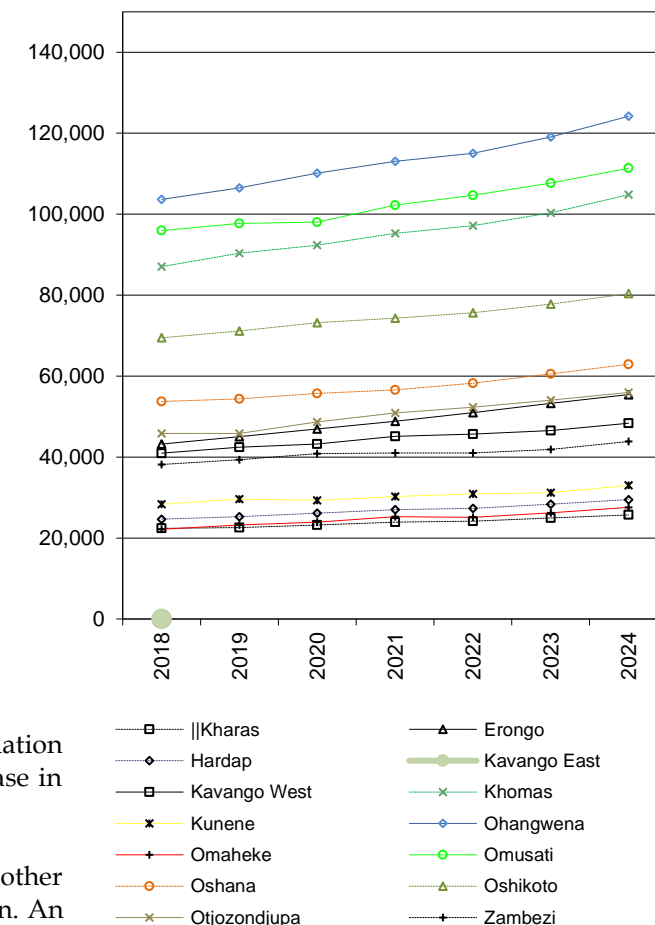


Table 21: Changes in enrolments in the regions from 2018 to 2024

| Region | Year | | | | | | | Average annual growth rate 2018-2024 | Percentage change 2023-2024 |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| National | 736,836 | 756,994 | 777,132 | 802,655 | 819,749 | 846,519 | 880,821 | 3.0% | 4.1% |
| Kharas | 22,388 | 22,604 | 23,214 | 23,943 | 24,173 | 24,964 | 25,711 | 2.3% | 3.0% |
| Erongo | 43,213 | 45,082 | 46,938 | 48,875 | 50,984 | 53,258 | 55,441 | 4.2% | 4.1% |
| Hardap | 24,673 | 25,278 | 26,124 | 26,999 | 27,316 | 28,383 | 29,502 | 3.0% | 3.9% |
| Kavango East | 61,151 | 63,460 | 65,444 | 68,857 | 71,444 | 74,488 | 77,713 | 4.1% | 4.3% |
| Kavango West | 40,973 | 42,442 | 43,214 | 45,091 | 45,664 | 46,576 | 48,362 | 2.8% | 3.8% |
| Khomas | 87,053 | 90,380 | 92,341 | 95,259 | 97,179 | 100,356 | 104,823 | 3.1% | 4.5% |
| Kunene | 28,345 | 29,654 | 29,332 | 30,254 | 30,896 | 31,207 | 32,988 | 2.6% | 5.7% |
| Ohangwena | 103,669 | 106,505 | 110,127 | 113,094 | 115,058 | 119,047 | 124,204 | 3.1% | 4.3% |
| Omaheke | 22,177 | 23,216 | 23,962 | 25,311 | 25,130 | 26,208 | 27,584 | 3.7% | 5.3% |
| Omusati | 95,948 | 97,719 | 98,006 | 102,219 | 104,654 | 107,706 | 111,374 | 2.5% | 3.4% |
| Oshana | 53,729 | 54,382 | 55,724 | 56,584 | 58,281 | 60,557 | 62,925 | 2.7% | 3.9% |
| Oshikoto | 69,469 | 71,119 | 73,214 | 74,289 | 75,667 | 77,798 | 80,372 | 2.5% | 3.3% |
| Otjozondjupa | 45,878 | 45,838 | 48,668 | 50,875 | 52,293 | 54,102 | 55,965 | 3.4% | 3.4% |
| Zambezi | 38,170 | 39,315 | 40,824 | 41,005 | 41,010 | 41,869 | 43,857 | 2.3% | 4.7% |

Table 21 shows the total enrolments in the different regions for seven years. Between 2018 and 2024, the school population grew the most in Erongo (4.2%) and Kavango East (4.1%). The regions that had recorded higher percentage increase in enrolment between 2023 and 2024 were Kunene (5.7%), Omaheke (5.3), and Zambezi (4.7%).

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 marginalized groups accessing education. An increased number of private schools in some of those regions might also have eased the accommodation of learners in schools. "Back to school," campaigns in the regions as well as the elimination of School Development Fund and the introduction of Pre-Primary into formal schooling might have positively contributed to the rise in enrolment.

Figure 21: Changes in enrolments in the different regions



Chapter 3:

THE FLOW OF LEARNERS

Under optimal circumstances, a learner starts Grade 1 at age six or seven, as per the Education Act, and progresses annually to complete Grade 12 by age 17 or 18. However, this trajectory can be disrupted by grade repetition or early school departure. Learners who leave school without acquiring basic literacy and numeracy face two key losses: the ability to pursue further learning and the resources invested in them, which could have benefited others. Frequent grade repetition results in a high proportion of over-age learners. This chapter includes statistics on learner ages to illustrate these patterns. Over-age learners may also arise from late school entry or interruptions in their schooling. Repetition and school-leaving are tangible indicators of system inefficiencies, while other educational shortfalls, such as unmet curriculum goals, are harder to quantify.

A number of learners start Grade 1 too early, resulting in some underage learners being in the system. Starting grade 1 too early can be detrimental to a child's development because they might not be developmentally ready for the academic demands, could struggle with social interactions due to age differences with peers, and might miss out on crucial play-based learning opportunities that are important for their overall growth and well-being. As a result, these learners might also end up being labelled as slow-learners and might actually end up repeating grades or eventually dropout altogether.

Learner progression is typically measured using promotion, repetition, and school-leaving rates. Promotion rates are calculated by dividing the number of new entrants to a Grade in 2024 by the number of learners enrolled in the preceding Grade in 2023. Thus, the rates presented here reflect 2023, indicating the proportion of learners who advanced and continued schooling in 2024. Similarly, repetition rates for 2023 are determined by the number of learners repeating a Grade in 2024 relative to the total learners in that Grade in 2023.

Promotion and repetition rates are based on actual reported numbers. In contrast, school-leaving rates are inferred by identifying learners enrolled in a Grade in 2023 who are neither repeaters in the same Grade nor promotes to the next Grade in 2024. These unaccounted learners are assumed to have left school. The repetition rate calculations also consider re-entrants—students who previously left school and re-enrolled in the same Grade in 2023. The survival rate shows the cumulative effect of the promotion, repetition and school-leaving rates.

Rates of enrolment are presented for 2024. 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 | Total | 5.9 | 54,710 | 9,979 | 43,162 | 1,327 | 162 | 68 | 3 | 5 | 4 | - | - | - |
| | Females | 5.9 | 27,746 | 5,060 | 21,921 | 641 | 80 | 37 | 2 | 2 | 3 | - | - | - |
| | Males | 5.9 | 26,964 | 4,919 | 21,241 | 686 | 82 | 31 | 1 | 3 | 1 | - | - | - |
| Kharas | Total | 5.8 | 2,021 | 514 | 1,459 | 21 | 5 | 22 | - | - | - | - | - | - |
| | Females | 5.8 | 1,024 | 264 | 738 | 9 | 4 | 9 | - | - | - | - | - | - |
| | Males | 5.8 | 997 | 250 | 721 | 12 | 1 | 13 | - | - | - | - | - | - |
| Erongo | Total | 5.8 | 2,557 | 659 | 1,836 | 61 | 1 | - | - | - | - | - | - | - |
| | Females | 5.8 | 1,326 | 346 | 954 | 25 | 1 | - | - | - | - | - | - | - |
| | Males | 5.8 | 1,231 | 313 | 882 | 36 | - | - | - | - | - | - | - | - |
| Hardap | Total | 5.9 | 2,147 | 449 | 1,560 | 120 | 18 | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,099 | 226 | 806 | 59 | 8 | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,048 | 223 | 754 | 61 | 10 | - | - | - | - | - | - | - |
| Kavango East | Total | 5.9 | 3,455 | 494 | 2,875 | 83 | 3 | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,814 | 241 | 1,521 | 49 | 3 | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,641 | 253 | 1,354 | 34 | - | - | - | - | - | - | - | - |
| Kavango West | Total | 5.9 | 3,167 | 447 | 2,584 | 89 | 17 | 29 | - | 1 | - | - | - | - |
| | Females | 5.9 | 1,629 | 222 | 1,338 | 46 | 4 | 19 | - | - | - | - | - | - |
| | Males | 5.9 | 1,538 | 225 | 1,246 | 43 | 13 | 10 | - | 1 | - | - | - | - |
| Komas | Total | 5.8 | 6,457 | 1,568 | 4,674 | 189 | 23 | 1 | 1 | - | 1 | - | - | - |
| | Females | 5.8 | 3,276 | 805 | 2,364 | 95 | 10 | 1 | 1 | - | - | - | - | - |
| | Males | 5.8 | 3,181 | 763 | 2,310 | 94 | 13 | - | - | - | 1 | - | - | - |
| Kunene | Total | 5.9 | 1,998 | 204 | 1,710 | 79 | 4 | 1 | - | - | - | - | - | - |
| | Females | 5.9 | 1,046 | 107 | 897 | 37 | 4 | 1 | - | - | - | - | - | - |
| | Males | 5.9 | 952 | 97 | 813 | 42 | - | - | - | - | - | - | - | - |
| Ohangwena | Total | 5.8 | 7,513 | 1,432 | 5,911 | 132 | 35 | 3 | - | - | - | - | - | - |
| | Females | 5.8 | 3,829 | 738 | 3,003 | 69 | 18 | 1 | - | - | - | - | - | - |
| | Males | 5.8 | 3,684 | 694 | 2,908 | 63 | 17 | 2 | - | - | - | - | - | - |
| Omaheke | Total | 5.9 | 1,764 | 278 | 1,452 | 28 | 6 | - | - | - | - | - | - | - |
| | Females | 5.8 | 859 | 157 | 687 | 12 | 3 | - | - | - | - | - | - | - |
| | Males | 5.9 | 905 | 121 | 765 | 16 | 3 | - | - | - | - | - | - | - |

Table 22 continued

| Region | Sex | Average age | Age | | | | | | | | | | | |
|--------------|--------------|-------------|--------------|-------|-------|-----|----|---|----|----|----|----|----|----|
| | | | Total | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Omusati | Total | 5.8 | 6,564 | 1,076 | 5,420 | 54 | 8 | 5 | - | 1 | - | - | - | - |
| | Females | 5.9 | 3,305 | 519 | 2,750 | 29 | 4 | 3 | - | - | - | - | - | - |
| | Males | 5.8 | 3,259 | 557 | 2,670 | 25 | 4 | 2 | - | 1 | - | - | - | - |
| Oshana | Total | 5.9 | 4,402 | 861 | 3,320 | 195 | 19 | 4 | - | 3 | - | - | - | - |
| | Females | 5.9 | 2,230 | 444 | 1,689 | 80 | 13 | 2 | - | 2 | - | - | - | - |
| | Males | 5.9 | 2,172 | 417 | 1,631 | 115 | 6 | 2 | - | 1 | - | - | - | - |
| Oshikoto | Total | 5.8 | 5,779 | 1,056 | 4,594 | 118 | 8 | 1 | 1 | - | 1 | - | - | - |
| | Females | 5.8 | 2,877 | 528 | 2,287 | 58 | 2 | 1 | - | - | 1 | - | - | - |
| | Males | 5.8 | 2,902 | 528 | 2,307 | 60 | 6 | - | 1 | - | - | - | - | - |
| Otjozondjupa | Total | 5.9 | 3,426 | 513 | 2,787 | 108 | 13 | 2 | 1 | - | 2 | - | - | - |
| | Females | 5.9 | 1,718 | 264 | 1,393 | 52 | 6 | - | 1 | - | 2 | - | - | - |
| | Males | 5.9 | 1,708 | 249 | 1,394 | 56 | 7 | 2 | - | - | - | - | - | - |
| Zambezi | Total | 5.9 | 3,460 | 428 | 2,980 | 50 | 2 | - | - | - | - | - | - | - |
| | Females | 5.9 | 1,714 | 199 | 1,494 | 21 | - | - | - | - | - | - | - | - |
| | Males | 5.9 | 1,746 | 229 | 1,486 | 29 | 2 | - | - | - | - | - | - | - |

Table 22 gives a brief look at the numbers of Pre-Primary learners by region, age and sex. The average age of learners in Pre-Primary was 5.9 nationally. The differences in average ages did not vary significantly across regions, nor between females and males in any of the regions.

The age distribution of female and male in Pre-Primary is shown graphically in Figure 22. Most learners entered Pre-Primary at 6 years of age, but a considerable number was enrolled for the first time at the age of 5. Out of all pre-primary enrolments, 2.87% were 7 years old or older. The enrolment figures are expected to increase as more Pre-Primary Grades are being introduced in public schools. 97.13% of learners in Pre-Primary are between the ages of 5 and 6.

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

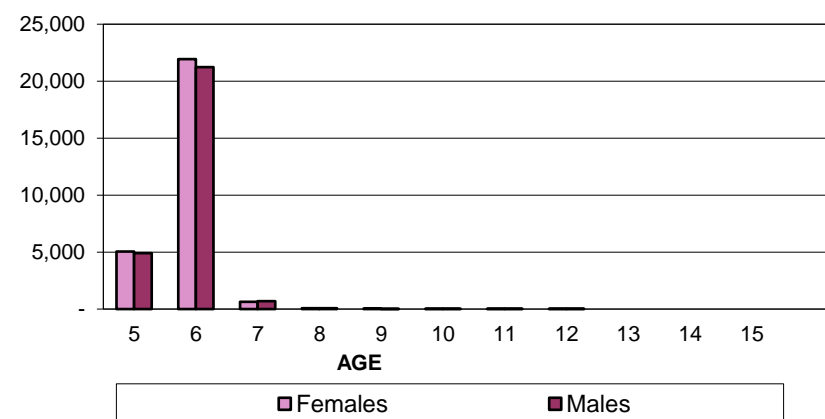


Table 23: Apparent intake rates of Grade 1 learners from 2018 to 2024

| Sex | Year | | | | | | |
|---------|--------|--------|--------|------|------|--------|------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Total | 109.6% | 110.3% | 108.2% | - | - | 105.4% | 0.0% |
| Females | 110.9% | 111.3% | 109.1% | - | - | 104.9% | 0.0% |
| Males | 108.4% | 109.3% | 107.4% | - | - | 105.9% | 0.0% |

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.

Table 24: Changes in the numbers of new Grade 1 entrants from 2018 to 2024

| Region | Year | | | | | | | Average Annual Growth Rate 2018-2024 | Percentage Change 2023-2024 |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| National | 68,909 | 67,104 | 72,229 | 74,097 | 78,968 | 80,706 | 85,131 | 3.6% | 5.5% |
| Kharas | 2079 | 2004 | 2124 | 2209 | 2322 | 2228 | 2425 | 2.6% | 8.8% |
| Erongo | 4314 | 4151 | 4593 | 4491 | 4945 | 5092 | 5480 | 4.1% | 7.6% |
| Hardap | 2322 | 2244 | 2519 | 2529 | 2647 | 2646 | 2736 | 2.8% | 3.4% |
| Kavango East | 5983 | 5512 | 6267 | 6436 | 7299 | 6998 | 7052 | 2.8% | 0.8% |
| Kavango West | 4554 | 4278 | 4146 | 4270 | 4685 | 4467 | 4705 | 0.5% | 5.3% |
| Khomas | 8159 | 8553 | 8546 | 8967 | 9364 | 9629 | 10244 | 3.9% | 6.4% |
| Kunene | 3131 | 3104 | 2930 | 2989 | 3300 | 3228 | 3551 | 2.1% | 10.0% |
| Ohangwena | 9406 | 8937 | 10186 | 10400 | 10746 | 11374 | 12160 | 4.4% | 6.9% |
| Omaheke | 2120 | 2113 | 2311 | 2344 | 2559 | 2585 | 2806 | 4.8% | 8.5% |
| Omusati | 8517 | 8401 | 8742 | 9071 | 9851 | 10092 | 10768 | 4.0% | 6.7% |
| Oshana | 4747 | 4370 | 5213 | 5332 | 5593 | 5908 | 6206 | 4.6% | 5.0% |
| Oshikoto | 5757 | 5686 | 6372 | 6617 | 6685 | 7149 | 7383 | 4.2% | 3.3% |
| Otjozondjupa | 4411 | 4470 | 4717 | 4817 | 5225 | 5466 | 5593 | 4.0% | 2.3% |
| Zambezi | 3409 | 3281 | 3563 | 3625 | 3747 | 3844 | 4022 | 2.8% | 4.6% |

The 'Apparent intake rates' of Grade 1 learners between 2018 and 2024 is shown in **Table 23**, where as the number of new entrants to Grade 1 has been tabulated for the period from 2018 to 2024 in **Table 24**. **NOTE: Apparent Intake Rate for 2021 and 2022 could not be calculated, as population figures were not available.** Besides, the average growth rate has been calculated comparing the numbers in the first and last year of the period (2018 - 2024). Oshikoto recorded the highest percentage intake, at 6.9%, between 2022 and 2023, while Kavango decreased by 4.7%.

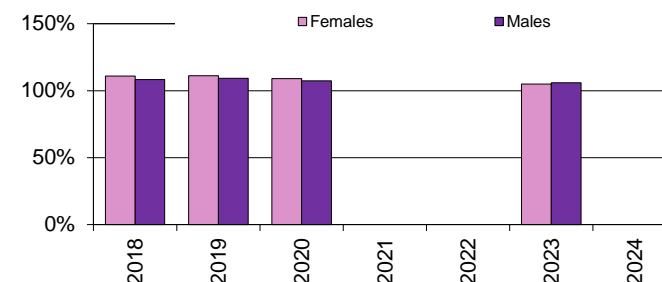
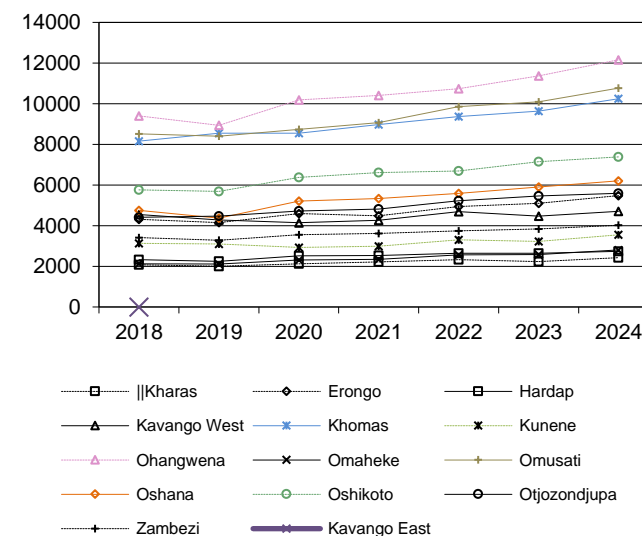
Figure 23: Apparent intake rates**Figure 24: Changes in the numbers of new Grade 1 enrolments**

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 |
| Total | 880,821 | 10,161 | 55,241 | 74,962 | 76,549 | 75,361 | 72,018 | 69,850 | 68,357 | 66,041 | 62,659 | 58,248 | 55,284 | 50,096 | 38,981 | 23,694 | 12,318 | 5,859 | 2,682 | 1,297 | 630 | 533 |
| Pre-Primary | 54,710 | 9,979 | 43,162 | 1,327 | 162 | 68 | 3 | 5 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 1 | 102,923 | 173 | 11,999 | 65,764 | 18,606 | 3,854 | 1,337 | 564 | 290 | 140 | 114 | 67 | 6 | 5 | - | - | 1 | - | 3 | - | - | - |
| Grade 2 | 90,380 | 1 | 56 | 7,675 | 50,229 | 22,092 | 6,856 | 1,941 | 817 | 371 | 195 | 86 | 40 | 10 | 6 | 2 | - | 1 | - | 1 | - | 1 |
| Grade 3 | 86,196 | - | - | 130 | 7,290 | 42,801 | 21,732 | 8,726 | 3,163 | 1,262 | 641 | 251 | 112 | 46 | 21 | 11 | 4 | 3 | 2 | - | 1 | - |
| Grade 4 | 90,180 | - | - | 2 | 122 | 6,126 | 36,683 | 24,667 | 13,517 | 5,621 | 2,157 | 780 | 308 | 120 | 47 | 18 | 4 | 4 | 1 | 3 | - | - |
| Grade 5 | 80,305 | - | - | - | 3 | 227 | 5,039 | 29,043 | 21,134 | 14,195 | 6,590 | 2,454 | 1,001 | 399 | 137 | 52 | 16 | 6 | 3 | 2 | 3 | 1 |
| Grade 6 | 72,216 | - | - | - | - | 9 | 168 | 4,623 | 24,771 | 18,111 | 13,302 | 6,390 | 2,909 | 1,223 | 439 | 154 | 72 | 29 | 6 | 6 | 1 | 3 |
| Grade 7 | 65,083 | - | - | - | - | - | 23 | 96 | 4,354 | 21,820 | 15,075 | 11,758 | 6,765 | 3,086 | 1,332 | 504 | 158 | 61 | 19 | 14 | 11 | 7 |
| Grade 8 | 75,078 | - | - | - | - | - | - | 6 | 130 | 4,260 | 21,147 | 18,133 | 14,860 | 9,298 | 4,217 | 1,890 | 701 | 266 | 88 | 41 | 25 | 16 |
| Grade 9 | 55,571 | - | - | - | - | - | - | 1 | 18 | 123 | 3,217 | 15,093 | 12,520 | 11,098 | 7,033 | 3,648 | 1,699 | 662 | 250 | 115 | 45 | 49 |
| Grade 10 | 54,014 | - | - | - | - | - | - | - | - | - | 77 | 3,003 | 14,051 | 12,230 | 10,422 | 6,902 | 3,772 | 1,942 | 846 | 440 | 187 | 142 |
| Grade 11 | 41,096 | - | - | - | - | - | - | - | - | - | 5 | 86 | 2,475 | 11,052 | 10,101 | 7,894 | 4,735 | 2,369 | 1,241 | 587 | 307 | 244 |
| Grade 12 (AS) | 10,291 | - | - | - | - | - | - | - | - | - | - | - | 50 | 1,238 | 4,908 | 2,347 | 993 | 450 | 179 | 68 | 30 | 28 |
| Grade 13 / A level | 32 | - | - | - | - | - | - | - | - | - | - | - | - | 6 | 11 | 14 | - | 1 | - | - | - | - |
| Other Grades | 2,746 | 8 | 24 | 64 | 137 | 184 | 177 | 178 | 159 | 138 | 139 | 147 | 187 | 285 | 307 | 258 | 163 | 65 | 44 | 20 | 20 | 42 |

The number of learners in each age group are tabulated in **Table 25**. The learners who entered school at the age of six or seven, and who never repeated, were considered to be appropriately aged. The data representing appropriately aged learners are shaded in the table for all grades. **Figure 25** shows the age distributions in all Grades according to the **Table 25**, two measures indicate learners who by far exceeded the appropriate age for their Grade. These are: (A) the number of learners older than 16 in Primary Grades, 8, 059 (1.4%) in 2024, and (B) the number of learners 25 years or older and still in school, 533 (0.1%). If learners entered school at the age of seven, and did not repeat more than once in the Junior Primary phase, once in Senior Primary, and once in Junior Secondary, then they would not be older than one year above the appropriate age in Junior Primary, two years above the appropriate age in Senior Primary, or three years above the appropriate age in Junior Secondary, where does Senior Secondary start. There were 115, 047 learners in Pre-Primary to 12 (14.0%) of all learners, in these grades, who were too old for their grades according to this criterion. There were also 1,506 (0.2%) of learners who were underaged in the grades they attended.

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

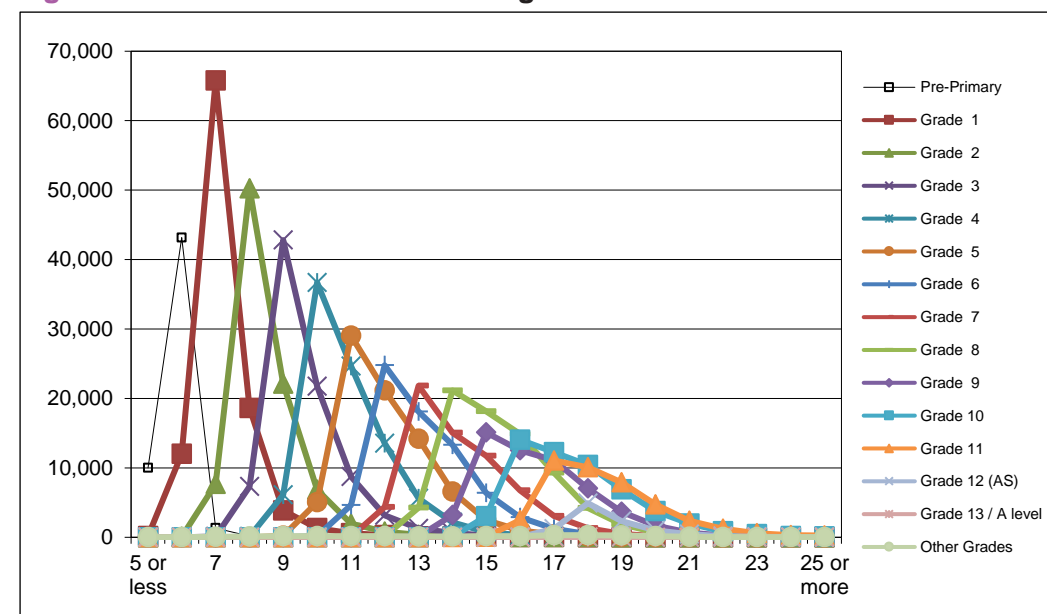


Table 26: Ages of learners – females and males

| 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 | 442,533 | 5,159 | 28,033 | 37,870 | 38,850 | 38,352 | 36,427 | 35,727 | 34,862 | 33,705 | 31,929 | 29,721 | 28,260 | 24,933 | 18,870 | 10,488 | 5,031 | 2,305 | 1,084 | 504 | 243 | 180 |
| | Male | 438,288 | 5,002 | 27,208 | 37,092 | 37,699 | 37,009 | 35,591 | 34,123 | 33,495 | 32,336 | 30,730 | 28,527 | 27,024 | 25,163 | 20,111 | 13,206 | 7,287 | 3,554 | 1,598 | 793 | 387 | 353 |
| Pre-Primary | Female | 27,746 | 5,060 | 21,921 | 641 | 80 | 37 | 2 | 2 | 3 | - | - | - | - | - | - | - | - | - | - | - | - | |
| | Male | 26,964 | 4,919 | 21,241 | 686 | 82 | 31 | 1 | 3 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | |
| Grade 1 | Female | 49,755 | 97 | 6,080 | 32,927 | 7,873 | 1,637 | 608 | 244 | 137 | 65 | 53 | 32 | 2 | - | - | - | - | - | - | - | - | |
| | Male | 53,168 | 76 | 5,919 | 32,837 | 10,733 | 2,217 | 729 | 320 | 153 | 75 | 61 | 35 | 4 | 5 | - | - | 1 | - | 3 | - | - | |
| Grade 2 | Female | 44,187 | - | 23 | 4,202 | 26,545 | 9,274 | 2,671 | 813 | 354 | 164 | 95 | 29 | 12 | 4 | 1 | - | - | - | - | - | - | |
| | Male | 46,193 | 1 | 33 | 3,473 | 23,684 | 12,818 | 4,185 | 1,128 | 463 | 207 | 100 | 57 | 28 | 6 | 5 | 2 | - | 1 | - | 1 | 1 | |
| Grade 3 | Female | 42,515 | - | - | 73 | 4,219 | 23,577 | 9,124 | 3,309 | 1,238 | 521 | 289 | 103 | 42 | 16 | 1 | 2 | - | 1 | - | - | - | |
| | Male | 43,681 | - | - | 57 | 3,071 | 19,224 | 12,608 | 5,417 | 1,925 | 741 | 352 | 148 | 70 | 30 | 20 | 9 | 4 | 2 | 2 | - | 1 | |
| Grade 4 | Female | 43,429 | - | - | - | 78 | 3,634 | 20,719 | 10,884 | 4,974 | 1,902 | 781 | 284 | 109 | 45 | 11 | 6 | - | 1 | 1 | - | - | |
| | Male | 46,751 | - | - | 2 | 44 | 2,492 | 15,964 | 13,783 | 8,543 | 3,719 | 1,376 | 496 | 199 | 75 | 36 | 12 | 4 | 3 | - | 3 | - | |
| Grade 5 | Female | 39,940 | - | - | - | 2 | 118 | 3,117 | 17,382 | 10,047 | 5,601 | 2,361 | 813 | 312 | 122 | 43 | 15 | 4 | 2 | - | 1 | - | |
| | Male | 40,365 | - | - | - | 1 | 109 | 1,922 | 11,661 | 11,087 | 8,594 | 4,229 | 1,641 | 689 | 277 | 94 | 37 | 12 | 4 | 3 | 1 | 3 | |
| Grade 6 | Female | 36,573 | - | - | - | - | 6 | 106 | 2,974 | 15,126 | 9,133 | 5,464 | 2,284 | 931 | 335 | 138 | 45 | 20 | 9 | 1 | - | 1 | |
| | Male | 35,643 | - | - | - | - | 3 | 62 | 1,649 | 9,645 | 8,978 | 7,838 | 4,106 | 1,978 | 888 | 301 | 109 | 52 | 20 | 5 | 6 | 1 | |
| Grade 7 | Female | 32,954 | - | - | - | - | - | 12 | 57 | 2,836 | 13,380 | 7,686 | 4,943 | 2,483 | 952 | 381 | 150 | 46 | 16 | 4 | 5 | - | |
| | Male | 32,129 | - | - | - | - | - | 11 | 39 | 1,518 | 8,440 | 7,389 | 6,815 | 4,282 | 2,134 | 951 | 354 | 112 | 45 | 15 | 9 | 11 | |
| Grade 8 | Female | 38,144 | - | - | - | - | - | - | 2 | 80 | 2,816 | 12,927 | 9,562 | 6,697 | 3,530 | 1,519 | 644 | 217 | 92 | 34 | 13 | 7 | |
| | Male | 36,934 | - | - | - | - | - | - | 4 | 50 | 1,444 | 8,220 | 8,571 | 8,163 | 5,768 | 2,698 | 1,246 | 484 | 174 | 54 | 28 | 18 | |
| Grade 9 | Female | 29,064 | - | - | - | - | - | - | 1 | 14 | 71 | 2,153 | 9,571 | 6,919 | 5,141 | 2,848 | 1,370 | 605 | 223 | 93 | 31 | 14 | |
| | Male | 26,507 | - | - | - | - | - | - | - | 4 | 52 | 1,064 | 5,522 | 5,601 | 5,957 | 4,185 | 2,278 | 1,094 | 439 | 157 | 84 | 31 | |
| Grade 10 | Female | 28,868 | - | - | - | - | - | - | - | - | - | 49 | 1,982 | 8,995 | 6,869 | 5,022 | 3,005 | 1,516 | 780 | 343 | 183 | 75 | |
| | Male | 25,146 | - | - | - | - | - | - | - | - | - | 28 | 1,021 | 5,056 | 5,361 | 5,400 | 3,897 | 2,256 | 1,162 | 503 | 257 | 112 | |
| Grade 11 | Female | 22,338 | - | - | - | - | - | - | - | - | - | 5 | 58 | 1,647 | 7,000 | 5,710 | 3,877 | 2,090 | 974 | 516 | 246 | 123 | |
| | Male | 18,758 | - | - | - | - | - | - | - | - | - | - | 28 | 828 | 4,052 | 4,391 | 4,017 | 2,645 | 1,395 | 725 | 341 | 184 | |
| Grade 12 | Female | 5,912 | - | - | - | - | - | - | - | - | - | - | - | 26 | 796 | 3,067 | 1,265 | 462 | 179 | 69 | 20 | 14 | |
| | Male | 4,379 | - | - | - | - | - | - | - | - | - | - | - | 24 | 442 | 1,841 | 1,082 | 531 | 271 | 110 | 48 | 16 | |
| Grade 13 | Female | 18 | - | - | - | - | - | - | - | - | - | - | - | - | 4 | 8 | 6 | - | - | - | - | - | |
| | Male | 14 | - | - | - | - | - | - | - | - | - | - | - | - | 2 | 3 | 8 | - | 1 | - | - | - | |
| Other | Female | 1,090 | 2 | 9 | 27 | 53 | 69 | 68 | 59 | 53 | 52 | 66 | 60 | 85 | 119 | 121 | 103 | 71 | 28 | 23 | 5 | 10 | |
| | Male | 1,656 | 6 | 15 | 37 | 84 | 115 | 109 | 119 | 106 | 86 | 73 | 87 | 102 | 166 | 186 | 155 | 92 | 37 | 21 | 15 | 10 | |

Figure 26 illustrates the age distributions by sex in the first grade of each school phase. There is a noticeable wider age variation between male and female learners from Grade 4, which may indicate that, on average, males repeated grades more frequently than females. Additionally, males may have dropped out and returned to school, or, on average, started school at an older age compared to their female counterparts.

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

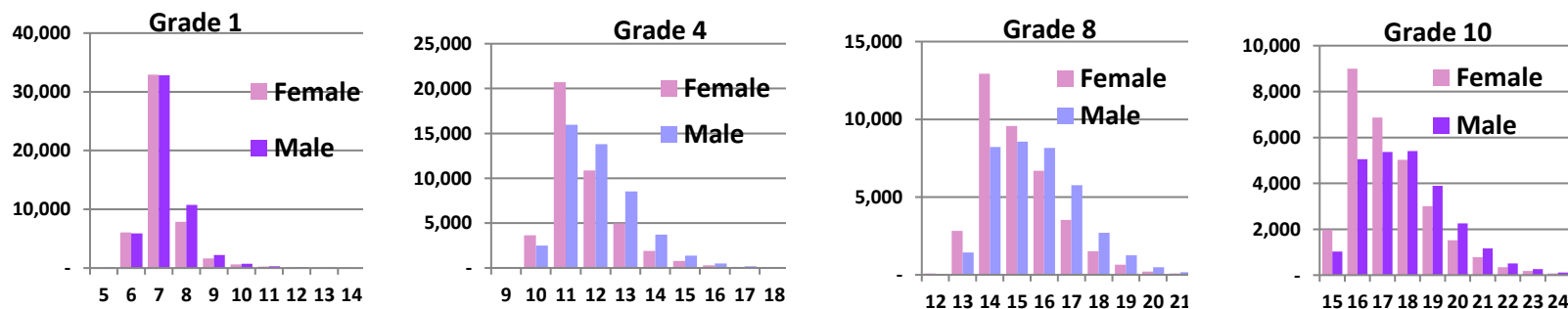


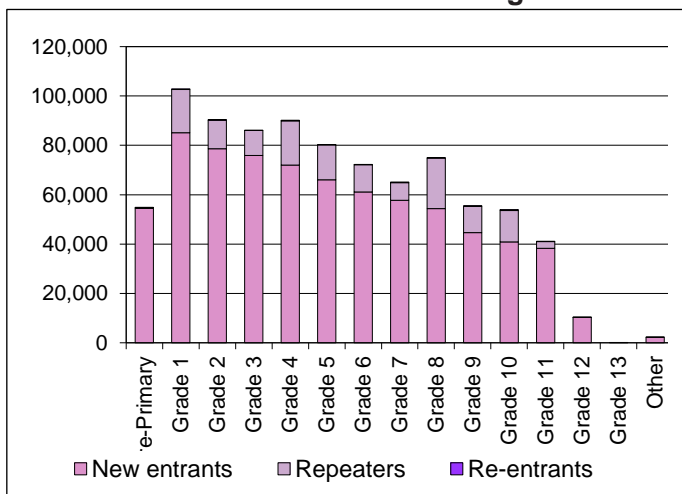
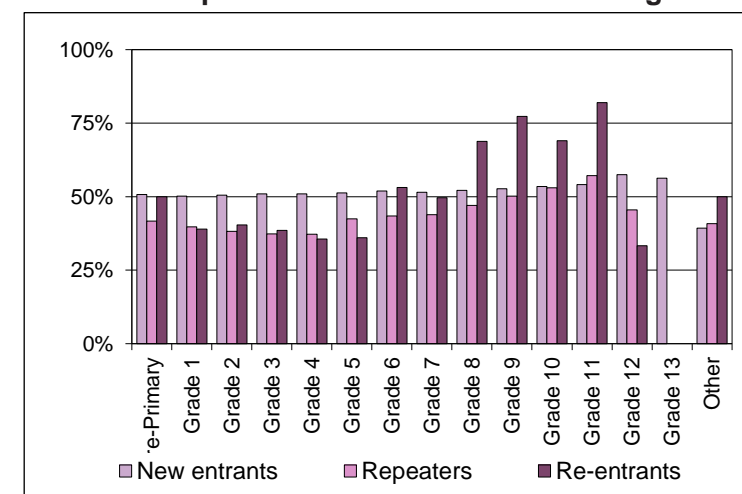
Table 27: Rates of enrolment of 6-year-old to 18-year-old learners

Table 28: Net and gross enrolment ratios

NB: **Tables 27 and 28** have been omitted due to challenges computing GER and NER denominators. Population estimates led to ratios exceeding 100% hence the MoEAC’s decision to not publish said data.

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 |
| Total | | 880,821 | 50.2% | 741,833 | 51.5% | 136,804 | 43.4% | 2,166 | 53.7% |
| Junior Primary | Pre-Primary | 54,710 | 50.7% | 54,543 | 50.7% | 163 | 41.7% | 4 | 50.0% |
| | Grade 1 | 102,923 | 48.3% | 85,131 | 50.1% | 17,543 | 39.8% | 249 | 39.0% |
| | Grade 2 | 90,380 | 48.9% | 78,596 | 50.5% | 11,613 | 38.2% | 171 | 40.4% |
| | Grade 3 | 86,196 | 49.3% | 75,936 | 50.9% | 10,086 | 37.4% | 174 | 38.5% |
| Senior Primary | Grade 4 | 90,180 | 48.2% | 72,035 | 50.9% | 17,937 | 37.2% | 208 | 35.6% |
| | Grade 5 | 80,305 | 49.7% | 66,053 | 51.3% | 14,077 | 42.5% | 175 | 36.0% |
| | Grade 6 | 72,216 | 50.6% | 61,094 | 51.9% | 11,009 | 43.4% | 113 | 53.1% |
| | Grade 7 | 65,083 | 50.6% | 57,769 | 51.5% | 7,165 | 43.8% | 149 | 49.7% |
| Junior Secondary | Grade 8 | 75,078 | 50.8% | 54,365 | 52.2% | 20,445 | 47.0% | 250 | 68.8% |
| | Grade 9 | 55,571 | 52.3% | 44,596 | 52.7% | 10,742 | 50.2% | 233 | 77.3% |
| Senior Secondary | Grade 10 | 54,014 | 53.4% | 40,937 | 53.4% | 12,706 | 53.0% | 371 | 69.0% |
| | Grade 11 | 41,096 | 54.4% | 38,312 | 54.1% | 2,734 | 57.2% | 50 | 82.0% |
| | Grade 12 | 10,291 | 57.4% | 10,271 | 57.5% | 11 | 45.5% | 9 | 33.3% |
| | Grade 13 | 32 | 56.3% | 32 | 56.3% | - | - | - | - |
| Other | Other | 2,746 | 39.7% | 2,163 | 39.3% | 573 | 40.8% | 10 | 50.0% |

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**

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

The relatively small 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 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 2024. Grades 1, 4, 8 and 10 had relatively high numbers of repeaters.

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 re-entrants after Grade 7, rising 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 figures in repeaters 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 2023 to 2024

| Grade | Promotion Rates | | | Repetition Rates | | | School-Leaving Rates | | |
|----------|-----------------|---------|-------|------------------|---------|-------|----------------------|---------|-------|
| | Total | Females | Males | Total | Females | Males | Total | Females | Males |
| Average | 74.0% | 77.6% | 70.8% | 17.5% | 15.9% | 19.2% | 8.5% | 6.5% | 10.0% |
| Grade 1 | 81.2% | 79.4% | 83.1% | 18.4% | 14.2% | 22.9% | 0.4% | 6.4% | -6.0% |
| Grade 2 | 87.0% | 87.4% | 86.7% | 13.5% | 10.2% | 16.9% | -0.5% | 2.5% | -3.6% |
| Grade 3 | 87.4% | 87.6% | 87.2% | 12.5% | 9.2% | 15.8% | 0.1% | 3.2% | -3.1% |
| Grade 4 | 77.5% | 76.6% | 78.5% | 21.3% | 15.2% | 27.8% | 1.2% | 8.2% | -6.4% |
| Grade 5 | 80.0% | 83.1% | 76.9% | 18.7% | 15.8% | 21.5% | 1.3% | 1.1% | 1.5% |
| Grade 6 | 82.3% | 84.8% | 79.9% | 15.9% | 13.8% | 17.9% | 1.8% | 1.4% | 2.2% |
| Grade 7 | 85.1% | 90.1% | 80.2% | 11.4% | 10.2% | 12.6% | 3.5% | -0.4% | 7.2% |
| Grade 8 | 64.4% | 68.9% | 60.1% | 29.9% | 28.7% | 31.0% | 5.7% | 2.4% | 8.9% |
| Grade 9 | 74.9% | 84.2% | 66.4% | 20.1% | 21.4% | 18.8% | 5.1% | -5.6% | 14.8% |
| Grade 10 | 69.2% | 80.8% | 59.2% | 23.6% | 27.2% | 20.5% | 7.2% | -8.1% | 20.4% |
| Grade 11 | 25.3% | 31.1% | 20.2% | 6.9% | 8.4% | 5.5% | 67.8% | 60.5% | 74.3% |

Figure 30a:
Promotion rates of female and male learners

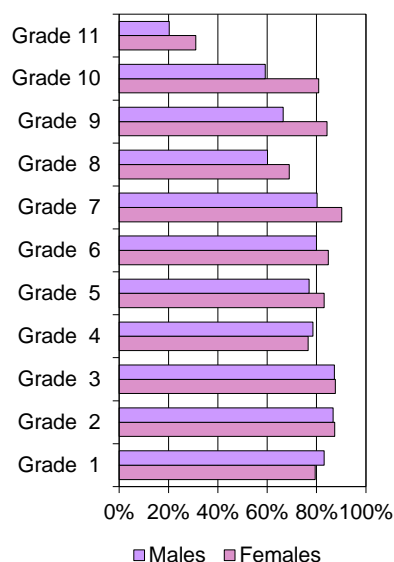


Figure 30b:
Repetition rates of female and male learners

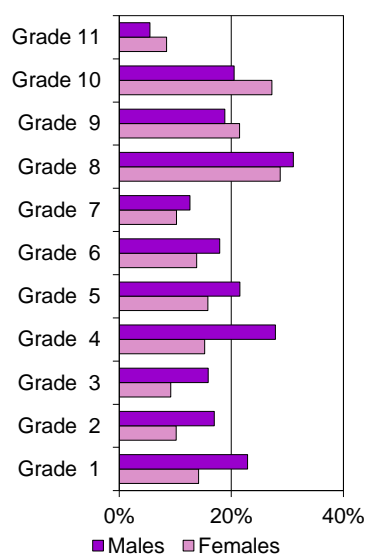


Figure 30c:
School-leaving rates of female and male learners

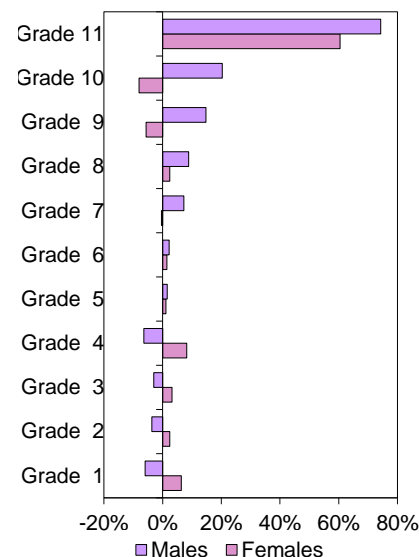


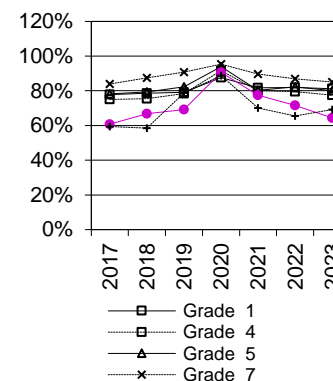
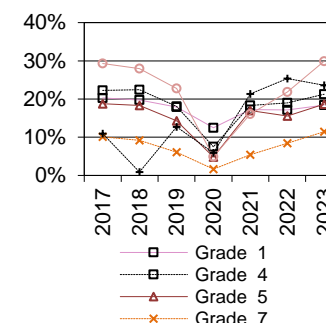
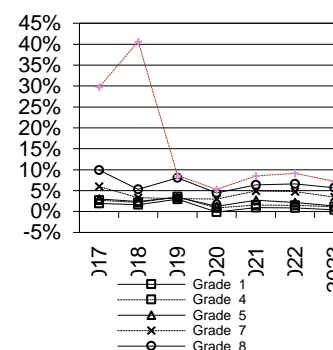
Table 30 present the flow of learners, reflecting their progression from 2023 to 2024. The Grade 1 promotion rate, for example, indicates the percentage of all learners enrolled in Grade 1 in 2023 who were promoted and continued schooling in Grade 2 in 2024. Grade 12 is excluded from this table as all grade 12 learners completed their schooling by the end of 2023. For the Grade 11 also, the majority of learners exited from schooling. Re-entrants were counted as repeaters in the calculation of Table 30.

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

Grade 7 promotion rate is the transition rate from primary to secondary education, being 85.1% in 2023 - 2024. The school-leaving rates in Grades 8 were higher than in Grade 7, indicating that a greater percentage of learners moved from primary to secondary education than between secondary education grades (Grade 8-11). Females had higher promotion rates and lower repetition rates than males up to Grade 8. Furthermore, by Grade 4, a higher percentage of females than males 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 2017 to 2023

| School Phase | Grade | Year | | | | | | |
|----------------------|----------|-------|-------|-------|-------|-------|-------|-------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Promotion rates | | | | | | | | |
| Junior Primary | Grade 1 | 77.8% | 78.7% | 79.1% | 87.6% | 81.8% | 81.9% | 81.2% |
| | Grade 2 | 85.1% | 84.7% | 85.1% | 93.1% | 83.7% | 87.5% | 87.0% |
| | Grade 3 | 86.3% | 86.7% | 89.0% | 94.0% | 85.4% | 86.7% | 87.4% |
| Senior Primary | Grade 4 | 75.0% | 75.4% | 78.4% | 91.6% | 80.1% | 79.5% | 77.5% |
| | Grade 5 | 78.3% | 79.3% | 82.3% | 93.9% | 80.3% | 82.3% | 80.0% |
| | Grade 6 | 80.8% | 82.3% | 86.1% | 95.8% | 85.9% | 84.4% | 82.3% |
| | Grade 7 | 84.0% | 87.5% | 90.8% | 95.4% | 89.6% | 86.8% | 85.1% |
| Junior Secondary | Grade 8 | 60.8% | 66.7% | 69.2% | 90.6% | 77.6% | 71.5% | 64.4% |
| | Grade 9 | 76.2% | 59.2% | 79.7% | 94.4% | 79.4% | 78.6% | 74.9% |
| Senior Secondary | Grade 10 | 59.4% | 58.5% | 78.7% | 88.8% | 70.2% | 65.5% | 69.2% |
| | Grade 11 | 94.7% | 96.1% | 98.4% | 24.7% | 19.3% | 22.7% | 25.3% |
| Repetition rates | | | | | | | | |
| Junior Primary | Grade 1 | 20.3% | 19.7% | 17.9% | 12.5% | 17.3% | 17.2% | 18.4% |
| | Grade 2 | 14.2% | 14.8% | 12.5% | 7.8% | 15.9% | 12.7% | 13.5% |
| | Grade 3 | 12.4% | 13.4% | 10.6% | 6.3% | 13.4% | 12.3% | 12.5% |
| Senior Primary | Grade 4 | 22.3% | 22.4% | 18.1% | 7.5% | 18.3% | 19.0% | 21.3% |
| | Grade 5 | 18.8% | 18.3% | 14.3% | 4.8% | 17.0% | 15.6% | 18.7% |
| | Grade 6 | 15.2% | 14.4% | 10.2% | 2.5% | 11.0% | 12.9% | 15.9% |
| | Grade 7 | 10.1% | 9.2% | 6.1% | 1.7% | 5.4% | 8.4% | 11.4% |
| Junior Secondary | Grade 8 | 29.3% | 28.0% | 22.8% | 4.9% | 16.1% | 21.9% | 29.9% |
| | Grade 9 | 17.4% | 39.3% | 12.6% | 2.5% | 13.0% | 15.4% | 20.1% |
| Senior Secondary | Grade 10 | 10.9% | 0.9% | 12.7% | 5.9% | 21.3% | 25.4% | 23.6% |
| | Grade 11 | 4.4% | 2.8% | 0.2% | 10.1% | 4.4% | 7.8% | 6.9% |
| School-leaving rates | | | | | | | | |
| Junior Primary | Grade 1 | 1.9% | 1.6% | 3.0% | -0.1% | 0.9% | 0.9% | 0.4% |
| | Grade 2 | 0.7% | 0.5% | 2.4% | -0.9% | 0.4% | -0.1% | -0.5% |
| | Grade 3 | 1.3% | -0.1% | 0.4% | -0.3% | 1.3% | 0.9% | 0.1% |
| Senior Primary | Grade 4 | 2.7% | 2.2% | 3.5% | 0.9% | 1.6% | 1.5% | 1.2% |
| | Grade 5 | 3.0% | 2.4% | 3.4% | 1.2% | 2.7% | 2.1% | 1.3% |
| | Grade 6 | 4.0% | 3.3% | 3.6% | 1.7% | 3.1% | 2.7% | 1.8% |
| | Grade 7 | 6.0% | 3.3% | 3.1% | 3.0% | 4.9% | 4.8% | 3.5% |
| Junior Secondary | Grade 8 | 9.9% | 5.3% | 8.1% | 4.4% | 6.4% | 6.6% | 5.7% |
| | Grade 9 | 6.4% | 1.5% | 7.6% | 3.1% | 7.6% | 6.0% | 5.1% |
| Senior Secondary | Grade 10 | 29.7% | 40.6% | 8.6% | 5.3% | 8.5% | 9.2% | 7.2% |
| | Grade 11 | 0.8% | 1.1% | 1.4% | 65.1% | 76.3% | 69.6% | 67.8% |

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.

Grade 1 promotion rates increased from 77.8% in 2017 to 81.2% in 2023, but there has been some fluctuations over the years. A general observation indicates high promotion rates in the primary Phases. However, these rates decrease in most grades of the Secondary phase.

Repetition rates gradually decrease across all the grades in 2020, due to adjustment made to promotion requirements in response to the COVID-19 pandemic. It can be seen that repetition rates increased again in the years after 2020, that is 2021 to 2023, when normal promotion requirements were reinstated. There is thus a need to double efforts in reducing the repetition rates across all grades.

School-leaving had for many years been high in Grade 10 up to 2018, where many learners left after writing the Junior Secondary Certificate examination. This has shifted to Grade 11 from 2020 when Grade 11 became the first exit point as per the revised curriculum for Basic Education. Relatively higher school-leaving rates in Grade 8, 9 and 10 than in Grade 7 in 2017 to 2023, with an exception of grade 9 in 2018, this 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 2017 to 2023

| Grade | Sex | Year | | | | | | |
|----------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|---------------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Grade 2 | Total | 97.6% | 98.0% | 96.4% | 100.1% | 98.9% | 98.9% | 99.4% |
| | Females | 98.0% | 98.4% | 97.0% | 100.4% | 99.4% | 99.2% | 99.7% |
| | Males | 97.2% | 97.6% | 95.8% | 99.8% | 98.4% | 98.6% | 99.1% |
| Grade 3 | Total | 96.9% | 97.5% | 93.7% | 101.1% | 98.4% | 99.1% | 100.0% |
| | Females | 97.5% | 98.2% | 94.8% | 101.5% | 99.2% | 99.7% | 100.3% |
| | Males | 96.2% | 96.7% | 92.6% | 100.7% | 97.5% | 98.5% | 99.8% |
| Grade 4 | Total | 95.4% | 97.5% | 93.3% | 101.4% | 96.9% | 98.0% | 99.9% |
| | Females | 93.8% | 95.4% | 91.6% | 100.4% | 94.7% | 96.2% | 97.7% |
| | Males | 96.7% | 99.2% | 94.7% | 102.4% | 98.7% | 99.5% | 101.8% |
| Grade 5 | Total | 92.1% | 94.8% | 89.3% | 100.5% | 95.0% | 96.2% | 98.3% |
| | Females | 91.6% | 93.6% | 88.8% | 100.0% | 93.4% | 94.7% | 96.8% |
| | Males | 92.1% | 95.4% | 89.4% | 100.9% | 96.1% | 97.2% | 99.4% |
| Grade 6 | Total | 88.6% | 91.9% | 85.7% | 99.2% | 91.9% | 93.7% | 96.5% |
| | Females | 88.8% | 91.4% | 85.7% | 98.8% | 91.1% | 92.7% | 95.7% |
| | Males | 87.8% | 91.7% | 85.2% | 99.4% | 91.9% | 94.2% | 96.9% |
| Grade 7 | Total | 84.4% | 91.9% | 82.2% | 97.5% | 88.6% | 90.8% | 94.5% |
| | Females | 85.0% | 91.4% | 82.3% | 97.1% | 88.3% | 90.3% | 94.1% |
| | Males | 83.2% | 91.7% | 81.7% | 97.7% | 88.1% | 90.8% | 94.3% |
| Grade 8 | Total | 78.8% | 88.2% | 79.5% | 94.5% | 84.0% | 86.0% | 90.9% |
| | Females | 80.3% | 88.4% | 79.9% | 94.5% | 84.3% | 86.5% | 91.6% |
| | Males | 76.6% | 87.4% | 78.7% | 94.4% | 82.9% | 85.0% | 89.6% |
| Grade 9 | Total | 67.4% | 85.0% | 71.1% | 90.1% | 77.5% | 78.7% | 83.1% |
| | Females | 69.6% | 85.7% | 72.4% | 89.7% | 78.7% | 80.2% | 84.8% |
| | Males | 64.5% | 83.5% | 69.4% | 90.4% | 75.5% | 76.5% | 80.7% |
| Grade 10 | Total | 61.9% | 78.3% | 64.8% | 87.2% | 70.7% | 72.9% | 77.8% |
| | Females | 64.2% | 80.2% | 65.8% | 86.3% | 73.3% | 75.7% | 80.4% |
| | Males | 59.1% | 75.6% | 63.5% | 88.2% | 67.2% | 69.4% | 74.4% |
| Grade 11 | Total | 41.2% | 74.8% | 58.4% | 82.3% | 62.9% | 63.6% | 69.4% |
| | Females | 43.5% | 80.1% | 58.9% | 80.6% | 65.5% | 66.4% | 72.3% |
| | Males | 37.3% | 68.9% | 56.7% | 84.1% | 58.1% | 58.6% | 63.0% |
| Grade 12 | Total | 40.8% | 44.2% | 57.6% | 22.7% | 12.7% | 15.6% | 18.8% |
| | Females | 43.2% | 48.5% | 58.0% | 23.6% | 14.3% | 17.6% | 21.3% |
| | Males | 37.9% | 37.7% | 56.9% | 21.6% | 10.9% | 13.5% | 16.1% |

The survival rate to a specific grade represents the percentage of learners expected to stay in school until reaching that grade, based on promotion, repetition, and school-leaving rates between two consecutive years. It reflects the percentage of learners who transitioned from one year to the next. Survival rates are sensitive indicators of the cumulative effect of flow rates across grades, with higher grades showing more rapid variation.

Survival rates were calculated using the artificial cohort method, applying the flow rates in **Table 31** to an imaginary cohort of 1,000 learners who entered Grade 1. Returnees were treated as repeaters. Grade 1 was excluded from the table as its rate is 100% by definition. The survival rate to Grade 5 is often used as an estimate of the percentage of new Grade 1 entrants who have attained functional literacy for life.

Table 32 shows higher survival rates for both males and females from Grades 2 to 7, with a notable decline from Grades 10 to 12 in the past five years. Over this period, survival rates were consistently higher for females than for males, particularly from Grade 6 to Grade 12. This highlights that early school-leaving is a greater issue for male learners in Namibia.

It's important to note that the 2020 promotion adjustments caused some survival rates to exceed 100%, as nearly all learners progressed to the next grade.

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

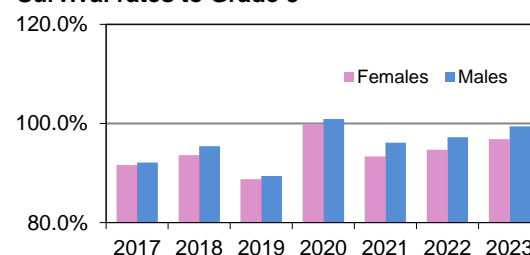
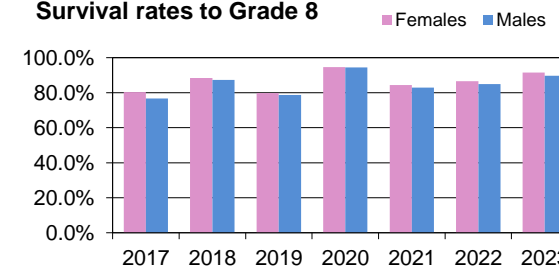
Figure 32: Changes in the survival rates to Grades 5 and 8**Survival rates to Grade 5****Survival rates to Grade 8**

Table 33: Approximate numbers of learners in Grades 1-12 who left school between 2017 and 2023

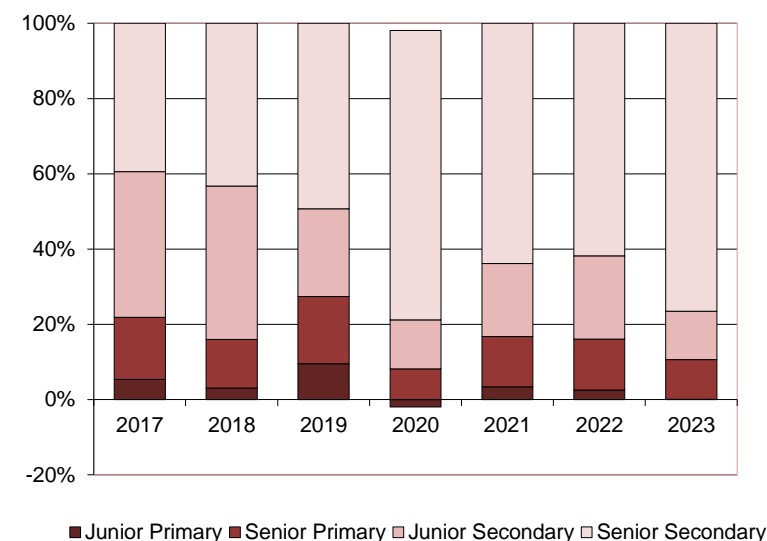
| School Phase | Grade | Year | | | | | | |
|------------------|----------|--------|--------|--------|--------|--------|--------|--------|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Total | | 56,128 | 54,664 | 50,958 | 51,648 | 63,923 | 57,209 | 52,382 |
| Junior Primary | Grade 1 | 1,604 | 1,370 | 2,622 | -106 | 784 | 831 | 396 |
| | Grade 2 | 482 | 359 | 1,891 | -715 | 361 | -122 | -463 |
| | Grade 3 | 899 | -46 | 326 | -227 | 997 | 758 | 96 |
| Senior Primary | Grade 4 | 1,973 | 1,665 | 2,792 | 693 | 1,198 | 1,229 | 1,028 |
| | Grade 5 | 1,918 | 1,605 | 2,413 | 903 | 2,076 | 1,583 | 1,007 |
| | Grade 6 | 2,364 | 1,984 | 2,241 | 1,081 | 2,196 | 1,869 | 1,270 |
| | Grade 7 | 3,009 | 1,776 | 1,663 | 1,686 | 3,083 | 3,022 | 2,229 |
| Junior Secondary | Grade 8 | 5,968 | 3,181 | 5,090 | 2,809 | 3,637 | 4,296 | 3,930 |
| | Grade 9 | 3,421 | 690 | 4,420 | 1,574 | 4,435 | 3,131 | 2,777 |
| Senior Secondary | Grade 10 | 12,337 | 18,424 | 2,365 | 2,640 | 4,355 | 5,267 | 3,983 |
| | Grade 11 | 208 | 279 | 385 | 14,185 | 35,421 | 26,402 | 27,527 |
| | Grade 12 | 21,945 | 23,377 | 24,750 | 27,125 | 5,380 | 8,943 | 8,602 |

Table 33 shows an approximate number of learners who left school between 2017 and 2023. These figures can offer tertiary institutions an early indication of the demand for various types of training and give an educational profile of learners entering the job market.

However, **Table 33** does not account for learner movements across Namibia's borders, as this data is unavailable. Learners who left school and returned within the same year are counted as school leavers. Due to the lack of a system for tracking individual learners and migration data, the numbers in **Table 33** should be considered approximations, not exact figures.

Figure 33 illustrates the percentage of learners who left school each year, broken down by school phase. The chart shows that the percentage of school leavers varies by grade and fluctuates over time.

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



Chapter 4:

NATIONAL EXAMINATIONS

Chapter 3 presents the results of the national examinations written towards the end of 2024, 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 | 244223 | 12248 | 3764 | 27011 | 37368 | 43729 | 42125 | 25874 | 20660 | 2 | 26195 | 5247 |
| Kharas | 7014 | 313 | 50 | 610 | 897 | 1441 | 1223 | 813 | 638 | 0 | 916 | 113 |
| Erongo | 16116 | 939 | 221 | 1630 | 2164 | 2809 | 2582 | 1750 | 1512 | 0 | 2157 | 352 |
| Hardap | 8022 | 238 | 44 | 486 | 772 | 1369 | 1283 | 921 | 881 | 0 | 1670 | 358 |
| Kavango East | 21335 | 931 | 351 | 2309 | 3582 | 4103 | 3715 | 2279 | 1768 | 0 | 1939 | 358 |
| Kavango West | 8460 | 339 | 89 | 1127 | 1706 | 1893 | 1630 | 740 | 475 | 0 | 384 | 77 |
| Khomas | 34220 | 2107 | 512 | 3722 | 4811 | 5965 | 5537 | 3434 | 2821 | 2 | 4426 | 883 |
| Kunene | 7044 | 105 | 11 | 340 | 821 | 1251 | 1378 | 1012 | 821 | 0 | 1193 | 112 |
| Ohangwena | 31049 | 1514 | 439 | 3742 | 5123 | 5481 | 5681 | 3328 | 2500 | 0 | 2542 | 699 |
| Omaheke | 7194 | 167 | 29 | 457 | 902 | 1383 | 1310 | 896 | 710 | 0 | 1060 | 280 |
| Omusati | 31146 | 1671 | 720 | 3980 | 5040 | 5086 | 5421 | 3265 | 2600 | 0 | 2802 | 561 |
| Oshana | 19860 | 1061 | 390 | 2347 | 3268 | 3385 | 3314 | 2077 | 1720 | 0 | 1946 | 352 |
| Oshikoto | 24336 | 1545 | 479 | 3255 | 4173 | 4156 | 4276 | 2452 | 1820 | 0 | 1781 | 399 |
| Otjozondjupa | 12990 | 597 | 214 | 1101 | 1735 | 2525 | 2354 | 1361 | 1164 | 0 | 1713 | 226 |
| Zambezi | 15437 | 721 | 215 | 1905 | 2374 | 2882 | 2421 | 1546 | 1230 | 0 | 1666 | 477 |

Figure 34: Number of candidates per region

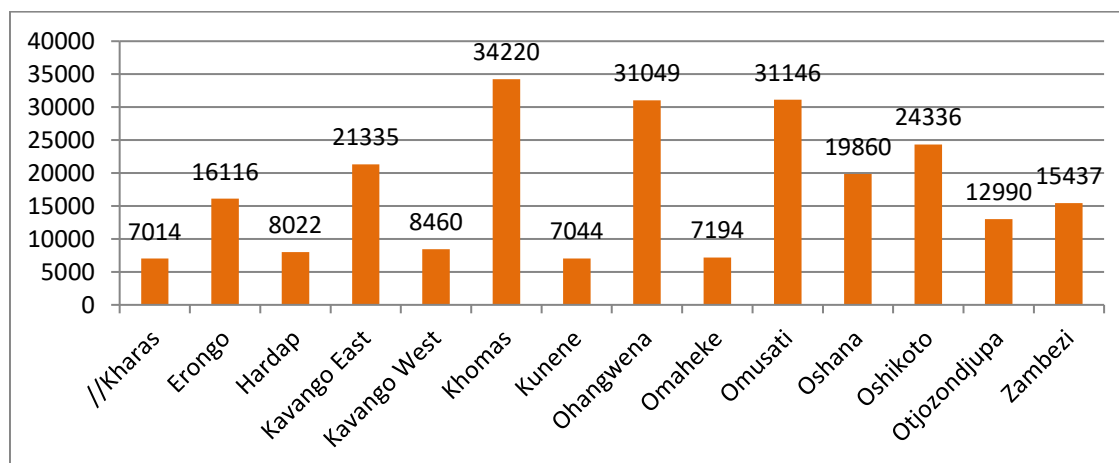


Table 34 and 35 tabulate the number and percentages of learners that sat for NSSC-O in 2024 per region and their scores.

Overall Results: Out of 244,223 learners who sat for the NSSC-O exam, 212,779 (87%) scored between A* to G, which is a 1% increase compared to 2023. However, 31,444 learners (13%) were either ungraded or graded incomplete, reflecting a 1% decrease compared to the previous year.

Regional Distribution: Omusati recorded the highest number of learners that sat for NSSC-O (34220), while Kharas had the lowest (7014).

Figure 34 presents the number of learners who sat for NSSC-O per region.

Score Distribution: The majority of learners (18% of the national points distribution) scored a D Symbol.

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 |
| National | 244223 | 100% | 5% | 2% | 11% | 15% | 18% | 17% | 11% | 8% | 0% | 11% | 2% |
| Kharas | 7014 | 100% | 4% | 1% | 9% | 13% | 21% | 17% | 12% | 9% | 0% | 13% | 2% |
| Erongo | 16116 | 100% | 6% | 1% | 10% | 13% | 17% | 16% | 11% | 9% | 0% | 13% | 2% |
| Hardap | 8022 | 100% | 3% | 1% | 6% | 10% | 17% | 16% | 11% | 11% | 0% | 21% | 4% |
| Kavango East | 21335 | 100% | 4% | 2% | 11% | 17% | 19% | 17% | 11% | 8% | 0% | 9% | 2% |
| Kavango West | 8460 | 100% | 4% | 1% | 13% | 20% | 22% | 19% | 9% | 6% | 0% | 5% | 1% |
| Khomas | 34220 | 100% | 6% | 1% | 11% | 14% | 17% | 16% | 10% | 8% | 0% | 13% | 3% |
| Kunene | 7044 | 100% | 1% | 0% | 5% | 12% | 18% | 20% | 14% | 12% | 0% | 17% | 2% |
| Ohangwena | 31049 | 100% | 5% | 1% | 12% | 16% | 18% | 18% | 11% | 8% | 0% | 8% | 2% |
| Omaheke | 7194 | 100% | 2% | 0% | 6% | 13% | 19% | 18% | 12% | 10% | 0% | 15% | 4% |
| Omusati | 31146 | 100% | 5% | 2% | 13% | 16% | 16% | 17% | 10% | 8% | 0% | 9% | 2% |
| Oshana | 19860 | 100% | 5% | 2% | 12% | 16% | 17% | 17% | 10% | 9% | 0% | 10% | 2% |
| Oshikoto | 24336 | 100% | 6% | 2% | 13% | 17% | 17% | 18% | 10% | 7% | 0% | 7% | 2% |
| Otjozondjupa | 12990 | 100% | 5% | 2% | 8% | 13% | 19% | 18% | 10% | 9% | 0% | 13% | 2% |
| Zambezi | 15437 | 100% | 5% | 1% | 12% | 15% | 19% | 16% | 10% | 8% | 0% | 11% | 3% |

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

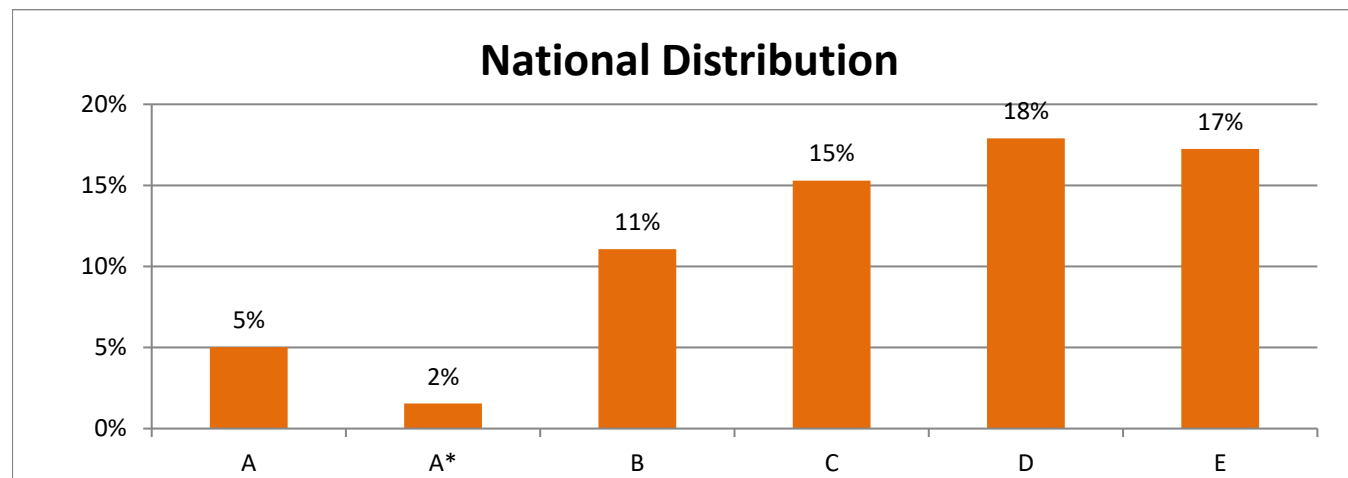


Table 36a: Namibia Senior Secondary Certificate Advanced Subsidiary (NSSC-AS) examination results per region

| Regions | Number of Candidates | Points Scored | | | | | | | |
|-----------------|----------------------|---------------|--------------|--------------|--------------|--------------|----------|--------------|------------|
| | | A | B | C | D | E | Q | U | X |
| National | 32,891 | 2,672 | 5,157 | 7,641 | 8,133 | 5,266 | 3 | 3,862 | 157 |
| Kharas | 845 | 57 | 112 | 153 | 208 | 167 | 2 | 140 | 6 |
| Erongo | 1,869 | 91 | 267 | 430 | 484 | 311 | 0 | 277 | 9 |
| Hardap | 670 | 175 | 84 | 107 | 127 | 86 | 0 | 82 | 9 |
| Kavango East | 3,195 | 250 | 542 | 753 | 787 | 468 | 0 | 383 | 12 |
| Kavango West | 1,058 | 72 | 263 | 273 | 233 | 131 | 0 | 83 | 3 |
| Khomas | 5,223 | 428 | 731 | 1145 | 1233 | 845 | 0 | 803 | 38 |
| Kunene | 479 | 31 | 60 | 122 | 131 | 85 | 0 | 42 | 8 |
| Ohangwena | 4,284 | 299 | 713 | 977 | 1106 | 729 | 1 | 447 | 12 |
| Omaheke | 627 | 148 | 72 | 129 | 137 | 91 | 0 | 50 | 0 |
| Omusati | 4,521 | 446 | 862 | 1194 | 1116 | 613 | 0 | 271 | 19 |
| Oshana | 3,570 | 292 | 419 | 770 | 920 | 669 | 0 | 482 | 18 |
| Oshikoto | 3,697 | 254 | 554 | 909 | 983 | 605 | 0 | 383 | 9 |
| Otjozondjupa | 1,302 | 76 | 215 | 294 | 310 | 231 | 0 | 168 | 8 |
| Zambezi | 1,551 | 53 | 263 | 385 | 358 | 235 | 0 | 251 | 6 |

Table 36 (a) indicates the number of learners who registered for NSSC-AS examination per region and the grades they have obtained in 2024 Examinations.

Overall Results: A total of 32,891 learners sat for the NSSC-AS exam nationally. Out of these, 28,869 learners (88%) scored between 'A' and 'E' symbols, while 4,022 learners (12%) were either ungraded or graded incomplete.

Learners Not Sitting for the Exam: 157 learners were registered but did not sit for the exam, represented by the "X" grade.

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 |
| National | 32,891 | 8.1% | 15.7% | 23.2% | 24.7% | 16.0% | 0.0% | 11.7% | 0.5% |
| Kharas | 845 | 6.7% | 13.3% | 18.1% | 24.6% | 19.8% | 0.2% | 16.6% | 0.7% |
| Erongo | 1,869 | 4.9% | 14.3% | 23.0% | 25.9% | 16.6% | 0.0% | 14.8% | 0.5% |
| Hardap | 670 | 26.1% | 12.5% | 16.0% | 19.0% | 12.8% | 0.0% | 12.2% | 1.3% |
| KavangoEast | 3,195 | 7.8% | 17.0% | 23.6% | 24.6% | 14.6% | 0.0% | 12.0% | 0.4% |
| KavangoWest | 1,058 | 6.8% | 24.9% | 25.8% | 22.0% | 12.4% | 0.0% | 7.8% | 0.3% |
| Khomas | 5,223 | 8.2% | 14.0% | 21.9% | 23.6% | 16.2% | 0.0% | 15.4% | 0.7% |
| Kunene | 479 | 6.5% | 12.5% | 25.5% | 27.3% | 17.7% | 0.0% | 8.8% | 1.7% |
| Ohangwena | 4,284 | 7.0% | 16.6% | 22.8% | 25.8% | 17.0% | 0.0% | 10.4% | 0.3% |
| Omaheke | 627 | 23.6% | 11.5% | 20.6% | 21.9% | 14.5% | 0.0% | 8.0% | 0.0% |
| Omusati | 4,521 | 9.9% | 19.1% | 26.4% | 24.7% | 13.6% | 0.0% | 6.0% | 0.4% |
| Oshana | 3,570 | 8.2% | 11.7% | 21.6% | 25.8% | 18.7% | 0.0% | 13.5% | 0.5% |
| Oshikoto | 3,697 | 6.9% | 15.0% | 24.6% | 26.6% | 16.4% | 0.0% | 10.4% | 0.2% |
| Otjozondjupa | 1,302 | 5.8% | 16.5% | 22.6% | 23.8% | 17.7% | 0.0% | 12.9% | 0.6% |
| Zambezi | 1,551 | 3.4% | 17.0% | 24.8% | 23.1% | 15.2% | 0.0% | 16.2% | 0.4% |

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

Regional Distribution: Khomas had the highest percentage of NSSC-AS candidates, accounting for 16% (5,223 learners), while Kunene had the lowest at 1% (479 learners) out of the **32891** learners who registered for the NSSC-AS exam nationally.

Score Distribution: The majority of NSSC-AS candidates scored 'C' and 'D' symbols, representing 23.2% and 24.7% of the national score distribution, respectively.

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

| Subject | Total Candidates | Learners Per Subject | Symbol | | | | | | | | Ungraded U | Incomplete X |
|--------------------------------|------------------|----------------------|--------|-------|-------|-------|-------|-------|-------|-------|------------|--------------|
| | | | A* | A | B | C | D | E | F | G | | |
| Accounting | 4,049 | 1.7% | 5.7% | 1.9% | 10.0% | 13.5% | 12.3% | 14.2% | 7.7% | 7.8% | 25.0% | 2.0% |
| Afrikaans as a Second Language | 8,822 | 3.6% | 1.8% | 0.6% | 5.6% | 10.3% | 36.7% | 32.1% | 7.0% | 2.5% | 1.1% | 2.3% |
| Agricultural Science | 13,252 | 5.4% | 1.9% | 0.6% | 11.3% | 20.4% | 27.9% | 20.8% | 10.1% | 3.0% | 1.0% | 2.9% |
| Art and Design | 63 | 0.0% | 14.3% | 6.3% | 4.8% | 11.1% | 9.5% | 9.5% | 12.7% | 4.8% | 23.8% | 3.2% |
| Biology | 25,128 | 10.3% | 3.8% | 1.2% | 7.3% | 12.8% | 12.1% | 13.1% | 15.9% | 15.1% | 17.0% | 1.7% |
| Building Studies | 62 | 0.0% | 19.4% | 8.1% | 19.4% | 14.5% | 6.5% | 4.8% | 17.7% | 8.1% | 0.0% | 1.6% |
| Business Studies | 3,703 | 1.5% | 6.2% | 2.1% | 14.7% | 16.1% | 11.3% | 9.7% | 10.9% | 8.3% | 18.1% | 2.5% |
| Chemistry | 15,257 | 6.2% | 2.7% | 0.9% | 8.7% | 15.5% | 14.6% | 16.6% | 15.4% | 14.0% | 10.2% | 1.5% |
| Computer Science | 629 | 0.3% | 8.6% | 3.5% | 15.6% | 19.2% | 12.9% | 14.3% | 9.7% | 6.4% | 3.7% | 6.2% |
| Design and Technology | 320 | 0.1% | 13.8% | 4.7% | 11.9% | 16.9% | 15.3% | 12.8% | 8.4% | 5.9% | 6.9% | 3.4% |
| Development Studies | 9,388 | 3.8% | 3.7% | 1.2% | 7.4% | 10.6% | 16.9% | 17.5% | 19.5% | 12.2% | 8.4% | 2.4% |
| Economics | 4,415 | 1.8% | 3.1% | 1.2% | 7.8% | 12.2% | 8.1% | 10.5% | 16.3% | 15.6% | 22.9% | 2.4% |
| English as a Second Language | 40,295 | 16.5% | 7.5% | 0.6% | 11.3% | 14.3% | 26.5% | 24.5% | 6.4% | 3.9% | 2.9% | 1.9% |
| Entrepreneurship | 3,686 | 1.5% | 14.5% | 12.1% | 20.7% | 20.0% | 13.6% | 6.9% | 3.2% | 2.2% | 3.0% | 3.8% |
| Fashion and Fabrics | 167 | 0.1% | 9.0% | 3.6% | 39.5% | 34.1% | 6.6% | 3.6% | 0.0% | 0.0% | 0.6% | 3.0% |
| First Language Afrikaans | 92 | 0.0% | 15.2% | 6.5% | 26.1% | 17.4% | 26.1% | 8.7% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language English | 441 | 0.2% | 4.5% | 0.9% | 31.5% | 39.5% | 19.7% | 3.2% | 0.0% | 0.0% | 0.0% | 0.7% |
| First Language German | 11 | 0.0% | 9.1% | 18.2% | 18.2% | 18.2% | 27.3% | 9.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language Khoekhoegowab | 1,589 | 0.7% | 2.1% | 0.9% | 9.3% | 19.2% | 17.3% | 16.4% | 16.4% | 7.3% | 1.8% | 9.4% |
| First Language Oshikwanyama | 7,102 | 2.9% | 8.7% | 3.4% | 31.1% | 32.1% | 16.2% | 4.5% | 1.2% | 0.1% | 0.1% | 2.5% |
| First Language Oshindonga | 10,709 | 4.4% | 7.6% | 2.7% | 31.6% | 35.4% | 15.9% | 3.5% | 0.7% | 0.1% | 0.0% | 2.4% |
| First Language Otjiherero | 2,412 | 1.0% | 0.6% | 0.3% | 9.7% | 32.5% | 27.2% | 15.8% | 8.6% | 1.5% | 0.3% | 3.5% |
| First Language Rukwangali | 2,879 | 1.2% | 3.3% | 1.3% | 27.3% | 37.3% | 22.2% | 5.7% | 1.2% | 0.1% | 0.1% | 1.4% |
| First Language Rumanyo | 1,022 | 0.4% | 4.1% | 2.0% | 32.0% | 39.9% | 16.0% | 2.6% | 0.8% | 0.0% | 0.1% | 2.4% |
| First Language Setswana | 61 | 0.0% | 29.5% | 9.8% | 27.9% | 11.5% | 9.8% | 1.6% | 1.6% | 0.0% | 0.0% | 8.2% |
| First Language Silozi | 2,462 | 1.0% | 14.2% | 5.8% | 38.6% | 25.6% | 9.4% | 1.9% | 0.4% | 0.0% | 0.0% | 4.1% |
| First Language Thimbukushu | 706 | 0.3% | 0.6% | 0.2% | 4.0% | 7.0% | 4.1% | 1.0% | 0.1% | 0.0% | 0.0% | 0.5% |
| Foreign Language German | 744 | 0.3% | 10.3% | 3.1% | 22.3% | 24.2% | 14.1% | 13.0% | 6.6% | 2.8% | 2.3% | 1.2% |
| Foreign Language Portuguese | 219 | 0.1% | 32.4% | 11.9% | 20.1% | 12.8% | 5.9% | 7.3% | 3.2% | 2.3% | 0.9% | 3.2% |
| Geography | 14,436 | 5.9% | 0.0% | 2.8% | 7.6% | 9.6% | 16.8% | 16.5% | 10.4% | 9.2% | 16.4% | 2.4% |
| History | 9,177 | 3.8% | 1.5% | 0.5% | 2.8% | 4.0% | 13.6% | 15.5% | 25.5% | 18.9% | 15.5% | 2.1% |
| Home Economics | 484 | 0.2% | 3.1% | 1.2% | 18.6% | 34.1% | 28.1% | 11.6% | 0.4% | 0.6% | 0.0% | 2.3% |
| Hospitality | 216 | 0.1% | 10.6% | 4.6% | 8.8% | 9.3% | 24.5% | 19.9% | 11.6% | 6.9% | 1.9% | 1.9% |
| Integrated Performing Arts | 35 | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.2% | 0.1% | 0.2% | 0.1% | 0.0% | 0.0% |
| Mathematics | 40,728 | 16.7% | 3.2% | 1.2% | 5.4% | 8.0% | 13.0% | 20.6% | 9.9% | 11.8% | 25.1% | 1.9% |
| Metalwork and Welding | 146 | 0.1% | 22.6% | 8.9% | 7.5% | 5.5% | 17.1% | 19.9% | 15.1% | 3.4% | 0.0% | 0.0% |
| Motor Mechanics | 145 | 0.1% | 1.4% | 1.4% | 6.9% | 15.2% | 20.0% | 25.5% | 17.9% | 5.5% | 2.8% | 3.4% |
| Namibia Sign Language | 7 | 0.0% | 28.6% | 0.0% | 14.3% | 0.0% | 28.6% | 14.3% | 0.0% | 14.3% | 0.0% | 0.0% |
| Office Practice | 331 | 0.1% | 1.2% | 0.9% | 5.1% | 11.5% | 12.1% | 16.0% | 10.0% | 9.4% | 31.4% | 2.4% |
| Physics | 18,733 | 7.7% | 4.7% | 1.6% | 10.8% | 18.4% | 15.1% | 17.2% | 14.8% | 9.6% | 5.9% | 1.8% |
| Woodwork | 95 | 0.0% | 15.8% | 5.3% | 7.4% | 9.5% | 16.8% | 13.7% | 18.9% | 4.2% | 3.2% | 5.3% |

Table 37 presents the percentages of candidates who attained different symbols in the full-time NSSC-O examination. The total number of candidates enrolled in each subject is listed under the "Candidates" column. The symbol distribution for the six subjects with the highest enrollments is shown in **Figure 37**. The ETSIP priority subject scores for A* to D are as follows: English Second Language (60%), Physics (50.8%) Chemistry (37.2%), Mathematics (50.4%), Biology (37.2%), and Computer Science (59.8%). English Second Language and Mathematics had higher numbers of learners sat for the exams, with 16.5% and 16.7% of the total learners, respectively, compared to other subjects.

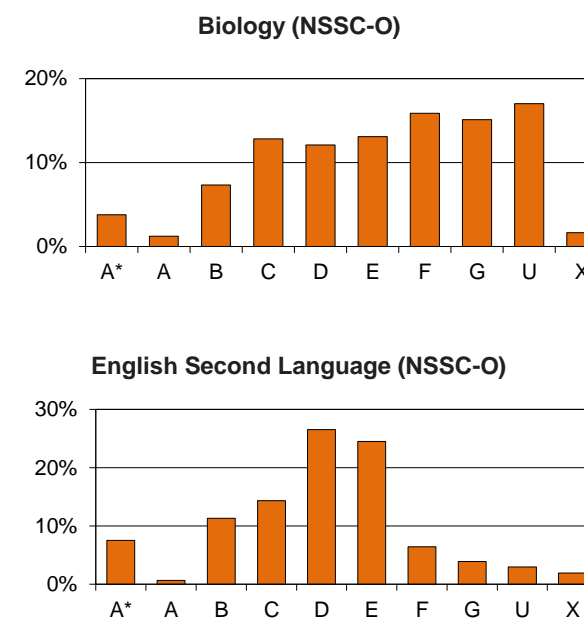
Figure 37: Symbol distribution in the six main NSSC-O full-time subjects

Figure 37 continues ►

Figure 37 continued

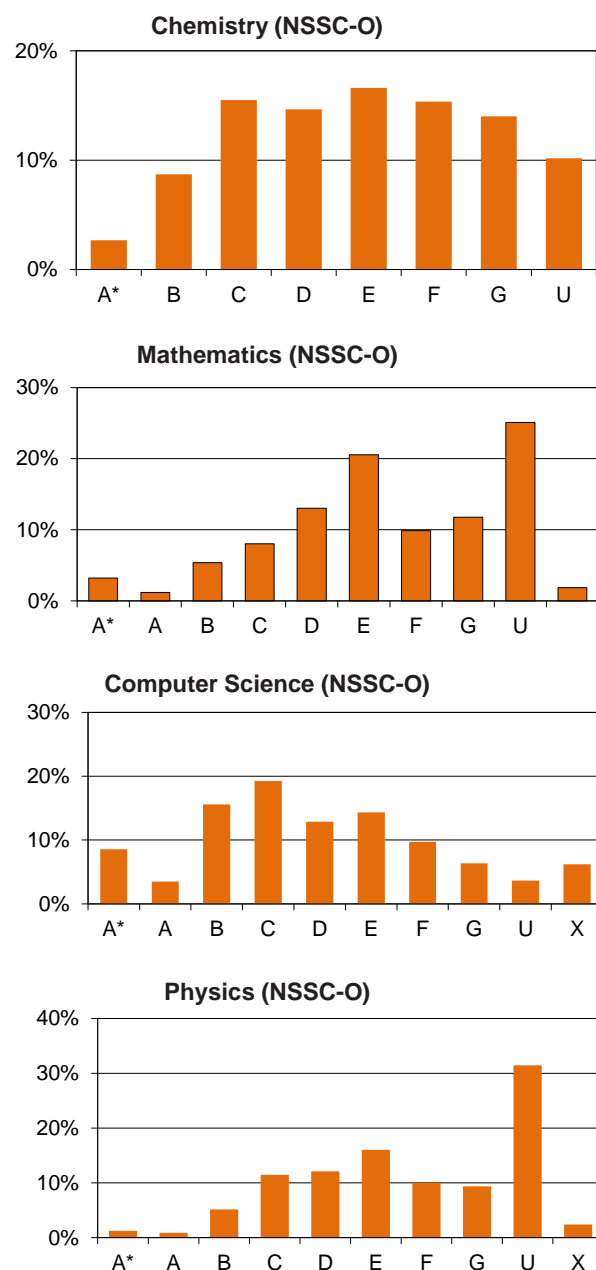


Table 38: Namibia Senior Secondary Certificate Advanced Subsidiary Level (NSSC-AS) results

| Subject | Total Candidates | Learners Per Subject | Grade | | | | | Ungraded | Incomplete |
|--------------------------------|------------------|----------------------|-------|-------|-------|-------|-------|----------|------------|
| | | | a | b | c | d | e | u | x |
| Accounting | 977 | 3.0% | 8.2% | 15.8% | 25.0% | 20.3% | 14.5% | 16.0% | 0.3% |
| Afrikaans as a Second Language | 461 | 1.4% | 3.7% | 13.4% | 30.2% | 39.0% | 10.4% | 2.0% | 1.3% |
| Agricultural Science | 2161 | 6.6% | 5.2% | 15.4% | 27.1% | 43.8% | 8.2% | 0.2% | 0.2% |
| Art and Design | 5 | 0.0% | 20.0% | 40.0% | 40.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Biology | 5380 | 16.4% | 5.0% | 10.7% | 19.2% | 28.1% | 24.3% | 12.4% | 0.3% |
| Business Studies | 590 | 1.8% | 14.1% | 20.3% | 26.4% | 19.5% | 11.5% | 7.8% | 0.3% |
| Chemistry | 3149 | 9.6% | 8.3% | 14.7% | 23.5% | 24.5% | 17.1% | 11.3% | 0.5% |
| Computer Science | 160 | 0.5% | 15.6% | 17.5% | 27.5% | 20.6% | 11.3% | 7.5% | 0.0% |
| Design and Technology | 74 | 0.2% | 8.1% | 32.4% | 31.1% | 16.2% | 8.1% | 4.1% | 0.0% |
| Economics | 505 | 1.5% | 1.2% | 5.5% | 10.1% | 31.5% | 31.9% | 19.4% | 0.4% |
| English as a Second Language | 4711 | 14.3% | 6.0% | 16.4% | 24.3% | 19.6% | 16.1% | 17.1% | 0.5% |
| Entrepreneurship | 682 | 2.1% | 11.0% | 19.9% | 22.7% | 29.9% | 10.4% | 5.1% | 0.9% |
| First Language Afrikaans | 20 | 0.1% | 40.0% | 5.0% | 20.0% | 30.0% | 0.0% | 0.0% | 5.0% |
| First Language English | 175 | 0.5% | 13.7% | 12.6% | 22.3% | 26.3% | 19.4% | 5.1% | 0.6% |
| First Language German | 2 | 0.0% | 50.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| First Language Khoekhoegowab | 81 | 0.2% | 22.2% | 43.2% | 21.0% | 7.4% | 2.5% | 0.0% | 3.7% |
| First Language Oshikwanyama | 914 | 2.8% | 16.3% | 28.9% | 25.8% | 20.1% | 6.6% | 1.8% | 0.5% |
| First Language Oshindonga | 1311 | 4.0% | 1.2% | 10.5% | 27.1% | 41.7% | 15.9% | 3.4% | 0.2% |
| First Language Otjiherero | 203 | 0.6% | 23.2% | 25.1% | 31.0% | 19.2% | 1.0% | 0.5% | 0.0% |
| First Language Rukwangali | 386 | 1.2% | 13.0% | 46.9% | 29.0% | 9.6% | 0.8% | 0.3% | 0.5% |
| First Language Rumanyo | 167 | 0.5% | 3.0% | 27.5% | 44.9% | 20.4% | 3.6% | 0.0% | 0.6% |
| First Language Setswana | 3 | 0.0% | 33.3% | 33.3% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% |
| First Language Silozi | 333 | 1.0% | 8.7% | 46.8% | 37.8% | 6.3% | 0.0% | 0.0% | 0.3% |
| First Language Thimbukushu | 73 | 0.2% | 32.9% | 50.7% | 8.2% | 8.2% | 0.0% | 0.0% | 0.0% |
| Foreign Language German | 56 | 0.2% | 10.7% | 21.4% | 33.9% | 16.1% | 14.3% | 3.6% | 0.0% |
| Geography | 1846 | 5.6% | 9.3% | 13.1% | 23.2% | 20.0% | 14.5% | 19.2% | 0.6% |
| History | 429 | 1.3% | 10.3% | 27.0% | 37.3% | 20.5% | 3.7% | 1.2% | 0.0% |
| Mathematics | 4189 | 12.7% | 7.2% | 9.5% | 14.8% | 20.1% | 21.7% | 25.9% | 0.7% |
| Physics | 3847 | 11.7% | 14.6% | 19.7% | 27.6% | 21.9% | 11.7% | 4.0% | 0.4% |

In the NSSC-AS grading system, subjects are graded from 'a' to 'x', with 'a' representing the best achievement. Ungraded candidates are listed under 'u', and those who did not complete all examination papers are under 'x'. Mathematics, Art and Design, Accounting, Economics, Afrikaans as a second language, and Biology had a relatively high number of ungraded candidates. The priority subject scores for grades 'a' to 'd' at the NSSC-AS level are as follows: English Second Language: 68.5%, Physics: 83.9%, Chemistry: 71.0%, Mathematics: 51.6%, Biology: 63.0%, Computer Science: 86.2%

Biology had the highest number of learners sat for the exams, with 16.4%, followed by English as a Second Language at 14.3%, when compared to other subjects.

Chapter 5:

TEACHERS



Chapter 5 presents statistics on teachers, with a primary focus on their qualifications. These qualifications are analyzed across different regions, years, school phases, subjects taught, and age groups. Teachers in Namibia have received their training and qualifications from various education systems, making categorization challenging. For this report, teachers are classified into two broad groups: those without professional teaching qualifications and those with formal, specialized teacher-training qualifications. Another aspect of teacher qualifications relates to academic training levels.

In this report, three categories are used: teachers who have not completed Grade 12, those who have completed Grade 12 and up to two additional years of academic or tertiary education, and those with more than two years of tertiary education beyond Grade 12. In the Annual Education Census (AEC), teachers reported their academic qualifications separately from their professional training. The years of professional education are included in the qualifications presented in this chapter. For example, a teacher who completed three years of teacher education after Grade 12 is classified as having more than two years of tertiary education.

The AEC also requires teachers to specify the subjects they teach and the qualifications they hold in those subjects.

Learner-to-teacher ratios are analyzed across regions and over time. These ratios are calculated by dividing the total number of learners in a region by the total number of teachers in that region for a given year.

For classification purposes, teachers are grouped according to the school phase in which they teach – either primary or secondary education. In cases where teachers work in combined schools across both phases, their allocation is proportional to the range of Grades they teach.

Each year, some teachers leave the education system permanently due to reasons such as retirement, resignation, illness, or death. Transfers, however, are not considered part of teacher attrition since these teachers remain within the system. Teacher attrition rates are another key 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 | Total | 34,870 | 23,963 | 10,907 | 21,130 | 10,826 | 2,585 | 329 | 24.3 | 29.1 | 21.1 | 1.0 |
| | Private | 3985 | 2984 | 1001 | 2395 | 973 | 486 | 131 | 13.7 | 18.2 | 11.2 | 0.3 |
| | State | 30885 | 20979 | 9906 | 18735 | 9853 | 2099 | 198 | 25.6 | 30.5 | 22.1 | 1.2 |
| Kharas | Private | 170 | 130 | 40 | 125 | 14 | 28 | 3 | 17.7 | 19.8 | 9.4 | 13.0 |
| | State | 862 | 616 | 246 | 478 | 307 | 66 | 11 | 26.7 | 30.1 | 21.6 | 25.8 |
| Erongo | Private | 510 | 423 | 87 | 265 | 161 | 66 | 18 | 12.9 | 15.1 | 10.0 | 11.4 |
| | State | 1,670 | 1,329 | 341 | 996 | 571 | 83 | 20 | 29.7 | 32.4 | 25.7 | 25.7 |
| Hardap | Private | 60 | 51 | 9 | 34 | 15 | 7 | 4 | 10.5 | 9.4 | 9.1 | 19.3 |
| | State | 1,080 | 797 | 283 | 654 | 323 | 97 | 6 | 26.9 | 29.3 | 23.1 | 23.0 |
| Kavango East | Private | 233 | 144 | 89 | 132 | 52 | 42 | 7 | 15.1 | 14.8 | 12.4 | 19.1 |
| | State | 2,365 | 1,326 | 1,039 | 1,481 | 755 | 116 | 13 | 31.6 | 34.0 | 28.0 | 24.3 |
| Kavango West | Private | 52 | 25 | 27 | 30 | 17 | 5 | 0 | 26.0 | 26.3 | 21.2 | 40.0 |
| | State | 1,765 | 937 | 828 | 1,187 | 449 | 126 | 3 | 26.7 | 28.2 | 23.2 | 24.8 |
| Khomas | Private | 1,180 | 931 | 249 | 638 | 355 | 141 | 46 | 14.3 | 15.6 | 12.3 | 13.5 |
| | State | 3,123 | 2,394 | 729 | 1,706 | 1,074 | 301 | 42 | 28.8 | 32.5 | 25.5 | 19.5 |
| Kunene | Private | 72 | 57 | 15 | 41 | 11 | 8 | 13 | 17.3 | 20.5 | 7.2 | 14.5 |
| | State | 1,207 | 759 | 448 | 782 | 326 | 90 | 9 | 26.7 | 28.3 | 24.2 | 21.5 |
| Ohangwena | Private | 284 | 201 | 83 | 207 | 40 | 35 | 2 | 19.9 | 21.5 | 10.8 | 20.7 |
| | State | 4,395 | 2,913 | 1,482 | 2,724 | 1,374 | 278 | 19 | 27.1 | 29.6 | 22.6 | 24.6 |
| Omaheke | Private | 158 | 109 | 49 | 93 | 38 | 19 | 8 | 17.5 | 18.9 | 13.7 | 18.6 |
| | State | 931 | 652 | 279 | 590 | 271 | 58 | 13 | 27.2 | 28.9 | 23.9 | 24.8 |
| Omusati | Private | 260 | 189 | 71 | 184 | 46 | 26 | 4 | 17.5 | 18.0 | 14.4 | 19.6 |
| | State | 4,321 | 2,978 | 1,343 | 2,667 | 1,377 | 260 | 17 | 24.8 | 27.2 | 20.4 | 24.0 |
| Oshana | Private | 353 | 264 | 89 | 242 | 55 | 41 | 15 | 15.9 | 16.5 | 11.2 | 18.5 |
| | State | 2,322 | 1,645 | 677 | 1,333 | 824 | 154 | 11 | 24.9 | 27.9 | 20.1 | 24.4 |
| Oshikoto | Private | 311 | 221 | 90 | 201 | 73 | 32 | 5 | 18.4 | 19.2 | 15.7 | 19.5 |
| | State | 3,088 | 2,112 | 976 | 1,862 | 1,005 | 211 | 10 | 24.3 | 26.3 | 20.5 | 24.4 |
| Otjozondjupa | Private | 216 | 159 | 57 | 136 | 51 | 26 | 3 | 10.9 | 12.2 | 6.5 | 12.7 |
| | State | 1,849 | 1,328 | 521 | 1,152 | 565 | 119 | 13 | 29.2 | 31.7 | 24.6 | 27.0 |
| Zambezi | Private | 126 | 80 | 46 | 67 | 45 | 11 | 3 | 15.3 | 12.4 | 19.3 | 16.1 |
| | State | 1,907 | 1,193 | 714 | 1,123 | 632 | 141 | 11 | 22.1 | 23.9 | 18.7 | 23.7 |

Table 39 shows the number of teachers and the learner: teacher ratios by region and school phase. In combined schools, some teachers taught both primary and secondary grades, and estimates of their workload were made to avoid double-counting. The table includes teachers from both private schools and those hired by school boards in state schools, so ratios may appear more favorable in regions with more such teachers.

Generally, it can be observed that, state schools' learner-teacher ratios in all 14 regions are below the national norms of 35:1 for Primary and 30:1 for Secondary phase. However, factors like new schools being opened, small schools especially in remote areas, and larger number of combined schools causing teachers to split across phases contribute to this. Additionally, 329 teachers (131 private and 198 state) had no teaching loads, including principals and teachers who are either on maternity, study or extended sick leaves and teachers who are on the payroll of particular 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 | Total | 34,870 | 177 | 2,509 | 32,184 | 1,643 | 73 | 1,122 | 448 | 33,227 | 104 | 1,387 | 31,736 |
| | Females | 23,963 | 139 | 1,868 | 21,956 | 1,162 | 53 | 804 | 305 | 22,801 | 86 | 1,064 | 21,651 |
| | Males | 10,907 | 38 | 641 | 10,228 | 481 | 20 | 318 | 143 | 10,426 | 18 | 323 | 10,085 |
| Kharas | Total | 1,032 | 3 | 87 | 942 | 68 | 1 | 51 | 16 | 964 | 2 | 36 | 926 |
| | Females | 746 | 3 | 62 | 681 | 48 | 1 | 34 | 13 | 698 | 2 | 28 | 668 |
| | Males | 286 | 0 | 25 | 261 | 20 | 0 | 17 | 3 | 266 | 0 | 8 | 258 |
| Erongo | Total | 2,180 | 25 | 166 | 1,989 | 119 | 12 | 78 | 29 | 2,061 | 13 | 88 | 1,960 |
| | Females | 1,752 | 23 | 140 | 1,589 | 89 | 11 | 61 | 17 | 1,663 | 12 | 79 | 1,572 |
| | Males | 428 | 2 | 26 | 400 | 30 | 1 | 17 | 12 | 398 | 1 | 9 | 388 |
| Hardap | Total | 1,140 | 4 | 96 | 1,040 | 63 | 0 | 41 | 22 | 1,077 | 4 | 55 | 1,018 |
| | Females | 848 | 4 | 79 | 765 | 45 | 0 | 30 | 15 | 803 | 4 | 49 | 750 |
| | Males | 292 | 0 | 17 | 275 | 18 | 0 | 11 | 7 | 274 | 0 | 6 | 268 |
| Kavango East | Total | 2,598 | 16 | 143 | 2,439 | 94 | 7 | 64 | 23 | 2,504 | 9 | 79 | 2,416 |
| | Females | 1,470 | 11 | 83 | 1,376 | 50 | 5 | 33 | 12 | 1,420 | 6 | 50 | 1,364 |
| | Males | 1,128 | 5 | 60 | 1,063 | 44 | 2 | 31 | 11 | 1,084 | 3 | 29 | 1,052 |
| Kavango West | Total | 1,817 | 6 | 138 | 1,673 | 83 | 6 | 63 | 14 | 1,734 | 0 | 75 | 1,659 |
| | Females | 962 | 1 | 80 | 881 | 46 | 1 | 39 | 6 | 916 | 0 | 41 | 875 |
| | Males | 855 | 5 | 58 | 792 | 37 | 5 | 24 | 8 | 818 | 0 | 34 | 784 |
| Khomas | Total | 4,303 | 27 | 366 | 3,910 | 281 | 15 | 160 | 106 | 4,022 | 12 | 206 | 3,804 |
| | Females | 3,325 | 23 | 287 | 3,015 | 208 | 13 | 119 | 76 | 3,117 | 10 | 168 | 2,939 |
| | Males | 978 | 4 | 79 | 895 | 73 | 2 | 41 | 30 | 905 | 2 | 38 | 865 |
| Kunene | Total | 1,279 | 12 | 135 | 1,132 | 65 | 3 | 37 | 25 | 1,214 | 9 | 98 | 1,107 |
| | Females | 816 | 12 | 104 | 700 | 45 | 3 | 28 | 14 | 771 | 9 | 76 | 686 |
| | Males | 463 | 0 | 31 | 432 | 20 | 0 | 9 | 11 | 443 | 0 | 22 | 421 |
| Ohangwena | Total | 4,679 | 8 | 262 | 4,409 | 170 | 2 | 112 | 56 | 4,509 | 6 | 150 | 4,353 |
| | Females | 3,114 | 5 | 177 | 2,932 | 122 | 1 | 77 | 44 | 2,992 | 4 | 100 | 2,888 |
| | Males | 1,565 | 3 | 85 | 1,477 | 48 | 1 | 35 | 12 | 1,517 | 2 | 50 | 1,465 |

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 | Total | 1,089 | 8 | 130 | 951 | 82 | 6 | 64 | 12 | 1,007 | 2 | 66 | 939 |
| | Females | 761 | 7 | 99 | 655 | 59 | 5 | 45 | 9 | 702 | 2 | 54 | 646 |
| | Males | 328 | 1 | 31 | 296 | 23 | 1 | 19 | 3 | 305 | 0 | 12 | 293 |
| Omusati | Total | 4,581 | 20 | 250 | 4,311 | 151 | 3 | 118 | 30 | 4,430 | 17 | 132 | 4,281 |
| | Females | 3,167 | 16 | 196 | 2,955 | 110 | 2 | 86 | 22 | 3,057 | 14 | 110 | 2,933 |
| | Males | 1,414 | 4 | 54 | 1,356 | 41 | 1 | 32 | 8 | 1,373 | 3 | 22 | 1,348 |
| Oshana | Total | 2,675 | 12 | 204 | 2,459 | 139 | 5 | 111 | 23 | 2,536 | 7 | 93 | 2,436 |
| | Females | 1,909 | 11 | 162 | 1,736 | 114 | 5 | 90 | 19 | 1,795 | 6 | 72 | 1,717 |
| | Males | 766 | 1 | 42 | 723 | 25 | 0 | 21 | 4 | 741 | 1 | 21 | 719 |
| Oshikoto | Total | 3,399 | 5 | 237 | 3,157 | 163 | 2 | 112 | 49 | 3,236 | 3 | 125 | 3,108 |
| | Females | 2,333 | 4 | 179 | 2,150 | 113 | 1 | 82 | 30 | 2,220 | 3 | 97 | 2,120 |
| | Males | 1,066 | 1 | 58 | 1,007 | 50 | 1 | 30 | 19 | 1,016 | 0 | 28 | 988 |
| Otjozondjupa | Total | 2,065 | 22 | 154 | 1,889 | 99 | 8 | 68 | 23 | 1,966 | 14 | 86 | 1,866 |
| | Females | 1,487 | 11 | 116 | 1,360 | 68 | 2 | 51 | 15 | 1,419 | 9 | 65 | 1,345 |
| | Males | 578 | 11 | 38 | 529 | 31 | 6 | 17 | 8 | 547 | 5 | 21 | 521 |
| Zambezi | Total | 2,033 | 9 | 141 | 1,883 | 66 | 3 | 43 | 20 | 1,967 | 6 | 98 | 1,863 |
| | Females | 1,273 | 8 | 104 | 1,161 | 45 | 3 | 29 | 13 | 1,228 | 5 | 75 | 1,148 |
| | Males | 760 | 1 | 37 | 722 | 21 | 0 | 14 | 7 | 739 | 1 | 23 | 715 |

Table 40 shows the number of teachers by qualifications and sex. Qualification profiles for primary and secondary teachers are in Tables 41 and 42, while Tables 43 and 44 list teachers' qualifications by subject. Teachers were asked in the Annual Education Census to report both their academic and professional qualifications. For example, a teacher with a three-year tertiary diploma would list Grade 12 as their academic qualification and the tertiary education as their professional qualification, which is combined in Table 40.

Of the 34,870 teachers, 1,643 (1,162 female and 481 male) had no teaching qualification, making up 4.7% of all teachers, an increase of 0.2% from 2023. Gender-wise, 3.3% of female teachers and 1.4% of male teachers lacked teaching qualifications. Meanwhile, 31,736 teachers (91%) had more than two years of tertiary education, with 62.1% being female.

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 |
| National | 21,130 | 99 | 1,554 | 19,477 | 973 | 46 | 693 | 234 | 20,157 | 53 | 861 | 19,243 |
| Kharas | 603 | 2 | 48 | 553 | 43 | 1 | 31 | 11 | 560 | 1 | 17 | 542 |
| Erongo | 1261 | 12 | 94 | 1155 | 54 | 7 | 38 | 8 | 1208 | 5 | 56 | 1147 |
| Hardap | 687 | 1 | 59 | 627 | 39 | 0 | 25 | 14 | 649 | 1 | 34 | 613 |
| Kavango East | 1613 | 10 | 80 | 1523 | 51 | 5 | 37 | 9 | 1562 | 5 | 43 | 1514 |
| Kavango West | 1217 | 3 | 92 | 1123 | 54 | 3 | 41 | 10 | 1163 | 0 | 50 | 1113 |
| Khomas | 2344 | 11 | 212 | 2122 | 143 | 6 | 93 | 44 | 2202 | 5 | 119 | 2078 |
| Kunene | 824 | 5 | 91 | 728 | 43 | 3 | 24 | 16 | 780 | 2 | 67 | 712 |
| Ohangwena | 2931 | 4 | 161 | 2767 | 103 | 2 | 67 | 34 | 2829 | 3 | 93 | 2733 |
| Omaheke | 683 | 4 | 80 | 598 | 54 | 4 | 45 | 5 | 629 | 0 | 36 | 593 |
| Omusati | 2851 | 17 | 163 | 2671 | 102 | 3 | 81 | 18 | 2749 | 14 | 82 | 2653 |
| Oshana | 1575 | 7 | 136 | 1432 | 93 | 3 | 78 | 13 | 1482 | 4 | 58 | 1420 |
| Oshikoto | 2062 | 4 | 163 | 1895 | 101 | 1 | 74 | 26 | 1962 | 3 | 89 | 1870 |
| Otjozondjupa | 1288 | 15 | 95 | 1179 | 61 | 7 | 39 | 15 | 1227 | 8 | 56 | 1164 |
| Zambezi | 1190 | 6 | 81 | 1103 | 34 | 2 | 21 | 11 | 1156 | 4 | 59 | 1093 |

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

There were slight disparities in the percentage of primary teachers with formal teacher training accross all 14 regions. This is evident in the fact that the percentage of primary teachers with teaching qualification in almost all regions was above 86%, with Kavango East (93.9%), Ohangwena (93.2%) and Omusat (93.1) recorded the highest percentage of teachers with formal teacher training. Nationally, 20,157 (95.4%) out 21,130 primary teachers recorded in 2024 had formal teacher training, which is indeed a positive sign.

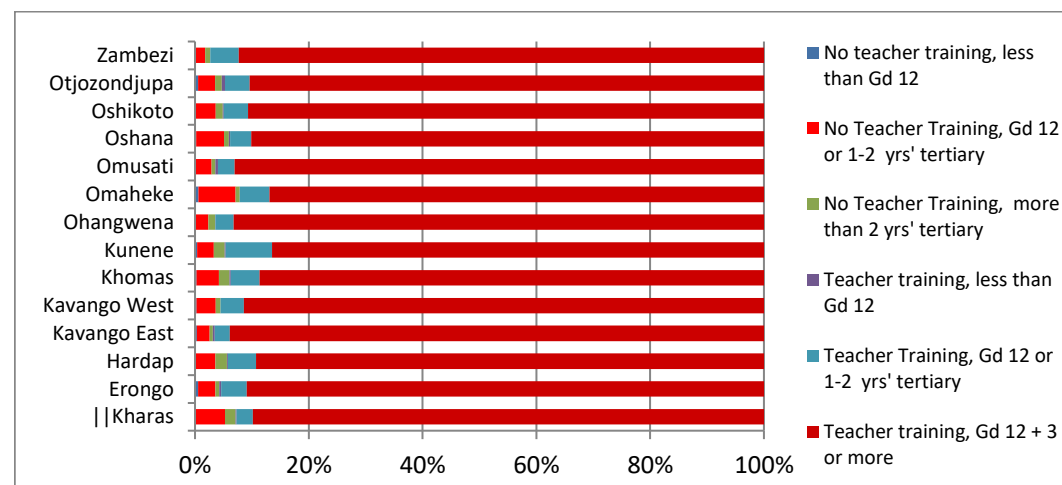
Figure 41: Qualifications of Primary teachers

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 |
| National | 10,824 | 12 | 529 | 10,283 | 460 | 4 | 277 | 179 | 10,364 | 8 | 252 | 10,104 |
| Kharas | 321 | 0 | 25 | 296 | 19 | 0 | 16 | 3 | 302 | 0 | 9 | 292 |
| Erongo | 731 | 3 | 40 | 689 | 47 | 1 | 26 | 20 | 684 | 2 | 13 | 669 |
| Hardap | 338 | 0 | 20 | 319 | 18 | 0 | 12 | 6 | 321 | 0 | 7 | 313 |
| Kavango East | 807 | 1 | 34 | 773 | 28 | 0 | 17 | 11 | 779 | 1 | 17 | 762 |
| Kavango West | 466 | 0 | 26 | 440 | 16 | 0 | 12 | 4 | 450 | 0 | 14 | 436 |
| Khomas | 1429 | 3 | 78 | 1348 | 83 | 0 | 38 | 45 | 1346 | 3 | 40 | 1303 |
| Kunene | 337 | 0 | 20 | 317 | 15 | 0 | 7 | 8 | 322 | 0 | 13 | 309 |
| Ohangwena | 1414 | 1 | 64 | 1349 | 49 | 1 | 31 | 18 | 1364 | 1 | 33 | 1331 |
| Omaheke | 309 | 1 | 29 | 279 | 20 | 0 | 13 | 7 | 289 | 1 | 16 | 272 |
| Omusati | 1423 | 0 | 47 | 1376 | 36 | 0 | 24 | 12 | 1387 | 0 | 23 | 1364 |
| Oshana | 880 | 0 | 35 | 845 | 30 | 0 | 22 | 8 | 850 | 0 | 13 | 837 |
| Oshikoto | 1077 | 1 | 41 | 1035 | 47 | 1 | 23 | 22 | 1031 | 0 | 18 | 1013 |
| Otjozondjupa | 615 | 2 | 42 | 572 | 27 | 1 | 19 | 7 | 588 | 1 | 23 | 564 |
| Zambezi | 677 | 0 | 30 | 646 | 24 | 0 | 16 | 8 | 652 | 0 | 14 | 638 |

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

Most Secondary teachers had at least three years' tertiary education, which included teacher training. Nationally, 95.8% of the teachers in Secondary phase had formal teacher training. 97.2% of the teachers with formal qualifications had a qualification of 3 or more years. Omusati had the highest percentage 97.5% of qualified teachers in secondary phase while Omaheke had the lowest (93.4%). A total of 460 (4.2%) of Secondary teachers had no formal professional qualifications.

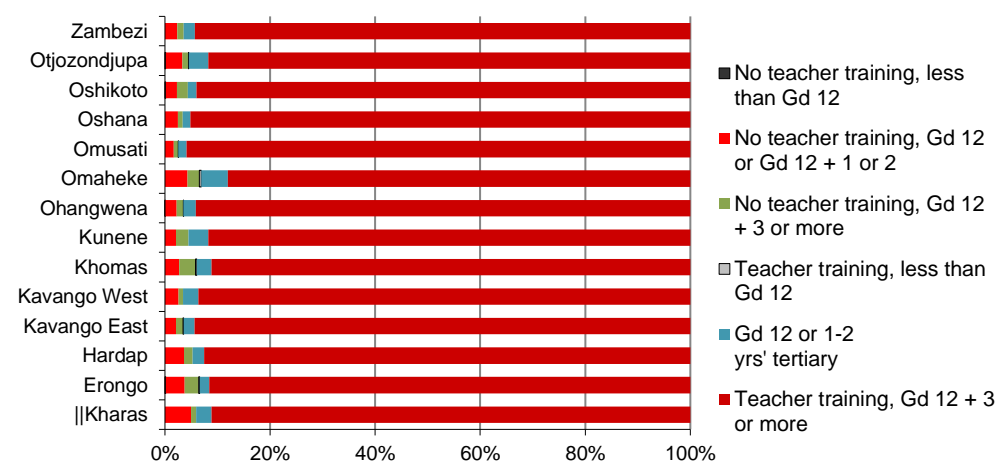
Figure 42: Qualifications of Secondary teachers

Table 43: Qualifications of teachers in the subjects they taught

| Subject | Primary | | | | | Primary and Secondary | | | | | Secondary | | | | |
|--|---------|--------------------|----------|-------------------------|----------------------------|-----------------------|--------------------|----------|-------------------------|----------------------------|-----------|--------------------|----------|-------------------------|----------------------------|
| | Total | Less than 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 616 | 4 | 11 | 44 | 557 |
| Afrikaans 1st or Home Language | 227 | 3 | 28 | 31 | 165 | 227 | 3 | 28 | 31 | 165 | 70 | 2 | 6 | 7 | 55 |
| Afrikaans 2nd Language | 726 | 13 | 150 | 97 | 466 | 726 | 13 | 150 | 97 | 466 | 386 | 7 | 63 | 42 | 274 |
| Agricultural Science | 23 | 0 | 2 | 3 | 18 | 23 | 0 | 2 | 3 | 18 | 1347 | 35 | 105 | 88 | 1119 |
| Art and Design | 22 | 1 | 6 | 3 | 12 | 22 | 1 | 6 | 3 | 12 | 163 | 25 | 36 | 13 | 89 |
| Art of Entertainment | 9 | 0 | 3 | 1 | 5 | 9 | 0 | 3 | 1 | 5 | 104 | 19 | 39 | 4 | 42 |
| Arts (non-pr.) | 3746 | 347 | 850 | 425 | 2124 | 3746 | 347 | 850 | 425 | 2124 | 432 | 43 | 128 | 50 | 211 |
| Arts appreciation | 27 | 4 | 9 | 2 | 12 | 27 | 4 | 9 | 2 | 12 | 395 | 60 | 120 | 44 | 171 |
| Arts in Culture | 115 | 12 | 23 | 12 | 68 | 115 | 12 | 23 | 12 | 68 | 437 | 54 | 134 | 41 | 208 |
| Biology | 10 | 0 | 0 | 0 | 10 | 10 | 0 | 0 | 0 | 10 | 823 | 1 | 17 | 38 | 767 |
| Braille | 3 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 2 |
| Building Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 2 | 1 | 11 |
| Business Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 256 | 1 | 8 | 19 | 228 |
| Chemistry | 3 | 0 | 1 | 0 | 2 | 3 | 0 | 1 | 0 | 2 | 648 | 1 | 12 | 40 | 595 |
| Computer Literacy | 89 | 4 | 9 | 19 | 57 | 89 | 4 | 9 | 19 | 57 | 21 | 2 | 2 | 3 | 14 |
| Computer Science | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 50 | 0 | 2 | 1 | 47 |
| Computer Studies | 10 | 0 | 2 | 1 | 7 | 10 | 0 | 2 | 1 | 7 | 132 | 3 | 3 | 9 | 117 |
| Craft & Technology | 55 | 5 | 7 | 6 | 37 | 55 | 5 | 7 | 6 | 37 | 1 | 0 | 1 | 0 | 0 |
| Design and Technology | 288 | 18 | 30 | 19 | 221 | 288 | 18 | 30 | 19 | 221 | 73 | 0 | 3 | 6 | 64 |
| Development Studies | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 377 | 10 | 32 | 30 | 305 |
| Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 276 | 1 | 3 | 21 | 251 |
| Elementary Agriculture | 2248 | 155 | 295 | 189 | 1609 | 2248 | 155 | 295 | 189 | 1609 | 9 | 0 | 1 | 0 | 8 |
| English 1st Language | 461 | 7 | 39 | 63 | 352 | 461 | 7 | 39 | 63 | 352 | 132 | 2 | 7 | 12 | 111 |
| English 2nd Language | 4139 | 11 | 156 | 281 | 3691 | 4139 | 11 | 156 | 281 | 3691 | 2269 | 9 | 45 | 104 | 2111 |
| Entrepreneurship | 6 | 0 | 0 | 1 | 5 | 6 | 0 | 0 | 1 | 5 | 1274 | 39 | 68 | 92 | 1075 |
| Environmental Studies | 467 | 2 | 10 | 47 | 408 | 467 | 2 | 10 | 47 | 408 | 0 | 0 | 0 | 0 | 0 |
| Extraordinary subj. | 8 | 1 | 2 | 2 | 3 | 8 | 1 | 2 | 2 | 3 | 4 | 0 | 0 | 0 | 4 |
| Fashion and Fabrics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 2 | 24 |
| French Foreign Language | 27 | 0 | 1 | 4 | 22 | 27 | 0 | 1 | 4 | 22 | 22 | 0 | 1 | 3 | 18 |
| General Science | 49 | 6 | 23 | 3 | 17 | 49 | 6 | 23 | 3 | 17 | 12 | 1 | 2 | 4 | 5 |
| Geography | 17 | 0 | 2 | 2 | 13 | 17 | 0 | 2 | 2 | 13 | 1640 | 9 | 50 | 103 | 1478 |
| German 1st or Home Language | 34 | 2 | 1 | 0 | 31 | 34 | 2 | 1 | 0 | 31 | 21 | 0 | 0 | 0 | 21 |
| German Third or Foreign Language | 43 | 1 | 6 | 1 | 35 | 43 | 1 | 6 | 1 | 35 | 74 | 2 | 6 | 5 | 61 |
| Grade 1 class teaching | 3138 | 20 | 61 | 254 | 2803 | 3138 | 20 | 61 | 254 | 2803 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 class teaching | 2890 | 18 | 59 | 225 | 2588 | 2890 | 18 | 59 | 225 | 2588 | 0 | 0 | 0 | 0 | 0 |
| Grade 3 class teaching | 2782 | 13 | 54 | 180 | 2535 | 2782 | 13 | 54 | 180 | 2535 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 class teaching | 44 | 0 | 3 | 8 | 33 | 44 | 0 | 3 | 8 | 33 | 0 | 0 | 0 | 0 | 0 |
| Grade 5 class teaching | 38 | 0 | 2 | 5 | 31 | 38 | 0 | 2 | 5 | 31 | 0 | 0 | 0 | 0 | 0 |
| Grade 6 class teaching | 33 | 0 | 2 | 4 | 27 | 33 | 0 | 2 | 4 | 27 | 0 | 0 | 0 | 0 | 0 |
| Grade 7 class teaching | 24 | 0 | 1 | 2 | 21 | 24 | 0 | 1 | 2 | 21 | 0 | 0 | 0 | 0 | 0 |
| Handicraft/Art | 12 | 1 | 2 | 0 | 9 | 12 | 1 | 2 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Handwriting | 21 | 1 | 4 | 2 | 14 | 21 | 1 | 4 | 2 | 14 | 0 | 0 | 0 | 0 | 0 |
| History | 16 | 0 | 0 | 2 | 14 | 16 | 0 | 0 | 2 | 14 | 1415 | 19 | 64 | 92 | 1240 |
| History & Geography | 16 | 0 | 2 | 1 | 13 | 16 | 0 | 2 | 1 | 13 | 3 | 0 | 0 | 0 | 3 |
| Home Ecology | 363 | 32 | 37 | 30 | 264 | 363 | 32 | 37 | 30 | 264 | 3 | 1 | 0 | 0 | 2 |
| Home Economics | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 104 | 2 | 2 | 4 | 96 |
| Hospitality | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 5 | 2 | 3 | 23 |
| Information and Communication Technology (ICT) | 2758 | 275 | 657 | 325 | 1501 | 2758 | 275 | 657 | 325 | 1501 | 1417 | 196 | 354 | 160 | 707 |
| Individual Learning | 13 | 1 | 2 | 0 | 10 | 13 | 1 | 2 | 0 | 10 | 3 | 0 | 2 | 1 | 0 |
| Khoekhoegowab | 217 | 6 | 44 | 22 | 145 | 217 | 6 | 44 | 22 | 145 | 106 | 3 | 20 | 14 | 69 |
| Life Science | 16 | 0 | 3 | 3 | 10 | 16 | 0 | 3 | 3 | 10 | 1381 | 11 | 63 | 75 | 1232 |

The number of teachers who taught different subjects in the ordinary grades (Grades 1 - 12) have been listed in **Table 43**. The table has 103 subjects taught in Namibian schools. Teachers reported the subjects they were teaching, and their qualification in these specific subjects, as per the qualification category headings in this table.

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

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

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 |
| Life Skills | 2006 | 139 | 417 | 262 | 1188 | 2006 | 139 | 417 | 262 | 1188 | 1047 | 56 | 171 | 153 | 667 |
| Literature (English) | 9 | 0 | 2 | 0 | 7 | 9 | 0 | 2 | 0 | 7 | 4 | 0 | 0 | 0 | 4 |
| Mathematics | 4278 | 20 | 156 | 275 | 3827 | 4278 | 20 | 156 | 275 | 3827 | 2247 | 7 | 48 | 106 | 2086 |
| Metal Work | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 1 | 12 |
| Metalwork& Welding | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 3 |
| Motor Mechanics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 9 |
| Music | 4 | 0 | 1 | 0 | 3 | 4 | 0 | 1 | 0 | 3 | 14 | 0 | 1 | 0 | 13 |
| Namibian Sign Language | 19 | 5 | 5 | 2 | 7 | 19 | 5 | 5 | 2 | 7 | 16 | 3 | 2 | 1 | 10 |
| Natural Economy | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Natural Science and Health Education | 3825 | 78 | 237 | 279 | 3231 | 3825 | 78 | 237 | 279 | 3231 | 10 | 0 | 0 | 1 | 9 |
| Needlework and Clothing | 3 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| Office Adm. & Keyboard | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 |
| Office Practice | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 1 | 5 | 4 | 42 |
| Oshikwanyama | 941 | 10 | 52 | 64 | 815 | 941 | 10 | 52 | 64 | 815 | 555 | 2 | 7 | 26 | 520 |
| Oshindonga | 1336 | 8 | 66 | 115 | 1147 | 1336 | 8 | 66 | 115 | 1147 | 738 | 2 | 14 | 40 | 682 |
| Otjiherero | 260 | 3 | 25 | 23 | 209 | 260 | 3 | 25 | 23 | 209 | 134 | 4 | 13 | 12 | 105 |
| Performing Art | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 4 | 4 | 0 | 1 | 0 | 3 |
| Phys Ed & Health Aw | 1706 | 103 | 350 | 185 | 1068 | 1706 | 103 | 350 | 185 | 1068 | 92 | 10 | 27 | 11 | 44 |
| Physical Education | 2071 | 106 | 434 | 229 | 1302 | 2071 | 106 | 434 | 229 | 1302 | 1528 | 140 | 415 | 141 | 832 |
| Physical Science | 27 | 0 | 6 | 1 | 20 | 27 | 0 | 6 | 1 | 20 | 1422 | 4 | 69 | 97 | 1252 |
| Physics | 10 | 0 | 1 | 6 | 3 | 10 | 0 | 1 | 6 | 3 | 731 | 2 | 27 | 43 | 659 |
| Portuguese | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 19 | 0 | 1 | 5 | 13 |
| Preparatory Mathematics | 20 | 0 | 1 | 2 | 17 | 20 | 0 | 1 | 2 | 17 | 0 | 0 | 0 | 0 | 0 |
| Pre-Primary class teaching | 2335 | 34 | 108 | 261 | 1932 | 2335 | 34 | 108 | 261 | 1932 | 1 | 0 | 0 | 0 | 1 |
| Reading | 2266 | 138 | 456 | 199 | 1473 | 2266 | 138 | 456 | 199 | 1473 | 984 | 89 | 221 | 61 | 613 |
| Religious and Moral Education | 1407 | 123 | 280 | 173 | 831 | 1407 | 123 | 280 | 173 | 831 | 980 | 137 | 270 | 119 | 454 |
| Religious Education | 2236 | 205 | 520 | 247 | 1264 | 2236 | 205 | 520 | 247 | 1264 | 90 | 13 | 24 | 5 | 48 |
| Religious Studies | 3 | 1 | 0 | 0 | 2 | 3 | 1 | 0 | 0 | 2 | 12 | 1 | 3 | 1 | 7 |
| Remedial English | 2 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Remedial Teaching | 35 | 2 | 2 | 1 | 30 | 35 | 2 | 2 | 1 | 30 | 15 | 0 | 2 | 0 | 13 |
| Robotics | 14 | 1 | 3 | 2 | 8 | 14 | 1 | 3 | 2 | 8 | 1 | 0 | 0 | 0 | 1 |
| Rukwangali | 283 | 4 | 9 | 19 | 251 | 283 | 4 | 9 | 19 | 251 | 151 | 0 | 5 | 2 | 144 |
| Rumanyo (Rugcirku) | 119 | 3 | 9 | 9 | 98 | 119 | 3 | 9 | 9 | 98 | 57 | 0 | 0 | 5 | 52 |
| School Art | 40 | 6 | 7 | 11 | 16 | 40 | 6 | 7 | 11 | 16 | 5 | 0 | 1 | 0 | 4 |
| School Music | 42 | 0 | 5 | 9 | 28 | 42 | 0 | 5 | 9 | 28 | 7 | 0 | 0 | 1 | 6 |
| Sciences | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 1 |
| Setswana | 8 | 0 | 3 | 0 | 5 | 8 | 0 | 3 | 0 | 5 | 5 | 0 | 1 | 0 | 4 |
| Silozi | 226 | 0 | 10 | 7 | 209 | 226 | 0 | 10 | 7 | 209 | 127 | 0 | 2 | 4 | 121 |
| Social Sciences | 67 | 1 | 5 | 10 | 51 | 67 | 1 | 5 | 10 | 51 | 2 | 0 | 0 | 1 | 1 |
| Social Studies | 3318 | 151 | 265 | 255 | 2647 | 3318 | 151 | 265 | 255 | 2647 | 22 | 1 | 5 | 3 | 13 |
| Spanish Foreign Lang | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Special Education | 7 | 0 | 0 | 1 | 6 | 7 | 0 | 0 | 1 | 6 | 1 | 0 | 1 | 0 | 0 |
| Technical Drawing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 0 | 4 | 4 | 41 |
| Technical studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 2 | 1 | 11 |
| Technical Studies A | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 23 | 0 | 2 | 4 | 17 |
| Technical Studies B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 2 | 7 |
| Technical Studies C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 |
| Thimbukushu | 51 | 1 | 6 | 3 | 41 | 51 | 1 | 6 | 3 | 41 | 28 | 0 | 2 | 0 | 26 |
| Tourism (Travel and Tourism) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 5 |
| Trade Orientation | 5 | 0 | 0 | 1 | 4 | 5 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 |
| Visual Arts | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 15 | 0 | 0 | 1 | 14 |
| Woodwork | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 14 | 0 | 2 | 2 | 10 |

Although the preferred qualifications for teachers typically include a three or four-year tertiary education, a significant number of secondary school teachers have been found to possess qualifications that fall below the required Grade 12 level in certain subjects. This disparity highlights a gap in the qualifications of teachers in some areas, where teachers may be teaching subjects without the required academic background or specialized training.

This situation could have implications for the quality of education and signify the need for improving teacher qualifications and professional development to meet the educational standards expected in secondary schools.

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 |
| Total | 34,870 | 177 | 2,509 | 32,184 | 1,643 | 73 | 1,122 | 448 | 33,227 | 104 | 1,387 | 31,736 |
| Less than 20 | 11 | 2 | 9 | 0 | 9 | 2 | 7 | 0 | 2 | 0 | 2 | 0 |
| 20 - 24 | 1,040 | 6 | 157 | 877 | 117 | 5 | 79 | 33 | 923 | 1 | 78 | 844 |
| 25 - 29 | 6,941 | 12 | 615 | 6,314 | 478 | 10 | 333 | 135 | 6,463 | 2 | 282 | 6,179 |
| 30 - 34 | 7,116 | 27 | 600 | 6,489 | 405 | 12 | 293 | 100 | 6,711 | 15 | 307 | 6,389 |
| 35 - 39 | 5,284 | 27 | 399 | 4,858 | 240 | 9 | 163 | 68 | 5,044 | 18 | 236 | 4,790 |
| 40 - 44 | 4,706 | 23 | 254 | 4,429 | 144 | 9 | 98 | 37 | 4,562 | 14 | 156 | 4,392 |
| 45 - 49 | 3,557 | 11 | 163 | 3,383 | 104 | 7 | 63 | 34 | 3,453 | 4 | 100 | 3,349 |
| 50 - 54 | 3,132 | 20 | 166 | 2,946 | 82 | 9 | 55 | 18 | 3,050 | 11 | 111 | 2,928 |
| 55 - 59 | 2,798 | 48 | 126 | 2,624 | 43 | 10 | 19 | 14 | 2,755 | 38 | 107 | 2,610 |
| 60 or older | 285 | 1 | 20 | 264 | 21 | 0 | 12 | 9 | 264 | 1 | 8 | 255 |
| <i>Average Age</i> | 38.9 | 44.0 | 36.2 | 39.1 | 34.8 | 39.8 | 34.3 | 35.2 | 39.1 | 46.9 | 37.7 | 39.2 |

The number of teachers in different age groups have been tabulated according to qualification groups in **Table 44**. Average ages of the teachers in each column have been calculated. The ages of individual teachers were determined as at the Census date (17 September 2024) and rounded off as full completed years. For instance, a teacher born on 01 December 1986, who was 37 years and 8 months old on a Census date was entered into the calculations as 38 years old.

There were 33,227 teachers with formal training, and 1,643 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 38.9 nationally which almost similar to average age of teachers with formal teacher qualification and more than two years tertiary education. Namibia has a largely youthful teaching staff, with the majority of teachers 27, 604 out of 34, 870 (79.1%) falling between 25 - 49 years of age.

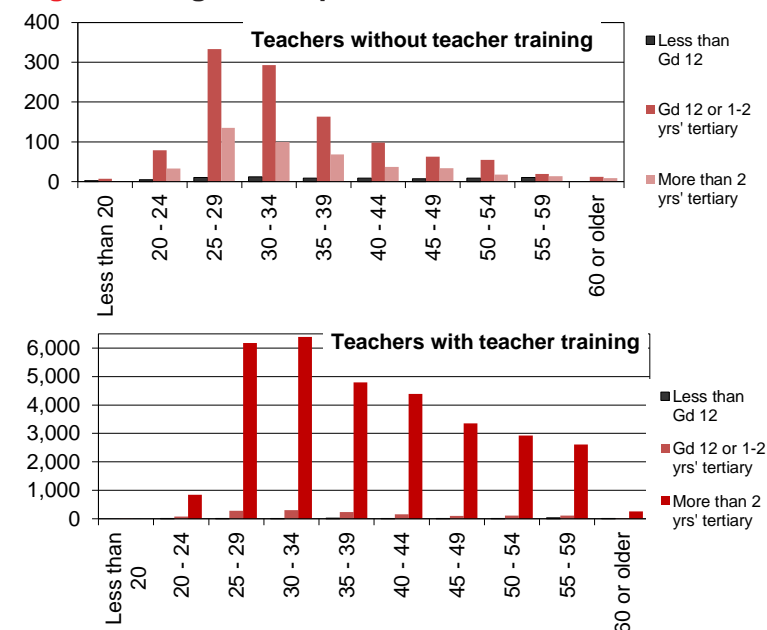
Figure 44: Ages and qualifications of teachers

Table 45: Attrition rates of teachers from 2023 to 2024

| 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 |
| National | 0.09% | 0.24% | 0.95% | 0.08% | 0.21% | 0.29% | 0.05% | 0.15% | 0.08% | 0.19% | 1.58% | 0.08% |
| Kharas | 0.13% | 0.50% | 0.77% | 0.10% | 0.32% | 0.67% | 0.04% | 0.11% | 0.12% | 0.33% | 1.36% | 0.10% |
| Erongo | 0.11% | 0.00% | 0.01% | 0.09% | 0.18% | 0.00% | 0.03% | 0.15% | 0.11% | 0.00% | 0.02% | 0.09% |
| Hardap | 0.12% | 0.00% | 0.01% | 0.11% | 0.16% | 0.01% | 0.03% | 0.13% | 0.12% | 0.00% | 0.02% | 0.11% |
| Kavango East | 0.06% | 0.00% | 0.01% | 0.05% | 0.10% | 0.00% | 0.01% | 0.08% | 0.06% | 0.00% | 0.01% | 0.05% |
| Kavango West | 0.07% | 0.00% | 0.01% | 0.06% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.01% | 0.01% | 0.06% |
| Khomas | 0.13% | 0.00% | 0.01% | 0.11% | 0.37% | 0.00% | 0.17% | 0.20% | 0.13% | 0.00% | 0.02% | 0.11% |
| Kunene | 0.10% | 0.00% | 0.01% | 0.10% | 0.00% | 0.00% | 0.00% | 0.00% | 0.11% | 0.00% | 0.01% | 0.10% |
| Ohangwena | 0.08% | 0.00% | 0.01% | 0.07% | 0.47% | 0.00% | 0.12% | 0.34% | 0.08% | 0.00% | 0.02% | 0.06% |
| Omaheke | 0.08% | 0.00% | 0.00% | 0.08% | 0.13% | 0.00% | 0.02% | 0.10% | 0.09% | 0.00% | 0.01% | 0.08% |
| Omusati | 0.08% | 0.00% | 0.01% | 0.07% | 0.08% | 0.00% | 0.01% | 0.07% | 0.08% | 0.00% | 0.01% | 0.07% |
| Oshana | 0.10% | 0.00% | 0.01% | 0.09% | 0.09% | 0.00% | 0.01% | 0.08% | 0.11% | 0.00% | 0.02% | 0.09% |
| Oshikoto | 0.09% | 0.00% | 0.01% | 0.08% | 0.04% | 0.00% | 0.01% | 0.03% | 0.10% | 0.01% | 0.02% | 0.08% |
| Otjozondjupa | 0.12% | 0.00% | 0.01% | 0.10% | 0.38% | 0.00% | 0.07% | 0.31% | 0.13% | 0.00% | 0.02% | 0.10% |
| Zambezi | 0.07% | 0.00% | 0.01% | 0.06% | 0.09% | 0.00% | 0.03% | 0.07% | 0.08% | 0.00% | 0.01% | 0.06% |

Attrition rates of teachers are defined as the percentage of teaching staff in 2023 who had left the teaching profession by 2024. Estimated attrition rates of teachers have been reported in Table 45. These numbers were calculated by searching for teachers who were no longer at the school where they had been teaching the previous year by looking for their identification or employee codes (salary reference numbers) in all other schools. 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 does not change.

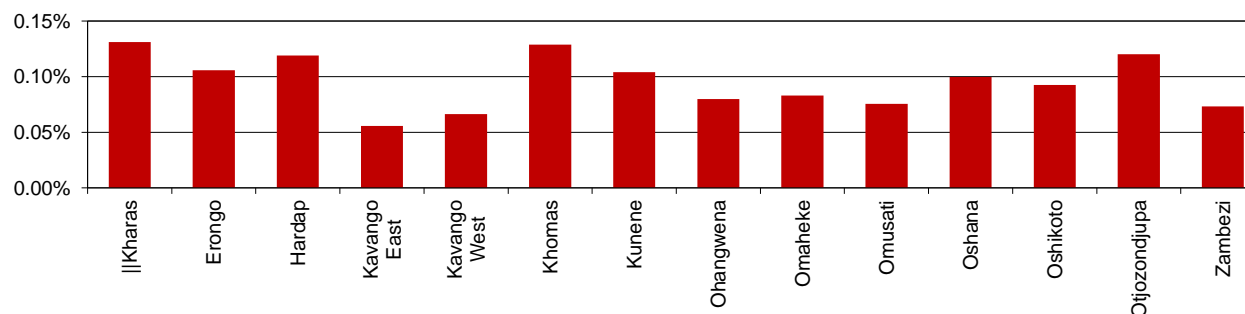
Figure 45: Total attrition rates of teachers in the regions

Table 46: Transfer rates of teachers from 2023 to 2024

| 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 |
| National | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.0% |
| Kharas | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Erongo | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hardap | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Kavango East | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Kavango West | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Khomas | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Kunene | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Ohangwena | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Omaheke | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Omusati | 0.0% | 0.0% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.6% | 0.0% |
| Oshana | 0.0% | 0.0% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.1% | 0.0% |
| Oshikoto | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Otjozondjupa | 0.1% | 0.0% | 0.7% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 1.2% | 0.1% |
| Zambezi | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Transfer rates of teachers are defined as the percentage of teaching staff in 2023 who were teaching at a different school in 2024.

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 2023, by looking for their identification and salary reference numbers in all other schools. The difference with **Table 45** is that these teachers are actually still in the teaching ranks elsewhere. This method is likely to render estimates which are more accurate or very close to reality, as with the introduction of the unique salary reference numbers, teachers tracking has improved 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.

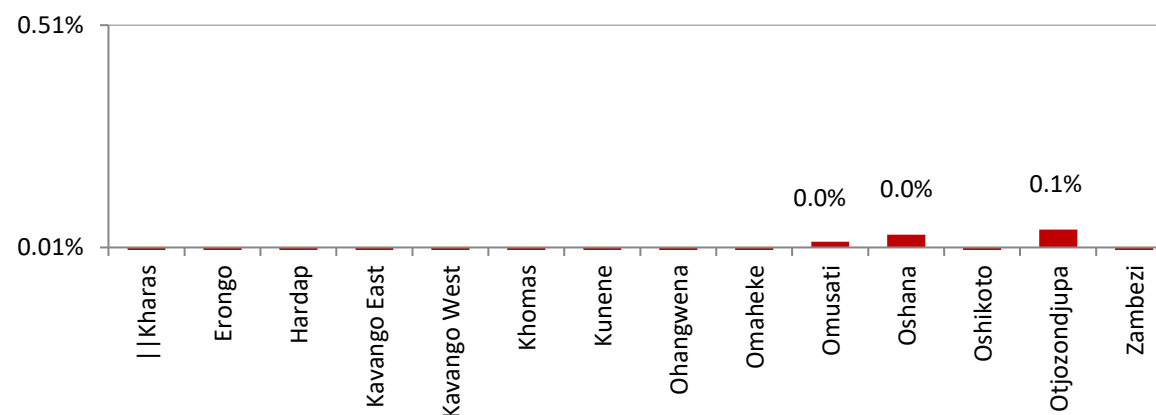
Figure 46: Total transfer rates of teachers in the regions

Table 47: Changes in the numbers of teachers and their professional qualifications from 2018 to 2024

| Qualification | Year | | | | | | | Average Annual Growth Rate 2018-2024 | Percentage Change 2023-2024 |
|--|--------|--------|--------|--------|--------|--------|--------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| Total – all teachers | | | | | | | | | |
| Total | 30,261 | 31,078 | 31,462 | 32,003 | 32,465 | 33,622 | 34,870 | 2.4% | 3.7% |
| Less than Grade 12 | 453 | 385 | 331 | 262 | 225 | 198 | 177 | -14.5% | -10.6% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 4,307 | 4,074 | 3,484 | 3,142 | 2,823 | 2,613 | 2,509 | -8.6% | -4.0% |
| Grade 12 plus 3 or more years' tertiary | 25,501 | 26,619 | 27,647 | 28,599 | 29,417 | 30,811 | 32,184 | 4.0% | 4.5% |
| Teachers without teacher training | | | | | | | | | |
| Total | 2,763 | 2,324 | 1,722 | 1,419 | 1,395 | 1,506 | 1,643 | -8.3% | 9.1% |
| Less than Grade 12 | 191 | 154 | 150 | 105 | 92 | 89 | 73 | -14.8% | -18.0% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 2,379 | 2,016 | 1,472 | 1,194 | 1,108 | 1,075 | 1,122 | -11.8% | 4.4% |
| Grade 12 plus 3 or more years' tertiary | 193 | 154 | 100 | 120 | 195 | 342 | 448 | 15.1% | 31.0% |
| Teachers with teacher training | | | | | | | | | |
| Total | 27,498 | 28,754 | 29,740 | 30,584 | 31,070 | 32,116 | 33,227 | 3.2% | 3.5% |
| Less than Grade 12 | 262 | 231 | 181 | 157 | 133 | 109 | 104 | -14.3% | -4.6% |
| Grade 12 or Grade 12 plus 1 or 2 years' tertiary | 1,928 | 2,058 | 2,012 | 1,948 | 1,715 | 1,538 | 1,387 | -5.3% | -9.8% |
| Grade 12 plus 3 or more years' tertiary | 25,308 | 26,465 | 27,547 | 28,479 | 29,222 | 30,469 | 31,736 | 3.8% | 4.2% |

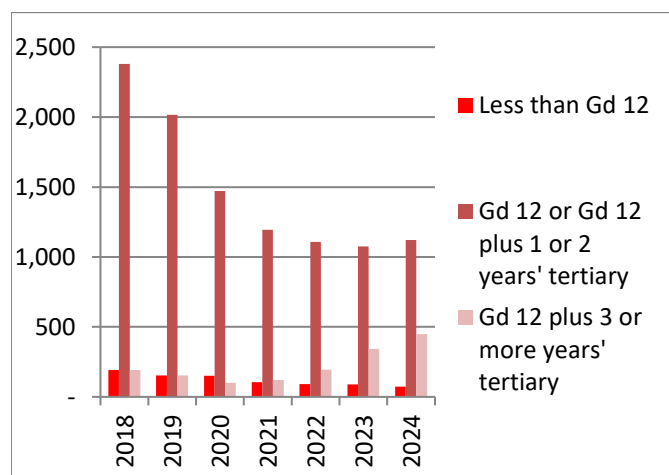
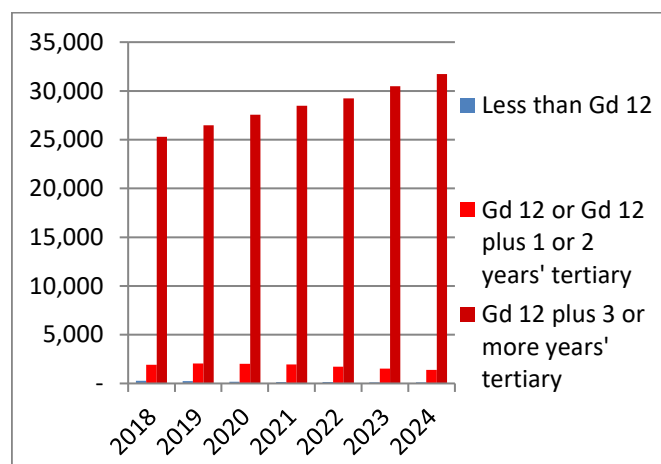
Figure 47a: Changes in the numbers of teachers without formal teacher training**Figure 47b: Changes in the numbers of teachers with formal teacher training**

Table 47 shows changes in teacher numbers by qualifications from 2018 to 2024, divided into three categories: all teachers (regardless of training), those without formal teacher training, and those with formal teacher training. The total number of teachers grew by an average of 2.4% annually, with teachers holding at least three years of tertiary education increasing by 3.8%.

Figure 47(a) shows a steady decline in teachers without teachers' training, especially those with lower-than-Grade 12 qualifications or only Grade 12 plus some tertiary education.

Figure 47(b) highlights growth in teachers with teachers' training. Teachers with less than Grade 12 decreased by 14.3%, while those with Grade 12 or additional tertiary education dropped with 5.3%. Teachers with the desired qualification increased with 3.8% in 2024.

Table 48: Percentages of Primary and Secondary teachers qualified to teach from 2018 to 2024

| Region | Sex | Primary | | | | | | | Secondary | | | | | | |
|--------------|---------|---------|-------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | Total | 81.8% | 83.8% | 86.2% | 87.7% | 89.4% | 90.4% | 91.1% | 92.6% | 93.2% | 94.7% | 95.0% | 94.2% | 93.8% | 93.3% |
| | Females | 80.8% | 82.8% | 85.4% | 86.9% | 89.0% | 90.0% | 90.6% | 92.5% | 93.2% | 94.6% | 95.1% | 94.2% | 93.7% | 93.4% |
| | Males | 84.0% | 86.1% | 88.0% | 89.6% | 90.4% | 91.5% | 92.2% | 92.7% | 93.3% | 94.8% | 94.9% | 94.2% | 93.8% | 93.3% |
| I Kharas | Total | 74.3% | 76.5% | 77.6% | 78.2% | 82.7% | 85.3% | 85.3% | 91.9% | 85.7% | 87.9% | 90.0% | 88.1% | 89.0% | 91.1% |
| | Females | 69.8% | 73.7% | 76.8% | 76.5% | 81.3% | 86.1% | 90.0% | 92.4% | 86.9% | 87.3% | 91.7% | 88.6% | 88.0% | 91.2% |
| | Males | 86.2% | 83.8% | 79.6% | 83.3% | 87.1% | 82.9% | 89.5% | 91.1% | 83.7% | 88.8% | 87.2% | 87.1% | 90.8% | 90.9% |
| Erongo | Total | 80.2% | 83.8% | 88.5% | 88.7% | 89.3% | 91.0% | 90.9% | 92.1% | 93.1% | 94.8% | 95.8% | 94.4% | 92.5% | 91.5% |
| | Females | 79.6% | 82.2% | 88.3% | 88.2% | 88.8% | 90.4% | 90.7% | 92.6% | 94.1% | 95.1% | 97.0% | 95.1% | 93.4% | 92.4% |
| | Males | 82.6% | 90.7% | 89.5% | 91.2% | 91.4% | 94.3% | 92.2% | 90.9% | 91.2% | 94.1% | 93.3% | 92.9% | 90.4% | 89.6% |
| Hardap | Total | 69.1% | 68.7% | 74.4% | 81.9% | 84.9% | 89.0% | 89.3% | 87.0% | 82.6% | 91.0% | 94.3% | 95.9% | 94.1% | 92.6% |
| | Females | 66.6% | 65.0% | 71.1% | 79.3% | 83.7% | 87.5% | 88.5% | 87.5% | 85.7% | 92.3% | 94.2% | 94.0% | 94.2% | 92.4% |
| | Males | 75.2% | 78.1% | 83.0% | 89.3% | 88.2% | 93.4% | 91.5% | 86.4% | 78.8% | 89.2% | 94.6% | 99.1% | 93.8% | 92.8% |
| Kavango East | Total | 78.8% | 80.4% | 85.6% | 87.9% | 89.8% | 93.3% | 93.9% | 89.0% | 93.4% | 93.6% | 94.3% | 93.6% | 94.3% | 94.4% |
| | Females | 76.7% | 79.0% | 84.5% | 88.3% | 91.0% | 93.3% | 94.1% | 87.8% | 93.6% | 94.6% | 95.2% | 94.6% | 94.8% | 95.6% |
| | Males | 81.4% | 82.2% | 87.1% | 87.3% | 88.1% | 93.3% | 93.6% | 89.8% | 93.2% | 93.0% | 93.5% | 92.9% | 93.9% | 93.3% |
| Kavango West | Total | 74.2% | 79.2% | 81.4% | 83.3% | 88.8% | 91.8% | 91.4% | 88.9% | 91.3% | 93.9% | 95.7% | 95.7% | 91.9% | 93.6% |
| | Females | 70.3% | 77.8% | 81.0% | 84.3% | 91.1% | 93.3% | 91.7% | 88.5% | 90.7% | 93.9% | 95.7% | 95.7% | 92.5% | 93.2% |
| | Males | 78.2% | 80.7% | 81.7% | 82.1% | 86.2% | 90.1% | 91.1% | 89.1% | 91.6% | 93.9% | 95.8% | 95.7% | 90.5% | 93.9% |
| Khomas | Total | 88.6% | 88.6% | 90.7% | 91.2% | 90.1% | 88.7% | 88.6% | 95.6% | 95.2% | 95.1% | 95.0% | 92.7% | 92.6% | 91.2% |
| | Females | 88.5% | 88.0% | 89.8% | 90.4% | 89.9% | 88.7% | 88.7% | 95.6% | 95.1% | 95.1% | 95.5% | 92.7% | 91.2% | 92.1% |
| | Males | 88.6% | 90.9% | 93.7% | 94.1% | 90.9% | 88.5% | 88.4% | 95.4% | 95.4% | 95.2% | 93.8% | 92.8% | 94.2% | 89.0% |
| Kunene | Total | 67.9% | 72.7% | 73.4% | 77.0% | 80.4% | 84.1% | 86.4% | 90.0% | 91.1% | 92.4% | 91.5% | 90.9% | 95.8% | 91.7% |
| | Females | 62.6% | 68.8% | 69.6% | 71.5% | 76.9% | 81.0% | 84.2% | 87.5% | 90.0% | 89.8% | 90.4% | 89.2% | 95.6% | 90.8% |
| | Males | 75.1% | 77.9% | 79.2% | 85.2% | 86.3% | 89.5% | 90.4% | 92.0% | 92.2% | 95.0% | 92.5% | 92.7% | 95.9% | 92.8% |
| Ohangwena | Total | 82.7% | 84.5% | 87.1% | 88.9% | 91.3% | 92.5% | 93.2% | 91.2% | 93.3% | 95.8% | 95.5% | 95.4% | 84.6% | 94.1% |
| | Females | 81.4% | 83.6% | 86.1% | 87.7% | 90.2% | 91.8% | 92.9% | 90.8% | 92.3% | 95.8% | 95.3% | 95.7% | 80.8% | 94.3% |
| | Males | 85.8% | 86.6% | 89.3% | 91.3% | 93.6% | 94.1% | 93.9% | 91.6% | 94.3% | 95.8% | 95.6% | 95.0% | 89.2% | 93.9% |
| Omaheke | Total | 71.6% | 69.9% | 71.1% | 75.7% | 81.1% | 82.8% | 86.9% | 87.5% | 81.4% | 84.4% | 89.0% | 86.0% | 95.5% | 88.0% |
| | Females | 68.7% | 67.4% | 67.7% | 73.3% | 80.4% | 82.8% | 86.1% | 85.0% | 79.0% | 79.2% | 85.6% | 82.8% | 95.1% | 87.2% |
| | Males | 77.9% | 75.1% | 77.6% | 80.7% | 82.9% | 82.8% | 88.9% | 90.0% | 83.8% | 90.5% | 92.7% | 89.7% | 96.0% | 89.2% |
| Omusati | Total | 89.4% | 90.9% | 92.0% | 92.3% | 92.3% | 92.0% | 93.1% | 96.2% | 96.9% | 97.6% | 97.5% | 96.0% | 95.7% | 95.9% |
| | Females | 88.8% | 89.9% | 91.4% | 91.6% | 91.7% | 91.5% | 92.4% | 95.6% | 96.1% | 97.9% | 97.5% | 96.0% | 96.1% | 95.3% |
| | Males | 91.0% | 93.4% | 93.4% | 94.1% | 93.7% | 93.4% | 94.9% | 96.8% | 97.8% | 97.3% | 97.6% | 96.0% | 95.0% | 96.6% |

Table 48 continued

| Region | Sex | Primary | | | | | | | Secondary | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Oshana | Total | 88.1% | 89.1% | 90.5% | 91.5% | 89.9% | 89.4% | 90.1% | 96.6% | 96.7% | 96.6% | 96.4% | 97.5% | 94.9% | 95.1% |
| | Females | 87.5% | 88.9% | 90.2% | 91.3% | 90.0% | 89.2% | 89.4% | 96.6% | 96.6% | 95.9% | 96.4% | 97.9% | 95.3% | 94.7% |
| | Males | 90.0% | 89.6% | 91.3% | 92.2% | 89.6% | 89.9% | 92.3% | 96.5% | 96.9% | 97.6% | 96.3% | 96.9% | 94.4% | 95.8% |
| Oshikoto | Total | 81.6% | 84.1% | 86.9% | 88.8% | 92.1% | 91.1% | 90.6% | 90.5% | 91.0% | 94.0% | 95.4% | 95.3% | 92.3% | 94.0% |
| | Females | 80.2% | 82.9% | 86.2% | 88.3% | 91.8% | 91.0% | 90.2% | 90.1% | 90.4% | 94.4% | 95.6% | 95.3% | 92.7% | 93.8% |
| | Males | 84.9% | 86.7% | 88.5% | 90.0% | 92.8% | 91.4% | 91.7% | 91.0% | 91.9% | 93.5% | 95.0% | 95.3% | 91.7% | 94.3% |
| Otjozondjupa | Total | 79.7% | 82.8% | 84.2% | 84.7% | 88.7% | 90.7% | 90.4% | 93.5% | 94.7% | 94.6% | 94.0% | 91.9% | 93.6% | 91.8% |
| | Females | 78.0% | 81.8% | 83.1% | 83.4% | 88.8% | 90.8% | 90.7% | 93.3% | 95.0% | 94.4% | 92.7% | 91.8% | 94.2% | 92.1% |
| | Males | 84.2% | 85.9% | 87.3% | 88.2% | 88.3% | 90.3% | 89.5% | 93.9% | 94.1% | 94.9% | 96.2% | 92.1% | 93.1% | 91.2% |
| Zambezi | Total | 84.3% | 88.1% | 89.5% | 89.7% | 90.3% | 91.2% | 91.8% | 90.6% | 93.8% | 95.4% | 94.1% | 93.2% | 94.8% | 94.3% |
| | Females | 84.3% | 86.2% | 87.5% | 87.5% | 88.4% | 89.9% | 90.8% | 88.3% | 93.9% | 95.1% | 93.6% | 93.0% | 94.1% | 94.2% |
| | Males | 84.3% | 92.0% | 93.4% | 94.2% | 94.2% | 94.0% | 93.8% | 92.1% | 93.7% | 95.7% | 94.5% | 93.3% | 95.3% | 94.3% |

Teachers who have undergone teacher training and possess a qualification equivalent to at least three years of tertiary education are considered qualified to teach. However, after 2014, the definition was revised to place greater emphasis on four years of training. **Table 48** presents the percentage of teachers meeting these criteria between 2018 and 2024.

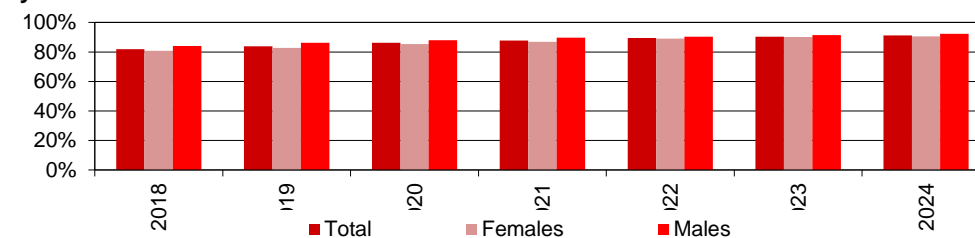
A distinction was drawn between Primary and Secondary teachers, with those teaching grades in both phases being allocated proportionally based on the grades they covered.

The percentage of qualified Primary teachers increased from 81.8% in 2018 to 91.1% in 2024, though it remained lower than that of Secondary teachers (93.3%). Currently, 8.9% of Primary teachers and 6.7% of Secondary teachers are either unqualified or underqualified.

On average, male teachers were slightly more likely to be qualified than female teachers in both Primary and Secondary phases, with variations across the regions. The qualification gap between male and female teachers has narrowed in recent years but remains significant in some regions.

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

Primary teachers



Secondary teachers

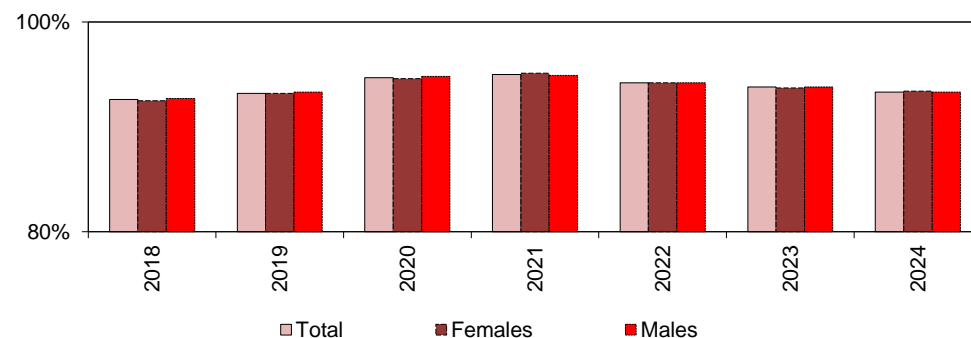


Table 49: Numbers of teachers from 2018 to 2024

| Region | Year | | | | | | | Average annual growth rate 2018-2024 | Percentage change 2023-2024 |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | |
| National | 30,261 | 31,078 | 31,462 | 32,003 | 32,465 | 33,622 | 34,870 | 2.4% | 3.7% |
| Kharas | 978 | 986 | 993 | 981 | 980 | 1015 | 1032 | 0.9% | 1.7% |
| Erongo | 1,743 | 1,811 | 1,859 | 1,937 | 1990 | 2097 | 2180 | 3.8% | 4.0% |
| Hardap | 989 | 1,010 | 1,024 | 1,025 | 1051 | 1093 | 1140 | 2.4% | 4.3% |
| Kavango East | 2,095 | 2,176 | 2,214 | 2,341 | 2388 | 2478 | 2598 | 3.7% | 4.8% |
| Kavango West | 1,590 | 1,642 | 1,660 | 1,687 | 1725 | 1790 | 1817 | 2.2% | 1.5% |
| Khomas | 3,736 | 3,839 | 3,846 | 3,938 | 3946 | 4135 | 4303 | 2.4% | 4.1% |
| Kunene | 1,145 | 1,202 | 1,187 | 1,158 | 1200 | 1225 | 1279 | 1.9% | 4.4% |
| Ohangwena | 4,115 | 4,240 | 4,315 | 4,362 | 4381 | 4504 | 4679 | 2.2% | 3.9% |
| Omaheke | 867 | 911 | 934 | 973 | 993 | 1035 | 1089 | 3.9% | 5.2% |
| Omusati | 4,191 | 4,236 | 4,278 | 4,266 | 4308 | 4404 | 4581 | 1.5% | 4.0% |
| Oshana | 2,314 | 2,377 | 2,408 | 2,463 | 2525 | 2597 | 2675 | 2.4% | 3.0% |
| Oshikoto | 2,974 | 3,087 | 3,107 | 3,153 | 3190 | 3291 | 3399 | 2.3% | 3.3% |
| Otjozondjupa | 1,718 | 1,743 | 1,813 | 1,864 | 1905 | 1992 | 2065 | 3.1% | 3.7% |
| Zambezi | 1,806 | 1,818 | 1,824 | 1,855 | 1883 | 1966 | 2033 | 2.0% | 3.4% |

As shown in **Table 49**, the total number of teachers increased annually with regional variations. Omaheke had the highest percentage increase in teachers from 2023 to 2024, with 5.2%, followed by Kavango East, with 4.8%, while Kavango West and ||Kharas had the lowest growth of 1.5% and 1.7% respectively. As indicated in the table, the average annual growth rate of teachers from 2018-2024 nationally was 2.4, indeed with regional variations ranging between 0.9% to 3.9%.

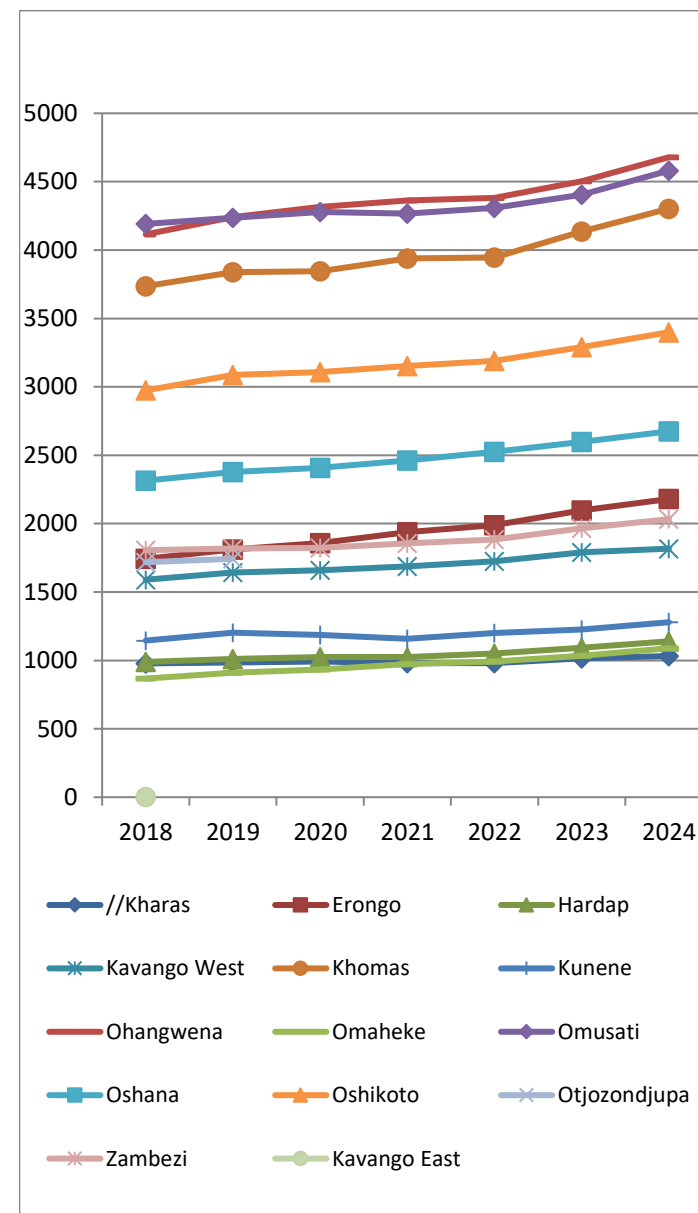
Figure 49:**Numbers of teachers from 2018 to 2024**

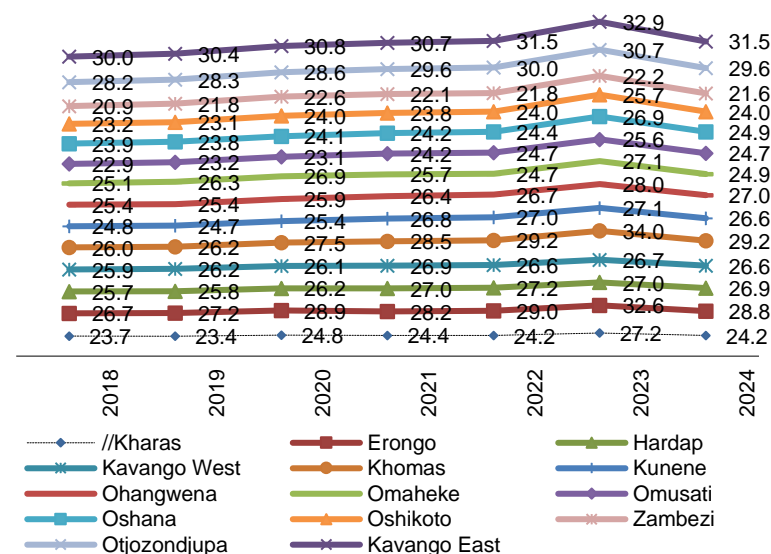
Table 50: Learner : teacher ratios from 2018 to 2024

| Region | All schools and teachers | | | | | | | Schools staffed by the State and State-appointed teachers | | | | | | |
|-----------------|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | 24.6 | 24.5 | 24.9 | 25.3 | 25.4 | 25.2 | 25.3 | 25.2 | 25.4 | 26.1 | 26.3 | 26.5 | 28.1 | 26.5 |
| Kharas | 22.9 | 22.9 | 23.4 | 24.4 | 24.7 | 24.6 | 24.9 | 23.7 | 23.4 | 24.8 | 24.4 | 24.2 | 27.2 | 24.2 |
| Erongo | 24.8 | 24.9 | 25.2 | 25.2 | 25.6 | 25.4 | 25.4 | 26.7 | 27.2 | 28.9 | 28.2 | 29.0 | 32.6 | 28.8 |
| Hardap | 24.9 | 25.0 | 25.5 | 26.3 | 26.0 | 26.0 | 25.9 | 25.7 | 25.8 | 26.2 | 27.0 | 27.2 | 27.0 | 26.9 |
| Kavango East | 29.2 | 29.2 | 29.6 | 29.4 | 29.9 | 30.1 | 29.9 | 30.0 | 30.4 | 30.8 | 30.7 | 31.5 | 32.9 | 31.5 |
| Kavango West | 25.8 | 25.8 | 26.0 | 26.7 | 26.5 | 26.0 | 26.6 | 25.9 | 26.2 | 26.1 | 26.9 | 26.6 | 26.7 | 26.6 |
| Khomas | 23.3 | 23.5 | 24.0 | 24.2 | 24.6 | 24.3 | 24.4 | 26.0 | 26.2 | 27.5 | 28.5 | 29.2 | 34.0 | 29.2 |
| Kunene | 24.8 | 24.7 | 24.7 | 26.1 | 25.7 | 25.5 | 25.8 | 24.8 | 24.7 | 25.4 | 26.8 | 27.0 | 27.1 | 26.6 |
| Ohangwena | 25.2 | 25.1 | 25.5 | 25.9 | 26.3 | 26.4 | 26.5 | 25.4 | 25.4 | 25.9 | 26.4 | 26.7 | 28.0 | 27.0 |
| Omaheke | 25.6 | 25.5 | 25.7 | 26.0 | 25.3 | 25.3 | 25.3 | 25.1 | 26.3 | 26.9 | 25.7 | 24.7 | 27.1 | 24.9 |
| Omusati | 22.9 | 23.1 | 22.9 | 24.0 | 24.3 | 24.5 | 24.3 | 22.9 | 23.2 | 23.1 | 24.2 | 24.7 | 25.6 | 24.7 |
| Oshana | 23.2 | 22.9 | 23.1 | 23.0 | 23.1 | 23.3 | 23.5 | 23.9 | 23.8 | 24.1 | 24.2 | 24.4 | 26.9 | 24.9 |
| Oshikoto | 23.4 | 23.0 | 23.6 | 23.6 | 23.7 | 23.6 | 23.6 | 23.2 | 23.1 | 24.0 | 23.8 | 24.0 | 25.7 | 24.0 |
| Otjozondjupa | 26.7 | 26.3 | 26.8 | 27.3 | 27.5 | 27.2 | 27.1 | 28.2 | 28.3 | 28.6 | 29.6 | 30.0 | 30.7 | 29.6 |
| Zambezi | 21.1 | 21.6 | 22.4 | 22.1 | 21.8 | 21.3 | 21.6 | 20.9 | 21.8 | 22.6 | 22.1 | 21.8 | 22.2 | 21.6 |

Table 50 presents two methods of calculating Learner:Teacher (L:T) ratios. The left side uses total enrollment divided by the total number of teachers in each region, while the right side uses enrollment in state-staffed schools divided by the number of state-appointed teachers. Private schools with state-appointed teachers are included on the right side.

Figure 50 shows the L:T ratios for state-staffed schools. From 2018 to 2024, most regions saw slight increases in L:T ratios in Primary Phase, with Kavango East having the highest ratio (29.9) and Zambezi the lowest ratio (21.6). The regional differences have decreased significantly. Kavango East and Otjozondjupa still recorded the highest L:T in Secondary Grades, with 31.5 and 29.6 respectively.

However, the current method of calculating L:T ratios is more accurate for Junior Primary, where class teaching is used, but may not be precise for Senior Primary and Secondary phases, where subject teaching is common. This could lead to underestimations or overestimations of the needed teacher-to-learner ratios in these phases.

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



Chapter 6:

PHYSICAL FACILITIES

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

The structural types of school buildings are important to consider when using statistics on physical facilities. Some of the 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 has been included in this chapter.

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 |
| National | 29,694 | 25,740 | 1,609 | 2,056 | 289 | 672 | 653 | 11 | 4 | 4 | 544 | 519 | 7 | 16 | 2 | 893 | 512 | 22 | 349 | 10 | 194 | 186 | 3 | 4 | 1 |
| Kharas | 1,003 | 840 | 145 | 8 | 10 | 35 | 33 | 2 | - | - | 35 | 32 | 2 | - | 1 | 43 | 35 | 1 | 7 | - | 19 | 18 | 1 | - | - |
| Erongo | 1,722 | 1,599 | 113 | 5 | 5 | 48 | 48 | - | - | - | 42 | 42 | - | - | - | 63 | 55 | 3 | 5 | - | 18 | 18 | - | - | - |
| Hardap | 1,074 | 993 | 81 | - | - | 31 | 28 | 3 | - | - | 29 | 27 | 2 | - | - | 32 | 22 | 3 | 7 | - | 19 | 18 | - | 1 | - |
| Kavango East | 2,120 | 1,756 | 72 | 282 | 10 | 59 | 58 | 1 | - | - | 35 | 32 | - | 3 | - | 48 | 24 | - | 24 | - | 9 | 9 | - | - | - |
| Kavango West | 1,514 | 1,172 | 79 | 238 | 25 | 18 | 18 | - | - | - | 14 | 12 | - | 2 | - | 52 | 11 | 3 | 37 | 1 | 8 | 8 | - | - | - |
| Khomas | 3,500 | 3,221 | 211 | 6 | 62 | 116 | 114 | - | 2 | - | 115 | 114 | 1 | - | - | 115 | 114 | - | 1 | - | 62 | 61 | 1 | - | - |
| Kunene | 1,110 | 1,012 | 37 | 54 | 7 | 19 | 17 | 2 | - | - | 16 | 16 | - | - | - | 79 | 58 | - | 21 | - | 4 | 4 | - | - | - |
| Ohangwena | 4,124 | 3,251 | 207 | 627 | 39 | 57 | 56 | - | 1 | - | 42 | 37 | 1 | 4 | - | 104 | 22 | 2 | 77 | 3 | 4 | 3 | - | 1 | - |
| Omaheke | 860 | 763 | 70 | 21 | 6 | 20 | 20 | - | - | - | 22 | 22 | - | - | - | 29 | 27 | - | 2 | - | 3 | 3 | - | - | - |
| Omusati | 4,035 | 3,448 | 261 | 286 | 40 | 91 | 90 | 1 | - | - | 42 | 42 | - | - | - | 100 | 33 | 3 | 61 | 3 | 19 | 16 | - | 2 | 1 |
| Oshana | 2,432 | 2,264 | 74 | 51 | 43 | 55 | 51 | - | 1 | 3 | 51 | 49 | - | 1 | 1 | 61 | 31 | 2 | 27 | 1 | 12 | 11 | 1 | - | - |
| Oshikoto | 3,010 | 2,503 | 135 | 360 | 12 | 59 | 59 | - | - | - | 44 | 39 | - | 5 | - | 86 | 28 | 5 | 52 | 1 | 5 | 5 | - | - | - |
| Otjozondjupa | 1,761 | 1,636 | 93 | 10 | 22 | 43 | 41 | 1 | - | 1 | 37 | 35 | 1 | 1 | - | 44 | 38 | - | 5 | 1 | 7 | 7 | - | - | - |
| Zambezi | 1,429 | 1,282 | 31 | 108 | 8 | 21 | 20 | 1 | - | - | 20 | 20 | - | - | - | 37 | 14 | - | 23 | - | 5 | 5 | - | - | - |

The number of teaching rooms in which groups of learners can be accommodated have been reported in Table 51. For the sake of comparative analysis, this report compared the classrooms reported between 2023 (28, 777) and 2024 (29, 694). An additional of 842 permanent classrooms were constructed between 2023 and 2024. Due to the increase in learner enrollment, other types of classrooms also saw a significant growth.

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

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

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

| Region | Small 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 | |
| National | 488 | 452 | 15 | 19 | 2 | 352 | 343 | 3 | 4 | 2 | 701 | 680 | 13 | 6 | 2 | 7,055 | 6,650 | 104 | 273 | 28 | 222 |
| Kharas | 27 | 24 | 2 | - | 1 | 24 | 22 | 2 | - | - | 35 | 30 | 5 | - | - | 253 | 223 | 24 | 5 | 1 | 7 |
| Erongo | 53 | 48 | 5 | - | - | 35 | 35 | - | - | - | 51 | 50 | 1 | - | - | 396 | 382 | 8 | 5 | 1 | 4 |
| Hardap | 30 | 30 | - | - | - | 19 | 19 | - | - | - | 34 | 33 | 1 | - | - | 193 | 186 | 4 | 2 | 1 | - |
| Kavango East | 25 | 24 | - | 1 | - | 21 | 21 | - | - | - | 43 | 41 | 1 | 1 | - | 484 | 449 | 4 | 30 | 1 | 26 |
| Kavango West | 12 | 7 | - | 5 | - | 3 | 3 | - | - | - | 18 | 17 | - | 1 | - | 410 | 359 | 10 | 38 | 3 | 9 |
| Khomas | 122 | 121 | 1 | - | - | 89 | 88 | - | - | 1 | 122 | 122 | - | - | - | 824 | 818 | 6 | - | - | 34 |
| Kunene | 7 | 5 | 2 | - | - | 21 | 20 | - | 1 | - | 23 | 23 | - | - | - | 233 | 227 | 1 | 5 | - | 9 |
| Ohangwena | 25 | 21 | - | 3 | 1 | 16 | 15 | - | 1 | - | 61 | 59 | 1 | 1 | - | 986 | 891 | 14 | 79 | 2 | 34 |
| Omaheke | 12 | 12 | - | - | - | 10 | 10 | - | - | - | 33 | 33 | - | - | - | 174 | 171 | 3 | - | - | 17 |
| Omusati | 48 | 40 | 2 | 6 | - | 24 | 24 | - | - | - | 87 | 83 | 1 | 2 | 1 | 920 | 870 | 5 | 38 | 7 | 24 |
| Oshana | 40 | 40 | - | - | - | 25 | 24 | - | 1 | - | 57 | 55 | 1 | - | 1 | 570 | 548 | 5 | 12 | 5 | 4 |
| Oshikoto | 31 | 25 | 2 | 4 | - | 29 | 28 | - | 1 | - | 56 | 55 | - | 1 | - | 783 | 709 | 18 | 55 | 1 | 15 |
| Otjozondjupa | 34 | 33 | 1 | - | - | 32 | 30 | 1 | - | 1 | 53 | 51 | 2 | - | - | 467 | 458 | 1 | 2 | 6 | 16 |
| Zambezi | 22 | 22 | - | - | - | 4 | 4 | - | - | - | 28 | 28 | - | - | - | 362 | 359 | 1 | 2 | - | 23 |

Table 52 shows the number of rooms only suitable for accommodating very small groups, and outdoor areas routinely used for accommodating learners. Diverse facilities and outdoor teaching areas used daily were also included.

Outdoor areas used regularly for teaching due to a lack of classrooms were reported as 'Outdoor teaching areas'. The numbers 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. Khomas and Ohangwena, with 34 each seems to be worse of all regions in 2024. Kavango East, Omusati and Zambezi also reported a high number of outdoor teaching areas in 2024.

Note must be taken that EMIS Census only considers schools that are in operation during the Census year. Fluctuations in facilities might, therefore, have been caused by schools that were no longer operational as their infrastructure were no longer counted.

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 |
| National | 1,085 | 1,055 | 15 | 9 | 6 | 1,783 | 1,712 | 42 | 13 | 16 | 906 | 826 | 38 | 38 | 4 | 720 | 711 | 6 | 3 | - | 922 | 742 | 13 | 155 | 12 |
| Kharas | 48 | 43 | 5 | - | - | 104 | 90 | 13 | - | 1 | 55 | 45 | 9 | 1 | - | 38 | 36 | 1 | 1 | - | 27 | 23 | - | 4 | - |
| Erongo | 62 | 61 | 1 | - | - | 192 | 192 | - | - | - | 103 | 100 | 3 | - | - | 54 | 54 | - | - | - | 40 | 34 | 1 | 5 | - |
| Hardap | 59 | 58 | 1 | - | - | 105 | 96 | 8 | - | 1 | 55 | 51 | 4 | - | - | 38 | 38 | - | - | - | 38 | 30 | - | 8 | - |
| Kavango East | 65 | 63 | - | 2 | - | 107 | 104 | - | 2 | 1 | 40 | 37 | - | 3 | - | 39 | 39 | - | - | - | 53 | 48 | - | 5 | - |
| Kavango West | 37 | 35 | - | 2 | - | 55 | 53 | - | 2 | - | 16 | 15 | - | - | 1 | 25 | 23 | 1 | 1 | - | 49 | 35 | 1 | 11 | 2 |
| Khomas | 189 | 185 | 4 | - | - | 288 | 285 | 3 | - | - | 202 | 190 | 10 | - | 2 | 110 | 110 | - | - | - | 88 | 81 | 2 | 5 | - |
| Kunene | 55 | 50 | 1 | - | 4 | 87 | 83 | - | - | 4 | 10 | 10 | - | - | - | 26 | 26 | - | - | - | 40 | 33 | - | 6 | 1 |
| Ohangwena | 91 | 90 | - | 1 | - | 157 | 147 | 5 | - | 5 | 55 | 51 | - | 3 | 1 | 82 | 82 | - | - | - | 127 | 83 | - | 42 | 2 |
| Omaheke | 40 | 40 | - | - | - | 79 | 79 | - | - | - | 25 | 25 | - | - | - | 27 | 27 | - | - | - | 47 | 43 | - | 3 | 1 |
| Omusati | 142 | 140 | - | - | 2 | 108 | 100 | 2 | 4 | 2 | 81 | 63 | 2 | 16 | - | 57 | 55 | 1 | 1 | - | 121 | 91 | 4 | 23 | 3 |
| Oshana | 83 | 83 | - | - | - | 127 | 122 | 2 | 1 | 2 | 47 | 43 | - | 4 | - | 65 | 63 | 2 | - | - | 91 | 75 | - | 14 | 2 |
| Oshikoto | 87 | 83 | 2 | 2 | - | 134 | 124 | 7 | 3 | - | 73 | 57 | 8 | 8 | - | 57 | 57 | - | - | - | 96 | 72 | 4 | 20 | - |
| Otjozondjupa | 66 | 65 | 1 | - | - | 152 | 150 | 2 | - | - | 107 | 105 | 2 | - | - | 60 | 59 | 1 | - | - | 56 | 52 | 1 | 3 | - |
| Zambezi | 61 | 59 | - | 2 | - | 88 | 87 | - | 1 | - | 37 | 34 | - | 3 | - | 42 | 42 | - | - | - | 49 | 42 | - | 6 | 1 |

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 2020 to 2024

| Region | Classrooms | | | | | Science Laboratories | | | | | Computer Laboratories | | | | | Special teaching rooms | | | | | Workshops | | | | |
|--------------|------------|--------|--------|--------|--------|----------------------|------|------|------|------|-----------------------|------|------|------|------|------------------------|------|------|------|------|-----------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | 27,151 | 27,904 | 28,223 | 28,777 | 29,694 | 627 | 620 | 615 | 630 | 672 | 506 | 516 | 519 | 584 | 544 | 578 | 666 | 775 | 861 | 893 | 201 | 204 | 181 | 195 | 194 |
| Kharas | 956 | 964 | 990 | 994 | 1003 | 30 | 29 | 24 | 32 | 35 | 33 | 35 | 33 | 37 | 35 | 39 | 39 | 39 | 42 | 43 | 18 | 18 | 19 | 18 | 19 |
| Erongo | 1,502 | 1550 | 1611 | 1668 | 1722 | 41 | 42 | 47 | 47 | 48 | 42 | 43 | 40 | 45 | 42 | 46 | 54 | 57 | 64 | 63 | 17 | 16 | 17 | 16 | 18 |
| Hardap | 955 | 968 | 1002 | 1040 | 1074 | 33 | 32 | 30 | 33 | 31 | 33 | 34 | 31 | 44 | 29 | 30 | 28 | 32 | 37 | 32 | 23 | 24 | 19 | 18 | 19 |
| Kavango East | 1,822 | 1886 | 1964 | 1993 | 2120 | 33 | 34 | 33 | 36 | 59 | 26 | 25 | 27 | 52 | 35 | 30 | 35 | 45 | 51 | 48 | 6 | 4 | 10 | 8 | 9 |
| Kavango West | 1,402 | 1441 | 1404 | 1450 | 1514 | 20 | 18 | 18 | 17 | 18 | 11 | 12 | 12 | 16 | 14 | 44 | 46 | 48 | 38 | 52 | 4 | 5 | 2 | 6 | 8 |
| Khomas | 3,311 | 3495 | 3298 | 3416 | 3500 | 122 | 117 | 117 | 123 | 116 | 112 | 114 | 111 | 115 | 115 | 98 | 148 | 147 | 170 | 115 | 54 | 58 | 56 | 64 | 62 |
| Kunene | 1,018 | 1027 | 1060 | 1081 | 1110 | 19 | 19 | 19 | 19 | 19 | 17 | 18 | 16 | 16 | 16 | 22 | 26 | 36 | 68 | 79 | 5 | 5 | 6 | 8 | 4 |
| Ohangwena | 3,811 | 3878 | 3928 | 3976 | 4124 | 57 | 56 | 54 | 56 | 57 | 40 | 39 | 42 | 47 | 42 | 61 | 73 | 86 | 94 | 104 | 6 | 8 | 5 | 5 | 4 |
| Omaheke | 775 | 780 | 813 | 846 | 860 | 20 | 20 | 17 | 19 | 20 | 20 | 21 | 22 | 22 | 22 | 20 | 20 | 16 | 23 | 29 | 6 | 5 | 4 | 4 | 3 |
| Omusati | 3,804 | 3880 | 3949 | 3927 | 4035 | 82 | 83 | 83 | 82 | 91 | 46 | 44 | 47 | 51 | 42 | 57 | 56 | 81 | 75 | 100 | 20 | 18 | 8 | 17 | 19 |
| Oshana | 2,181 | 2253 | 2274 | 2331 | 2432 | 47 | 50 | 51 | 49 | 55 | 36 | 40 | 43 | 48 | 51 | 37 | 36 | 46 | 45 | 61 | 16 | 14 | 11 | 13 | 12 |
| Oshikoto | 2,787 | 2833 | 2884 | 2951 | 3010 | 61 | 60 | 61 | 58 | 59 | 35 | 35 | 37 | 39 | 44 | 47 | 53 | 69 | 74 | 86 | 7 | 12 | 9 | 8 | 5 |
| Otjozondjupa | 1,545 | 1596 | 1680 | 1710 | 1761 | 41 | 40 | 40 | 39 | 43 | 41 | 42 | 42 | 35 | 37 | 28 | 29 | 39 | 42 | 44 | 13 | 13 | 10 | 7 | 7 |
| Zambezi | 1,282 | 1353 | 1366 | 1394 | 1429 | 21 | 20 | 21 | 20 | 21 | 14 | 14 | 16 | 17 | 20 | 19 | 23 | 34 | 38 | 37 | 6 | 4 | 5 | 3 | 5 |

Table 54 continues ►

The total numbers of different facilities have been reported for five years in **Table 54**. These numbers include permanent, prefabricated, traditional and hired structures. All offices, storage rooms and other administrative facilities have been counted under one heading: 'All administrative facilities'.

Tents used as teaching facilities were counted under traditional facilities and not as outdoor teaching facilities as it was recorded before in previous reports.

Figure 54: Changes in the numbers of facilities

Figure 54 continues ►

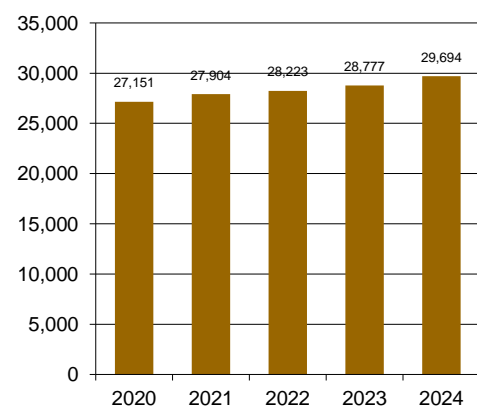
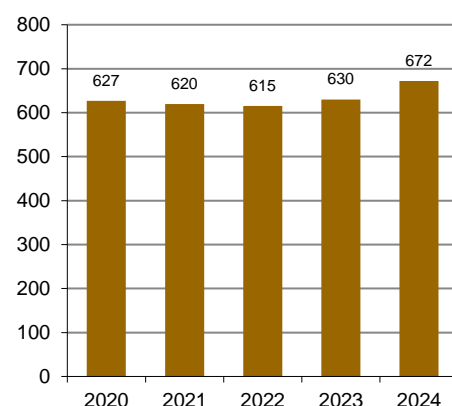
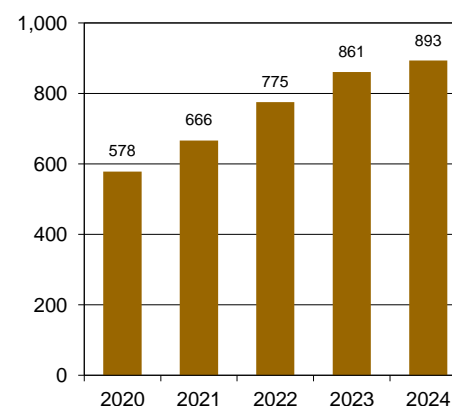
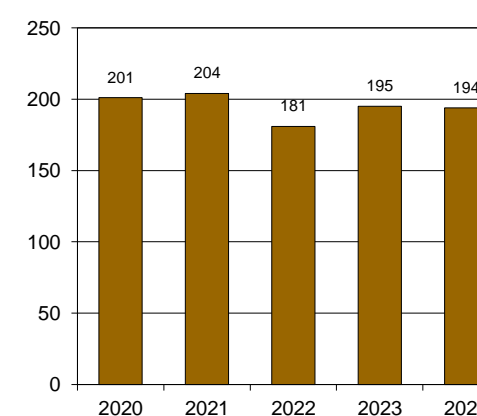
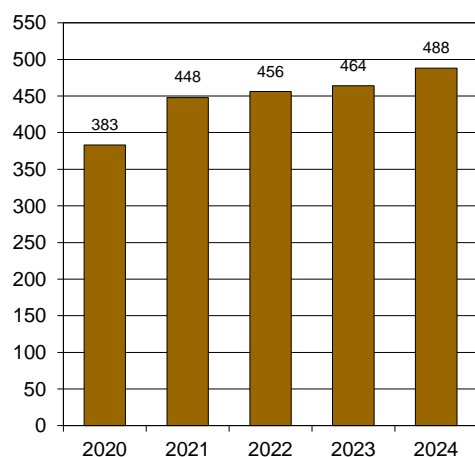
Classrooms**Laboratories****Special Teaching Rooms****Workshops**

Table 54 continued

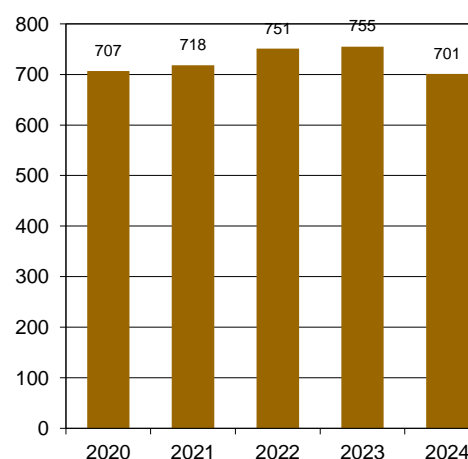
| Region | Small Rooms | | | | | School or Gymnastics Halls | | | | | Libraries and Media or Resource Centres | | | | | All Administrative Facilities | | | | | Outdoor Teaching Areas | | | | |
|-----------------|-------------|------------|------------|------------|------------|----------------------------|------------|------------|------------|------------|---|------------|------------|------------|------------|-------------------------------|---------------|---------------|---------------|---------------|------------------------|------------|------------|------------|------------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | 383 | 448 | 456 | 464 | 488 | 342 | 341 | 346 | 349 | 352 | 707 | 718 | 751 | 755 | 701 | 12,467 | 11,972 | 11,238 | 11,733 | 11,549 | 186 | 142 | 110 | 181 | 222 |
| Kharas | 24 | 26 | 27 | 28 | 27 | 23 | 23 | 22 | 22 | 24 | 37 | 36 | 34 | 34 | 35 | 592 | 545 | 509 | 557 | 498 | 8 | 5 | 0 | 15 | 7 |
| Erongo | 43 | 47 | 52 | 52 | 53 | 32 | 32 | 31 | 35 | 35 | 39 | 41 | 41 | 46 | 51 | 904 | 851 | 814 | 862 | 807 | 13 | 8 | 4 | 8 | 4 |
| Hardap | 29 | 26 | 24 | 26 | 30 | 27 | 27 | 19 | 19 | 19 | 35 | 35 | 33 | 36 | 34 | 504 | 474 | 410 | 466 | 450 | 3 | 2 | 1 | 3 | 0 |
| Kavango East | 11 | 17 | 15 | 19 | 25 | 18 | 19 | 21 | 29 | 21 | 36 | 40 | 37 | 37 | 43 | 746 | 725 | 785 | 752 | 735 | 4 | 11 | 10 | 15 | 26 |
| Kavango West | 4 | 6 | 8 | 10 | 12 | 5 | 4 | 3 | 3 | 3 | 23 | 23 | 23 | 24 | 18 | 582 | 590 | 478 | 494 | 543 | 28 | 25 | 9 | 29 | 9 |
| Khomas | 94 | 115 | 111 | 114 | 122 | 97 | 90 | 95 | 89 | 89 | 107 | 106 | 161 | 105 | 122 | 1,834 | 1714 | 1480 | 1713 | 1613 | 14 | 13 | 19 | 11 | 34 |
| Kunene | 10 | 13 | 12 | 18 | 7 | 18 | 19 | 17 | 17 | 21 | 28 | 26 | 20 | 24 | 23 | 440 | 437 | 381 | 392 | 411 | 28 | 25 | 18 | 19 | 9 |
| Ohangwena | 10 | 10 | 17 | 18 | 25 | 12 | 15 | 17 | 16 | 16 | 62 | 72 | 60 | 75 | 61 | 1,443 | 1434 | 1320 | 1378 | 1371 | 20 | 12 | 10 | 26 | 34 |
| Omaheke | 11 | 11 | 14 | 12 | 12 | 10 | 10 | 11 | 10 | 10 | 36 | 33 | 34 | 33 | 33 | 414 | 378 | 321 | 346 | 345 | 13 | 6 | 0 | 13 | 17 |
| Omusati | 36 | 36 | 42 | 42 | 48 | 23 | 25 | 21 | 22 | 24 | 112 | 120 | 121 | 115 | 87 | 1,343 | 1284 | 1275 | 1279 | 1308 | 10 | 8 | 8 | 8 | 24 |
| Oshana | 32 | 37 | 48 | 49 | 40 | 19 | 20 | 25 | 23 | 25 | 57 | 50 | 55 | 67 | 57 | 928 | 913 | 909 | 944 | 892 | - | 1 | 3 | 3 | 4 |
| Oshikoto | 31 | 36 | 39 | 34 | 31 | 25 | 27 | 27 | 30 | 29 | 55 | 54 | 54 | 53 | 56 | 1,191 | 1128 | 1113 | 1166 | 1134 | 5 | 4 | 6 | 14 | 15 |
| Otjozondjupa | 39 | 56 | 31 | 29 | 34 | 27 | 25 | 30 | 30 | 32 | 53 | 55 | 53 | 75 | 53 | 876 | 824 | 868 | 768 | 852 | 11 | 6 | 13 | 4 | 16 |
| Zambezi | 9 | 12 | 16 | 13 | 22 | 6 | 5 | 7 | 4 | 4 | 27 | 27 | 25 | 31 | 28 | 670 | 675 | 575 | 616 | 590 | 29 | 16 | 9 | 13 | 23 |

Figure 54 continued

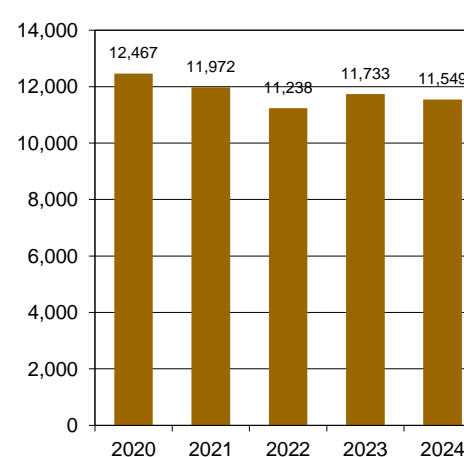
School or Gymnastics Halls



Libraries and Media or Resource Centres



All Administrative Facilities



Outdoor Teaching Areas

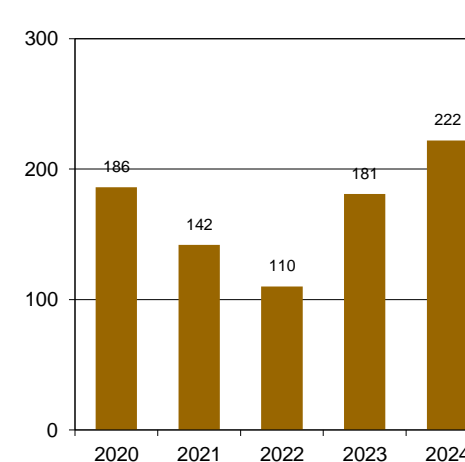


Table 55: Changes in the numbers and structural types of classrooms from 2017 to 2023

| Region | Total | | | | Permanent | | | | Prefabricated | | | | Traditional | | | | Hired | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------|
| | 2018 | 2020 | 2022 | 2024 | 2018 | 2020 | 2022 | 2024 | 2018 | 2020 | 2022 | 2024 | 2018 | 2020 | 2022 | 2024 | 2018 | 2020 | 2022 | 2024 |
| National | 25,533 | 27,151 | 28,223 | 29,694 | 21,931 | 23,128 | 24,221 | 25,740 | 1,490 | 1,622 | 1,646 | 1,609 | 1,903 | 2,123 | 2,138 | 2,056 | 209 | 278 | 218 | 289 |
| Kharas | 881 | 956 | 990 | 1,003 | 716 | 776 | 805 | 840 | 137 | 145 | 153 | 145 | 2 | 7 | 23 | 8 | 26 | 28 | 9 | 10 |
| Erongo | 1,443 | 1,502 | 1,611 | 1,722 | 1,296 | 1,365 | 1,488 | 1,599 | 133 | 107 | 105 | 113 | 2 | 4 | 7 | 5 | 12 | 26 | 11 | 5 |
| Hardap | 891 | 955 | 1,002 | 1,074 | 818 | 863 | 917 | 993 | 66 | 78 | 75 | 81 | 2 | 2 | 2 | - | 5 | 12 | 8 | - |
| Kavango East | 1,679 | 1,822 | 1,964 | 2,120 | 1,451 | 1,520 | 1,622 | 1,756 | 67 | 73 | 94 | 72 | 151 | 224 | 242 | 282 | 10 | 5 | 6 | 10 |
| Kavango West | 1,272 | 1,402 | 1,404 | 1,514 | 960 | 1,049 | 1,058 | 1,172 | 62 | 92 | 85 | 79 | 236 | 250 | 256 | 238 | 14 | 11 | 5 | 25 |
| Khomas | 2,951 | 3,311 | 3,298 | 3,500 | 2,749 | 2,979 | 3,019 | 3,221 | 188 | 263 | 209 | 211 | 5 | 44 | 36 | 6 | 9 | 25 | 34 | 62 |
| Kunene | 821 | 1,018 | 1,060 | 1,110 | 725 | 837 | 951 | 1,012 | 39 | 43 | 43 | 37 | 34 | 108 | 52 | 54 | 23 | 30 | 14 | 7 |
| Ohangwena | 3,634 | 3,811 | 3,928 | 4,124 | 2,856 | 2,997 | 3,072 | 3,251 | 219 | 208 | 215 | 207 | 535 | 584 | 615 | 627 | 24 | 22 | 26 | 39 |
| Omaheke | 776 | 775 | 813 | 860 | 672 | 701 | 729 | 763 | 55 | 54 | 59 | 70 | 19 | 16 | 18 | 21 | 30 | 4 | 7 | 6 |
| Omusati | 3,677 | 3,804 | 3,949 | 4,035 | 3,132 | 3,214 | 3,362 | 3,448 | 233 | 251 | 268 | 261 | 303 | 314 | 306 | 286 | 9 | 25 | 13 | 40 |
| Oshana | 2,123 | 2,181 | 2,274 | 2,432 | 1,958 | 2,050 | 2,126 | 2,264 | 76 | 64 | 69 | 74 | 70 | 61 | 59 | 51 | 19 | 6 | 20 | 43 |
| Oshikoto | 2,704 | 2,787 | 2,884 | 3,010 | 2,199 | 2,249 | 2,347 | 2,503 | 95 | 104 | 139 | 135 | 404 | 382 | 389 | 360 | 6 | 52 | 9 | 12 |
| Otjozondjupa | 1,438 | 1,545 | 1,680 | 1,761 | 1,317 | 1,406 | 1,527 | 1,636 | 90 | 106 | 91 | 93 | 13 | 4 | 11 | 10 | 18 | 29 | 51 | 22 |
| Zambezi | 1,243 | 1,282 | 1,366 | 1,429 | 1,082 | 1,122 | 1,198 | 1,282 | 30 | 34 | 41 | 31 | 127 | 123 | 122 | 108 | 4 | 3 | 5 | 8 |

Table 55 shows changes in the numbers and structural types of classrooms from 2018 to 2024. There were 4 161 more classrooms in 2024 than in 2018. Out of a total of 29, 694 classrooms reported in 2024, 25, 740 or 86.7% of them were permanent.

From the data, there is a clear indication of a gradual success of the Ministry's building program and a determination to provide a conducive learning environment for the Namibian child.

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

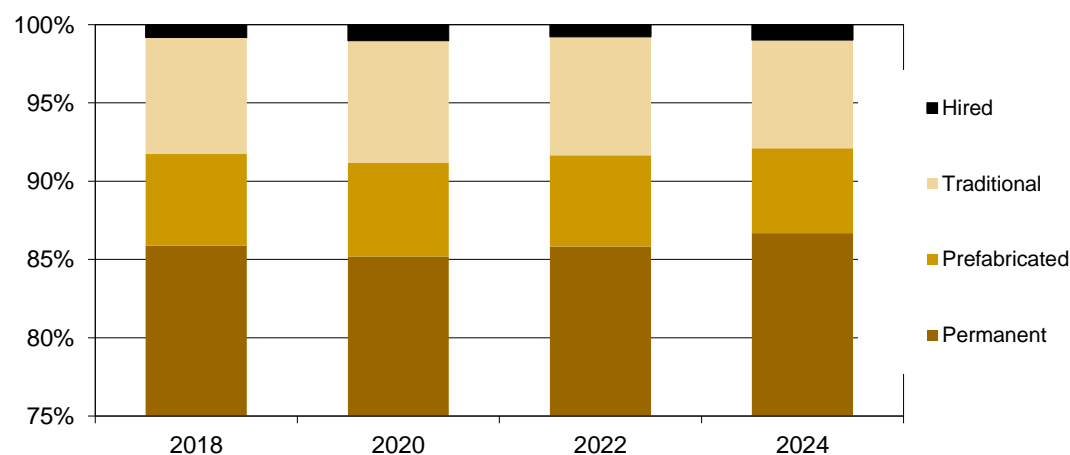


Table 56: Provision of sanitary facilities and water supply at schools

| 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 |
| National | 16,369 | 6,777 | 70.7% | 3,721 | 1,399 | 72.7% | 224 | 1,812 | 89.0% | 356 | 1,680 | 82.5% | 107 | 1,929 | 94.7% |
| Kharas | 1,082 | 1 | 99.9% | 244 | 2 | 99.2% | 2 | 56 | 96.6% | 4 | 54 | 93.1% | - | 58 | 100.0% |
| Erongo | 1,709 | 1 | 99.9% | 334 | 0 | 100.0% | 1 | 86 | 98.9% | 6 | 81 | 93.1% | 1 | 86 | 98.9% |
| Hardap | 1,067 | 8 | 99.3% | 205 | 0 | 100.0% | 2 | 62 | 96.9% | 7 | 57 | 89.1% | - | 64 | 100.0% |
| Kavango East | 901 | 487 | 64.9% | 237 | 138 | 63.2% | 50 | 139 | 73.5% | 59 | 130 | 68.8% | 16 | 173 | 91.5% |
| Kavango West | 1,081 | 524 | 67.4% | 131 | 172 | 43.2% | 66 | 114 | 63.3% | 73 | 107 | 59.4% | 21 | 159 | 88.3% |
| Khomas | 3,225 | 10 | 99.7% | 633 | 4 | 99.4% | 2 | 139 | 98.6% | 5 | 136 | 96.5% | - | 141 | 100.0% |
| Kunene | 605 | 109 | 84.7% | 128 | 6 | 95.5% | 14 | 66 | 82.5% | 24 | 56 | 70.0% | 2 | 78 | 97.5% |
| Ohangwena | 960 | 1,722 | 35.8% | 338 | 308 | 52.3% | 18 | 272 | 93.8% | 46 | 244 | 84.1% | 17 | 273 | 94.1% |
| Omaheke | 727 | - | 100.0% | 137 | 0 | 100.0% | 1 | 51 | 98.1% | 3 | 49 | 94.2% | 1 | 51 | 98.1% |
| Omusati | 1,300 | 1,386 | 48.4% | 337 | 268 | 55.7% | 15 | 285 | 95.0% | 36 | 264 | 88.0% | 12 | 288 | 96.0% |
| Oshana | 822 | 870 | 48.6% | 255 | 141 | 64.4% | 4 | 152 | 97.4% | 16 | 140 | 89.7% | 5 | 151 | 96.8% |
| Oshikoto | 957 | 1,262 | 43.1% | 252 | 239 | 51.3% | 23 | 206 | 90.0% | 44 | 185 | 80.8% | 21 | 208 | 90.8% |
| Otjozondjupa | 1,375 | 56 | 96.1% | 276 | 3 | 98.9% | 6 | 84 | 93.3% | 11 | 79 | 87.8% | 1 | 89 | 98.9% |
| Zambezi | 558 | 341 | 62.1% | 214 | 118 | 64.5% | 20 | 100 | 83.3% | 22 | 98 | 81.7% | 10 | 110 | 91.7% |

The provision of sanitary facilities, teacher housing and basic services have been reported in tables 56 and 57.

There has been a remarkable improvement in the provision of the sanitary services to schools country-wide. Kavango East and Kavango West remain the most poorly serviced region with 73.5% and 63.3% respectively, of schools having toilets for learners and the only regions below 70% in the provision of toilet facilities for teachers.

Besides, there has also been an increase in water supply to schools in general. Four regions, i.e. ||Kharas, Hardap and Khomas, reported 100% of all their school to have water supply while the lowest percentages of water supply services were recorded in Kavango West (88.0%) and Oshikoto (90.8%). Nationally, the percentage of schools with water supply stood at 94.7% in 2024.

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 |
| National | 4,232 | 2,091 | 2,141 | 1,039 | 997 | 49.0% | 190 | 1,846 | 90.7% | 716 | 1,320 | 64.8% | 1,340 | 65.8% |
| Kharas | 211 | 101 | 110 | 4 | 54 | 93.1% | 1 | 57 | 98.3% | 1 | 57 | 98.3% | 56 | 96.6% |
| Erongo | 180 | 38 | 142 | 54 | 33 | 37.9% | 2 | 85 | 97.7% | 4 | 83 | 95.4% | 85 | 97.7% |
| Hardap | 211 | 88 | 123 | -1 | 65 | 101.6% | - | 64 | 100.0 % | 2 | 62 | 96.9% | 62 | 96.9% |
| Kavango East | 224 | 108 | 116 | 135 | 54 | 28.6% | 19 | 170 | 89.9% | 84 | 105 | 55.6% | 81 | 42.9% |
| Kavango West | 101 | 33 | 68 | 155 | 25 | 13.9% | 43 | 137 | 76.1% | 116 | 64 | 35.6% | 27 | 15.0% |
| Khomas | 293 | 156 | 137 | 69 | 72 | 51.1% | 5 | 136 | 96.5% | 8 | 133 | 94.3% | 133 | 94.3% |
| Kunene | 484 | 206 | 278 | 3 | 77 | 96.3% | 7 | 73 | 91.3% | 29 | 51 | 63.8% | 57 | 71.3% |
| Ohangwena | 442 | 229 | 213 | 140 | 150 | 51.7% | 34 | 256 | 88.3% | 115 | 175 | 60.3% | 175 | 60.3% |
| Omaheke | 328 | 161 | 167 | -11 | 63 | 121.2% | 3 | 49 | 94.2% | 8 | 44 | 84.6% | 43 | 82.7% |
| Omusati | 621 | 386 | 235 | 181 | 119 | 39.7% | 28 | 272 | 90.7% | 148 | 152 | 50.7% | 200 | 66.7% |
| Oshana | 169 | 109 | 60 | 110 | 46 | 29.5% | 9 | 147 | 94.2% | 32 | 124 | 79.5% | 131 | 84.0% |
| Oshikoto | 304 | 128 | 176 | 116 | 113 | 49.3% | 21 | 208 | 90.8% | 85 | 144 | 62.9% | 153 | 66.8% |
| Otjozondjupa | 407 | 208 | 199 | 12 | 78 | 86.7% | 7 | 83 | 92.2% | 12 | 78 | 86.7% | 74 | 82.2% |
| Zambezi | 257 | 140 | 117 | 72 | 48 | 40.0% | 11 | 109 | 90.8% | 72 | 48 | 40.0% | 63 | 52.5% |

The lack of teacher housing was often cited as a constraint in attracting qualified teachers to schools. despite the ministry's effort to build teachers' houses 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 below 80%. Having no electricity places constraints on the equipment schools can use, and it makes it difficult to use school facilities at night.

The lack of a telephone service severely limits communication with support staff in regional offices, for example with inspectors, advisory teachers, personnel offices and importantly with the parents and other service providers. There were higher disparities in the provision of telephone services, with Kavango West and Zambezi 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 phonelines obsolete as more areas are now connected to mobile technologies.

Internet connectivity, as well as 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. There were 1, 340 or 65.8% out of 2, 036 schools that indicated to have internet connectivity. This include both cable and wireless modes. | |Kharas, Erongo, Hardap and Khomas (being mostly urban areas) have more connected schools, while Kavango West, Kavango East and Zambezi are poorly connected. The Ministry may consider partnering with service providers to focus more on the poorly serviced regions and 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 | | | | | |
|-----------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | 87.8% | 88.3% | 89.4% | 90.8% | 89.8% | 89.0% | 77.5% | 90.3% | 82.9% | 85.3% | 84.1% | 82.5% | 89.8% | 89.2% | 93.7% | 95.9% | 95.3% | 94.7% |
| Kharas | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 96.6% | 96.4% | 93.0% | 96.5% | 100.0% | 100.0% | 93.1% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Erongo | 98.7% | 93.6% | 100.0% | 100.0% | 100.0% | 98.9% | 96.0% | 97.4% | 97.5% | 98.8% | 97.7% | 93.1% | 100.0% | 98.7% | 100.0% | 100.0% | 100.0% | 98.9% |
| Hardap | 100.0% | 100.0% | 100.0% | 96.8% | 100.0% | 96.9% | 91.7% | 93.3% | 93.4% | 90.3% | 90.5% | 89.1% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Kavango East | 64.7% | 78.9% | 65.7% | 73.2% | 71.4% | 73.5% | 55.3% | 83.4% | 59.6% | 69.3% | 67.6% | 68.8% | 72.4% | 78.3% | 87.1% | 91.1% | 92.4% | 91.5% |
| Kavango West | 63.1% | 76.8% | 66.3% | 67.6% | 66.3% | 63.3% | 58.0% | 89.3% | 61.8% | 64.2% | 62.9% | 59.4% | 69.3% | 71.8% | 83.1% | 89.4% | 89.9% | 88.3% |
| Khomas | 99.2% | 97.7% | 100.0% | 100.0% | 96.4% | 98.6% | 95.5% | 96.2% | 97.1% | 97.8% | 95.7% | 96.5% | 100.0% | 98.5% | 99.3% | 100.0% | 99.3% | 100.0% |
| Kunene | 88.2% | 87.0% | 89.2% | 88.3% | 88.3% | 82.5% | 67.6% | 84.1% | 73.0% | 74.0% | 74.0% | 70.0% | 92.6% | 97.1% | 90.5% | 98.7% | 94.8% | 97.5% |
| Ohangwena | 95.5% | 90.7% | 95.2% | 96.4% | 96.8% | 93.8% | 81.2% | 92.2% | 87.9% | 90.2% | 90.1% | 84.1% | 86.8% | 94.4% | 94.5% | 92.0% | 95.4% | 94.1% |
| Omaheke | 97.8% | 91.5% | 100.0% | 95.7% | 100.0% | 98.1% | 91.3% | 100.0% | 93.6% | 97.9% | 94.1% | 94.2% | 97.8% | 100.0% | 97.9% | 100.0% | 100.0% | 98.1% |
| Omusati | 94.1% | 85.8% | 94.5% | 95.6% | 94.0% | 95.0% | 85.0% | 90.7% | 88.1% | 90.8% | 87.6% | 88.0% | 96.2% | 91.0% | 96.6% | 99.7% | 96.6% | 96.0% |
| Oshana | 98.6% | 97.3% | 96.6% | 99.3% | 96.1% | 97.4% | 80.1% | 94.5% | 88.6% | 90.0% | 88.2% | 89.7% | 100.0% | 100.0% | 98.0% | 100.0% | 97.4% | 96.8% |
| Oshikoto | 82.4% | 84.6% | 89.2% | 91.5% | 91.2% | 90.0% | 71.5% | 86.4% | 79.8% | 79.4% | 80.5% | 80.8% | 90.5% | 80.5% | 90.1% | 92.4% | 92.0% | 90.8% |
| Otjozondjupa | 100.0% | 95.3% | 94.3% | 93.0% | 94.4% | 93.3% | 86.6% | 89.4% | 89.8% | 90.7% | 92.1% | 87.8% | 97.6% | 97.6% | 98.9% | 100.0% | 98.9% | 98.9% |
| Zambezi | 77.4% | 84.3% | 86.3% | 89.1% | 83.3% | 83.3% | 65.2% | 85.2% | 82.9% | 86.6% | 81.7% | 81.7% | 85.2% | 74.8% | 91.5% | 95.8% | 90.0% | 91.7% |

Changes in the percentages of schools that had basic facilities and services have been shown in Table 58. Figures 58(a) and 58(b) show two examples of the situations in different regions and changes between 2019 and 2024. Generally, there is some progress made in the provision of sanitary facilities to schools since 2019. However, there was a slight drop in the percentage of schools with toilets for learners, from 89.8% in 2023 to 89.0% in 2024. In the same vein, the percentage of schools having toilets for teachers dropped from 84.1% in 2023 to 82.5% in 2024.

Moreover, slight declines in the percentage of schools with water supply were observed in many regions, except for Khomas, Kunene, and Zambezi, which experienced slight increases when comparing 2023 and 2024. The declines could be attributed to the opening of new schools in rural areas.

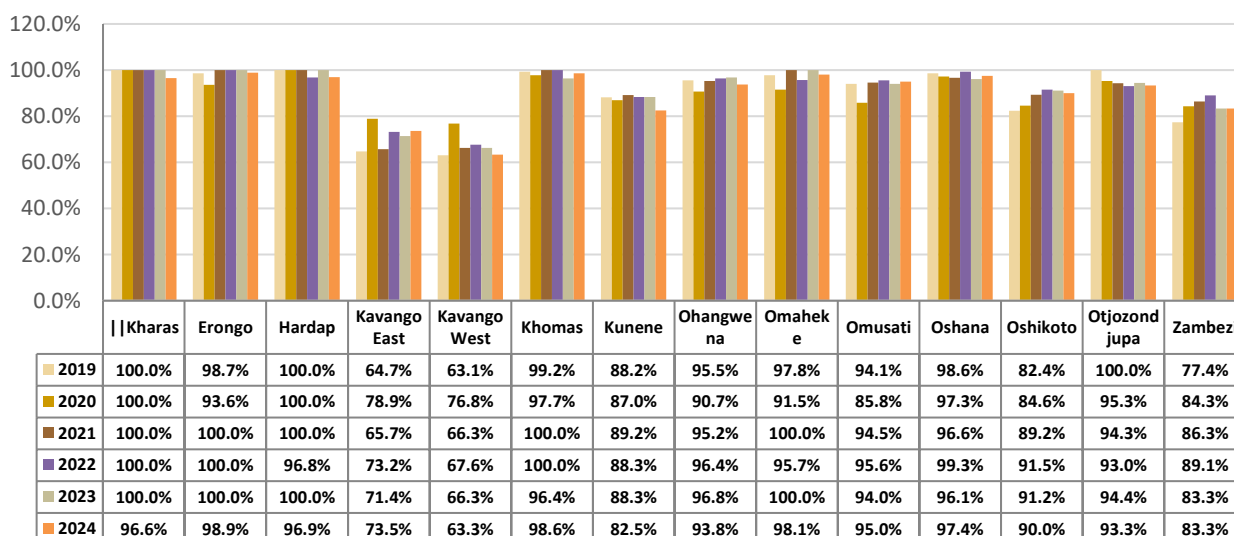
Figure 58a: Changes in the percentages of schools with toilets for learners

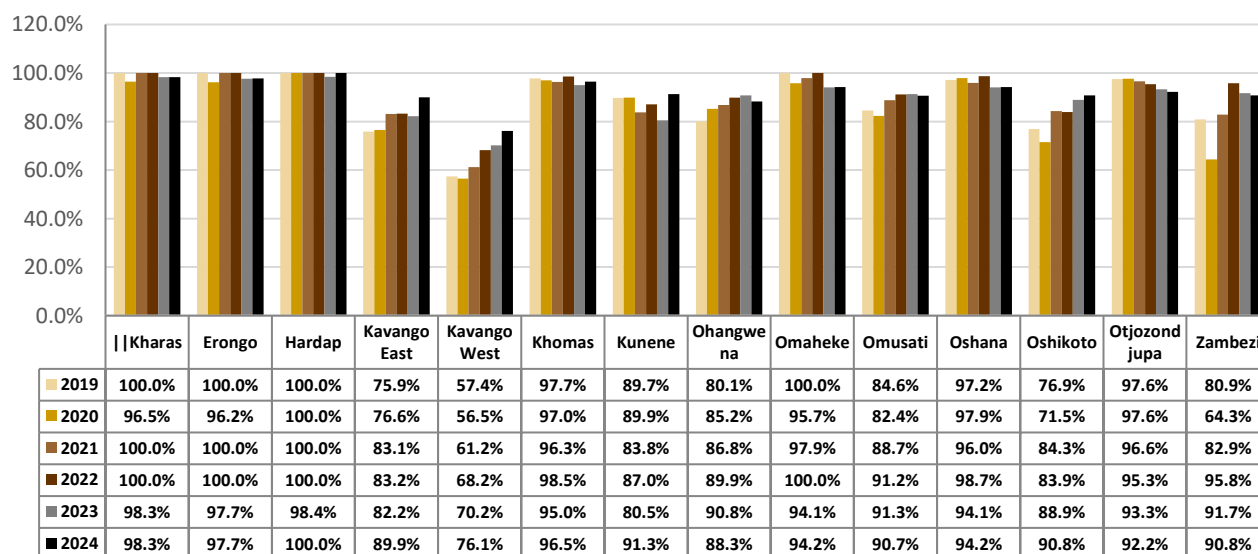
Table 58 continued

| Region | Schools with electricity | | | | | | Schools with telephone | | | | | | Schools with teachers' housing | | | | | |
|-----------------|--------------------------|--------------|--------------|--------------|--------------|--------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------------------------|--------------|--------------|--------------|--------------|--------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| National | 84.1% | 82.5% | 87.2% | 89.8% | 89.2% | 90.7% | 68.9% | 67.5% | 67.6% | 68.1% | 66.8% | 64.8% | 38.1% | 36.4% | 37.8% | 61.2% | 37.7% | 49.0% |
| Kharas | 100.0% | 96.5% | 100.0% | 100.0% | 98.3% | 98.3% | 100.0% | 100.0% | 96.5% | 100.0% | 100.0% | 98.3% | 60.0% | 57.9% | 57.9% | 42.1% | 60.3% | 93.1% |
| Erongo | 100.0% | 96.2% | 100.0% | 100.0% | 97.7% | 97.7% | 100.0% | 97.4% | 96.3% | 97.5% | 95.3% | 95.4% | 41.3% | 42.3% | 38.8% | 63.8% | 33.7% | 37.9% |
| Hardap | 100.0% | 100.0% | 100.0% | 100.0% | 98.4% | 100.0% | 98.3% | 93.3% | 93.4% | 93.5% | 96.8% | 96.9% | 70.0% | 73.3% | 75.4% | 25.8% | 71.4% | 101.6% |
| Kavango East | 75.9% | 76.6% | 83.1% | 83.2% | 82.2% | 89.9% | 52.9% | 56.0% | 55.1% | 62.0% | 60.5% | 55.6% | 22.4% | 21.1% | 21.9% | 77.7% | 21.1% | 28.6% |
| Kavango West | 57.4% | 56.5% | 61.2% | 68.2% | 70.2% | 76.1% | 36.4% | 35.0% | 36.0% | 31.8% | 38.2% | 35.6% | 13.1% | 9.0% | 11.8% | 88.3% | 11.8% | 13.9% |
| Khomas | 97.7% | 97.0% | 96.3% | 98.5% | 95.0% | 96.5% | 97.0% | 94.7% | 92.6% | 96.3% | 91.4% | 94.3% | 28.6% | 30.8% | 30.9% | 67.9% | 31.7% | 51.1% |
| Kunene | 89.7% | 89.9% | 83.8% | 87.0% | 80.5% | 91.3% | 79.4% | 69.6% | 64.9% | 68.8% | 68.8% | 63.8% | 76.5% | 76.8% | 73.0% | 26.0% | 70.1% | 96.3% |
| Ohangwena | 80.1% | 85.2% | 86.8% | 89.9% | 90.8% | 88.3% | 60.5% | 66.7% | 64.5% | 63.4% | 63.5% | 60.3% | 44.7% | 40.7% | 40.7% | 56.5% | 45.0% | 51.7% |
| Omaheke | 100.0% | 95.7% | 97.9% | 100.0% | 94.1% | 94.2% | 93.5% | 93.6% | 87.2% | 85.1% | 84.3% | 84.6% | 76.1% | 76.6% | 76.6% | 21.3% | 68.6% | 121.2% |
| Omusati | 84.6% | 82.4% | 88.7% | 91.2% | 91.3% | 90.7% | 60.8% | 56.4% | 56.3% | 54.6% | 51.3% | 50.7% | 32.9% | 29.1% | 33.1% | 67.1% | 32.2% | 39.7% |
| Oshana | 97.2% | 97.9% | 96.0% | 98.7% | 94.1% | 94.2% | 87.2% | 84.2% | 91.3% | 91.3% | 86.8% | 79.5% | 24.1% | 27.4% | 27.5% | 74.0% | 27.6% | 29.5% |
| Oshikoto | 76.9% | 71.5% | 84.3% | 83.9% | 88.9% | 90.8% | 67.0% | 62.0% | 64.6% | 62.8% | 62.4% | 62.9% | 44.3% | 41.6% | 44.8% | 55.6% | 43.4% | 49.3% |
| Otjozondjupa | 97.6% | 97.6% | 96.6% | 95.3% | 93.3% | 92.2% | 89.0% | 88.2% | 88.6% | 89.5% | 87.6% | 86.7% | 64.6% | 67.1% | 67.0% | 33.7% | 59.6% | 86.7% |
| Zambezi | 80.9% | 64.3% | 82.9% | 95.8% | 91.7% | 90.8% | 49.6% | 46.1% | 47.0% | 53.8% | 42.5% | 40.0% | 27.8% | 20.9% | 24.8% | 62.2% | 31.7% | 40.0% |

Some progress was made with the provision of electricity to schools in the northern regions from 2019 to 2024. Kavango West, Kavango East and Ohangwena were the three (3) regions that had the lowest percentages of schools with electricity in 2024 and are serviced below the national average of 90.7%.

Schools in Kavango West (35.6%), Zambezi (40.0%), Omusati (50.7%), Kavango East (55.6%), Ohangwena (60.3%), Oshikoto (62.9%), and Kunene (63.8%) were relatively poorly serviced with telecommunications in 2024, with all figures falling below the national average of 64.8%. Teacher housing provision generally remains poor nationally, at a 49.0%. The problem might not be pressing in most of the regions that are predominantly urban as teachers would normally make use of housing subsidy provision to either buy or rent accommodation. In the most rural areas, provision of teacher housing should be relooked at as it is rather hard for officials to utilise their subsidies to acquire accommodation.

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



Chapter 7: ADULT LEARNING

Chapter 7 provides information on Adult Education's Enrolments and pass rates in the National Literacy Programme. The programme forms part of the National Policy on Adult Education which began in 1992 and contributed to increasing the adult literacy.

This has shown the government's commitment towards achieving target 4.6 of the United Nations Sustainable Development Goal 4 which is,

"By 2030 ensure that all youth and substantial proportion of adult, both men and women, achieve literacy and numeracy".

The 2024 literacy results of students in the Programme are given per region. The aim of the National Policy on Adult Education is to strengthen and promote the role of adult education in individual, community, regional and national development.



Table 59: National Literacy Programme enrolments and pass rates from 2018 to 2024

| Programme Stage | | Total | Year of Enrolment | | | | | | |
|-----------------|-----------|---------------|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Stage 1 | Enrolment | 23,625 | 4,188 | 4,475 | 1,729 | 3,403 | 4,073 | 3,178 | 2,579 |
| | Tested | 15,692 | 3,143 | 2,831 | 1,110 | 2,138 | 2,564 | 2,154 | 1,752 |
| | Passed | 13,041 | 1,906 | 2,530 | 1,045 | 1,882 | 2,294 | 1,848 | 1,536 |
| | % Passed | 83.1% | 60.6% | 89.4% | 94.1% | 88.0% | 89.5% | 85.8% | 87.7% |
| Stage 2 | Enrolment | 30,380 | 6,222 | 6,235 | 3,519 | 4,263 | 1,334 | 4,933 | 3,874 |
| | Tested | 20,284 | 5,148 | 3,672 | 2,103 | 2,629 | 941 | 3,237 | 2,554 |
| | Passed | 16,861 | 3,270 | 3,297 | 1,914 | 2,325 | 895 | 2,823 | 2,337 |
| | % Passed | 83.1% | 63.5% | 89.8% | 91.0% | 88.4% | 95.1% | 87.2% | 91.5% |
| Stage 3 | Enrolment | 31,081 | 6,154 | 7,140 | 3,189 | 3,804 | 3,474 | 3,654 | 3,666 |
| | Tested | 19,871 | 4,745 | 4,036 | 1,883 | 2,262 | 2,145 | 2,307 | 2,493 |
| | Passed | 16,990 | 2,965 | 3,996 | 1,673 | 2,092 | 1,916 | 2,067 | 2,281 |
| | % Passed | 85.5% | 62.5% | 99.0% | 88.8% | 92.5% | 89.3% | 89.6% | 91.5% |

Table 59 Shows the number of adult learners who enrolled for the different stages of the National Literacy Programme and the number of those who were tested, as well as whose passed the examination. The column labeled "Total" shows the total number of learners for the six-year period (2018-2024). The same individuals may have been counted multiple times if they enrolled for the same stage in different years.

Over the six years, 23,625 adults enrolled for Stage 1 of the programme (basic mother tongue literacy skills), however only 13, 041 adults passed the stage during the said period. The numbers have actually raised in the other two stages, suggesting that adult learners are actually following education through to Stage 3.

The numbers of adult learners have been presented graphically in Figure 59, which shows the total number of adult learners enrolled, tested and who passed in each stage.

Figure 59: Numbers of learners enrolled, tested and passed in each stage of the National Literacy Programme from 2018 to 2024

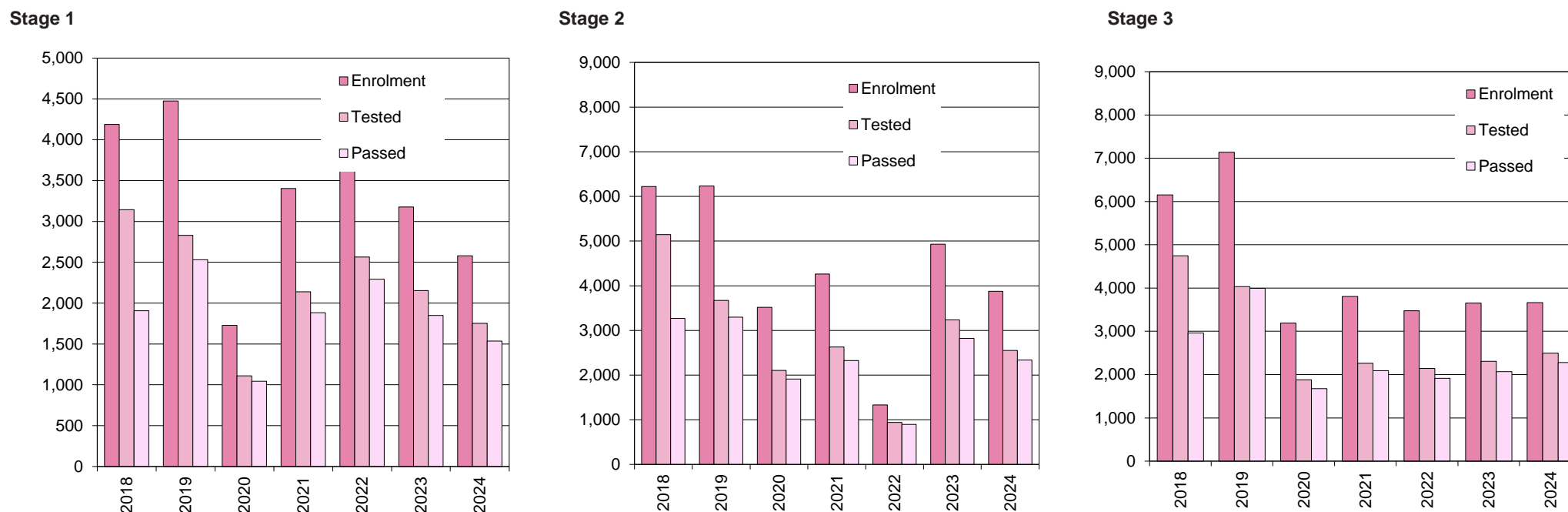


Table 60: Test results of the National Literacy Programme learners in 2024

| Region | Programme Stage | | | | | | | | |
|--------------|-----------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|
| | STAGE 1 | | | STAGE 2 | | | STAGE 3 | | |
| | Number tested | % Female | % Passed | Number tested | % Female | % Passed | Number tested | % Female | % Passed |
| Total | 1,752 | 56.7% | 87.7% | 2,554 | 58.8% | 87.2% | 2,493 | 57.4% | 91.5% |
| Kharas | 5 | 100.0% | 100.0% | 13 | 0.0% | 100.0% | 0 | 0.0% | 0.0% |
| Erongo | 62 | 53.2% | 88.7% | 68 | 48.5% | 89.7% | 193 | 53.4% | 78.8% |
| Hardap | 52 | 82.7% | 96.2% | 98 | 72.4% | 87.8% | 84 | 72.6% | 96.4% |
| Khomas | 147 | 81.0% | 91.8% | 347 | 83.0% | 94.5% | 151 | 70.9% | 96.7% |
| Kunene | 271 | 44.3% | 76.8% | 389 | 45.2% | 84.3% | 408 | 45.3% | 89.2% |
| Ohangwena | 31 | 67.7% | 83.9% | 132 | 56.1% | 80.3% | 102 | 70.6% | 88.2% |
| Kavango East | 197 | 56.3% | 81.2% | 226 | 56.6% | 95.6% | 230 | 49.6% | 87.4% |
| Kavango West | 185 | 65.4% | 94.6% | 279 | 73.8% | 97.1% | 270 | 72.2% | 93.7% |
| Omaheke | 167 | 45.5% | 98.2% | 234 | 46.2% | 94.9% | 102 | 44.1% | 96.1% |
| Omusati | 280 | 52.1% | 82.5% | 225 | 57.3% | 84.4% | 210 | 68.1% | 84.8% |
| Oshana | 31 | 58.1% | 61.3% | 37 | 89.2% | 100.0% | 79 | 79.7% | 100.0% |
| Oshikoto | 83 | 59.0% | 90.4% | 188 | 50.5% | 89.9% | 363 | 61.2% | 93.9% |
| Otjozondjupa | 192 | 53.6% | 95.8% | 148 | 57.4% | 100.0% | 193 | 49.7% | 100.0% |
| Zambezi | 49 | 57.1% | 100.0% | 170 | 39.4% | 95.3% | 108 | 24.1% | 97.2% |

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

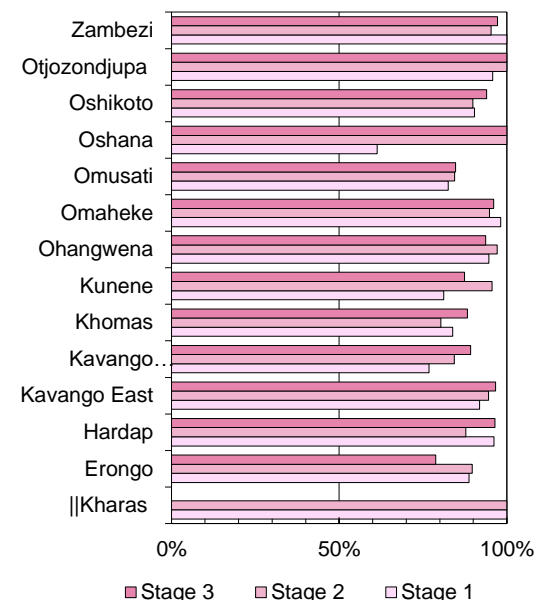
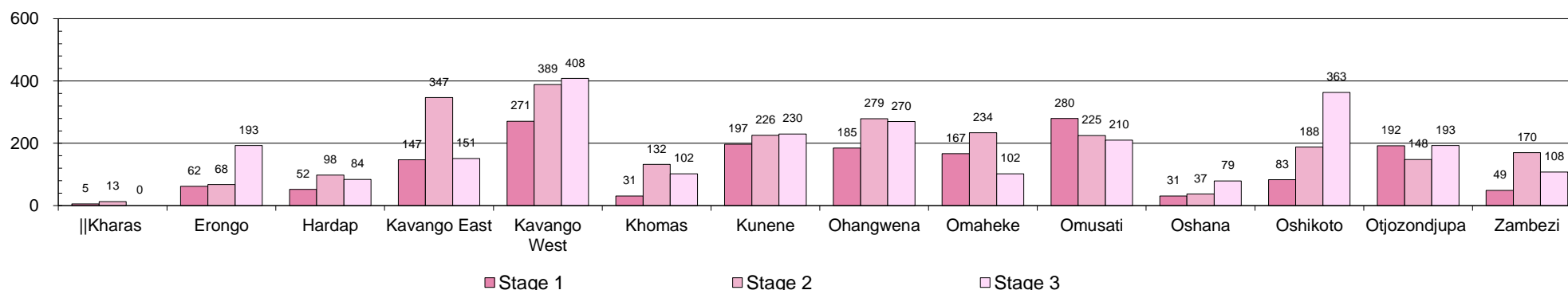


Table 60 presents the test results of the National Literacy Programme for 2024. Basic literacy comprises of stage 1, 2 and 3. A total of 6,799 adult learners were enrolled and tested in all stages in 2024. The percentage of the adult learners who passed is above 87% in all stages reflecting a positive outcome, Stage 3 outscored the other stages with 91.5%.

In all stages, more than half of the adult learners tested were female as shown in **Table 60**.

Figure 60a: Number of learners tested in each region



Chapter 8:

LEARNING AND SOCIAL CHALLENGES

Chapter 8 Provides information on the learning and social challenges faced by learners as well as teacher and learner mortality rates.

- The following information is included:
- Data on learners with physical and learning disabilities, categorized 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);
- As well as teacher and learner mortality rates (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 | Total | 150,962 | 4,988 | 258 | 281 | 9,906 | 12,539 | 104 | 638 | 11,527 | 50,724 | 1,587 | 28,636 | 6,434 | 23,340 |
| | Females | 67,840 | 2,384 | 116 | 95 | 4,051 | 4,113 | 56 | 377 | 6,143 | 20,757 | 643 | 13,135 | 2,468 | 13,502 |
| | Males | 83,122 | 2,604 | 142 | 186 | 5,855 | 8,426 | 48 | 261 | 5,384 | 29,967 | 944 | 15,501 | 3,966 | 9,838 |
| Kharas | Total | 4,900 | 190 | 3 | 1 | 303 | 523 | - | 19 | 410 | 1,298 | 25 | 1,032 | 176 | 920 |
| | Females | 2,355 | 101 | 1 | - | 142 | 159 | - | 12 | 233 | 578 | 8 | 495 | 59 | 567 |
| | Males | 2,545 | 89 | 2 | 1 | 161 | 364 | - | 7 | 177 | 720 | 17 | 537 | 117 | 353 |
| Erongo | Total | 10,180 | 445 | 10 | 64 | 578 | 898 | - | 33 | 599 | 2,689 | 60 | 2,103 | 353 | 2,348 |
| | Females | 4,857 | 193 | 2 | 16 | 227 | 311 | - | 17 | 318 | 1,192 | 32 | 1,001 | 132 | 1,416 |
| | Males | 5,323 | 252 | 8 | 48 | 351 | 587 | - | 16 | 281 | 1,497 | 28 | 1,102 | 221 | 932 |
| Hardap | Total | 6,888 | 202 | 2 | 3 | 483 | 644 | - | 21 | 359 | 2,231 | 54 | 1,391 | 318 | 1,180 |
| | Females | 3,211 | 108 | 2 | - | 206 | 221 | - | 6 | 186 | 1,012 | 26 | 637 | 135 | 672 |
| | Males | 3,677 | 94 | - | 3 | 277 | 423 | - | 15 | 173 | 1,219 | 28 | 754 | 183 | 508 |
| Kavango East | Total | 14,005 | 506 | 42 | 31 | 966 | 1,327 | 11 | 67 | 1,543 | 3,651 | 220 | 2,812 | 546 | 2,283 |
| | Females | 6,512 | 208 | 23 | 15 | 400 | 439 | 4 | 47 | 870 | 1,614 | 82 | 1,275 | 214 | 1,321 |
| | Males | 7,493 | 298 | 19 | 16 | 566 | 888 | 7 | 20 | 673 | 2,037 | 138 | 1,537 | 332 | 962 |
| Kavango West | Total | 8,697 | 203 | 11 | 13 | 571 | 728 | 3 | 23 | 1,074 | 2,918 | 74 | 1,811 | 331 | 937 |
| | Females | 3,998 | 62 | 3 | 8 | 233 | 254 | 1 | 9 | 557 | 1,283 | 25 | 944 | 126 | 493 |
| | Males | 4,699 | 141 | 8 | 5 | 338 | 474 | 2 | 14 | 517 | 1,635 | 49 | 867 | 205 | 444 |
| Khomas | Total | 21,388 | 930 | 41 | 68 | 1,052 | 1,843 | 20 | 116 | 1,581 | 5,742 | 134 | 4,380 | 593 | 4,888 |
| | Females | 10,464 | 524 | 18 | 15 | 384 | 697 | 10 | 71 | 898 | 2,467 | 61 | 2,181 | 220 | 2,918 |
| | Males | 10,924 | 406 | 23 | 53 | 668 | 1,146 | 10 | 45 | 683 | 3,275 | 73 | 2,199 | 373 | 1,970 |
| Kunene | Total | 6,158 | 322 | 3 | 3 | 315 | 512 | 11 | 34 | 436 | 2,200 | 91 | 1,263 | 285 | 683 |
| | Females | 2,964 | 168 | 2 | 1 | 140 | 165 | 9 | 22 | 227 | 1,041 | 37 | 633 | 106 | 413 |
| | Males | 3,194 | 154 | 1 | 2 | 175 | 347 | 2 | 12 | 209 | 1,159 | 54 | 630 | 179 | 270 |
| Ohangwena | Total | 17,117 | 378 | 41 | 16 | 1,183 | 1,255 | 20 | 45 | 1,250 | 7,668 | 251 | 2,658 | 798 | 1,554 |
| | Females | 6,806 | 158 | 19 | 6 | 469 | 374 | 12 | 25 | 643 | 2,826 | 105 | 1,045 | 303 | 821 |
| | Males | 10,311 | 220 | 22 | 10 | 714 | 881 | 8 | 20 | 607 | 4,842 | 146 | 1,613 | 495 | 733 |

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 | Total | 6,020 | 224 | 1 | 2 | 515 | 539 | 4 | 19 | 363 | 2,075 | 43 | 1,284 | 233 | 718 |
| | Females | 2,756 | 108 | - | 1 | 243 | 186 | 4 | 11 | 186 | 940 | 16 | 567 | 88 | 406 |
| | Males | 3,264 | 116 | 1 | 1 | 272 | 353 | - | 8 | 177 | 1,135 | 27 | 717 | 145 | 312 |
| Omusati | Total | 16,502 | 392 | 33 | 8 | 1,197 | 1,193 | 3 | 85 | 921 | 7,344 | 162 | 2,755 | 878 | 1,531 |
| | Females | 6,696 | 179 | 10 | 2 | 464 | 328 | 2 | 52 | 472 | 2,725 | 75 | 1,157 | 341 | 889 |
| | Males | 9,806 | 213 | 23 | 6 | 733 | 865 | 1 | 33 | 449 | 4,619 | 87 | 1,598 | 537 | 642 |
| Oshana | Total | 8,090 | 201 | 34 | 15 | 509 | 636 | 22 | 37 | 709 | 2,728 | 131 | 1,217 | 308 | 1,543 |
| | Females | 3,439 | 89 | 17 | 5 | 197 | 181 | 11 | 17 | 370 | 1,009 | 46 | 507 | 109 | 881 |
| | Males | 4,651 | 112 | 17 | 10 | 312 | 455 | 11 | 20 | 339 | 1,719 | 85 | 710 | 199 | 662 |
| Oshikoto | Total | 13,070 | 428 | 22 | 12 | 883 | 928 | 8 | 45 | 748 | 5,081 | 149 | 2,338 | 809 | 1,619 |
| | Females | 5,389 | 222 | 10 | 8 | 359 | 283 | 3 | 27 | 363 | 1,840 | 52 | 966 | 307 | 949 |
| | Males | 7,681 | 206 | 12 | 4 | 524 | 645 | 5 | 18 | 385 | 3,241 | 97 | 1,372 | 502 | 670 |
| Otjozondjupa | Total | 12,408 | 390 | 13 | 31 | 901 | 1,108 | - | 58 | 936 | 3,672 | 113 | 2,631 | 498 | 2,057 |
| | Females | 5,884 | 171 | 8 | 13 | 400 | 368 | - | 36 | 507 | 1,640 | 45 | 1,295 | 197 | 1,204 |
| | Males | 6,524 | 219 | 5 | 18 | 501 | 740 | - | 22 | 429 | 2,032 | 68 | 1,336 | 301 | 853 |
| Zambezi | Total | 5,539 | 177 | 2 | 14 | 450 | 405 | 2 | 36 | 598 | 1,427 | 80 | 961 | 308 | 1,079 |
| | Females | 2,509 | 93 | 1 | 5 | 187 | 147 | - | 25 | 313 | 590 | 33 | 432 | 131 | 552 |
| | Males | 3,030 | 84 | 1 | 9 | 263 | 258 | 2 | 11 | 285 | 837 | 47 | 529 | 177 | 527 |

Table 61 sheds light on disability cases in schools by presenting the enrolments of female and male learners with disabilities by sex per region. A total of **150,962** disabilities cases were recorded in 2024, of which **67,840 (44.9%)** were linked to female learners, while **83,122 or (55.1%)** were linked to male learners. It is very important to note that a learner could be double counted depending on their disabilities, for example a learner with hearing problems could be counted under hearing, and if they had physical disabilities, they will also be counted under that category.

Note further that this table is not quite comparable to earlier reports compiled before 2020, as the latter were done in accordance with Washington Group on Disability Statistics categorization. Learners were now measured on the degree of their disabilities starting from mild to more severe cases. The inclusion of the Washington Group on Disability Statistics made it possible for Namibia's data to be internationally comparable. It will also inform the development and evaluation of policies and programs 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 aims of the Charter for Change - which advocated for the localization 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 |
| National | 150,962 | 67,840 | 83,122 | 4,988 | 2,384 | 2,604 | 258 | 116 | 142 | 281 | 95 | 186 | 9,906 | 4,051 | 5,855 | 12,539 | 4,113 | 8,426 | 104 | 56 | 48 |
| Pre-Primary | 5,451 | 2,217 | 3,234 | 178 | 74 | 104 | 15 | 7 | 8 | 28 | 9 | 19 | 746 | 314 | 432 | 694 | 256 | 438 | 4 | 2 | 2 |
| Grade 1 | 13,871 | 5,438 | 8,433 | 319 | 126 | 193 | 31 | 13 | 18 | 17 | 4 | 13 | 1,395 | 561 | 834 | 1,087 | 334 | 753 | 11 | 5 | 6 |
| Grade 2 | 10,751 | 4,230 | 6,521 | 227 | 83 | 144 | 29 | 11 | 18 | 19 | 12 | 7 | 878 | 348 | 530 | 887 | 257 | 630 | 7 | 1 | 6 |
| Grade 3 | 11,447 | 4,333 | 7,114 | 246 | 79 | 167 | 22 | 8 | 14 | 7 | 2 | 5 | 808 | 316 | 492 | 919 | 239 | 680 | 3 | 2 | 1 |
| Grade 4 | 16,889 | 7,013 | 9,876 | 504 | 207 | 297 | 31 | 14 | 17 | 11 | 6 | 5 | 1,185 | 484 | 701 | 1,326 | 418 | 908 | 1 | 1 | - |
| Grade 5 | 13,526 | 5,711 | 7,815 | 222 | 94 | 128 | 25 | 14 | 11 | 13 | 5 | 8 | 770 | 286 | 484 | 1,057 | 299 | 758 | 1 | 1 | - |
| Grade 6 | 12,856 | 5,813 | 7,043 | 269 | 107 | 162 | 15 | 8 | 7 | 20 | 9 | 11 | 698 | 277 | 421 | 1,060 | 315 | 745 | 7 | 4 | 3 |
| Grade 7 | 11,028 | 4,914 | 6,114 | 308 | 152 | 156 | 14 | 8 | 6 | 14 | 6 | 8 | 595 | 243 | 352 | 885 | 259 | 626 | 4 | 4 | - |
| Grade 8 | 17,495 | 8,716 | 8,779 | 789 | 433 | 356 | 24 | 11 | 13 | 10 | 4 | 6 | 971 | 433 | 538 | 1,662 | 652 | 1,010 | 3 | - | 3 |
| Grade 9 | 12,820 | 6,526 | 6,294 | 614 | 324 | 290 | 14 | 6 | 8 | 23 | 8 | 15 | 546 | 243 | 303 | 1,143 | 413 | 730 | 11 | 8 | 3 |
| Grade 10 | 12,307 | 6,617 | 5,690 | 562 | 318 | 244 | 19 | 8 | 11 | 6 | 3 | 3 | 518 | 235 | 283 | 960 | 377 | 583 | - | - | - |
| Grade 11 | 7,344 | 4,024 | 3,320 | 403 | 240 | 163 | 6 | 3 | 3 | 4 | 2 | 2 | 336 | 160 | 176 | 448 | 157 | 291 | 1 | 1 | - |
| Grade 12 | 1,051 | 654 | 397 | 69 | 46 | 23 | 3 | 1 | 2 | - | - | - | 36 | 20 | 16 | 48 | 14 | 34 | - | - | - |
| Other grades | 4,126 | 1,634 | 2,492 | 278 | 101 | 177 | 10 | 4 | 6 | 109 | 25 | 84 | 424 | 131 | 293 | 363 | 123 | 240 | 51 | 27 | 24 |

| 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 |
| National | 638 | 377 | 261 | 11,527 | 6,143 | 5,384 | 50,724 | 20,757 | 29,967 | 1,587 | 643 | 944 | 28,636 | 13,135 | 15,501 | 6,434 | 2,468 | 3,966 | 23,340 | 13,502 | 9,838 |
| Pre-Primary | 27 | 11 | 16 | 198 | 88 | 110 | 1,858 | 768 | 1,090 | 84 | 31 | 53 | 1,001 | 399 | 602 | 368 | 147 | 221 | 250 | 111 | 139 |
| Grade 1 | 44 | 15 | 29 | 505 | 225 | 280 | 6,278 | 2,481 | 3,797 | 179 | 75 | 104 | 2,464 | 986 | 1,478 | 809 | 302 | 507 | 732 | 311 | 421 |
| Grade 2 | 23 | 14 | 9 | 542 | 240 | 302 | 4,835 | 1,889 | 2,946 | 114 | 41 | 73 | 1,837 | 739 | 1,098 | 516 | 207 | 309 | 837 | 388 | 449 |
| Grade 3 | 32 | 14 | 18 | 700 | 323 | 377 | 5,044 | 1,857 | 3,187 | 115 | 44 | 71 | 1,787 | 662 | 1,125 | 685 | 265 | 420 | 1,079 | 522 | 557 |
| Grade 4 | 33 | 16 | 17 | 1,407 | 739 | 668 | 6,459 | 2,501 | 3,958 | 138 | 52 | 86 | 2,634 | 1,083 | 1,551 | 1,093 | 430 | 663 | 2,067 | 1,062 | 1,005 |
| Grade 5 | 64 | 42 | 22 | 1,343 | 733 | 610 | 4,823 | 1,795 | 3,028 | 129 | 51 | 78 | 2,167 | 909 | 1,258 | 737 | 268 | 469 | 2,175 | 1,214 | 961 |
| Grade 6 | 79 | 50 | 29 | 1,151 | 650 | 501 | 4,169 | 1,702 | 2,467 | 123 | 58 | 65 | 2,449 | 1,099 | 1,350 | 504 | 195 | 309 | 2,312 | 1,339 | 973 |
| Grade 7 | 62 | 42 | 20 | 1,072 | 565 | 507 | 3,584 | 1,381 | 2,203 | 147 | 60 | 87 | 1,792 | 825 | 967 | 425 | 161 | 264 | 2,126 | 1,208 | 918 |
| Grade 8 | 87 | 56 | 31 | 1,476 | 813 | 663 | 4,511 | 2,041 | 2,470 | 163 | 71 | 92 | 3,837 | 1,905 | 1,932 | 512 | 195 | 317 | 3,450 | 2,102 | 1,348 |
| Grade 9 | 65 | 40 | 25 | 1,077 | 612 | 465 | 3,269 | 1,512 | 1,757 | 117 | 43 | 74 | 2,937 | 1,503 | 1,434 | 274 | 107 | 167 | 2,730 | 1,707 | 1,023 |
| Grade 10 | 44 | 27 | 17 | 1,140 | 646 | 494 | 2,679 | 1,325 | 1,354 | 112 | 41 | 71 | 2,998 | 1,606 | 1,392 | 171 | 67 | 104 | 3,098 | 1,964 | 1,134 |
| Grade 11 | 33 | 22 | 11 | 646 | 366 | 280 | 1,650 | 862 | 788 | 67 | 26 | 41 | 1,751 | 972 | 779 | 110 | 44 | 66 | 1,889 | 1,169 | 720 |
| Grade 12 | 10 | 8 | 2 | 109 | 58 | 51 | 149 | 85 | 64 | 9 | 8 | 1 | 186 | 111 | 75 | 8 | - | 8 | 424 | 303 | 121 |
| Other grades | 35 | 20 | 15 | 161 | 85 | 76 | 1,416 | 558 | 858 | 90 | 42 | 48 | 796 | 336 | 460 | 222 | 80 | 142 | 171 | 102 | 69 |

Table 62a shows the numbers of learners with different disability cases 95,819 (63.5%) in the Primary phase (Pre-Primary to Grade 7). These could also be an indication of lack of proper foundation in early learning as opposed to being a disability per se. Secondary phase recorded 51,017 (33.8%) of learners with disabilities.

Table 62b: Learners with disabilities by region, sex and degree (severity) of disabilities in 2023

| Region | Sex | Total | Accepting changes to routine | | | Communication | | | Controlling Behaviours | | | Hearing | | | Learning | | | Physical Disability | | | Remembering and focus attention | | | Self-care | | | Vision | | | Albinism | Autism Spectrum Disorder (ASD) | Down Syndrome | Epilepsy |
|--------------|--------|---------|------------------------------|------------------|-----------------|---------------------|------------------|-----------------|------------------------|------------------|-----------------|---------------------|------------------|-----------------|---------------------|------------------|-----------------|---------------------|------------------|-----------------|---------------------------------|------------------|-----------------|---------------------|------------------|-----------------|---------------------|------------------|-----------------|----------|--------------------------------|---------------|----------|
| | | | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | A lot of difficulty | Cannot do at all | Some difficulty | | | | |
| National | Total | 150,962 | 834 | 191 | 3,963 | 1,917 | 483 | 7,506 | 3,020 | 408 | 9,111 | 1,023 | 494 | 10,010 | 14,450 | 3,092 | 33,182 | 302 | 50 | 1,235 | 6,041 | 978 | 21,617 | 2,462 | 673 | 3,299 | 1,922 | 263 | 21,155 | 258 | 281 | 104 | 638 |
| | Female | 67,840 | 361 | 85 | 1,938 | 752 | 215 | 3,084 | 848 | 147 | 3,118 | 522 | 238 | 5,383 | 5,485 | 1,094 | 14,178 | 125 | 26 | 492 | 2,472 | 372 | 10,291 | 954 | 231 | 1,283 | 1,125 | 139 | 12,238 | 116 | 95 | 56 | 377 |
| | Male | 83,122 | 473 | 106 | 2,025 | 1,165 | 268 | 4,422 | 2,172 | 261 | 5,993 | 501 | 256 | 4,627 | 8,965 | 1,998 | 19,004 | 177 | 24 | 743 | 3,569 | 606 | 11,326 | 1,508 | 442 | 2,016 | 797 | 124 | 8,917 | 142 | 186 | 48 | 261 |
| Kharas | Total | 4,900 | 20 | 0 | 170 | 63 | 3 | 237 | 110 | 8 | 405 | 46 | 1 | 363 | 316 | 53 | 929 | 5 | 1 | 19 | 188 | 14 | 830 | 63 | 29 | 84 | 84 | 2 | 834 | 3 | 1 | 0 | 19 |
| | Female | 2,355 | 7 | 0 | 94 | 34 | 1 | 107 | 28 | 1 | 130 | 40 | 1 | 192 | 126 | 29 | 423 | 1 | 1 | 6 | 81 | 6 | 408 | 22 | 10 | 27 | 52 | 1 | 514 | 1 | 0 | 0 | 12 |
| | Male | 2,545 | 13 | 0 | 76 | 29 | 2 | 130 | 82 | 7 | 275 | 6 | 0 | 171 | 190 | 24 | 506 | 4 | 0 | 13 | 107 | 8 | 422 | 41 | 19 | 57 | 32 | 1 | 320 | 2 | 1 | 0 | 7 |
| Erongo | Total | 10,180 | 64 | 11 | 370 | 104 | 2 | 472 | 251 | 24 | 623 | 47 | 13 | 539 | 822 | 113 | 1,754 | 12 | 0 | 48 | 407 | 61 | 1,635 | 163 | 15 | 175 | 215 | 13 | 2,120 | 10 | 64 | 0 | 33 |
| | Female | 4,857 | 29 | 7 | 157 | 38 | 0 | 189 | 65 | 7 | 239 | 18 | 8 | 292 | 321 | 47 | 824 | 9 | 0 | 23 | 156 | 14 | 831 | 68 | 4 | 60 | 134 | 8 | 1,274 | 2 | 16 | 0 | 17 |
| | Male | 5,323 | 35 | 4 | 213 | 66 | 2 | 283 | 186 | 17 | 384 | 29 | 5 | 247 | 501 | 66 | 930 | 3 | 0 | 25 | 251 | 47 | 804 | 95 | 11 | 115 | 81 | 5 | 846 | 8 | 48 | 0 | 16 |
| Hardap | Total | 6,888 | 20 | 2 | 180 | 79 | 17 | 387 | 121 | 6 | 517 | 33 | 8 | 318 | 667 | 45 | 1,519 | 7 | 0 | 47 | 226 | 17 | 1,148 | 95 | 14 | 209 | 107 | 20 | 1,053 | 2 | 3 | 0 | 21 |
| | Female | 3,211 | 4 | 0 | 104 | 30 | 14 | 162 | 35 | 1 | 185 | 18 | 2 | 166 | 315 | 10 | 687 | 4 | 0 | 22 | 93 | 3 | 541 | 35 | 6 | 94 | 55 | 6 | 611 | 2 | 0 | 0 | 6 |
| | Male | 3,677 | 16 | 2 | 76 | 49 | 3 | 225 | 86 | 5 | 332 | 15 | 6 | 152 | 352 | 35 | 832 | 3 | 0 | 25 | 133 | 14 | 607 | 60 | 8 | 115 | 52 | 14 | 442 | 0 | 3 | 0 | 15 |
| Kavango East | Total | 14,005 | 99 | 12 | 395 | 139 | 69 | 758 | 254 | 58 | 1,015 | 103 | 76 | 1,364 | 890 | 163 | 2,598 | 32 | 10 | 178 | 509 | 82 | 2,221 | 256 | 61 | 229 | 141 | 21 | 2,121 | 42 | 31 | 11 | 67 |
| | Female | 6,512 | 27 | 5 | 176 | 52 | 22 | 326 | 70 | 33 | 336 | 55 | 39 | 776 | 364 | 56 | 1,194 | 11 | 6 | 65 | 218 | 27 | 1,030 | 103 | 25 | 86 | 81 | 15 | 1,225 | 23 | 15 | 4 | 47 |
| | Male | 7,493 | 72 | 7 | 219 | 87 | 47 | 432 | 184 | 25 | 679 | 48 | 37 | 588 | 526 | 107 | 1,404 | 21 | 4 | 113 | 291 | 55 | 1,191 | 153 | 36 | 143 | 60 | 6 | 896 | 19 | 16 | 7 | 20 |
| Kavango West | Total | 8,697 | 21 | 11 | 171 | 63 | 25 | 483 | 155 | 15 | 558 | 102 | 13 | 959 | 726 | 100 | 2,092 | 20 | 4 | 50 | 371 | 23 | 1,417 | 185 | 31 | 115 | 47 | 9 | 881 | 11 | 13 | 3 | 23 |
| | Female | 3,998 | 7 | 1 | 54 | 22 | 13 | 198 | 52 | 2 | 200 | 49 | 4 | 504 | 298 | 33 | 952 | 9 | 1 | 15 | 191 | 14 | 739 | 71 | 15 | 40 | 29 | 6 | 458 | 3 | 8 | 1 | 9 |
| | Male | 4,699 | 14 | 10 | 117 | 41 | 12 | 285 | 103 | 13 | 358 | 53 | 9 | 455 | 428 | 67 | 1,140 | 11 | 3 | 35 | 180 | 9 | 678 | 114 | 16 | 75 | 18 | 3 | 423 | 8 | 5 | 2 | 14 |
| Khomas | Total | 21,388 | 130 | 32 | 768 | 147 | 32 | 873 | 422 | 84 | 1,337 | 139 | 113 | 1,329 | 1,189 | 201 | 4,352 | 21 | 3 | 110 | 704 | 96 | 3,580 | 258 | 56 | 279 | 483 | 49 | 4,356 | 41 | 68 | 20 | 116 |
| | Female | 10,464 | 60 | 15 | 449 | 50 | 14 | 320 | 146 | 46 | 505 | 78 | 54 | 766 | 476 | 83 | 1,908 | 8 | 2 | 51 | 314 | 49 | 1,818 | 96 | 18 | 106 | 302 | 24 | 2,592 | 18 | 15 | 10 | 71 |
| | Male | 10,924 | 70 | 17 | 319 | 97 | 18 | 553 | 276 | 38 | 832 | 61 | 59 | 563 | 713 | 118 | 2,444 | 13 | 1 | 59 | 390 | 47 | 1,762 | 162 | 38 | 173 | 181 | 25 | 1,764 | 23 | 53 | 10 | 45 |
| Kunene | Total | 6,158 | 49 | 2 | 271 | 54 | 18 | 243 | 85 | 33 | 394 | 58 | 28 | 350 | 598 | 115 | 1,487 | 12 | 4 | 75 | 270 | 24 | 969 | 111 | 20 | 154 | 43 | 5 | 635 | 3 | 3 | 11 | 34 |
| | Female | 2,964 | 19 | 1 | 148 | 28 | 8 | 104 | 17 | 12 | 136 | 27 | 15 | 185 | 253 | 53 | 735 | 3 | 1 | 33 | 117 | 10 | 506 | 38 | 7 | 61 | 24 | 4 | 385 | 2 | 1 | 9 | 22 |
| | Male | 3,194 | 30 | 1 | 123 | 26 | 10 | 139 | 68 | 21 | 258 | 31 | 13 | 165 | 345 | 62 | 752 | 9 | 3 | 42 | 153 | 14 | 463 | 73 | 13 | 93 | 19 | 1 | 250 | 1 | 2 | 2 | 12 |
| Ohangwena | Total | 17,117 | 36 | 71 | 271 | 294 | 84 | 805 | 331 | 25 | 899 | 84 | 115 | 1,051 | 2,383 | 665 | 4,620 | 54 | 9 | 188 | 704 | 153 | 1,801 | 273 | 97 | 428 | 109 | 29 | 1,416 | 41 | 16 | 20 | 45 |
| | Female | 6,806 | 20 | 31 | 107 | 115 | 39 | 315 | 93 | 5 | 276 | 45 | 54 | 544 | 803 | 231 | 1,792 | 24 | 4 | 77 | 241 | 44 | 760 | 107 | 34 | 162 | 45 | 17 | 759 | 19 | 6 | 12 | 25 |
| | Male | 10,311 | 16 | 40 | 164 | 179 | 45 | 490 | 238 | 20 | 623 | 39 | 61 | 507 | 1,580 | 434 | 2,828 | 30 | 5 | 111 | 463 | 109 | 1,041 | 166 | 63 | 266 | 64 | 12 | 657 | 22 | 10 | 8 | 20 |
| Omaheke | Total | 6,020 | 18 | 10 | 196 | 91 | 24 | 400 | 103 | 7 | 429 | 15 | 2 | 346 | 515 | 148 | 1,412 | 8 | 0 | 35 | 216 | 56 | 1,012 | 75 | 39 | 119 | 57 | 7 | 654 | 1 | 2 | 4 | 19 |
| | Female | 2,756 | 7 | 3 | 98 | 41 | 13 | 189 | 30 | 2 | 154 | 3 | 2 | 181 | 228 | 59 | 653 | 2 | 0 | 14 | 84 | 25 | 458 | 35 | 17 | 36 | 36 | 4 | 366 | 0 | 1 | 4 | 11 |
| | Male | 3,264 | 11 | 7 | 98 | 50 | 11 | 211 | 73 | 5 | 275 | 12 | 0 | 165 | 287 | 89 | 759 | 6 | 0 | 21 | 132 | 31 | 554 | 40 | 22 | 83 | 21 | 3 | 288 | 1 | 1 | 0 | 8 |
| Omusati | Total | 16,502 | 135 | 14 | 243 | 342 | 48 | 807 | 351 | 44 | 798 | 91 | 6 | 824 | 2,547 | 722 | 4,075 | 23 | 0 | 139 | 799 | 120 | 1,836 | 325 | 114 | 439 | 86 | 14 | 1,431 | 33 | 8 | 3 | 85 |
| | Female | 6,696 | 62 | 4 | 113 | 136 | 15 | 313 | 94 | 9 | 225 | 48 | 2 | 422 | 910 | 211 | 1,604 | 8 | 0 | 67 | 303 | 34 | 820 | 137 | 31 | 173 | 55 | 3 | 831 | 10 | 2 | 2 | 52 |
| | Male | 9,806 | 73 | 10 | 130 | 206 | 33 | 494 | 257 | 35 | 573 | 43 | 4 | 402 | 1,637 | 511 | 2,471 | 15 | 0 | 72 | 496 | 86 | 1,016 | 188 | 83 | 266 | 31 | 11 | 600 | 23 | 6 | 1 | 33 |
| Oshana | Total | 8,090 | 30 | 4 | 167 | 99 | 44 | 366 | 120 | 34 | 482 | 86 | 93 | 530 | 799 | 163 | 1,766 | 27 | 13 | 91 | 290 | 54 | 873 | 121 | 34 | 153 | 118 | 55 | 1,370 | 34 | 15 | 22 | 37 |
| | Female | 3,439 | 10 | 2 | 77 | 33 | 17 | 147 | 32 | 10 | 139 | 45 | 44 | 281 | 277 | 57 | 675 | 7 | 6 | 33 | 108 | 23 | 373 | 41 | 9 | 59 | 71 | 27 | 783 | 17 | 5 | 11 | 17 |
| | Male | 4,651 | 20 | 2 | 90 | 66 | 27 | 219 | 88 | 24 | 343 | 41 | 49 | 249 | 522 | 106 | 1,091 | 20 | 7 | 58 | 182 | 31 | 497 | 80 | 25 | 94 | 47 | 28 | 587 | 17 | 10 | 11 | 20 |
| Oshikoto | Total | 13,070 | 136 | 18 | 274 | 238 | 58 | 587 | 288 | 25 | 615 | 71 | 10 | 667 | 1,555 | 417 | 3,109 | 30 | 2 | 117 | 599 | 107 | 1,632 | 244 | 97 | 468 | 136 | 12 | 1,471 | 22 | 12 | 8 | 45 |
| | Female | 5,389 | 61 | 14 | 147 | 94 | 27 | 238 | 69 | 7 | 207 | 30 | 3 | 330 | 526 | 139 | 1,175 | 16 | 2 | 34 | 213 | 33 | 720 | 88 | 37 | 182 | 76 | 6 | 867 | 10 | 8 | 3 | 27 |
| | Male | 7,681 | 75 | 4 | 127 | 144 | 31 | 349 | 219 | 18 | 408 | 41 | 7 | 337 | 1,029 | 278 | 1,934 | 14 | 0 | 83 | 386 | 74 | 912 | 156 | 60 | 286 | 60 | 6 | 604 | 12 | 4 | 5 | 18 |
| Otjozondjupa | Total | 12,408 | 43 | 1 | 346 | 142 | 31 | 728 | 323 | 39 | 746 | 92 | 9 | 835 | 1,052 | 158 | 2,462 | 26 | 1 | 86 | 578 | 148 | 1,905 | 205 | 48 | 245 | 169 | 18 | 1,870 | 13 | 31 | 0 | 58 |
| | Female | 5,884 | 17 | 1 | 153 | 51 | 15 | 334 | 74 | 10 | 284 | 39 | 7 | 461 | 435 | 75 | 1,130 | 11 | 0 | 34 | 271 | 78 | 946 | 80 | 11 | 106 | 99 | 13 | 1,092 | 8 | 13 | 0 | 36 |
| | Male | 6,524 | 26 | 0 | 193 | 91 | 16 | 394 | 249 | 29 | 462 | 53 | 2 | 374 | 617 | 83 | 1,332 | 15 | 1 | 52 | 307 | 70 | 959 | 125 | 37 | 139 | 70 | 5 | 778 | 5 | 18 | 0 | 22 |
| Zambezi | Total | 5,539 | 33 | 3 | 141 | 62 | 28 | 360 | 106 | 6 | 293 | 56 | 7 | 535 | 391 | 29 | 1,007 | 25 | 3 | 52 | 180 | 23 | 758 | 88 | 18 | 202 | 127 | 9 | 943 | 2 | 14 | 2 | 36 |
| | Female | 2,509 | 31 | 1 | 61 | 28 | 17 | 142 | 43 | 2 | 102 | 27 | 3 | 283 | 153 | 11 | 426 | 12 | 3 | 18 | 82 | 12 | 338 | 33 | 7 | 91 | 66 | 5 | 481 | 1 | 5 | 0 | 2 |

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 | Total VCs | As % of total learners |
| National | Total | 78,690 | 8.9% | 192,198 | 21.8% |
| | Females | 38,784 | 8.8% | 93,678 | 21.2% |
| | Males | 39,906 | 9.1% | 98,520 | 22.5% |
| Kharas | Total | 2306 | 9.0% | 6918 | 26.9% |
| | Females | 1217 | 9.3% | 3353 | 25.7% |
| | Males | 1089 | 8.6% | 3565 | 28.2% |
| Erongo | Total | 3469 | 6.3% | 6873 | 12.4% |
| | Females | 1837 | 6.4% | 3277 | 11.4% |
| | Males | 1632 | 6.1% | 3596 | 13.4% |
| Hardap | Total | 2844 | 9.6% | 6904 | 23.4% |
| | Females | 1458 | 9.8% | 3445 | 23.2% |
| | Males | 1386 | 9.4% | 3459 | 23.6% |
| Kavango East | Total | 8507 | 10.9% | 23311 | 30.0% |
| | Females | 4109 | 10.5% | 11599 | 29.7% |
| | Males | 4398 | 11.4% | 11712 | 30.3% |
| Kavango West | Total | 4270 | 8.8% | 16852 | 34.8% |
| | Females | 1986 | 8.4% | 8250 | 35.0% |
| | Males | 2284 | 9.2% | 8602 | 34.7% |
| Khomas | Total | 5944 | 5.7% | 9407 | 9.0% |
| | Females | 3124 | 5.8% | 4681 | 8.7% |
| | Males | 2820 | 5.6% | 4726 | 9.3% |
| Kunene | Total | 3238 | 9.8% | 9715 | 29.5% |
| | Females | 1515 | 9.1% | 4854 | 29.3% |
| | Males | 1723 | 10.5% | 4861 | 29.6% |
| Ohangwena | Total | 11755 | 9.5% | 26696 | 21.5% |
| | Females | 5709 | 9.3% | 12879 | 20.9% |
| | Males | 6046 | 9.7% | 13817 | 22.1% |
| Omaheke | Total | 2826 | 10.2% | 7008 | 25.4% |
| | Females | 1406 | 10.2% | 3520 | 25.6% |
| | Males | 1420 | 10.2% | 3488 | 25.2% |

Table 63 reports on the number of OVCs in schools across all 14 regions. Although these two are interrelated and often referred to as OVC as a 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” while 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 (NPA, 2007).

Calculations in **table 63** were done to indicate the regional representation of the total number of orphans in the system. This was obtained by dividing the total number of Orphans per region, by the total enrolment per region. This was also the same in case of Vulnerable Children.

Table 63 continued

| Region | Sex | Orphans | | Vulnerable Children (VCs) | | |
|--------------|--------------|---------------|------------------------|---------------------------|------------------------|-------------------|
| | | Total orphans | As % of total learners | Total VCs | As % of total learners | As % of total VCs |
| Omusati | Total | 11,209 | 10.1% | 23,234 | 20.9% | 23,234 |
| | Females | 5,441 | 9.8% | 11,102 | 19.9% | 11,102 |
| | Males | 5,768 | 10.4% | 12,132 | 21.8% | 12,132 |
| Oshana | Total | 5,406 | 8.6% | 10,881 | 17.3% | 10,881 |
| | Females | 2,693 | 8.4% | 5,340 | 16.7% | 5,340 |
| | Males | 2,713 | 8.8% | 5,541 | 17.9% | 5,541 |
| Oshikoto | Total | 7,312 | 9.1% | 19,246 | 23.9% | 19,246 |
| | Females | 3,555 | 9.0% | 9,084 | 22.9% | 9,084 |
| | Males | 3,757 | 9.2% | 10,162 | 25.0% | 10,162 |
| Otjozondjupa | Total | 4,759 | 8.5% | 11,314 | 20.2% | 11,314 |
| | Females | 2,425 | 8.5% | 5,510 | 19.4% | 5,510 |
| | Males | 2,334 | 8.5% | 5,804 | 21.1% | 5,804 |
| Zambezi | Total | 4,845 | 11.0% | 13,839 | 31.6% | 13,839 |
| | Females | 2,309 | 10.8% | 6,784 | 31.6% | 6,784 |
| | Males | 2,536 | 11.3% | 7,055 | 31.5% | 7,055 |

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

| Age Group | Orphans | | | Vulnerable Children | | |
|--------------|---------------|---------------|---------------|---------------------|---------------|---------------|
| | Total | Female | Male | Total | Female | Male |
| Total | 78,690 | 38,784 | 39,906 | 192,198 | 93,678 | 98,520 |
| 5 or younger | 320 | 155 | 165 | 2,106 | 1,027 | 1,079 |
| 6 to 9 | 12,454 | 6,094 | 6,360 | 7,1258 | 35,064 | 36,194 |
| 10 to 14 | 30,384 | 15,393 | 14,991 | 77,462 | 37,985 | 39,477 |
| 15 to 19 | 31,339 | 15,558 | 15,781 | 38,387 | 18,382 | 20,005 |
| 20 to 24 | 4,114 | 1,558 | 2,556 | 2,930 | 1,204 | 1,726 |
| 25 or older | 79 | 26 | 53 | 55 | 16 | 39 |

The number of Orphans and Vulnerable Children in their age groups and Gender were reported in Table 64.

A separate count was done for Orphans as well as for the Vulnerable Children. Note should be taken that "Vulnerability" was actually defined in terms of socio-economic, psychological and physiological needs of learners.

This report deviated from the said definitions, in that it captured all learners including those above the age of 18, as 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 | Total | 13,776 | 547 | 1,154 | 480 | 835 | 124 | 1,662 | 657 | 126 | 7 | 646 | 165 | 98 | 45 | 81 | 30 | 28 | 3 | 19 | 7,069 |
| | Females | 7,037 | 313 | 529 | 138 | 393 | 65 | 1,648 | 255 | 57 | 3 | 158 | 80 | 34 | 22 | 75 | 11 | 9 | - | 8 | 3,239 |
| | Males | 6,739 | 234 | 625 | 342 | 442 | 59 | 14 | 402 | 69 | 4 | 488 | 85 | 64 | 23 | 6 | 19 | 19 | 3 | 11 | 3,830 |
| Kharas | Total | 310 | 10 | 7 | 11 | 10 | - | 24 | 11 | 2 | - | 17 | 3 | 1 | 2 | - | 3 | 2 | - | 1 | 206 |
| | Females | 149 | 5 | 4 | 2 | 3 | - | 24 | 5 | - | - | 1 | 1 | - | 2 | - | 2 | - | - | 1 | 99 |
| | Males | 161 | 5 | 3 | 9 | 7 | - | - | 6 | 2 | - | 16 | 2 | 1 | - | - | 1 | 2 | - | - | 107 |
| Erongo | Total | 484 | 10 | 29 | 23 | 27 | 8 | 58 | 18 | 10 | 1 | 28 | 4 | 2 | - | - | 3 | 1 | - | - | 262 |
| | Females | 237 | 5 | 10 | 8 | 10 | 4 | 58 | 7 | 7 | - | 4 | 1 | 2 | - | - | 1 | 1 | - | - | 119 |
| | Males | 247 | 5 | 19 | 15 | 17 | 4 | - | 11 | 3 | 1 | 24 | 3 | - | - | - | 2 | - | - | - | 143 |
| Hardap | Total | 568 | 10 | 36 | 27 | 28 | 1 | 39 | 25 | 16 | - | 33 | 2 | 2 | 3 | - | 4 | 3 | - | 1 | 338 |
| | Females | 257 | 5 | 22 | 7 | 9 | 1 | 39 | 12 | 7 | - | 6 | 2 | - | 1 | - | 2 | 3 | - | - | 141 |
| | Males | 311 | 5 | 14 | 20 | 19 | - | - | 13 | 9 | - | 27 | - | 2 | 2 | - | 2 | - | - | 1 | 197 |
| Kavango East | Total | 1,562 | 85 | 146 | 45 | 139 | 21 | 259 | 88 | 7 | - | 70 | 22 | 11 | 4 | 24 | 4 | 6 | - | 1 | 630 |
| | Females | 822 | 52 | 59 | 15 | 61 | 11 | 256 | 36 | 3 | - | 14 | 12 | 1 | - | 24 | 2 | 1 | - | - | 275 |
| | Males | 740 | 33 | 87 | 30 | 78 | 10 | 3 | 52 | 4 | - | 56 | 10 | 10 | 4 | - | 2 | 5 | - | 1 | 355 |
| Kavango West | Total | 1,271 | 75 | 159 | 44 | 88 | 2 | 177 | 96 | 11 | 2 | 63 | 30 | 23 | 5 | 24 | - | - | - | - | 472 |
| | Females | 654 | 40 | 73 | 17 | 37 | 1 | 175 | 33 | 4 | - | 19 | 14 | 8 | 2 | 19 | - | - | - | - | 212 |
| | Males | 617 | 35 | 86 | 27 | 51 | 1 | 2 | 63 | 7 | 2 | 44 | 16 | 15 | 3 | 5 | - | - | - | - | 260 |
| Khomas | Total | 990 | 25 | 105 | 25 | 22 | 31 | 60 | 15 | 21 | 4 | 71 | 18 | 7 | 13 | 2 | - | 2 | - | - | 569 |
| | Females | 489 | 16 | 49 | 10 | 8 | 13 | 60 | 11 | 9 | 3 | 20 | 8 | - | 8 | 2 | - | 1 | - | - | 271 |
| | Males | 501 | 9 | 56 | 15 | 14 | 18 | - | 4 | 12 | 1 | 51 | 10 | 7 | 5 | - | - | 1 | - | - | 298 |
| Kunene | Total | 1,385 | 69 | 246 | 23 | 232 | 3 | 99 | 31 | 8 | - | 68 | 11 | 34 | 2 | 1 | - | 1 | 1 | 1 | 555 |
| | Females | 683 | 41 | 104 | 5 | 118 | 3 | 97 | 15 | 4 | - | 29 | 3 | 13 | 2 | 1 | - | - | - | 1 | 247 |
| | Males | 702 | 28 | 142 | 18 | 114 | - | 2 | 16 | 4 | - | 39 | 8 | 21 | - | - | - | 1 | 1 | - | 308 |
| Ohangwena | Total | 1,741 | 69 | 73 | 73 | 64 | 24 | 315 | 95 | 7 | - | 74 | 19 | 1 | 5 | - | 1 | 4 | 1 | - | 916 |
| | Females | 933 | 40 | 44 | 20 | 30 | 12 | 315 | 29 | 1 | - | 18 | 13 | 1 | 3 | - | 1 | - | - | - | 406 |
| | Males | 808 | 29 | 29 | 53 | 34 | 12 | - | 66 | 6 | - | 56 | 6 | - | 2 | - | - | 4 | 1 | - | 510 |

Table 89 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 | Total | 1,291 | 52 | 58 | 55 | 40 | 8 | 184 | 38 | 16 | - | 50 | 16 | - | 4 | 1 | 3 | - | - | - | 766 |
| | Females | 659 | 26 | 32 | 12 | 22 | 6 | 180 | 7 | 8 | - | 10 | 7 | - | 3 | 1 | 2 | - | - | - | 343 |
| | Males | 632 | 26 | 26 | 43 | 18 | 2 | 4 | 31 | 8 | - | 40 | 9 | - | 1 | - | 1 | - | - | - | 423 |
| Omusati | Total | 375 | 13 | 24 | 20 | 12 | 20 | 46 | 17 | 2 | - | 16 | 5 | - | - | - | - | 2 | - | 13 | 185 |
| | Females | 185 | 4 | 6 | 3 | 5 | 10 | 46 | 9 | 1 | - | 6 | 2 | - | - | - | - | 1 | - | 5 | 87 |
| | Males | 190 | 9 | 18 | 17 | 7 | 10 | - | 8 | 1 | - | 10 | 3 | - | - | - | - | 1 | - | 8 | 98 |
| Oshana | Total | 1,003 | 36 | 52 | 47 | 34 | 2 | 172 | 71 | 3 | - | 32 | 12 | 3 | 4 | 2 | - | 1 | - | - | 532 |
| | Females | 554 | 22 | 21 | 15 | 20 | 1 | 172 | 25 | 3 | - | 8 | 9 | - | 1 | 2 | - | 1 | - | - | 254 |
| | Males | 449 | 14 | 31 | 32 | 14 | 1 | - | 46 | - | - | 24 | 3 | 3 | 3 | - | - | - | - | - | 278 |
| Oshikoto | Total | 1,347 | 41 | 114 | 36 | 70 | 4 | 90 | 86 | 16 | - | 65 | 9 | 3 | 2 | 14 | 2 | 1 | - | 1 | 793 |
| | Females | 666 | 22 | 56 | 8 | 38 | 3 | 87 | 36 | 6 | - | 10 | 2 | 2 | - | 14 | - | - | - | 1 | 381 |
| | Males | 681 | 19 | 58 | 28 | 32 | 1 | 3 | 50 | 10 | - | 55 | 7 | 1 | 2 | - | 2 | 1 | - | - | 412 |
| Otjozondjupa | Total | 651 | 36 | 46 | 27 | 55 | - | 93 | 32 | 6 | - | 25 | 9 | 3 | - | 13 | 10 | 5 | 1 | 1 | 289 |
| | Females | 368 | 24 | 20 | 11 | 28 | - | 93 | 15 | 3 | - | 3 | 4 | 1 | - | 12 | 1 | 1 | - | - | 152 |
| | Males | 283 | 12 | 26 | 16 | 27 | - | - | 17 | 3 | - | 22 | 5 | 2 | - | 1 | 9 | 4 | 1 | 1 | 137 |
| Zambezi | Total | 375 | 13 | 24 | 20 | 12 | 20 | 46 | 17 | 2 | - | 16 | 5 | - | - | - | - | 2 | - | 13 | 185 |
| | Females | 185 | 4 | 6 | 3 | 5 | 10 | 46 | 9 | 1 | - | 6 | 2 | - | - | - | - | 1 | - | 5 | 87 |
| | Males | 190 | 9 | 18 | 17 | 7 | 10 | - | 8 | 1 | - | 10 | 3 | - | - | - | - | 1 | - | 8 | 98 |

A total of **13,776** learners were counted as having dropped out of school in 2024, of whom 7 037 (51.1%) were female while or 6 739 (48.9%) were male. Disability barriers (Language) accounted for the majority (**7,069**) of the dropout cases, followed by pregnancy (**1,662**), Distance (**1,154**) and Parental demand (**835**). In 2024, Pregnancy related reason alone accounted for 12.1%, of all dropouts- a drop from 12.2% reported in 2023. However, learner dropout due to parent demand may not actually be dropout as 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. The larger number of learners reported under unknown, suggest that some school authorities do not follow up on learners who ceased going to schools to find out the actual reasons.

Disability as a reason for dropout is no longer reported as a standalone reason, but instead it looks into "infrastructural Accessibility", "Language Barriers" and "Learning Materials Accessibility" as rather reasons that hamper differently abled learners from accessing learning and force them out of school. Lastly, a worrisome large number of learners drop out due to unknown reasons in almost each region needs to be investigated. Equally, the issue of learners dropping out due to long distances particularly in Kunene and the two Kavango regions need 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 |
| National | 160 | 94 | 48 | 46 | 34 | 10 | 24 | 16 | 8 | 8 | 16 | 6 | 10 |
| 20 - 24 | 80 | 36 | 12 | 24 | 22 | 6 | 16 | 8 | 4 | 4 | 14 | 6 | 8 |
| 25 - 29 | 14 | 6 | 6 | 0 | 4 | 0 | 4 | 4 | 2 | 2 | 0 | 0 | 0 |
| 30 - 34 | 10 | 8 | 6 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| 35 - 39 | 6 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 40 - 44 | 12 | 12 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 - 49 | 12 | 6 | 2 | 4 | 4 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 |
| 50 - 54 | 10 | 6 | 6 | 0 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 55 and Older | 16 | 16 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Tables 66 and 67 show the teacher mortality per age group and regions and cause of death. A total of 160 teachers' mortalities were reported in 2024. Illness, with 94 was the major cause of deaths, representing 58.8%, followed by Accident with 21.3%. Although the percentage of suicide seems to be small (10.0%), it is still worrying that 16 staff members succumbed to suicide with Hardap, Ohangwena and Omusati recording the highest number of 4 teachers each, while Khomas and Zambezi recorded two (2) suicide 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 |
| National | 160 | 94 | 48 | 46 | 34 | 10 | 24 | 16 | 8 | 8 | 16 | 6 | 10 |
| Kharas | 4 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Erongo | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hardap | 22 | 4 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 2 | 10 | 6 | 4 |
| Kavango East | 18 | 16 | 10 | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kavango West | 14 | 10 | 4 | 6 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Khomas | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| Kunene | 12 | 8 | 2 | 6 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ohangwena | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 2 | 0 | 2 |
| Omaheke | 4 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Omusati | 32 | 18 | 6 | 12 | 8 | 0 | 8 | 4 | 0 | 4 | 2 | 0 | 2 |
| Oshana | 14 | 10 | 6 | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oshikoto | 4 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Otjozondjupa | 8 | 8 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Zambezi | 12 | 6 | 6 | 0 | 4 | 0 | 4 | 2 | 0 | 2 | 0 | 0 | 0 |

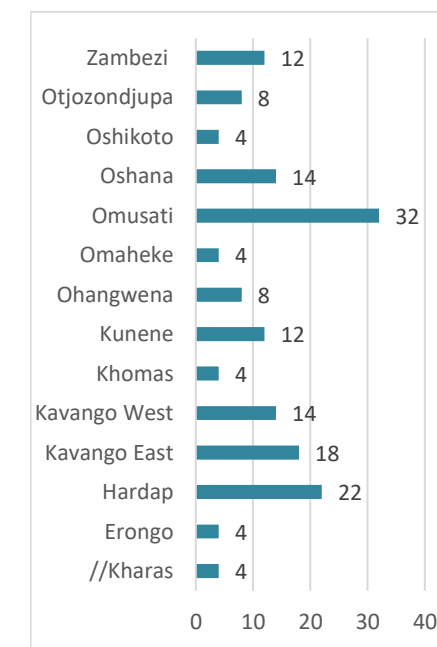
Figure 67: Teacher mortality by region and reason

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 |
| National | 308 | 158 | 68 | 90 | 124 | 44 | 80 | 16 | 6 | 10 | 10 | 2 | 8 |
| Pre-primary | 20 | 14 | 6 | 8 | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 1 | 28 | 6 | 2 | 4 | 22 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 2 | 28 | 8 | 4 | 4 | 20 | 6 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 3 | 16 | 10 | 4 | 6 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | 32 | 12 | 4 | 8 | 16 | 2 | 14 | 4 | 0 | 4 | 0 | 0 | 0 |
| Grade 5 | 28 | 18 | 6 | 12 | 8 | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 0 |
| Grade 6 | 26 | 14 | 6 | 8 | 10 | 4 | 6 | 0 | 0 | 0 | 2 | 0 | 2 |
| Grade 7 | 34 | 20 | 10 | 10 | 8 | 2 | 6 | 4 | 0 | 4 | 2 | 0 | 2 |
| Grade 8 | 48 | 32 | 14 | 18 | 12 | 8 | 4 | 4 | 4 | 0 | 0 | 0 | 0 |
| Grade 9 | 18 | 12 | 8 | 4 | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 10 | 18 | 8 | 2 | 6 | 8 | 2 | 6 | 0 | 0 | 0 | 2 | 0 | 2 |
| Grade 11 | 12 | 4 | 2 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 4 | 2 | 2 |

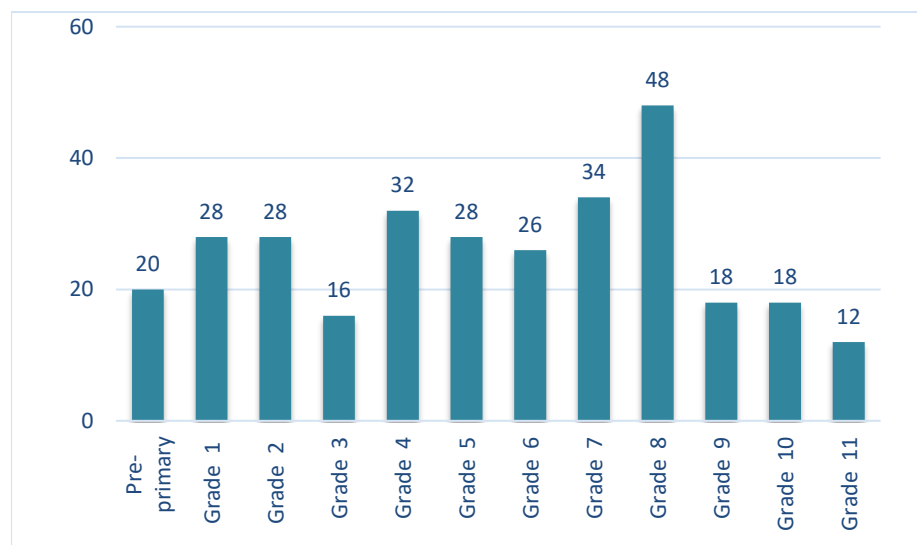
Figure 68: Learner mortality by grade

Table 68 shows the learner mortality figures grade and reason as reported in 2024. The same figures are tabulated by region and reason in **Table 69**. A total of 308 learners died during the year 2024. The majority of them (51.3%), succumbed to illnesses while accidents accounted for 40.3% of learners' deaths. Kavango East, Omusati and Ohangwena had the highest number of learner mortality totaling to 44.2% of all death cases.

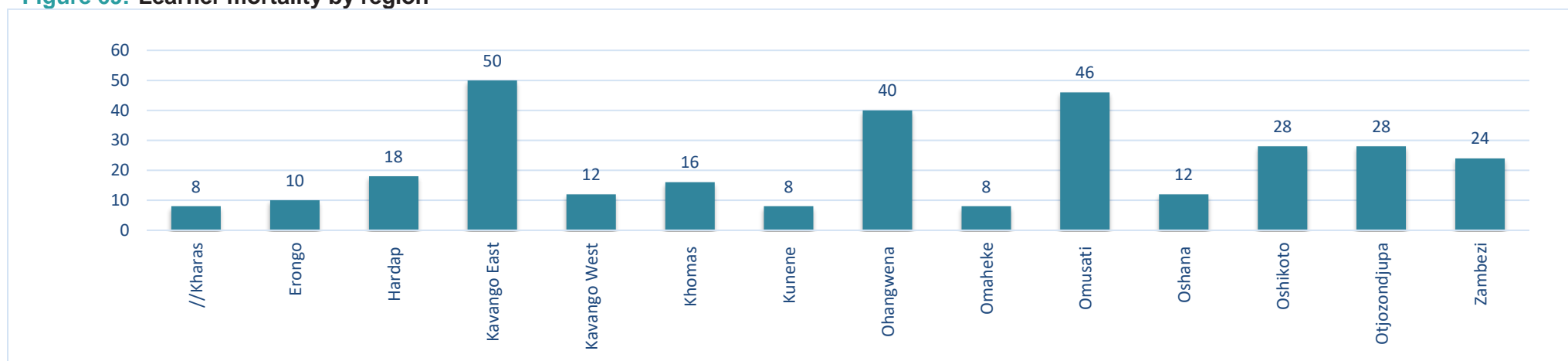
68.8% of all death cases claimed the lives of Primary phase learners with both the Junior primary and Senior primary (Gd Pre-primary- 3) phases (Gd 4-7) losing 212 learners altogether.

It is worth looking into the reasons behind suicide which is on the increase amongst the learners and find possible way of addressing the root causes. Life Skills might need to be strengthened with more emphasis of stress management. The number of learners that succumbed due violence and homicide (6) remain a worrisome phenomenon that needs joint efforts from parents, school communities and other relevant stakeholders in order to curb it down.

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 |
| National | 308 | 158 | 68 | 90 | 124 | 44 | 80 | 16 | 6 | 10 | 10 | 2 | 8 |
| Regions | | | | | | | | | | | | | |
| Kharas | 8 | 6 | 4 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Erongo | 10 | 6 | 2 | 4 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 |
| Hardap | 18 | 18 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kavango East | 50 | 28 | 18 | 10 | 20 | 8 | 12 | 2 | 0 | 2 | 0 | 0 | 0 |
| Kavango West | 12 | 10 | 4 | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Khomas | 16 | 10 | 4 | 6 | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kunene | 8 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ohangwena | 40 | 20 | 4 | 16 | 16 | 8 | 8 | 4 | 4 | 0 | 0 | 0 | 0 |
| Omaheke | 8 | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Omusati | 46 | 18 | 6 | 12 | 24 | 10 | 14 | 2 | 0 | 2 | 2 | 0 | 2 |
| Oshana | 12 | 2 | 2 | 0 | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oshikoto | 28 | 8 | 4 | 4 | 16 | 2 | 14 | 4 | 0 | 4 | 0 | 0 | 0 |
| Otjozondjupa | 28 | 16 | 6 | 10 | 10 | 8 | 2 | 2 | 2 | 0 | 0 | 0 | 0 |
| Zambezi | 24 | 6 | 4 | 2 | 12 | 4 | 8 | 2 | 0 | 2 | 4 | 0 | 4 |

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 2022-2024

| Year | 2022 | | | | | 2023 | | | | | 2024 | | | | |
|-----------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|--------------|
| | Female | Male | Total | Total Trained | % Trained | Female | Male | Total | Total Trained | % Trained | Female | Male | Total | Total Trained | % Trained |
| National | 22,096 | 10,369 | 32,465 | 15,270 | 46.5% | 23,036 | 10,586 | 33,622 | 16,134 | 47.5% | 23,963 | 10,907 | 34,870 | 15,775 | 44.9% |
| Kharas | 721 | 259 | 980 | 451 | 46% | 745 | 270 | 1,015 | 427 | 42% | 746 | 286 | 1,032 | 426 | 41% |
| Erongo | 1,581 | 409 | 1,990 | 723 | 36% | 1,677 | 420 | 2,097 | 743 | 35% | 1,752 | 428 | 2,180 | 762 | 35% |
| Hardap | 769 | 282 | 1,051 | 414 | 39% | 806 | 287 | 1,093 | 424 | 39% | 848 | 292 | 1,140 | 463 | 41% |
| Kavango East | 1,330 | 1,058 | 2,388 | 1,130 | 47% | 1,399 | 1,079 | 2,478 | 1,302 | 53% | 1,470 | 1,128 | 2,598 | 1,220 | 47% |
| Kavango West | 891 | 834 | 1,725 | 771 | 45% | 944 | 846 | 1,790 | 793 | 44% | 962 | 855 | 1,817 | 806 | 44% |
| Khomas | 3,049 | 897 | 3,946 | 1,813 | 46% | 3,197 | 938 | 4,135 | 2,000 | 48% | 3,325 | 978 | 4,303 | 2,007 | 47% |
| Kunene | 744 | 456 | 1,200 | 594 | 50% | 777 | 448 | 1,225 | 623 | 51% | 816 | 463 | 1,279 | 590 | 46% |
| Ohangwena | 2,886 | 1,495 | 4,381 | 2,120 | 48% | 2,989 | 1,515 | 4,504 | 2,110 | 47% | 3,114 | 1,565 | 4,679 | 2,167 | 46% |
| Omaheke | 669 | 324 | 993 | 401 | 40% | 700 | 335 | 1,035 | 508 | 49% | 761 | 328 | 1,089 | 488 | 45% |
| Omusati | 2,942 | 1,366 | 4,308 | 1,972 | 46% | 3,033 | 1,371 | 4,404 | 2,108 | 48% | 3,167 | 1,414 | 4,581 | 1,985 | 43% |
| Oshana | 1,798 | 727 | 2,525 | 1,156 | 46% | 1,854 | 743 | 2,597 | 1,265 | 49% | 1,909 | 766 | 2,675 | 1,189 | 44% |
| Oshikoto | 2,171 | 1,019 | 3,190 | 1,626 | 51% | 2,242 | 1,049 | 3,291 | 1,647 | 50% | 2,333 | 1,066 | 3,399 | 1,607 | 47% |
| Otjozondjupa | 1,364 | 541 | 1,905 | 1,032 | 54% | 1,439 | 553 | 1,992 | 1,057 | 53% | 1,487 | 578 | 2,065 | 1,003 | 49% |
| Zambezi | 1,181 | 702 | 1,883 | 1,067 | 57% | 1,234 | 732 | 1,966 | 1,127 | 57% | 1,273 | 760 | 2,033 | 1,062 | 52% |

Table 70 report the number and percentage of teachers who received training in Life Skills-Based HIV and Sexuality education from 2022 to 2024. Zambezi region record the highest percentage of teachers trained in Life Skills-Based HIV (52%) in 2024.

Erongo region recorded the lowest percentage 35%, but there was a decrease in all regions of teachers who received training in Life Skills-Based HIV and Sexuality education in 2024. The figures on teachers who were trained in Life Skills-Based HIV and Sexuality education remain relatively low. This may jeopardise the Ministry of Education, Arts and Culture's response to combating HIV and AIDS and created a better understanding amongst 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 |
| National | 543,866 | 510,259 | 93.8% | 504,912 | 92.8% | 510,839 | 93.9% |
| Kharas | 15,825 | 15,520 | 98.1% | 15,245 | 96.3% | 15,530 | 98.1% |
| Erongo | 35,623 | 32,957 | 92.5% | 32,572 | 91.4% | 32,272 | 90.6% |
| Hardap | 18,135 | 17,142 | 94.5% | 16,647 | 91.8% | 17,144 | 94.5% |
| Kavango East | 48,546 | 46,085 | 94.9% | 45,586 | 93.9% | 46,145 | 95.1% |
| Kavango West | 28,137 | 22,761 | 80.9% | 24,210 | 86.0% | 24,429 | 86.8% |
| Khomas | 66,611 | 63,467 | 95.3% | 62,317 | 93.6% | 61,938 | 93.0% |
| Kunene | 19,629 | 17,514 | 89.2% | 17,368 | 88.5% | 17,376 | 88.5% |
| Ohangwena | 76,152 | 73,393 | 96.4% | 71,607 | 94.0% | 73,042 | 95.9% |
| Omaheke | 16,539 | 16,515 | 99.9% | 15,991 | 96.7% | 16,317 | 98.7% |
| Omusati | 68,521 | 59,981 | 87.5% | 59,332 | 86.6% | 60,977 | 89.0% |
| Oshana | 38,879 | 37,547 | 96.6% | 36,767 | 94.6% | 37,371 | 96.1% |
| Oshikoto | 49,887 | 48,857 | 97.9% | 48,341 | 96.9% | 49,018 | 98.3% |
| Otjozondjupa | 34,079 | 32,780 | 96.2% | 32,695 | 95.9% | 33,173 | 97.3% |
| Zambezi | 27,303 | 25,740 | 94.3% | 26,234 | 96.1% | 26,107 | 95.6% |

The number of young people aged 10-24 who were reached with Life-Skills Based HIV and Sexuality Education in the schools in 2024 are reported in **Table 71**. There were three categories that were 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 effort must be made to ensure that all learners benefit from this subject content.

The number of schools that provided Life Skills-Based HIV and Sexuality Education between 2022 and 2024 decreased from 86.8% in 2022 to 84.5% in 2024.

Table 72: Schools that provided Life Skills-Based HIV and Sexuality Education in 2022-2024

| Year | 2022 | | | 2023 | | | 2024 | | |
|-----------------|---------------|---------------------------|--------------|---------------|---------------------------|--------------|---------------|---------------------------|--------------|
| | Total Schools | Schools that Provided LBS | | Total Schools | Schools that Provided LBS | | Total Schools | Schools that Provided LBS | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| National | 1,964 | 1,704 | 86.8% | 2,004 | 1,693 | 84.5% | 2,036 | 1,647 | 80.9% |
| Kharas | 57 | 53 | 93% | 58 | 57 | 98% | 58 | 52 | 90% |
| Erongo | 80 | 68 | 85% | 86 | 76 | 88% | 87 | 73 | 84% |
| Hardap | 62 | 61 | 98% | 63 | 60 | 95% | 64 | 55 | 86% |
| Kavango East | 179 | 126 | 70% | 185 | 115 | 62% | 189 | 111 | 59% |
| Kavango West | 179 | 109 | 61% | 178 | 103 | 58% | 180 | 101 | 56% |
| Khomas | 134 | 111 | 83% | 139 | 120 | 86% | 141 | 112 | 79% |
| Kunene | 77 | 72 | 94% | 77 | 73 | 95% | 80 | 67 | 84% |
| Ohangwena | 276 | 262 | 95% | 282 | 257 | 91% | 290 | 256 | 88% |
| Omaheke | 47 | 45 | 96% | 51 | 45 | 88% | 52 | 45 | 87% |
| Omusati | 295 | 255 | 86% | 298 | 249 | 84% | 300 | 245 | 82% |
| Oshana | 150 | 134 | 89% | 152 | 132 | 87% | 156 | 134 | 86% |
| Oshikoto | 223 | 215 | 96% | 226 | 208 | 92% | 229 | 202 | 88% |
| Otjozondjupa | 86 | 78 | 91% | 89 | 85 | 96% | 90 | 81 | 90% |
| Zambezi | 119 | 115 | 97% | 120 | 113 | 94% | 120 | 113 | 94% |

Table 73: Schools that provided orientation for parents/guardians on Life Skills-Based HIV and Sexuality Education in 2022-2024

| Year | 2022 | | | 2023 | | | 2024 | | |
|-----------------|---------------|----------------------|--------------|---------------|----------------------|--------------|---------------|----------------------|--------------|
| | Total Schools | Provided Orientation | | Total Schools | Provided Orientation | | Total Schools | Provided Orientation | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| National | 1,964 | 560 | 28.5% | 2,004 | 586 | 29.2% | 2,036 | 747 | 36.7% |
| Kharas | 57 | 24 | 42% | 58 | 21 | 36% | 58 | 24 | 41% |
| Erongo | 80 | 13 | 16% | 86 | 16 | 19% | 87 | 29 | 33% |
| Hardap | 62 | 16 | 26% | 63 | 16 | 25% | 64 | 24 | 38% |
| Kavango East | 179 | 38 | 21% | 185 | 38 | 21% | 189 | 56 | 30% |
| Kavango West | 179 | 24 | 13% | 178 | 48 | 27% | 180 | 54 | 30% |
| Khomas | 134 | 40 | 30% | 139 | 40 | 29% | 141 | 65 | 46% |
| Kunene | 77 | 21 | 27% | 77 | 25 | 32% | 80 | 32 | 40% |
| Ohangwena | 276 | 86 | 31% | 282 | 79 | 28% | 290 | 102 | 35% |
| Omaheke | 47 | 18 | 38% | 51 | 22 | 43% | 52 | 28 | 54% |
| Omusati | 295 | 78 | 26% | 298 | 95 | 32% | 300 | 106 | 35% |
| Oshana | 150 | 40 | 27% | 152 | 39 | 26% | 156 | 63 | 40% |
| Oshikoto | 223 | 92 | 41% | 226 | 78 | 35% | 229 | 87 | 38% |
| Otjozondjupa | 86 | 19 | 22% | 89 | 23 | 26% | 90 | 27 | 30% |
| Zambezi | 119 | 51 | 43% | 120 | 46 | 38% | 120 | 50 | 42% |

A fluctuating is observed in the percentage of schools that provided orientation to parents from 2022 to 2024. Some regions have recorded an increase while other have dropped, despite the fluctuation in some regions, the overall percentage of schools that provided orientation to the parents has increased with 0.7% from 2022 to 2023 and 7.5% from 2022 to 2023. Discussing HIV and AIDS prevention information with parents is very crucial for the combating of the epidemic. It has also been the stance of the Ministry that parents must be aware of what their children are receiving on this subject to avoid resistance and misinterpretations. Schools should therefore be encouraged to orientate parents. Discussions with school principals indicate that the policy requiring parent orientations is not well understood, and in some instances, parent-teacher meetings are not being held.

Table 74: Schools with teachers who were trained on and taught Life Skills-Based HIV and Sexuality Education in 2022-2024

| Year | 2022 | | | 2023 | | | 2024 | | |
|-----------------|---------------|---|--------------|---------------|---|--------------|---------------|---|--------------|
| | Total Schools | Schools with teachers who received and taught | | Total Schools | Schools with teachers who received and taught | | Total Schools | Schools with teachers who received and taught | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| National | 1,964 | 1,348 | 68.6% | 2004 | 1379 | 68.8% | 2036 | 1371 | 67.3% |
| Kharas | 57 | 47 | 82% | 58 | 44 | 76% | 58 | 38 | 66% |
| Erongo | 80 | 53 | 66% | 86 | 53 | 62% | 87 | 62 | 71% |
| Hardap | 62 | 52 | 84% | 63 | 51 | 81% | 64 | 59 | 92% |
| Kavango East | 179 | 80 | 45% | 185 | 95 | 51% | 189 | 153 | 81% |
| Kavango West | 179 | 65 | 36% | 178 | 71 | 40% | 180 | 47 | 26% |
| Khomas | 134 | 96 | 72% | 139 | 102 | 73% | 141 | 96 | 68% |
| Kunene | 77 | 51 | 66% | 77 | 53 | 69% | 80 | 41 | 51% |
| Ohangwena | 276 | 207 | 75% | 282 | 223 | 79% | 290 | 176 | 61% |
| Omaheke | 47 | 33 | 70% | 51 | 34 | 67% | 52 | 36 | 69% |
| Omusati | 295 | 202 | 68% | 298 | 210 | 70% | 300 | 171 | 57% |
| Oshana | 150 | 125 | 83% | 152 | 115 | 76% | 156 | 119 | 76% |
| Oshikoto | 223 | 175 | 78% | 226 | 162 | 72% | 229 | 189 | 83% |
| Otjozondjupa | 86 | 67 | 78% | 89 | 67 | 75% | 90 | 81 | 90% |
| Zambezi | 119 | 95 | 80% | 120 | 99 | 83% | 120 | 103 | 86% |

There was a slight increase in schools with teachers who received training between 2022 and 2023 (0.2%) compared to 2023 and 2024 that recorded slight decrease of (1.5%) representing a difference of 8 schools between 2023 and 2024.

It is worth noting that dedicated Life Skills teachers are only allocated to schools that have 250 learners and above. Some regions have a relatively large number of smaller schools, who could not be allocated dedicated Life Skills teachers. Teaching of Life Skills does however take place in these schools but taught by teachers that are not trained to teach Life skill.

Table 75: Percentages of educational institutions (schools) that implemented an HIV/AIDS Workplace Programme in 2021-2023

| Year | 2021 | | | 2022 | | | 2023 | | |
|-----------------|---------------|--------------------------|--------------|---------------|--------------------------|------------|---------------|--------------------------|------------|
| | Total Schools | Schools that implemented | | Total Schools | Schools that implemented | | Total Schools | Schools that implemented | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| National | 1,964 | 1,110 | 56.5% | 2004 | 1176 | 59% | 2036 | 1272 | 62% |
| Kharas | 57 | 39 | 68% | 58 | 38 | 66% | 58 | 40 | 69% |
| Erongo | 80 | 35 | 44% | 86 | 37 | 43% | 87 | 50 | 57% |
| Hardap | 62 | 40 | 65% | 63 | 36 | 57% | 64 | 40 | 63% |
| Kavango East | 179 | 80 | 45% | 185 | 89 | 48% | 189 | 100 | 53% |
| Kavango West | 179 | 66 | 37% | 178 | 87 | 49% | 180 | 83 | 46% |
| Khomas | 134 | 71 | 53% | 139 | 71 | 51% | 141 | 81 | 57% |
| Kunene | 77 | 42 | 55% | 77 | 49 | 64% | 80 | 51 | 64% |
| Ohangwena | 276 | 163 | 59% | 282 | 165 | 59% | 290 | 193 | 67% |
| Omaheke | 47 | 30 | 64% | 51 | 33 | 65% | 52 | 36 | 69% |
| Omusati | 295 | 159 | 54% | 298 | 183 | 61% | 300 | 191 | 64% |
| Oshana | 150 | 98 | 65% | 152 | 101 | 66% | 156 | 112 | 72% |
| Oshikoto | 223 | 154 | 69% | 226 | 158 | 70% | 229 | 151 | 66% |
| Otjozondjupa | 86 | 48 | 56% | 89 | 43 | 48% | 90 | 57 | 63% |
| Zambezi | 119 | 85 | 71% | 120 | 86 | 72% | 120 | 87 | 73% |

The percentage of educational institutions that implemented an HIV/AIDS Workplace Program has increased Nationally from 2022 to 2024, with variations among the regions.

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